

# RESPONDING TO DISASTERS

2017 UPDATE

World Vision  
Global Education



Extreme disasters are global news events but how do aid organisations respond to them? This digital poster is designed to engage young people with learning activities that develop an understanding of how disasters affect people's lives and how aid organisations respond effectively to these events. This resource can be used to focus on Social Studies curriculum concepts such as: challenge and crisis; events, causes and effects; resources; sustainability; human and child rights.

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You also need to download the *Responding to Disasters* photos (ZIP file of 13 photos) to use with this pdf.

**Free download:** [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (under Emergency Relief).

Please contact the schools team if you need any help: [nz.schools@worldvision.org.nz](mailto:nz.schools@worldvision.org.nz)

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# RESPONDING TO DISASTERS

## Learn.Think.Act.

*Responding to Disasters* includes photos, captions, information, quotes, videos, and learning activities for a range of ages. The activities can be adapted to suit different levels and individual, group or class learning. They're also designed to help teachers engage students, deepen their global understanding (Learn), encourage critical thinking (Think) and lead to authentic action (Act). Schools or groups undertaking social action in response to a disaster can use this poster to raise awareness and encourage meaningful participation.

Download the *Responding to Disasters* photos (ZIP file of 13 jpgs) to use with these resource pages.  
Free download: [www.worldvision.org.nz/connect/resources](http://www.worldvision.org.nz/connect/resources) (select Emergency Relief in the search menu)

## Photo activities

Print each colour photo onto A4 paper. Enlarge and print Resource 2 onto A3 paper. Trim off the photo numbers and cut out all the events and photo information boxes separately. Print the quantity of each that you need for individual, group or class use.

**A. Themes and titles:** Have one set of poster photos per group or use one set with the whole class. Look at all 13 photos together and brainstorm a theme or title that describes them. Then sort the photos into smaller groups of photos that belong together and choose more specific titles for each group. Discuss their sorting criteria. Try using different sorting criteria and discuss. Possible criteria: before, during, after; working, waiting; adults, children; climate. Note: Allow students to put to one side any photos that don't quite fit their criteria.

**B. Disaster match:** Take the event boxes prepared from the instructions in italics above. Give each student a photo or an event box. They work together to match each photo with an event. Note: Many photos are not of the actual event, and there are seven photos linked to the Haiti earthquake. Students will need to work together to find the obvious matches. Other visual clues such as ethnicity and environment will help with this. Add other photos of recent disasters to increase the number of disasters.

**C. Inquiry focus:** Use the photos to develop an inquiry focus. List students' questions about the images and what is happening. Keep adding questions as you use the photos and learn more through the captions and information pages.

**D. Question time:** Students choose a photo and write down any questions they have about what is happening. Hand out or read the photo captions from the poster front. Use this information to answer any questions they can. Write down any new questions. Hand out or read the photo information from Resource 2. Use the information to answer any questions they can. Write down any new questions. Review their questions and circle any they would still like to find answers to. Discuss other places they could look for these answers and allow time for students to do this.

**E. One word:** Students choose one photo they find interesting and tell others in their group why they chose it. Imagine they are the photographer taking the photo or they are standing in the photo. Choose just one word to describe what they are thinking or feeling. Write this word in graphic form on a Post-it-note and display these with the photos.

**F. Be the photographer:** Students choose one photo they find interesting. Imagine they are the photographer who took this photo. Describe what they were trying to communicate about disasters through this photo. Share their description with another student, in a group, or as a class.

**G. Act it out:** Organise students into groups and hand each group a photo. Ask them to discuss what activity is taking place in this photo. Predict what might have happened before or after the photo was taken. Groups practise miming what they decided then perform this for the class. Reveal the background to the photo by reading the photo information on Resource 2.

**H. Writing a photo caption:** Hand out one photo per group for them to write a two sentence caption. A photo caption is a short description (usually one or two sentences) that explains to the viewer what they are looking at.

- In the first sentence, use active words to describe the photo's action explaining: who, what, when and where.

- In the second sentence, provide background about the photo that explains why this is happening.

Mix up the captions and see if groups can match them with the right photos. Then hand out the photo information from Resource 2 for students to check against their captions.

