Virtual Municipal Pandemic Planning Program

WORKBOOK

June 2009

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Introduction to the workbook

Welcome to the Virtual Municipal Pandemic Planning (VMPP) Program.

This document is your workbook which you will use throughout the Virtual Municipal Pandemic Planning (VMPP) Program. The program is divided into a series of modules, and each module has a chapter in the workbook. This program will introduce participants to a set of tools to assist mayors and their municipal leadership teams in pandemic preparedness, response, and recovery efforts. These tools have been developed by various specialists and organizations at the forefront of disaster management, emergency preparedness, and pandemic influenza. Some of these specialists and organizations have helped nations prepare, respond to, and recover from disasters. Others have worked directly in the field with municipalities like those for which this Toolkit has been written. We will provide more information on these tools as we move through the upcoming program modules.

Workbooks are distributed to all program participants to supplement the online program. The purpose of this program is to evaluate a toolkit for municipal pandemic planning developed for Latin America and the Caribbean. This evaluation is occurring in three different countries: Peru, El Salvador, and St. Lucia. All participants are required to fully review and evaluate each of the tools in order to receive their program certification. Your tool evaluations will allow the toolkit developers to revise the tools based on your feedback. This toolkit, once it has been reviewed and evaluated by all three countries, will be revised based on the feedback received, and then posited on a website for access by all countries.

In addition to the tool evaluations which you are required to do, each module has an assignment or two that you will do as individuals. These assignments are intended to help you become familiar with how an individual tool may be used. Please complete your individual assignments when asked to do so, using this workbook.

The content of each module will be posted on the website for this program at http://programs.msh.org/vmpp. Your workbook will serve as a reference material for your team meetings and guide you and your fellow team members to prepare for these meetings and participate in the Forum at the conclusion of each module.

The Tools

All of the tools you will need to evaluate will be provided to you. In addition, they will be available on a website where you can download them. Three of the tools for Module 2 are spreadsheets and another tool in Module 2 is a PowerPoint presentation. Please be sure that at least one member of the team is familiar with these types of files.   The remaining tools are word documents.

Much of the material in these tools is technical, and may be content that you are not familiar with. Because you may need assistance in order to be able to properly evaluate the tools, we recommend that you review the tools and attempt the assignments PRIOR to the team meeting. The team meeting should occur sometime just before, or early in, the last week of the module. This is a time when you can share information and ask

questions of the other team members. You will also be able to work together on completing the assignments, and developing a list of questions that you would like to ask the facilitator to help you out with.

How should the workbook be used?

The organization of the workbook follows the structure of the program. There are six modules, a one week introduction module, four subject-specific two week modules on pandemic planning and tools, and a one week module on the conclusion of the program.

Each section of the workbook corresponds to a module and contains the text from the website that does not require online interaction, such as individual reading assignments, written assignments, and the instructions for the group meetings. It also includes team assignments that your team needs to do a group and upload to the Team Folder section on the website.

A few blank sheets are added to each module to take notes and write down questions and observations.

How should the team meetings be organized?

Team meetings are a time when you will come together in face-to-face meetings with your team. These meetings are a critical part of the program.

Organizing your time

The timing of the team meeting for each module is very important. Because much of this material may be new to team members, you may need to help each other understand how and why to use the various tools. Because of this, we ask that you hold your team meetings early enough in the module to allow for a through group discussion of the tools, and then individual work on completing the assignments, reviewing the tools and submitting the evaluation form for each tool.

While it is important that all team members understand both the reading material from the module as well as the tools themselves. We do not ask you to become experts in the technical areas of pandemic planning. However, we do want to learn from you if the tools will be helpful to you as you move forward in preparing your municipality for the pandemic or if you're suddenly faced with a pandemic and need to respond. We hope that following this program, you will take advantage of this knowledge and the tools to begin or enhance your local pandemic preparedness. For this program, you just need to understand the tools well enough to be able to provide us with the feedback we need to improve them.

Each team needs to schedule a meeting during the first week of Module 1, and in the beginning of the second week of Modules 2-4. Schedule enough time for each meeting (suggested times are given in each module) and hold them in a place that

allows you to concentrate on the assignment without interruption. It is important that the entire team is present. We realize that this can be difficult for a large team. Nevertheless, aim for full team participation.

In accordance with the program schedule, participants should invest anywhere from two to four hours per week. This time is divided as follows: one to two hours of individual reading and tool review, internet chat time a group meeting, and about 15 minutes to upload your tool evaluations in the Team Folder section of the website.

Be sure to schedule the team meetings (also referred to as group work) and identify the coordinator for each session and where these will be held during your first team meeting (during Module 1, "Beginning the Program"). Given the technical nature of some of the tools you will be reviewing, we suggest that, if possible, a person with some responsibilities for the content covered in the module be chosen ahead of time for each module. The team coordinator should assume the responsibility of leading the discussion, providing technical explanations as needed, and working with the team to generate questions the team has for the facilitator to respond to. Below is the schedule of modules, so you can begin to block out dates and times for your meetings.

Module	Schedule	Team Coordinator	Team Meeting Recommended Dates
1. Beginning the program and Introduction to the Toolkit	**1 week June 29 – July 3**		**July 2**
2. Preparing for the Pandemic	**2 weeks July 6 – 17**		**July 13**
3. Sustaining your Population's Nutrition and Livelihoods	**2 weeks July 20 - 31**		**July 27**
4. Reducing the Spread of the Disease and Caring for People when Resources are Scarce	**2 weeks August 3 - 14**		**August 10**
5. Managing the Response, Keeping Government and Services Running, and Preventing Public Panic	**2 weeks August 17 - 28**		**August 24**
6. Coming to a close	**1 week August 31 – Sept 4**		**None**

Meeting room layout

The most important element of group work is interpersonal communication, and the best way to encourage this is by using a circular layout, as shown in the illustration to the right, where each person can see all the others and all are on an equal footing. If you do not have a round table, push tables together and seat yourself around them.
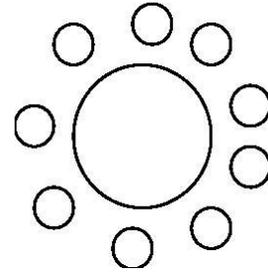
Materials required

Individual assignments are often used as input for group work, thus it is important to stick to the schedule for individual work. If internet connection time is expensive or unreliable, do the exercise in your workbook first and then transfer your responses online to the appropriate pages in the module.

Each of you must take your workbook to the team meeting. This is very important, in order to avoid beginning the meeting with incomplete information or wasting time attempting to get information from the computer at the last minute.

In addition to individual materials, a flipchart and markers or a blackboard and chalk are required to prepare the information charts and list the conclusions reached by the team. For some of the modules, a calculator may be helpful.

Coordinator

We suggest that a different person coordinate each group assignment. Coordinators for each meeting should be chosen during Module 1. We have made suggestions for the sectors to coordinate and lead specific team meetings based on the content of the modules. However, these are only suggestions and you may choose to designate coordinators from other sectors.

Although all participants have their instructions for the team meetings in this workbook, it will be the coordinator who sets the pace and leads the session, independent of whether he or she is the formal team leader.

Communicating the results of your program work

Your team will communicate the results of your work in three ways:

1. For the modules 2, 3 and 4 you are expected to evaluate all assigned tools. These completed evaluations are required for your program certificate. You will be provided with a short form for each tool. These completed forms should be emailed directly to your facilitator. This work will only be seen by you and your facilitators. The other participants on your team will not be able to see your evaluation, and you will not see theirs. The facilitators will pass on the evaluations to the toolkit developers.
2. Your team's coordinator is responsible for posting your team's completed indivudal assignments in the Team Files section of the website (instructions on website)

immediately after each team meeting. Only your team and the facilitators can access the documents in your team files. The facilitators will review the completed work and may return comments to the team members via email.

3. Each module contains questions or an assignment that your team should address in the team meetings. These answers should be posted in the Forum section of the website. The Forum is a place where you can read the conclusions from all the other teams. Your team's coordinator is responsible for posting these responses immediately after the team meeting (instructions on the site). The Forum responses will be available to all the teams participating in this program. We encourage you to go to the Café to discuss any comments or questions raised by the conclusions of your own and other teams' meeting. Thus it is important that your team schedule its meetings before the end of each module and stick to your schedule. You are all expected to have completed the individual reading, reviewed all assigned tools, and completed any written assignments prior to the group meeting.

The evaluation of the tools will be done after the team meeting, and posted by each individual participant.

Module 1: Beginning the Program

Purpose

Welcome to the **Virtual Municipal Pandemic Planning (VMPP) Program**. We look forward to working with you during the upcoming weeks. This learning program offers great possibilities for rich individual and collective learning. This program is designed for multi-sectoral municipal leadership teams who want to better understand the potential challenges of a pandemic and who want to become familiar with some of the tools that can be used to improve their response to a pandemic. The purpose of this program is to introduce a pandemic toolkit that has been developed specifically for municipal mayors and their leadership teams in Latin America and the Caribbean. We hope that you will find the tools to be useful and that you will start a pandemic planning effort in your municipality after you complete this program, or enhance efforts already taking place. Your participation is very important to us. Through review of each of these tools, you will help us to better understand the needs of municipalities, and to revise the tools before they are disseminated throughout the region. Please take the time to ensure that you fully review each tool and complete an evaluation. Doing so will help us to understand how useful these tools are, and how they may be improved, and will earn you your program certification!

This introductory module will help you become familiar with the program's purpose and objectives, as well as how to interact in a virtual environment. The module will also help you get organized as a team, and give you the opportunity to meet the other participants and facilitation team.

Objectives

At the end of this module you will be able to:

1. List the program's objectives
2. Navigate the program website and access the available tools
3. Identify the facilitation team and participating teams
4. Describe the program's content and organization as well as methods for participation during face-to-face meetings
5. Become familiar with the contents of the municipal pandemic toolkit

OBJECTIVES	TOPICS	ACTIVITIES	TIME
At the end of the module, participants will be able to: 1. List the program's objectives. 2. Navigate the program website and use the available tools. 3. Identify the facilitation team and participating teams. 4. Describe the program's content and organization as well as methods for participation during face-to-face meetings. Group 5. Understand the basic components of the pandemic toolkit		**INDIVIDUAL WORK**	
	Introduction to the program	Read about the program's objectives, contents and characteristics.	30 minutes
	Introduction to the Toolkit	Read the Introduction to the Toolkit	30 minutes
	Exercises for participants to become familiar with the website, participating teams and the facilitation team.	Navigating through the program website.	20 minutes
		Communicating with facilitators and other participants.	20 minutes
		Practice uploading documents into the "Team Files".	20 minutes
		GROUP WORK	
		Team Meeting: ▪ Participants expectations and doubts for the VMPP ▪ Introduction to the course. ▪ Dates for the eight remaining team meetings and list of coordinators for each module	1 hour & 30 minutes
		Total time for Module:	3 ½ hours

Introduction

Content and Duration

The program duration will be ten weeks, organized into 2 one-week modules and 4 2-week modules as follows:

Program Content

- Module 1: Beginning the Program
- Module 2: Preparing for the Pandemic
- Module 3: Sustaining your Population's Nutrition and Livelihoods
- Module 4: Reducing the Spread of the Disease and Caring for People when Resources are Scarce
- Module 5: Managing the Response, Keeping Government and Services Running, and Preventing Public Panic
- Module 6: Completing the Program

For each module, all participants are expected to read through the module and the tools that accompany that module, complete the assignments and tool evaluations, and participate in a team meetings and the discussion in the Café.

Before the end of each module, each team must conduct its team meeting. This may require approval from your Director and additional managers who are not part of your program team. Please plan accordingly when selecting the dates and times for your team meetings.

Each team meeting is led by a team coordinator who is responsible for managing the meeting and posting the results of individual work in the Team Folder and group work in the Forum. The team coordinator is also responsible for sending any assignments that are due to the facilitator. The facilitator will review all the assignments and respond in the Team Folder directly or via email.

The team coordinator has the important role of ensuring that his or her team stays on schedule and fulfills the requirements for that module. Once a team falls behind, it is difficult to catch up. Since being a team coordinator is also a leadership role, each person in that role has the opportunity to test his/her leadership skills.

Keys to Success

The key to individual and team success in this virtual program is everyone's active participation:

- Completing the individual work for each module
- Reading regular messages from the facilitator(s)
- Visiting and participating in the Café
- Participating in your team meeting
- Posting in the Forum
- Evaluating the tools

Requirements for the Program Certificate

In order to earn a certificate for completion of the program, the following requirements must be met by all team members:

1. Actively participate in the program, read the materials, and complete all individual assignments
2. All participants must submit completed evaluation forms for each of the tools
3. Attend all of the team meetings and complete all of the assignments for each meeting
4. Incorporate the facilitator's feedback into each assignment
5. Send the finished assignments to the facilitator(s)
6. Post in the Forum after each module's team meeting
7. Complete the program's final evaluation in Module 6

The time commitment for this program is in addition to your normal work schedule. Please make a serious commitment to this program and encourage your team members to make a special effort to complete all program requirements, including attendance at each team meeting, and active participation.

Team work

Working as a cohesive team is critical to being prepared and being able to effectively respond at the municipal level during a pandemic. Your communities will look to you for guidance and leadership. Strong leadership and team work is critical to minimizing the amount of suffering and death during a pandemic.

While the VMPP was developed to share useful tools that can be used before, during, and after a pandemic, it is also hoped that it will provide an opportunity to form response teams if none exist or to strengthen ones that already do exist. Therefore working well as a team is as important as understanding and/or providing feedback on the tools that will be introduced to you over the next 10 weeks.

Basic elements of individual and team work

This program uses an educational model that combines individualized learning through the Internet with participative (face-to-face) group work in teams, and interactions through electronic communications both with other participants and among teams. This blended learning model offers the opportunity to develop your own knowledge and skills as you work individually through the text and assignments, and then put your new knowledge and skills into practice in your team meetings (and any other time at work or at home).

