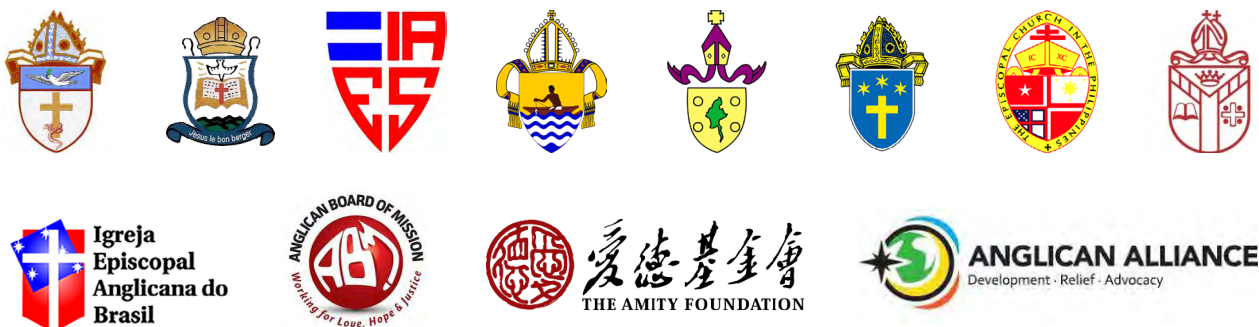


In collaboration with



Pastors and Disasters: A Toolkit for Community-Based Disaster Resilience for members and partners of the Anglican relief and development community.

An initiative of Episcopal Relief & Development with:

- Anglican Diocese of Colombo, Sri Lanka
- Anglican Church of Burundi
- Anglican Episcopal Diocese of El Salvador
- Anglican Diocese of Niassa, Mozambique
- Church of the Province of Myanmar
- Anglican Church of Melanesia
- Episcopal CARE Foundation, Philippines
- Episcopal Church of South Sudan
- Anglican Episcopal Church of Brazil
- Anglican Board of Mission, Australia
- The Amity Foundation, China
- Anglican Alliance

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INTRODUCTION

Episcopal Relief & Development is pleased to share the Pastors and Disasters Toolkit, a resource manual and workbook of practical tools designed to help improve our efforts to respond more effectively to the increasing severity and frequency of disasters, especially within the context of local Anglican or Episcopal churches and organizations.

The Anglican Communion and its member churches are present in 165 countries and claim membership of 85 million people on six continents. Churches are part of their communities, so are able to respond before, during and after disasters. They offer not only spiritual comfort and solidarity but also sustainability and accountability in any response, including when its own communities and structures are affected. As the world witnesses and experiences the increasing frequency and intensity of natural and human-made disasters, international humanitarian agencies such as Episcopal Relief & Development have seen a growth in the generosity and commitment of our local partners to serve and accompany the recovery of affected communities.

Episcopal Relief & Development primarily works in partnership with local Anglican churches and organizations. In 2010, a comprehensive review of our emergency responses confirmed that in nearly all cases, churches in affected areas responded spontaneously, quickly and instinctively. We also confirmed that many disasters occur regularly. Some areas are continually prone to drought; others experience annual typhoons and monsoon flooding. In such places, there is much that can be done to prepare for and mitigate the impact of these inevitable events. The analysis revealed specific opportunities for churches to build on their experiences and formalize good practices that are congruent with international standards. Thus, our churches can elevate their ability to serve communities more effectively and leverage new response partners and resources.

ABAGAIL NELSON

Executive Vice President

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International Programs
Episcopal Relief & Development

We convened a global Disaster Risk Reduction Working Group to collaborate on creating these tools. Thirteen partner representatives joined us from Australia, Brazil, Burundi, China, El Salvador, Mozambique, Myanmar, the Philippines, the Solomon Islands, South Sudan, Sri Lanka, the United Kingdom and the United States of America. We are enormously grateful for their contributions and generosity. The working group adapted, developed and field-tested user-friendly tools that can be used in both low- and high-capacity contexts. The first edition was published in 2015, and the second edition incorporates best-practices and more evidence-based resilience strategies.

The tools are especially suited to the Anglican context, and are designed to build on our existing human, technical and structural assets and resources – thereby heightening awareness of available networks and improving monitoring mechanisms that enhance and increase local capacity. We drew on a wealth of existing materials, which are identified as references.

The Pastors and Disasters Toolkit is open-sourced, thus permitting its use to anyone interested in equipping service organizations to prepare for, mitigate and respond to disasters efficiently and effectively.

We invite you to share these resources and to share your comments and experiences with us.

NAGULAN NESIAH

Senior Program Officer, Disaster Resilience

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International Programs
Episcopal Relief & Development

HOW TO USE THE TOOLKIT

The toolkit is divided into six sections:

1 Contextual Bible Studies

Contextual Bible Studies can be used to mobilize and engage learners through the exploration of Biblical passages with disaster resilience themes. This toolkit includes 4 Bible Studies.

2 Terms & Definitions

Understanding standard terms and definitions is a part of capacity building in disaster resilience and the components of this toolkit. Review the terms and definitions in advance of moving through the toolkit.

3 Core Competencies

The technical content of the Toolkit is divided into four Core Competencies. The skills, knowledge and know-how represented in these four competencies demonstrate advanced capacity in Disaster Resilience. Attaining fluency in these four Core Competencies demonstrates fluency in Disaster Resilience:

- Community Mobilization
- Disaster Resilience Assessment
- Disaster Resilience Implementation
- Disaster Response

4 Capacity Assessment Worksheet

Eight Standards articulate specific thematic areas within the four competencies. Each Standard has three levels: beginning, intermediate and advanced – designed with the aim that the user will attain the most advanced stage of each Standard by using this Toolkit.

5 Tools

Each of the 26 Tools provides ideas, instructions, guides and information for Disaster Resilience.

6 Case Studies

There are three case studies included in this section each one a reflection a planning and activities in different geographical areas.

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SECTION 1
CONTEXTUAL BIBLE STUDIES

CONTEXTUAL BIBLE STUDIES

Contextual Bible Studies invite the learner to explore Biblical passages with disaster themes. In examining these scriptures, a stronger Biblical foundation of disaster resilience is offered. Each study is expected to take 1 hour and is designed for group study employing the FAMA learning dialogue technique.

These Bible Studies can be used to mobilize, engage and enlighten church and community leadership on Disaster Resilience concepts, either at the beginning of the process to generate energy or at any point during the capacity building process to reinforce the biblical foundation of this work.

The FAMA technique provides a framework for self-discovery and learning using a type of exercise or code. In this case, the code is a biblical passage, followed by four sets of questions that encourage discovery and affirmation of the knowledge and experiences that people already have.

FAMA stands for **F**-facts, **A**-association, **M**-meaning, and **A**-action. It represents the types of questions you may ask people and groups as you guide them from reflection to discovery to action.

The following is a generic example of the FAMA questioning sequence for lesson processing:

1 Facts

To help people reflect about and discuss what they have just heard, seen or done (i.e. the exercise or code).

Sample Questions: What do you hear in the Biblical passage? Can you tell a story of what you heard in the Bible Scriptures? What is happening in the story we just heard? Who were the main actors? What roles did they each play?

2 Association

To help people connect the experience/code to their own feelings and their own lives.

Sample Questions: Have you ever seen anything like this before? Have you experienced something similar or have you ever been/felt like one of the characters in the story? Can you share an example or your own story?

3 Meaning

To help people identify and discuss the deeper meaning of the experience/code, the lessons to be learned, the story's importance to them, to others, and their community in general.

Sample Questions: How does the Biblical passage and your own experiences make you feel? How often does something like this happen? What are the consequences? What effect does it have on you or others? What can we learn from this story and/or from your own story?

4 Action

To incite people to take action.

Sample Questions: What can you do to address this situation? What can you do alone? What can you do together? How? Why? Beginning when?

CONTEXTUAL BIBLE STUDY 1

Genesis 41

Themes explored

Disaster Preparedness; Leadership; Asset-Based Disaster Resilience

1 Facts

- What happened in the story?
- What was Joseph's plan for disaster resilience?
- In this story, what was important to Joseph and the Pharaoh?

2 Association

- What warnings have we received, not only in disasters but in other situations? And how did you respond?
- What has been your experience in preparing for disasters?
- What has been your experience of listening to your inner voice/voice of God?

3 Meaning

- What lessons do we learn from this story?
- What do we learn about mobilizing people and resources for disaster resilience?
- What do we learn from this story about asset-based programming and resilience?
- What qualities did Joseph have that made him suitable for this task?
- Can you identify any natural leaders in your diocese who can help in preparedness or response?

4 Action

- What do you feel called to do based on this conversation?
- In what ways can you work with your diocese to better prepare your community to face possible difficulty or disaster?
- In what ways can you encourage local initiative and local leadership?

CONTEXTUAL BIBLE STUDY 2

Luke 8: 43-48

Themes explored

Inclusion; Power; Courage; Marginalization; Social Constructs

1 Facts

- What happened in the story?
- What did the woman do?
- How did Jesus react?

2 Association

- Are there populations in your community that are marginalized like the woman?
- Are there ministries of the church (like the cloak) that do not reach (touch) the most vulnerable?
- Are there ministries of the church that reach those who longed for it? How did those two get connected?
- Have you had an experience where you exhibited courage like the woman?

3 Meaning

- Who has the most power in the story?
- How does Peter's reaction mirror how people in your context may react in a similar situation?
- What is Jesus teaching us in this story?
- What is the woman who touched the cloak teaching in this story?

4 Action

- What do you feel called to do based on this conversation?
- How can we, as a church community, exhibit greater courage in our work?
- What do we learn from this story that might change the way we encounter each other and our problems and needs?
- Who should we be building relationships with like the woman who touched the cloak?
- What does this passage tell us about the way we might facilitate our family, church and community to meet perceived needs?

CONTEXTUAL BIBLE STUDY 3

Genesis 6:9 - 8:22

Themes explored

Disaster Awareness; Community Mobilizing; Disaster Resilience

1 Facts

- What happened in the story?
- What steps did Noah take to prepare for the flood?
- How can you describe the flood?
- How can you describe the post-flood experience?

2 Association

- What has been your experience anticipating a disaster situation?
- What are some warning methods that are available to us?
- How do you think other people would have reacted to Noah's ark-building initiative? What opposition might you/ have you faced in disaster preparedness?
- What has been your experience of acting proactively on a warning of an impending event?

3 Meaning

- What lessons do we learn from this story?
- In what ways did Noah make provisions for the period during the flood and the period after the flood?
- What do we learn about constantly monitoring the flood situation and adjusting our response accordingly?
- What do we learn about building back better from this story?

4 Action

- What do you feel called to do based on this conversation?
- What considerations should you prioritize when preparing your community to be more disaster resilient?
- In what ways should your diocese build a good relationship with the target community and other stakeholders in order to provide leadership in disaster situations?

CONTEXTUAL BIBLE STUDY 4

Zachariah 8: 3-12

Themes explored

Building Back Better; Community Mobilizing; Disaster Resilience

1 Facts

- What happened in the story?
- What does God's vision for Jerusalem look like?

2 Association

- What parts of God's vision stand out the most to you?
- What has been your experience in rebuilding or reconstructing?
- Which parts of God's vision can you see in your mind?
- Which parts of God's vision make you feel hopeful?
- What features of God's vision resonate with you?

3 Meaning

- What lessons do we learn from this story?
- What kinds of words does the verse use to describe God's vision for Jerusalem? Are they negative or positive?
- Is God's vision for the future positive or negative one?
- What are characteristics of a community or neighborliness that you value?
- Is God's vision for the future built on fear and loathing, or from love and hope?

4 Action

- What do you feel called to do based on this conversation?
- What are your own dreams and vision for your future?
- What are the dreams for the future of your family/ parish/ diocese/ nation?
- What are steps we could put in place to help you achieve that dream?



SECTION 2
TERMS & DEFINITIONS

TERMS & DEFINITIONS

Assessment: Activities to collect information to determine the effects of a disaster.

Capacities: The resources and skills people possess, can develop, gather, use and access, which allow them to cope with disaster risk and have more control over shaping their own future.

Community mobilizing: The ability to engage with community and church leaders in all phases of programming.

Competencies: The ability to do something successfully or efficiently.

Disaster: The situation when a hazard affects people who are in a vulnerable situation and who are unable to cope with the impact of the hazard.

Disaster preparedness: To prepare for, predict and respond to the expected impact of a hazard.

Disaster response: The ability to have a method for providing relief in the short term, and assisting with recovery and rehabilitation needs, including activities for risk reduction.

Disaster risk: The potential disaster losses in lives, health, livelihoods, dignity, assets and services, which could occur in a community if a hazard was to strike.

Disaster resilience plan: A program of activities making good use of existing assets and reducing risks with identified outcomes, timeline and budget.

Early warning system: The system needed to generate and distribute timely and clear hazard warning information to help individuals, communities and organizations to prepare and to act appropriately with enough time to reduce harm or loss.

Hazard: An event, natural object or situation, which has the potential to cause disruption or damage to infrastructure and services, people, their property, livelihoods and environment.

Intersectionality: The interconnection of social categories such as race, class, age, disability and gender as they apply to a given individual or group, that creates multiple impacts of discrimination or disadvantage.

Marginalized: A person or group that is treated as insignificant, peripheral on the margins, due to conceptual or systemic barriers.

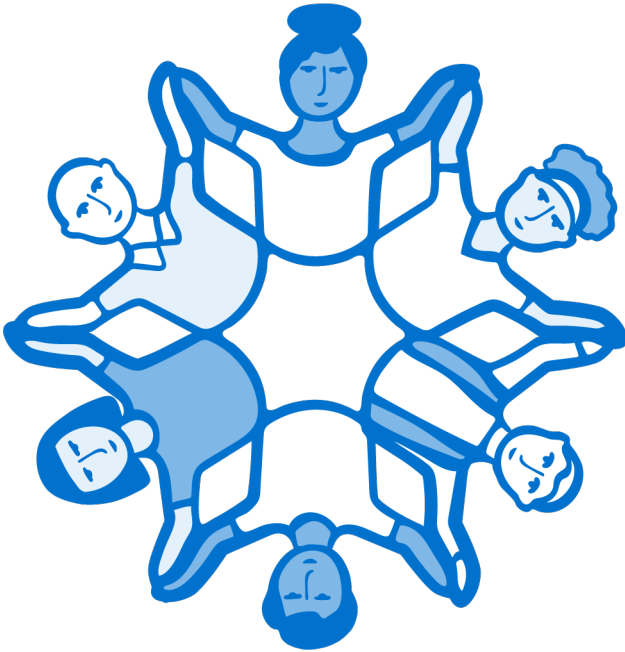
Mitigation: Lessening, reducing or avoiding harmful impacts of a disaster by various means, such as planting trees and building or enhancing better shelters, embankments, drains, canals, etc.

Monitoring: The process of checking programs and work plans regularly to make sure that they are helping to reach objectives and if they need adapting.

Preparedness: Activities designed by the community to anticipate, plan for, face, absorb and recover from a disaster.

Protection: Activities designed to safeguard people, particularly vulnerable and marginalized individuals and groups (including but not limited to adolescent girls, elderly and disabled) during disasters, and ensure their equal access to services and resources.

Recovery: The restoring and improvement of facilities, livelihoods and living conditions of disaster-affected communities, designed to reduce disaster risk and apply the “build back better” concept to help the community to cope better with any future disasters.



Resilience: The ability of a community or society exposed to hazards to resist, absorb, adjust to and recover from the effects of a hazard in a timely and efficient manner.

Risk assessment: The ability to analyze the risks hazards pose to a community with special attention provided to vulnerabilities and capacities.

Risk: The probability that negative consequences may arise when hazards interact with vulnerable areas, people, property and the environment. Also see Disaster Risk.

Safeguarding: To protect individuals from all forms of harm, violence, abuse and neglect.

Standard: A level of quality.

Stakeholders: Individuals or groups who are impacted by or directly involved in an activity.

Tool: A format, instrument or instruction used to accomplish a particular task.

Vulnerability: The state which reduces the ability of an individual, household or community to prepare for and cope with the impact of hazards due to their economic, social, physical or geographical situation.



SECTION 3

CORE COMPETENCIES

The technical content of the Toolkit is divided into four subjects or themes that we call “Core Competencies.” We believe that the skill, knowledge and know-how represented in these four competencies demonstrate advanced capacity in Disaster Resilience, based on our experience and on pilot testing with churches and church agencies.



Core Competency 1

COMMUNITY MOBILIZATION

Competency 1 is the ability to empower and encourage community members including establishing Disaster Committees that represent the diversity of the community. Committee members are trained in disaster preparedness, mitigation and response.

Community Mobilization is the ability to work with community and church leaders in all phases of programming. With a deep-rooted presence, the Anglican Church recognizes the value of community groups in driving and managing their own development. The active engagement of community members in assessing, designing, planning and implementing is a recognized strength of the local church.

Local leaders are identified and mobilized to form a Disaster Committee. All activities are designed, implemented, monitored and evaluated with community representation in mind. The experience, needs, roles, capacities, benefits and burdens of women and men, girls and boys, rich and poor, Anglicans and non-Anglicans, young and old are taken into account during the organizing process. This competency is fulfilled while recognizing that there are varying degrees of access to and control over resources, and that work, benefits and impacts may vary widely across different types of people. Community cooperation ensures that people have genuine input into decisions that will affect them, with the purpose of building full ownership of prioritizing strategies and subsequent activities. The Church's community organizers ensure wide-ranging consultations with all sectors of the population, thus reducing reliance on traditional elite power structures.

We believe that everyone has something to offer and that a community's assets are in abundance, even in times of disaster. Even the most vulnerable groups can contribute meaningfully by sharing ideas and knowledge, as well as providing skilled and/or unskilled labor and raw materials.



Core Competency 2

RESILIENCE ASSESSMENT

Competency 2 is the ability of leaders to complete and monitor a resilience assessment plan. A Resilience Assessment builds on the skills, knowledge and resources available within and outside the community and takes into account existing vulnerabilities. Like the first competency, a variety of community members are engaged: civic leaders as well as specific historically marginalized groups, including but not limited to women, the elderly, people with disabilities and children.

