



Trainer's Guide

Drought and Famine

This guide is a companion to the module on *Drought and Famine*. It is designed to help you present the material in an interesting and interactive manner. There are two parts to this guide. The first, "The Basics," gives some advice on presenting information to adult audiences. The second, "The Specifics," relates particularly to the module on *Drought and Famine*. It provides a step by step guide to present the material covered in the module, complete with overheads, group exercises, and reminders for taking breaks. Although this guide can be the basis for a complete and structured presentation, your creativity and response to the dynamics of the training session are essential to a valuable learning experience. Improvise as you see fit. Do your best to relate the material presented to the experiences and needs of the participants.



The Basics

Preparation

Careful preparation is the key to any successful presentation. If you are familiar with your audience, it is important to tailor the material presented to relate to their experience. Look over all of the material available, then select those materials suitable to the time constraints of the training session and the needs of the participants. Try to augment the materials with items that are “closer to home” for the audience. Related articles from local newspapers and magazines can strengthen the points being made and increase their relevance for individual participants.

In spite of your best efforts to keep on track, the discussion may go far afield from the material presented. This is not necessarily a problem, as long as the discussion covers related areas that are of concern to the audience and are related to the main points of the module. It will be up to you to decide if the material being covered is of value to the group. Time is always in short supply and should be used to the best advantage of all concerned. To make these decisions, you will have to be familiar enough with the material to know which parts can be left out or covered very quickly with your particular audience.

The physical environment of the training and the visual aids that you use can either strengthen or weaken your presentation. When properly attended to, small matters of detail can make a training run smoothly. The following are a few of these “small matters” that should not be overlooked:

- If you intend to use a flip chart for presentations or for group exercises, be sure to have an adequate supply of paper and markers.
- Check the markers to make sure they are in good working order.
- Make sure each stand is stable.
- Bring tape and pins if you need to attach sheets to a wall.
- Bring extra lamps for the slide or overhead projector.
- Test equipment before setting up for the presentation.
- Look over the room for the presentation and be aware of electrical outlet locations.
- Find out if you will need extension cords.
- Be aware of window and door locations, especially considering room temperature and ventilation.
- Arrange the screen and projector to allow for exit and entry from the room without disruption of the session.

The basics of adult learning

The participants in this training session are your colleagues. They bring with them many insightful experiences to enhance the session. As such, the basic tenets of “classroom learning” do not always apply. Remember the following points when giving a presentation for an adult audience:

- The participants will learn the material better if they can relate it to personal experience or to daily use application.
- As your colleagues, the participants will be more interested in the session as a whole if they can actively participate rather than simply listen.
- As adults, the participants are responsible for their own learning, and should be encouraged to ask questions that will provide them with what they really need to know.
- The learning objectives of the session should be defined at the outset.
- You should be flexible, but remember to cover the main points of the session.

The icebreaker

Often the most difficult and important part of the training session is the beginning. It is important to get off to a timely start and to set the proper pace in order to complete the session in the time available. Participants need to be introduced to one another and made comfortable in their surroundings. They also need to be quickly prompted to take an active role in the training. This may be done with an “icebreaker.”

One typical exercise is to divide the participants into pairs. Have them interview each other. After a few minutes, have the interviewers introduce their counterparts to the group as a whole.

Another exercise is to ask the participants to introduce themselves and to each give a short statement of their expectations for the course or a short narrative about experience they have had with the topic to be covered.

Whichever method you choose, the point is to quickly get all group members to participate actively, even if in a small way, as soon as possible.

The first ten minutes

You have your material, you have your audience, you even have an icebreaker ready to use. One way of getting started is listed below.

1. Begin promptly. Welcome the participants. Introduce yourself and the topic.
2. Use your icebreaker to get everyone involved in the process.
3. Review your learning objectives. Ask the participants for additional objectives they may wish to pursue.
4. Make it clear to the group that the session is to be interactive. Explain that active participation in the session is the norm. Encourage the participants to ask questions as they arise, and to freely add their own input on issues with which they have had personal experience.
5. Outline your schedule and strive to keep it. You may want to ask for a volunteer timekeeper to help keep the session on schedule.

Group exercises

To give some variety to the session and to keep the participants actively involved, you may want to mix in some group activities or exercises. Some of the basic types of activities recommended in this module series include:

Example 1

Divide the group into smaller groups and assign a short question or case study. Have the groups identify the pertinent issues to the session topic and have them compile by consensus a list of their conclusions. Ask that one of the group members be the reporter who will then present their findings back to all participants.