Modules 2-5 of the program include readings, tools to review and evaluate, written assignments, and a team meeting. Each of these modules begins with individual reading and assignments. You will do most of the individual work on the program website, although some of you may find it helpful to work offline using the workbook and then going to the website to complete the assignments and participate in conversations in the Café. When internet access is temporarily suspended, you can do your reading and assignments in the workbook and then puts them on the site once connection is re-established.

The team meetings are a critical element of the program experience. Therefore, all efforts must be taken to ensure that all members of the team can attend these meetings. The instructions for each team meeting contain information about preparing for the session, the session objectives and the desired results. Each team meeting will be led by a team coordinator who is responsible for facilitating the meeting, recording the agreements reached, and reporting the results of the team's work to the facilitators. The coordinator is also responsible for passing on the feedback received from the facilitator to the members of the team.

Getting Acquainted

In this section you will participate in different practical exercises that will help you learn how to navigate the virtual program's website and 'meet' the participants and facilitators.

Navigating: In this exercise you will have the opportunity to become familiar with the navigation bars on the program's website, learn how they function, and 'meet' the program's participants and facilitators.

Communicating with the facilitators and participants: In this section, you will practice communicating in the Café. You will also practice uploading documents to the Team Files.

Exercise No. 1: Navigating the website

In this exercise you will learn how to navigate the program website using the categories which are located in the blue bar at the top of your screen. To start the tour:

1. **Go to Help**. Here you will find the answers to some frequently asked questions (FAQs), which include:
   a. What should I do if I get lost on the program website?
   b. What happens if my telephone lines and internet connection are unavailable?
   c. How do I return to the website page I was previously using before sending an email or reading external websites?
   d. Read the answers to each of these questions. Note that there is also an email address to click and send messages if you are experiencing any difficulties of an electronic nature. Now return to the homepage.
2. Click on **Participants**. Read this section and return to the homepage.
3. Now go to **Faculty**.
4. Once inside Faculty you can click on the names of the **Facilitators** or the program Development Team.
5. Click on the names of the **Facilitators**.
6. Read the biographies of the facilitators. In this section you can also learn about the facilitator for your team and for each module of the program.
7. You may also click on the names of the **Development Team** to see who was involved in the creation of this program.
8. Return to the homepage.

Communicating with facilitators and other participants

The facilitator(s) of this program will communicate with you in a variety of ways including:

- Regular messages on the homepage
- Virtual discussions in the Café
- Email
- Uploading documents in the Team Files
- Forum

Through regular messages on the homepage: When you enter the website you will find a new message from a facilitator two or three times per week. If you have not entered the site in a while, you can read the current message and then click at the end of the message where it says **Archived Messages** to read past messages. This is an important part of the communication between the facilitator and the participants, so we recommend that you enter the site often to read these messages.

Through virtual discussion in the Café: One of the most exciting aspects of virtual learning is that physical boundaries disappear and you can chat with others, whether they are in the room next door or thousands of miles away. Much of this virtual interaction among the program participants and facilitators occurs in the Café, which is a place for conversation. Any program participant can read and post messages in the Café. The facilitators closely follow the conversations in the Café. Occasionally they may ask a question. They are also responsible for making sure that the cafe stays orderly,

and, if needed, they will move new threads on existing topics, to keep the cafe tidy. They will never delete a participant message, unless it was a posting that required another form of communication. The Café can be used to:

- Offer instructions for the beginning, follow-up and conclusion of every module.
- Give suggestions on completing assignments
- Give feedback to the teams on the tasks and products

Through email: On a daily basis the facilitator monitors the program mailbox, where participants can ask specific questions regarding technical issues, ask for support, or explain why they may have failed to submit their assignments. There can be many messages in the mailbox, but the facilitator will always try to answer on the same day.

Through uploading documents to the Team Files: There is a place on the website called **Team Files** that you can find by clicking on Team Files on the top of the navigation bar. Each week the team coordinator should upload activities completed in the team meetings in the Team Files. This is so the facilitator can review the work and provide feedback in a way that all members of the team can access. Because the exchange of documents is key for effective participation in the program, we will practice using the Team Files in Exercise 3.

Through the Forum: The Forum is a place where teams post the results of the group meetings. The coordinator for each module is responsible for posting the answers to a few questions that the team needs to consider at the end of its meeting. The posted answers allow teams to view the results of other teams.

The Forum asks each team how many members were present at the meeting and some interesting things that happened. Since we cannot be at one another's meetings, and since your facilitators live thousands of kilometers away, this is the only way that we can learn how you worked as a team on your collective assignment.

Exercise No. 2: Exploring the Café

To begin your participation in this program and get in touch with the other participants, we ask you to enter the Café. Have a conversation with your colleagues regarding: "What are my expectations and concerns about participating in this program?" To post and read messages in the Café follow these steps:

1. Choose "Café" on the top navigation bar
2. Upon entering the "Café," you will find the conversation topics on the left. Click on the topic that interests you; all the comments regarding that topic that were placed in response to the first comment will be shown on the right.
3. Click at the bottom of one of the postings where it says: **Click Here to respond to this message.** If you want to start a new conversation thread click where it says: **Start a New Discussion Thread** at the bottom of the conversation box on the left.
4. A screen will appear where you can write your message.
5. Once you have written your message click at the bottom of the page where it

says **Preview Page.**

6. Review your message in the Preview mode. Then click where it says: **Post your message to the Café** in blue to post your message in the Café.
7. Please be careful to not start a new conversation about a topic that is already going on. The blue line is for topics that are not already visible in red on the left side of the window.
8. The Café offers participants the opportunity to interact and share their thoughts and experiences with people from different municipalities as if you were in the same room having a friendly discussion. Throughout the program participants can use the Café to discuss topics that are relevant to any aspect of their work. It is a tool for your use to explore ideas, comment on multi-sectoral issues, leadership and management, ask questions, respond to your colleagues' questions or simply ask for advice.

Exercise No. 3: Using the Team Folder

Follow these steps:

1. On the website, click on **Team Folder** on the top blue navigation bar of the homepage.
2. When you are in your team's file, click on the document called "Program Commitments."
3. Select the **Save** option and save the documents in a folder on your computer.
4. Go into the folder where you saved the document and open it. Add your commitments to your team and the program. Save your comments and include your initials in the document name.
5. Return to the main website. Click on **Team Folder**.
6. When you are in your team's files, click on Upload.
7. Click on **Browse** to find your modified document of the Program Commitments in the folders on your computer. Click on the document in your folder and then on **Open.**
8. Click on **Upload** to put the document in the team folder. You will receive a message that says the document was successfully uploaded.

The facilitators will enter the site and verify that each team has uploaded the activities each week in the Team Folder, following the steps above you just practiced.

Individual Reading Assignment

Now that you know about the program and have learned how to navigate the website, all participants are asked to read the following section on the introduction to the pandemic toolkit.

WHAT IS PANDEMIC INFLUENZA?
An influenza pandemic is an epidemic of flu that occurs around the globe. A pandemic occurs when a new influenza virus emerges and starts spreading as easily and sustainably as the normal (seasonal) flu, through coughing and sneezing. A pandemic flu causes more serious disease then the normal flu because it is a new virus against which humans have no immunity.

Although the pandemic influenza virus may emerge from the Avian Influenza virus, a pandemic influenza is strictly a human disease. A pandemic influenza will spread from human to human. Avian Influenza spreads from bird to bird, or bird to human. People **will not** catch a pandemic virus from birds.

Influenza pandemics are rare but recurring events. In the previous century, three pandemics occurred: Spanish influenza in 1918, Asian influenza in 1957, and Hong Kong influenza in 1968. In 1918, the pandemic killed an estimated 40–50 million people in the world; the other pandemics were milder, with an estimated 2 million deaths in 1957, and 1 million in 1968.

The World Health Organization (WHO) will alert the world when the pandemic threat increases. The pandemic will probably occur in a series of waves, each of which should last approximately 6 to 12 weeks.

Once a pandemic starts, you will not be able to stop it from entering your community. This is because people can spread the illness before they know they have it, so there is no way to find and limit the movements of all those who can spread it. In addition, many of the deaths during a pandemic will be due to non-pandemic causes, such as starvation, violence, or other illnesses.

Many of these deaths could be prevented if you take measures ahead of time to educate yourself and your community.

During this course, you will learn about how a pandemic will affect your municipality, and what you can do to *minimize the harmful effects and reduce the number of deaths*. There are many things about the next pandemic that are uncertain at this time, but there are two things we know from our understanding of science and our past experiences with pandemics:

1. There will be another pandemic:

> While we cannot know exactly **WHEN** the next pandemic will occur, we know that it is only a question of **WHEN**, and not if. There were three pandemics during the last century, and the scientific community believes that we are already overdue for the next one. In addition, there are multiple viruses that exist today that may be capable of causing the next pandemic.

2. **The number of people that survive, or die, during the next pandemic will be determined by how prepared the municipality is, and how effectively they respond:**

> Because the whole world, your entire country, and all your neighboring municipalities will be affected by the pandemic, do not expect outside help to come to your municipality. It will be up to a multi-sector municipal leadership team, under the authority of the mayor, to take the steps needed to care for and sustain the population during this time

Because of the unique nature of the pandemic, it is clear that national governments, aid organizations, and neighboring municipalities or countries will be unlikely to be able to offer assistance. Each municipality will need to respond on its own, and each will need to sustain its population largely with resources that are in the municipality at the time the pandemic starts.

A pandemic toolkit for municipal leadership teams has been developed to guide you through the preparedness and response steps you will need to take. This program is intended to provide you with an overview to this disaster and to get you on the road to preparing for and effectively responding to a pandemic. You will learn a great deal about what a pandemic is and how it will affect your municipality. You will be asked to review the materials in the toolkit, and your evaluation of these tools will be used to improve them before they are released for use by other municipalities throughout Latin America and the Caribbean. In this way, you will be helping not only your own municipality by taking this program; you will also be helping other municipalities throughout the region.

The time for preparation is NOW!
Once the pandemic begins resources will begin to be consumed or depleted, and little new is likely to arrive at your door.

These tools will help you to be in a better position to prepare ahead of time to prevent excess harm, and to respond once the pandemic strikes. The information in these tools can also help to highlight ways to prepare, respond, and recover from disasters of all kinds, not just a pandemic. By getting started now, you can be in a better position to reduce the harmful impact of this disaster.

The tools that make up this toolkit were developed by a number of experts and organizations working at the forefront of disaster management, emergency preparedness, and pandemic influenza research. Some of these experts and organizations have helped nations prepare, respond to, and recover from disasters. Others have worked directly in the field with municipalities like those for which this toolkit has been developed.

Some of the tools included in the toolkit are meant to be used individually and at specific phases of the pandemic. But others will need to be used in combination—for example, some of the preparedness and response tools can be used together to prepare for and/or respond in a pandemic.

To help you determine, at a glance, how you will use the tools, each one contains information about (1) the stage(s) of a pandemic for which it should be used (preparedness, response, or recovery); (2) the specific topic area for which it is relevant, such as health; (3) what the tool will help you accomplish; and (4) who should implement the tool.

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IMMEDIATE ACTIONS: WHEN THERE IS <u>NO</u> TIME TO PREPARE

Preparing for a pandemic ahead of time is the most critical step you can take to ensure that the people of your municipality are safe and well provided for. However, if you find that the pandemic is on your doorstep and you have not had the time to prepare for it, this toolkit will still help you—and/or your MLT—take the immediate actions that are necessary during such a critical time. (These *immediate actions* will always appear in boxes like this one.)

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During the course of this program, you will be asked to review all of the tools, and as well you will be asked to evaluate these tools. There will also be times that you will be asked to use a tool to complete a particular assignment. Some of the tools are very easy to read and brief; others are longer and more complex. You will be provided an appropriate amount of time to review each one.

Module 1 Team Meeting: Expectations of the Program

The following instructions are to help the team coordinator prepare for the team meeting.

Objectives

- State the team's expectations and doubts regarding the VMPP.
- Develop a schedule for the team meetings for each of the modules.
- Select coordinators for each team meeting.

Requirements for the meeting

- Find a time that all team members can be present; 100 percent attendance is highly desirable.
- Schedule at least 1 hour and 30 minutes of uninterrupted time for the meeting.
- Find a space in which you can work without being disturbed.
- Tell people to bring their workbooks.
- Have flipchart paper and markers or a blackboard and chalk ready.

Expected outcome

- Summary of the team's expectations and concerns.
- Schedule of team meetings.
- Coordinators for team meetings chosen.

Time: 1 hour, 30 minutes

Instructions for Team Coordinator
1. Present the objectives, agenda, and expected results of the meeting. **10 minutes**
2. Ask the team members to state their expectations for the VMPP. Record the answers on the flipchart or blackboard. **20 minutes**
3. Ask the group members to talk about any doubts they might have about the VMPP. As a group, try to respond to those doubts. If there are several team members who have concerns, record them on the flipchart or blackboard. **30 minutes**
4. Set the dates for the eight remaining team meetings. Use the schedule of module completion dates as a reference. **15 minutes**
5. Determine the coordinators for each module. **15 minutes** The role of the coordinator is the following:

- Organize and facilitate the group meeting and ensure that all of the group members have done their individual work and reading before attending the meeting;
- Summarize and document the results of the team meeting and post this in the Forum;
- Upload any deliverables into the Team Folder;
- Communicate with the facilitators about any problems or absences of team members;
- Encourage members of the team to participate in the conversation in the Café;
- Observe team dynamics

6. The coordinator prepares four short paragraphs containing the following information and uploads the document to the Team Folder (on the website): **15 minutes**
   - A summary of your team's expectations (what it collectively hopes to achieve in this VMPP).
   - A summary of your team's concerns and doubts about the program.
   - A schedule of the team meeting dates and corresponding coordinators

Module 1 Team Assignment 1:

To conclude this module, the team coordinator organizes the flipchart notes; he or she summarizes the commentaries of the group; and names the team's document by assignment number and module number. The document is uploaded to the Forum on the VMPP website.