## Learning activities

**I. What do you really need to survive:** In groups create small cards using pictures or words to represent basic living resources such as water, food, toilet, shelter, electricity, phone, radio, light, heating, cooking equipment, etc. Sort the cards into groups according to what they need and don't need. Debate what is really necessary for survival. Watch the video clip at the link below *What do you really need to survive?* Sort the cards again to show what they really need to survive, adding any new cards if needed.

[www.youtube.com/watch?v=UuxtEmeBw8g](http://www.youtube.com/watch?v=UuxtEmeBw8g)

**J. What do we need:** Read the quotes on Resource 3. Write a list or draw a mind map to show how the disaster affected different parts of children's lives, things like: shelter, home, possessions, emotions, food, water, education, clothing, health, family, and environment. Imagine you are an aid worker and rank these effects in the order of importance you plan to help.

**K. One child:** Read the quotes on Resource 3. Imagine you are a child affected by a disaster and your family has been receiving help from an aid organisation. Write diary entries for 10 days, 30 days, and 60 days after the disaster. Describe how the disaster affected you and how you are coping in the difficult circumstances. Describe the negative and positive changes in your life and what you hope for the future. This activity could be used at the end of your unit.

**L. Master Chef:** Research and design an emergency meal for a family of two adults and three children in a disaster. Students need to consider items that store well, don't need extra ingredients and can be eaten for any meal (breakfast, lunch or dinner). They can assume that they have one cooking container and 1.5 litres of water to cook with. If you wish, set a range of budgets such as \$5, \$10, \$15 and \$20 per meal. Prepare a selection of sample meals students have planned and rank them according to taste and cost.

**M. Jeopardy:** After developing your inquiry questions in Activity C, photocopy Resource 4. Cut out the questions and answers separately. Copy enough so each student or pair has one answer to read. By themselves or in pairs, students draft possible questions for their answer. Share their draft questions with another student or pair. Display the questions from the poster randomly on the wall for students to read. See if they can find the question that best fits their answer or one that is similar to the question they drafted.

**N. What would you do:** Find out what happens when a disaster strikes in New Zealand from websites such as:

<http://www.whatstheplanstan.govt.nz> <http://www.getthru.govt.nz> <https://www.eqc.govt.nz/about-ecq>

Create a map for the area around your school showing landforms, roads, buildings and structures. Choose a natural disaster risk. On your map, show areas that pose the most risk. Walk through the school and plot safe areas and routes to resources needed in such a disaster. For instance, for a tsunami risk, find the heights of land and draw a route to a meeting point on higher ground. Work out safe routes home – often the best place to be in a disaster.

**O. Who helps:** Brainstorm a list of disaster response organisations – those responding to disasters here and aid organisations responding to disasters in developing countries. Find out more about what they do. Invite a guest speaker to talk about a recent disaster response. Alternatively check their websites to find out more. Students choose the disaster response organisation that interests them the most. Research and create an informative brochure, PowerPoint, or video clip about the work of this disaster response organisation.

For more information about World Vision's disaster response: [www.wvi.org/disaster-management/how-world-vision-works-disasters](http://www.wvi.org/disaster-management/how-world-vision-works-disasters)

**P. Media values:** Read the information about the role of the media in a disaster on Resource 4 and the quote below. Then set up a values line with Strongly Agree at one end and Strongly Disagree at the other. Students choose a place to stand on the line according to how much they agree or disagree with this statement: "In a disaster, the media do more harm than good." Invite several at different points to explain their reasoning and allow time to shift places if they wish.

*"Can someone explain to me why when resources are stretched, fuel is short and supplies distribution is limited we have a TV3 reporter and crew in Haiti tramping around at night? Can't we actually help by just taking the feeds from the hundreds of other network and cable TV stations already in Haiti?"* Neil McCormick - New Zealand broadcaster MediaWorks

(Source: Reuters article <http://news.trust.org/item/20100125164700-x2enc>)

**Q. In the news:** Choose one recent natural disaster as your case study. Collect news items about this, tracking coverage during the time of your study. Include press, radio, TV and internet items. Create a wall display to illustrate the media's role. If media interest has subsided, check: [www.alertnet.org](http://www.alertnet.org) (Philanthropic arm of Thomson Reuters, the world's biggest news and information provider.)

**R. It takes time:** Make four A4 headings: Emergency response, Recovery, Rehabilitation and Disaster preparation. Display these on the wall. Explain what these headings mean using Resource 5. Give the poster photos to different students to position under the heading it best illustrates. Some photos may fit in several places so invite other students to challenge the placement and give their reasons for a new placement.