1 Capacities and Capabilities

The first element in a resilience assessment is determining community and individual capacities or capabilities. Capacities mean the skills and assets that people or communities have which can be used for help in a time of disaster. Capabilities refer to longer-term strengths that are not focused on during a sudden change in circumstances. Examples include:

- **Human:** youth groups, Mothers' union, farmer cooperatives, savings circles
- **Pastoral:** parish ministries, spiritual resources, ecumenical networks
- **Social:** key parishioners, relationships with government officials
- **Financial:** property, access to equipment or transport, etc

2 Hazards and Threats

A resilience assessment determines what hazards or threats are likely to occur in the community. It takes into account the vulnerabilities, skills, knowledge and resources available within and outside the community. Examples can include (but are not limited to):

- **Human-made:** war, political tension, tribal fighting, unstable infrastructure or construction, looting, population movements
- **Natural hazards:** cyclones, hurricanes/typhoons, floods, earthquakes, forest fires, landslides, drought

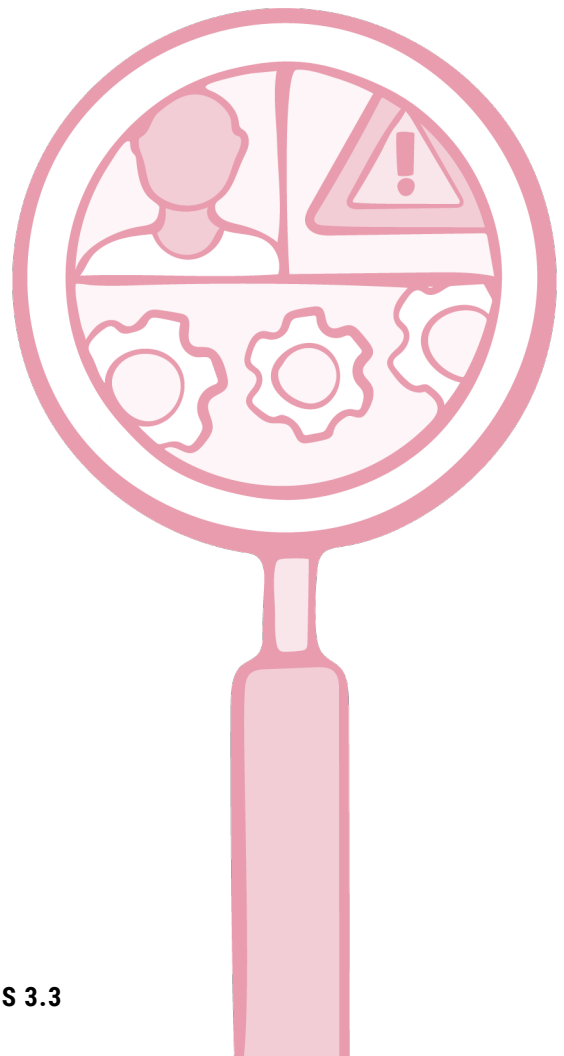
3 Vulnerability

A resilience assessment pays particular attention to the vulnerability of communities. Vulnerability is determined by looking at how people are able to protect themselves from disasters, and their resilience to its effects and impact. Factors contributing to vulnerability include (but are not limited to):

- Lack of connectedness with others, lack of civil society movements
- Discriminatory practices (based on sex, age, race, disability, class, sexual orientation, etc.)
- Poor access to financial, medical, educational, human resources
- Poor access to government help, corruption in the government structures
- Environmental degradation

A Resilience Assessment analyzes the capacities, hazards and vulnerabilities in the community. A Disaster Resilience strategy will increase overall resilience (and diminish risk) by increasing the capacities, reducing the hazards and reducing the vulnerabilities.

$$\text{RESILIENCE} = \frac{\text{CAPACITIES}}{\text{HAZARDS X VULNERABILITIES}}$$





Core Competency 3

DISASTER RESILIENCE IMPLEMENTATION

Competency 3 allows communities to develop and carry out a resilience management plan to increase resilience to disasters while incorporating the knowledge, skills and assets previously identified. Disaster Resilience implementation refers to the ability to execute the plan, utilizing existing possessions, property, networks, local resources and other assets to reduce risk and increase resilience.

Disaster Resilience planning in a local community involves talking to a variety of people representing all parts of the community. The tools in this section are designed to allow people to put into action some of the solutions identified during the assessment phase.

Disaster Resilience activities can be diverse and extensive. The purpose of this chapter is not to provide a complete list, but instead, we hope to provide some simple tools that will enhance resilience at the household and community level.

Disaster Resilience Activities Include:

1. Establishing (and training on) early warning communication systems
2. Making suggestions about household preparedness kits
3. Strengthening community, parish or diocesan preparedness plans
4. Incorporating risk resilience activities into development programming



Core Competency 4

DISASTER RESPONSE

Competency 4 is the ability of leaders to effectively respond to a disaster. They will be able to assess needs during a disaster response and will be able to respond in ways that align with international standards.

Disaster Response refers to the ability to execute added-value relief and recovery activities that address both short-term and longer-term needs in collaboration with other humanitarian actors (government or non-government). We believe that it is important to define the unique role of the church in meeting gaps of needs that are not being served, for example, search and rescue may be best managed by those with that mandate or making sure that the church is not unduly asked to absorb a role that is the duty of the government.

We also believe that incorporating disaster resilience activities that will also build resilience against future shocks or disasters significantly strengthens such a response. Successful relief and recovery programs also take into account the assets, strengths and contributions of the affected persons themselves, as well as local community and national organizations. An efficient and effective response must be both timely and inclusive while promoting dignity among those impacted.

We also recognize that the suffering caused by a disaster is rooted in poverty. It is the task of development programs to assist in reducing the level of this poverty and vulnerability to disasters. Disaster Response is best placed in the context of development. Response work can and should enhance development objectives instead of creating dependency. Responsible and effective relief efforts assist a return to normality as soon as possible. They achieve this goal by maintaining a long-term perspective on the development of the physical and human potential of an area and its communities.

The purpose of this competency is to outline internationally recognized humanitarian principles, and to make them fit into the scope and nature of the Church's response.

Select critical tools related to human resources are also provided to care for with those responding to this disaster.



SECTION 4
CAPACITY ASSESSMENT

INTRODUCTION

Churches and church-related organizations within the Anglican Communion may have different levels of capacity and experience with Disaster Resilience. Our Toolkit aims to be useful no matter where you fall on the scale of capacity and experience. In other words, you may just be starting out and all these ideas are new to you. There are tools for you. Or you may have many years of responding to disasters. We have tools for you, too. We also believe that Anglican churches and related agencies, no matter what their current level of capacity, will be able to build and enhance their capacity to an advanced professional level using this Toolkit.


In our review of existing literature, our Working Group examined many available resources. However, we could not find the necessary tool to meet two of the needs identified above: enhancing Disaster Resilience capacity, and enhancing Disaster Management capacity. Thus, the Working Group developed an assessment worksheet to meet these needs.

The Working Group agreed on eight core minimum standards to meet all four Core Competencies listed, as detailed in the following graphic. These competencies and standards are really goals to try to attain. By striving to meet these goals, Anglican churches, agencies and others will be responding to hazards in the most professional and effective manner possible.

In order to guide you through the various activities, we have created a Capacity Assessment Worksheet that includes the monitoring of Disaster Resilience capacities. This worksheet is for you to use before, during and immediately after a disaster. You would use it before a disaster so that it will be easier to respond more effectively when something does happen. And you would use it during and immediately after a disaster happens to ensure that you are maintaining professional standards.

The Capacity Assessment Worksheet is a monitoring tool to maintain simplicity and connectedness across and between the four competencies. The scores provide benchmarks of capacity and reflect any change in capacity.

CAPACITY ASSESSMENT OVERVIEW

 <p>CORE 1 Community Mobilization</p>	<p>Tool 1 Serving the Wider Community</p> <hr/> <p>Tool 2 Workshop for Community or Parish Leaders</p> <hr/> <p>Tool 3 Workshop for Church Leadership</p>
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STANDARD 1
Disaster Resilience
Workshops



STANDARD 2
Disaster Resilience
Leadership



CORE 2
Resilience Assessment



STANDARD 3
Resilience Assessment



CORE 3
Disaster Resilience
Implementation

Tool 4

Committee Roles & Responsibilities

Tool 5

Developing a Disaster Resilience Work Plan

Tool 6

Disaster Resilience Coordinator Job Description

Tool 7

Basic Mapping Exercises

Tool 8

Comprehensive Mapping Exercises

Tool 9

Prioritizing Activities

Tool 10

Early Warning Systems

Tool 11

Communication System

Tool 12

Evacuation Centers

Continued on next page



STANDARD 4
Resilience Management Plan



STANDARD 5
Disaster Resilience Integration

Tool 13
Community Drills

Tool 14
Household Preparedness Kits

Tool 15
Managing Volunteers

Tool 16
Resilience Programming

Tool 17
Agricultural Resilience

Tool 18
Disaster Resilience Indicators



CORE 4
Disaster Response



STANDARD 6
Needs Assessment



STANDARD 7
Response Activities



STANDARD 8
Staff Care

Tool 19
Rapid Assessment Checklist

Tool 20
Rapid Assessment for Gender & Inclusion

Tool 21
Core Principles

Tool 22
Thematic Tip Sheets

Tool 23
Building Resilience in Disaster Response & Recovery

Tool 24
Staff Care Policy

Tool 25
Institutional Contingency Plan

Tool 26
Recognizing & Managing Stress

NAME OF COMMUNITY/PARISH

DATE OF ASSESSMENT

COMPLETED BY

SCORING

Novice	A = 0
Beginner	B = +1
Intermediate	C = +2
Advance	D = +3

CAPACITY ASSESSMENT WORKSHEET

The Worksheet is an assessment monitoring tool to maintain simplicity and connectedness across and between the four competencies. The scores provide benchmarks of capacity and reflect any change in capacity. Tally your scores at the end of the Assessment Worksheet to determine your Core Strength, and we recommend that you re-assess regularly, but no less than annually. Listed at the bottom of each question are Capacity-Building Tools to help improve your scores.

CAPACITY ASSESSMENT WORKSHEET 1



CORE COMPETENCY 1
Community Mobilization



STANDARD 1
Disaster Resilience Workshops

Have you conducted any Disaster Resilience workshops?

- A** No. **A** _____
- B** Yes, and we discussed what worked, what might have gone better and next steps for improvement. Some of our leaders understand Disaster Resilience concepts, such as hazards and vulnerabilities. **B** _____
- C** Yes, more than one workshop with a parish committee or community board. Most church and workshop leaders understand Disaster Resilience concepts. **C** _____
- D** Yes, including workshops with the wider community, Anglican churches and church leadership. Many community and parish members understand Disaster Resilience concepts. **D** _____

CAPACITY BUILDING TOOLS

Tool 1: Serving the Wider Community, page 5.1

Tool 2: Workshop for Community or Parish Leaders, page 5.3

Tool 3: Workshop for Church Leadership, page 5.7

CAPACITY ASSESSMENT WORKSHEET 2



CORE COMPETENCY 1
Community Mobilization



STANDARD 2
Disaster Resilience Leadership

Have you formed a Disaster committee?

- A** No. **A** _____
- B** Yes, we formed a diverse* committee. The committee doesn't meet very often, or has not decided its mission or chosen a coordinator. **B** _____
- C** Yes, we formed a diverse Disaster Committee. All the members have been trained. The committee identified responsibilities for the coordinator and each member. If there is a coordinator, he or she is mainly responsible for coordinating during emergencies. **C** _____

Continued on next page

CAPACITY ASSESSMENT WORKSHEET 2

- D** Yes, Disaster Committee members are demographically diverse (with representatives from marginalized groups), have been trained and know their roles and responsibilities. The committee meets monthly to review and enhance the Disaster Resilience plan. A full-time committee coordinator helps the committee do its work. **D** _____

***Diverse:** represents the community through inclusion of different ethnic groups, tribes, religions, etc.

CAPACITY BUILDING TOOLS

Tool 4: Committee Roles & Responsibilities, page 5.11

Tool 5: Disaster Resilience Work Plan, page 5.14

Tool 6: Disaster Resilience Coordinator Job Description, page 5.16

CAPACITY ASSESSMENT WORKSHEET 3



CORE COMPETENCY 2 Resilience Assessment



STANDARD 3 Resilience Assessment

Have you conducted a Resilience assessment?

- A** No. **A** _____
- B** Yes, the Disaster Committee conducted a basic assessment to identify capacities, assets, hazards and vulnerabilities. **B** _____
- C** Yes, the Disaster Committee conducted a basic assessment to identify capacities, assets, hazards and vulnerabilities. Community members were invited and attended the workshop. **C** _____
- D** Yes, an extensive assessment was held to identify detailed capacities, assets, hazards and vulnerabilities. Attendees were diverse. **D** _____

CAPACITY BUILDING TOOLS

Tool 7: Basic Mapping, page 5.18

Tool 8: Comprehensive Mapping, page 5.22

Continued on next page

CAPACITY ASSESSMENT WORKSHEET 4



CORE COMPETENCY 3
Disaster Resilience Implementation



STANDARD 4
Resilience Management Plan

Have you conducted a community resilience assessment?

- | | |
|--|----------------|
| A No. | A _____ |
| B The Disaster Committee conducted a community resilience assessment. | B _____ |
| C The Disaster Committee led a resilience assessment in each community and the participant group is diverse. | C _____ |
| D The Disaster Committee led a resilience assessment in each community, the participant group is diverse and the committee checked with each segment of the community more than once to see if they are using the plan and to help update the plan. | D _____ |

CAPACITY BUILDING TOOLS

Tool 9: Prioritizing Activities, page 5.27

Tool 10: Early Warning System, page 5.30

Tool 11: Communication System, page 5.33

Tool 12: Evacuation Centers, page 5.35

Tool 13: Community Drills, page 5.37

Tool 14: Household Preparedness Kits, page 5.39

Tool 15: Managing volunteers, page 5.41

CAPACITY ASSESSMENT WORKSHEET 5



CORE COMPETENCY 3
Disaster Resilience Implementation



STANDARD 5
Disaster Resilience Integration

Do community development projects integrate Disaster Resilience activities?

- | | |
|---|----------------|
| A No. | A _____ |
| B Yes, when planning for development projects the community considers vulnerabilities that might be limited or weakened during a disaster. | B _____ |
| C Yes, planning for all development projects includes resilience analysis and budgeting for Disaster Resilience activities. | C _____ |

Continued on next page

CAPACITY ASSESSMENT WORKSHEET 5

- D** Yes, not only does planning for all community projects include resilience analysis and budgeting for Disaster Resilience activities, but also includes tracking indicators to assess the impact of Disaster Resilience activities.

D _____

CAPACITY BUILDING TOOLS

Tool 16: Resilience Programming, page 5.44

Tool 17: Agricultural Resilience, page 5.46

Tool 18: Disaster Resilience Indicators, page 5.48

CAPACITY ASSESSMENT WORKSHEET 6



CORE COMPETENCY 4
Disaster Response



STANDARD 6
Needs Assessment

Have you conducted a needs assessment?

- A** No. **A** _____
- B** Yes, communities carried out one or more needs assessments for affected community members. Assessment included prioritizing meeting needs for vulnerable populations. **B** _____
- C** Yes, needs were assessed including prioritizing vulnerable populations. The assessment data was reviewed in the context of the community's existing strengths and capacities. **C** _____
- D** Yes, not only were needs assessed prioritizing vulnerable populations but also the community worked in collaboration with other organizations for a joint-assessment **D** _____

CAPACITY BUILDING TOOLS

Tool 19: Rapid Assessment Checklist, page 5.50

Tool 20: Rapid Assessment for Gender and Inclusion, page 5.54

Continued on next page

CAPACITY ASSESSMENT WORKSHEET 7



CORE COMPETENCY 4
Disaster Response



STANDARD 7
Response Activities

Have you developed a response plan?

- | | |
|--|----------------|
| A No. | A _____ |
| B Yes, we developed a plan that addresses immediate humanitarian needs in the immediate aftermath of a disaster. | B _____ |
| C Yes, not only was a plan developed based on an assessment that prioritizes vulnerable populations but the plan follows “minimum standards” for essential needs, such as water, sanitation, shelter and food. | C _____ |
| D Yes, in addition to addressing immediate community needs based on a post-disaster assessment prioritizing vulnerable populations and following “minimum standards” for essential needs, the plan covers early recovery, increasing resilience and enhancing the community’s ability to prevent and minimize future hazards. | D _____ |

CAPACITY BUILDING TOOLS

Tool 21: Core Principles, page 5.60

Tool 22: Thematic Tip Sheets, page 5.602

Tool 23: Building Resilience in Disaster Response & Recovery, page 5.68

Tool 25: Institutional Contingency Plan, page 5.76

CAPACITY ASSESSMENT WORKSHEET 8



CORE COMPETENCY 4
Disaster Response



STANDARD 8
Staff Care

Have you developed a staff care plan?

- | | |
|--|----------------|
| A No. | A _____ |
| B Yes, staff and volunteers are provided counseling support as needed. | B _____ |
| C Yes, and also guidelines are in place for pastoral and professional counseling. | C _____ |
| D Yes, in addition to guidelines that allow for counseling support, staff were trained to identify psychosocial symptoms. | D _____ |

CAPACITY BUILDING TOOLS

Tool 24: Staff Care Policy, page 5.72

Tool 26: Recognizing and Managing Stress, page 5.78



SECTION 5

TOOLS

The Tools found in Section 5 are designed for Development Staff, Church Leadership and Parish/Community members to provide ideas, instructions, guides and information for Disaster Resilience.



CORE 1

Community Mobilization



STANDARD 1

Disaster Resilience Workshops

Tool 1 SERVING THE WIDER COMMUNITY

WHAT IS IT?

Guidelines for working with and providing assistance to groups or communities other than the Anglican community.

WHY USE IT?

These guidelines are designed to assist you in working with communities or leaders who are not specifically Anglican.

HOW TO USE IT?

Many times, we are called on to provide assistance to communities that are outside our own Anglican community. There is a place for us to help our neighbors even when we do not share the same language or religious beliefs. The International Red Cross and Red Crescent Movement created a code of conduct for NGOs to follow that many churches have adopted. Two of the key principles are:

- 1 Church assistance and support should be given to people of any race, belief, gender, religion and nationality, without bias or prejudice. Priorities are to be worked out on the basis of need alone. This means that we need to help everyone regardless of what group they are in.
- 2 Church assistance and distribution should not be used to promote a particular political or religious standpoint. This means that we cannot proselytize.

Once we recognize and agree with these principles, in sticky situations how can we follow them? How can we work with leaders from other faiths to help a community that is not Anglican?

Continued on next page

and the King will answer them,

“Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.”

Matthew 25:40

THINGS TO CONSIDER

- 1** Meet with religious leaders, ethnic leaders and community leaders. Ask for a meeting to discuss the needs of the community. Importantly, be very open about your intentions and hopes. Your intentions are to help the people and build dignity and not to convert them or do harm. Answer all questions with calmness and compassion. Think about how you might feel if someone from another faith came to your neighborhood to give you assistance.
- 2** Partner with the local leaders. Plan with them what the response to disaster will be and how it will be carried out, paying attention to the gaps your church can offer to meet. Do not take any action without their involvement and partnership. This means if you do a food distribution, include representatives from the partner group to carry it out. Work together. When you decide which families will be targeted with dignity kits, decide with someone from the other group. Never take action alone.
- 3** Know the local customs, traditions and values. Lay aside your own customs and traditions to honor those of the community where you want to serve. This may mean attending religious services to demonstrate your goodwill and to honor their practices. Keep thinking about how you would feel if you were in their shoes.
- 4** Never assume you know what is right, how things should be done or what is the best way to proceed.

**BE KIND.
WORK TOGETHER.
HONOR TRADITIONS.
ASK, LISTEN.**

TOOL HISTORY

Developed and field-tested in Sri Lanka

NEXT STEPS

Tool 2 & 3: Conducting Disaster Resilience Workshops, page 5.3 - 5.9

Tool 4: Committee Roles & Responsibilities, page 5.11



CORE 1

Community Mobilization



STANDARD 1

Disaster Resilience Workshops

Tool 2 WORKSHOPS FOR COMMUNITY OR PARISH LEADERS

WHAT IS IT?

A participatory workshop on Disaster Resilience to target parish and community leadership.

WHY USE IT?

This workshop prepares participants for subsequent disaster resilience activities. Although many of the activities will be facilitated by program staff or committee members, it is useful to share general ideas and outcomes with community and church leaders.

HOW TO USE IT?