The document must contain the following products:

- Summary of the team's expectations and concerns.
- Schedule of team meetings.
- Dates for the eight remaining team meetings
- Coordinators for team meetings chosen

Format for of the Module 1 Assignment 1:

Team Name: Coordinator:

1. Summary of the team's expectations

2. Summary of the team's concerns

2. Summary of the team's thoughts on the reading material about the pandemic

Virtual Municipal Pandemic Preparedness Program

4. Calendar for the four remaining team meetings and list of coordinators for each module meeting

Module	Calendar	Recommended Date of the Meeting	Coordinator
1	Beginning the program	**July 2**	
2	Preparing for the Pandemic	**July 13**	
3	Sustaining your Population's Nutrition and Livelihoods	**July 27**	
4	Reducing the Spread of the Disease and Caring for People when Resources are Scarce	**August 10**	
5	Keeping Government Running, Ensuring Basic Services and Preventing Public Panic	**August 24**	
6	Closing the Program	**None**	

Sharing in the Café:

Please use the Café at any time to share your experiences, commentaries and concerns about this module with the other participants.

Reflections on Module #1:

Reflections on Module #1

Module 2: Preparing for the Pandemic

Purpose: To provide information and evaluate tools to assist in preparing for the pandemic

Learning Objectives:
At the end of this module you will:
1. Understand what a pandemic is and the threat is poses to municipalities
2. Understand how you can reduce deaths through preparedness now
3. Learn how to project the impact of a pandemic on your municipality

Expected Outcomes:
The expected outcomes of this module will be:
1. Complete all individual and team assignments and upload them to the team folder on the website
2. Review and evaluate the tools assigned to this module
3. Participate in a team meeting and the café

Module 2 Tools:

La Paloma Scenario
This describes a pandemic in a hypothetical municipality. This is used in a number of modules for various activities. It is included in your workbook, and will also be available online.

Understanding the Threat of a Flu Pandemic
A learning guide composed of slides, this tool is especially useful for those who don't know much yet about the pandemic. It is intended for training the people who will be responsible for planning and responding so that they know what to expect from a pandemic scenario.

Health Impact Projection Tool and User Guide
This step by step electronic tool will help you use your municipality's health care resources to achieve the best possible outcome during a flu pandemic. When you enter three small bits of information about your municipality, you will obtain the number of expected cases of flu each week and the number of expected deaths. The cases of flu will be broken into the four different levels of care the people of your municipality are expected to need. A "User Guide" gives you step by step directions and explains the information you will receive from the tool.

The Food Security and Livelihoods Risk Criteria Tool
Data about populations is used to determine the impact of a pandemic on a population. This tool classifies municipalities according to the risk of loss of livelihoods and food security.

The Food Security and Livelihood Impact Tool

This tool provides an estimate of the number of people that are likely to experience shortages of food and money. Information is needed that may only be available at the national level. If you are unable to get all the information needed, please just estimate it to the best of your ability. There is also a document with sample data to use in your assignment.

OBJECTIVES	THEMES	ACTIVITIES	TIME
At the end of the module, participants will: 1. Understand what a pandemic is and the threat is poses to municipalities 2. Understand how you can reduce deaths through preparedness now 3. Learn how to project the impact of a pandemic on your municipality		**INDIVIDUAL WORK**	
	Understanding the Pandemic Threat Preparing to Survive How Bad Will It Be?	Read about the module objectives and the individual reading material Review the tools assigned to the module: Understanding the Pandemic Threat La Paloma Scenario Health Impact Projection Tool Food Security and Livelihoods Impact Projection Tool Food Security and Livelihoods Risk Assessment Tool	30 minutes 45 minutes 15 minutes 30 minutes 30 minutes 30 minutes
	Individual Assignments	Projecting the Health Impact Using the Food Security Risk and Impact Projection Tools Evaluation of tools	30 minutes 30 minutes 1 hour
		GROUP WORK	
	Team Meeting	General participant discussion of the module content and review of individual assignments Completion of the team assignments	1 ½ hour 1 hour
		Total time for Module 2	7 ½ hours

Individual Reading Assignment:

Understanding the Pandemic Threat

Pandemic Basics

KNOW THE BASICS

- **A pandemic is an epidemic of flu that occurs around the globe.**
- **A pandemic could start at any time.**
- **A pandemic is likely to occur in waves that last at least 8-12 weeks.**
- **The illness the pandemic brings is contagious; careful attention must be paid to keeping people away from each other.**
- **Many workers will be unable to work, and high absenteeism rates will affect all aspects of life.**
- **There will be shortages of basic goods, resources, and services.**

You, as the mayor or a member of the municipal leadership team, will be responsible for the welfare of your population during this time, and there are a number of ways you will be able to reduce death and suffering. Following the next pandemic, we will have a chance to look back and understand which municipalities were hardest hit, and which ones suffered less. It is most likely that the differences between them will be related to the preparedness activities and the immediate response actions taken by the local area. As mayor, you may well be one of the heroes of the next pandemic, having helped your population to make it through with fewer deaths, less of an economic disaster, and less social collapse.

There is a saying that all disasters are local, and it is true. This will be even more true in a pandemic as national governments, aid agencies, and neighboring municipalities are all overwhelmed with their own response and unable to provide help to you. Each municipality will need to be prepared to stand on its own during the pandemic. Unlike most disasters that tend to happen as a single event that ends within a day or so, such as hurricanes and earthquakes, this one may come in a series of waves, each of which lasts approximately eight weeks. In fact, it will get worse before it gets better. The very worst week of the first wave of the pandemic will occur around the 4th or 5th week AFTER it starts in your area. It is difficult to determine what the impact of each subsequent wave will be, but each has the potential to be more lethal than the first, due to the strain each prior wave has placed on resources.

Protecting the people who live within your municipality will be primarily up to you, and you will need to be ready to take on the responsibility of leading your municipality through this catastrophic time. Below are two graphs of cities in the US during the 1918 Pandemic: St Louis had many fewer deaths than Philadelphia because of the way they responded. Which city will your municipality be like in the pandemic? That is your challenge.

> Once a pandemic starts, you will not be able to stop it from coming into your municipality. This is because people can spread the illness before they know they have it, so there is no way to find all the people who can spread it. In addition, many of the people who die will die from non-pandemic illness as a result of starvation, violence, or other illnesses. Many of these deaths are preventable.

1918 Death Rates: Philadelphia v St. Louis
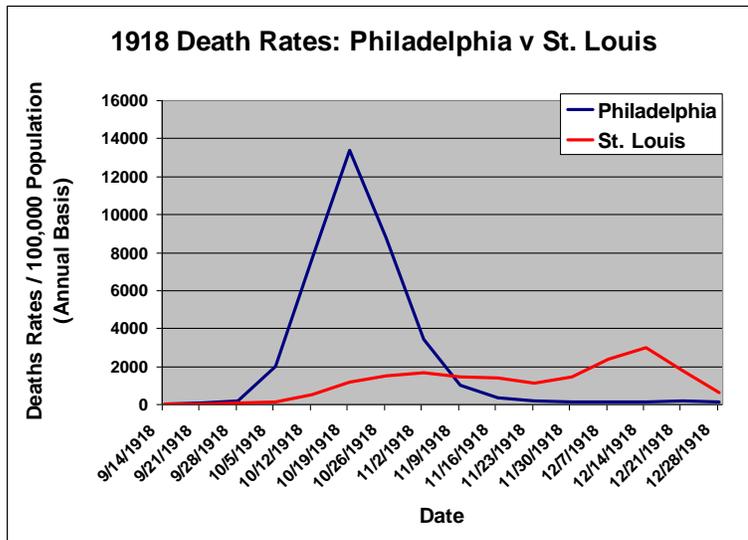
Philadelphia waited too long to start their response

St. Louis responded immediately

Your Role

A successful response requires a leader trusted by their people, who knows what to do, and has the authority to do it. Once you have identified that person (you or your designee), and are committed to taking action to make sure you have the best chance possible of getting your municipality through this very complex disaster with as few deaths as possible, then you can focus on what you need to do. The following eight goals relate to specific actions that must be done and the tools that are available in this toolkit to address them.

The Top 8 Things You Will Need to Do to Minimize Death and Suffering:

Goal 1: Have a clear understanding of the potential impact on your municipality

Goal 2: Provide executive leadership for a disaster management team that includes all the responding sectors

Goal 3: Keep government running and work to ensure clean water, food security, basic sanitation and other needed services

Goal 4: Prevent public panic

Goal 5: Reduce the spread of the disease

Goal 6: Help households to maintain their food and nutrition needs

Goal 7: Allocate scarce resources

Goal 8: Get life and commerce back to normal as soon as possible

The first two goals are intended to be done by the mayor as soon as the pandemic has started in the municipality. Goals 3 through 8 will take place at the same time, and will largely be done by the people responsible for specific sectors, such as health, food security, and water and sanitation. The sectors, in turn, will report back to the mayor.

In upcoming modules, we will provide you with specific information on the steps you can take to reduce death and suffering from the pandemic in your municipality. However, before we address what you will need to do during the pandemic, it is extremely important to identify steps that you can take NOW that will make your response more effective, and will help your population survive the pandemic.

> We are currently in a pre-pandemic stage. This is the time to conduct planning, identify gaps in preparedness, and begin to address those gaps. Once the pandemic begins, there will no longer be any time to prepare. When the first case of the pandemic happens in your municipality, you will turn the switch from preparedness to response. You will then need to survive the first wave with what you have in place at the time it begins.

The more planning and preparedness you do now, the better the chances of your survival, and the fewer deaths you will experience. One of the most important factors in keeping death and suffering to a minimum during a pandemic is what a municipality does ahead of time to prepare for it, so investing in what we call the Preparedness phase will be one of the most critical things you can do to ensure the well being of your municipality.

PREPAREDNESS ACTIONS FOR MAYORS AND MUNICIPAL LEADERSHIP TEAMS

1. Organize a planning and response team.
2. Stay informed. Make sure that you and your team understand your country's national pandemic plan and the potential impact of a pandemic on your municipality.
3. Assess your municipality's areas of vulnerability in its food security.
4. Conduct an inventory of food and other resources.
5. Determine the status of supply chains.
6. Assess the expected health impact and your available resources.
7. Address the gaps in your municipality's preparedness that you and your team have uncovered.

How Bad Will it Be?

In order for you and your team to be able to plan ahead and to respond effectively when the time comes, it will be essential for you or your Municipal Leadership Team to have a clear sense of the impact the pandemic is likely to have on your municipality, and of the resources you have available to respond to that impact.

You have now been introduced to the pandemic, and you have seen how you will play an important role in determining how badly your population is affected by the pandemic. We are

now going to use some of the tools to predict how many people will get sick, how many will die, and how many will not have enough food or money. This module will focus on the use of impact and risk assessment tools for both health and food security. Once you have an idea of what will happen in your municipality, you can begin to figure out how to reduce these impacts, and ultimately, reduce the number of deaths caused by influenza and other diseases, acts of violence, and starvation.

USE THESE TOOLS TO REDUCE THE NUMBER OF DEATHS AND ANSWER THE FOLLOWING QUESTIONS:

How Many People Will Get Sick and Die?

How Many Will Not Have Enough Food?

STEP 1: Know what the impact is going to be on your municipality

STEP 2: Prepare to reduce the numbers that will starve, get sick, and die

STEP 3: During the pandemic, make sure that all your actions and decisions are done in a way that reduces the number of deaths in your municipality

Individual Assignments:

You will be using three of the tools for this module to complete your individual assignments: the Health Impact Projection Tool, and the Food Security and Livelihoods Risk and Impact Assessment Tools. All three are Microsoft excel spreadsheets, so be sure you have someone in the group who knows how to use this type of document. These tools require inputting some specific information. Therefore, we have provided data on the hypothetical municipality called "La Paloma". We will use this scenario throughout the course. For the activities in this module, use this data provided for La Paloma, but begin to think about how you could gather the data for your own municipality so you can use these tools for your own population in the future. If some of the data required is not available to you in your municipality, do your best to find out where you can get the information, or just estimate it to the best of your ability.

1: Projecting the Health Impact

Using the La Paloma scenario, the Health Impact Projection tool and the accompanying user guide, complete the analysis for La Paloma in the case study for three severity categories - categories one, three, and five. Use the results to fill in the chart below and post your results in your team folder.

2: Using the Food Security Risk and Impact Projection Tools

A: Food Security Impact Projections. Because it may take some time for you to locate all the information you will need to use this tool for your own municipality, we have provided sample data for the hypothetical municipality, La Paloma. Enter the data provided into the food security impact projection tool. Use the results to complete the tables provided in the format section below.

Module 2: Food Security Impact Projections	
La Paloma	Result
% of population chronically food insecure	
% of population vulnerable to food insecurity	
Total food insecure population	
% of population food secure	

Module 2: Food Security and Livelihoods Risk Assessment	
Municipality	Level of Risk
La Paloma	

B: Food Security Risk Assessment. Using the Food Security and Livelihoods Risk Assessment tool, please use the data provided for La Paloma to assign a risk level to the municipality.

La Paloma

Hypothetical Pandemic Scenario

Background
You are the mayor of a municipality of 35,000 people. Your municipality is primarily rural and agricultural, producing a significant amount of grains, vegetables, and fruit that are transported around the country. This is an area that has been hit hard by hurricanes in recent years, and has experienced slow, ineffective government response during those times. The people of your municipality have learned to be as self-sufficient as possible, and you have a multi-sector planning team and a general disaster response plan.