Example 2

Pose a general question to the group as a whole and then “brainstorm” the answers using a flip chart or the overhead projector to record the results. If the question serves as a “pre-test,” preserve the list, then review it after the material has been covered in the session.

Example 3

Role play scenarios. Work up a possible scenario that might occur in the participants’ day to day activities. Have the group break into sub groups who will take on the role of agencies or individuals responsible for different aspects of the scenario and have them work through the issues in this way.

Audiovisual aids

Audiovisual aids can greatly enhance your presentation. To be effective, they must:

- Clearly illustrate the topic at hand.
- Hold the attention of the participants.
- Focus attention on the essential points.
- Reinforce the message that the presenter is trying to get across.

This guide has a complete set of overheads included which can be used to present the topic. You can add to or delete from this collection of overheads as you see fit. Clear acetate sheets and colored felt tip markers will allow you to highlight areas on the overheads provided or to create instant overheads as needs arise. If you are going to rely on the overhead projector for your presentation, you should:

- Clean the lens and surface in advance.
- Set up the screen and projector in advance, if possible.
- Set up the screen as high as possible and at an angle to the wall.
- Face your audience, not the screen, and use a ruler or pointer to direct attention to the appropriate points as they are discussed.
- Turn off the machine when not in use.



The specifics

Drought and Famine

The following guide is designed as an aid to the presentation of the module on *Drought and Famine*. Although the overheads provided and the cues to the presentation are a complete set, they are really only a starting point for your presentation.

It is assumed that you will have three hours to present and discuss this module. However, this Trainer's Guide contains enough material and exercises to support a five-hour workshop. Therefore, you will need to select the priority topics for your group from this material to keep the session to three hours. You should also determine when it is appropriate to stop for breaks during the session. If your personal experience has given you additional insights or illustrations of the points presented, integrate them into your presentation. You may want to add or delete overheads to the presentation.

Similarly, you must know your audience and their needs in order to make the presentation pertinent to the group. If the information is available early enough, you can alter the material to suit the particular needs of the trainees. Remember, the guide is for a "generic" presentation on this topic. Your input can help "bring the information home" to the participants.

Materials you will need

All of the usual items required for these presentations are listed under the first part of this guide: "The Basics." Some additional items particular to this module include:

- Copies of the training module on *Drought and Famine*. You may prefer to distribute these at the end of the session in order to keep the group more focused on the presentation.
- A copy of the UNDP/UNDRO *Disaster Management Manual*.
- Copies of other illustrative documents to which you may have access.
- Copies of the module, *An Overview of Disaster Management*.
- Copies of General Assembly Resolution 46/182.

INTRODUCTION (15 minutes)



Welcome

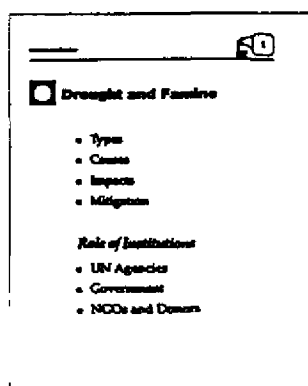
Introduce yourself. Have participants introduce themselves, perhaps by using one of the icebreakers recommended in "The Basics."

Topic identification

Introduce the topic of drought and famine. Explain your format, schedule, and arrangements for breaks and messages.

Objective setting

Ask participants to modify your list of learning objectives, as they see fit.

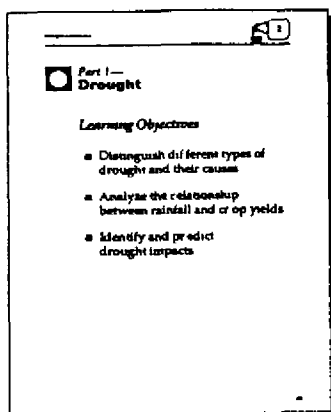


1

MODULE OVERVIEW

Provide an overview of the topics of instruction. Note that the module is concerned with famines which have multiple causes. However, because drought is frequently a contributing factor the module starts with an overview of drought and then considers famine. Finally the module addresses the role of various institutions in providing mitigation, relief and rehabilitation.

