

AGRICULTURAL KNOWLEDGE RESOURCE CENTER

Session 3

Rich picture for complex situation

11:30-12:45

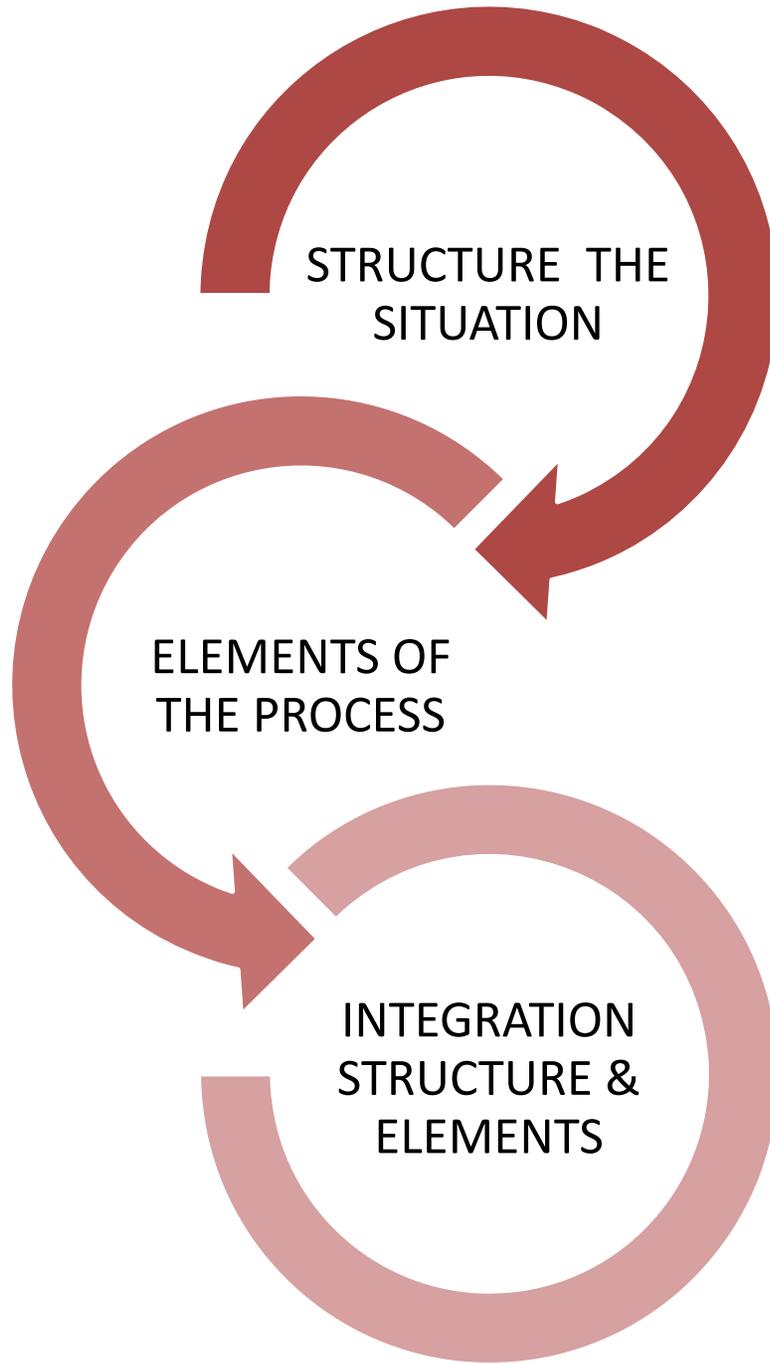
30 minutes drawing (5 groups)

Presentation of pictures

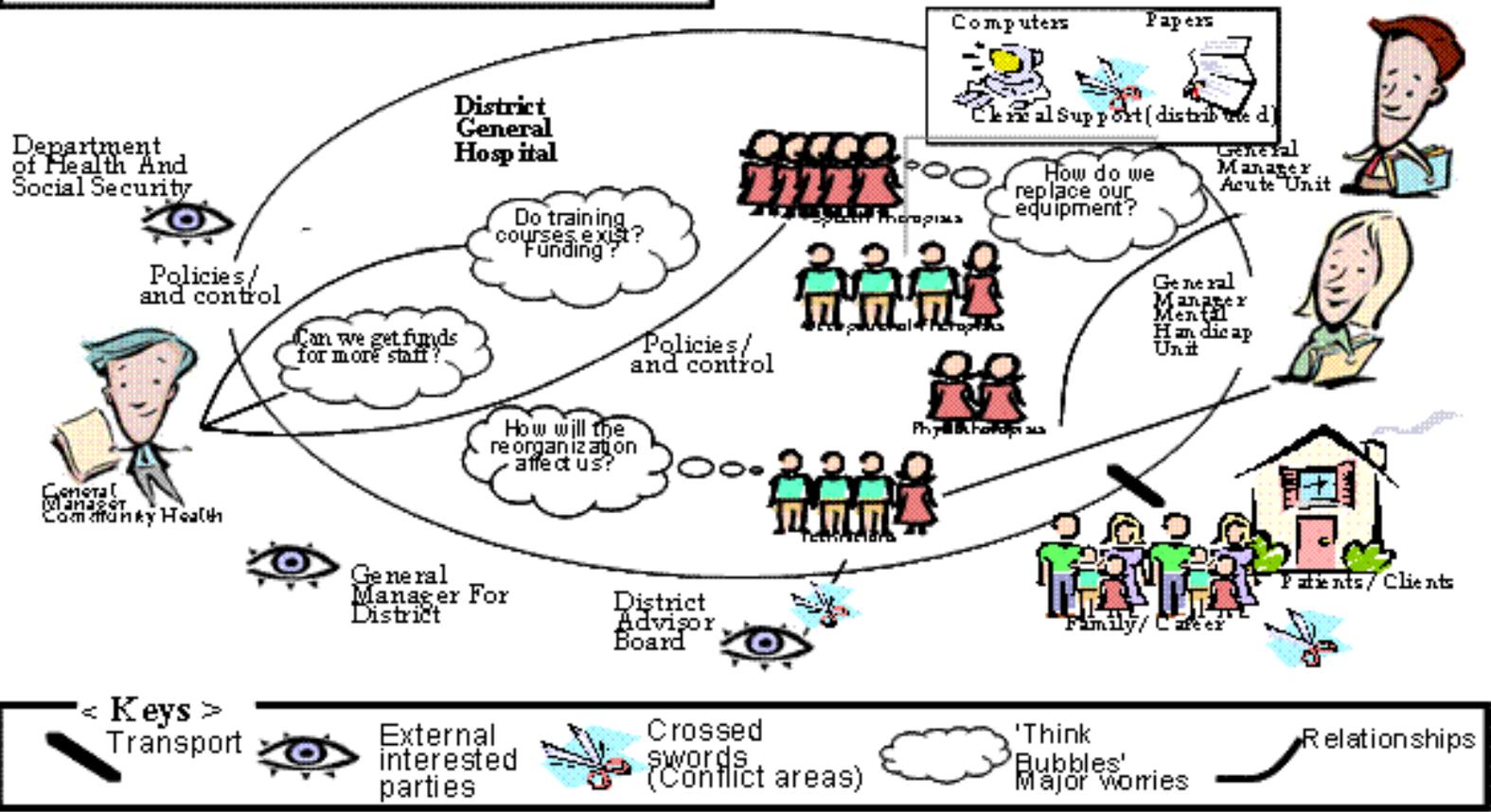
Regional validation

Big rich picture

STATE OF CHANGE



An Example of a Rich Picture





***The CIARD Movement:
Re-visioning a global
partnership for local
benefit***

Opening Access to Knowledge in Agriculture

Krishan Bheenick, Snr Programme Coordinator, Knowledge Management, CTA
Stephen Rudgard, Chief, Knowledge and Capacity for Development, FAO

XIVth World Congress of the IAALD, July 2013, Mann Library, Cornell University

Using Knowledge to power Innovation

-  Innovation is knowledge-intensive and requires greater information sharing/exchange
-  Access to research outputs is essential to address problems
-  Effective information use enhances innovation within and among communities
-  Greater use of information will accelerate rural development



