NEW OUTLOOK FOR PCDPPP IN 1987

MEETING OF NATIONAL DISASTER COORDINATORS AND GOVERNMENT REPRESENTATIVES - ANTIGUA, NOVEMBER 13 - 14, 1986

The Third Meeting of the National Disaster Coordinators of The Pan Caribbean Disaster Preparedness and Prevention Project (PCDPPP), was held at the Cortsland Hotel, Antigua on 13 and 14 November, 1986. The main purpose of the Coordinator's Meeting was to review and appraise the national priorities and needs in Disaster Preparedness and Prevention of the Project Countries and to indicate potential Donors the requirements of the Region in Disaster Preparedness.

Based on the decisions taken at the meeting of National Disaster Coordinators and Government Representatives, the UNDRO Representative suggested that it might be helpful to distinguish in future between two Bodies to oversee the Project: A Council consisting of the National Disaster Coordinators and Government Representatives to supervise the Project, and an Advisory Board to comprise contributing and participating Agencies, (at present this latter Body would comprise CARICOM, OECS, LRCS/RCS, CIDA, PAHO/WHO and UNDRO). The Council might want to appoint a small group, for instance, a group of three to which the Project Manager/Regional Coordinator and UNDRO could refer matters on which they wished to seek the views of the Council between meetings.

ADMINISTRATION

It was the opinion of the Meeting that the position of Project Manager/Regional Coordinator should be a separate entity. The Project Manager/

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Season's Greetings

From

PAHO
UNDRO
PCDPPP
LORCS
CARICOM

Wishes for an Emergency Free 1987!
Regional Coordinator should perform a coordinating role and his/her responsibilities should include administration and supervision of staff.

The person appointed to the position of Project Manager/ Regional Coordinator should have a working knowledge of the Caribbean in terms of the political, social and economic conditions of the member countries.

It was agreed that three National Disaster Coordinators should be elected on a regional basis to assume the functions of Liaison Officers. Participating countries were divided into zones in terms of geographical location for election of these officers.

ZONE I - Countries in the North

Bahamas, Belize, Cayman Islands, Cuba, Dominican Republic, Haiti, Jamaica, Turks and Caicos.

ZONE II - Eastern Caribbean Countries

Anguilla, Antigua and Barbuda, British Virgin Islands, Dominica, Guadeloupe, Martinique, Montserrat, St. Kitts/Nevis.

ZONE III - Countries in the South

Barbados, Guyana, St. Lucia, St. Vincent and the Grenadines, Trinidad and Tobago, Netherland Antilles, Suriname.

It was suggested that in electing the Liaison Officers two factors should be taken into consideration: countries with full-time Coordinators, and an effective communication system.

The following National Disaster Coordinators were elected to serve as Liaison Officers:

ZONE I - Mr. Franklyn McDonald (Jamaica) was recommended in his absence and the Representatives of the Cayman Islands undertook the responsibility to seek confirmation of Mr. McDonald’s acceptance. In the event of any problems, the Cayman Islands Representatives agreed to serve as a back-up to Jamaica.

ZONE II - Miss Rachel Collis (Montserrat)

ZONE III - Miss Judy Thomas (Barbados)

It was agreed that the Liaison Officers should represent the collective position of the Coordinators of their respective Zones.

FINANCE

With respect to financial support, the following countries made firm commitments for 1986 in accordance with the CARICOM formula for contributions:

Anguilla, Barbados, Belize, British Virgin Islands, Cayman Islands, Grenada, Montserrat, Turks and Caicos.

These contributions were expected to be made by December 31, 1986.

It was noted that Antigua and Barbuda had provided the building housing the Project as its contribution.

The Coordinators endorsed the suggestion of the UNDRO Representative that as of 1987, UNDRO approach the participating countries for contributions to the administrative and operational costs of the Project based on the existing scale of the United Nations.

With regard to both the administrative and operational costs of the Regional Project, the Coordinators would like to see more stringent financial control.

PROJECT ACTIVITIES FOR 1987

In order to facilitate a smooth transition, the existing PCDPPP Team was asked to review, for the benefit of the new Project Manager/Regional Coordinator, the Programme of activities for 1987 taking into account the priority needs identified at the Meeting, i.e.