- 1 Depending on the situation, it is sometimes important to get community leaders on board before meeting with the wider community. At other times, a ground-up approach is more effective.
- 2 Ask the bishop or community leader for their blessing and identify an appropriate time and place.
- 3 Confirm and reserve a location with adequate space for breaking out into small group discussions.
- 4 Use or adapt the suggested paragraph below to send out invitations to, at most, 25 people per workshop. Invite parish wardens and leaders, civil society members, village elders and youth leaders. Pay close attention to under-represented demographic population groups, including female, elder and youth participation.

Suggested Invitation Text:

You are cordially invited to attend a workshop on understanding, thinking about and increasing the disaster resilience in your community/parish/diocese. In order to build a set of activities to strengthen your community's/parish's/diocese's ability to prepare for and, recover after a disaster, we seek your participation. This workshop will last three hours and will be held at:

Continued on next page

- 5 If you do not yet have a strong relationship with your audience, or if you are building this relationship, you may consider co-facilitating with a parish or community leader.
- 6 Prepare logistics, including arranging:
 1. Transportation for participants
 2. One flipchart with stand or other presentation device for every eight people
 3. Seating in a circle for participants

AT THE WORKSHOP

- 1 **Ask these questions to the entire group, and encourage full participation:**
 1. Have you or your family ever had a major family crisis? Discuss your emotions, fears and the actions that your family members took.
 2. Can anyone remember any kind of disaster that has happened in our area? What was its impact?
 3. How did the community respond?
 4. Can anyone remember any situation that would have become a disaster if the right action had not been taken in time? What actions were taken that prevented more serious consequences?
 5. How would your community respond if a disaster, such as a major road accident or a fire, involving many casualties, struck tomorrow?
 6. What kind of disaster do you fear most? Why? Is there anything that could be done to lessen the impact of this kind of disaster?
- 2 **Divide the participants into groups of up to eight to discuss types of hazards – natural and human-made. After 10 minutes of group work, ask each group to present their work to the full plenary.**
 1. What kind of hazard would be most likely to threaten our community? Are there any warning signs?
 2. What circumstances make certain hazards common in our community? You might include building with grass or palm leaves, dry grass in the bush that may lead to bush fires, building on flood plain, not clearing drains, insects destroying a crop or people living on steep hillsides, etc.
 3. How well equipped are the local authorities to cope with any of these events?
 4. How well equipped is our community to deal with any of these events?
 5. What resources or assets do our communities have that can help cope with these hazards?
- 3 **Divide the participants into different groups of up to eight to discuss the varying impact of disasters on certain groups of people. After reading the short scenario on the following page, ask the small groups to discuss the questions below for 10 minutes. Allow time for the groups to present their work to the full plenary.**

Continued on next page

AT THE WORKSHOP

“Imagine that a large dam across a big river, some 100km upstream of our community, develops huge cracks. The authorities know that it is likely to burst within the next 24 hours. They warn all communities downstream to evacuate immediately using radio broadcasts and officials with loudspeakers.”

1. Discuss how people in your community would be affected.
2. What would be the quickest and safest escape route to use?
3. Consider the different types of people in our community. How will they be affected immediately following a disaster, and in the long term after several weeks or months? Display on a chart.
4. Who is most likely to suffer serious effects? Why?
5. How could you plan to help the groups of people likely to suffer the most serious impact?
6. What local organizations might be able to help you?

4 Divide people into pairs and read this story aloud:

“You wake up and realize your house is on fire. The entire roof is on fire and there is nothing you can do to save the house. There is no one else in the house. You have just two or three minutes to take out with you the five things that are most important to you. What would you take out?”

1. Give people a few minutes to decide which five things they would take out first.
2. Then ask each pair to decide which item they would take out first and why.
3. Ask several pairs to share with the full group what items they have chosen. Explain that they have made a priority list. From all their possessions, they prioritized the five most important. Then they decided on their top priority and gave the reasons for this.
4. After people have shared their first priority, discuss whether this would benefit the whole community. Should people reconsider their priorities?

5 Try a similar exercise, this time considering community priorities:

“You hear on the radio that a cyclone is bringing severe winds and that flooding will reach your area in one hour’s time. Think about your community and decide which five actions you would take to avoid or minimize the damage to life, livestock or possessions.”

With the full group, discuss community assets and resources using the questions below:

1. List all the community leaders, agencies or organizations in your area, both government and non-government. In an emergency situation, who provides directions? When confusing and sometimes different directions are given by those in authority, whose directions are followed?

Continued on next page

AT THE WORKSHOP

2. What experience do these leaders have in organizing people? What experience do they have in planning? How could their experience be widened to help prepare for disaster response?
 3. How closely linked are these leaders to government officials? How can links between government officials, church groups, NGOs and community groups be strengthened and communications improved?
 4. How effective are church groups in training and preparing members for leadership? How can this be improved?
- 6** As a final step, review with the participants how the Disaster Committee will use the information gathered from this workshop and the tools in this book to enhance a plan of activities to reduce their community's risk over the course of the next few months.
- 7** Record the information collected, and keep it in a safe place for future use.

TOOL HISTORY

Adapted and field-tested in Burundi and El Salvador

REFERENCE

Hansford, B (2006). *Disasters and the Local Church*, Tearfund.

NEXT STEPS

Tool 4: Committee Roles & Responsibilities, page 5.11



CORE 1

Community Mobilization



STANDARD 1

Disaster Resilience Workshops

Tool 3 WORKSHOP FOR CHURCH LEADERSHIP

WHAT IS IT?

A participatory workshop on Disaster Resilience to target church and diocesan/provincial leadership.

WHY USE IT?

This workshop prepares participants for subsequent disaster resilience activities. Although many of the activities will be facilitated by program staff or committee members, it is useful to share general ideas with church and diocesan/provincial leadership.

HOW TO USE IT?

- 1 Ask the bishop or archbishop for their permission or blessing and identify an appropriate time and place.
- 2 Confirm and reserve a workshop location with adequate space for breaking out into small group discussions.
- 3 Use or adapt the suggested paragraph below to send out invitations to, at most, 25 people. Invite diocesan leaders, including laypersons, archdeacons, deans and department heads. Pay close attention to demographics to have a balanced representation, including adequate female, elder and youth participation.

You are cordially invited to attend a workshop on understanding, analyzing and increasing the disaster resilience in your community/parish/diocese. We request your participation in order to build a set of activities to strengthen your community's/parish's/diocese's resilience following a disaster. The workshop will last three hours and will be held at:

- 4 Prepare logistics, including arranging for:
 1. Transportation for participants
 2. One flipchart with stand or other presentation device for every eight people
 3. Seating in a circle for participants

Continued on next page

AT THE WORKSHOP

1 Ask these questions to the entire group, and encourage full participation:

1. In what ways do you think your church could respond immediately if a disaster occurred?
2. What plans could your church develop now, so it could respond quickly if and when a disaster occurred?
3. Does the church currently have a (functioning) Disaster Committee?

2 Divide the group into groups of eight to discuss church assets. After 10 minutes of group work, ask each group to present their work to the full plenary.

1. What assets or resources does your church have that could be useful in a disaster? Think about land, buildings, bells, etc.
2. What useful information could your church communicate both before and during a possible disaster?
3. What skills do you have in your congregation? Some examples include medical knowledge, construction experience, volunteer management and counseling ability.

3 Divide the group into different groups of eight to discuss how church leaders can model and encourage compassionate attitudes and values. Ask the small groups to discuss the questions below. After 20 minutes of group work, have the groups present their work to the full plenary.

1. How can the church show love and hospitality in times of crisis?
2. How can the church maintain a focus on the dignity of those being served?
3. In what ways could your church support those who were bereaved or emotionally upset by a disaster?
4. What values and attitudes in your community make some people more vulnerable to disaster? Does community culture support fatalism or superstition?
5. How can your church challenge and change these values and attitudes?
6. What are the key teachings that the church should promote after a disaster?
7. What sources of conflict exist in your community and what can the church do to help resolve those tensions?
8. How can the church be inclusive and ensure that everyone in the community who needs help gets it?

4 Divide people into pairs to enter into deeper dialogue on facilitating community action.

1. How could your church bring together the wider community to decide on action to prepare for or respond to disasters?
2. Who are the key people in your community that you would want to be nominated for a Disaster Committee to be involved in planning and running such a community meeting?

Continued on next page

AT THE WORKSHOP

- 5** With the full group, discuss how the church can use its networks and assets to be an advocate on behalf of those most vulnerable.
 1. Are there issues of injustice in your local community that need to be challenged? How can your church best do this?
 2. Who are the people in your community who might be overlooked by emergency response programs due to geographic factors or lack of connections?

- 6** Lastly, share with participants how the Disaster Committee will use the information gathered from this workshop and the tools in this book to enhance a plan of activities to increase their community's resilience over the course of the next few months.

TOOL HISTORY

Adapted and field-tested in Brazil, Burundi and El Salvador

REFERENCE

Reference: Venton P and Hansford, B (2006). ROOTS 9: Reducing Risk of Disaster in Our Community, Tearfund.

NEXT STEPS

Tool 4: Committee Roles & Responsibilities, page 5.11

FIELD NOTES

A large rectangular area with a light blue border, containing 25 horizontal dotted lines for writing.



CORE 1

Community Mobilization



STANDARD 2

Disaster Resilience Leadership

Tool 4 COMMITTEE ROLES & RESPONSIBILITIES

WHAT IS IT?

A list of the core roles and responsibilities of a Disaster Committee.

WHY USE IT?

You need a committee or group to be able to respond well in an emergency. And you need the experience of the members to match the needs and expectations of the committee.

HOW TO USE IT?

- 1 The primate, bishop or community leader should invite the following to serve on committee:
 1. Clergy including primate, bishop, parish priest, etc., as appropriate
 2. Lay leaders including select parish wardens and community chiefs
 3. Department representatives including Mothers' Union, Youth associations, etc.
 4. People with expertise and/or connections with disaster management
 5. People with experience in planning and monitoring
 6. People willing and able to help in designated areas of responsibility
 7. People from other faiths and backgrounds representing a cross-section of the community with regards to social, cultural, political, economic, racial, age, gender inclusion and disability.

Suggested Invitation Text:

The Diocese/Parish/Community Development Organization of _____ is planning to set up a Disaster Committee. The Committee will work on a Disaster Resilience Plan for our diocese/parish/community. The Committee will also supervise the Disaster Resilience Coordinator. We are seeking a group of committed individuals willing to support the Coordinator and the diocese/parish/community in preparedness, mitigation and response efforts. We are inviting you to serve on this Committee for a minimum of two years.

- 2 The Committee will be responsible for the following activities:
 1. Mirroring Christ's and other great spiritual leaders' commitment to truth, mercy, justice and love for all people

Continued on next page

2. Establishing Disaster Resilience goals and objectives
3. Developing, reviewing and fully understanding the Disaster Resilience Plan
4. Leading drills or trainings as needed
5. Communicating the plan fully to parishes and communities through trainings, sermons, etc.
6. Ensuring that resilience activities continue and are current
7. Providing parish support during stressful times; for example, coordinating services and activities
8. Providing leadership support and guidance to the coordinator as needed

3 During regular meetings, the committee will move forward on the following actions:

1. Knowing their own area of responsibility within the plan
2. Reviewing and updating the plan regularly to make sure it is operational
3. When a disaster strikes, implementing the resilience plan or the post-disaster plan
4. Evaluating the plan after use; making changes as needed
5. At regular intervals, rotating in new members to join the committee

TOOL HISTORY

Developed and field-tested in El Salvador, Mozambique and Solomon Islands

REFERENCE

US Disaster Program (2011). *Preparedness Planning Guide*, Episcopal Relief & Development.

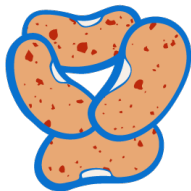
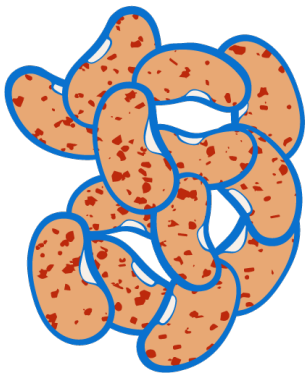
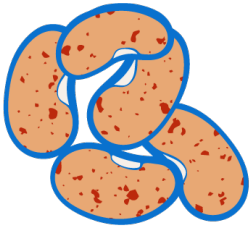
NEXT STEPS

Tool 6: Disaster Resilience Coordinator Job Description, page 5.16

Tools 2 & 3: Conducting Disaster Resilience Workshops, page 5.3 - 5.9

STORIES FROM THE FIELD

HAZARD MAPPING IN BURUNDI



Each time the church in Burundi begins a project, they first convene a gathering with the community to learn from their perspectives and experience. When launching a disaster resilience project, the church convened a focus group meeting to learn from the community on their disaster experience and to accompany them in developing strategies. The community gathered under a tree and was presented with a pile of beans in the middle of the circle of people. With each bean representing a hazard (e.g. crop damage, drought, war, malaria, etc.), the community was asked to divide the beans into small or large piles to show how much each hazard would impact and disrupt their lives. Groups were divided by gender and age to recognize the dignity of each community member and better allow for diverse perspectives. The community conversation using the beans and the subsequent analysis of the results lead the community to develop an informed strategy on disaster resilience.



CORE 1

Community Mobilization



STANDARD 2

Disaster Resilience Leadership

Tool 5 DEVELOPING A DISASTER RESILIENCE WORK PLAN

WHAT IS IT?

An exercise to provide guidance to the Disaster Committee on developing and updating a Disaster Resilience work plan.

WHY USE IT?

Without an action plan, the task of enhancing Disaster Resilience or managing disasters may seem daunting. This simple exercise is designed to simplify the process and make it more manageable.

HOW TO USE IT?

- 1 Make a chart like this one, labeling the first column "activities." List all essential activities and continue with additional activities. Make the first row, "Timeline." Along the first row, write down a realistic time frame using weekly, monthly or quarterly time units. On the grid, enter a check or a more specific date when the committee expects the activities to take place.

ACTIVITIES	MONTHLY TIMELINE			
	Jan-Mar	Apr-June	July-Sept	Oct-Dec
Facilitate Disaster Resilience Workshops Tools 1 & 2				
Recruit Disaster Resilience Coordinator Tool 4		May 1		
Establish Disaster Resilience Committee Tool 5			August 20	October 20
Conduct Resilience Mapping Tools 7 & 8				
Compile a Contact List Tool 11		June 15		

Continued on next page



CORE 1

Community Mobilization



STANDARD 2

Disaster Resilience Leadership

Tool 6 DISASTER RESILIENCE COORDINATOR JOB DESCRIPTION

WHAT IS IT?

A sample job description for a Disaster Resilience Coordinator, if your diocesan or provincial leadership decides that you need a part-time or full-time person to coordinate and manage disaster resilience activities.

WHY USE IT?

Recruitment of an appropriate volunteer or staff person with a clearly defined mandate is essential for overseeing and organizing disaster resilience programming, and when needed, for coordinating response and recovery operations.

HOW TO USE IT?

- 1 Use the language below to discuss with your provincial or diocesan leaders and create a job description that meets your local needs.
- 2 Determine if the position is voluntary or paid, and full-time or part-time, and mention this in the job description. NOTE: We do not recommend that clergy do this job because when a disaster strikes, clergy will be required to meet the spiritual and emotional needs of the affected population and they will not have time or energy to lead a disaster response.
- 3 Post the job description within the church, ecumenical and civil society networks.
- 4 When interviewing candidates, ensure the applicants fully understands their roles and responsibilities, including empowering parishes and communities through activities before, during and after a disaster.

Continued on next page

SAMPLE JOB DESCRIPTION**Duties and responsibilities include:**

- Recruiting a Disaster Committee
- Supporting Disaster Committees at provincial, diocesan and parish/ community levels
- Facilitating regular meetings of the Disaster Committee
- Coordinating and planning trainings at diocesan, parish and community levels
- Facilitating the creation and maintenance of a Disaster Resilience Plan
- Assisting parishes/communities in establishing local committees and creating/ updating disaster plans
- Building relationships with other ecumenical, non-profit and governmental agencies
- In the event of a disaster, communicating with local committees to assess needs and assist in implementing response plans
- In the event of a disaster, coordinating with partners regarding needs and how best to get needed resources to affected communities
- Any other duties as assigned by supervisor, the committee or the bishop

Qualities include:

- Positive energy and the ability to work collaboratively with clergy and lay people from diverse backgrounds and different levels of comprehension
- A self-motivated, detail-oriented person with strong organizational skills
- Superior oral and written communication skills, experienced public speaker

TOOL HISTORY

Developed and field-tested in El Salvador, Mozambique and Solomon Islands

NEXT STEPS

Tool 4: Committee Roles & Responsibilities, page 5.11

Tool 2 & 3: Conducting Disaster Resilience Workshops, page 5.3 - 5.9



CORE 2

Resilience Assessment



STANDARD 3

Resilience Assessment

Tool 7 BASIC MAPPING EXERCISE

WHAT IS IT?

Basic exercises to identify the hazards, vulnerabilities and capacities in a community, which by the end of the process will give you a completed Resilience Map.

WHY USE IT?

A Resilience Map is useful in assessing the intensity, frequency and trends of hazards; analyzing the levels of vulnerability of people and facilities; and identifying opportunities to build on existing strengths.

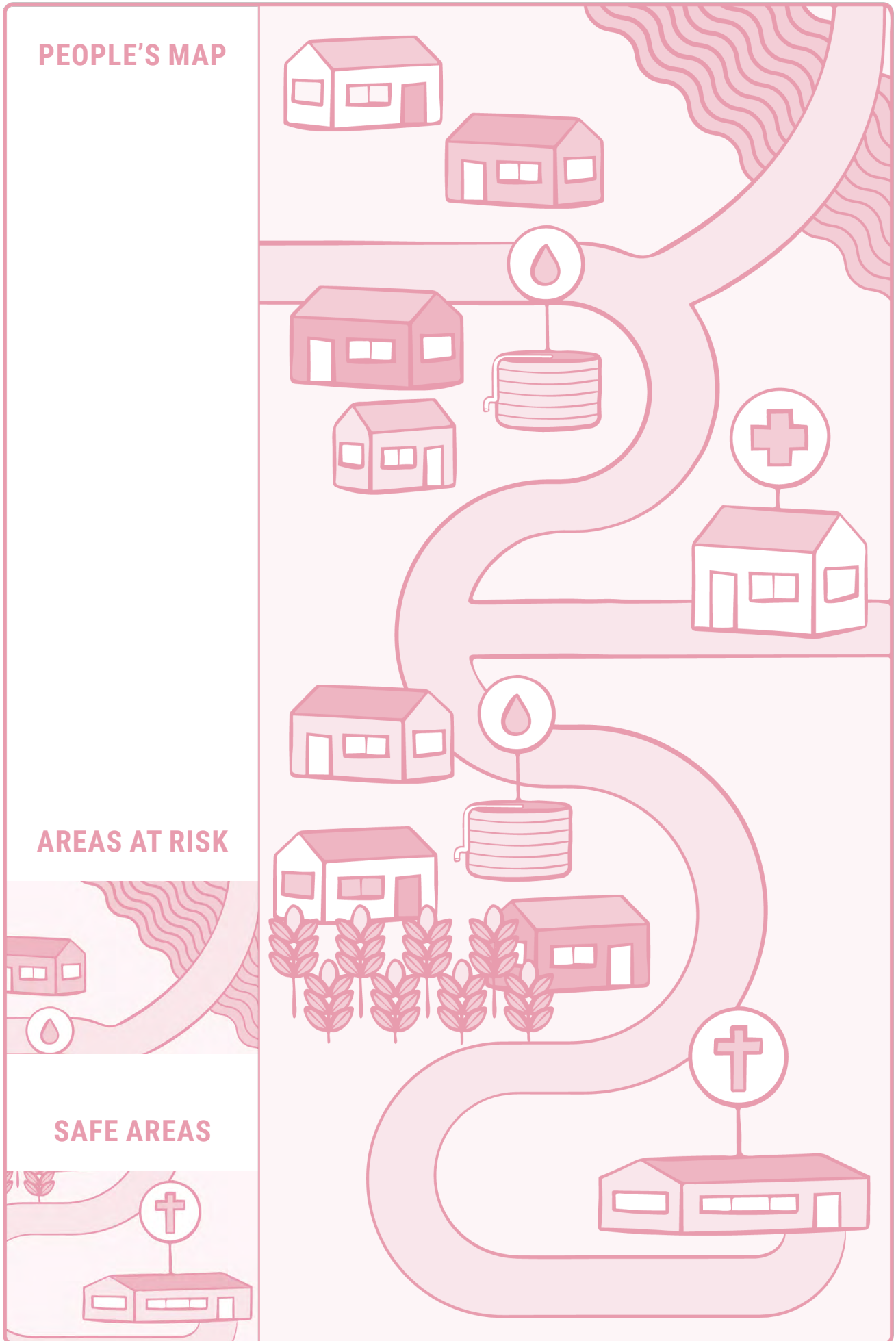
HOW TO USE IT?