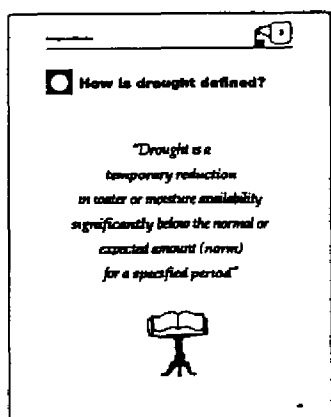
PART 1: DROUGHT



2

DROUGHT — LEARNING OBJECTIVES

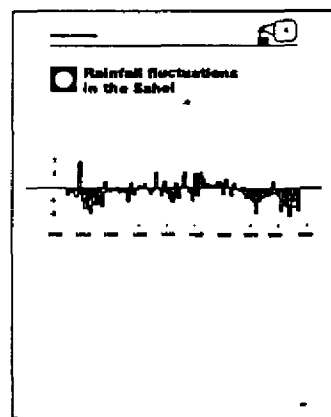
Review these learning objectives for Part 1 and compare them to the objectives of the participants. If time permits, you can list participants' learning objectives on flip charts before reviewing OH 2.



3

HOW IS DROUGHT DEFINED?

Review the definition of drought and pay particular attention to discussing the implications of the underlined words as discussed in the module.




4

RAINFALL FLUCTUATIONS IN THE SAHEL

Use this graph to explain the importance of specifying the base period from which rainfall expectations are derived. Use the material in the text as a base for your remarks.

Use this figure to clarify the distinction between a drought "episode" in an otherwise "wet" period and a "regime" which is a long term period of subnormal rainfall. (See figure 1 in the module.)

Be sure to ask the participants if they fully grasp these concepts by asking for clarifying questions.



EXERCISE

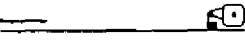
Choose a drought with which you are personally familiar and briefly describe it using each of the key assumptions in the definition of drought just presented.



5

EXERCISE

Place the overhead with the exercise on the screen. Depending on the number of participants, break the group into pairs or groups of four and ask each group to take ten minutes to answer the question. Have each group report back their answers and compare and contrast answers based on the key words described in OH 3.



Causes of reduced rainfall

Immediate Causes

- lack of moisture in the atmosphere
- large scale subsidence
- no rain-bearing systems

Underlying Causes

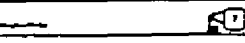
- El Niño/ENSO
- water surface temperatures
- "Greenhouse" gases
- Overgrazing and deforestation



6

CAUSES OF REDUCED RAINFALL

Cover this material quickly. Point out that it is easier to identify immediate causes of reduced rainfall, but difficult, to say with certainty what the underlying causes are. Discuss the underlying causes only from the point of view of "postulations".



Types of Drought


- Meteorological
- Hydrological
- Agricultural



7

TYPES OF DROUGHT

Present material on the three types of drought distinguishing between the first two as physical events and the third as the impact of the first two on human activity.



EXERCISE

Identify a drought situation with which you are familiar.

Was it a hydrological and/or meteorological drought?


What were some of its causes and consequences?



8

EXERCISE

Again break the group into pairs or fours and ask them to take 10 minutes to discuss the questions in this exercise. Have the groups report back and record on the flip chart the group responses.




Factors affecting the severity of drought

- Amount of irrigated production
- Moisture retention of the soil
- Timeliness of rainfall
- Adaptive behavior of farmers


9

FACTORS AFFECTING THE SEVERITY OF DROUGHT

Use this overhead to facilitate a discussion of how different factors influence the relationship between reduced rainfall and decreased crop yields. Base your lecturette on the material in the module. After your overview move to OH 11.




EXERCISE

Choose a drought with which you are familiar and describe how two of the factors just shown either increased or decreased drought impacts.


10

EXERCISE

Use this overhead to get reactions to the previous material. Ask for responses to this exercise and list the points on a flip chart.



Drought impacts


Niger — 1984

- Agricultural production—down 19%
- Cereal production—down 37%
- Food aid imports—up 450%
- GNP—at 4%/year instead of possible 2.0%/year


11

DROUGHT IMPACTS — NIGER—1984

Use this overhead to begin the discussion on drought impacts noting that of all hazards drought may, potentially, be the worst. Focus the discussion on the economic impacts. Then move to the next overhead.



Who will be most affected?