DISASTER PREPAREDNESS

Training of National Disaster Coordinators:

Regional Exchange Programme
Short attachment to Offices of Disaster Preparedness in Jamaica, USA, etc.

TRAINING

In country training in the following:

Shelter Management
Mass Casualty
Emergency Management in an Emergency Operation Center
Search and Rescue
Hazardous Material Response
Disaster Management for Government Personnel

SIMULATION

National Simulation Exercises in the following areas:

Mass Casualty Response
Aircraft Crash, etc.
Fire Response
Hurricane Response
Hazardous Material Response
Evacuation

PUBLIC AWARENESS - PUBLIC EDUCATION

Development of Public Awareness Programme based on the following Hazards:

Epidemics
Hurricanes
Floods
Fires
Hazardous Material

Development of Documentary material on a National Disaster Organisation

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DISASTER PREVENTION AWARD

The establishment of an annual international prize of US$50,000 for outstanding contributions to disaster prevention was announced in July by the Office of the United Nations Disaster Relief Co-ordinator (UNDRO).

The award, to be known as the "SASAKAWA-UNDRO DISASTER PREVENTION AWARD", will come out of the income from a one million dollar endowment made available to UNDRO by the Japanese philanthropist and Chairman of the Japan Shipbuilding Industry Foundation, Mr. Ryoichi SASAKAWA. The endowment and the award or the prize will be administered by the Office of the United Nations Disaster Relief Co-ordinator in Geneva.

Mr. Sasakawa, who has already established endowments for other humanitarian purposes within the United Nations System, conferred responsibility for the administration of this endowment to the United Nations Disaster Relief Co-ordinator, at a formal ceremony in the Palais des Nations in Geneva on July 3.

The award will be given annually, starting in 1987, to a person, institution or organization with a distinguished, internationally-recognized performance in:

1. The implementation at international or regional level of activities designed to strengthen people's awareness of natural disasters,

2. The launching of scientific activities contributing to technological innovation facilitating disaster prediction,

3. The launching of scientific or social activities contributing to the strengthening of disaster prevention and preparedness,

4. Any other activities recognized as essential in promoting disaster prevention and preparedness.

An international jury composed of personalities representing the five principal regions of the world will select the winner from among those nominated for the award. The candidates for the prize will be nominated by the Resident Representatives of UNDRO/UNDP, the Directors of United Nations Information Centres (UNICs) as well as by any former recipient of the award.

The UNDRO Co-ordinator, Mr. M'Hamed ESSAAFI, said that he was happy to accept the responsibility for the disaster prevention award, established in recognition of UNDRO's central role in this essential area of human endeavour. Mr. Essafi said he hoped the award would act as a catalyst in strengthening disaster preparedness and prevention programmes in regions vulnerable to natural or other calamities.

Source: Press Release ND/182 - UN Info Service - Geneva

From page 2

Development of Audio Visual Aids

PREVENTION
Fire Prevention Programmes
Vulnerability Surveys:
Hazard Mapping
Emergency Shelters
Building Guidelines

TELECOMMUNICATIONS
Training of Radio Operators
Supply of Equipment

The Sub-Regional delegate of the League of Red Cross and Red Crescent Societies, in her presentation apologized for the absence of representation from LRCS/RCS Geneva. She read a telex message from the Secretary General and Head of the Americas Department to the meeting, regretting their absence but confirming their continued interest and participation as far as possible.

The CARICOM Representative also informed the meeting that the Secretariat would wish to be involved, to see that the interest of the Community is preserved, but cannot be actively involved in the execution of the Project. The Secretariat will still continue to forward funding requests to Caricom countries.

The PAHO Representatives indicated that his Organisation would be part of the intersectoral team of the PCDPPP and also advised that a full-time Health Advisor would be employed.

Delegates from the following member states were present:
Anguilla, Antigua and Barbuda, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Guadeloupe, Montserrat, Saint Lucia, Saint Vincent and the Grenadines, Turks and Caicos Islands and Trinidad and Tobago.
SPECIAL FEATURE:
DISASTER PREPAREDNESS IN FORMAL EDUCATION

Joyce Glasgow,
Teacher Education Development Department,
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University of the West Indies,
Mona, Jamaica.
November 1986

Wason (1986) has said that the long term aim of the PCDPPP is to -
contribute to socio-economic development and environmental protection by developing the individual and collective capacity of the participating countries to mitigate the disastrous effects of natural hazards, and to cope effectively with disasters when they occur. (1)

He has also pointed out that although there is a general awareness in all states of the need for disaster preparedness, there are several areas which still need much examination, among them “the total systems for timely dissemination of information/education to populations at risk”.