Module 2: Projecting the Health Impact			
Name of Municipality:			
Population:			
	Category 1	Category 3	Category 5
Total Number of Cases			
Level One Cases			
Level Two Cases			
Level Three Cases			
Level Four Cases			
Deaths During the Pandemic			

Some of your municipality's characteristics are:
  % of households dependent on public transportation for work: 40%
  % of household primary income from wage labor: 50%
  Level of violence in area: Low
  Main food market in same municipality: Yes
  % of consumption from purchases: 50%
  Value food expenditures/income: 60%

  Poverty rate: 40%
  % Stunting of children under 5 years: 5%
  % of populations with a caloric deficit: 30%

% of households with access to health care: 50%
% of households with sanitation: 50%
% of households with access to clean water: 50%

Primary Livelihood groups
- Agriculture: rural, 80% of population
    - 70% with a current food gap (3% enrolled in a safety net)
    - 30% meeting food needs (30% purchasing >60% of food, 10% enrolled in locally managed safety net)
- Cash labor: urban, 15% of population
    - 70% with a current food gap (5% enrolled in a safety net)
    - 30% meeting food needs (65% purchasing >60% of food, 3% enrolled in locally managed safety net)
- Petty Commerce: rural, 5% of population
    - 80% with a current food gap (5% enrolled in a safety net)
    - 20% meeting food needs (75% purchasing >60% of food, 3% enrolled in locally managed safety net)

May 15, 2009: (Pre-Pandemic Period)

Last week, the news media announced the start of the pandemic. The World Health Organization declared that Phase 6 began with the emergence of a novel virus in Indonesia. The Ministry of Health (MOH) of your country has confirmed the information. The MOH has also confirmed that currently there are NO cases anywhere in the LAC region, but that the country should expect for it to arrive in the coming weeks. Accordingly, under advice from the MOH and other key stakeholders and ministries, the president of your country has ordered all levels of government to revise and update their plans and to strengthen preparedness activities.

Despite the lack of cases in the area, the people in your municipality have heard the news, and many believe that they are at risk of illness. In fact, some parents are refusing to send their children to school because they are afraid they will catch the flu there, and some workers have been calling in sick to work. Health facilities can't keep up with people coming in worried that they have the pandemic flu.

Local shops are experiencing higher than normal sales of basic supplies such as groceries, batteries and candles, and pharmacy items. It has been noted that some of the wealthier households are buying up very large quantities of some of the items.

Some residents have begun to ask the police to set up barricades to prevent people with the pandemic flu from other areas coming into the area. The number of emergency calls has escalated and pharmacies and health facilities are asking for protection from people looking for medications and care. To make matters worse, even the police have reported fewer staff reporting for work, and have asked for additional support.

June 4: (Pre-Pandemic Period)

The pandemic has arrived in Latin America and the Caribbean. As a result the president of your country has declared a national emergency. The national pandemic emergency response plan has been activated and you and your team are responsible for carrying out the plan in your municipality.

The people in your municipality are very concerned. Every minor illness is a possible case of the pandemic, and the health facilities have asked you and your team to let the public know that the best thing they can do if they do not feel well is to stay at home. The public not only contributes to the already overtaxed health care system if they come in when it is not necessary, but they also risk exposure to the illness by going to a place where sick people are. However, these efforts have not been very effective yet. You realize the need to train many volunteers to help inform the public about what they should do, and to provide home visits to check on ill people.

Local markets are complaining that people are no longer buying their chickens. Apparently, the public has gotten the impression that the flu will arrive in a sick chicken, and they are no longer eating them. This raises concerns for their health status as well.

June 9: (Pre-Pandemic Period)
Today news that the pandemic has arrived in a nearby village reaches your municipality. Suddenly, crowds of people are out in the streets, buying up food and water and other essentials. A supermarket owner has posted security outside the door of the supermarket and chain locked the door. He lets the wealthy citizens into the supermarket and they are buying up remaining food stuffs and essential survival items. Some fights have broken out, and there is a palpable sense of fear in the air. Some are packing up to flee the area, and those with the transportation and money necessary to leave have boarded up their homes and businesses and escaped to the countryside in hopes of isolating themselves from the pandemic.

June 12: (Early Pandemic)
The pandemic is now in your municipality. The first cases were in a household where several members became ill. Despite the fact that they had not been out of the area recently, and do not have any particular reason to have been the first cases, they have been accused of being responsible for the entrance of the pandemic into the municipality. No one will go near their house, and they are running out of food and water.

The local health facility is now completely overrun with patients. People who are sneezing and coughing are waiting to be seen for hours, and patients will other diseases are having a hard time getting the care they need and are worried that they are being exposed to the illness. You recognize that the municipal government needs to manage this issue. Your police chief reports many officers are out sick, and the need to provide protection for the health facilities, as well as pharmacies, grocery stores, and gasoline is more than they can handle. You request assistance from the military.

There are now fewer people than normal going to the supermarket and upon investigating you find that the shelves and supplies are now half empty and what supplies remain have almost doubled in price. You also notice that attendance in church has increased dramatically. People are now very worried about how to survive the pandemic and if they survive, running out of food and money. Some are talking again about leaving in search of food.

Your team is recommending measures to reduce the spread of the disease. They want to close schools, some local businesses, churches, public gatherings, and limit public transport. This decision will greatly impact the livelihoods of all persons in the municipality as well as the number of deaths that will occur.

July 14: (Peak Pandemic)

It has been nine weeks since WHO declared the start of the pandemic and four and a half weeks since the first case appeared in your municipality. The virus has now hit nearly every country in the world, and the reports of deaths are staggering. Based on experience from countries that had the first outbreaks, the CDC and WHO believe that it is a category 5 pandemic and that this wave will last around 8 weeks. Therefore, your municipality is probably in its peak week. The situation is desperate: you have many sick and dying people, the public is losing confidence is your government. You are struggling to keep basic services going, and you have serious food shortages and income depletion to contend with. Many of the large population in your community that had a food gap prior to the onset of the pandemic are now suffering from malnutrition. People are becoming dehydrated due to decreased water availability. Both situations are causing weakened immune systems which are resulting in greater susceptibility to the virus.

These are your biggest concerns right now:

1. Sick and dying people.
There are currently over 2,000 cases of the flu in your municipality. More than 400 people have died from it already. You have two doctors, three nurses, and 20 trained community health workers. You have no anti-viral medications, and your one hospital and two health posts have been filled beyond capacity since the second week of the pandemic. They are so short staffed that only urgent patients who have survivable illnesses are admitted. All others are turned away. Some of the communities have started to put flu patients into makeshift hospitals in churches and schools, and are using untrained volunteers to provide minimal care. The doctors and nurses are exhausted. Families of sick people turned away for health care have sometimes resorted to violence, and all health service sites and personnel are being guarded by armed security. The military is helping as best they can, but the local police and the military have different standard operating practices and confusion has resulted in public confusion and lack of confidence in their leaders.

2. Public Reaction
You have done your best to keep your public calm, but with the increasing awareness of the coming shortages of food and water, the fear of getting the disease, and the lack of available health care, there is a growing distrust in the municipal governance. Some have left the area in search of a safer, more secure place. At the same time, you are faced with people coming into your municipality in search of the same things. They not only place a further burden on your resources, but they tend to travel and settle in close groups and could increase the spread of the disease. You already don't have enough armed guards to protect the health care resources, but you think you may have to pull some away to guard the borders to prevent others from coming in. If you don't, people are likely to take matters into their own hand and fight to prevent any in-migration. Everyone keeps asking you when help is going to arrive. You are afraid to tell them that the aid organizations are strained trying to meet the demand around the world, and that your country is unlikely to see any relief for the duration of the pandemic.

3. Keeping Basic Services Going.
It seems that every day you have more work that needs to be done, and have fewer workers to do it. Despite orders to come to work unless they are sick, many are refusing to work or are just too exhausted from filling in and need to take a break. You have started to train community volunteers in some of the jobs that need to keep going, and you have stopped all tasks that aren't important to the survival of the population. You have also taken the step of rationing all critical goods to those who are needed to help reduce deaths. Just when you thought things couldn't get worse, today you were faced with a new problem. Just before the pandemic began, you got your usual tanker full of gasoline into the area and it has been nearly used up. You now realize that your next shipment(s) are likely to be delayed, or not happen at all. You asked all your disaster team members to provide you with a list of all personnel who will need gasoline to do the jobs that will help the municipality and its people survive. The lists have come back, and it is clear to you that unless you get another tanker full of gasoline in the next few weeks, you will not have enough to provide all essential workers with gas for the remainder of the pandemic. You need to decide – give the remaining gas to everyone that needs it and hope that either the pandemic is shorter than predicted or that a tanker arrives in time, or begin to make very difficult decisions about where to cut essential services. This could mean being reducing the availability of household visits to sick families, not repairing electrical wires recently damaged by storms, decreasing the number of trucks able to deliver needed goods (including bringing the farm crops into markets), and insufficient fuel for emergency generators at hospitals, energy plants, and other key places.

4. Food Shortages and Income Depletion
Word of the coming pandemic spread through the municipality as soon as Phase 6 was declared. As often happens when a disaster is anticipated, people went out and bought supplies of water, candles, batteries, and non-perishable food. The stores were completely sold out of many of the items by the time the first cases started appearing. You now realize that is was a mistake to let people buy up all the supplies, especially because it was predominately the richest in the municipality who were able to do so. The prices for any remaining goods have skyrocketed, and many households have depleted their incomes while sometimes buying items that will not help them through this crisis. Some stores have been looted, and most store owners are doing their best to protect their goods but security forces are very strained and store owners, for the most part, have had to do this on their own. It is becoming apparent to the public that the food stores will be insufficient, and that some people have much more than others. For a municipality that has always worked together to face crises in the past, you are very concerned about the possibility of violence.

Labor losses due to illness and fear have caused the agricultural sector to suffer. Many crops that should have been harvested have spoiled. The skyrocketing prices of fertilizer and other inputs have caused delays in planting, setting the stage for future food insecurity. Commerce has also been hit hard. The health department has ordered the closure of restaurants and many store owners have closed themselves because of sickness, fear, lack of customers, or lack of supplies. Banks have shut down and people are unable to receive remittances that previously were key to helping their household get by. Despite clear messages to the public that chicken is safe to eat as long as it is cooked properly, people are not buying chickens. The result is that food is wasting in the middle of a food crisis, and the poultry businesses are failing.

August 3: (Recovery)
The number of cases and deaths has been decreasing every week now for several weeks. It appears that you are in the recovery phase, and that the end of the first wave of the pandemic is near. Your municipality has suffered greatly, and so many of the usual functions and services have long been shut down or forgotten about. Every day, another shop opens its doors, even if there is nothing to sell. Every now and then a truck load of supplies makes its way to your municipality. The drivers describe the situation in the country as very depressed and significantly more impoverished. Some municipalities are still so frightened that they have declined help from aid organizations or local shipments of goods. They worry that it will start all over again. Despite the presence of locally available poultry and eggs to eat, no one will touch them as they think they may be contaminated with the virus. Many people who had illnesses other than the pandemic ran out of their medications and have gotten much sicker as a result. Despite fewer pandemic cases in the hospital and clinics, there are a higher number of chronically ill persons who had previously been stable. There is no cash in the municipality. You know that you have to get commerce up and running, but it is challenging given the lack of goods and available cash.

Module 2 Team Meeting: Preparing for the Pandemic

The following instructions are to help the team coordinator prepare for the team meeting.

Requirements for the meeting
- Find a time that all team members can be present. 100 percent attendance is highly desirable.
- Schedule at least 2 hours of uninterrupted time for the meeting.
- Find a space in which you can work without being disturbed.
- Tell people to bring their workbooks and their individual assignments with them:
  a. If possible, plan on viewing the tools on computers while you discuss them.
  b. If you will not have computer access during your team meeting, have participants bring hard copies of the tools.
- Have a calculator, flipchart paper and markers or a blackboard and chalk ready.
- Ask the participants to try to do the exercises on their own before the team meeting.
- Participants should help each other to complete any assignments that have not yet been complete

Objectives

1. Ensure participants understand the concepts presented in the material
2. Ensure all participants review and evaluate each tool

Expected results

1. All participants understand the material presented in this module.
2. Each of the tools is evaluated by each of the participants.

Time: 2 hours

Instructions

1. This module contains a great deal of information, and it is important to make sure that the participants have read and understood the material, reviewed the tools, and have done the individual assignments before the team meeting.
2. The team meeting should be held at the end of the first week, or beginning of the second week. This is important as you will need time to complete the individual tool evaluations following the team meeting.
4. Review the individual assignments using computers, calculators, and the flip chart or blackboard. Participants can work together to complete the assignments.   (30 minutes)
5. The team coordinator should then conduct the team assignments
Team Assignment #1: Understanding the Pandemic Threat (1 hour)
All participants should review the PowerPoint presentation, *Understanding the Pandemic Threat*, as well as the information contained in the notes section below each slide <u>before</u> the team meeting. If possible, arrange to have a projector available to show the presentation if participants feel it would be helpful to review them together. The health sector should be prepared to discuss and answer questions about the PowerPoint presentation.