Country A	Country B
High Income	Low Income
Agriculture—10% of GDP	Agriculture—50% of GDP
Water from outsiders	Water from rainfall


12

WHO WILL BE MOST AFFECTED

Use this overhead to show how impacts of the same reduction in rainfall vary depending on unique country conditions. Vary the conditions in Country A to make the aquifers less dependable as described on page 8 in the text.

Potential drought impacts

- ✓ Farm and farm labor incomes decline
- ✓ Local spending declines
- ✓ Livestock prices decline
- ✓ Food prices rise more
- ✓ Ability to supply a food shortage
- ✓ Health status declines
- ✓ Food-related diseases rise more
- ✓ Migration in search of food, water and work increases
- ✓ Diseases from available water supplies increase
- ✓ Business loss due to less pay more
- ✓ School attendance declines
- ✓ Pollution rate rises more
- ✓ Government revenues and for debt payments savings decline
- ✓ Diversion of available funding to aid development to rise increases
- ✓ Rates of morbidity and mortality rise more



13

POTENTIAL DROUGHT IMPACTS

Use this overhead to review possible drought impacts noting that not all of these are necessarily inevitable. Minimize discussion of this list and move to the next overhead.

EXERCISE

Choose a drought with which you are familiar and describe its major impacts drawing from the list just presented or others with which you are familiar.



14

EXERCISE

Use this exercise to fully cover the subject of drought impacts. Consider breaking the group if the group is too large to successfully manage a full group brainstorming session.

Reducing drought impacts

- Increase supplies of seeds for planting opportunities
- Improve rangeland management
- Improve water resource management
- Plant drought-resistant crops
- Implement counter-desertification measures
- Conduct public education to promote appropriate planting and consumption decisions



15

REDUCING DROUGHT IMPACTS

Most of the discussion on mitigation is in Part 2. Here, review briefly the above list. The module provides some examples. Ask for additional ideas from participants.

Part 1 — Drought

Summary

- Drought is a frequent contributing factor to famine
- Hydrological, meteorological, and agricultural droughts are the three types of drought
- Rainfall tends to vary naturally in multi-year cycles
- Drought impacts can be highly varied and widespread and are potentially one of the most destructive hazards
- There are many actions that can lessen drought impacts



16

PART 1 — SUMMARY

Use this overhead to review the major points of the last discussion.

You may want to take a 15 minute break at this

PART 2: FAMINE

**Part 2—
Famine**

Learning Objectives

- the historical incidents of famine and some of the causes of present famines
- different ways of conceptualizing famine
- major causes of famine
- distinguish between famines associated with a decline in overall food availability and a lack of access to food by specific vulnerable populations
- understand and delineate the role of conflict in creating and maintaining famine
- suggest coping strategies of vulnerable populations
- analyze coping patterns to see what famine is developing and progressing
- interpret signs of early warning
- design programs and policies to maintain food security for vulnerable groups

17

PART 2 LEARNING OBJECTIVES — FAMINE

Review these learning objectives and compare with the participants' ideas.

Major Famines

Country	Excess Mortality
Ireland 1845-1849	1.0-1.25 million
Soviet Union 1932-34	5.0 million
India 1943-44	2.0 million
China 1959-61	14.5-29.5 million

18

MAJOR FAMINES

Use this overhead to discuss the incidence of famine historically. Review the concept of excess mortality (those deaths attributable to the famine and over the normal mortality rate). Compare the mortality to the Ethiopian famine of 1984-85.

Understanding Famine

"Famine results from a sequence of processes and events that reduces food availability or food entitlements and causes widespread and substantially increased morbidity and mortality."

19

UNDERSTANDING FAMINE

In the presentation of the definition stress that famine is not an event but a process, that not everyone starves, only the most vulnerable, and that famine can occur unseen even in productive agricultural areas.

Two definitions of food security

FAO	World Bank
The concept of food security embraces three main objectives: 1. adequate supply 2. stable supply 3. access to supply	Food security is access by all people at all times to enough food for an active, healthy life. Its essential elements are the availability of food and the ability to acquire it. Food insecurity in turn, is the lack of access to enough food.

20

FOOD SECURITY

Discuss the concept of food security as an overarching concept which includes famine. Compare and contrast these two definitions of food security to provide a full overview of the concept.

EXERCISE

Choose a famine with which you are familiar

Was it the result of chronic or transitory food insecurity?

What were the events and processes that encouraged the famine to develop?



21

EXERCISE

Divide the participants into groups of four.