The undoubted essentiality of efficient dissemination systems is not in dispute, but it would seem that in considering this, it behooves us to question more deeply the readiness of populations to appreciate what is being disseminated. There is an old adage that “experience teaches wisdom”, and it is perhaps the lack of experience of a major disaster that is the greatest obstacle to real awareness in our island populations where the majority are under thirty years of age. This fact brings into stark relief the absolute necessity for using the formal educational systems which hold “captive” the early age cohorts, to teach deliberately towards, not just acquisition of knowledge with respect to possible disasters, but towards the development of mental problem solving skills, and most importantly of all - and most difficult of all - towards the inculation of the attitude of concern for the environment which will lead to a commitment to participate in a disciplined way in activities for its protection and improvement.

Let us examine each of the educational ends/aim stipulated.

ACQUISITION OF A KNOWLEDGE BASE:
Knowledge is a necessary basis for understanding, and understanding promotes greater awareness and more acute sensitivity.

The basic knowledge and understanding to be acquired, should deal with what disasters are, how they arise, and what may result from them. Most people will recognize as natural disasters the earthquakes, hurricanes, and floods which occur periodically. For the young, however, the descriptions may be of passing historical interest only, not a realization of an event that can affect their lives at any time. The mental picture conjured up by a ‘flood’ may be of traffic snarled along a roadway by heavy rain, or of a river crossing being impassable.

Additionally, even among adults, there is failure to realize that in the search for food, shelter and energy, man often creates or encourages the conditions which result in disasters. The current unrestricted deforestation of hillside for subsistence agriculture, for burning charcoal or for housing developments, can only lead to the two extremes of drought and flooding, and to soil erosion. The erection of human settlements and industrial estates on marginal lands increases the potential for destruction and for natural disasters. The dissonance among lifestyle, architectural style and natural environment intensifies the need for energy, which in turn, in the long run, encourages deforestation.

These comments on the knowledge base, even in their brevity, point to the fact that education for disaster preparedness goes across all subject disciplines, and in so doing, opens up a variety of approaches to its pursuit. Science and geography teachers may wish to approach its content from the view of natural systems at work. Religious educators and historians have the admirable opportunity of tracing and analysing disasters and their effect in retrospect. The study of novels, plays, poems dealing with these events may be the avenue for the language teacher. These are infusion techniques. Alternatively, in more intensely interdisciplinary fashion, a theme or problem may be used as the focus of study. This approach has the advantage of precipitating the necessity for drawing on the expertise of a pool of people, not only from within the formal educational system, but from the wider community. For example, a study of ‘human settlements at special risk during a hurricane’ might call, not only on teachers of geography, biology, economics, but on town-planning, legal and disaster-preparedness ‘experts’ from the community. Older people in the community also provide a reservoir for deriving the history of some disasters. The ‘marriage’ of the formal system with the community is an important positive outgrowth of disaster preparedness education.

DEVELOPMENT OF PROBLEM SOLVING SKILLS
These skills are necessary to give individuals the capacity to
make decisions on how to treat with disasters. Individuals have to be trained to make pertinent observations, recognize patterns and trends, predict, hypothesise, analyse, interpret, synthesise, prioritize, compare.

Figure 1 illustrates the kind of reasoning one hopes to promote by fostering the development of such problem-solving skills. (2) The model may be used with any environmental problem, and can, in fact, be applied very aptly to those steps worked out by the Office of Disaster Preparedness in Kingston, Jamaica, as a plan of action, complete with the identification of where the responsibility for specific functions lies.

**FIGURE 1**

**SOME GUIDING PRINCIPLES FOR DEALING WITH ENVIRONMENTAL PROBLEMS**

- Define the problem
- Study its past history
- Determine the causes
- Find out the ecosystems affected
- Assess the impact on the social and on the bio-physical environment
- Extrapolate the scope of the impact to the future, and to the wider environment
- Propose alternatives based on findings of the preliminary investigation
- Assess the resources available; capabilities and opportunities
- Plan a management programme decide on strategies to be used
- Publicise the programme for feedback
- Decide on priorities in the programme and move in ordered way
- Educate the task force and public
- Assign tasks to appropriate agencies
- Assess results as they become available, for their possibilities for the present and the future
- Keep detailed records
STAGE IN GENERAL MODEL

1. Preliminary investigation and fact finding
2. Interpretation and planning
3. Implementation

4. Evaluation

Where, in dealing with natural disasters, the accent must, of necessity, be on preparedness and palliative and restorative measures, with man-induced problems, the emphasis should be on prevention.

Action-oriented teaching methods like the use of experiments, projects and field trips are the norm for encouraging the development of these investigatived and problem solving skills. (3)

CONCERN, COMMITMENT, PARTICIPATION:

The difficulty of inculcating the affective components - concern and commitment - has already been pin-pointed. Nonetheless, it is important to find ways of attempting to do this, since without these qualities there will be no true participation. Certainly there will not the disciplined participation that recognizes the need to obey instructions and adhere to decisions made for the common good in time of disaster.

The pedagogical techniques which are of most help in dealing with this heavy attitudinal component include discussion, debate, values clarification, situation analysis, role play and simulation exercise. (4)

Role play and simulation exercises, in fact, are essential for promoting disciplined participation. For example, any schemes formulated by Office of Disaster Preparedness in the various states can only work if there is intensive training and practice in non-threatening situations, so that each individual or group of individuals will know their precise tasks and act accordingly. In the school situation role play and simulation exercises will help students not only to act in accordance with principles with which they have been made familiar, but, hopefully, to help less fortunate others in their communities.

The support of the non-formal system - through the media, public seminars, lectures, demonstrations etc., is necessary to reinforce the efforts of the formal system if there is to be any real hope of success of having an upcoming generation attained to the vital nature of disaster preparedness.

Styles and depth of presentation will vary with the age and background of the clientele, but disaster preparedness is not an option in the education of our peoples. It is a required component if we are to avoid the disastrous effects of practices arising either from being uniformed, or worse, from lack of concern for their environmental consequences. It is equally mandatory if we are to meet those natural disasters over which we have no control with the preparedness that reduces panic, loss of life and property and facilitates restoration.

REFERENCES

1. Wason, Alwyn T. 'Natural Disasters: What we should be aware of' in Caribbean Preparedness Newsletter, No. 6 June 6, P.2

2. See Environmental Education: Module for Pre-Service Training of Teachers and Supervisors for Primary Schools, Paris, Unesco, Fig. 23, P. 88. (Module prepared under contract to Unesco by Joyce Glasgow, Faculty of Education, UWI, Mona, Jamaica, and Pansy Robinson, Ministry of Education, Jamaica.)

3, 4. Ibid, Table 5, P.135.
SUB-REGIONAL SEMINAR ON COMMAND SYSTEMS AND MASS CASUALTY MANAGEMENT

A multi-agency intersectoral Team comprising UNDRO/PCDPPP; LRCS/RCS; PAHO/WHO; and OFDA - participated in this sub-regional seminar on Command Systems and Mass Casualty Management.

Among the Seminar objectives were the following:

- Provide participating Countries with information and procedures required for multi-casualty situations.
- Examine the existing airport

CASTRIES — ST. LUCIA
November 24 - 27, 1986

response procedures of Saint Lucia as outlined in the Hewanorra Airport Disaster Plan.

- Expose participants to a wider range of procedural response systems and the methods required for managing a multi-casualty incident.
- Train participants in the principles of On Site Command, Mass Casualty Management, EOC Coordination.

- Familiarise participants with their roles and functions in a Disaster Plan and to identify specific responsibilities relevant to Multi-Agency response
- Provide all participants with a thorough knowledge on the principles and values of Multi-Agency / Mass Casualty Simulation Exercise.

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CONTRIBUTIONS TO FUTURE ISSUES OF NEWSLETTER

You are invited to submit articles for publication in this newsletter in any of the following subjects and with reference to the Caribbean level of preparedness: current level, training, health services, youth involvement, national plans, public awareness, telecommunications, district plans and preparedness, Red Cross activities, community participation, commercial sector involvement, new appointments in your organization.

Maximum length per article should be 2,000 words. You may include any visual documentation you may have i.e. photographs - graphs - charts etc.

The above information to reach us for publication in accordance with following schedule:

ISSUE #1
- a) Feb. 27, 1987
- b) March 17-31, 1987

- Deadline for contribution
- Publication/Distribution

ISSUE #2
- a) May 29, 1987
- b) June 16-30, 1987

- Deadline for contribution
- Publication/Distribution

ISSUE #3
- a) Aug. 28, 1987
- b) Sept. 15-30, 1987

- Deadline for contribution
- Publication/Distribution

ISSUE #4
- a) Nov. 27, 1987

- Deadline for contribution
- Publication/Distribution
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CONCEPTS IN DISASTER MANAGEMENT:

Emergencies and disasters often have different meanings for different persons or institutions. The manual of the World Health Organization defines an emergency as “any situation implying unforeseen, severe and immediate threats to public health”.

PAHO has commonly used the term disaster to signify “an overwhelming ecological disruption which exceeds the capacity of a community to adjust, and consequently, requires assistance from the outside”.

In planning national programs to fortify a country’s ability to withstand or cope with a disaster, it is well to keep in mind several concepts inherent in disaster management.

Prevention. Prevention measures are defined as measures aimed at impeding the occurrence of a natural event. Constructing a dam or levey to control floods is one example of a preventive measure. Hurricanes and earthquakes cannot be prevented with the technology presently available.

Mitigation. Mitigation measures are aimed at reducing the impact of a natural disaster on a population or country. Developing and enforcing building codes, for instance, will reduce losses in the event of earthquakes or hurricanes.

Preparedness. Preparedness measures enable individuals and institutions to respond rapidly and effectively to emergency situations created by any type of disaster. Such measures include formulating and updating contingency plans, training personnel, and maintaining inventories of resources.

Source: Disaster Preparedness in the Americas No. 28, Oct. 1986
EXPOSITION "VOLCANS"
SEMINAIRE DE CHERCHEURS OCTOBRE 20 - 23, 1986

- Patronné par la Direction des Observatoires Volcanologiques de l'Institut de Physique du Globe de Paris.
- Organisé avec la collaboration de chercheurs, de l'Université Antilles-Guyane, des Instituts et Organismes de Recherches en Guadeloupe.
- Ouvert à la participation de chercheurs et de responsables à la prévention des Risques Naturels dans les Petites Antilles.

Thème général : Soufrière de Guadeloupe et volcanisme de l'Arc Antillais.

PROGRAMME DES SEANCES
- La Soufrière dans l'histoire
- Tectonique des Petites Antilles
- Effets de relief et précipitations
- Connaissance du mécanisme des précipitations sur le massif de la Soufrière
- Végétation du massif volcanique
- Cendres de 1976-1977 et acidification du sol
- Géologie et dynamisme éruptif à la Soufrière

- Histoire géologique de la Soufrière
- Pétrographie et magmatologie
- Géochimie des eaux

- Thermalisme en Guadeloupe
- Géothermie et volcanisme
- Questions de géologie posées par l'étude des sols du Nord Est de Basse-Terre
- Risques volcaniques et zonation
- Activité sismique et alerte volcanologique
- Surveillance géochimique
- Les déformations du sol dans la surveillance
- les réseaux de surveillance

- ORSEC Volcan et évacuation
- Présentation du P.C.P.P.P. basé à Antique et des délégués étrangers
- Visite du Laboratoire de Physique du Globe

Thème général : Soufrière de Guadeloupe et volcanisme de l'Arc Antillais.

NOTE :
(Abdool Hoosein - PCDPPP Public Information/Education Advisor and Mr. Jerome Lloyd - National Disaster Coordinator, Dominica were among the invited participants. For more information on the above, please contact : Michel Feuillard - Observatoire Volcanologique de la Soufrière, Bassterre, Guadeloupe).
**FEMA ANNOUNCES 1987 VIDEOCONFERENCE SCHEDULE:**

A schedule for the Emergency Education Network's (EENET) 1987 videoconference series has been announced.