Opening Agricultural Knowledge

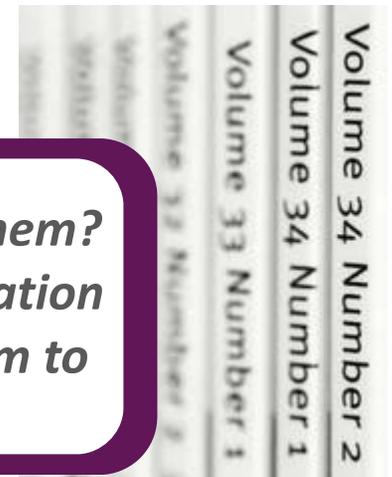
The Practical Dimension

Low investment in opening knowledge – organizations invest very little in communicating their knowledge and ensuring it is adapted to rural needs or even accessible on the Internet

Often ‘public’ information is like this



*We produce results, but what happens to them?
It seems that much useful data and information
is not accessible and the farmers don't seem to
benefit*



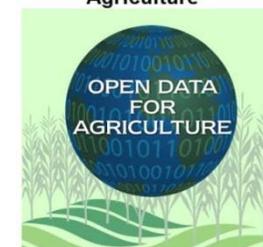
Opening Agricultural Knowledge - trends

The Policy Dimension



OPEN DATA

G-8 International
Conference on
Open Data for
Agriculture



OPENING KNOWLEDGE

OPEN ACCESS



WHAT IS NEEDED



An integrated twin-track approach of good policy and practice



Capacity development – a cornerstone



A collective effort - adopt proven practices and tools

A coordinated approach will reduce costs and guide, train and motivate staff in research organizations to make the results of research more accessible and usable

COHERENCE IN PARTNERSHIP & ACTION



*“opening agricultural knowledge
for development”*

A Global Movement

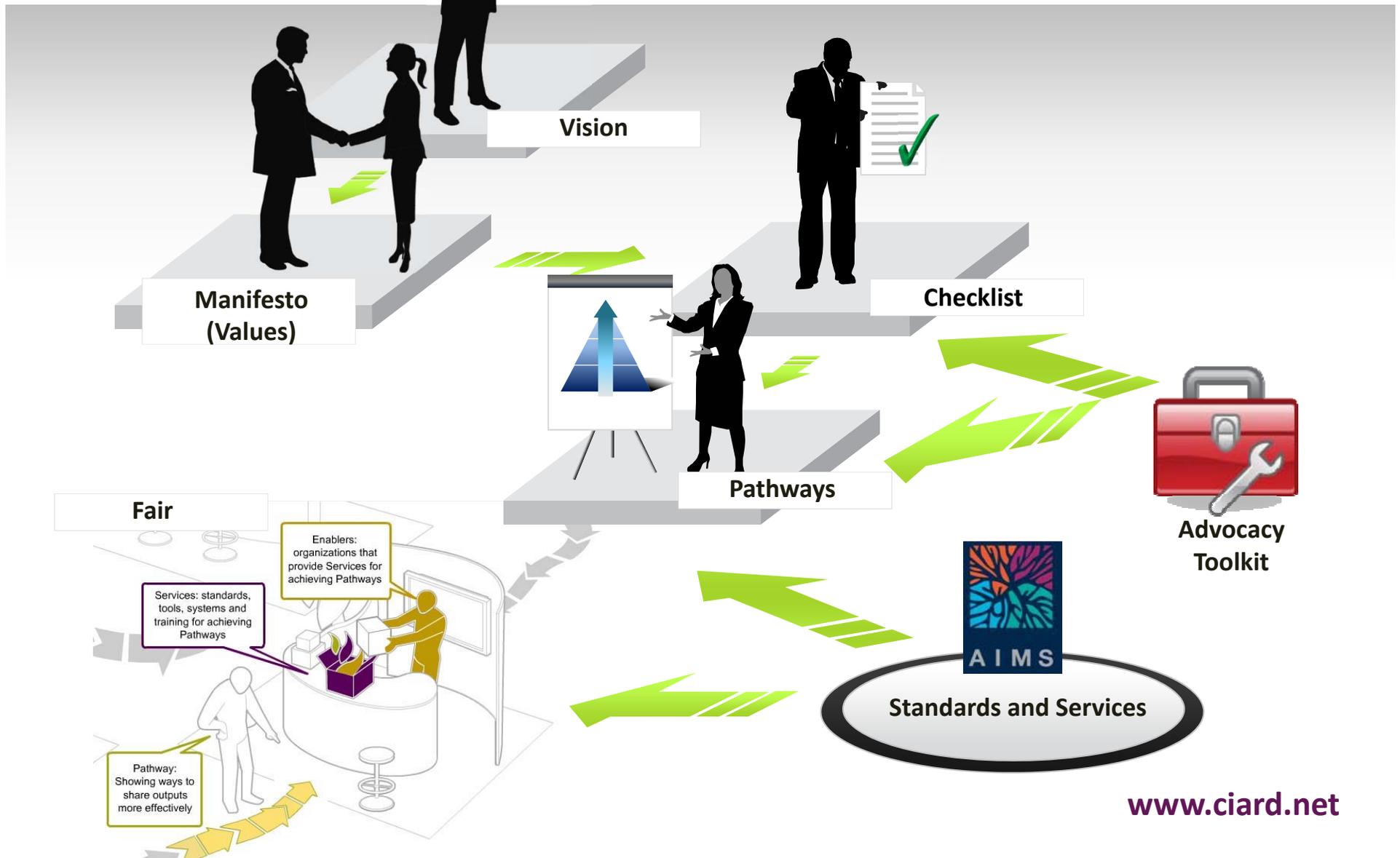
15 Founding Partners



And now 400+ other organizations

All working to ensure that information become more accessible to those who need them

CIARD Framework





Routemap to Information Nodes and Gateways

Global Registry

414 information providers

813 open information services in agriculture

- **369** document repositories
 - **6 million** accessions
- **900,000** full text documents

CIARD Ring is a platform
for the next generation of
information services

Support for overcoming the Challenges in Research Communication

Our institution has no policy on communicating its outputs

CIARD Pathways describe institutional policies

We don't have time to adapt our results into the what extensionists want

We have no systems and tools for Internet dissemination

CIARD Fair provides open source tools

Other scientists will publish our results if we share them

CIARD Pathways describe IPR policies

There are no staff with the skills in digital technologies

CIARD offers free learning resources

2008 onwards: Meetings/events for partners, electronic discussions, development of CIARD products & initiatives

Advocacy, Advocacy, Advocacy !

Shared, distributed coordination – subsidiarity

2009: CIARD consultation in Africa at FARA – “...CIARD gives us a global framework for what we have been trying to do at individual and institutional level; now I feel empowered to tell my Director ...”

Endorsement for CIARD at GCARD-1, FARA Gen. Assembly (2010)

2011: A CIARD global consultation process on “Developing a framework for data and information sharing”

Advocacy! Advocacy! Advocacy!

Endorsement for CIARD at

G20 MACS & GCARD-2 (2012)



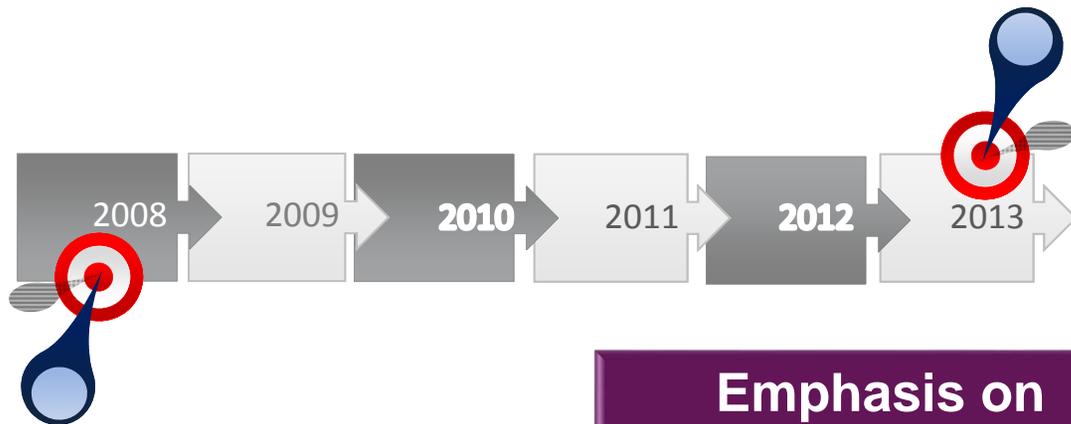
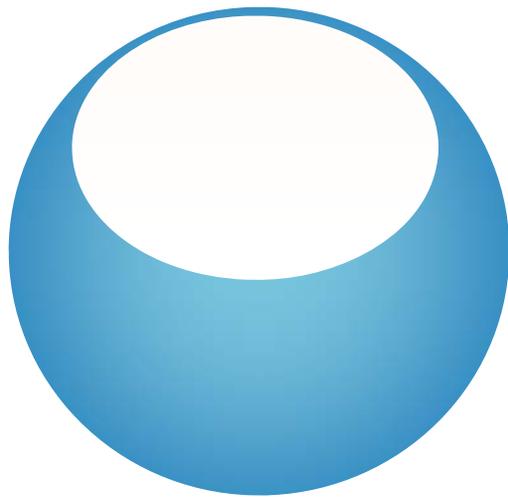
**A Review of
CIARD:
2008 - 2013**

**Global CIARD
Consultation,
May 2013**



The Vision is changing

The proposed new CIARD vision:
“to enable the sharing and exchange of data, information and knowledge for agricultural development.”