**S. Case study:** Watch the DVD *Indian Ocean Tsunami Response* (available to borrow or purchase from World Vision). This case study illustrates some aspects of how an aid organisation responds to a natural disaster. As students watch, ask them to list the different ways World Vision responded to the disaster. Reorganise the list under the headings found on poster Resource 5.

**T. EQ simulation game:** Help your students experience the challenges of delivering aid in an earthquake through the EQ simulation game. The game involves discussion, group work and social decision making. The game pack can be purchased from World Vision.

**U. Coordination:** The United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) web site is:

<https://www.unocha.org/our-work> Their website and brochure give an overview of the work they do.

<https://www.unocha.org/about-us/who-we-are> [http://www.unocha.org/sites/unocha/files/this\\_is\\_ocha\\_2016\\_lowres.pdf](http://www.unocha.org/sites/unocha/files/this_is_ocha_2016_lowres.pdf)

Using the categories in the Disaster Response Clusters diagram on Resource 4, divide the class into 12 groups. Using the information on Resource 5, each group prepares a short plan for one category that contributes to a combined disaster response. Present all the plans to the class then discuss any overlaps or gaps in your overall disaster response.

Aid organisations must work to an internationally-recognised set of principles and minimum standards. These standards improve their accountability and effectiveness during any humanitarian response. Discuss the importance of the Sphere minimum standards described in this video: <https://www.youtube.com/watch?v=XnQV63k07TU>

**V. Interview:** Students imagine they're an aid worker being interviewed on radio or TV about their organisation's response in a recent disaster. They can decide what their role is, e.g. child protection specialist, communicator, etc. Prepare a 60-second script for what they'll say about their disaster response work on behalf of their organisation.

**W. Crossing live:** In groups, students prepare a news report about a natural disaster of their choice. One person is responsible for editing the report, one person for presenting it and the third for producing it (if pre-recording). Use this pattern to direct their content: what, where, when, why, who, how and consequences. Cover the event itself, the impact, what's happened since, what's happening now, what needs to happen in the future. Conclude with something interesting such as a hopeful story, a question or challenge, or an answer to a problem. Record or perform the reports for the class.

**X. Make a difference:** Students brainstorm a list of ways they could fundraise to help people affected by a disaster. Individually, in pairs or groups, choose one idea and write up a plan of how they would carry it out. Investigate examples of this kind of fundraiser for ideas. Students could create an ad for TV or Youtube, a community event, an internet or email-based fundraiser. Present everyone's plans to the class to vote on the best ones to put into action.