Exercise 1 | People's Map

This exercise is helpful in facilitating communication and encouraging discussion on important issues in the community. A People's Map allows everyone to see the area's main features and where there might be problems in the case of a disaster.

- 1 Make sure that men and women who know the area well and are willing to share their experiences come to the meeting. If you have all new people or small children you won't get the information that you need.
- 2 Choose a suitable surface to work on (ground, floor, paper) and medium (sticks, stones, seeds, pencils, chalk) for the map.
- 3 Help people get started, but let them draw the map themselves. The map should first identify the spatial arrangement of houses, fields, roads, rivers and other land uses. It should then indicate, for each hazard, elements at risk, safe areas, resources, etc.

Continued on next page

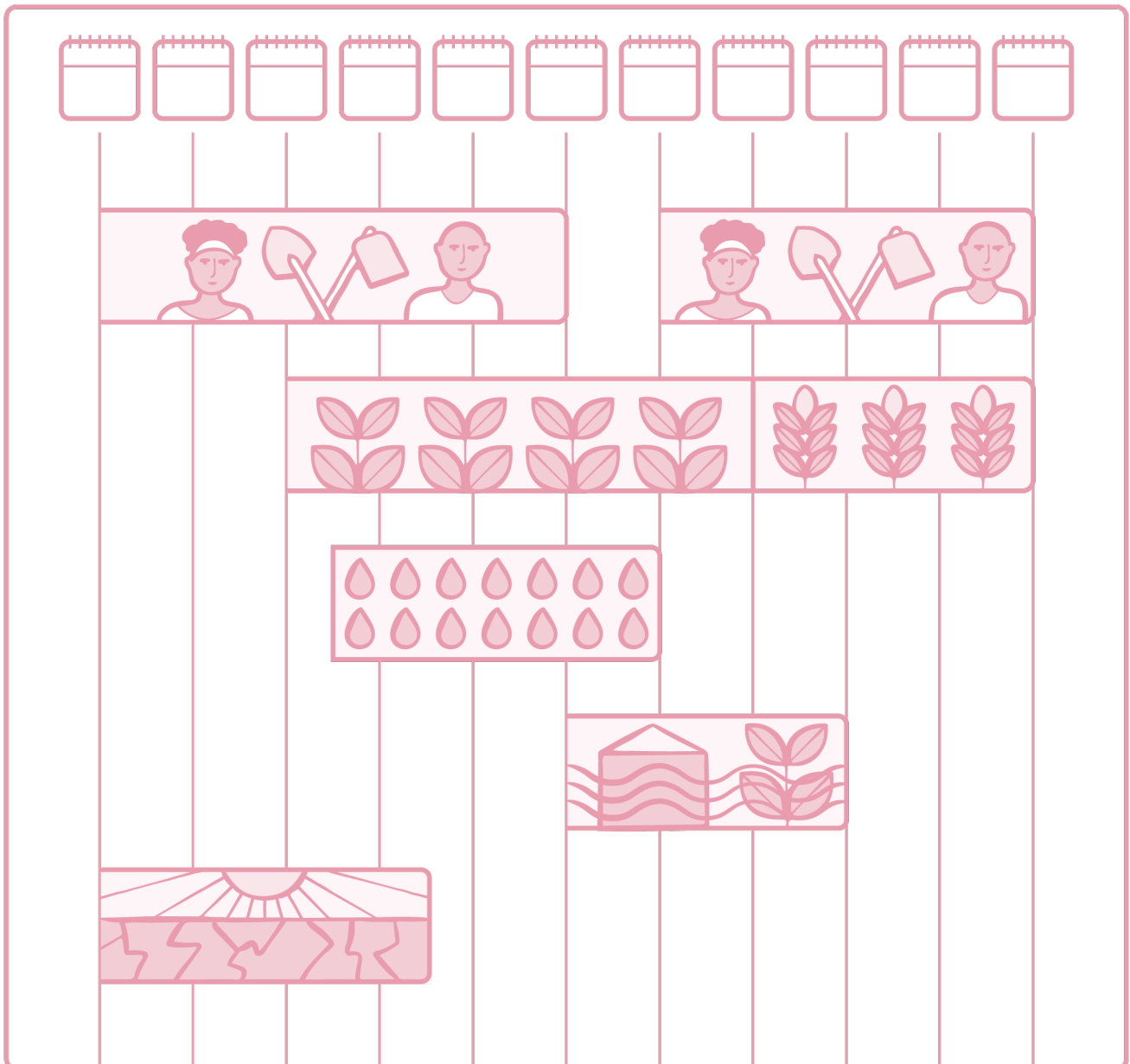


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Exercise 2 | Seasonal Calendar

This exercise reveals different events, experiences, activities and conditions that occur throughout the year and identifies periods of stress and hazards, illustrating when activities and events are most at risk as well as the “safe” seasons.

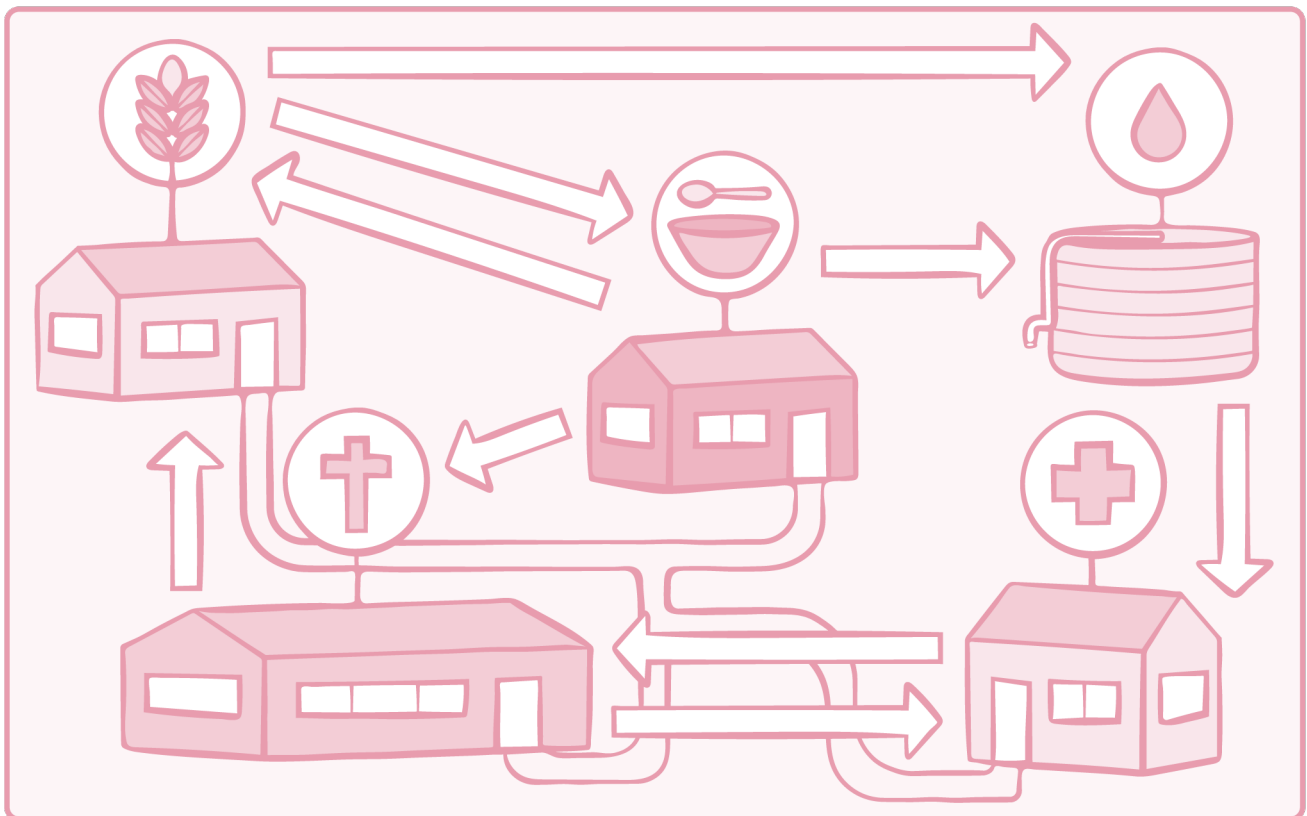
- 1 Use ‘blackboard’ or craft paper. Mark off the local calendar months of the year on the horizontal axis. Ask people to list sources of livelihood, events, conditions, etc. and arrange these along the vertical axis.
- 2 Ask people to enumerate all the work they do (i.e., plowing, planting, weeding, etc.) and mark months, duration, gender and age for each source of livelihood/ income.
- 3 Talk about how the different disasters affect the community. Look at the calendar and say things like, “You usually plant in June but then there are heavy rains that month – how does that impact your ability to plow and make a good living?” In this way, you are linking the different aspects of the calendar: how do disasters affect sources of livelihood? When is workload heaviest? Who does the work? Ask about seasonal food intake, periods of food shortage, out-migration, etc.



Exercise 3 | Capacity Map

This exercise is helpful in exposing local resources on which people rely in times of disaster. This allows communities to act on existing capacities or strengths. It will also help to identify gender differences in access to and control over resources.

- 1 Ask a household to draw a map of their household and resources/capacities on which they depend for their livelihood or survival (material/physical, social/ organizational, spiritual/motivational capacities).
- 2 Ask a household how they contribute to or support other households, the community and the larger socioeconomic environment.
- 3 Ask people to use arrows to indicate flow of resources to and from their household.
- 4 Ask household member(s) who uses and controls resources (by gender, class, ethnicity, age).
- 5 Ask questions to accompany the making of the maps, and put answers on the map.



TOOL HISTORY

Developed and field-tested in China, El Salvador, Myanmar, Philippines and Sri Lanka

NEXT STEPS

Tool 8: Comprehensive Mapping Exercise (if operating at higher capacity levels, or needing additional information), page 5.22

Tool 9: Prioritizing Activities (for stand-alone Disaster Resilience activities), page 5.27

Tool 16: Resilience Programming (for integrating into development programs), page 5.44

Tool 17: Agricultural Resilience, page 5.46



CORE 2

Resilience Assessment



STANDARD 3

Resilience Assessment

Tool 8 COMPREHENSIVE MAPPING EXERCISE

WHAT IS IT?

A series of additional mapping exercises to identify hazards, vulnerabilities and capacities, and provide more comprehensive information (supplements Tool 7 exercises).

WHY USE IT?

Mapping exercises build community participation and ownership for the process. Therefore, these additional exercises will not only collect different types data for community analysis, but they will also continue to create opportunities for the community to address hazards and vulnerabilities within the framework of their own existing assets and strengths.

HOW TO USE IT?

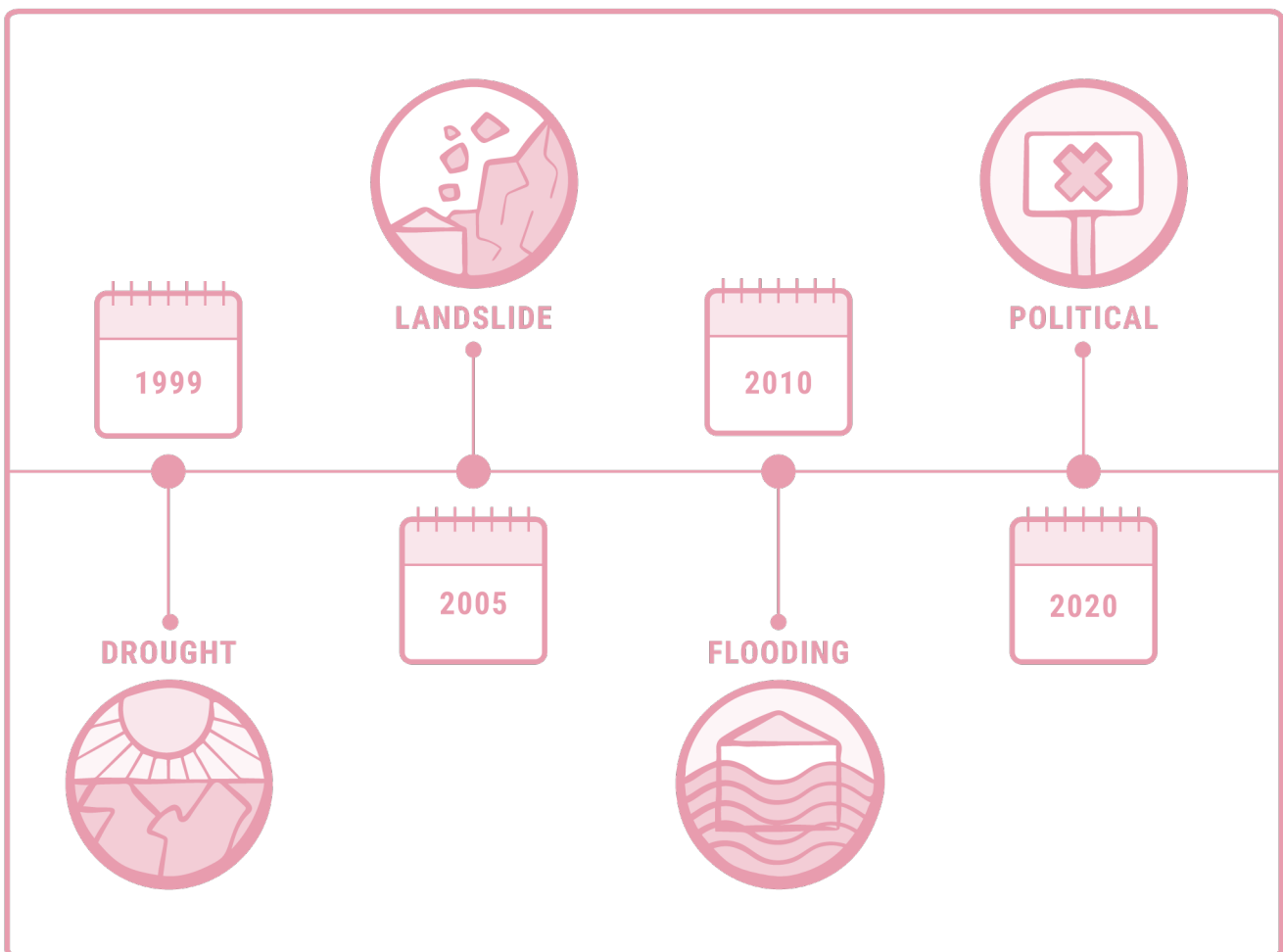
Exercise 1 | Historical Profile

This exercise is used to get insight into past hazards and changes in the hazard's characteristics, and to understand the present situation in the community.

- 1 Schedule a time for community members to come together and discuss things that have happened in the community. Make sure to invite as many people as possible, including those with historical knowledge of the community and local governance (elder leaders, teachers) and young people so they can hear the history of their community.
- 2 When the meeting starts, explain that you are gathering stories about the history of the community in order to come up with a map of current risks.
- 3 Ask people to recall any prior major events in the community, such as:
 - Conflict
 - Major hazards and their effects (floods, earthquakes, droughts, cyclones)
 - Changes in land use (crops, forest cover, etc.)
 - Changes in land tenure or who owns the land
 - Changes in food security and nutrition
 - Changes in social services (health status, education facilities)
 - Changes in administration and organization
 - Changes in the roles of men, women, boys, girls, elderly, disabled
 - Major political events

Continued on next page

- 4 Ask someone to write the stories down on a blackboard or craft paper in chronological order. If, for example, a flood happened in 2012 and a crop failure in 1999 and then another flood last year, you would write the 1999 event first, then the 2012 event and finally the one that just happened.
- 5 Ask people to tell stories about their lives that have to do with hazards, such as the time there was a flood or when the crops all failed.
- 6 Ask individuals or a group to begin with current experiences and to go back in time. The purpose of this history tracing is to find reasons/causes that contributed to the occurrence of a certain experience. Make sure you keep a record of this information.



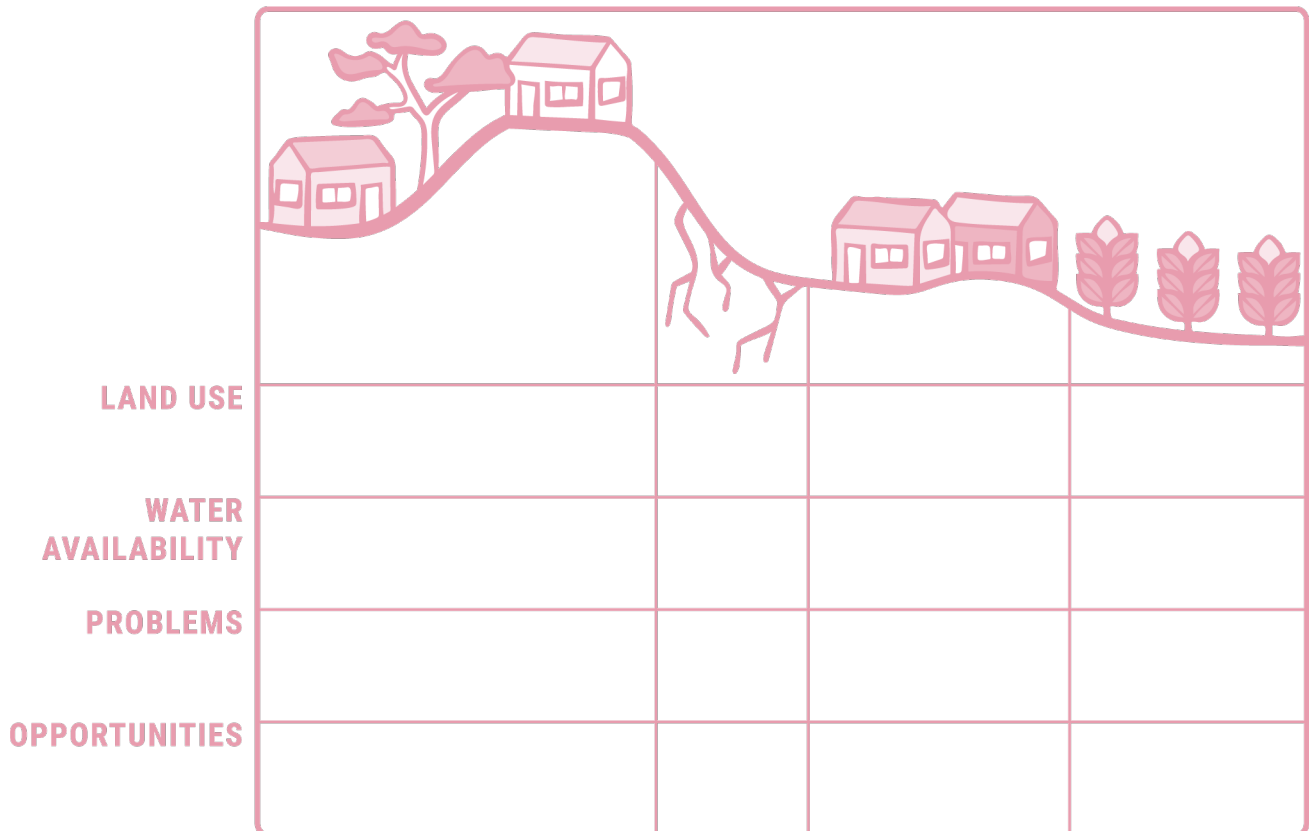
Exercise 2 | Transect Walk

A systematic walk with key knowledge holders through the community is used to visualize the interaction between the physical environment and human activities over space and time. Identify danger zones, evacuation sites, land use zones, etc.