Team Assignment #2: The team coordinator for the module should conduct a general participant discussion of the module content. Participants should provide sufficient time to ensure that all have understood the concepts. (1 hour)

Discuss the reading assignments, the tools, and the assignments in this module, and complete the following:

Module 2: Preparing for the Pandemic		
	Something I Learned	Something I Still Need to Know
Understanding the Pandemic Threat		
Health Impact Projection Tool and Assignment		
Food Security and Livelihoods Impact Projection Tool and Assignment		
Food Security and Livelihoods Risk Assessment Tool and Assignment		

6. Following the team meeting, please post your completed assignment on the website in the Forum.

Evaluation of the Tools

Following the team meeting, but before the end of the module, each participant should complete the evaluation forms provided by the facilitator for every tool. This is very important, and completed tool evaluations are a requirement for the certificate at the end of the course. The completed tool evaluation forms MUST be filled out and emailed directly to the facilitator by the end of the module. Tool evaluations should be done individually and viewed only by the facilitator. Please do not post them to the team folder. (I hour)

Module 2, Posting the Team Assignments:

To conclude this module, the team coordinator organizes the flipchart notes; he or she summarizes the commentaries of the group; and names the team's document by module # and assignment #. The document is uploaded to the Forum on the VMPP website as explained in module 1.

The document must contain the following products:
- All completed team assignments, using any tables or other formats if provided
- A summary of the discussion of this module

At the end of the team meeting, the completed assignments and evaluations should be posted to the team folder.

Sharing in the Café:

Now we invite all of you to go to the Café to share your experiences, commentaries and concerns about this module with the other participants.

Reflections on Module #2:

Reflections on Module #2:

Module 3: Food and Livelihood - Security & Recovery

Purpose

Using Food Security and Livelihood tools together will help your MLT answer the questions:

4. How will an influenza pandemic impact our community's food & livelihood security?
5. What can the MLT do about this?
6. What are the food priorities in our municipality during a pandemic?
7. How can we respond to these priorities?
8. What steps can the MLT take right now to prepare?

Expected Outcomes

The expected outcomes of this module will be:
1. Complete all individual and team assignments and upload them to the team folder on the website
2. Review and evaluate the tools assigned to this module
3. Participate in a team meeting and the café

Tools for Food and Livelihood – Security & Recovery

Tool 9   **Understanding Food Security**
This tool describes how a pandemic will impact the food security of your community and how early planning before a pandemic can help a community prevent many of its negative impacts on food security. It will help leaders decide which type of response specific to food security may be most appropriate to survive a wave of the pandemic.

Tool 12   **Food and Livelihood Security Assessment**
During a flu pandemic or other disaster, it will be important to identify the people within your population who will be most at risk. This step-by-step assessment tool will help you determine who is most affected by poverty and hunger in your municipality, who will suffer most from the impact of a pandemic in terms of their ability to put food on the table, and the best way to reach those who need the most help.

Tool 13   **Preparedness Planning for Households**
During a pandemic, families will either suffer because food and basic goods are not available or because they are not physically or financially accessible. This tool will help volunteers and community representatives raise awareness at the family level about the necessity of disaster preparedness in the area of food and livelihood security.

Tool 14   **How to Acquire and Distribute Food during a Flu Pandemic**
During a pandemic, people who do not have access to food or cannot afford enough of it will need immediate assistance. This tool describes the logistics of planning food purchases and stockpiling food in your municipality and explains how to distribute food safely during a pandemic.

Tool 15   **How to Implement Cash Transfers**
Once health, economic, and social impacts begin to unfold in a pandemic, municipalities may need a mechanism by which to provide people who experience a sudden loss of income with the money they require to meet their basic needs. This tool explains how to provide assistance to families through cash transfers when sufficient and affordable food is available for purchase.

Tool 16   **Organizing Community Volunteers**
During a pandemic, all of the sectors in your municipality will probably be overwhelmed and unable to respond to the needs of your population. Volunteer neighborhood and community organizations can help fill this gap. This tool helps response leaders and planners inform families of the critical role they play in supporting community efforts to ease the impact of the pandemic on the community as a whole.

Tool 21   **Helping Communities Recover from Pandemic Influenza**
The key challenge of an influenza pandemic recovery program lies in combining short-term strategies aimed at providing basic assistance to affected populations with longer-term strategies designed to remove constraints on social and economic well-being. This tool will help you focus on the need to ensure short-term income and resource transfers, rebuild family and community assets, and reconstruct institutions that serve those most affected by pandemic.

OBJECTIVES	THEMES	ACTIVITIES	TIME
1. To review and evaluate indicated tools for Food and Livelihood Security 2. To understand the procedure for assessing municipal food and livelihood security needs 3. To understand the requirements for designing and implementing municipal level activities to maintain food security for the greatest numbers during pandemic 4. To understand what will be required for people to recover their livelihoods as quickly as possible following pandemic		**INDIVIDUAL WORK**	
	Help families meet their food and nutrition needs Obtain up-to-date information Get life and commerce back to normal as soon as possible	Review of reading and the tools for Food and Livelihood Security found in the municipal level pandemic preparedness toolkit: • Understanding Food Security • Food and Livelihood Security • Assessment • Preparedness Planning for Households • How to Acquire and Distribute Food during a Flu Pandemic • How to Implement Cash Transfers • Organizing Community Volunteers • Helping Communities Recover from Pandemic Influenza	3 hours
		Individual tool evaluation	1.5 hours
	Individual Assignments	Preparing for Food Security	1 hour
		GROUP WORK	
	Team Meeting	General participant discussion of the module content and review of tools	60 minutes
		Discuss responses for Individual Assignment #1: Preparing for Food Security	45 minutes
		Team Assignment #1: What Can Be Done?	45 minutes
		Total time for team meeting:	2.5 hours
		Total time for Module 3:	8 hours

Help families meet their food and nutrition needs

During a pandemic you will need to help your community maintain access to food and income. Even if you have engaged in preparedness activities, you should do a quick update of current food stocks and vulnerable populations.

Providing immediate relief and maintaining access to food and income when the pandemic first hits your municipality is important. Yet it is even more important to take steps to ensure access to food and income *before* the pandemic hits. Doing so will give you the best chance to minimize the impact of reduced or lost income, which is a downward spiral that results in great suffering and even starvation. (See *How to Acquire and Distribute Food during a Pandemic, Food and Livelihood Security Assessment,* and *Organizing Community Volunteers.*)

Because **food security** is directly linked to **livelihood security**, the people of your municipality will need clear steps they can follow to maintain their access to food and income—or to trading opportunities—**before** and **during** the pandemic.

Definitions:

Food security exists in a community when everyone can either grow or buy enough nutritious food for a healthy and active life. Food security is comprised of four major considerations:

1. *Availability of food*
Sufficient quantities of necessary types of food from domestic production, commercial imports or donors are available for the entire population especially individuals in need.

2. *Accessibility to food*
Individuals have incomes or other resources necessary to purchase or barter for necessary types and quantities of food to maintain an adequate diet and nutrition level.

3. *Appropriate consumption of sufficient foods*
Food must be properly used, processed, and stored and there must be adequate knowledge of nutrition requirements for all individuals.

4. *Enabling environment supportive of above*
Two key factors contribute to establishing an enabling environment:
    a. the municipal capacity to organize early enough to provide ongoing basic services and needed assistance and
    b. the degree to which mass confusion, riots, and civil unrest disrupt the implementation of these services and this assistance.

Livelihoods security is the ability to maintain a healthy and secure life. Livelihoods security refers to much more than the way people earn money. It refers to the skills, abilities, assets and resources that people have, all the activities that people do, and the decisions people make, that help them to survive each day.

Gain a clear understanding of how the pandemic is affecting your municipality in sectors such as health, water, shelter, and governance. Use the most current information to recalculate your impact projections.

Reassess the status of the most vulnerable populations in your municipality and verify the status of their sources of food and income for the most vulnerable groups of your municipality and verify your community's stored emergency food stocks and **cash transfer** mechanisms.

See *Food and Livelihood Security Assessment*—Tool 12.

See *How to Acquire and Distribute Food during a Flu Pandemic* and *How to Implement Cash Transfers*—Tools 14 and 15.

In another module, we review how to estimate the likely impact of the pandemic on your municipality and provide tools to train all of the health responders your municipality will need.

Get life and commerce back to normal as soon as possible

Once the pandemic is over, recovery efforts will be needed to bring life and commerce back to normal as soon as possible.

The recovery period of a pandemic helps communities strengthen and sustain all of the efforts that were undertaken during the preparedness and response phases. However, you may find that people in your municipality are reluctant to resume their usual activities. Parents may fear sending their children back to school, particularly to those that may have served as makeshift hospitals. People may still worry about close contact with others. Having your communications staff or volunteers work with the health sector on messages that can promote recovery can help you move forward during this phase.

A key element of an influenza pandemic recovery program lies in combining short-term strategies aimed at providing basic assistance to influenza-affected populations with longer-term strategies designed to remove constraints to their social and economic well-being.

Depending on the severity of impact, recovery operations may be implemented over a longer period (from soon after the pandemic is over, until one or two years later). (See *Helping Communities Recover from Pandemic Influenza* – Tool 21)

Individual & Team Assignments

Local governments must take on the responsibility of identifying the most vulnerable populations within their community that will be impacted by the pandemic. In the midst of a pandemic, there will be no time to search for the most vulnerable populations, households, and individuals. MLTs need to know where these target populations are prior to the onset of a pandemic.

Please work individually to complete the following.

Individual Assignment 1: Preparing for Food Security (1 hour)

1. Attain or draw a general map of your municipality.
2. Using your Food and Livelihood Security Assessment tool and based on what you already know, indicate to the best of your knowledge the following items on your map:
   a. Locations of large food supplies
   b. Locations of warehousing
   c. Locations of large vehicles which could be used for food transport
   d. Locations of fuel to run the vehicles
   e. Locations of "at risk" populations (indicate approximate location of residence, indicate approximate number of people and type of "at risk" population e.g. widow, elderly, orphan, homeless, other etc.)
3. Please think about how you would answer the following questions. The responses to the questions will be discussed at the team meeting.
   a. What you would do if your "at risk" populations had no money left to buy food? (assume there is food in the municipality)
   b. What you would do if your municipality had no way to get food? (assume there is no food in the municipality)

   * For both questions, please feel free to make regular reference to your map and assessment tool.

Module 3 Team Meeting: Food and Livelihood - Security & Recovery

The following instructions are to help the team coordinator prepare for the team meeting.

Requirements for the meeting

- Find a time that all team members can be present. 100 percent attendance is highly desirable.
- Schedule at least 2.5 hours of uninterrupted time for the meeting.
- Find a space in which you can work without being disturbed.
- Tell people to bring their workbooks, copies of the tools, and their individual assignments with them.
- Have flipchart paper and markers or a blackboard and chalk ready.
- Ask the participants to try to do the exercises on their own before the team meeting.
- Participants should help each other to complete any assignments that have not yet been complete.

Objectives

1. Ensure participants understand the concepts presented in the material
2. Ensure all participants review and evaluate each tool

Expected results

- All participants understand the material presented in this module.
- Each of the tools is evaluated by each of the participants.

Time: 2.5 hours

Instructions

1. The team meeting should be held at the end of the first week, or beginning of the second week. This is important as you will need time to complete the individual tool evaluations following the team meeting.

2. The team coordinator for the module should conduct a general participant discussion of the module content, and a general review of each of the tools assigned to this module. The team coordinator should provide sufficient time to ensure that all participants have understood the concepts.(60 minutes)

3. Share and compare your municipal maps and your answers for the Individual Assignment #1 (Preparing for Food Security). Participants should work together in small groups and then report their discussion to the group.(45 minutes)

4. The team coordinator should then have the participants divide into four groups to do the team assignment as described below. (45 minutes)

5. The team coordinator should post the team response in the format provided below on the Forum.

Team Assignment: What Can be Done?

Using the La Paloma scenario provided in Module 2 and the tools assigned to this module, identify actions the MLT could take in each period of the pandemic (pre-pandemic, early pandemic, peak pandemic, and recovery) for the specific situations described below. The team members will count off by fours so that every member is either a one, two, three, or four. Split into the four groups, and have each group work on one of the stages. For example, the "ones" work on the pre-pandemic challenges, the "twos" work on the early pandemic challenges, etc.

From May 15, 2009 (Pre-Pandemic Period):

As communications from the national government go out to the people of your community you immediately notice that everyone begins to rush to the supermarket to purchase food and survival supplies. At this point, what might the MLT do to assist the entire municipal population to stock up on the right kind of food and supplies in each home?

From June 12, 2009 (Early-Pandemic Period):

Unlike weeks before when the national government made its first communication, you now notice that there are less people than normal going to the supermarket and upon investigating you find that the shelves and supplies are now half empty and likewise, what supplies that remain have almost doubled in price. You also notice that attendance in church has increased dramatically. Likewise, you find that people are now very worried about how to survive the pandemic and if they survive, running out of food and money. Can the MLT do anything at this point to prevent future panic?

Virtual Municipal Pandemic Preparedness Program

From July 14, 2009 (Peak Pandemic):

What are some strategies the MLT can use to assist those who are food insecure, and to prevent others from falling into food insecurity?

From August 3, 2009 (Recovery):

Considering this section from the La Paloma scenario, what can the MLT do to support recovery by encouraging the return to usual activities and getting people back to work after the pandemic has past?

Evaluation of the Tools

Following the team meeting, but before the end of the module, each participant should complete the evaluation forms provided by the facilitator for every tool. This is very important, and completed tool evaluations are a requirement for the certificate at the end of the course. The completed tool evaluation forms MUST be filled out and emailed directly to the facilitator by the end of the module. Tool evaluations should be done individually and viewed only by the facilitator. Please do not post them to the team folder. (1.5 hours)

Posting the Team Assignments

To conclude this module, the team coordinator organizes the flipchart notes; he or she summarizes the commentaries of the group; and names the team's document by module # and assignment #. The document is uploaded to the Forum on the VMPP website as explained in module 1.

The document must contain the following products:

- All completed team assignments, using the table format provided below
- A summary of the discussion of this module

At the end of the team meeting, the completed assignments and evaluations should be posted to the team folder using the format below.