The original CIARD vision: “to make agricultural research information and knowledge publicly accessible to all.”

Emphasis on innovation for smallholders

PRIORITY AREAS IDENTIFIED (2008-2013)



To improve investment through introduction of sound policies and coordinated approaches



To develop institutional capacity through encouraging self-sufficiency and empowerment



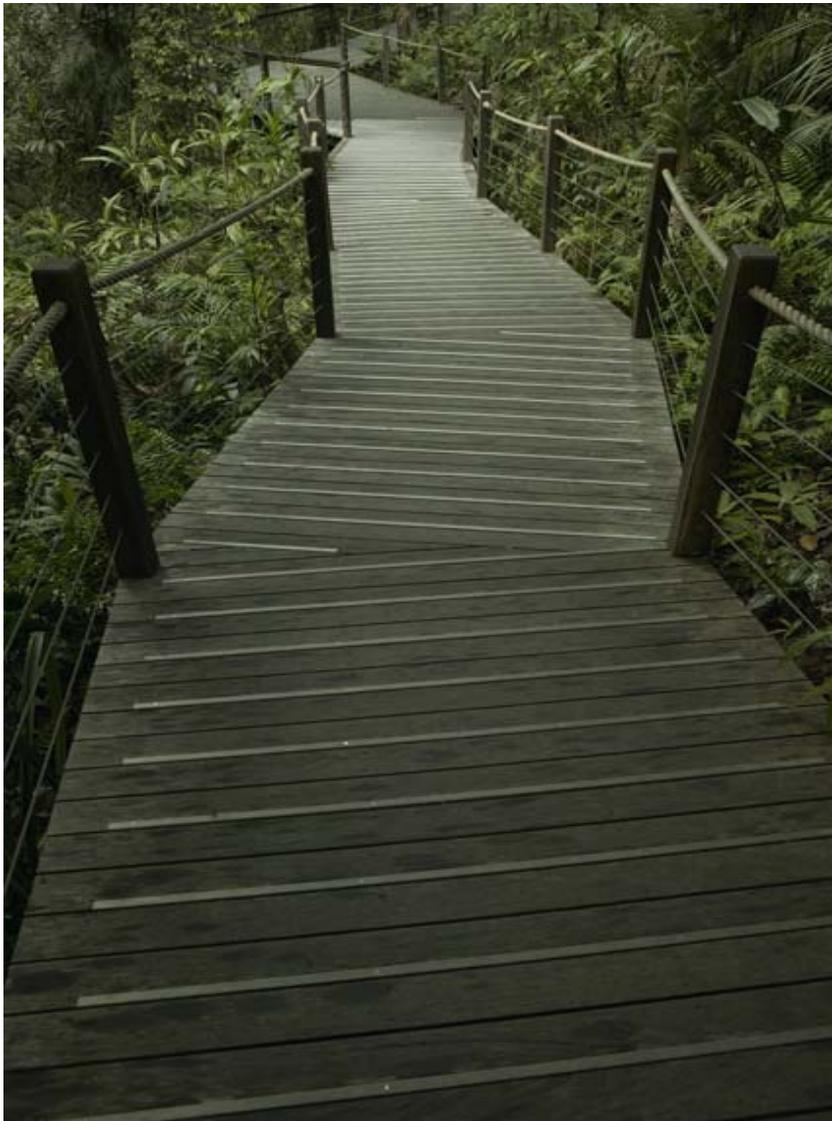
To make data and information accessible by promoting open content and common standards

PROPOSED NEW OBJECTIVES

-  **To advocate and promote openness** for all types of agricultural knowledge and data
-  **To share validated policies, practices, and tools**
-  **To be an agent of change** contributing to efficiency and lower cost of knowledge sharing
-  **To enlarge the CIARD Community**
-  **To show evidence of impact**



Revise the Pathways



Organizational Culture and Capacity

Availability and Accessibility of Information and Data

**Sharing of Knowledge
(Social Processes)**



Revise the Pathways

A. Organizational culture and capacity

1. Advocate for openness

- *Advocate for the openness of research information and knowledge in an organization or network*
- *Advocate for the openness of research information and knowledge with national and international stakeholders*

2. Capacity development

- *Manage IPR (intellectual property rights) in an 'open' information environment*
- *Support OER (Open Educational Resources) for capacity development*

3. National strategy and policy

- *Advocate for a national network and repository/harvester*
- *Advocate for national knowledge sharing policies (research < > extension < > farmer knowledge sharing)*

4. Organizational structure, resource mobilization and allocation

- *Develop organizational strategy, policies and culture for information and knowledge openness*
- *Develop and sustain information and knowledge management in the organization or network*
- *Form partnerships for information and knowledge management*
- *Organize and manage information activities – invest in careers, skills and technology*

5. Monitoring and evaluation (M&E)

- *Monitor and evaluate (M&E) to drive development and innovation*
- *Monitor and evaluate impact for evidence of success*



Revise the Pathways

B. Availability and accessibility of information and data

1. Collecting and organizing information and data

- *Develop an institutional repository for digital material using tools and standards*
- *Create networks of digital content and workflow management*
- *Create and use research data*
- *Create a national repository, harvester or RING (if needed)*

2. Sharing digital information

- *Use international standards and data formats for open digital content*
- *Provide Open Access to digital content*
- *Repackage and repurpose information objects*

C. Sharing of knowledge (social processes)

1. Communicate using mainstream and social media

- *Use of digital social media to communicate information and knowledge*
- *Communicate using mainstream and specialist media (TV, radio, internet-radio, etc.)*

2. Development of content to meet user needs - extract and repackage knowledge for innovation

- *Repackage and repurpose information and knowledge for different stakeholders*

 Revise the Checklist to cover three areas:

- Institutional capacity
- Accessibility of Information/Data
- Sharing of knowledge

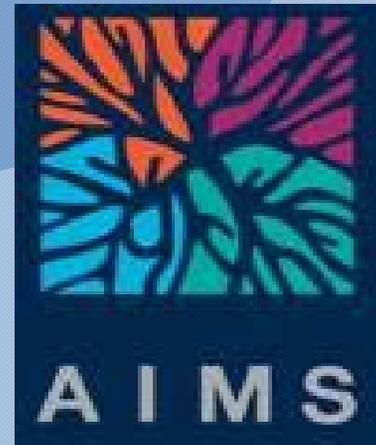
 Develop a set of indicators

 Develop case studies and success stories as an evidence base

 Strengthen the Advocacy Toolkit



Revise the website



Strengthen the CIARD Community and its role



Partnerships and Information Managers

- CIARD as a multi-dimensional learning initiative
- Sharing and discussing experiences and ideas among the CIARD partners: from technologies and policies to case studies and success stories
- Establish a virtual platform for the community to promote peer learning



Re-visioning a Global Partnership

Using Agricultural Knowledge to power Innovation

IAALD World Congress, July 2013

CIARD 
www.ciard.net



DETAILED CURRICULUM OUTLINE

(Version 18.12.2006)

Food Security Information for Action

Distance Learning to Support Capacity Building and Training for National and Local Food Security Information Systems and Networks

Based on the outcomes of a Consultative Workshop¹ entitled: "Distance Learning for Food Security Information Systems and Networks" held in FAO Headquarters, Rome, on June 28- 30, 2005.

18 December 2006

¹ The Consultative Workshop was co-organized by EuropeAid Cooperation Office (AIDCO), European Commission, the Technical Centre for Agricultural and Rural Cooperation ACP-EU (CTA), the FIVIMS Secretariat (supporting the development of food insecurity and vulnerability information and mapping systems) and the Food and Agriculture Organization of the United Nations (FAO).