- 1 Using a map, select a path that cuts through the community called a transect line. A transect line is one that cuts across something (can be more than one).
- 2 With a group of six to ten people who represent the cross-section, explain that the purpose of the exercise is to walk through the community and notice potential issues in a disaster.

Continued on next page

- 3 Go on the walk with the group, taking time for observations and conducting brief and informal interviews with people you meet along the way at different places in the transect.
- 4 Note historic changes along the transect. Focus on issues like land use, problem areas, land tenure, and changes in the environment.



Exercise 3 | Coping Strategies Analysis

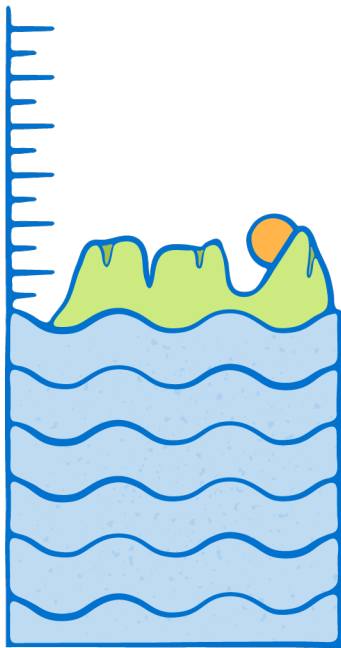
This exercise is used to understand livelihood strategies; behavior, decisions and perceptions around risk; and capacities and vulnerabilities of households from different socio-economic backgrounds.

- 1 Review the previously completed hazard map, seasonal calendar and capacity map from Tool 7 and determine criteria to select households belonging to different socio-economic groups (sample should not be at random).
- 2 Decide how many and which households in particular you will interview.
- 3 Conduct the interview (one hour); introduce yourself and the reason for the interview.
- 4 Start with getting to know household members' age and gender, followed by questions about livelihood and coping strategies.
- 5 Draw block or pie diagrams to facilitate discussions on livelihood sources.
- 6 Continue discussion on how the household copes in times of stress (material, social, spiritual).

STORIES FROM THE FIELD



EQUIPPING CHURCH LEADERS IN PAPUA NEW GUINEA



Papua New Guinea has been facing rising sea levels and growing impacts of a changing climate on their network of islands. Therefore, using the tools in the Pastors & Disasters Toolkit, church leaders convened to understand a common vocabulary and introduce a theological basis for Disaster Resilience, enhance asset-based approaches and develop a capacity development plan building agency within the leadership. The workshop was co-facilitated by a resource person from the University of Papua New Guinea. One of the church leaders commented that “Many of us, when faced with disasters we quickly tend to think that it is God’s punishment for our disobedience, but after having gone through the theology part of the training, I now understand that God created the earth for us to look after, and through our irresponsible actions we create the disaster we face today.”



CORE 3
Disaster Resilience Implementation



STANDARD 4
Resilience Management Plan

Tool 9

PRIORITIZING ACTIVITIES

WHAT IS IT?

A systematic process of prioritizing Disaster Resilience activities identified during the Resilience Assessment (Tools 7 & 8).

WHY USE IT?

In order to be most effective at minimizing the risk and enhancing Disaster Resilience, it is important to prioritize resilience-building activities.

HOW TO USE IT?

- 1 Document the data from the mapping exercises in Tools 7 & 8, and distribute to the Committee members.
- 2 Arrange a meeting with the Committee members to analyze the mapping data.
- 3 At the meeting, use the following language to introduce resilience as a concept, "Resilience is defined as building on existing capacities to offset the impact of hazards and vulnerabilities." Therefore:
 - The greater the existing capacity, the higher the resilience.
 - The more intense or frequent the hazard, the lower the resilience.
 - The greater the vulnerability, the lower the resilience.

The aim of a Disaster Resilience Plan is to lessen the impact of hazards, reduce vulnerabilities and increase capacities, in order to mitigate and prepare for disasters.
- 4 Analyze the data from the resource mapping exercises. Pose these questions to the Committee for a group discussion. Document the response.
 - What capacity do people currently have to absorb the shock themselves? Consider current coping strategies people are using to reduce their risk and what current capacities exist within the community (i.e., individual, collective, political, legal, health, financial, educational, transport, etc.).
 - What access do people have to resources that can help to reduce the impact of disasters?
 - What sort of resources can they access? Are they accessing them? Why or why not?
 - Is access to these resources safe, affordable and effective?

- How might we increase the capacity within the community/parish?
- How might we improve access to the resources the community has identified?
- Which of these areas of the equation do we have the most control of? Which of these activities should we focus on?

- 5** Lead a group discussion with the Committee to analyze the data from the hazard mapping exercises by asking the following questions. Document the responses.
- What is the direct or indirect cause of the hazard?
 - What factors may influence the intensity or magnitude of the hazard?
 - How might we decrease the effects of the hazards faced by your community or parish?
- 6** Analyze the data from the vulnerability mapping exercises. Pose these questions to the Committee for a group discussion. Document the response.
- Who is vulnerable? Consider age, gender, physical attributes, ethnicity, type of work, location of house/work/school, activities, familial relationships, memberships, etc.
 - What makes people vulnerable? Consider exposure to risks, lack of resources (familial or community support, financial, political, disability, education, land and property, etc.)
 - When are people most vulnerable? Consider time of day, time of year, festivals, day of the week (e.g. market day, etc.).
 - Where are people most vulnerable? Consider location (i.e., at home, in a displacement camp, outside the camp, after school, on the road, passing a nearby village, on public transport, at the market, at latrines, etc.).
 - How might we reduce the vulnerability of people in our community or parish?
- 7** Close the discussion, using the following summary questions:
- How might we increase the capacities within the community/parish?
 - How might we decrease the strength or frequency of the hazards faced by the community/parish?
 - How might we decrease the vulnerability of people in the community/parish?
 - Which of these areas (hazards, vulnerabilities or capacities) does the community/parish have the most control of? Which of these activities should be the primary focus?
- 8** A final exercise is to rank the various activities that have been identified.
- Make a diagram (pie chart or grid) or set up bowls that correspond to identified vulnerabilities in the community.
 - Give each individual six seeds (or stones or bottle caps) for them to allocate according to their priority.
 - Ask each individual to put three seeds on their first choice, two on their second choice and one on their third choice, based on the vulnerability that needs the most urgent attention.
 - If the committee wants the voting to be in secret, an alternative is to use paper bags to represent each vulnerability. Ask individuals to drop their seeds into the bag

TOOL HISTORY

Developed and field-tested in Burundi, El Salvador, Mozambique and Sri Lanka

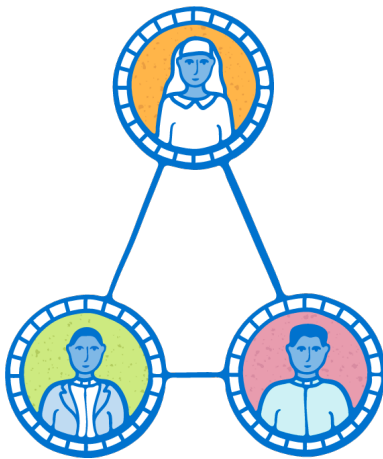
REFERENCES

Berry K (2010). *Safety with Dignity*, ActionAid.

STORIES FROM THE FIELD



DISASTER COMMITTEES IN SOUTH SUDAN



In South Sudan, the church has a cross-department mechanism in equipping the church to respond to disasters, including civil-conflict and other human-made disasters. With a very large but low-resourced church, the church was challenged to prioritize several competing demands. They therefore brought together the diocesan Development Coordinator, the diocesan Mothers' Union Coordinator and the Diocesan Secretary to form the leadership of Emergency Committees in each diocese. The inclusion of these three diocesan leaders allows for the better triangulation within their respective networks and the identification of marginalized populations and target participants. While the diocesan teams have the responsibility for the disaster response, the provincial team assists with capacity building and external-partner coordination.



CORE 3
Disaster Resilience Implementation



STANDARD 4
Resilience Management Plan

Tool 10

EARLY WARNING SYSTEM

WHAT IS IT?

An Early Warning System provides the population with early warning of an impending hazard event.

WHY USE IT?

Without Early Warning Systems, there is potential for greater loss of life, livestock, property and service infrastructure. Early Warning Systems activate the disaster management plans at household, community, parish and/or diocesan levels.

HOW TO USE IT?

- 1 Assign one of the Committee members to be responsible for Early Warning Systems.
- 2 With the Committee member, identify which other institutions are involved in Early Warning Systems, and build relationships with these three levels of authority:

National Level

It is important to identify key institutions, such as a National Disaster Management Agency, which establishes national policy, or the National Meteorological Center, which will monitor progress on different hazards.

Regional Level

It is important to identify if there are sub-offices of the national agencies or if the regional government has additional departments to deal with disasters. In any case, it is important to take each government agency's arrangements into account.

Local Level

It is also important to identify sub-offices. For example, there may be additional mechanisms set up by the local government, such as search and rescue teams, etc. It is essential at this level to know the local arrangements put into place to assist community and parish populations during a disaster. The Committee may choose to approach key people and offices to obtain this information, and register the contact details of both the Committee member(s) and coordinator onto these networks/lists.

Continued on next page

- 3 With the Committee member, assist the parish/community in creating or enhancing its own Early Warning System, based on the type of hazard. Sample activities:
1. **Cyclones and hurricanes:** Hand-held megaphones or signal flags are widely used.
 2. **Floods:** Volunteers may be deployed to monitor water levels during periods of heavy rain and then use bells or other loud noises to alert the community.
 3. **Flash floods:** The warning system has to be fast and effective (i.e., church bells or mosque loudspeakers) because the community may have only minutes to respond.
 4. **Drought:** Conditions deteriorate slowly, but many drought-prone areas have a government or meteorological department warning system. Also, farmers often have their own traditional ways of forecasting drought (i.e., by interpreting insect behavior, wind directions or tree flowering patterns).
 5. **Earthquakes:** Scientific sources might be available, but more typically the community may need to interpret the signs of nature (i.e., any unusual behavior of cattle, dogs or birds).
 6. **War and conflict:** Church leadership and the news media are sources of information.
- 4 Remember to plan for those on the margins (e.g. migrant workers, people with disabilities) who may not understand standard warnings or messages.
- 5 Propose to the committee to advocate with church leadership or write a grant proposal in order to secure funding for the implementation of the above activities.

TOOL HISTORY

Developed and field-tested in El Salvador, Burundi and Sri Lanka

REFERENCES

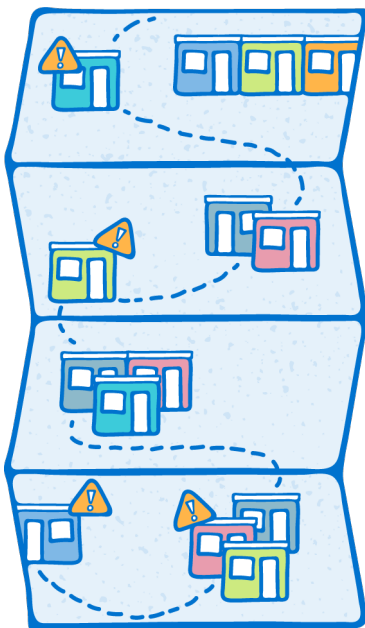
Venton P and Hansford R (2006). *ROOTS 9: Reducing Risk of Disaster in Our Communities*, Tearfund.

NEXT STEPS

Tool 11: Communication System, page 5.33

STORIES FROM THE FIELD

STAKEHOLDER COLLABORATION IN BRAZIL



Following a major flood in Pernambuco, the church built on their existing network of faith organizations to facilitate an assessment of the impact of the floods in a remote forested area of Brazil. They conducted interviews, took photos of the flood's impact and mapped out where families in need were located and what provisions they needed. The church shared the assessment report with the Civil Defense authorities to mobilize a government-funded response. As a result, the government provided relief items for the church and other faith agencies to distribute to impacted families. For several months following the disaster, the church accompanied the community in facilitating a town contingency plan as a disaster resilience activity.



CORE 3

Disaster Resilience Implementation



STANDARD 4

Resilience Management Plan

Tool 11 COMMUNICATION SYSTEM

WHAT IS IT?

A communication system to inform stakeholders of warnings or urgent needs. It is a mechanism to convey alerts that may have been identified through an early warning system or other sources of information.

WHY USE IT?

There should be some system of communicating with church leadership, government officials and others to inform them of the particular needs of the affected community, and to reach out to those who may be isolated.

HOW TO USE IT?

- 1 Make phone/email/whatsapp lists ahead of time.
- 2 Set up distribution lists before a disaster with up-to-date information. When a disaster strikes, there will not be time to compile these lists and still get your message out quickly and effectively. Include contacts to notify about response activities, such as government agencies, the diocese, local ecumenical partners, etc. when necessary, you can send out information immediately. Use and adapt the simple chart on the next page to meet your needs. Remember to include the marginalized on your list.
- 3 Establish a phone tree where, for example, the Committee would inform two people, and each of those people would inform two other people, etc. Provide a copy of this list to all members. Remember to include how you will reach those without a phone, marginalized groups, such as migrant workers.

TOOL HISTORY

Developed and field-tested in El Salvador, India and Sri Lanka

NEXT STEPS

Tool 12: Evacuation Centers, page 5.35

SECTION 5

TITLE	NAME	ADDRESS	MAIN PHONE/ ALT PHONE	EMAIL ADDRESS
Diocesan Bishop				
Disaster Resilience Coordinator				
Disaster Committee Member #1				
Disaster Committee Member #2				
Priest-in-Charge				
Parish Warden				
Parish Treasurer/ Accountant				
Local Police Department				
Local Fire Department				
Ecumenical Contact #1				
Ecumenical Contact #2				



CORE 3
Disaster Resilience Implementation



STANDARD 4
Resilience Management Plan

Tool 12

EVACUATION CENTERS

WHAT IS IT?

A community, parish or diocesan evacuation center ensures human safety during a disaster response.

WHY USE IT?

A safe location that is easily accessible to all community members will reduce the vulnerability of those impacted by a disaster. This location must also have basic facilities to meet the immediate survival needs of the community.

HOW TO USE IT?

- 1 Identify a location (or several locations) for the evacuation center. In situations where people are forced to leave their homes, they may need to seek shelter with relatives or at a temporary building. The Committee may choose to find such a building (i.e., a school or church on higher land, etc.).
- 2 Negotiate with the management of the identified building to strengthen roofs or walls to withstand a hazardous situation.
- 3 Each person in the community/parish should know of this location and the safest route to reach it.
- 4 The center should have adequate facilities, including safe drinking water supply and separate toilets for men and women, and it should meet cultural norms, have space for emergency amounts of dry food and blankets, and have areas for keeping livestock (if applicable).
- 5 Where there is no suitable building, open highland may be used. Advance preparation is required, both to remove unwanted vegetation and to bring in temporary shelter materials, such as plastic sheets and bamboo poles. Land use has also to be carefully planned, and arrangements made for water and latrines.
- 6 Identify leadership teams within the Disaster Committee to address targeted activities, such as addressing thematic concerns (health, assisting the elderly, child welfare, safeguarding, etc.) or organizational concerns (networking with civil society, liaising with diocesan departments, disseminating early warning messages, etc.).

Continued on next page

7 Network with civil society: In some situations, local NGOs or the government may have plans and resources to help the population cope with disaster (i.e., evacuation boats, radios and food stocks). The Committee may choose to invite these organizations to their meetings, or visit them at their offices to establish good relationships with the relevant officials during non-disaster times and share information to avoid duplicating efforts or to coordinate a response.

FIELD NOTES

A large rectangular area with a dotted line border, intended for field notes.

TOOL HISTORY

Developed and field-tested in China, El Salvador, Mozambique, Myanmar, Solomon Islands, South Sudan and Sri Lanka

REFERENCES

Venton P and Hansford R (2006). *ROOTS 9: Reducing Risk of Disaster in Our Communities*, Tearfund.

NEXT STEPS

Tool 13: Community Drills, page 5.37



CORE 3
**Disaster Resilience
Implementation**



STANDARD 4
Resilience Management Plan

Tool 13

COMMUNITY DRILLS

WHAT IS IT?

A community, parish or diocesan evacuation plan ensures human safety during a disaster response.

WHY USE IT?

Without continuous rehearsals and drills, an emergency evacuation can be chaotic, exhausting and ineffective.

HOW TO USE IT?

- 1 Identify the location(s) of the evacuation area(s).
- 2 Identify leadership teams within the Disaster Committee to identify the safest route from various parts of the parish/community.
- 3 Each person in the parish/community should know of this location and the safest route to reach it.
- 4 Educate the community on the evacuation signal(s). Provide community members with information on the early warning system so that they understand it.
- 5 In societies where women cannot move freely without a male relative, widows or women with absent husbands may be at higher risk and need special plans for evacuation.
- 6 Disabled, elderly, ill or infirm people will need special attention, so make sure to pre-assign individuals to check on and accompany these particularly vulnerable people.
- 7 Because people learn best by doing things themselves, organize mock disaster situations and practice evacuations in safe conditions.

Continued on next page

TOOL HISTORY

Developed and field-tested in El Salvador, China, Mozambique and Sri Lanka

REFERENCES

Venton P and Hansford R (2006). *ROOTS 9: Reducing Risk of Disaster in Our Communities*, Tearfund.

NEXT STEPS

Tool 14: Household Preparedness Kits

FIELD NOTES

A large rectangular area with a dotted line border, intended for field notes.



CORE 3

Disaster Resilience Implementation



STANDARD 4

Resilience Management Plan

Tool 14 HOUSEHOLD PREPAREDNESS KITS

WHAT IS IT?

A Household Preparedness Kit assists households in creating their own preparedness plan.

WHY USE IT?

In high-risk areas, it is advisable for every household to have its own plan of what to do in an emergency, with every member fully aware of their own role.

HOW TO USE IT?

- 1 Organize a parish/community training to share the following checklist.
- 2 Distribute the checklist on the next page and note that families can add more lines for family members and livestock.
- 3 Train the community on the importance of a disaster plan by going through each item in the checklist.
- 4 Keep the “emergency bag” in a safe and convenient location.
- 5 Ensure all family members know of the early warning signs and evacuation routes.
- 6 Arrange for a household meeting place in case family members get separated. Provide special training to children and the more vulnerable members of the household.