Ask them to choose a famine and answer these questions. If there is no famine experience in the group, suggest that they choose one of the ones described earlier. Give the groups 15 minutes to develop their answers and then have them report back in plenary.

Causes of Famine

Decline in food availability

Reduction in access or ability to acquire food



22

CAUSES OF FAMINE

Review these causes and stress that famine need not be solely a mass starvation event. Discuss the concept of "Entitlement Theory".

Factors causing a decline in food availability

Natural

- agricultural drought
- floods and high winds
- cold spells and frosts
- animal and crop diseases
- pest infestations

Human-made

- war and civil strife
- refugee influx
- economic under goes and external economic shocks
- governmental policies
- hoarding and smuggling



23

FACTORS CAUSING A DECLINE IN FOOD AVAILABILITY

Review this list of causes of a decline in food availability. Ask for examples of situations where these factors have been present in the experience of the participants.

Factors affecting peoples' ability to acquire food

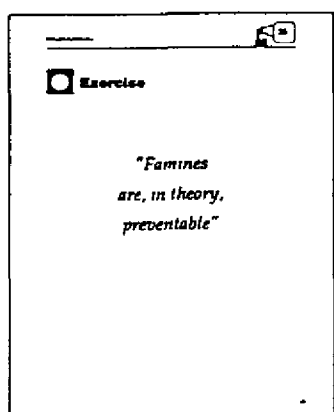
- significant loss of income
- significant increase in the cost of food
- erosion of welfare support systems
- conflict
- governmental policies



24

FACTORS AFFECTING PEOPLES' ABILITY TO ACQUIRE FOOD

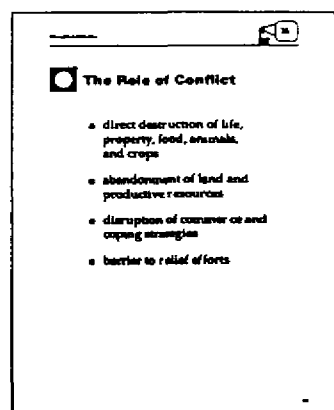
Review this list of factors affecting people's ability to acquire food. Ask for examples of situations where these factors have been present in the experience of the participants.



25

"FAMINES ARE, IN THEORY, PREVENTABLE"

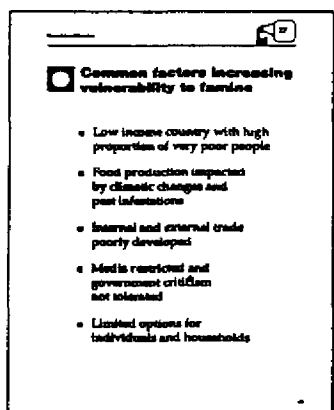
Make this assertion and ask the participants whether they agree. Lead a discussion of points which support this assertion and those which don't.



26

THE ROLE OF CONFLICT

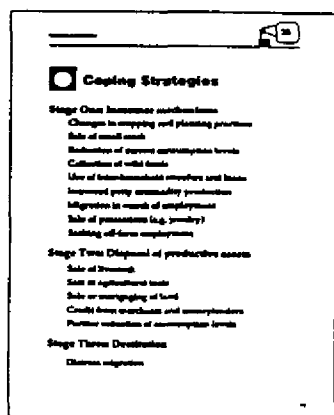
There are strong arguments in support of the case that conflict is a prevalent and significant cause of famines. Review the material covered in the module. Ask participants to brainstorm measures that have proven helpful in providing food in conflict areas.



27

COMMON FACTORS INCREASING VULNERABILITY TO FAMINE

Point out that vulnerability to famine is a complex notion and that vulnerability varies by geographical area, social class, age, and gender. However, the points on the overhead are common and poverty always increases vulnerability.



28

COPING STRATEGIES

This important overhead describes coping patterns used in a developing food security crisis. These patterns show the resilience that people have and the efforts they will go through to preserve their lives even in a reduced form. Ask the participants to identify other coping patterns that they have witnessed and record these on the flip chart.

Exercise 29

EXERCISE

"Why is it important to develop the capacities and support the coping strategies of famine victims?"

Describe a programme which successfully accomplished this.

Describe a programme which had the opposite effect.



29

EXERCISE

Break the group into small groups of 4 to 6 and present them with these tasks. Give the groups 15 minutes to develop a consensus and then ask them to report in plenary. Record their responses on flip charts and then lead a brief discussion of the responses.