Table of Contents

1. Distance Learning as part of the EC/FAO programme Phase II

2. Consultative Workshop

3. Target Audience

4. Structure this document

5. Detailed curriculum outline

Unit 1 Introduction

Lesson 1.1 Food Security: Concepts and Definitions

Lesson 1.2 Food Security and related Analytical Frameworks

Unit 2 Food Security Information Systems and Networks

Lesson 2.1 Food Security Information Systems (FSIS) and Networks Framework

Lesson 2.2 Using Food Security Information

Lesson 2.3 Strengthening the Existing Food Security Information System

Unit 3 Food Security Assessments for Action

Lesson 3.1 Introduction: Baseline Assessments vs Action-oriented Assessments

Lesson 3.2 Selecting a Baseline Assessment Method

Lesson 3.3 How can Baseline Assessment Strengthen Regular Monitoring

Lesson 3.4 How can Baseline Assessment Influence Decision Making

Lesson 3.5 Assessing Availability

Lesson 3.6 Assessing Access and Livelihoods

Lesson 3.7 Assessing Markets

Lesson 3.8 Assessing Nutrition

Lesson 3.9 Assessing Vulnerability

Lesson 3.10 Analyzing Assessment Outputs for Action

Unit 4 Food Security Indicators

Lesson 4.1 Introduction to Food Security Indicators

Lesson 4.2 Availability indicators

Lesson 4.3 Access and livelihoods indicators

Lesson 4.4 Marketing Indicators

Lesson 4.5 Nutrition/Health indicators

Lesson 4.6 Vulnerability indicators

Lesson 4.7 Threshold Indicators or Indicators Used as Triggers

Lesson 4.8 Community-based information collection

Lesson 4.9 Selecting Appropriate Indicators for Early Warning

Lesson 4.10 Selecting Appropriate Indicators for Response Programming

Lesson 4.11 Selecting Appropriate Indicators for Recovery Programming

Lesson 4.12 Selecting Appropriate Indicators for a Development Context

Unit 5 Targeting

Lesson 5.1 Introduction to Targeting

Lesson 5.2 Targeting for Development Context

Unit 6 Reporting

Lesson 6.1 Understanding the User's Information Needs

Lesson 6.2 Reporting for results

Lesson 6.3 Writing Effective Reports

Lesson 6.4 Reporting Formats for Food Security

Unit 7 Communication Techniques

Lesson 7.1 Techniques for Sharing and Building Knowledge

Lesson 7.2 Deciding on a Collaborative Assessment

Lesson 7.3 Advocacy Techniques

Lesson 7.4 Presenting Food Security Information: Tips and Techniques

Lesson 7.5 Communicating Food Security Information via the Web

1. Distance Learning as part of the EC/FAO Food Security Programme - Phase II

The curriculum is being developed as part of the EC/FAO Food Security Programme (FSP) entitled: "Food Security Information for Action" which aims at improving the availability and quality of food security information for the formulation of improved food security strategies, policies, programmes and interventions in countries subject to chronic food insecurity, protracted crises and economic transformation.

The distance learning curriculum is meant to respond to the Programme's objectives which are to:

- 1) improve the collection, management, analysis and dissemination of food security information;
- 2) reinforce at national and local levels the capacity to formulate policies, strategies and programmes integrating food insecurity and vulnerability information; and
- 3) raise awareness of governments, local actors and international community on the impact of food insecurity on related policies.

The distance learning curriculum will address a variety of interrelated topics and will be designed in such a way that learners from several disciplines of various levels of experience can create tailored courses by designing their own program of study to meet their training needs.

The approach used to develop the learning curriculum will be based on the methodology being used for the Information Management Resource Kit (IMARK), a partnership-based e-learning initiative led by FAO in operation since 2000. The interface and instructional design methods developed for IMARK will serve as the basis for the development and delivery of the distance learning curriculum to support food security information systems.

IMARK offers a common platform for a wide range of subjects and materials to be delivered on CD or via the Internet, and the interface has been designed to operate with a minimum of hardware requirements so that learners who do not have access to the latest generation of computer equipment and software will still be able to access the materials.

2. Consultative Workshop

The Food and Agriculture Organization organized a Consultative Workshop entitled "Distance Learning for Food Security Information Systems and Networks" on 28-30 June 2005 at FAO Headquarters in Rome, Italy. The primary goal of the consultative workshop was to review and revise a proposed outline for a distance learning curriculum to support capacity building and training for national and local food security information systems and networks.

The consultative workshop brought together twenty-seven experts and institutional representatives with a stake in food security information systems to review the proposed curriculum, and to provide inputs for the design of the curriculum in order to incorporate the views of a wide range of external experts and potential users.

The workshop was organized as part of the EC/FAO Food Security Programme entitled: "Food Security Information for Action" with support from the Technical Centre for Agricultural and Rural Cooperation ACP-EU (CTA), the EuropeAid Cooperation Office (AIDCO), European Commission, and the Secretariat of the inter-agency FIVIMS² initiative based at FAO.

3. Target Audience

Workshop participants were asked to consider the proposed target audience for the curriculum. The participants agreed with the original definition of the target audience in the curriculum outline as follows:

- Mid-level managers, technical staff involved with the collection, management, analysis and reporting of food security information.
- Policy formulators, planners and program managers who engage in interdisciplinary dialogue and the formulation of policies, strategies, programmes and interventions designed to enhance food security.

4. Structure of this document

In order to assist authors in formulating and developing learning content, the curriculum outline provides details and guidance for each lesson as follows:

Guidelines and suggestions for authors that help define the scope of the lesson.

Lesson learning objectives describe the knowledge and skills that the learners will have acquired by the end of the lesson.

Scope notes for each learning step, which provide advice to authors on the information to include, the topics and concepts to be developed in detail.

Resource pointers for each lesson, which provide additional sources of information that might be useful to both content authors and the learners.

² The FIVIMS Initiative supports the development of food insecurity and vulnerability information and mapping systems at country level.

5. Detailed curriculum outline

Unit 1 Introduction

Lesson 1.1 Food Security: Concepts and Definitions

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand basic food security and vulnerability concepts that are used throughout the module; and
- understand the difference and relationship between chronic, acute and transient food insecurity;
- understand linkages between poverty, food insecurity, hunger and malnutrition.

Guidelines and suggestions for authors

- Provide a common base for further discussion rather than trying to cover concepts in depth, and be as clear and simple as possible.
- Use scenarios to introduce basic food security and vulnerability concepts applied to different contexts. Illustrate differences between chronic, acute and transitory food insecurity.
- Use the broad food security paradigm as endorsed by the World Food Summit, including availability, access, utilization and stability as key food security dimensions.
- Discuss and illustrate through concrete examples different contexts in which food security information is needed (i.e. for purposes of early warning, response planning, transition or recovery programming and the formulation of development strategies or policies); ensure that all food security dimensions are covered (availability, access, utilization, stability) (transient, acute and chronic).

Learning Step 1.1.1 Basic definitions of food security (WFS definition) and vulnerability (exposure to risk, hazards, and ability to cope).

Learning Step 1.1.2 Basic concepts of chronic, acute and transient food insecurity.

Learning Step 1.1.3 How different food security contexts focus on different aspects of transient, acute or chronic food insecurity, and how this relates to food security information and appropriate action.

Learning Step 1.1.4 How the different levels (macro, meso, micro) require different information and different interventions/actions.