Module 3: Team Assignment #1 What Can Be Done?				
MLT Actions	Pre-Pandemic	Early-Pandemic	Peak-Pandemic	Recovery

Module 3: Individual Assignment #1 Preparing for Food Security?	
What you would do if your "at risk" populations had no money left to buy food?	What you would do if your municipality had no way to get food?

Sharing in the Café:

Now we invite all of you to go to the Café to share your experiences, commentaries and concerns about this module with the other participants.

Reflections on Module #3:

Reflections on Module #3:

Module 4: Reducing the Spread of the Disease and Caring for People when Resources are Scarce

Purpose: To provide information and evaluate tools to help your population to avoid illness and access care when sick

Learning Objectives:

At the end of this module you will:

4. Understand the most common non-pharmaceutical interventions (NPIs) and how to effectively use them to prevent the spread of disease and deaths
5. Understand the need to prioritize scarce resources during the pandemic
6. Understand how to prioritize scarce resources during the pandemic and develop an effective triage plan

Expected Outcomes:

The expected outcomes of this module will be:

9. Complete all individual and team assignments and upload them to the team folder on the website
10. Review and evaluate the tools assigned to this module
11. Participate in a team meeting and the café

Module 4 Tools:

Actions that Will Limit the Spread of the Pandemic in Your Municipality

During a pandemic, there are different approaches to trying to limit the spread of the illness. Pharmaceutical interventions involve, for example, vaccines and anti-viral medications to prevent the disease or its complications. Because it will not be possible to manufacture vaccines for the initial pandemic wave, and certain barriers will prevent the use of anti-viral medications, most countries will need to protect their populations without either of these. Non-pharmaceutical interventions (such as "social distancing") are alternatives which municipalities can use to try to limit the spread of the disease. This tool explains these types of measures and tells you how and when to implement them.

How to Prioritize Care to Reduce Deaths during the Pandemic

A pandemic or other catastrophic disaster will result in large numbers of sick or injured people, and you will be charged with developing policy and standards for the care of the sick and dying. You might be faced with having more people who need care than you can provide care for, and will need to know how to most effectively allocate your resources. (Wasting these or using them ineffectively can result in the loss of yet more lives.) This will mean knowing how to prioritize care. In other words, how to choose the people who will receive care over the people who will not when your available health resources are already overwhelmed. This tool will help you accomplish exactly that.

Guide to Municipal Health Planning for Pandemic Preparedness and Response

This tool is designed to be used by your health sector experts to develop a pandemic health preparedness and response plan. It can also help you get buy-in from the key personnel of your Ministry of Health. The tool consists of a generic plan that can be adapted to the needs of any municipality, and includes instructions for creating this adaptation.

Training Your Community Health Responders (Parts I-III)
The Humanitarian Pandemic Preparedness Initiative (also known as "H2P") developed a model step-by-step training program for Community Health Responders that we include here. Community Health Responders are those people in your community who will receive education and training about how to slow the spread of the illness and who, in turn, will offer guidance and care in your municipality during the crisis. A Community Health Responders Training User Guide tells you about how to use the program. Part I, What is the Pandemic Flu? helps you educate workers about the pandemic. Part II, Spreading the Word: Preventative Messages about Flu, will help you teach workers four flu-fighting behaviors and how to mobilize your community to use these. Part III, Infection Control for Community Health Workers, will help you teach workers what they need to know about not contracting flu themselves during an outbreak, about how to control infection, and about how to help others do the same.

OBJECTIVES	THEMES	ACTIVITIES	TIME
		INDIVIDUAL WORK	
At the end of the module, participants will be able to: 1. Understand the most common non-pharmaceutical interventions (NPIs) and how to effectively use them to prevent the spread of disease and deaths 2. Understand the need to prioritize scarce resources during the pandemic 3. Understand how to prioritize scarce resources during the pandemic and develop an effective triage plan	Introduction to the non-pharmaceutical interventions Allocating scarce health care and other resources	Read about the module objectives and the content. Review tools assigned to this module: Actions that will limit the spread of the pandemic in your municipality Guide to Municipal Health Planning for Pandemic Preparedness and Response Prioritizing Care to Reduce Deaths from the Pandemic Training Your Community Health Responders (Parts I-III)	30 minutes 30 minutes 45 minutes 30 minutes 45 minutes
	Individual Assignments	Linking NPIs to Pandemic Periods	30 minutes
		Allocating Resources to Reduce Deaths	30 minutes
		Evaluation of tools	1 hour

		GROUP WORK	
		General participant discussion of the module content	1 hour
		Completion of the individual assignments	30 minutes
	Team Meeting	Simulation Exercise and discussion	1 hour
		Discussion about access to care	30 minutes
		Total time for Module:	8 hours

1. **Individual Reading Assignment:**

2. **Reducing the Spread of the Disease**

The key to getting through a pandemic is to limit the spread of the illness in your own municipality.

The Spanish Flu pandemic in 1918 proved that there are actions municipalities can take early on to significantly reduce the number of deaths and the negative social and economic impacts of a pandemic. The measures needed to reduce the spread of the illness can, however, result in inconveniences to many and great hardships for some.

It goes without saying that many disasters are accompanied by outbreaks of communicable diseases. In the case of a flu pandemic, the illness itself *is* the disaster.

Health officials who work at the national level in your country and in your municipality should advise you on how to best protect your population and prevent the spread of communicable diseases in your area. Protecting your population and preventing the spread of the flu and other communicable diseases will involve educating the public on how to avoid getting sick. However, it may also require the institution of public policies to help keep people away from each other to further limit the spread of the disease. These may include social distancing policies, such as

- closing schools for several weeks

- cancelling public gatherings and meetings

- requiring sick people to stay at home (isolation)

- requiring those who may have been exposed to the illness to stay away from people (quarantine) until it is determined whether they have the illness

Although you will not need to know the scientific basis for taking these public health measures, you *will* need—as an executive leader or member of your municipal governing body—to be able to support others in carrying out these measures effectively. To do this, you may need additional law enforcement personnel.

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IMMEDIATE ACTIONS FOR THE MAYOR/MLT

Use the tool: *Actions that will Limit the Spread of the Pandemic in Your Municipality*

1. Review the various non-pharmaceutical interventions available to you and to determine which of these you will need to implement in your municipality.
2. Provide information to the public about the reasons why social distancing is needed. Include in this information instructions for how the public can practice social distancing.
3. Enact any policies you need to prevent public gatherings and events.
4. Ensure that household isolation and quarantine measures are carried out.
5. Plan for a way to distribute food and other goods directly to households in order to prevent the gathering of people around distribution points.

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Caring for People when Resources are Scarce

During a pandemic, you can expect many basic goods and resources to be in short supply. Deciding how to best allocate goods and resources will require a strong leader or MLT with the authority to make very difficult decisions.

In many areas, the supply of basic goods, resources, and services simply will not be sufficient to go around. For example, your municipality may face shortages in

- the number of doctors and nurses who are available to help
- medical supplies (first aid and prescription and non-prescription medications)
- food
- gasoline and utilities

Although these shortages will affect your municipality at the family and individual level, they will also have an impact on the workers who are responsible for *responding* during the disaster. Initially, most leaders tend to think of the people who are sick with the flu as those who need resources the most. However, the indirect effects of the pandemic on all sectors of your municipality will make it critical for you to also consider those who are responsible for bringing needed goods and services to the people of your municipality.

If, for example, you receive *one* shipment of food, potable water, antiviral medications, or gasoline, you will need to guide your distribution according to set priorities, so that these can be used to support the well-being of the entire municipality and reduce the number of deaths.

This means that, in addition to making sure that patients receive the care they need, workers or volunteers who provide support to families, or whose jobs or activities are considered essential to the functioning of your municipality, also receive priority. These workers and volunteers include those who provide law enforcement and other public safety functions, the utility workers who keep electricity running, and the information technology experts who keep the computers working. (See *How to Maintain Essential Services during a Pandemic* in Module 5.)

You will need to work with all of the sectors in your municipality to develop a list of the personnel who will have priority for available resources. Then, you will need to decide who, among them, will receive the available resources when resources are not sufficient for even the most essential workers. You or your MLT will need to accomplish all of this in a way that the public can understand and accept. In so doing, you will also continue to maintain a calm and supportive public.

To help maximize the use of scarce health resources and assist your health sector in planning for the care of the many people who will be sick and dying, read the tool assigned to this module, *How to Prioritize Care to Reduce Deaths during the Pandemic*.

IMMEDIATE ACTIONS FOR THE MAYOR/MLT

- Develop policies and a process to prioritize the distribution of essential goods and services across all sectors. Regularly monitor vulnerable households and individuals. Use the tools from Module 3, *Municipal Food and Livelihood Security Assessment* and *Organizing Communities to Support Households,* to help you with this.
- Task your health sector with clinical triage, and establish a plan for continued access to health care services at the household- and community-level. Use the tool from this module, *How to Prioritize Care to Reduce Deaths during the Pandemic*.
- Communicate with local business leaders and networks of families (without congregating them) to determine which business activities generate the goods and services needed by others, and to determine who can loan cash, fuel and other goods. Use *Municipal Food and Livelihood Security Assessment* and *Continuity of Government and Continuity of Operations Guide* to help you with this. (Modules 3 and 5)

Individual Assignments

1. Linking Non Pharmaceutical Interventions (NPIs) to Pandemic Periods

Using the scenario for La Paloma provided in Module 2, review the events during the early pandemic period. Develop a list of the NPIs that you think should be implemented at that time. Make a list who you think should be responsible for implementing them as well as who should be responsible for enforcing them (provide provide either specific individuals or a sector). Then, list any additional measures you might put into place during the peak period. Be prepared to discuss your list during the team meeting.
.

Please use this template below to complete your assignment:

Individual Assignment #1, Module 4: Linking NPIs to Pandemic Periods			
Early-Pandemic		**Peak Pandemic**	
NPI	**WHO?**	**NPI**	**WHO?**

2. Allocating Resources to Reduce Deaths

Each team member should:
1. Read the La Paloma scenario presented in Module 2, and then complete the following:
2. Use the Health Impact Projection Tool (Module 2) to
   a. determine the number of cases and deaths that would be expected in the municipality during the pandemic (population 35,000; category 5)
   b. calculate the number of cases in each of the four levels of care during the current week (week 4)
3. Use the tables provided below to compete this assignment. Bring the completed tables with you to the team meeting

Individual Assignment #2, Module 4: Calculations for a Population 35,000, Category 5 Pandemic for Week 4	
Total Cases	**Total Deaths**
Peak Calculation of Cases by Level of Care	
Level I:	**Level III:**
Level II:	**Level IV:**

Module 4 Team Meeting: Reducing the Spread of the Disease and Caring for People when Resources are Scarce

The following instructions are to help the team coordinator prepare for the team meeting.

Requirements for the meeting

- Find a time that all team members can be present. 100 percent attendance is highly desirable.
- Schedule at least 3 hours of uninterrupted time for the meeting.
- Find a space in which you can work without being disturbed.
- Tell people to bring their workbooks and their individual assignments with them:
    a. If possible, plan on viewing the tools on computers while you discuss them.
    b. If you will not have computer access during your team meeting, have participants bring hard copies of the tools.
- Have a calculator, flipchart paper and markers or a blackboard and chalk ready.
- Ask the participants to try to do the exercises on their own before the team meeting.
- Participants should help each other to complete any assignments that have not yet been complete.

Objectives

3. Ensure participants understand the concepts presented in the material
4. Ensure all participants review and evaluate each tool

Expected results

- All participants understand the material presented in this module.
- Each of the tools is evaluated by each of the participants.

Time: 3 hours

Instructions

6. The team meeting should be held at the end of the first week, or beginning of the second week. This is important as you will need time to complete the individual tool evaluations following the team meeting.

7. The team coordinator for the module should conduct a general participant discussion of the module content. Participants should provide sufficient time to ensure that all have understood the concepts.(1 hour)

8. Review the individual assignments using computers, calculators, and the flip chart or blackboard. Participants can work together to complete the assignments.   (30 minutes)

9. The team coordinator should then conduct the team assignments

   Team Assignment #1: Simulation exercise and discussion (1 hour)

   The team coordinator should come to the team meeting prepared to conduct the simulation exercise contained in the Training of Community Health Worker tool (annex 4). Conduct a discussion about:
   a. The need to train volunteers to assist with the care of Level 1 and 2 patients
   b. What are the challenges of training sufficient volunteers?
   c. What NPIs were used in this exercise, and what additional ones would need to be implemented in the community?
   d. Summarize your discussion in a word document and post to the Forum.

   Team Assignment #2: Discussion about access to care (30 minutes)

   Review the impact projections for the entire pandemic and for week 4 of the pandemic in the La Paloma scenario. After being sure that all participants understand how to generate these projections, discuss the realities of providing care for the patients. Think of your own municipality and the resources you will have available to care for them. Do your best to come up with a plan that will best achieve the objective of minimizing the number of deaths.
   a. How many health care providers do you have in your municipality?
   b. How can you train more people to be able to help out with the less skilled care, such as Level 2?
   c. Where in your municipality could you provide Level 3 care to patients?
   d. What challenges do you face in providing access to care to both pandemic and non-pandemic patients?
   e. Summarize your discussion in a word document and post to the Forum.

10. Following the team meeting, please post your completed assignments on the website in the Forum.

Evaluation of the Tools

Following the team meeting, but before the end of the module, each participant should complete the evaluation forms provided by the facilitator for every tool. This is very important, and completed tool evaluations are a requirement for the certificate at the end of the course. The completed tool evaluation forms MUST be filled out and emailed directly to the facilitator by the end of the module. Tool evaluations should be done individually and viewed only by the facilitator. Please do not post them to the team folder. (I hour)

Module 4, Posting the Team Assignments:

To conclude this module, the team coordinator organizes the flipchart notes; he or she summarizes the commentaries of the group; and names the team's document by module # and assignment #. The document is uploaded to the Forum on the VMPP website as explained in module 1.