Exercise 30

Famine Early Warning Systems

- Local
 - nutritional surveys
 - crop production analysis
 - NGO field staff reports
- National
 - FAO/WFP assessment missions
- Regional
 - CILSS
 - SADC
- Global
 - GIEWS



30

FAMINE EARLY WARNING SYSTEMS

Discuss famine early warning systems. Review not only the systems in place, but also some of the shortcomings of various measures (see case study on nutritional surveys). Point out, using Box 8 in the module, that sometimes knowledge of an impending crisis is not sufficient to inspire action if governments, UN agencies, or donors are uncooperative.

Exercise 31

Measures to maintain food security

- Price stabilization
- Food subsidies
- Employment creation programmes
- General food distributions
- Supplementary feeding programmes
- Special programmes for livestock and pastoralist populations
- Complementary water and health programmes



31

MEASURES TO MAINTAIN FOOD SECURITY

Quickly review this list of possible interventions designed to protect people's access to food. Indicate that you will discuss each intervention in depth following this overview.

Exercise 32

Price stabilization

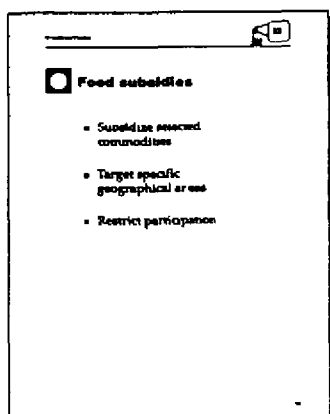
- Maintenance of domestic grain reserves and buffer stocks
- Commercial imports of food
- Government subsidies
- Local "grain banks" and increased storage capacity



32

PRICE STABILIZATION

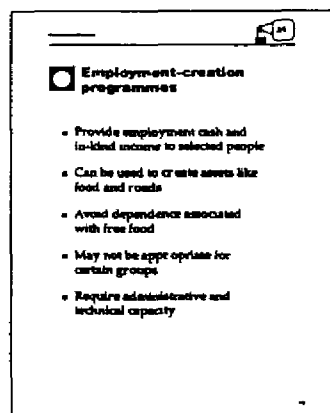
Indicate that rising food prices erodes people's entitlements. Give reasons for price rises and then discuss the measures on the overhead as possible methods to stabilize prices.



33

FOOD SUBSIDIES

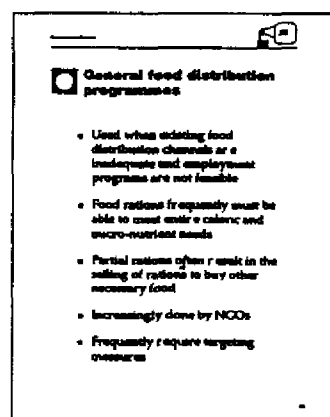
Discuss these aspects of food subsidy programmes as a means to keep programmes affordable and target the most vulnerable populations.



34

EMPLOYMENT CREATION PROGRAMMES

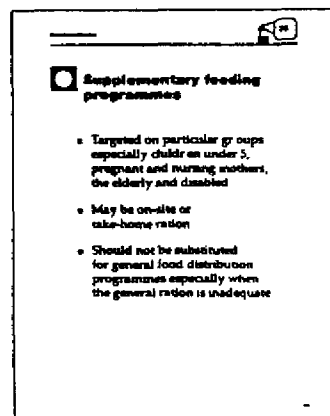
Use this overhead to discuss employment creation programmes. You may wish to use the example in Box 5 of the module or ask the participants to add additional factors influencing the success of such programmes.



35

GENERAL FOOD DISTRIBUTION PROGRAMMES

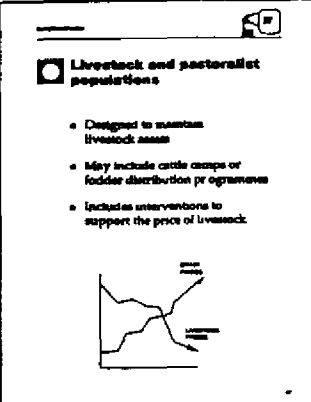
Review general food distribution programmes with this overhead. Encourage participants to provide examples of factors contributing to the success and failure of food distribution programmes.



36

SUPPLEMENTARY FEEDING PROGRAMMES

Discuss these programmes stressing the points raised in the module.