Learning Step 1.1.5 Illustrate how poverty reduction and food security objectives are linked to each other (importance of health, education, income, access to food, hunger, malnutrition; MDG1)

Resource pointers:

- *Strengthening Coherence in FAO's Initiatives to Fight Hunger /Anti-Hunger Programme*
<http://www.fao.org/docrep/meeting/007/J0710e.htm>
- *Four Dimensions of Food and Nutrition Security: Definitions and Concepts:*
<http://www.fnsproject.org/en/Documents/foodsecurity/P-01%20RG%20Concept%20.doc>
- *FIVIMS Tools and Tips Inter-Agency Working Group (IAWG). Understanding Food Insecurity And Vulnerability:* <http://www.fivims.net/static.aspx?lang=en&page=toolsandtips>
- *WFP Standard Analytical Framework:*
http://www.wfp.org/operations/vam/vam_in_action/saf_initial.html
- *Sustainable Livelihoods Module.* <http://www.odl.org.uk/rapid/Projects/R0093/index.html>
- *Office of Food for Peace/USAID. Food for Peace Strategic Plan for 2006-2010*
http://www.usaid.gov/our_work/humanitarian_assistance/ffp/ffp_strategy.2006_2010.pdf
- *Improving Household Food Security: Institutions, Gender, and Integrated Approaches. ICRW:*
www.ies.wisc.edu/lrc/live/basissem9911_panel3c.pdf
- *Food Security Strategies and Policies – FAO/ESA working paper 03-17:*
http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/007/ae050e/ae050e00.htm
- *World Food Summit: Rome Declaration and Plan of Action. October 1996.* <http://www.fao.org/wfs/>
- *CARE's Livelihood Framework.* www.CARE.org

Unit 1 Introduction

Lesson 1.2 Food Security and related Analytical Frameworks

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand a basic food security analytical framework;
- discuss the utility and shortfalls of using national, regional, community and household food security models and concepts;
- identify the other major conceptual frameworks currently in use (i.e. poverty reduction, sustainable livelihoods framework);
- compare different frameworks, focusing on implications for policies and programmes;
- understand conceptual relationship between food security, poverty and sustainable development; and
- understand how policies and programmes to address food insecurity can also contribute to poverty reduction and improved nutrition as core development objectives (e.g. meeting MDGs);
- understand how markets relate to food security and food security analysis in the various food security contexts.

Guidelines and suggestions for authors

- The food security conceptual and analytical framework that is used throughout the module to frame the lessons should be clearly described. Comparisons to other frameworks are critical, but all other models and frameworks should be mentioned without detailed discussion, focusing on differences with the chosen model.
- The idea is to highlight common issues and explain differences in order to facilitate the communication among different frameworks, through the use of concrete examples.
- Discussions of frameworks should include vulnerability issues (i.e. risk factors that may cause food insecurity).
- In discussing the utility and shortfalls of using national, regional, community and household food security models and concepts, provide concrete examples of analytical models and some key/typical policies or program interventions associated with the particular model and their corresponding needs for food security analysis and information.
- In discussing how markets relate to food security and food security analysis, focus on a simple introduction of markets as a context, the source of possible hazards and an outcome of response.

Learning Step 1.2.1 The food security dimensions stemming from the World Food Summit definition.

Learning Step 1.2.2 Other food security analytical frameworks: USAID's, Sphere, UNICEF, Sustainable livelihoods (e.g.: DFID, EC).

Learning Step 1.2.3 Comparison of the different frameworks.

Learning Step 1.2.4 Illustrate through examples key policy and program decision makers needs for food security analysis and information.

Learning Step 1.2.5 illustrate with concrete examples how approaches can lead to different policy prescriptions and program design and what this implies for food security and the food security of

Learning Step 1.2.6 How to communicate common concepts from one framework or approach to another.

Learning Step 1.2.7 Relationship between food security, poverty, sustainable development and the MDGs.

Learning Step 1.2.8 Importance of reducing food insecurity to meet nutrition objectives or targets.

Learning Step 1.2.9 Importance of considering market factors in an analysis of food security.

Resource pointers:

- *Strengthening Coherence in FAO's Initiatives to Fight Hunger:*
<http://www.fao.org/docrep/meeting/007/J0710e.htm>
- *Four Dimensions of Food and Nutrition Security: Definitions and Concepts:*
<http://www.fnsproject.org/en/Documents/foodsecurity/P-01%20RG%20Concept%20.doc>
- <http://www.fnsproject.org/en/Documents/foodsecurity/P-01%20RG%20Concept%20.doc>
- *FIVIMS Tools and Tips Inter-Agency Working Group (IAWG). Understanding Food Insecurity And Vulnerability:* <http://www.fivims.net/static.aspx?lang=en&page=toolsandtips>
- *WFP Standard Analytical Framework:*
http://www.wfp.org/operations/vam/vam_in_action/saf_initial.html
- *World Food Summit: Rome Declaration and Plan of Action. October 1996.* <http://www.fao.org/wfs/>
- *Sustainable Livelihoods Module.* <http://www.odi.org.uk/rapid/Projects/R0093/index.html>
- *Office of Food for Peace/USAID. Food for Peace Strategic Plan for 2006-2010*
http://www.usaid.gov/our_work/humanitarian_assistance/ffp/ffp_strategy.2006_2010.pdf
- *Improving Household Food Security: Institutions, Gender, and Integrated Approaches. ICRW:*
www.ies.wisc.edu/ltc/live/basissem9911_panel3c.pdf
- *Food Security Strategies and Policies – FAO/ESA working paper 03-17:*
http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/007/ae050e/ae050e00.htm
- *FAO SOFI 2005 (Hunger and MDGs)*
- *The Asset Vulnerability Framework: Reassessing Urban Poverty Reduction Strategies. Moser:*
http://www.tessproject.com/products/seminars&training/seminar%20series/Assets_Materials/Reassessing_Urban_Poverty_Reduction_Strategies.pdf
- *Downing, T.E., 1991. "Assessing socio-economic vulnerability to famine: frameworks, concepts and applications". FEWS Working Paper 2.1. USAID, Washington. 102 pp*
- *Household Food Security and Household Vulnerability to Food Insecurity: The Concepts. IFAD:*
http://www.ifad.org/gender/thematic/guatemala/quat_2.htm
- *Measuring Food Security: The Frequency and Severity of Coping Strategies. Maxwell:*
www.ifpri.org/divs/fcnd/dp/papers/dp08.pdf
- *Social Risk Management, World Bank Social Protection Unit:* www.worldbank.org/srm
- *Tomorrow's Hunger: A Framework For Analyzing Vulnerability To Food Insecurity - Christian Romer Løvendal and Marco Knowles:* <ftp://ftp.fao.org/docrep/fao/008/af140e/af140e00.pdf>
- *CARE's Livelihood Framework.* www.CARE.org
- *Strengthening Coherence in FAO's Initiatives to Fight Hunger*

Unit 2 Food Security Information Systems and Networks

Lesson 2.1 Food Security Information Systems (FSIS) and Networks Framework

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand the institutional and operational framework of a Food Security Information System (FSIS);
- identify the major components of a FSIS and the various institutions engaged in gathering, analyzing and reporting information relevant to food security;
- identify the major actors using and relying on food security information systems; and
- understand the relative importance of different food security information system components to different contexts of food security.

Guidelines and suggestions for authors

- Introduce learners to the whole FSIS (institutions, people, processes, applications, etc) prior to introducing them to different scenarios.
- In presenting a standard FSIS, provide a diagram of the FSIS and available approaches, e.g., FIVIMS.
- Describe primary and secondary data collection, management and analysis, and the process of moving from analysis to identify recommendations and from recommendations identified through an assessment to action in different scenarios including as fragmented or rudimentary FSIS.

Learning Step 2.1.1 Food security information systems (FSIS) and type of questions and corresponding information needs they have.

Learning Step 2.1.2 A standard FSIS

Learning Step 2.1.3 What institutions are engaged, and how.

Learning Step 2.1.4 Types of information collected, who collects it and how it is used in early warning.

Learning Step 2.1.5 Types of information collected, who collects it and how it is used in response planning.

Learning Step 2.1.6 Types of information collected, who collects it and how it is used in recovery programming.

Learning Step 2.1.7 Types of information collected, who collects it and how it is used in the formulation of development strategies and component food security related programmes, including contingency planning.

Resource pointers:

- *Early Warning Monitoring and Reporting: Towards a broader approach SADC (resource location (url) to be identified)*
- http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3326_FSIS_Review_JShoham_SC_UK_2005.pdf
- *Food aid targeting in East Africa, Kay Sharpe, March 1999: Consultancy report for FEWS project, REDSO/USAID, PO Box 66613, Nairobi, Kenya: www.fews.net/resources/gcontent/pdf/1000010.pdf*
- *FEWS guidance: www.fews.net*
- *FIVIMS framework: www.fivims.org*

Unit 2 Food Security Information Systems and Networks

Lesson 2.2 Using Food Security Information

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify the major users of food security information systems and their needs;
- understand the relative importance of different food security information – outputs and products - to different contexts of food security;
- understand how food security information from different components of the FSIS can be combined, analyzed and interpreted differently across the four food security contexts;
- understand how the FSIS and network functions at different levels of operations (e.g.: district, regional and national level) and what the potential roles these decentralized units are in carrying out key activities under the different food security contexts; and
- compare FSIS approaches for management and for planning (e.g., FIVIMS approach).
- Understand what type of market information is particularly relevant for food security analysis

Guidelines and suggestions for authors

- The lesson focuses on FSIS from the information user's perspective. Describe how the information produced by a FSIS can be used by different actors (explain how information extracted for one purpose such as response programming could be more effectively used for other purposes such as how information used in constructing contingency plan could be incorporated into the formulation of a development strategy, or how district-level food security committees could provide input and assist in the design and execution of decentralized poverty alleviation strategies).
- Describe different contexts of information use: early warning, response planning, recovery programming and strategy development.
- In describing basic practices for sharing databases and other food security information, identify key issues and potential pitfalls to avoid and provide references for a more detailed and thorough coverage of the topic.
- Discuss basic market information and which type of information is most relevant for food security and what are common gaps
- Discuss how market information can be integrated with other food security information to improve food security analysis

Learning Step 2.2.1 Food Security Information Uses.