	<b>Event</b>	<b>Photo information</b>
<b>1</b>	<b>Cyclone 2 May 2008 Myanmar</b> 138,366 died 2.4 million affected	After Cyclone Nargis, World Vision Myanmar helped villages build cyclone-resistant schools which double as disaster shelters. They are 4 metres above sea level and can resist strong earthquakes and 200 km per hour winds. Local children have prepared and practised disaster response plans. Community leaders have learned how to use early warning equipment like radios and speakers. Being well prepared will prevent many deaths in another disaster.
<b>2</b>	<b>Earthquake 12 Jan 2010 Haiti</b> Est. 300,000 died 3 million affected	James Addis, a World Vision journalist, worked with an interpreter to talk with Francine Lorenus about her family's difficulties since the Haiti earthquake. James and other communicators provided photos and stories for the media and World Vision supporters around the world. These first-hand accounts helped raise awareness and funds for World Vision's work in Haiti.
<b>3</b>	<b>Cyclone 28 Sept 2009 Philippines</b> 501 died 4.9 million affected	Hundreds of families set up temporary homes on the floor and seating of this sports stadium in Manila, Philippines, when in one month Cyclone Ketsana and three other cyclones flooded the area. World Vision Philippines gave them basic supplies and ran a Child-Friendly Space for children to take time out from the overcrowded conditions to play and learn.
<b>4</b>	<b>Flood 30 Oct 2007 Mexico</b> 22 died 1.6 million affected	Severe flooding in Mexico caused more than one million people to leave their homes. Helping them to return involved a massive clean-up. World Vision Mexico hired 100 people who were unemployed because of the disaster. The team put together 2,000 cleaning kits at a time and distributed them. The kits contained brooms, cleaning products and other items to help families make their homes clean enough to live in again.
<b>5</b>	<b>Drought 2008 Kenya, Ethiopia, Somalia, Uganda</b> At least 4 died 14.2 million affected	Digging this new water storage pond during the drought in Kenya gave people 12 days work. World Vision Kenya paid them with food rations for their families. Now it is filled, the pond provides water for irrigating the crops and trees planted around it. World Vision also trained people in new skills other than farming to help them earn a reliable living, even in times of drought.
<b>6</b>	<b>Earthquake 12 Jan 2010 Haiti</b> Est. 300,000 died 3 million affected	At food distributions, people exchanged food ration vouchers for 25 kilogrammes of rice intended to last a family of five for two weeks. Community leaders selected the neediest people, like families with young children, to receive the food. World Vision Haiti trained teams of staff and volunteers to distribute World Food Programme rice quickly. The US military provided security and assisted unloading heavy bags from the trucks to make sure distributions ran smoothly.
<b>7</b>	<b>Earthquake 12 Jan 2010 Haiti</b> Est. 300,000 died 3 million affected	Survivors formed a chain to distribute cooking kits before nightfall. More than 300 families set up makeshift shelters here at Accra Park after the earthquake destroyed Haiti's capital city Port-au-Prince. World Vision Haiti delivered these cooking kits as well as other basic necessities such as tarpaulins, blankets and water containers to make life more bearable.
<b>8</b>	<b>Earthquake 8 Oct 2005 Pakistan</b> 73,338 died 5.1 million affected	World Vision Pakistan used helicopters and human convoys to move food and household goods to remote mountain villages affected by the earthquake. Before deep snow cut off walking tracks, World Vision provided 45,186 families with supplies to last for two months. These included basic food, like flour, lentils, oil and salt, as well as insulated tents, blankets, tarpaulins, stoves, water containers and purification kits, hygiene kits, and house construction materials.
<b>9</b>	<b>Earthquake 12 Jan 2010 Haiti</b> Est. 300,000 died 3 million affected	After the Haiti earthquake, World Vision flew boxes of tarpaulins, blankets, water containers, hygiene kits and cooking kits to Haiti from Denver, USA. World Vision International has warehouses of emergency supplies strategically located around the world. When a disaster happens, World Vision can quickly move emergency supplies directly to the disaster to help the people affected.
<b>10</b>	<b>Tsunami 26 Dec 2004 Indonesia, India, Thailand, Sri Lanka</b> 225,841 died 2.3 million affected	World Vision Indonesia built more than 3,000 new homes in Banda Aceh, the area most affected by the Indian Ocean Tsunami. The tsunami destroyed homes and buildings in Indonesia, India, Sri Lanka and Thailand, and survivors had to live in temporary shelters for up to three years. World Vision worked with communities to plan good house designs, public buildings and services like reliable water supplies.
<b>11</b>	<b>Earthquake 12 Jan 2010 Haiti</b> Est. 300,000 died 3 million affected	World Vision's Global Rapid Response Team worked in a temporary office after the Haiti earthquake made the World Vision building unsafe. Within 24 hours after the disaster, the first team members had arrived from all over the world to provide expertise in disaster response. They coordinated relief work, liaised with other aid organisations and the United Nations, and provided the media with updates.
<b>12</b>	<b>Earthquake 12 Jan 2010 Haiti</b> Est. 300,000 died 3 million affected	More than 100 children affected by the Haiti earthquake came to this World Vision Child-Friendly Space to sing, dance, play games, do art and learn. Parents felt happy knowing their children were being cared for while they worked to survive and rebuild their lives. World Vision Haiti trained suitable volunteers in child protection and child rights so they could run spaces like this until schools were rebuilt and opened.
<b>13</b>	<b>Earthquake 12 Jan 2010 Haiti</b> Est. 300,000 died 3 million affected	Families living in temporary shelters in Accra Park queued for water that arrived by truck. Scheduled deliveries and fair systems meant people knew they wouldn't miss out. Clean water and hygiene are important for preventing sickness which spreads easily when people live in crowded conditions after a disaster. To help people stay healthy, World Vision Haiti provided water containers, blankets, soap, toothpaste and other hygiene items.