37 Livestock and pastoralist populations

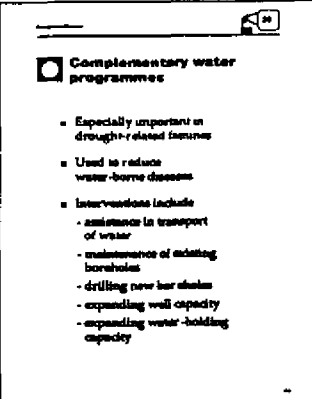
- Designed to maintain livestock assets
- May include cattle camps or fodder distribution programmes
- Includes interventions to support the price of livestock



37

LIVESTOCK AND PASTORALIST POPULATIONS

Discuss these programmes stressing the points raised in the module.



38 Complementary water programmes

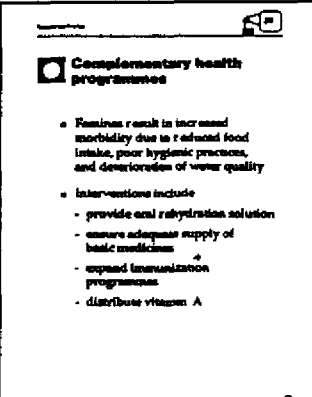
- Especially important in drought-related famines
- Used to reduce water-borne diseases
- Interventions include
 - assistance in transport of water
 - maintenance of existing boreholes
 - drilling new boreholes
 - expanding well capacity
 - expanding water-holding capacity



38

COMPLEMENTARY WATER PROGRAMMES

Discuss these programmes stressing the points made in the module.



39 Complementary health programmes

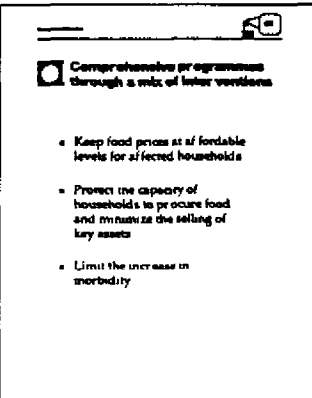
- Famines result in increased morbidity due to reduced food intake, poor hygienic practices, and deterioration of water quality
- Interventions include
 - provide oral rehydration solution
 - ensure adequate supply of basic medicines
 - expand immunization programmes
 - distribute vitamin A



39

COMPLEMENTARY HEALTH PROGRAMMES

Review these complementary health programmes. Encourage the participants to add other interventions or examples of effective programmes.



40 Comprehensive programmes through a mix of interventions

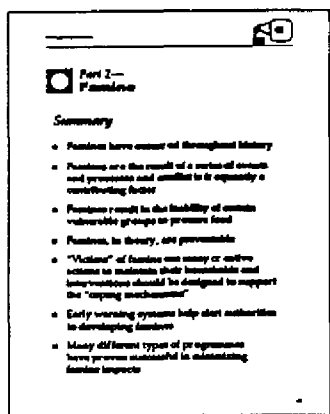
- Keep food prices at as affordable levels for affected households
- Protect the capacity of households to procure food and minimize the selling of key assets
- Limit the increase in morbidity



40

DESIGNING COMPREHENSIVE PROGRAMMES THROUGH A MIX OF INTERVENTIONS

Use this overhead to provide a summary of the previous section by showing that effective programmes require a range of interventions depending on the unique aspects of the food security problem and the resources and capacity available.

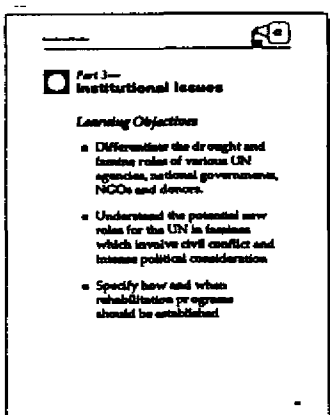


41

PART 2 SUMMARY

Use this overhead to provide a summary of the major conclusions of this part of the module.