Learning Step 2.2.2 Challenges to sharing information among institutions and actors.

Learning Step 2.2.3 Information sharing mechanisms (both legal and practical aspects)

Learning Sept 2.2.4 Basic practices for sharing databases and other food security information.

Learning Sept 2.2.5 How market information can be relevant for food security analysis

Resource pointers:

- *Early Warning Monitoring and Reporting: Towards a broader approach SADC (resource location (url) to be identified)*
- http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3326_FSIS_Review_JShoham_SC_UK_2005.pdf
- *Food aid targeting in East Africa, Kay Sharpe, March 1999: Consultancy report for FEWS project, REDSO/USAID, PO Box 66613, Nairobi, Kenya: www.fews.net/resources/qcontent/pdf/1000010.pdf*
- *FEWS guidance: www.fews.net*
- *FIVIMS framework: www.fivims.org*

Unit 2 Food Security Information Systems and Networks

Lesson 2.3 Strengthening the Existing Food Security Information System

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand a method to assess food security information systems and other systems related to food security in terms of relevance and performance to the different food security contexts; and
- understand how to take advantage of identified strengths and address identified weakness based on the user's needs, taking into consideration users needs, their objectives and activities.

Guidelines and suggestions for authors

- Learners should be provided with skills on how to work under different scenarios (such as fragmented or rudimentary FSIS, etc.), how to fill important information gaps, or alternatively to deal with the gaps.
- Emphasis should be placed on processes such as: i) how to improve information and data sharing, ii) work together with others within the FSIS, and on iii) the importance of establishing clear roles and responsibilities.

Learning Step 2.3.1 Importance of starting an assessment with specific objectives or information needs.

Learning Step 2.3.2 Tools for assessing the FSIS (FIVIMS approach, sample review questions, checklists, criteria, etc.).

Learning Step 2.3.3 Importance of building capacity of local institutions and achieving buy-in from local governments and institutions.

Learning Step 2.3.4 Improving information sharing and exchange and coordination among national institutions and partner organizations.

Learning Step 2.3.5 Examples to illustrate how actions are taken or recommended based on the assessment (Case studies: Kenya, Somoa, Fiji, Cape Verde).

Resource pointers:

- *Tools and Tips FIVIMS: "Building on Existing Information Systems."* www.fivims.net/images/ToolsandTips/ToolsandTips/English/BuildingonExistingSystems_EN.pdf
- *Assessing National Information Systems: Analysis for Action. FIVIMS (resource location (url) to be identified)*
- *Bushell, Helen (2001), A Diagnosis of Kenya's Food Insecurity Information and Mapping Systems and Definition of Options for the Future, prepared as part of the FIVIMS start-up in Kenya, February 2001*
- http://www.savethechildren.org.uk/scuk_cache/scuk/cache/cmsattach/3326_FSIS_Review_JShoham_SC_UK_2005.pdf
- *FIVIMS Guide to Establishment of Market Information System FAO (resource location (url) to be identified)*
- *Summary of NGO Concerns and Proposed Action to Improve Information. Oxfam (resource location (url) to be identified)*
- *Handbook for Defining and Setting Up a Food Security Information and Early Warning System. FSIEWS/FAO: http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/003/X8622E/X8622E00.HTM*
- *Diagnosis of Samoa and Fiji Food Security Information System maybe "Formulation of a National FIVIMS Strategy for Samoa [FIVIMS/FAO, 2005]" and "Formulation of a National FIVIMS Strategy for Fiji [FIVIMS/FAO, 2005]" from: http://www.fivims.net/publication.aspx?show_result=true&lang=en#fs*

Unit 3 Food Security Assessments for Action

Lesson 3.1 Introduction: Baseline Assessments vs Action-oriented Assessments

Learning Objectives

At the end of the lesson, the learner will be able to:

- compare baseline and action-oriented assessment highlighting differences in terms of purposes, scopes, and use of information;
- identify the type of assessment method most appropriate given a particular objective and set of resource constraints; and
- understand how to select, dependent on the objectives, the people who should be involved in the assessment.

Guidelines and suggestions for authors

- Note: “baseline” and “action-oriented” are arbitrary terms – the former is an assessment that is carried out in order to generally understand the food security situation within the country or region and can be used for comparison during crisis times, for example. The latter is focused on determining needs, impacts, creating a program, etc.
- Provide general/introductory descriptions (including a short description of different types of action-oriented assessments – market, nutrition, vulnerability, etc.) and contrast by using scenarios.
- Mention the importance of spatial and temporal relationships in food security assessments and analysis.
- The lesson should orient learners and help them to follow the flow of lessons in this unit.

Learning Step 3.1.1 What is a baseline assessment (food security profile) and why/how is it used.

Learning Step 3.1.2 What is an action-oriented assessment (e.g. nutrition assessment) and why/how is it used.

Learning Step 3.1.3 Differences between baseline and action-oriented assessments in terms of purposes, scopes, and use of information.

Learning Step 3.1.4 Deciding the appropriate assessment method given the objectives.

Learning Step 3.1.5 Selecting the people who should be involved in the assessment.

Learning Step 3.1.6 How selected assessments methods could be strengthened through the incorporation of capacity assessment.

Learning Step 3.1.7 How accounting for existing capacities support the concept of “do no harm” and can alter recommendations for program options and policy decisions.

Resource pointers:

- *Mali: Rural Community and Household Food Security Profiles. WFP (resource location (url) to be identified)*
- *The Food Economy Approach: A Framework for Understanding Rural Livelihoods. Boudreau: www.odihpn.org/pdfbin/networkpaper026.pdf*
- *Livelihood Approaches and Policy: Application in FIVIMS. (resource location (url) to be identified)*
- *Concepts and Principles of Household Food Security and Relief Food Management. SCF/UK*
- www.savethechildren.org.uk
- *FEWS NET technical note, guidance, baselines: www.FEWS.net*
- *WFP guidance - Vulnerability Analysis: Concepts and Case Studies: <http://www.wfp.org/> Food Economy Group www.foodeconomy.com*

Unit 3 Food Security Assessments for Action

Lesson 3.2 Selecting a Baseline Assessment Method

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what a baseline assessment is, why it is constructed and how it can be used (e.g., building food security scenarios);
- understand how baseline assessment contribute to analysis and understanding of food security issues common to the different food security contexts;
- compare the various food security baseline assessment methods highlighting strengths and weaknesses and best applications; and
- apply criteria for choosing among options, or a series of mechanisms with each associated with a different objective.

Guidelines and suggestions for authors

- Examples of methods include WFP food security profiles, household economy approach (HEA), food economy approach, livelihood economies and FEWS NET baselines.
- In describing advantages and disadvantages of different methods, mention time and resource requirements, level of technical skill required, degree of standardization with and acceptance by the broader food security and development communities, best application to a specific food security context or type of situation.
- In presenting the criteria for choosing among option use examples and case studies (e.g. WFP Mali food security profile, FEWS NET baselines, HEA - Southern Africa Regional Food Economy – SCF/UK, Food Economy Group work).
- Discuss the importance of spatial relationships in food security assessments and analysis.

Learning Step 3.2.1 What is a baseline assessment and why/how is it used.

Learning Step 3.2.2 What are the different baseline assessment methods/approaches and how they are applied in different food security contexts for different purposes.

Learning Step 3.2.3 Advantages and disadvantages of using each method.

Learning Step 3.2.4 Ideas on how methods could be blended to capitalize on different advantages.

Learning Step 3.2.5 Criteria or mechanisms for choosing among options.