TOOL HISTORY

Developed and field-tested in Burundi, El Salvador and Sri Lanka

REFERENCES

Venton P and Hansford R (2006). *ROOTS 9: Reducing Risk of Disaster in Our Communities*, Tearfund.

NEXT STEPS

Tool 15: Managing Volunteers, page 5.41

Continued on next page

HOUSEHOLD PREPAREDNESS KITS CHECKLIST

LIST ALL MEMBERS OF YOUR HOUSEHOLD

Are all household members safe and accounted for? Indicate with a checkmark.

LIST ALL LIVESTOCK

Is all livestock safe and accounted for? Indicate with a checkmark.

EMERGENCY KIT ITEMS

List all essential items.

Money:

Documents:

Livelihood Tools:

Seeds:

Sanitary supplies

First Aid Kit

Blankets/sleeping mats

Cooking utensils

Dry food:

Prescription medicine

Jewelry

Change of clothing

Flashlight and batteries

Radio and batteries

Whistle



CORE 3

Disaster Resilience Implementation



STANDARD 4

Resilience Management Plan

Tool 15 MANAGING VOLUNTEERS

WHAT IS IT?

A checklist for parishes or communities to mobilize and manage volunteers from outside the area who may be required in a major disaster.

WHY USE IT?

In many disaster responses, the church responds best when it uses its strength in organizing volunteers from within the church membership. There are occasions when some communities or parishes will have the capacity to manage outside groups of volunteers to assist with the relief and recovery phases of a disaster response. Having a formal process to manage volunteers will make a disaster response more successful.

HOW TO USE IT?

- 1 Determine if your parish/community is a good match for this type of volunteer ministry.
- 2 Establish a Volunteer Committee. Identify people from within the parish who can take charge of working with the volunteers. The committee should be able to answer questions related to logistics.
- 3 Designate the roles for the volunteer groups – coordination, procurement, relief distribution, transport, heavy labor, documentation, accounting, etc. define the necessary activities.
- 4 Designate a watcher/security to assist in the monitoring of keys and building access.
- 5 Determine bathroom access for the volunteer groups.
- 6 Determine meals for the volunteer groups. If your church has a kitchen or pantry, could the volunteers use it? What do you need to acquire for the kitchen so that large groups can cook (pots, pans, cutting boards, soap, etc.).
- 7 Determine how parish property will be shared. Consider whether volunteers will be sharing the space with regularly scheduled groups, meetings or worship services.

TOOL HISTORY

Developed and field-tested in Burundi, China, El Salvador, Myanmar and Sri Lanka

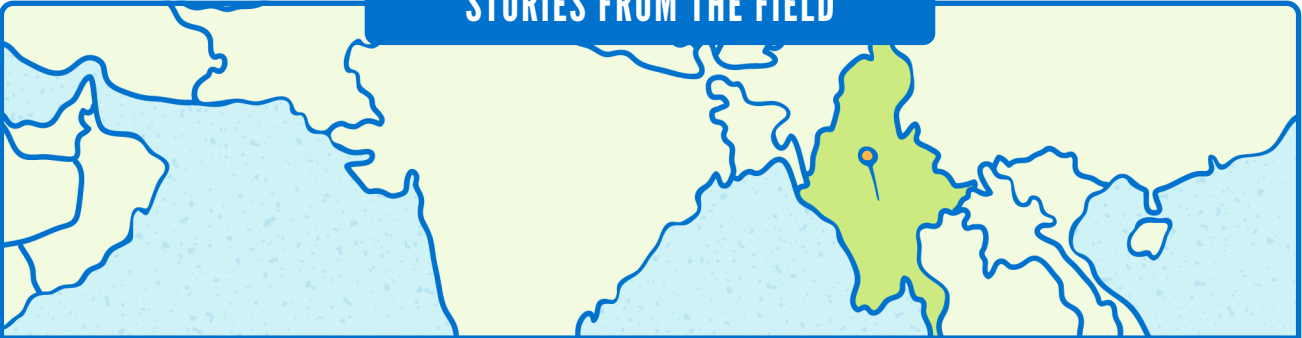
NEXT STEPS

Tool 18: Disaster Resilience Indicators, page 5.48

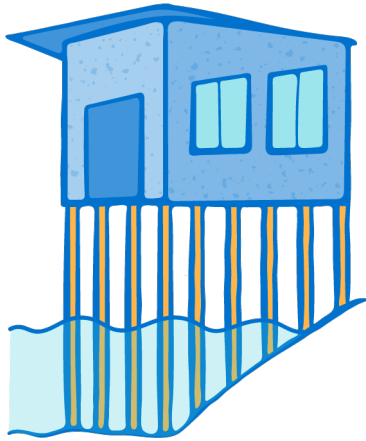
FIELD NOTES

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STORIES FROM THE FIELD



RESILIENT RECONSTRUCTION IN MYANMAR



Cyclone Nargis devastated the delta region in Myanmar with very high storm surges, particularly in the villages where most houses were made of flattened bamboo walls and thatched roofs. When embarking on a rehabilitation project, the church prioritized stronger building materials for stilted houses to withstand future storms. Additionally, when rebuilding the local church, it was built with double-height roof with ceiling-level platform to serve as an evacuation center to temporarily house displaced households. The platform also has space to store important household items.



CORE 3

Disaster Resilience Implementation



STANDARD 5

Disaster Resilience Integration

Tool 16 RESILIENCE PROGRAMMING

WHAT IS IT?

Recommendations for adding Disaster Resilience activities into development programs.

WHY USE IT?

Ongoing community development activities – and mainstreaming Disaster Resilience activities into development efforts – can help communities become more resilient to disasters. In contrast, the benefits of development can be lost if disaster risk and climate change are not taken into account.

HOW TO USE IT?

The following are a few examples by thematic area to illustrate the addition of activities to strengthen disaster resilience.

1 Water & Sanitation

- Build water taps and pipes higher than previous flood levels
- Monitor and maintain pipes in landslide areas to prevent leakage
- Clear storm drains, flood diversion channels and dikes to prevent flooding damage to farms and buildings
- Provide alternative water sources for emergency situations or flood-proof existing water sources
- Review provisions in the evacuation centre and update if needed

2 Health Systems

- Assess land use to ensure appropriate location of health clinics
- Stockpile medicines necessary during seasonal floods or other water-related disasters
- Conduct training on health education to address disaster-related illnesses
- Conduct basic First Aid training

3 Agriculture

- Plant drought-resistant crop types or crop varieties, or employ alternative planting patterns
- Plant trees to stabilize slopes and promote erosion control and soil protection
- Plant trees to form shelter belts, or plant alternative crops that grow outside windstorm season

Continued on next page

- Develop conservation farming methods or develop environmentally friendly farming technology
- Plant alternative crops or relocate crops, and plant flood-resistant varieties or change cropping patterns

4 Education

- Ensure that public buildings (schools, churches and hospitals) are earthquake resistant
- Improve designs of home or school buildings that are to be used as communal shelters
- Build flood-proof public sanitary facilities
- Train school children on disaster evacuation routes and facilitate mock drills

FIELD NOTES

A large rectangular area with a dotted line border, intended for field notes.

TOOL HISTORY

Developed and field-tested in Burundi, El Salvador, China, Mozambique Myanmar, South Sudan, Solomon Islands and Sri Lanka

NEXT STEPS

Tool 18: Disaster Resilience Indicators, page 5.48



CORE 3

Disaster Resilience Implementation



STANDARD 5

Disaster Resilience Integration

Tool 17 AGRICULTURAL RESILIENCE

WHAT IS IT?

Recommendations for addressing the food security effects of weather events by adopting adaptation and mitigation activities

WHY USE IT?

The consequences of the periodic adverse climate-related events, including droughts and heavy rains/flooding - leading to disruptions in agricultural production, livestock management and crop damage. This tool is designed to provide ideas for addressing these challenges.

HOW TO USE IT?

As a general rule, diversification of crops and animal management will help mitigate against the effects of changing climate conditions. However, the following are a few specific examples by thematic area to illustrate the addition of activities to strengthen resilience to possible weather-related impacts.

1 Storms/ Heavy Rains

- Connect with local weather forecasts and advisories
- Clear storm drains and field drainage and strengthen riverbanks to prevent inundation of fields
- Plant seed varieties with resistance or tolerance to heavy rains
- Ensure adequate spacing when planting crops so that each plant has more room to grow stronger root systems.
- Ensure animals have protected housing
- Vaccinate animals against rainy season diseases

2 Flooding

- Connect with local government early warning systems
- Conduct training on how to deal with flood disasters
- Connect with local government networks for available social protection for farmers, including insurance options or emergency food relief
- Flood-proof community water sources or provide alternative water sources for emergency situations
- Move stored grain and seed to a safe place
- Build flood barriers and strengthen riverbanks to prevent flooding of fields
- Plant flood-resistant varieties or alternative crops

Continued on next page

- Relocate crops or change cropping patterns
- Secure animal housing or relocate animals to a safe place

3 Landslides

- Plant trees on hillsides to stabilize slopes
- Promote erosion control and soil protection through trees, managing natural re-generation of land, and use of cover crops
- Improve soil water retention through use of compost and tree planting
- Dig storm drains to carry away rainwater from slopes
- Secure animal housing or relocate animals to a safe place

4 Drought

- Connect with local government networks for available social protection for farmers, including insurance options or emergency food relief
- Conduct training with farmers on how to deal with drought
- Plant drought-resistant crop types or crop varieties such as millet, sorghum, cassava or drought-tolerant legumes
- Improve soil water retention through use of compost, fertilizers and crop rotations
- Improve soil water retention through increasing tree cover through Farmer-Managed Natural Regeneration and tree planting
- Conduct community watershed level analysis to create maps and plans for improving management of runoff at a larger scale
- Adopt conservation or lower tillage farming methods to conserve available rainwater and increase yields
- Increase amount of crop residue left on fields, reduce burning of residues and grasses, and protect fields with hedging or fencing
- Dig in-field planting pits to optimize rainwater collection
- Develop water retention pond systems or natural reservoir systems
- Construct small-scale irrigation systems, build boreholes or deepen wells
- Collect water and animal fodder in advance when possible
- Negotiate animal grazing management at a community-level before drought conditions develop and incorporate planting of fodder trees where possible
- Choose drought-tolerant/local animal breeds for management

TOOL HISTORY

Developed and field-tested in Burundi, Tanzania, Liberia, Zimbabwe, Nicaragua and India

REFERENCES

Venton P and Hansford R (2006) *ROOTS 9: Reducing risk of disaster in our communities*, Tearfund

FAO (2014) *Understanding the drought impact of El Nino on the global agricultural areas*, Rome

FAO (2016) *2015-2016 El Nino: Early action and response for agriculture, food security and nutrition; Update #5*

NEXT STEPS

Tool 9: Prioritizing Activities, page 5.27

Tool 16: Resilience Programming, page 5.44



CORE 3

Disaster Resilience Implementation



STANDARD 5

Disaster Resilience Integration

Tool 18 DISASTER RESILIENCE INDICATORS

WHAT IS IT?

Indicators measure progress towards goals.

WHY USE IT?

Indicators are the verifiable benchmarks used to assess whether your program is on track to reach its goals and objectives.

HOW TO USE IT?

The Capacity Assessment Worksheet (Section 4) provides a basis for measuring the change in the parish/community that is planning for the disaster resilience process.

Program design usually involves both process and output indicators to measure activities, and outcome or result indicators to measure the change resulting from activities. Process indicators can be qualitative (attitudes, opinions or behavior), whereas output indicators are usually quantitative (numeric). Output indicators capture activities as they are completed whereas outcome or result indicators measure the broader impact of the plan.

Using output and outcome indicators ensures that the management of the disaster resilience program is assessed, along with assessing whether the plan has the intended impact on the parish/community. Indicators are also useful to assess if plans need updating or adapting to meet the intended objectives.

The short list shown on the next page reflects some of the methods of measurement used to capture various levels of disaster resilience (at the organizational level and at the parish/community level). The list is organized by typical objectives. These are only suggested indicators. The committee is encouraged to choose indicators based on conversations with their local community.

Continued on next page

OBJECTIVES	INDICATORS
<p>Objective 1 Strengthen disaster resilience capacity within church structures</p>	Number of staff dedicated to disaster resilience activities
	Establishment of a disaster response plan
	Percent of disaster committees functional after 24 months
	Percent of disaster committees that respond effectively based on a needs assessment
	Description of how church assets were mobilized in a response (qualitative)
<p>Objective 2 Strengthen disaster resilience capacity within the community</p>	Number of community leaders trained in disaster response
	Percent of post-disaster communities with disaster committees
	Percent of post-disaster communities that implement disaster resilience activities
	Number of households that participate in disaster resilience activities

TOOL HISTORY

Developed and field-tested in China, Mozambique, Solomon Islands and Sri Lanka

NEXT STEPS

Capacity Assessment Worksheet (For re-assessing capacity), page 4.5



CORE 4
Disaster Response



STANDARD 6
Needs Assessment

Tool 19

RAPID ASSESSMENT CHECKLIST

WHAT IS IT?

A Rapid Assessment Checklist provides the basis for developing a disaster response.

WHY USE IT?

After a disaster has occurred, the parish may be the first group to respond. The committee will need a small team of people who can do a simple assessment of needs, skills and resources. This will help the committee to know the type of help needed and the quantity of goods or materials required. Any request for help to an outside source will require this information. It is important that this be completed with sensitivity. Leaders need training to explain why it is important to do surveys at the time of disasters instead of rushing in with relief items. They need to understand how this will help the community (and its internal diversity) to cope and recover from the disaster in a more effective manner. It is also essential to tell the affected community the parameters (activities, timeline) of the response so that expectations are realistic.

HOW TO USE IT?

1 Plan the assessment

1. Read the checklists in the form below and adapt them if necessary.
2. Agree on the ways of collecting information (interviews, group discussion, observations, discussion with other agencies).
3. Assemble a small team. There should be a mix of male and female, and someone who can write down all the findings.

2 Meet groups affected by the disaster

1. Try to meet as many groups affected by the disaster as possible, including the most vulnerable and marginalized (such as pregnant & lactating women, children, elderly people, displaced persons, migrant workers, ethnic minorities, people with disabilities, etc.)
2. Find out needs with regard to food, shelter, water, sanitation, psycho-social and spiritual support. Use the checklist below.

Continued on next page

3 Get additional information from local officials

1. If appropriate, visit local officials and assess available government relief stocks and plans for distribution (food, water, shelter materials).
2. These officials should also have health data and information on medical facilities.
3. Officials may also know which NGOs, FBOs are working in which villages, and what resources are available.

4 Plan a response

1. Using the gathered information, prioritize needs of vulnerable adults and children, and communities.
2. Identify the resources available to meet these needs (from church, government, NGOs).
3. Decide who will be responsible for different parts of the response.
4. Decide where and when the response will start, and the order of different activities.

FIELD NOTES

FIELD NOTES

TOOL HISTORY

Developed and field-tested in Burundi, Solomon Islands and South Sudan

REFERENCES

Venton P and Hansford r (2006). *Roots 9: Reducing Risk of Disaster in Our Communities*, Tearfund.

NEXT STEPS

Tool 21: Core Principles, page 5.60

Continued on next page

RESPONSE ASSESSMENT CHECKLIST

1. What is the total estimated number of people affected by this disaster?

- | | |
|---------------------------|-------------------------------------|
| _____ Families | _____ Female adults |
| _____ Children under five | _____ Male adults |
| _____ Boys 6-14 years | _____ Male elderly (64 and above) |
| _____ Girls 6-14 years | _____ Female elderly (64 and above) |
| _____ Male youth 18-24 | _____ TOTAL |
| _____ Female youth 18-24 | |

2. Of the above numbers, who are some vulnerable populations?

- _____ Persons with disabilities
- _____ Pregnant and lactating women
- _____ Child-headed households
- _____ Other:

3. Are there groups who are completely cut off from assistance?

(i.e. migrant workers, unhoused or homeless, elderly, disabled, single women, adolescent girls, pregnant and lactating mothers, ethnic minorities)

4. How have you chosen the target participants you want to serve? What was your criteria?

5. How have you worked with this participant group in the past?

6. How are the affected people coping with the disaster?

7. What is the availability of food?

- _____ Is there equitable access to food to ALL?
- _____ Is there a functional market?
- _____ Is there equitable access to markets to ALL?

Continued on next page

RESPONSE ASSESSMENT CHECKLIST

8. What is the availability of relief needs?

- _____ How far away is the nearest clean water?
- _____ Are there limitations for women to access water?
- _____ Are there limitations for children to access water?
- _____ Are there families without shelter?
- _____ Are medical supplies available?
- _____ Is there a disruption to the education for children?

9. What gifts and assets can be used in this disaster?

What are the church's available social/network assets?

What are the church's available human/individual assets

What are the church's available physical assets?

What are the church's available economic assets?

What are the church's available psycho-social assets?

What are available safeguarding assets?

10. How can the church respond?

- _____ Is there an existing Disaster Committee?
- _____ Are cash transfers a viable and feasible option?
- _____ Is there risk of another disaster in the near future? (i.e. aftershock, flooding, economic recession, public health outbreak)

How has the disaster affected the livelihoods of men?

How has the disaster affected the livelihoods of women?

What kind of assistance is coming from the government or other sources?

How can the church collaborate with other organizations?



CORE 4
Disaster Response



STANDARD 6
Needs Assessment

Tool 20

RAPID ASSESSMENT FOR GENDER AND INCLUSION

WHAT IS IT?

A Rapid Assessment for Gender and Social Inclusion identifies the needs of marginalized and vulnerable populations and ensures inclusion in disaster response

WHY USE IT?

The committee will need a small team of people who can use this tool as a supplement to Tool 19 so that a more intentional analysis on the unique needs of marginalized and vulnerable populations is possible. This tool allows for a more accurate understanding of the socio-economic inequities preceding the disaster that are impacting or exacerbating the current disaster situation. Evidence shows that considering the unique needs according to gender, age and other demographics promotes dignity and is crucial for an effective and equitable relief and lifesaving assistance. It is important that this be completed with sensitivity. This tool is expected to be used quickly and does not need to be comprehensive, perfect or fully complete to inform how needs and responses can be unique and targeted.

HOW TO USE IT?

1 Plan the assessment

1. Read the checklists in the form on page 5.54 and adapt them if necessary.
2. Agree on the ways of collecting information (interviews, group discussion, observations and discussions with other agencies).
3. Mobilize a previously designated team or assemble a small team. There should be a team that represents the diversity, equity and inclusion of the community.

2 Obtain additional information that may be available from local officials

1. Find available data disaggregated by gender, age and other identifying features
2. Liaise with other organizations who can provide completed assessments

Continued on next page

3 Collect data in the field

1. Ensure that women, teenage girls and children are also consulted separately about their concerns, protection risk, opinions and solutions to key issues
2. Identify specific needs with regard to food, shelter, water, sanitation and emotional support. Record data for men and women separately.
3. Remember that this tool is designed to be rapid and not perfect. It is more important to collect data to quickly analyze and respond than to be fully comprehensive

4 Analyze the data

1. Following the data tool, review the data to identify how best to meet gaps
2. Prioritize the needs of marginalized and vulnerable populations

5 Write a report of key findings with next steps

1. Prepare a short report that documents your key findings and how those learnings impact next steps in the response
2. Design a response and services to meet the priority needs of those affected by the disaster

6 Communicate your findings

1. Share your findings with all partners and stakeholders

FIELD NOTES

FIELD NOTES

TOOL HISTORY

Developed and field-tested in Burundi, Solomon Islands and South Sudan

REFERENCES

Venton P and Hansford (2006). *Roots 9: Reducing Risk of Disaster in Our Communities*, Tearfund.