The document must contain the following products:

- All completed team assignments, using any tables or other formats if provided
- A summary of the discussion of this module

At the end of the team meeting, the completed assignments and evaluations should be posted to the team folder.

Sharing in the Café:

Now we invite all of you to go to the Café to share your experiences, commentaries and concerns about this module with the other participants.

Reflections on Module #4:

Reflections on Module #4:

Module 5: Managing the Response, Keeping Government and Services Running, and Preventing Public Panic during a Pandemic

Learning Objectives:

At the end of this module you will:

7. Understand the basic components for a multi-sector response and clarify the role of the municipal leadership team in the response
8. Understand how to ensure continuity of government and essential services during a pandemic
9. Learn to effectively communicate with and calm the public to minimize deaths from a pandemic

Expected Outcomes:

The expected outcomes of this module will be:

12. Complete all individual and team assignments and upload them to the team files folder on the website
13. Review and evaluate the tools assigned to this module
14. Participate in a team meeting and the café

Tool 3   **Municipal Disaster Management for the Flu Pandemic**
While general disaster response capabilities will be needed during the pandemic, the complexities of the pandemic require a unique response. This tool will assist you in planning and implementing the coordinated multi-sector response that will be needed, and will help you to lead an effective response in order to reduce deaths during the pandemic.

Tool 4   **How to Maintain Essential Services during a Pandemic**
During the pandemic, workforce shortages and supply chain disruptions— along with social distancing—will require some businesses to close or reduce their operations. Further, municipal government officials may need to rethink how they provide essential goods and services. This tool takes you through each of the steps necessary for creating a plan to ensure the continuity, to the extent possible, of normal municipal activities in each sector.

Tool 5   **How to Prioritize Care to Reduce Deaths during the Pandemic**
This tool explains the importance of triage during a pandemic and how it differs from triage as commonly practiced under normal conditions. A pandemic or other catastrophic disaster will result in large numbers of sick or injured people who will overwhelm your community's health resources. Municipal leaders will be charged with developing policies and standards for the care of the sick and dying at a time when resources may not be sufficient to provide care for all those who need help. Using limited resources ineffectively could result in the preventable loss of yet more lives. But by planning, in advance, how to prioritize the use of scarce health resources during a pandemic, you can help ensure that care is provided to those who need it and can benefit from it most.

Tool 17   **Risk/Crisis Communication: Fundamentals for Public Officials**
Providing reliable, trustworthy information is crucial for the success of all the actions led by municipalities and civic organizations during a pandemic. This primer will guide you along the fundamental concepts and principles of effective communication for public officials.

Tool 18   **Preparing for a Pandemic Crisis: Communication Guidelines and Resources**
Sound communication before, during, and following emergency situations allows for effective and rapid responses to crises and disasters. This tool provides you with the practical resources you will need to organize an effective communications response in your municipality.

Tool 19   **Organizing a Pandemic Communications Response**
This tool will help you plan and use effective communication strategies, manage message content and delivery, and launch a communications effort so that the people of your municipality can: make good decisions, take care of affected relatives and neighbors, and have an active role in solving problems during response and recovery.

Tool 20   **Managing Dead Bodies**
In the event of a flu pandemic, municipalities can expect an increase in the number of deaths in their communities. Dead bodies in general, and those of flu victims, are generally not contagious. Nevertheless, municipalities must, oversee the logistics of recovery and identification as well as the provision of support to families. This tool will help prepare you to address this difficult task with a logistics overview and specific recommendations.

OBJECTIVES	THEMES	ACTIVITIES	TIME
At the end of the module, participants will: 1. Understand the basic components for a multi-sector response and clarify the role of the municipal leadership team in the response 2. Understand how to ensure continuity of government and essential services during a pandemic 3. Learn to effectively communicate with and calm the public to minimize deaths from a pandemic		**INDIVIDUAL WORK**	
	Managing the Response Keeping Government and Services Running Preventing Public Panic	Individual reading assignment	20 minutes
		Review the tools assigned to the Module: Municipal Disaster Management for the Flu Pandemic How to Maintain Essential Services during a Pandemic Managing Dead Bodies Risk/Crisis Communication: Fundamentals for Public Officials Preparing for a Pandemic Crisis: Communication Guidelines and Resources Organizing a Pandemic Communications Response	3 hours
		Individual evaluation of the tools	1 hour
	Individual Exercises	1. Who Do You Have and Who Else Do You Need?	20 minutes
		2. Identifying Essential Operations	20 minutes
		GROUP WORK	
	Team Meeting	General participant discussion of the module content and review of individual assignments	1 hour
		Completion of the team assignments 1. What Would You Do? 2. Developing Communication Messages	1 hour 1 hour
		Total time for team meeting	3 hours
		Total time for Module 5:	8 hours

Managing the Response to Reduce Mortality Rates

When disasters of any kind strike, the ability of an area to respond is often linked to two factors: 1) the presence of strong leadership and 2) the level of coordination among the various responding sectors. In the case of the pandemic, municipalities which experience the lowest number of deaths from a pandemic will likely to be able to be trace such an outcome back to these two factors.

Each municipality will be leading its own response during the pandemic. National governments will be overwhelmed and assistance from them or aid organizations will be minimal. In the end, the municipal leadership team will be held accountable for the level of impact a pandemic has on its populations. With good planning, with good communication with the public, and with a well coordinated response, you will be in a position to decrease the number of people in your municipality that get the flu, and the number that die from the flu.

While municipal preparedness for, response to, and recovery from a pandemic or other large scale disasters (such as earthquakes and hurricanes) can be very similar, the below box demonstrates why a pandemic requires special attention.

THE DIFFERENCE BETWEEN A PANDEMIC AND OTHER DISASTERS	
PANDEMIC	**OTHER QUICK-ONSET DISASTERS**
The shock lasts 12 weeks	The **ACTUAL** event is of short duration
It takes place **WORLDWIDE**	It usually takes place in a specific area of the country or in a specific area of the world
There is no help from others	Neighbors, aid agencies, and other countries are available to help
It involves a contagious disease	It does not usually primarily involve a contagious disease
To reduce the transmission of the disease, people **SHOULD NOT** allowed to gather or to seek public shelter	A municipality can provide emergency public shelter and allow people to gather

As the mayor or member of the **municipal leadership team (MLT)**, you will be responsible for the welfare of your population and for reducing death and suffering.

After the next pandemic, we will look back and understand which municipalities were affected the most and which suffered less. Most likely, the differences between the most and least affected municipalities will be related to what each did to prepare *before* the pandemic and how they responded *during* the pandemic.

You may well be one of the heroes of the next pandemic, having helped residents of your municipality to make it through with fewer deaths, less economic impact, and without social collapse. Protecting the people who live within your municipality will be primarily up to you and will require your strong leadership during a catastrophic time.

A successful pandemic response requires a leader—or leadership team—who is trusted by the people of the municipality, knows what to do to minimize deaths in this complex disaster, and has the authority to do it.

In some municipalities, the MLT may be responsible for responding to the pandemic. In others, the MLT may be able to continue to provide overall leadership and executive decision-making for the response, but a separate team—the **disaster management team**, composed of people from each sector of your municipality who will be in charge of helping you—may take over the actual operations of the response. This decision will need to be made at the municipal level, and will be dependent on the characteristics of the municipality and the resources available to it.

Municipal Disaster Management for the Flu Pandemic—Tool 3 will help you set up your response team.

Below, we briefly describe the specific steps you can take *before*, *during*, and *after* a pandemic. In addition to the steps and goals outlined here, and the "tools" that will help you achieve them, we include in this toolkit additional resources and background information to help you gain insight into the various challenges a pandemic will present.

In most cases, the tools will be used by your disaster management team. Your role, then, will be to delegate responsibility for these actions, where appropriate.

IMMEDIATE ACTIONS FOR THE MAYOR/MLT

1. Review the Municipal Pandemic Disaster Management tool.
2. Open an Emergency Operations Center.
3. Convene your Disaster Response Team.
4. Activate all personnel with sector responsibilities.
5. Provide, as needed, emergency pandemic training to the representatives of each of your municipality's sectors.
6. Provide, as needed, emergency pandemic training to community volunteers

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Keep the government running: make sure that clean water, food, basic sanitation, and other services and resources are available

A flu pandemic will have a devastating impact on your municipality's workforce. It will affect the workers who need to continue providing *essential services* to the people of your municipality, including those who (1) work in sanitation and waste disposal, (2) maintain the potable water supply for your municipality, (3) maintain your gas and electric services, and (4) transport goods. They will either be sick and unable to go to work due to disruptions in transportation systems or will be unwilling to go to work due to fear of contracting the disease.

Poor sanitation and/or a lack of clean water will lead to other serious diseases (such as malaria, Chagas disease, dengue, and cholera). These diseases can cause as many deaths as influenza itself, and possibly more.

When a pandemic hits, more people than ever will need health care services, yet fewer health care personnel than ever will be available to take care of them. In fact, at the peak of the epidemic, you can expect that 40% of all workers will be unable to work, either because they are sick, because they are caring for a family member who is sick, or because they are afraid to come to work.

These same factors will result in high rates of worker absenteeism across all the sectors as well as delays or interruptions in the delivery of supplies to your municipality. You will need to secure and protect critical goods, and ensure the continuation of essential services. Your challenge will be to identify those services that **MUST BE** continued, even at the height of the pandemic. See *How to Maintain Essential Services during a Pandemic*—Tool 4.

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IMMEDIATE ACTIONS FOR THE MAYOR/MLT

- Ensure that basic services and goods will continue to be provided to people in your municipality.

- Determine your municipality's need for additional staff to maintain essential services. If you will use volunteers, provide them with the emergency training they need.

- Identify vulnerabilities in critical goods and services and develop a plan to address these.

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Prevent public panic

When large groups of people are afraid of becoming sick, lack their basic needs, and feel a sense of suffering and despair, they are likely to respond in ways that can cause more panic and even more deaths. A calm and cooperative public, on the other hand, will work with municipal authorities to keep themselves and others in their municipalities as safe as possible.

To keep the people of your municipality calm, you will need to understand—*before* the pandemic—the *specific* challenges that your population will face and *how* to best

> After the pandemic is over, those municipalities that were able to keep their public well-informed and willing to support family- and community-level response strategies, are very likely to see lower rates of death and suffering.

communicate with your population during a time of crisis. Knowing this ahead of time will also help you develop a plan for how you will get information to households *during* a pandemic or other disaster—a successful plan will help you save lives.

In addition to strong leadership, preventing public panic will require anticipating the anti-social behaviors that some residents are likely to demonstrate (such as stealing and looting).

Finally, to help keep the people of your municipality calm, they will need to know that you can ensure their physical safety and that you can protect the key resources and services they need.

IMMEDIATE ACTIONS FOR THE MAYOR/MLT

1. Create and plan the dissemination of key messages to the public. These messages will include up-to-date, accurate information about how people can protect themselves, the status of food supplies, and how they can secure access to health care services.

2. Discourage migration. Find ways to give assurance to people in urban areas (who are most likely to see interruptions in the supply of food) that food will soon be as available to them as it is to those in rural areas. Provide them with whatever facts you can to give them the confidence they need to stay where they are.

3. Take **IMMEDIATE** steps to protect the most essential goods and resources. Prevent looting. Be prepared for stealing, and other acts of hostility or violence, to take place.

Individual Assignment

1. Who Do You Have and Who Else Do You Need?
Each participant should answer these questions.

Does your country / municipality have a disaster and / or pandemic response plan?

If yes, please find copies of available plans and use them to identify who is responsible for the following in your municipality during disaster:
- Which leaders from your community / municipality are already on a disaster management team?
- Identify the people will be given sector responsibility for each of the following sectors. If they have not been identified, assign sector responsibility.
  a. Continuation of Basic Services
  b. Public Safety
  c. Food Security
  d. Health Care
  e. Communications
- Who else needs to be included in the team for a pandemic (for example, schools are not usually on a general disaster team, but are needed in the pandemic)?

If no plans are available, please provide your own ideas for answering the above questions.

Please use this template below to complete your assignment:

Module 5: Assignment #1 Who Do You Have and Who Else Do You Need?		
Sector	**Person Responsible**	**Contact Information**
Municipal Governance		
Continuation of Basic Services		
Public Safety		
Food Security		
Health Care		
Communications		

2: Identifying Essential Services

Participants should work independently to complete this assignment
1. Identify three government or private services or businesses that must be continued during the pandemic and why they are essential
2. Identify three government or private services or businesses that could be suspended to support the essential ones.

Please use this template below to complete your assignment:

Module 5: Assignment 2 Identifying Essential Operations			
	First	Second	Third
3 essential services and why			
3 non-essential services and why			

Module 5 Team Meeting: Managing the Response, Keeping Things Going, and Preventing Public Panic to Reduce

The following instructions are to help the team coordinator prepare for the team meeting.

Requirements for the meeting

- Find a time that all team members can be present. 100 percent attendance is highly desirable.
- Schedule at least 3 hours of uninterrupted time for the meeting.
- Find a space in which you can work without being disturbed.
- Tell people to bring their workbooks and their individual assignments with them:
    a. If possible, plan on viewing the tools on computers while you discuss them.
    b. If you will not have computer access during your team meeting, have participants bring hard copies of the tools.
- Have flipchart paper and markers or a blackboard and chalk ready.
- Ask the participants to try to do the exercises on their own before the team meeting.
- Participants should help each other to complete any assignments that have not yet been complete.

Objectives

5. Ensure participants understand the concepts presented in the material
6. Ensure all participants review and evaluate each tool

Expected results

- All participants understand the material presented in this module.
- Each of the tools is evaluated by each of the participants.