Resource pointers: (SAME AS 3.1)

- *Mali: Rural Community and Household Food Security Profiles. WFP (resource location (url) to be identified)*
- *The Food Economy Approach: A Framework for Understanding Rural Livelihoods. Boudreau: www.odihpn.org/pdfbin/networkpaper026.pdf*
- *Livelihood Approaches and Policy: Application in FIVIMS. (resource location (url) to be identified)*
- *Concepts and Principles of Household Food Security and Relief Food Management. SCF/UK*
- *www.savethechildren.org.uk (resource location (url) to be identified)*
- *FEWS NET technical note, guidance, baselines: www.FEWS.net*
- *WFP guidance - Vulnerability Analysis: Concepts and Case Studies: <http://www.wfp.org/Food Economy Group> www.foodeconomy.com*

Unit 3 Food Security Assessments for Action

Lesson 3.3 How can Baseline Assessment Strengthen Regular Monitoring

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand regular monitoring activities, their purpose and what are the typical questions they aim to answer; and
- understand how to strengthen regular monitoring activities with information and findings derived from baseline assessments (e.g. scenario building, indicator selection).

Guidelines and suggestions for authors

- Discuss how baseline can be used in regular monitoring activities including vulnerability assessments and the standard follow-on monitoring activities.
- Discuss the importance of spatial and temporal relationships in food security assessments and analysis.

Learning Step 3.3.1 What are regular monitoring activities and what is the purpose of regular monitoring.

Learning Step 3.3.2 How can information and findings from food security baseline assessments strengthen regular vulnerability Assessments.

Learning Step 3.3.3 How information and findings from food security baseline assessments can strengthen regular early warning monitoring and reporting.

Learning Step 3.3.4 How information from food security baseline assessments can be used to develop warning signals and threshold indicators and values.

Resource pointers:

- *Targeting for Nutrition in Emergencies. Field Notes Supplement 22:* www.enonline.net/fex/22/supplement22.pdf
- *Food aid targeting in East Africa, Kay Sharpe, March 1999: Consultancy report for FEWS project, REDSO/USAID, PO Box 66613, Nairobi, Kenya:* www.fews.net/resources/qcontent/pdf/1000010.pdf
- *The Role of Socio-Economic Data in Food Needs Assessments and Monitoring. Disasters Vol 13:* www.odi.org.uk/HPG/papers/hpgreport15.pdf
- *The Failure of Early Warning in Malawi: Time to Rethink International Famine Early Warning. SCF/UK:* <http://www.odihpn.org/pdfbin/newsletter022.pdf>
- *Background material and case studies.* www.savechildren.org.uk
- *FEWS NET Baseline framework and background material* www.FEWS.net
- *Food Economy Group.* www.Foodeconomy.com

Unit 3 Food Security Assessments for Action

Lesson 3.4 How can Baseline Assessment Influence Decision Making

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify potential applications of the information and findings derived from food security baseline assessments;
- understand how information extracted from baseline assessments can contribute to policy prescription and program development; and
- understand how the same information needs to be structured and presented differently for different audience (e.g.: technical ministry staff and decision makers) to affect change.

Guidelines and suggestions for authors

- Use scenarios to illustrate the process.
- In describing how to provide input into common policy and program design scenarios use case studies, e.g. Mozambique contingency planning, Strategic grain stocks or insurance (FEWS NET).
- Discuss the importance of spatial and temporal relationships in food security assessments and analysis.

Learning Step 3.4.1 How can the information contained in baseline assessments be applied to a set of common policy and program design efforts.

Learning Step 3.4.2 How can information on coping strategies be used in designing decentralized food security or poverty alleviation programmes or establishing agricultural sector priorities.

Learning Step 3.4.3 How to extract and present specific information from the broader food security baselines to provide input into this set of common policy and program design scenarios.

Learning Step 3.4.4 How information and findings from baseline assessments can be used to fine-tune targeting.

Learning Step 3.4.5 How information and findings from baseline assessments can contribute to performance monitoring and impact assessments of response and recovery programming and development policy performance (e.g., meeting MDGs).

Resource pointers:

- *Food aid targeting in East Africa, Kay Sharpe, March 1999: Consultancy report for FEWS project, REDSO/USAID, PO Box 66613, Nairobi, Kenya: www.fews.net/resources/gcontent/pdf/1000010.pdf*
- <http://www.ennonline.net/fex/22/fex22.pdf> (Field Exchange, July 2004)

Unit 3 Food Security Assessments for Action

Lesson 3.5 Assessing Availability

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand standard calculations of national availability – food balance sheets;
- understand the advantages and disadvantages of the food balance sheet method;
- understand the various “standard” methods for estimating crop production (e.g. CFSAM) as well as their Strengths and weaknesses;
- identify methods for calculating household level food stocks (availability) and the advantages and disadvantages of these approaches;
- apply criteria for selecting an approach for assessing household level food stocks (availability); and
- identify the best format for reporting information on availability.

Guidelines and suggestions for authors

- Discuss and illustrate by example the standard calculations of national availability using the food balance sheet approach.
- Discuss the use of spatial and temporal relationships in availability assessments.
- In describing advantages and disadvantages of different methods, mention time and resource requirements, level of technical skill required, degree of standardization with and acceptance by the broader food security and development communities, best application to a specific food security context or type of situation.

Learning Step 3.5.1 Standard calculations of national availability.

Learning Step 3.5.2 How output from the food balance sheet is used for typical decision making within the different food security contexts.

Learning Step 3.5.3 How formal and informal, national and cross border flows fit into the food balance sheet preparations

Learning Step 3.5.4 Strengths and weaknesses of the food balance sheet approach and the implications for estimating food needs.

Learning Step 3.5.5 Standard crop production estimation procedures (methods) - Strengths and weaknesses of these approaches

Learning Step 3.5.6 Comparison of different methods of estimating household level food stocks: advantages and disadvantages of each.

Learning Step 3.5.7 Criteria for selection of among methods.

Learning Step 3.5.8 Appropriate formats for reporting information on food availability.

Unit 3 Food Security Assessments for Action

Lesson 3.6 Assessing Access and Livelihoods

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what livelihoods is and how it pertains to food security;
- understand how livelihoods approaches can facilitate multi-sectoral analysis and responses;
- understand how markets affect livelihood strategies and coping capacities and how that affects food security.
- apply criteria to select a livelihood assessment method; and
- identify the best format for reporting information on livelihoods to provide for a better understanding of food security.

Guidelines and suggestions for authors

- Discuss livelihood strategies and assets, formal and informal livelihood opportunities.
- Discuss how livelihoods pertain to food security – availability, access, utilization, vulnerability, coping capacities and resilience and why livelihoods are important to decision making and program design.
- Discuss formal and informal approaches to information collection. Discuss rapid versus more in depth methods.
- Provide the user with concrete examples of how livelihoods approaches can facilitate multi-sectoral analysis and responses.
- In describing advantages and disadvantages of different methods, mention time and resource requirements, level of technical skill required, degree of standardization with and acceptance by the broader food security and development communities, best application to a specific food security context or type of situation.
- Discuss the importance of spatial relationships in access and livelihood assessments.

Learning Step 3.6.1 What is meant by livelihoods (conceptual framework of factors affecting livelihoods and how livelihoods contribute to food security considering the different food security contexts).

Learning Step 3.6.2 Methods for assessing livelihoods (Case study: FIVIMS Nepal profiles of 7 vulnerable groups, ODI livelihood tools), FEWS NET baselines that are relevant to food security.

Learning Step 3.6.3 Comparison of different methods: advantages and disadvantages of each.

Learning Step 3.6.4 Criteria for selection of methods in different contexts.

Learning Step 3.6.5 Why and how markets are important to livelihoods in various food security contexts and how this information helps to analyze food security and livelihoods

Learning Step 3.6.6 Format for reporting information on livelihoods as it pertains to food security.