NEXT STEPS

Tool 21: Core Principles, page 5.60

Continued on next page

RAPID ASSESSMENT FOR GENDER AND INCLUSION

1. What inequalities existed pre-disaster situation?

What are the socio-cultural and economic conditions for women, youth, children and other vulnerable and/or marginalized groups before the crisis?

What are the protection concerns for women, youth, children and other vulnerable and/or marginalized groups before the crisis?

What are some inequalities and discrimination against women, youth, children and other vulnerable and/or marginalized groups that existed before this disaster?

2. Impact of the crisis on different groups

How has the disaster changed the capacities, needs and/or aspirations of women?

How has the disaster changed the capacities, needs and/or aspirations of children and youth?

How has the disaster changed the capacities, needs and/or aspirations of the elderly?

How has the disaster changed the capacities, needs and/or aspirations of other vulnerable groups identified in Tool 19?

How have gender expectations, roles and responsibilities changed following the crisis?

3. Protection and safeguarding of all groups

Please consider risks such as sexual violence/ abuse, domestic violence, traveling within the community, traveling outside the community, pressure to marry, trafficking, inability to access services, unsafe shelter, transactional sex, child labor, community violence

How have protection risks changed since the crisis began?

How have security concerns facing women and girls changed since the crisis began?

Continued on next page

RAPID ASSESSMENT FOR GENDER AND INCLUSION

Have there been increased reports of sexual assault and/or other forms of violence against women and girls (trafficking, intimate partner violence, forced marriage) since the crisis began?

What factors are likely to increase the risk of violence in the target communities?

Who do community members most often go to for help when they have been victims of violence?

What strategies do vulnerable populations use to reduce or to address different protection risks?

4. Equitable and secure access to assistance since the crisis began?

How are decisions made in the target area? Who participates in decision-making spaces?

Who makes the decisions about the use of resources?

Are needs met equitably across the target population?

How does access to food differ based on sex, age or another demographic group?

How does access to health services differ based on sex, age or another demographic group?

Is there equitable access to maternal health services?

Is there equitable access to child health services?

Is there equitable access to child education?

Continued on next page

RAPID ASSESSMENT FOR GENDER AND INCLUSION

How have livelihood options differed based on sex, age or another demographic group?

Has the distribution of household workload changed?

How does the distribution of household workload impact the respective rights and opportunities of different groups?

5. What are challenges faced by displaced or unhoused groups?

Personal security where they live

Difficulty with employment

Separated families

Harassment

Difficulty in acquiring documents

No problems

Lack of information pertaining to assistance

Other:

Family contact

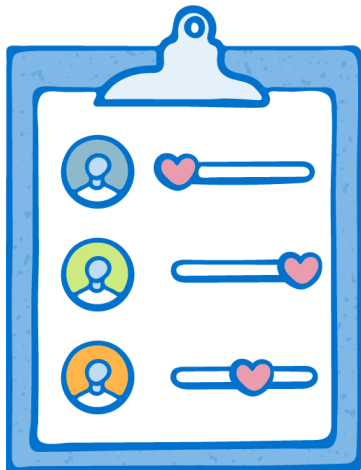
Other:

Inability to move around safely

Other:

STORIES FROM THE FIELD

COMMUNITY-LED PARTICIPANT SELECTION IN CHINA



While designing a post-earthquake response, the church agency in China proposed to the Woyun village leaders that the most economically-disadvantaged households should be prioritized in receiving support. The village leaders, who were not the most economically-disadvantaged, resisted the idea, arguing that since all houses had collapsed funding should be divided equally. As the conversation intensified, the village leaders claimed that the church agency could decide as the funding donor, but the church agency did not want to make a unilateral decision. Instead, over a two-day process of focus-group discussions with all in the communities, the villagers collectively decided on a participant criterion that was transparent, just and fair.



CORE 4 Disaster Response



STANDARD 7 Response Activities

Tool 21 CORE PRINCIPLES

WHAT IS IT?

Humanitarian organizations around the world have agreed on and established principles for disaster response activities.

WHY USE IT?

These core principles are designed for fostering a response that is impartial and professional. Although Anglican churches and church agencies may not always be able to live up to global standards, they should still familiarize themselves with best practices.

HOW TO USE IT?

The Red Cross & Red Crescent Societies and more than 400 NGOs share a common Humanitarian Code of Conduct, which guides decisions on how emergency funds are used. The Code of Conduct basically reflects Christian values of service for anyone who needs it, regardless of who they are or where they are located. We cannot choose certain groups to favor, such as church workers. We must serve others without asking for or expecting anything in return. Our attitudes should reflect the expertise and knowledge amongst those affected, as they are the most important contributors to a disaster response. This includes not publishing photos that show people as undignified and hopeless. Those who receive assistance should be involved in managing how aid is distributed.

It is important to be aware of these ten principles:

- 1 The humanitarian imperative comes first.
- 2 Give aid regardless of the race, creed, religion or nationality of the recipients and without discrimination of any kind. Calculate aid priorities on the basis of need alone.
- 3 Do not use aid to further a particular political or religious standpoint.
- 4 We shall endeavor not to act as instruments of government foreign policy.
- 5 We shall respect culture and custom.
- 6 We shall attempt to build disaster response on local capacities.
- 7 Find ways to involve program participants in the management of relief aid.

Continued on next page

- 8 Relief aid must strive to reduce future vulnerabilities to disaster as well as meeting basic needs.
- 9 We hold ourselves accountable to both those we seek to assist and to those from whom we accept resources.
- 10 In our communication, publicity and advertising activities, we shall recognize disaster victims as dignified humans, not hopeless objects.

FIELD NOTES

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TOOL HISTORY

Developed and field-tested in Burundi, China, El Salvador, South Sudan and Sri Lanka

REFERENCES

The Sphere Project (2011). *The Sphere Handbook*.

NEXT STEPS

Tool 1: Serving the Wider Community, page 5.1

Tool 22: Thematic Tip Sheets, page 5.62

REMEMBER THAT THE BIBLE IS OUR CODE OF CONDUCT:

“There is no longer Jew or Greek, there is no longer slave or free, there is no longer male and female; for all of you are one in Christ Jesus.”



CORE 4
Disaster Response



STANDARD 7
Response Activities

Tool 22

THEMATIC TIP SHEETS

WHAT IS IT?

Humanitarian organizations have set minimum standards for disaster response activities.

WHY USE IT?

The minimum standards are general guidelines that meet the most urgent needs of an affected population. Any response should address these thematic needs.

HOW TO USE IT?

The Sphere Project is a voluntary initiative that brings together a wide range of humanitarian agencies around common aims – to improve the quality of humanitarian assistance and the accountability of humanitarian actors to their constituents, donors and affected populations. The Sphere Handbook is one of the most widely known and internationally recognized sets of common principles and universal minimum standards in life-saving areas of humanitarian response. Its standards include:

1 **People-centered Humanitarian Response**

People's capacity and strategies to survive with dignity are integral to the design and approach of humanitarian response.

2 **Coordination and Collaboration**

Humanitarian response is planned and implemented in coordination with the relevant authorities, humanitarian agencies and civil society organizations engaged in impartial humanitarian action, working together for maximum efficiency, coverage and effectiveness.

3 **Assessment**

The priority needs of disaster-affected populations are identified through a systematic assessment of the context and risks to life, balanced with dignity and the capacity of the affected people and relevant authorities to respond.

4 **Design and Response**

The humanitarian response meets the assessed needs of the disaster-affected population in relation to the context, the risks faced and the capacity of the affected people and state to cope and recover.

Continued on next page

5 Performance, Transparency and Learning

The performance of humanitarian agencies is continually examined and communicated to stakeholders. Projects are adapted in response to performance.

6 Aid Worker Performance

Humanitarian agencies provide appropriate management, supervisory and psychosocial support, enabling aid workers to have the knowledge, skills, behavior and attitudes to plan and implement an effective and respectful humanitarian response.

We have simplified the Sphere Standards to meet the experience, understanding and reach of Anglican churches and church agencies. The Sphere Standards are not being replaced, but rather we have created three simplified thematic tip sheets that not only serve as tools for the Anglican context, but also serve as an initial step towards the long-term goal of meeting the more comprehensive Sphere Standards.

FIELD NOTES

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TOOL HISTORY

Developed and field-tested in Burundi, China, El Salvador, South Sudan and Sri Lanka

REFERENCES

The Sphere Project (2011). *The Sphere Handbook*.

NEXT STEPS

Tool 23: Building Resilience in Disaster Response & Recovery, page 5.68

SIMPLIFIED THEMATIC TIP SHEETS BASED ON SPHERE STANDARDS

1. Minimum standards in water supply.
2. Minimum standards for cash transfers
3. Minimum standards in food security and nutrition.
4. Minimum standards in shelter, settlement and non-food items

TIP SHEET #1

WATER

Maintaining clean water and keeping people and food clean is very important. otherwise people get sick, and babies and elderly people may suffer and die. During times of disaster we must try extra hard to make sure people have clean water, and ways to keep clean and keep their food clean. There are guidelines to follow that most international organizations believe in and use about clean water, sanitation and hygiene, also know as WASH.

One of the key principles that international communities follow is that:

All people have safe equitable access to a sufficient quantity of water for drinking, cooking and personal and domestic hygiene. Public water points are sufficiently close to households to enable use of the minimum water requirements. Water is palatable and of sufficient quantity... without causing risk to health.¹

- 1 Consult women and men separately to identify the most appropriate timings for water distribution.
- 2 People need 15 liters a day per person for drinking, cooking and washing. The water source should be no more than 500 meters from any household. Waiting time at a water source should not be more than 30 minutes.
- 3 Implement all necessary steps to minimize water contamination and undertake water treatment where necessary. A key indicator is that there are no fecal coliform bacteria per 100ml of water at the point of delivery and use.

¹The Sphere Project: Water Supply Standards 1 and 2

TIP SHEET #2

CASH-BASED ASSISTANCE

Cash-based assistance (gift cards, vouchers, or cash transfers) are empowering and effective when markets are functional and strong.

Each context will be different, and the options for delivery mechanisms will vary based on infrastructure, data protection, cost-effectiveness and financial inclusion.²

- 1 Consider who within the household should receive assistance, weighing any protection concerns.
- 2 Identify safe, accessible and effective mechanisms to deliver assistance based on the context, objectives and size of the programme as well as on recipients' financial literacy and preferences.
- 3 Calculate the transfer amount and transfer frequency based on the needs to be covered and the cost of meeting these needs.
- 4 Set up recipient registration and identification systems that are appropriate to the delivery mechanism and for the protection of personal data.
- 5 Considers using familiar delivery mechanisms already in place for social protection (vouchers, gifts cards or cash).
- 6 Monitor cash-based assistance related processes, markets, supply chains, activities, outputs and risks, including post-distribution monitoring.

²The Sphere Project: excreta disposal Standards 1 and 2

TIP SHEET #3

FOOD SECURITY & NUTRITION

One of the key principles that international NGOs follow is giving away free food when investigations have made it clear that it is necessary to provide free food to people who need it most. Giving away free food is stopped when people have recovered enough to produce or provide their own food. Some people – such as infants or the elderly – may need to have food provided longer than other people such as working adults.

Ensure that the nutritional needs of the disaster-affected population, including those most at risk, are met and that food items provided are appropriate and acceptable to recipients so that they can be used efficiently and effectively at the household level.³

This means that food is sufficient for what people need to remain healthy and that what's provided is the right kind of food. For instance, while everyone may like to drink a soda, such as Coca-Cola, that kind of food does not help people remain healthy. Key recommended actions include:

- 1 Make sure that food is familiar to people and that they like it. Make sure that it has nutritional value and does no harm. Be aware that food that requires mixing with water or long cooking times should probably be avoided.
- 2 Make sure that there is a safe place for storing the food and cooking it. This is both for health reasons and to avoid doing things that will cause environmental damage such as cooking food for a long time over firewood.
- 3 Milk should never be distributed. This includes milk powder, formula, liquid milk or milk products. This is for serious health reasons.
- 4 Remember nutritional requirements and use these as a way to think about what to provide to people: 2,100 kcals/person/day, 10 percent of total energy provided by protein, and 17 percent of total energy provided by fat.
- 5 Remember to consider the elderly, people with HIV, people with disabilities and unaccompanied children when thinking about a population's food needs.

³The Sphere Project: Sphere Food Security–Food Transfer Standards 1 and 2

TIP SHEET #4

SHELTER

When disasters or emergencies happen and people cannot live in their homes, many organizations provide some kind of shelter that will last a little or a long while. There is much to consider when providing shelters. Shelters must keep people safe and secure, and they must not put women and children in vulnerable positions nor be bad for the environment. Prioritize women-headed households, as the female heads of households are more likely to be in poverty, live in unsuitable conditions and play multiple roles within the family.

Shelter and settlement strategies contribute to the security, safety, health and well-being of both displaced and non-displaced affected populations and promote recovery and reconstruction wherever possible. People should have sufficient covered living space that provides thermal comfort, fresh air and protection from the climate; ensures their privacy, safety and health; and enables their essential household livelihood.⁴

Key recommended actions include:

1 Types of Shelter Assistance

First figure out what people need. People may need things like personal items, such as clothing and bedding, cooking accessories, stoves and fuel. For very temporary situations, shelters can be tents or plastic sheeting (remember to give people tools if plastic sheeting is used) or prefabricated materials. Cash can also be given so people can pay for shelter if it is available. If not all materials are provided, consider the impact on the environment if people are required to find missing materials, such as poles to hold up plastic sheeting.

2 Household and Livelihood activities

The shelter should be covered enough to have space for the following activities: sleeping; washing; dressing; care of infants, children and elderly; and room for possessions. In rainy or cold climates, consider space for cooking and eating under the shelter. Provide safe child-friendly spaces for children to play, learn, socialize and develop.

3 Cultural Practices, Safety and Privacy

Make sure you are considering how families arrange for sleeping and taking care of personal needs. Ensure that there is space in the shelter so women and others have a private place to dress and wash.

4 Participatory Design

It is highly recommended to ask the people who are going to use the shelters what they would like in a shelter, how they would use a shelter, what would make them feel safe and to have sufficient privacy. Mistakes are made when the people who are going to use the shelter are not asked for their ideas and needs.

²The Sphere Project: excreta disposal Standards 1 and 2



CORE 4
Disaster Response



STANDARD 7
Response Activities

Tool 23

BUILDING RESILIENCE IN DISASTER RESPONSE & RECOVERY

WHAT IS IT?

Guidelines on including disaster resilience activities in recovery and rehabilitation phases.

WHY USE IT?

Including activities to reduce the impact of disasters while you are also working on response efforts will help a community to be better prepared for the next disaster.

HOW TO USE IT?

When engaged in long-term recovery and rehabilitation activities (such as the construction of homes, establishing village health systems, repairing water sources, etc.) it is critical that the disaster risk of these activities be analyzed and addressed. Some guidelines for this process include:

- 1 Analyze the situation**
Explore the role of hazards in the community and the related risk to recovery mechanisms.
- 2 Set long-term recovery objectives**
Determine whether and how to build disaster resilience into key long-term objectives.
- 3 Prioritize public action for long-term recovery**
Consider actions to reduce the vulnerability to hazards in designing a recovery plan.
- 4 Establish monitoring and evaluation procedures**
Include disaster resilience in long-term targets and indicators as relevant. In particular, capture the impacts of related initiatives on the affected population and on reduced vulnerability rather than reduced losses.
- 5 Implement, evaluate and get feedback**
Review disaster resilience achievements and shortcomings, including the adequacy of initial disaster resilience analysis.

Continued on next page

DISASTER RESILIENCE ACTIVITIES

Some examples of disaster resilience activities, filtered by hazard include:

1 Floods

- Elevate food and water storage
- Improve house designs and church buildings commonly used as shelters
- Plant trees, especially on slopes and embankments
- Conduct training on how to improve farming skills and deal with flooding
- Develop a planting calendar
- Develop infrastructure for preventing hazards (i.e., dams, dikes, etc.)
- Develop maintenance plan for dikes and drains, etc.

2 Landslides

- Dig storm drains to carry away rainwater from slopes
- Build low walls along the contour of the slope
- Avoid cutting into slopes for construction and avoid landslide-prone areas for water infrastructure and piping
- Use leak proof, waterproof elements and materials in landslide areas

3 Windstorms

- Use improved methods of house construction, especially for roofs and windows
- Plant trees to form shelter belts or crops that grow outside windstorm season
- Dig and regularly clean storm drains
- Build typhoon/wind-safe water infrastructure (pipelines, reservoirs, wells, latrines)

4 Earthquakes

- Build new houses according to earthquake-resistant designs; use lightweight roof materials
- Reinforce existing buildings to give extra strength
- Avoid building on hillsides or in landslide-prone areas
- Provide earthquake-resistant farming technology, for example earthquake-resistant drainage systems and reinforced earth methods for slope and retaining walls
- Build earthquake-resistant storage facilities and livestock shelters

5 Drought

- Construct small-scale irrigation schemes with foot- or animal-powered pumps
- Plant drought-resistant crop types or crop varieties, or employ alternative patterns
- Develop water retention pond systems

Continued on next page

- Improve land use techniques for agriculture and livestock
- Develop natural reservoir systems

6 Conflict

- Maintain an impartial church and be visible in advocacy and peace-building efforts
- Develop relationships with shops and companies to ensure multiple supply routes
- Train peace and reconciliation committees in targeted areas

FIELD NOTES

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TOOL HISTORY

Developed and field-tested in Burundi, China, El Salvador, Philippines and Sri Lanka

REFERENCES

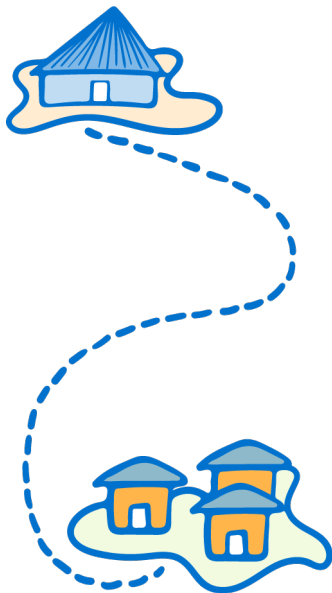
Venton P and Hansford r (2006). *ROOTS 9: Reducing Risk of Disaster in Our Communities*, Tearfund.

NEXT STEPS

Capacity Assessment Worksheet (For re-assessing capacity), page 4.5

STORIES FROM THE FIELD

CLIMATE MIGRATION IN SOLOMON ISLANDS



Over a period of 15 years, the remote islands of Ontong Java were experiencing rising sea levels. In a church-facilitated community assessment, the community expressed their desire to explore alternate land for relocation and sought the church's help in that effort. The church, using their connections at the national level, facilitated a series of conversations between community leaders and government authorities. After a multi-year process, the government allocated some land in the capital city (Honiara) for residents of Ontong Java to migrate to in case of being displaced from climate-related issues. The church helped supplement this effort by mobilizing several civil-society agencies to assist with the distribution of housing materials and household supplies.



CORE 4
Disaster Response



STANDARD 8
Staff Care

Tool 24

STAFF CARE POLICY

WHAT IS IT?