Time: 3 hours

Instructions

11. The team meeting should be held at the end of the first week, or beginning of the second week. This is important as you will need time to complete the individual tool evaluations following the team meeting.

12. The team coordinator for the module should conduct a general participant discussion of the module content. Participants should provide sufficient time to ensure that all have understood the concepts.(30 minutes)

13. Review the individual assignments using the flip chart or blackboard. Participants can work together to complete the assignments.   (30 minutes)

14. The team coordinator should then conduct the team assignments

Team Assignment #1: What Would You Do? (1 hour)

Using the La Paloma scenario provided in Module 2, identify 2-3 key challenges for the disaster management team for each stage of the pandemic (pre-pandemic, early pandemic, peak pandemic, and recovery). The team members will count off by fours so that every member is either a one, two, three, or four. Split into the four groups, and have each group work on one of the stages. For example, the "ones" work on the pre-pandemic challenges, the "twos" work on the early pandemic challenges, etc.

	Pre-Pandemic	Early-Pandemic	Peak-Pandemic	Recovery
Module 5: Assignment 1 **What Would You Do?**				
Challenge 1				
Challenge 2				
Challenge 3				

Team Assignment #2: Developing Communication Messages (1 hour)

Each participant will be asked to develop one public health message at least a paragraph long using the La Paloma scenario introduced in Module 2 and the risk communication tools. The team members should again count off by fours so that four new groups are formed. Team members who fall into the "one" group will create a public message for the period just before the pandemic, the "twos" will be responsible for creating a public message for the very beginning of the response, the "threes" will develop a message for the height of the pandemic, and the "fours" will be responsible for developing a public message to support the recovery phase of the pandemic. Each group will present their messages, and the team coordinator will lead a discussion of the challenges of each pandemic period, and the messages.

	Module 5: Assignment #2 Developing Communication Messages			
	Pre-Pandemic	Early Pandemic	Peak Pandemic	Recovery
Message				

15. Following the team meeting, please post your completed assignments on the website in the Forum.

Evaluation of the Tools

Following the team meeting, but before the end of the module, each participant should complete the evaluation forms provided by the facilitator for every tool. This is very important, and completed tool evaluations are a requirement for the certificate at the end of the course. The completed tool evaluation forms MUST be filled out and emailed directly to the facilitator by the end of the module. Tool evaluations should be done individually and viewed only by the facilitator. Please do not post them to the team folder. (I hour)

Module 5, Posting the Team Assignments:

To conclude this module, the team coordinator organizes the flipchart notes; he or she summarizes the commentaries of the group; and names the team's document by module # and

assignment #. The document is uploaded to the Forum on the VMPP website as explained in module 1.

The document must contain the following products:

- All completed team assignments, using any tables or other formats if provided
- A summary of the discussion of this module

At the end of the team meeting, the completed assignments and evaluations should be posted to the team folder.

Sharing in the Café:

Now we invite all of you to go to the Café to share your experiences, commentaries and concerns about this module with the other participants.

Reflections on Module #5:

Reflections on Module #5:

Module 6: Completing the Program

Purpose

In this module, we will reflect on the experience of the VMPP Program. We will ask you to share your observations with other participants and evaluate the impact of this type of blended learning on introducing the municipal level toolkit, your work, your work as a team, and personally. We also invite you to explore ways of continuing to address the challenges identified by your team during the program.

Objectives

At the end of this module, participants will be able to:

1. Explain the importance and usefulness of the tools in the previous modules in helping your municipality prepare for and respond to the next pandemic.
2. Provide feedback to the facilitators on the usefulness of the program.

OBJECTIVES	*TOPICS ACTIVITIES*	*TIME*
At the end of this module, participants will be able to: 1. Explain the importance and usefulness of the tools in the previous modules in helping your municipality prepare for and respond to the next pandemic. 2. Provide feedback to the facilitators on the usefulness of the program	Review of the tools in the Municipal level pandemic preparedness toolkit. Complete the program evaluation.	2 hours 30 minutes

Over the last 8 weeks you have been introduced to, used, and evaluated the following tools and we would like for you to reflect back on them again. We are very grateful for your evaluation of these tools. If you have not done so yet, please be sure that we have completed evaluations from you for each of the tools. This is required for your certificate of completion of the program. Your feedback will help us make them more useful for people such as yourselves having to deal with preparing their municipalities for the next pandemic.

Tools for Surviving a Pandemic

Tool 1 **Understanding the Threat of a Flu Pandemic**
A learning guide in the form of a Power Point slide presentation, this tool is especially useful for those who don't know much yet about pandemic influenza or its potentially wide-ranging effects on communities. It is intended for training the people who will be responsible for planning and response so that they know what to expect from a pandemic scenario. (Detailed notes are provided under each slide to assist presenters in providing this training.)

Tool 2 **Actions to Limit the Spread of the Pandemic in Your Municipality**
This tool explains the approaches available to limit the spread of the illness and tells you how and when to implement them. Pharmaceutical interventions involve, for example, vaccines and antiviral medications to prevent and treat the disease or its complications. Because it will not be possible to manufacture vaccines for the initial pandemic wave, and certain barriers will prevent the use of antiviral medications, most countries will need to protect their populations without either of these interventions. This tool describes non-pharmaceutical interventions, such as social distancing, that municipalities can use to try to limit the spread of the disease.

Tool 3 **Municipal Disaster Management for the Flu Pandemic**
While general disaster response capabilities will be needed during the pandemic, the complexities of the pandemic require a unique response. This tool will assist you in planning and implementing the coordinated multi-sector response that will be needed, and will help you to lead an effective response in order to reduce deaths during the pandemic.

Tool 4 **How to Maintain Essential Services during a Pandemic**
During the pandemic, workforce shortages and supply chain disruptions—along with social distancing—will require some businesses to close or reduce their operations. Further, municipal government officials may need to rethink how they provide essential goods and services. This tool takes you through each of the steps necessary for creating a plan to ensure the continuity, to the extent possible, of normal municipal activities in each sector.

Tool 5   **How to Prioritize Care to Reduce Deaths during the Pandemic**
This tool explains the importance of triage during a pandemic and how it differs from triage as commonly practiced under normal conditions. A pandemic or other catastrophic disaster will result in large numbers of sick or injured people who will overwhelm your community's health resources. Municipal leaders will be charged with developing policies and standards for the care of the sick and dying at a time when resources may not be sufficient to provide care for all those who need help. Using limited resources ineffectively could result in the preventable loss of yet more lives. But by planning, in advance, how to prioritize the use of scarce health resources during a pandemic, you can help ensure that care is provided to those who need it and can benefit from it most.

Tool 6   **Health Impact Projection Tool and User Guide**
This step-by-step electronic tool will help you use your municipality's health care resources wisely to achieve the best possible outcome—the most lives saved—during a flu pandemic. By entering three characteristics of your municipality, you can use the tool to generate estimates of the number of cases of flu and the number of deaths you can expect during each week of the outbreak. The tool categorizes the expected cases of flu into the four different levels of care that the people of your municipality are expected to need.

Tool 7   **Guide to Municipal Health Planning for Pandemic Influenza Preparedness and Response**
This tool is designed to be used by your local health sector experts to develop a pandemic health preparedness and response plan with buy-in and support from key Ministry of Health personnel. With step-by-step instructions for the planning process, templates, and examples, this tool will help you create a plan that's tailored to your municipality.

Tool 8   **Training Your Community Health Responders (Parts I–III)**
The Humanitarian Pandemic Preparedness Initiative (also known as "H2P") developed a model step-by-step training program for community health responders that we have adapted for this toolkit. Community health responders are those people in your community who will receive training about how to slow the spread of the illness and who, in turn, will offer guidance and care in your municipality during the crisis. This tool provides a curriculum with which to educate community health responders and other volunteers about the pandemic, the effective use of four flu-fighting behaviors, and how people—including the community health responders themselves—can avoid getting sick.

Tool 9   **Understanding Food Security**
When there is "food security" in your municipality, it means that everyone in your community can grow, buy, or trade enough of the nutritious food they need to have a healthy and active life. This tool describes how a pandemic will impact the food security of your community and how early planning before a pandemic can help a community prevent many of its negative impacts on food security. It will help leaders decide which type of response specific to food security may be most appropriate to survive a wave of the pandemic.

Tool 10   **Understanding Food Security and Livelihood *Risk Classification* Workbook**
This workbook contributes to an assessment of the risk of food insecurity in the municipality as a result of a pandemic. It is important to remember that all areas experience some level of risk. The risk workbook provides a measure of the ***relative*** risk in one area of a municipality in relation to another area in the same municipality. Risk level is classified into three categories: highest, medium, and lowest. The ranking is based on the risk of loss of livelihoods and the ability to secure the necessary food requirements during a pandemic outbreak. Combined with the information on potential impacts, these data will help planners understand why certain areas should be prioritized for preventative action.

Tool 11   **Understanding Food Security and Livelihood *Impact* Workbook**
This workbook provides a way to evaluate the potential food security impacts of a pandemic. Using data provided by the users, it calculates the numbers of people, classified by primary livelihood activity, that are at risk of becoming food insecure as the result of the pandemic. The workbook will help municipal leaders to identify populations that are currently food insecure and those vulnerable to future food insecurity as a result of a pandemic.

Tool 12   **Food and Livelihood Security Assessment**

During a flu pandemic or other disaster, it will be important to identify the people within your population who will be most at risk. This step-by-step assessment tool will help you determine who is most affected by poverty and hunger in your municipality, who will suffer most from the impact of a pandemic in terms of their ability to put food on the table, and the best way to reach those who need the most help.

Tool 13   **Preparedness Planning for Households**
During a pandemic, families will either suffer because food and basic goods are not available or because they are not physically or financially accessible. This tool will help volunteers and community representatives raise awareness at the family level about the necessity of disaster preparedness in the area of food and livelihood security. It provides critical information that can be presented at community gatherings prior to the onset of a pandemic to increase everyone's ability to cope.

Tool 14   **How to Acquire and Distribute Food during a Flu Pandemic**
During a pandemic, people who do not have access to food or cannot afford enough of it will need immediate assistance. This tool describes the logistics of planning food purchases and stockpiling food in your municipality and explains how to distribute food safely during a pandemic.

Tool 15   **How to Implement Cash Transfers**
Once health, economic, and social impacts begin to unfold in a pandemic, municipalities may need a mechanism by which to provide people who experience a sudden loss of income with the money they require to meet their basic needs. This tool will show you how to provide assistance to families through cash transfers when sufficient and affordable food is available for purchase.

Tool 16   **Organizing Community Volunteers**
During a pandemic, all of the sectors in your municipality will probably be overwhelmed and unable to respond to the needs of your population. Volunteer neighborhood and community organizations can help fill this gap. This tool helps response leaders and planners inform families of the critical role they play in supporting community efforts to ease the impact of the pandemic on the community as a whole.

Tool 17   **Risk/Crisis Communication: Fundamentals for Public Officials**
Providing reliable, trustworthy information is crucial for the success of all the actions led by municipalities and civic organizations during a pandemic. This primer will guide you along the fundamental concepts and principles of effective communication for public officials.

Tool 18   **Preparing for a Pandemic Crisis: Communication Guidelines and Resources**
Sound communication before, during, and following emergency situations allows for effective and rapid responses to crises and disasters. This tool provides you with the practical resources you will need to organize an effective communications response in your municipality.

Tool 19   **Organizing a Pandemic Communications Response**
This tool will help you plan and use effective communication strategies, manage message content and delivery, and launch a communications effort so that the people of your municipality can: make good decisions, take care of affected relatives and neighbors, and have an active role in solving problems during response and recovery.

Tool 20   **Managing Dead Bodies**
In the event of a flu pandemic, municipalities can expect an increase in the number of deaths in their communities. Dead bodies in general, and those of flu victims, are generally not contagious. Nevertheless, municipalities must, oversee the logistics of recovery and identification as well as the provision of support to families. This tool will help prepare you to address this difficult task with a logistics overview and specific recommendations.

Tool 21   **Helping Communities Recover from Pandemic Influenza**
The key challenge of an influenza pandemic recovery program lies in combining short-term strategies aimed at providing basic assistance to affected populations with longer-term strategies designed to remove constraints on social and economic well-being. This tool will help you focus on the need to ensure short-term income and resource transfers, rebuild family and community assets, and reconstruct local institutions that serve the poor and those most affected by the pandemic.

Program Evaluation

Our ten week period together is almost over, and the time has come to bring the program to a close. As a final exercise, let's think about our experience as you review the modules and what you have learned. Please write down your thoughts in the Forum in response to any one or all of the following questions:

1. What were the high points of the program?
2. What were some of the low points or frustrating times you encountered while participating in this program?
3. What progress has your team made towards understanding and preparing your municipality for the next pandemic?
4. How have the team meetings been useful?
5. How well was the individual work integrated with the work that your team was doing together?
6. How significant were your interactions with the other teams?
7. How will your team continue to work towards improving your preparedness and response?

When you have finished, review your notes, and then click 'submit' to complete your evaluation. Then move to the Café to share some of the highlights from your evaluation and any final thoughts with your fellow program participants.

Experiences with the program

Thank you for providing us with your final evaluation of the program. If you have not completed your evaluation on the website, please do so now. After you have clicked on the 'submit' button at the end of the evaluation on the website, and the facilitators have checked whether your team has fulfilled the other program requirements, you will be mailed your program certificate.

Staying connected

Even though we are about to end this program, we hope the process of personal and team learning about facing a pandemic at the municipality level will continue. We hope that you will have found the tools helpful in understanding and better preparing for the next pandemic

The Café will remain open for 3 three more months before we close down. We hope to 'see' you and your colleagues there as we are saying goodbye and reflecting on the impact of this program.

Thank you again for your active participation in this program. Keep doing your important work. We are cheering you on from afar.

Reflections on Module #6:

Reflections on Module #6: