

Training Module on
How to Secure
Food and Livelihoods of
Communities in a Pandemic

What does this training cover? This training covers the basic steps that a community leader should take to ensure the food and livelihoods security of the households in their communities.

Who will be the trainers that give this training to community leaders? The trainers might be skilled staff and trainers of Red Cross/Red Crescent National Societies and other civil society organizations.

Trainees: Community leaders.

Learning Objectives

At the end of this session, trainees should be able to:

1. Understand what food and livelihoods security comprises.
2. Describe what may happen in their communities in a severe pandemic influenza.
3. Explain basic preparedness steps in protecting food and livelihood security of households.
4. Describe how pandemic response is different than traditional disaster response.
5. Describe what would be the impacts of pandemic on population groups from a food and livelihoods security perspective.
6. Explain main food and livelihood security interventions in a pandemic.

Training Methods: Presentation and discussion, pre test, post test.

Suggested time to conduct training session: 60 minutes.

Supplies and preparation needed:

- *Pre-test, Post-tests:* A copy of the test and one pencil/pen for each participant. They will need a surface to write on. If these supplies are not available, see alternate instructions. (Annex 1).
- *Presentation:* Your prepared presentation (Annex 2)
- *Educational handout:* A summary the important information of this session (which has been adapted so local people can understand it well.) (Annex 3)

Opening (10 minutes)

- **Welcome.** Greet participants in a friendly way. (People learn better when they feel comfortable.)
- **What to expect.** Tell participants the title, objectives and length of the entire training session.
- **Say who you are.** Include information about your work, and why you are here.
- **Learning well together**
 - Ask participants to **say who they are.** Ask participants to briefly mention if they have experience with disaster preparedness, food distribution or with managing volunteers.
 - IF the group is large, divide the participants in small groups and give them 5 - 10 minutes to introduce themselves among each other. Another way "quick way" is to have them say who they are and how they would like to be addressed.
 - Ask participants to give ideas for a list of **rules of behavior** for everyone during the training. (For example: one person talks at a time, turn off telephones, cover coughs and sneezes...)
 - Ask participants to be **active learners**, and to ask questions
- **Basic needs:** Tell participants where the restroom/toilet is, and other basic information.

Pre-test: What do we already know about food and livelihoods security (10 minutes)

1. *Opening:* Tell participants:

- Some of you may already be familiar with what food and livelihoods security means and what would be the impacts of pandemic influenza on households.
 - However, some of you may not be familiar with how to be prepared and respond to the impacts of pandemic on food and livelihoods security of households—which is why we are here!
 - Let's take a moment and find out what you might already know. Please raise your hand if you are sure you know the answer to each question I ask. Keep your hand up until you have been counted. If you do not know the answer, do not raise your hand.
2. Ask participants each question on the pre-test form (see Annex 1), and fill out the form as directed. (Later you will compare this to the post-test scores.)

Presentation and Discussion (25 minutes)

1. *Opening:* Tell the group you are going to give them more details about food and livelihoods security of households in a pandemic influenza. If your schedule is tight, ask them to save questions for the end.
2. *Presentation:* Depending on your supplies, you may want to create flipcharts, a computer presentation, or use a chalkboard to write the main points in a few words that people can read while they listen to you. If you use written words and pictures while talking, participants will better understand and remember the information. See Annex 3 for computer slides.
3. *Question and Answer Period:* Encourage participants to ask questions and discuss what they have learned in this session.

Post Test (15 minutes)

1. *Opening:* Tell the group it is time for a test. The purpose of the test is to be sure that this training is successful in achieving learning objectives.

Tell them you will hand out the test, and ask everyone to work alone to fill it in. The participants will have ten minutes to complete the test. Then you will collect the tests, and go over all of the answers.

After the training, you will correct the test, and follow up if needed. If you feel you haven't done well on the test, and would like more help, please seek help with the trainer or from other participants.

If you are working with people who are not comfortable with reading and writing, you can give this test by asking for a show of hands, or getting participants to vote on each answer with stones or other small objects (goat pellets, beads, paperclips).

2. *Give the test, collect it (for correcting later), and go over all of the answers.* Ask participants to supply answers. If someone gives an incorrect answer, ask the group for help. Give as many people as possible a chance to talk. Stay away from terms like "right" and "wrong." A good ambience where every participant feels "safe" is very important.
3. *Session Closing.* Give a short summary of what has happened, and what comes next. Thank participants for coming.

ANNEX 1: Pre-test Form

Pre-test Form to be filled out by Trainer			
TOPIC 1: What does food and livelihoods security mean?			
Question	Number of participants who raised hand: "YES"	Number of participants who did not raise hand: "NO"	Percentage answering YES ¹
Do you know the meaning of this word: (If YES, raise hand)			
If you know three pillars of "food security" raise your hand.			
If you can name three things that would be "livelihoods" raise your hand.			
If you can name three impacts of pandemic on food and livelihoods security of households, raise your hand.			
If you can think of a way to make households have enough food during a pandemic, raise your hand.			

¹ First, divide number of YES answers by total number of participants. Next, multiply your answer by 100. For example, if 10 people answer YES out of 20 total participants: 10 divided by 20 is .5. .5 times 100 =50. So, the answer is 50 percent.

ANNEX : Post-test

Name: _____

1. Define (give the meaning of) “Food Security”

2. Define “Livelihoods”

3. List what may happen in the communities in a severe pandemic influenza.

4. List basic preparedness steps in protecting food and livelihood security of households.

5. Describe what would be the impacts of pandemic on households from a food and livelihoods security perspective.

6. Explain main food and livelihood security interventions in a pandemic.

7. List types of typical disaster relief interventions that are not appropriate in a pandemic.

CRITICAL RESOURCES FOR THE DEVELOPMENT OF TOOLS FOR FOOD AND LIVELIHOOD SECURITY IN INFLUENZA PANDEMIC

Criteria used for the selection of tools:

- 1 Provides practical guidance/templates in pandemic preparedness for decision makers
- 2 Provides guidance/templates/models/checklists for community based pandemic preparedness and response
- 3 Provides analytical tools/technical framework in food security and sustainable livelihoods.
- 4 Provides good practices, lessons learned and simulation/evaluation results
- 5 Provides key public communication messages and strategies

Developed by/ Date	Content	1	2	3	4	5
Avian and Human Influenza Resource Guide						
INTERACTION Feb. 2007	A compilation of resources on Avian and Human Influenza for NGOs.					
http://www.interaction.org/newswire/detail.php?id=4611						
Business Continuity Planning Guide						
New Zealand Government, 2005	A Planning Guide aimed at businesses and other organisations, that may be helpful in planning for the impact of a possible influenza pandemic on their employees and their business (specific to New Zealand)					
www.med.govt.nz/templates/MultipageDocumentTOC14455.aspx						
Characteristics of a Disaster-Resilient Community						
DFID Aug. 2007	A guidance document aimed to show what a "disaster-resilient" community might consist of , by setting out the many different elements of resilience.					
www.benfieldhrc.org/disaster_studies/projects/communitydrindicators/guidance_note.htm						
Coordination of Avian and Human Influenza Activities						
Brad Herbert Associates for UNSCIC Feb. 2007	A review of the factors influencing the efficient coordination between key coordination, not only for the current AHI epidemic, but also for other future disease and natural disaster threats.					
http://www.undg.org/index.cfm?P=478						
Community-based First Aid Training Framework						
IFRC	This framework helps to place CBFA in the context of the International planning and organising CBFA programmes.					
http://www.ifrc.org/what/disasters/resources/publications.asp#dmtip						

Community-based psychological support							
IFRC	This training manual builds on the experience of psychological support gathered in many different critical events over the last decade by National Societies, and covers more recently developed technical areas as well as recommended methodologies.						
	http://www.ifrc.org/what/health/psycholog/manual.asp						
Disaster Preparedness Training Manual							
IFRC 2007	A set of training modules covering topics from risk analysis to evaluation for an effective disaster preparednes process .						
	http://www.ifrc.org/what/disasters/resources/publications.asp#dmtp						
Disaster Response and Contingency Planning Guide							
IFRC 2007	An overview of the key elements of effective disaster response and contingency						
	http://www.ifrc.org/what/disasters/resources/publications.asp						
Effective Communication During an Influenza Pandemic							
PUBLISHED BY SAGE TOR Society for Public Health Education	A policy paper focusing on the value of using a crisis and emergency risk communication framework during a pandemic						
	http://hqp.sagepub.com/cgi/content/abstract/9/4_suppl/13S						
Emergency Food Security Interventions							
Humanitarian Practice Network, 2008	A policy paper focusing on the value of using a crisis and emergency risk communication framework during a pandemic						
	www.odihpn.org/report.asp?id=2963						
Ethiopia: The Path to Self-Resiliency							
TANGO International for CHF – Partners in Rural Development July 2007	Provides guidance and recommendations on how to improve the effectiveness and complementarity of food security interventions by employing a sustainable livelihoods approach to examining the vulnerability and resilience of beneficiary households and communities.						
	www.chf-partners.ca/publications/documents/Report.pdf						
Food and Livelihood Assessment Tools for Urban and Rural Areas (Draft)							
AI.COMM, 2008	Identifies qualitative and quantitative information on all livelihood components. Provides a set of indicators for household and community level food stress and resilience.						
	Draft document subject to approval.						

Food and Livelihood Security Guidance (Draft)							
AI.COMM, 2008	Provides checklists covering the most essential areas that must be considered in a food and livelihood security assessment.						
Draft document subject to approval.							

Food, Nutrition and Livelihood Preparedness for a Pandemic Influenza Disaster							
H2P Initiative, 2008	A guidance document for community leaders in particular, as well as national leaders, on possible threats and consequences of a influenza pandemic and how local efforts can be supported by regional and international cooperation.						
H2P portal							

Food Assistance Programming in the Context of HIV							
UAID, AED, WFP, 2007	A guide to providing a set of tools, promising practices and key considerations that enhance the flexibility and appropriateness of program design and implementation modalities improve capacity to design and implement food assistance programs in the context of HIV.						
www.fantaproject.org/publications/fapch.shtml							

Food System Scenarios: Exploring Global/Local Linkages							
Stockholm Environment Institute (SEI), 2005	Provides scenario methodologies and seek to define a more integrated scenario local livelihoods dimensions with national or global level stressors.						
www.sei.se/risk/projects.html							

Global Food Security Assessment Guidelines							
IFRC 2007	food security assessments. It covers the different stages of a food security assessment, and offers techniques and examples for carrying out such an assessment. The guide is valid for both rural and urban settings.						
http://www.ifrc.org/what/disasters/resources/publications.asp#dmtp							

Guidelines for Assessment in Emergencies							
IFRC 2007	food security assessments.						
http://www.ifrc.org/what/disasters/resources/publications.asp#dmtp							

Household Livelihood Security Assessments

CARE USA
2002

recognizes that poor families commonly suffer more than one problem at a time and often have to make significant sacrifices to meet their basic needs.

<http://pqdl.care.org/core/Shared%20Documents/Household%20Livelihood%20Security%20Assessment%20-%20Summary%20of%20Toolkit%20for%20Practitioners.pdf>

Humanitarian Charter and Minimum Standards in Disaster Response

The SPHERE Project
2002

A handbook offering minimum standards and key indicators that inform humanitarian action in disaster response and preparedness.

Market Analysis and Livelihood Security in Pandemic Areas (Draft)

AI.COMM, 2008

of how key market closures and other government actions will affect availability and accessibility of key food commodities.

[Draft document subject to approval.](#)

New Delhi Road Map

Government of India, UNSIC, A vision and road map agreed at a three-day International Ministerial Conference on Avian and Pandemic Influenza attended by Representatives from 111 countries.

www.undg.org/docs/8368/avianroadmap.pdf

Planning Strategic Behavior Change Communication (BCC) for Pandemic Influenza

AED-AI-COMM
2008

A guidance document (draft) with recommendations on communications strategies for BCC during a human pandemic influenza and approaches to communication planning and implementation.

[Draft document subject to approval.](#)

Pandemic Influenza Communications and Capacity-Building for Community Health Workers and Households

AI-COMM
July 2007

A guidance document (draft) with recommendations on communications strategies for use during a human pandemic influenza outbreak (phases 5 and 6 on the WHO scale)

avianflu.aed.org/docs/CapacityBuildingCHWH.pdf

Pandemic influenza Handbook for Business

Arkansas Department of
Health

A planning guide aimed at businesses and other organisations in preparing for a possible influenza pandemic (specific to USA)

www.pandemicflu.gov/plan/states/arkansas.html

Pandemic Influenza, Preparation and Response: A Citizen's Guide

InSTEDD
Nov. 2007

A guidebook for individuals, households and organizations to understand and prepare for a pandemic influenza. Basic facts and possible consequences of AI.

<http://www.fluwikie.com/pmwiki.php?n=Consequences.VersionHistory>

Pandemic Influenza: Potential Impact and Response in the Latin American Livelihood Context (Draft)

AI.COMM, 2008

security of predominantly poor stakeholders in the food production chain.

[Draft document subject to approval.](#)

Policies, Practice and Participation in Complex Emergencies: The Case of Livestock Interventions in South Sudan

Alan Shawn Feinstein
International Famine Centre
School of Nutrition Science
and Policy
Tufts University, March 2005

A case study on experiences with livestock interventions in southern Sudan focusing on policy processes, the attitudes and understanding of different policy policy dialogue and ensuring harmonised practice among NGO partners.

<http://www.fao.org/docrep/008/af142e/af142e00.htm>

A Small Community Model for the Transmission of Infectious Diseases: Comparison of School Closure as an Intervention in Individual-Based Models of an Influenza Pandemic

George J. Milne, Joel K.
Kelso, Heath A. Kelly Simon
T. Huband, Jodie McVernon,
Dec.08

Modeling of the spread and control of pandemic influenza in a small community. Simulated effects of four different non-pharmaceutical interventions:
- school closure
- voluntary isolation
- work place non-attendance
- reduced community contact

<http://www.plosone.org/article/info:doi%2F10.1371%2Fjournal.pone.0004005>

Simulation Exercises on Influenza Pandemic Responses in the Asia-Pacific Region

UNSC with ADPC and
K.I.Asia,
2008

A compedium of simulation exceries that have been used to test pandemic preparedness.

<http://www.ifrc.org/what/disasters/resources/publications.asp#dmtf>

Volunteer Management Cycle

IFRC
2004

and manage volunteers.

[Internal document available on FedNet](#)

Volunteering Training

IFRC
2004

Training modules on local service delivery, volunteer recruitment, mobilization and management.

[Internal document available on FedNet](#)

WHO Checklist for Influenza Pandemic Preparedness Planning

WHO, 2005

A checklist providing essential and desirable elements of pandemic preparedness planning.

www.who.int/csr/resources/publications/influenza/FluCheck6web.pdf

WHO Global Influenza Preparedness Plan

WHO, 2005

A guidance document identifying pandemic phases, measures to be taken and issues to be considered by national authorities.

http://www.who.int/csr/resources/publications/influenza/WHO_CDS_CSR_GIP_2005_5/en/