A checklist to establish an endorsed policy to care for staff and priests involved in disaster response work.

WHY USE IT?

To share the burden of coordinating, facilitating and implementing a response, it is important to make sure that there is sufficient support and resources for clergy and staff tasked with this responsibility.

HOW TO USE IT?

After major disasters, the role of the church in facilitating a response and serving the community may be prolonged and challenging. Whether it be meeting immediate food and water needs, assisting with clothing and shelter, helping people wrestle with questions about why such events occur or supporting longer term emotional and spiritual recovery, such assistance does not come without a price. In such contexts, clergy & staff in major disaster areas could experience very high burnout following disasters. Clergy & staff rightly perceive serving those in need as their calling, but too often, clergy & staff take on the role of “superman or superwoman,” overextending themselves physically, emotionally and spiritually. The outcome ranges from exhaustion, burnout and loss of personal faith – impairing their ability to continue supporting affected people or their congregations – to conflicts with their congregations, marital or family problems, substance abuse and in very extreme cases even suicide. Their ability to continue supporting the disaster victims or their congregations may be impaired.

The checklist on the following page provides some guidelines to establish a Staff Care Policy.

TOOL HISTORY

Developed and field-tested in: El Salvador, Solomon Islands and Sri Lanka

NEXT STEPS

Tool 26: Recognizing and Managing Stress, page 5.78

Continued on next page

STAFF CARE POLICY CHECKLIST

- Meet with your bishop or archbishop to offer some background on the need for a policy.
- Ensure that disaster committees are formed following a disaster to share the responsibilities.
- Set regular times to meet with staff and dedicated volunteers to prioritize and delegate tasks.
- Make time for Sabbath (rest) time: daily, weekly, monthly and annually.
- Ensure that priests and staff prioritize their own health needs as well as their personal social relationships to maintain a balance.
- Identify church human resource person or people to provide pastoral counseling (retired priests, bishops or lay leaders).
- Identify professional resources for psychosocial counseling and establish a budget.
- Develop or identify theological resources for pastoral and spiritual counseling.
- Establish guidelines for regular “check-ins” with priests and staff by a spiritual counselor.
- Establish guidelines on regular opportunities for priests and staff to have access to pastoral or professional counseling.
- Establish other outlets for clergy and staff to address any impacts of being a host family.
- Establish prayer teams – so clergy and staff can check-in with colleagues. When people do not show up for these informal gatherings, it is a trigger that something is wrong and identify a need to follow-up with that colleague.
- In more complex contexts, including war, political violence or insecurity, consider:
 - Training for all staff on personal safety, including special considerations for women
 - Amended work hours for staff, so that travel to/from home is during daylight hours
 - Hire additional ad hoc staff to compensate for the limited work hours and/or for staff who leave without notice or cannot come to work on certain days
 - Limit the need for field visits, instead opt for daily check-ins with localized personnel

Continued on next page

- Keep all laptops and other assets in the office for security and avoid commute liability
- Weekday morning buddy system – so that staff can check their routes to work with others who may have more information on the safety of that route.
- Establish a phone tree network for emergency notification (confirm that staff have mobile phones) and consider alternate communication systems in case mobile networks are unreliable during emergency situations.
- Physically strengthen gates and doors to offices and compounds
- Establish guidelines for displaced clergy on setting up new congregations.
- Establish guidelines for displaced congregations to set up a disaster committees.

FIELD NOTES

A large rectangular area with a light blue border, containing 25 horizontal dotted lines for writing field notes.



CORE 4
Disaster Response



STANDARD 8
Staff Care

Tool 25

INSTITUTIONAL CONTINGENCY PLAN

WHAT IS IT?

A contingency plan ensures the continuity of a church's critical ministries and responsibilities.

WHY USE IT?

In disaster situation where the church infrastructure is itself heavily impacted, with displaced staff or inaccessible office spaces, a contingency plan allows for key functions to continue to operate.

HOW TO USE IT?

- 1 Engage the Disaster Committee formed in Tool 4 to discuss the following ideas:
 1. Acknowledge and affirm the permanent and stable presence of the church, thereby needing a strategy for sustained limited but critical operations, ensuring staff safety.
 2. If staff are on limited work schedules or are displaced, explore the need to hire additional ad hoc staff. Prepare job descriptions with compensation packages and have it ready for use.
 3. If email communications are part of an internal network, explore remote accessibility.
 4. Develop a pre-prepared email or out-of-office message to convey that officer operations will not be normal for some time due to the emergency situation.
 5. Prepare for the protection of assets and documents – back up files (store in the cloud or sent to trusted associates in other regions or countries), and store important documents in a secure safe.
 6. Use Tool 11 to develop a phone tree for emergency notification and emergency sharing.
 7. Use Tools 12 & 13 to develop an evacuation plan for the church office/ institution
 8. Build links with local embassies, Red Cross/Crescent and NGOs where support can be procured, be aware that provisions which are normally available may go up in price, or be hard to procure due to the emergency situation and possible price fixing.

9. Be sensitive to different approaches and respect staff/clergy needs. For example:
 - Some staff and clergy may only want to be displaced with their congregations, and would not want to leave alone even if an opportunity presents itself.
 - Some clergy and staff may prioritize their own/family safety over professional or congregational needs.
 - Provide guidelines for clergy who are moving with the displaced on setting up new congregations to continue vital pastoral and other ministries.
 - Provide guidelines for displaced church members, staff and clergy on setting up a disaster committee when normal structures are not there to set it up.
 10. Make connections with neighboring dioceses or Anglican churches abroad to temporarily host a potentially displaced office presence. This would include:
 - Identifying a liaison officer for regular communication and relationship-building.
 - Provision of a work space for 1-2 persons, including internet connection.
 - Provision of a land line (or mobile) phone with pre-established service.
 - Provision of adequate file storage for the safeguarding important church documents.
 - Establishing a separate designated bank account if required.
 - Determining a budget, as necessary, for the above. This could also be a reciprocal arrangement as part of mutually shared disaster planning and service ministry.
 - Determine procedures for maintaining contact with provincial/diocesan structure for sharing information and reporting.
- 2 Develop a dedicated emergency fund designated for staff and clergy salaries for use in the event of a long-term displacement, since congregational income from displaced populations may be insufficient.
 - 3 Each Committee member can be tasked with an area of responsibility.
 - 4 Regularly evaluate the plan to make changes/improvements as needed.

TOOL HISTORY

Developed and field-tested in Burundi

NEXT STEPS

Tool 1 & 2: Facilitating Disaster Resilience Workshops, page 5.1 - 5.6

Tool 6: Recruiting a Disaster Resilience Coordinator, page 5.16



CORE 4
Disaster Response



STANDARD 8
Staff Care

Tool 26

RECOGNIZING & MANAGING STRESS

WHAT IS IT?

An exercise to recognize stress in ourselves and our co-workers, and to cultivate skills and coping mechanisms for managing stress.

WHY USE IT?

Stress brought about by disasters makes people's lives even more challenging than they already are. Stress affects us physically, emotionally and socially, making it hard to focus on the things we need to do. While we are often amazed by the adaptability and resilience of people and relief workers who are responding to disasters, everyone needs extra help managing stress in times of disaster.

It is useful for planners at the diocesan/central level to recognize the build-up of stress and tension, and to factor staff and self care into their planning. It is equally important for relief workers and volunteers to feel 'appreciated,' 'recognized' and 'commended' for their dedication and hard work, and appropriately acknowledged.

HOW TO USE IT?

- 1 Follow these steps to identify signs of stress in yourself or others, and identify specific techniques that can help in managing the stress. This exercise can be done in a group, such as the Disaster Committee.

1. What is stress?

Explain: Some experts say that stress is the balance between what you have to do and the resources you have to do it. We may experience stress when we feel we do not have enough time, money, energy, ideas, people or support to do the things that need to be done. Stress can also be described as a normal physical response to events that feel threatening or upset the normal balance of things in some way.

Continued on next page

2. What are some of the things you see or notice when you or someone else is stressed?

Explain: There is no shame in feeling stressed. especially in times of emergencies we are going to be stressed and we can help each other. Stress affects us at many levels: Physical, emotional, rational (thought processes), behavioral and spiritual. Go over the list you have made and identify which of these are represented in the list.

Examples: Being impatient; easily angered; unable to sleep; sleeping too much; drinking too much; withdrawing from significant relationship; pessimism, etc.

3. What are some ideas on how to better manage stress or to help someone going through a period of stress?

Explain: There is nothing shameful or negative for any of us to find that we are stressed. Especially in times of emergencies we are going to be stressed and we can help each other. Identify with the group some ideas for managing stress.

Examples: Talk to a friend/pastor/supervisor to share feelings and pray together; take time off for physical recreation (i.e. football, volleyball, cricket or other exercise); listen to soothing music; practice relaxing techniques (i.e. yoga, meditation and breathing exercises; go for walks to calm soothing places (i.e. beach, mountain path).

- 2 Have the group make a list of the causes and symptoms of stress. Write all of the responses on large paper. See the following page for examples of causes and symptoms of stress. Ask volunteers to share an example of how they have used a coping tool, or to identify where they could use a technique in their current context.
- 3 Conclude the activity by asking everyone to share one thing they can do to reduce their stress, and think they can do to help someone else to manage their stress. You can also identify how the group might work together on stress reduction strategies. See page 5.79 for examples of things you can do to manage stress.

TOOL HISTORY

Developed and field-tested in El Salvador and Sri Lanka

Continued on next page

The United Nations High Commission for Refugees deals with high levels of stress every day and here is what they say:

"Identify and support vulnerable team members who may suddenly show multiple signs of stress. Be prepared to provide prompt assistance in the form of a break with immediate support, brief rest and refreshment, a chance to talk about what is bothering the person."

CAUSES AND SYMPTOMS OF STRESS

PHYSICAL REACTIONS	Extended fatigue, physical complaints, headaches, sleep disturbance, appetite changes
EMOTIONAL REACTIONS	Anxiety, feeling alienated from others, desire to be alone, negativism/cynicism, suspiciousness/paranoia, depression/chronic sadness, feeling pressured, overwhelmed, diminished pleasure, loss of sense of humor
THINKING REACTIONS	Tired of thinking, obsessive thinking, difficulty concentrating, increased distractibility, inattention, problems with decisions/priorities, feeling indispensable, obsessions, diminished tolerance for ambiguity, constricted thought, rigid/inflexible thinking
ACTING OR BEHAVING REACTIONS	Irritability, anger displacement/blaming others, reluctance to start or finish tasks
SPIRITUAL/PHILOSOPHICAL REACTIONS	Doubt of value system/religious beliefs, questioning the major life areas (profession, employment, lifestyle), feeling threatened and victimized, disillusionment, self-preoccupation

Continued on next page

17 THINGS YOU CAN DO TO MANAGE STRESS

- 1 Avoid or limit time with people who cause additional stress.
- 2 Manage your environment. If the news makes you anxious, try to avoid listening or engaging in political discussions.
- 3 Make a priority list. Write down things that **MUST** be done on top and the less important things further down, and follow the list.
- 4 Express feelings instead of bottling them up. If something or someone is bothering you, communicate your concerns in an open and respectful way.
- 5 Be willing to compromise. When you ask someone to change their behavior, be willing to do the same. If you both are willing to bend at least a little, you'll have a good chance of finding a happy middle ground.
- 6 Adjust your standards. Don't try to always be perfect in what you do, specifically in a disaster situation. Set yourself reasonable standards.
- 7 Exercise. Go for a slow walk. Stretch or do a few exercise moves such as jumping jacks in place or yoga moves.
- 8 Focus on the positive. Take a moment to reflect on all the things you appreciate in your life. At the end of each day, write down three things that went well that day.
- 9 Don't try to control the uncontrollable. Many things in life are beyond our control – particularly the behavior of other people. Focus on the things you can control. For instance, how you choose to react to situations and problems.
- 10 Learn to forgive. Accept the fact that we live in an imperfect world and that people make mistakes. Let go of anger and resentments. Free yourself from negative energy by forgiving and moving on.
- 11 Connect with others. Spend time with positive people who enhance your life.
- 12 Set aside prayer or meditation time. Even five minutes a day to meditate or pray will help bring calmness into your sense of well-being.
- 13 Keep your sense of humor. This includes the ability to laugh at yourself and at situations. Laughter helps reduce stress and improves overall health.
- 14 Eat a healthy diet.
- 15 Reduce caffeine (tea/coffee) and sugar intake.
- 16 Avoid alcohol, cigarettes, and drugs.
- 17 Get enough sleep. Adequate sleep fuels your mind, as well as your body.

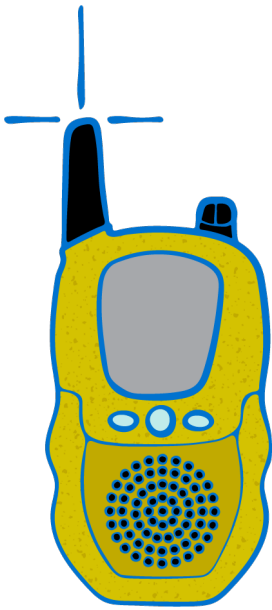


SECTION 6
CASE STUDIES

CASE STUDY 1



EARLY WARNING SYSTEM IN EL SALVADOR



Salinas del Potrero in El Salvador suffers annually from flooding. During that time, the pueblo's dispersed population of 1,000 people are evacuated to a safe location.

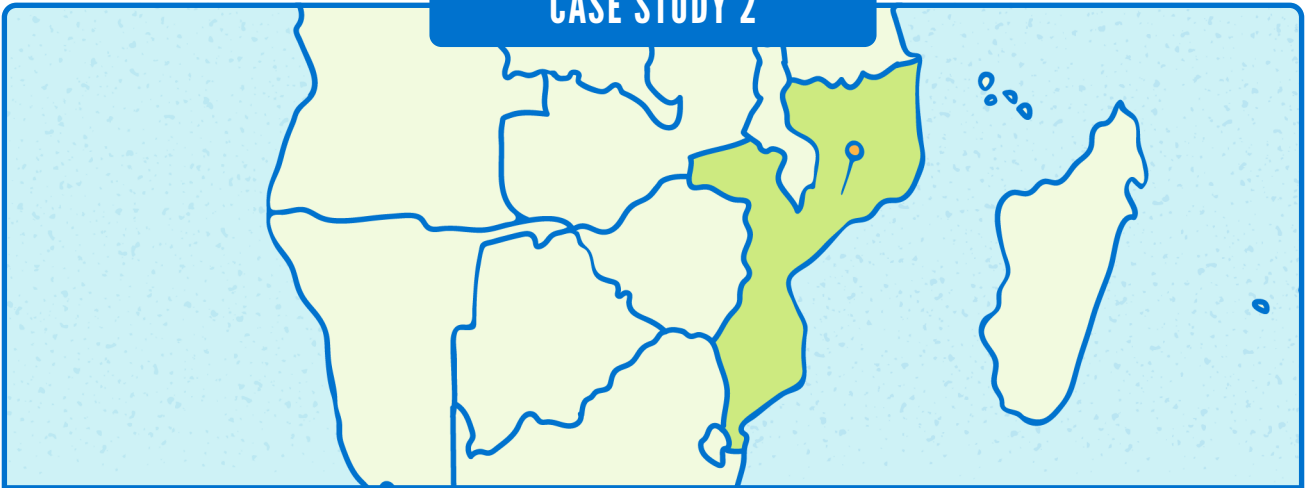
In the region, there is only one loud speaker to alert the community of any danger. In a community assessment, members in the farthest communities cannot hear the loud speaker, making them the most vulnerable to flooding or tsunamis.

The church identified a need in improving the early warning system by procuring walkie-talkies. Church team and community members visited each high-risk area and tested the system's reach and efficiency. Even five miles from the farthest community, the walkie-talkie worked!

The church decided to buy a pair for each of the target communities. They also trained key leaders in strategically located areas to act as a point-person between communities and government officials, giving notice of any impending hazards and then conveying information using a communication phone-tree. The system strengthened the social cohesion amongst the communities in the region as they collectively act together on this effort.

Several years after the system was installed, the communities speak of their ability to evacuate in time when there was a flood or tsunami alert. The early warning system is also used when violent groups visit the area.

CASE STUDY 2



MOZAMBIQUE

After repeated annual floods in the same cluster of villages, the church kept improving and enhancing their emergency response mechanism. The church formed and equipped emergency committees, building on existing social networks and church ministries.

At times of disaster, these committees help to identify the most vulnerable, register families impacted, coordinate procurement and transportation of goods, and mobilize volunteers for logistics and distribution of goods.

The committees were made up of youth, women, local government and inter-faith leaders of the community, including Muslims and several Christian denominations. The committees, through role plays and discussion groups, were trained to address common issues when addressing disasters, including how to prioritize participants with limited resources, addressing gaps following stakeholder mapping, building trust and transparency, and connecting with civil society and local government organizations.

Over the years, the church improved their assessment forms so that the communities could better identify vulnerable communities – this included addressing gender considerations and the provision of services to address domestic violence.

Each year, the church added a new level of disaster resilience. At times it was enhancing their early-warning mechanism, or introducing flood-resilient crop varieties, or household level preparedness activities and emergency kits.

This process of engagement strengthened community cohesion and ownership.

CASE STUDY 3



SRI LANKA

With a changing climate, Sri Lanka experiences multiple disasters on an annual basis, including cyclones, floods, landslides and drought. Building on the vast experience of the Indian Ocean tsunami of 2004 and the long 30-year civil war, the church in Sri Lanka developed a disaster resilience programme that looked to equip churches to better prepare for and respond to disasters.

With a cascading training program on disaster response and resilience, working with stakeholders has been key. The diocese works with and through: regional committees - these are ecumenical and undertake surveys, community mapping, planning and implementation, the Ministry of Disaster Management, ecumenical partners, civil society, village development management committees, and local government at district level.

After the landslide in 2017, these committees and relationships proved to be effective. The volunteers, youths, network structures and churches played an instrumental role in distributing water storage barrels, sorting relief items during the disaster response, cleaning up homes, and some youth helped with proposal and report writing.

Over time, the disaster response and resilience work of the Diocese of Colombo has grown and expanded. As well as becoming ecumenical, the committees have become engaged in other community work, such as reforestation, water and livelihood schemes. This is a model they want to see replicated in other places. Asset-based thinking has become so deeply rooted that now, when a disaster hits Sri Lanka, the diocese does not ask external organizations for funding. They are able to mobilize their youth groups, their Mothers' Union and their parishes to fund the initial relief phase, which might go on for three to six months. International partners are only approached if there is need for a later recovery programme that goes beyond the relief phase.

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Additional Resource Toolkits

1. Protection: Training Guide and Toolkit, Australian NGO Mainstreaming Protection Project.
2. Women, Girls, Boys and Men: Different Needs – Equal Opportunities, IASC.
3. Disasters and the Local Church, Tearfund.
4. Reducing Risk of Disaster in our Communities, Tearfund.



Burundi Mothers Union sensitization on COVID-19 prevention hygiene practices in Ngozi Diocese - proper handwashing demonstration with bucket of water and soap



Community Assessment in Zimbabwe



Bangladesh Community Health Clinic



Housing reconstruction in Haiti



A couple in Palacio participating in reconstructing their own home designed to be more resilient to typhoons in the Philippines



Ghana COVID Tippy-Tap



Working together with faith leaders in Kenya to assist those impacted by both floods and COVID-19



Livelihood recovery project in the Philippines



Women's groups in India participating in community focus groups



House reconstruction in El Salvador on a higher foundation to be resilient to floods