Upcoming programs, which are one-way video, two-way audio, will be transmitted via the GTE SPACENET I satellite (located 120 degrees west), Transponder 3 Direct (horizontal polarization) channel 5, audio sideband 6.2 and 6.8 megahertz. Interested persons can participate in the videoconferences from their communities if they have access to a C-band TVRO (television receive only) antenna—a "receiving dish"—or by making arrangements through a local cable company, hospital, university, or commercial provider.

For more information on the following schedule or individual videoconference programs, contact the EENET Office, National Emergency Training Center, Emmitsburg, Maryland 21727, telephone (301) 447-6771 extension 6308.


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* Formats: “A” 10.30 - 11.00 a.m. EST - Test Signal 10.00 - 1.00 p.m. EST - Program 1.00 - 2.00 p.m. EST - Break (prerecorded material may be broadcast) 2.00 - 3.30 p.m. EST - Program “B” 11.00 - 11.30 a.m. EST - Test Signal 11.30 - 12.30 a.m. EST - Prerecorded material may be broadcast 12.30 - 4.00 p.m. EST - Program

A few weeks after each videoconference, copies of the program will be available for purchase from the EENET Office. This includes a National Fire Academy videoconference (not appearing on this schedule) which aired September 5, entitled: Liquefied Compressed Gas: Prescription for a B.L.E.V.E. —Part I.
In declaring the Seminar open, Minister for Health - The Hon. Clendon Mason, commended the organisers for having chosen Saint Lucia as the Venue for the exercise, and also expressed his satisfaction at the organisers foresight in developing and strengthening awareness and preparedness in an unfortunate but vital aspect of human existence and survival in today’s so-called civilised world. He then welcomed the participants to Saint Lucia and wish them a very successful Seminar.

A highlight of this seminar was the staging of an Aircraft Crash Simulation Exercise to test response capabilities of all responding agencies e.g. Fire, Red Cross, Police, Defence, Air Traffic Control, Health, and training and practice in Triage and Moulage.

The following PCDPPP member states participated in this activity:

Anguilla, Antigua, Barbados, Belize, British Virgin Islands, Dominica, Grenada, Guyana, Montserrat, St. Maarten, St. Vincent and the Grenadines, Saba, St. Kitts/Nevis, Turks and Caicos Islands, Trinidad and Tobago and Saint Lucia. Representatives included National Disaster Coordinators, Red Cross, Fire, and Police Personnel.

Summarising the entire three-and-a-half days activity one can but say that it was very informative.

The Saint Lucia National Emergency Organisation wishes to express its sincere thanks to PCDPPP and all others who played their part in making this activity the success it was and extends “Best Wishes” for the New Year to all.

Source: Linwall James
Secretary, National Emergency Organisation - St. Lucia.

Some Natural Disasters:
Earthquake, drought, hurricane, landslide, volcanic eruption, flood, tidal wave.

Some Man-related Disasters:
Fire, explosion, pollution, power-failures, nuclear fallout, exposure to radiation, aircraft accident, oil spills.

Countries Participating in the Project

ANGUILLA
ANTIGUA AND BARBUDA
THE BAHAMAS
BARBADOS
BELIZE
BERMUDA
BRITISH VIRGIN ISLANDS
CAYMAN ISLANDS
CUBA
COMMONWEALTH OF DOMINICA
DOMINICAN REPUBLIC
FRENCH GUIANA
GRENADA
GUADELOUPE
GUAYANA
HAITI
JAMAICA
MONTserrat
NETHERLANDS ANTILLES
PUERTO RICO
SAINT LUCIA
ST. CHRISTOPHER/NEVIS
ST. VINCENT AND GRENADINES
SURINAME
TRINIDAD AND TOBAGO
TURKS AND CAICOS ISLANDS
US VIRGIN ISLANDS

NAME OF HURRICANES FOR 1986

* ANDREW  LISA
* BONNIE  MITCH
* CHARLEY  NICOLE
* DANIELLE  OTTO
* EARL  PAULA
* FRANCES  RICHARD
* GEORGES  SHARY
* HERMINE  TOMAS
* IVAN  VIRGINE
* JEANNE  WALTER
* KARL

A Simulated Casualty with wound on chest and arm