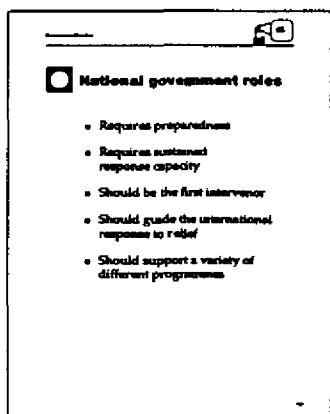
PART 3: INSTITUTIONAL ISSUES



42

PART 3 INSTITUTIONAL ISSUES — LEARNING OBJECTIVES

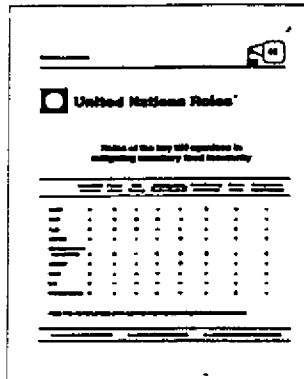
Review these learning objectives.



43

NATIONAL GOVERNMENT ROLES

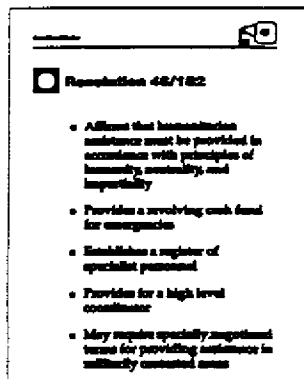
Use this overhead to review national government roles. Encourage participants to provide examples of famine situations where governments have been effective.



UNITED NATIONS ROLES

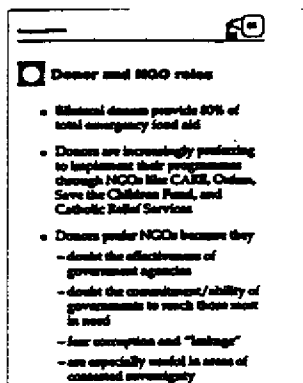
Provide a review of UN roles using the table. Encourage participants to clarify and provide examples.

CAUTION! Don't get caught up in defending this table. Accept friendly amendments and move on to the next issue.



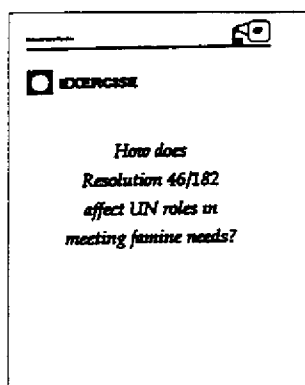
RESOLUTION 46/182

Provide an overview of General Assembly Resolution 46/182 and its implications in meeting famine needs. Encourage the participants to share their opinions about the role of the UN agencies in compound and complex emergencies.



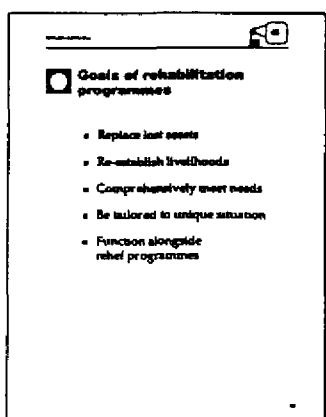

DONOR AND NGO ROLES

Use this overhead to stress the points raised in the module.



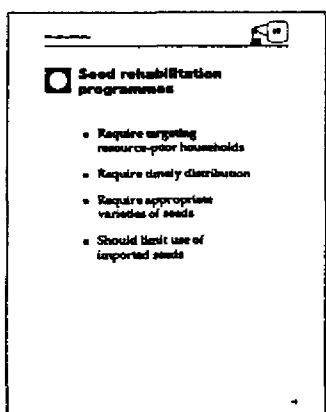
EXERCISE

Break the group into pairs or fours and ask them to provide answers to this question and then report back in plenary. Take about 10 minutes for this exercise.



48

GOALS OF REHABILITATION PROGRAMMES

Use this overhead to cover the points stressed in the module. Encourage participants to identify successful rehabilitation programmes with which they are familiar.



49

SEED REHABILITATION PROGRAMMES

Discuss seed programmes as a special case of rehabilitation. Seed rehabilitation programmes are frequently a component of rehabilitation programmes. They require careful assessment to ensure that they are necessary. Review the points on the overhead to increase participant's understanding of seed programme issues. You may also wish to briefly cover livestock rehabilitation programmes as well at this point.

WRAP-UP

Take a few moments to ask for and answer any last questions covering the topic. Be sure to ask for any questions that anyone has regarding the entire presentation, not just the last few points.

Put OH 1 back on the screen and review the material that has been covered in the presentation.

Thank the participants for their interest and participation.