# What do we need in a disaster?

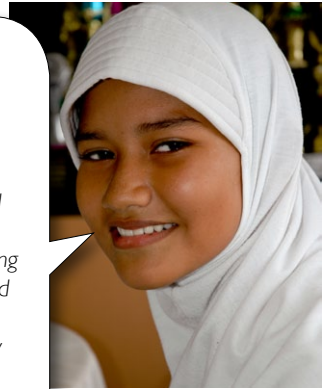
**David**  
**9 years old**  
**Haiti - earthquake**

"I come to the child-friendly space to draw – I drew a house today. It's not my house. My house was completely destroyed by the earthquake. It's any house really. In my picture there is a dining room and a bedroom and stairs. This is the house I would like to live in. I can't go home so at the moment I'm living in a tent with my aunt. I sleep on the floor and it's very hard to sleep at night. I would prefer my house."



**Zakia**  
**11 years old**  
**Indonesia - tsunami**

"Our new school is better than the old one where we didn't have good classrooms or equipment. Now we have a computer, a beautiful building and a good library where I can read lots of books. World Vision has also given us school uniforms, stationery and textbooks. Our new uniforms make us feel proud of our school."



**Josephine**  
**6 years old**  
**Haiti - earthquake**

"I like it when they ask us to draw. Drawing, reading and writing are what I like to do the best. Today they have been teaching us things like how we need to brush our teeth and comb our hair and wash our hands. I feel better here in the camp because otherwise my house might fall on me. I like coming to this place for children. I have two friends here and we like to play games and pretend to cook."

Josephine (on the right) with her friend Dabiola and volunteer Alexandre.



**Farjana**  
**12 years old**  
**Bangladesh - cyclone**

"We are very grateful that World Vision gave us this 7-day relief pack. There's a blanket, a water container, a sack of rice and cooking oil. This is the first aid we've received since the cyclone hit our area and our family really needs these things."

Farjana (on the left) and her younger brother Rabiul.



**Laura**  
**10 years old**  
**Zimbabwe - drought**

"Before World Vision came to my village, we didn't have enough to eat. Grandmother had no seeds to plant so we had nothing to harvest. I remember a time when all there was to eat was unripe wild fruit and this made my stomach ache. I want to help my grandmother in the garden because this garden makes money for us. Money means we can get the food we need and pay our school fees so we can learn and get jobs when we grow up."

Laura holding tomato seeds.



**Win Ko**  
**13 years old**  
**Myanmar - cyclone**

"Whenever I visit the cyclone shelter my fear disappears. If this building was here before the storm, my mum and sister would not be missing now."



**Linm**  
**12 years old**  
**Myanmar - cyclone**

"I saw my mother catch a tree and my baby brother go under the waves. I grabbed a piece of wood and floated all through the night in the flood of water. I held on very tightly and when I woke up I was in a cemetery. I didn't know who I was. I didn't know where I came from. I was a long way from my home. For three weeks I was looked after by the people who found me until World Vision traced my father and my brother. The rest of my family is gone."

Linm (on the left) with his younger brother Thet.



**School Principal**  
**Indonesia - tsunami**

"For about two weeks the children could not go to school because it was too dangerous for them. The wrecked building could have collapsed at any time. Then World Vision donated tarpaulins for us. The school committee and the parents took the initiative to use the tarpaulins creatively. We built temporary rooms with material they found and used the tarpaulins as a roof to shield the children from the hot sun."

# Frequently Asked Questions

## Q1: What is a disaster?

**A:** Any natural event is called a disaster when it threatens lives or property. Natural disasters include avalanches, bush fires, cyclones, droughts, earthquakes, floods, hailstorms, landslides, snowstorms, tornados, tsunamis, and volcanic eruptions. Some disasters happen suddenly like earthquakes while others happen slowly like droughts.

## Q2: Why are some disasters worse than others?

**A:** Not every country is at risk from natural disasters, and some countries are at risk from more than one type. Different places have different levels of risk so similar types of disasters affect them in different ways. A community is vulnerable because of its location and physical environment, its resources (such as housing and emergency services) and how prepared it is for disasters (such as being able to carry out emergency plans). Extreme poverty causes extreme vulnerability.

## Q3: How natural are they?

**A:** Many disasters occur naturally but human activity influences their causes and the extent of their impact:

- Damage to the environment increases the number of natural disasters such as floods and cyclones.
- Population increase and poverty mean people are more likely to live in disaster-prone areas.
- Communities that can't afford well-constructed homes and buildings are more likely to suffer a greater number of deaths and damage to buildings. But they have no resources to rebuild in safer areas.
- Armed conflict causes food shortages and environmental damage, and increases suffering and deaths.

Disasters that are the result of human action, or human action combined with natural causes, are called complex humanitarian emergencies.

## Q4: How do disasters affect people?

**A:** Different types of disasters affect people in different ways. Droughts and floods affect many people but don't usually kill large numbers. Cyclones and earthquakes generally affect fewer people over all, but kill a larger proportion of them. Some effects happen immediately such as injuries, damage and destruction. Other effects happen over the days and weeks afterwards, such as disease epidemics or loss of business. The extent of the damage depends on the location and scale of the disaster and on how well prepared the people are.

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**Disease and epidemics:** With limited toilets, clean water, food and medicine, infectious diseases like dysentery or cholera spread quickly, adding to the death toll.

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**Hunger:** Food becomes scarce when people lose their usual way of making a living or their crops are destroyed. Emergency rations may not last until the next harvest or until businesses get underway again.

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**Damaged facilities, communication, transport:** A disaster destroys roads, schools, hospitals, communication, and power systems. These are essential for communities to function but costly to rebuild.

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**Vulnerable people:** The hardest hit tend to be the poor and vulnerable – children, the elderly, pregnant women and the homeless. Those who used to depend on their family may have to look after themselves.

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**Environment:** An extreme disaster damages the environment by its force. It also causes further damage when seawater, silt, rubble, sewage, or animal and human bodies pollute water and the land.

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**Emotional impact:** The least visible impact is the emotional pain caused by a disaster. Memories of deaths and suffering can trouble people for many years. Surviving a disaster may cause nightmares, difficulties sleeping and concentrating, and fears about the future that make it hard to live normally.

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**Looting:** When police and justice systems stop working well, some people seek to profit from other people's suffering. They loot unprotected buildings and threaten violence to get what they want.

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**Housing:** As well as not having shelter, loss of housing also means losing household items necessary for daily living, personal belongings and the place people call their home.

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**Migration:** The threats of disease, insecurity, and hunger can be enough to force people to travel to a safer area. People also travel to be with family members who can help them.

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**Q5: How does World Vision respond to a disaster?**

**A:** Great care is needed to ensure the disaster response is appropriate to the local situation and needs. Inappropriate aid (not the right aid, too little, or too much) can actually increase a disaster’s impact or prolong the need for assistance. World Vision ensures its disaster response is timely and appropriate, with specialist knowledge and experience (see the diagram on Resource 5). A disaster doesn’t affect all parts of a community equally so it is important to make sure help reaches those who need it most, as soon as possible. The poorest people in a community already struggle to survive and don’t have the resources to cope with further difficulties. In 2016, World Vision responded to 130 emergency situations in 63 countries and helped an estimated 15.4 million people.

**Q6: How does World Vision determine the severity of a disaster?**

**A:** World Vision uses the following criteria for working out how severe a disaster is.

<b>Category 1</b>	Disaster affects 100,000 or fewer people; threatens livelihoods; threatens development potential, e.g. Samoa tsunami 2009; Christchurch earthquake, New Zealand 2011; Solomon Islands earthquake and tsunami 2013.
<b>Category 2</b>	Disaster affects between 100,000 and 1 million people, or 25-50 per cent of the population; has the potential for increased rates of death or disease, e.g. Cyclone Ketsana, Philippines 2009; Chile earthquake 2010; Cyclone Pam, Vanuatu 2015.
<b>Category 3</b>	Disaster affects 1 million people or more, often across several countries, or 50 per cent of the population; causes or has the potential to cause high death rates or disease rates, e.g. Indian Ocean tsunami 2004; Cyclone Nargis, Myanmar 2008; Horn of Africa drought 2009; Haiti earthquake 2010; Cyclone Haiyan (Yolanda), Philippines 2013.

**Q7: Who coordinates World Vision’s disaster response?**

**A:** World Vision International is a partnership of World Vision national offices in nearly 100 countries with over 45,000 staff in total. The office in each country runs aid and development projects or fundraising programmes that support these projects. World Vision has a global network of disaster response experts who assess the disaster situation, request funding, locate ongoing emergency supplies and manage the long-term response. The network is made up of:

- World Vision’s **national staff**, based in the disaster country, who respond to Category 1 to 3 disasters.
- World Vision’s **Regional Relief Teams**, based in the different regions of the world (e.g. Asia, Africa, the Pacific), that respond to Category 2 and 3 disasters within their regions.
- World Vision’s **Global Rapid Response Team**, that responds within 24 to 72 of hours when a Category 3 disaster is declared. This team of highly-skilled aid workers is on standby in different parts of the world. The team includes: logistics staff; child protection experts; water, health and sanitation experts; communications people, security officers and others. The Global Rapid Response Team works alongside local and regional staff for the first 90 days of a disaster. By this time, the team aims to have set up a long-term team of local and regional staff to continue the work.

**Q8: Where do World Vision’s emergency supplies come from?**

**A:** World Vision has a specialised logistics unit that is always prepared and on standby. Immediately after a Category 3 disaster, the unit transports essential emergency supplies and logistics personnel to the disaster location. The unit has enough relief supplies stockpiled to help 225,000 people. Stored in seven strategically-located warehouses, the supplies can be transported directly to a disaster anywhere in the world. World Vision also positions supplies in locations that face frequent disasters for a faster more efficient response.



**Q9: How does World Vision pay for the disaster response?**

**A:** Almost 80 per cent of World Vision's funding worldwide is donations from private sources including individuals, companies and foundations. World Vision offices also apply for disaster response funding from their governments. It takes time for money to be raised so World Vision International sets aside a reserve fund of US\$6 million each year ensuring any disaster response begins immediately. World Vision budgets the disaster response carefully, using the money effectively over several years. This is important so that once people stop sending donations, the work can still continue.

**Q10: Why does World Vision have communications staff?**

**A:** World Vision has communications staff – reporters, photographers and videographers – based in many countries around the world. They immediately begin talking to people in the disaster zone and provide stories and information for national and international media. This is an important role as it informs the public of disaster situations and raises awareness of the needs of the people who have been affected.

**Q11: What is the role of the media in a disaster?**

**A:** The media plays a key role in increasing public awareness of the disaster but sometimes this can have a negative impact. Cell phones, Skype and social media like Twitter, YouTube and Facebook have changed the face of reporting during a disaster. Ordinary people are now able to communicate what's happening from within a disaster area without relying on formal media channels.

+ Positive role	- Negative role
<ul style="list-style-type: none"> <li>• When broadcasters anchor news bulletins from a disaster area, or send high profile journalists, they increase public awareness.</li> <li>• A presence in the media increases the amount of donations given to aid organisations which, in turn, helps more people affected by the disaster.</li> <li>• Balanced reporting portrays both the negative and the positive aspects of the disaster situation.</li> <li>• Informed reporting contributes to a more involved and critical debate about disaster issues.</li> <li>• Media reporting doesn't exaggerate a disaster's impact in order to raise more money to help.</li> </ul>	<ul style="list-style-type: none"> <li>• When broadcasters anchor news bulletins from a disaster area they use scarce resources that could have been used for the relief response.</li> <li>• If there are too many disasters at one time, only the most dramatic or sensational ones reach the news.</li> <li>• Sometimes this means that no disasters reach the news because the media perceives the public is tired of this type of story.</li> <li>• Reporting may be influenced by a reporter's unfamiliarity with a disaster situation.</li> </ul>

*Can someone explain to me why when resources are stretched, fuel is short and supplies distribution is limited we have a TV3 reporter and crew in Haiti tramping around at night? Can't we actually help by just taking the feeds from the hundreds of other network and cable TV stations already in Haiti?*

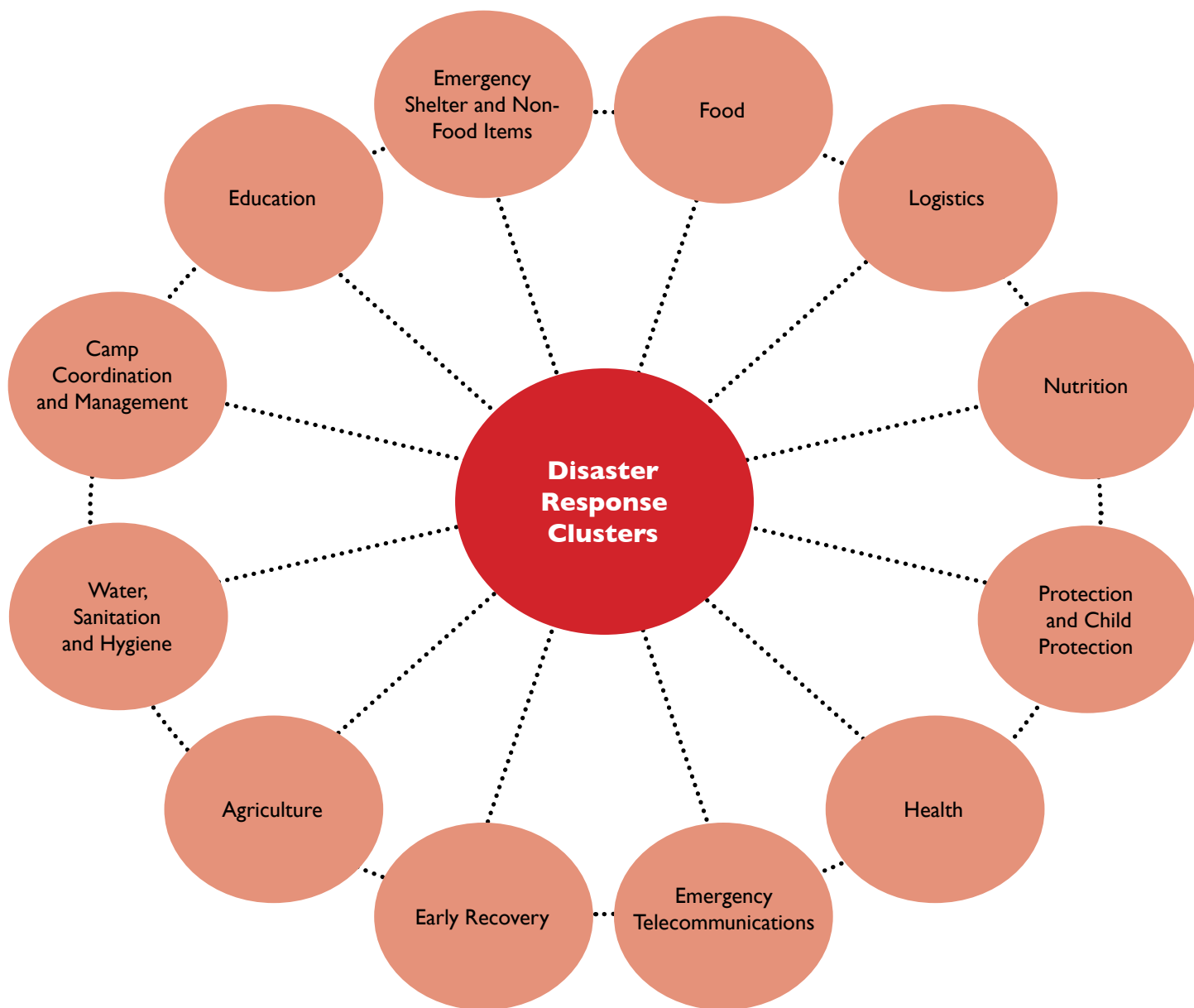
Neil McCormick - New Zealand broadcaster MediaWorks

**Q12: Who coordinates the different aid organisations in a disaster?**

**A:** When a large scale disaster occurs and the government of a country is unable to cope, it declares a state of emergency and asks for international assistance. The United Nations Office for the Coordination of Humanitarian Affairs (UNOCHA) coordinates the disaster response and the work of the national and international aid organisations. UN Peacekeepers or other military forces become involved if law and order are at risk of breaking down.

Twelve clusters cover all aspects of the disaster response. Various United Nations bodies like UNICEF, the World Food Programme and the World Health Organisation coordinate each cluster. Well-known aid organisations like World Vision, Red Cross, Oxfam and others participate in the clusters relevant to their work. They send representatives to daily cluster meetings to report on and coordinate their activities. They share their assessments in a Situation Report so everyone knows what is happening. The clusters also allocate the locations that each aid organisation is responsible for to make sure that everyone receives help.

Aid organisations must work to an internationally-recognised set of principles and minimum standards. These standards improve their accountability and effectiveness during any humanitarian response. The standards are described in The Sphere Handbook. The Sphere Handbook is designed for planning, implementation, monitoring and evaluation during any humanitarian response and is used as an inter-agency communication and coordination tool.



# World Vision's disaster response