Resource pointers:

- *Livelihood Monitoring and Evaluation: Improving the Impact and Relevance of Development Interventions.* Turton : <http://www.livelihoods.org/post/docs/tur-me01.rtf>
- *The Food Economy Approach: A Framework for Understanding Rural Livelihoods.* Boudreau: www.odihpn.org/pdfbin/networkpaper026.pdf
- *Food Security Assessments in Emergencies: A Livelihood Approach.* HPN Paper No. 36 www.oxfam.org.uk/what_we_do/emergencies/how_we_work/downloads/Food-security-and-livelihoods.pdf

- *SOFI 2000 article and diagram illustrating how livelihood approach relates to food security* (<http://www.fao.org/FOCUS/E/SOFI00/sofi001-e.htm>)
- *UN Consolidated Appeals Process:* <http://ochaonline.un.org/cap2005/webpage.asp?MenuID=7033&Page=1243>
- *Livelihood assessment tools and applications. CARE:* www.care.org (resource location (url) to be identified)
- *Preparing for a Rapid Livelihood Security Assessment. CARE:* www.care.org (resource location (url) to be identified)
- *Sustainable livelihoods assessment tool kit. Overseas Development Institute (ODI):* <http://www.odi.org.uk/> (resource location (url) to be identified)
- *FEWS NET baseline work (various countries and different context scenarios):* www.fews.net
- <http://www.oxfam.org.uk/>

Unit 3 Food Security Assessments for Action

Lesson 3.7 Assessing Markets

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand basic market concepts and definitions;
- understand how objectives and the food security situation help to determine the type of marketing assessment and its content;
- understand how the food security context alters the market given slow onset or rapid onset emergencies and complex emergencies;
- understand what a market assessment would be comprised when applied to the various food security contexts;
- identify standard market assessment tools;
- identify strengths and weaknesses of the different methods and situations where they are best applied;
- apply criteria for selection of methods in different food security contexts and given different resource and capacity scenarios; and
- identify the best formats for reporting.

Guidelines and suggestions for authors

- Using examples of different market assessment approaches, illustrate the appropriateness of the tool given the marketing situation to be assessed, making sure to cover both price and flow assessments, and national and cross border flow assessment.
- Provide lists of typical market related questions that would be included in an assessment given the food security context.
- Introduce check lists of questions to help orient the user in developing the content of the market assessment.
- Provide simple examples of margin calculations, transactions costs calculations

Learning Step 3.7.1 Basic structure, conduct and performance paradigm and how it can be used for food security analysis and how the different components relate to food security analysis

Learning Step 3.7.2 Different levels of the market and how they relate to food security (farm gate, feeder market, central market)

Learning Step 3.7.3 Why and how markets are important to food security and food security analysis in the emergency contexts – both rapid and slow onset and conflict.

Learning Step 3.7.4 How to use information about networks and integration in food security analysis and market monitoring for food security purposes.

Learning Step 3.7.5 Market structure, conduct and performance and how each component relates to food security analysis under different contexts

Learning Step 3.7.6 Formal and informal market transactions (include barter and in-kind transactions) and how they relate to food security analysis.

Learning Step 3.7.7 Basic cross border trade issues and how they relate to food security monitoring and analysis

Learning Step 3.7.8 Definitions and ways to calculate real prices

Learning Step 3.7.9 Simple method of deflating or inflating currencies

Learning Step 3.7.10 Simple method of converting currencies

Learning Step 3.7.11 How market information from a market assessment can be combined with livelihoods and vulnerability information to enhance food security analysis

Learning Step 3.7.12 Guiding principles for defining what should be included in a market assessment – which commodities, which markets, what information.

Learning Step 3.7.13 How market assessment methods and content changes given the food security context

Learning Step 3.7.14 What a market assessment would be comprised when applied to the various food security contexts (e.g., major objectives, key questions to be answered).

Learning Step 3.7.15 Standard market assessment tools (including formal and informal methods as well as rapid and in-depth methods)

Learning Step 3.7.16 Strengths and weaknesses of the different methods and situations where they are best applied.

Learning Step 3.7.17 Criteria for selection of methods in different food security contexts and given different resource and capacity scenarios.

Learning Step 3.7.18 The best formats for reporting

Unit 3 Food Security Assessments for Action

Lesson 3.8 Assessing Nutrition

Learning Objectives

At the end of the lesson, the learner will be able to:

- apply criteria for selecting among tools that are available for assessing nutrition, including national nutrition surveys;
- understand how nutrition survey outputs can be used in combination with other assessment tools (e.g., livelihoods, baselines, vulnerability assessments); and
- identify the best format for reporting information on nutrition.

Guidelines and suggestions for authors

- Discuss rapid versus more in depth methods.
- Discuss the importance of spatial and temporal relationships in food security assessments and analysis.
- In describing advantages and disadvantages of different methods, mention time and resource requirements, level of technical skill required, degree of standardization with and acceptance by the broader food security and development communities, best application to a specific food security context or type of situation.

Learning Step 3.8.1 Methods for assessing nutrition distinguishing between emergency and non-emergency contexts.

Learning Step 3.8.2 Comparison of methods for assessing nutrition: advantages and disadvantages of each.

Learning Step 3.8.3 Criteria for selection of methods in different contexts.

Learning Step 3.8.4 Using nutrition survey output to validate and clarify the findings of other assessment tools (e.g., livelihoods, baselines, vulnerability assessments), or to design other assessment tools.

Learning Step 3.8.5 Format for reporting nutrition information.

Resource pointers:

- *Food Security in Practice: Methods for Rural Development Projects.* Hoddinott: www.ifpri.org/pubs/fspractice/fspractice_01.pdf
- *Nutrition Assessment: Background Papers.* World Bank/UNICEF: <http://www.tulane.edu/~internut/Trial/RSRC.htm>
- *Estimating Hunger: DIFD Food Security Strategy and Priorities* (resource location (url) to be identified)
- *Sphere handbook:* <http://www.sphereproject.org/handbook/index.htm>
- *Practical Anthropometry IFAD:* http://www.ifad.org/gender/tools/hfs/anthropometry/ant_toc.htm
- *Anthropometric Indicators Measurement Guide:* <http://www.fantaproject.org/publications/anthropom.shtm>
- *Assessments within the Cycle of a Nutrition and Food Security Programme.* Kaufmann: <http://www.fnsproject.org/en/Documents/foodsecurity/P-05%20SK%20Assessment.doc>
- *Design and implementation of Nutrition Surveys* <http://66.249.93.104/search?q=cache:flgmEmLpTkoJ:www.worldvision.ca/home/media/temp/MICAH-Guide-Nutrition-Indicators.pdf+MICAH+Guide&hl=it>
- *Tool kit for Essential Nutrition Actions:* <http://www.basics.org/new/tools/ena/page2.html>
- *Conducting small-scale nutrition surveys: A field manual.* FAO 1990, 186 p. English, French, Spanish ISBN 202851.

- *Improving Nutrition Programmes: An Assessment of Tool for Action* FAO: http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/005/Y4401E/Y4401E00.HTM
- *Food Security in Practice: Methods for Rural Development Projects*. Hoddinott: www.ifpri.org/pubs/fspractice/fspractice_01.pdf
- *Food Deprivation Workshop*. FAO: <http://www.fivims.net/static.jsp?lang=en&page=ISS>
- *SMART workshop and manual*: <http://www.smartindicators.org/>

Unit 3 Food Security Assessments for Action

Lesson 3.9 Assessing Vulnerability

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand the purpose and scope of vulnerability assessments;
- understand how vulnerability assessments relate to food security and early warning monitoring activities;
- understand how information or output from a vulnerability assessment can be used to influence response planning and national policy and program development;
- apply criteria to select among tools that are available for conducting vulnerability assessments; and
- identify the best format for reporting information from vulnerability assessments to provide for a better understanding of food security.

Guidelines and suggestions for authors

- Discuss the importance of spatial relationships in food security assessments and analysis.
- In describing advantages and disadvantages of different methods, mention time and resource requirements, level of technical skill required, degree of standardization with and acceptance by the broader food security and development communities, best application to a specific food security context or type of situation.

Learning Step 3.9.1 Purpose and scope (range of topics covered and level of aggregation) of vulnerability assessments

Learning Step 3.9.2 Who typically carries out vulnerability assessments and standard procedures.

Learning Step 3.9.3 Discuss why and how markets are important to vulnerability and vulnerable populations in the various food security contexts

Learning Step 3.9.4 How vulnerability assessments relate to food security and early warning monitoring activities.

Learning Step 3.9.5 How information or output from a vulnerability assessment can be used to influence response planning and national policy and program development

Learning Step 3.9.6 Comparison of different methods: advantages and disadvantages of each.

Learning Step 3.9.7 Criteria for selection of methods in different contexts.

Learning Step 3.9.8 Format for reporting information from vulnerability assessments.

Resource Pointers:

- *Review of Vulnerability Assessment Methods:* <http://www.eldis.org/static/DOC1747.htm>
- http://www.wfp.org/operations/vam/vam_docustore/methodological.asp#
- *WFP website:* www.wfp.org

Unit 3 Food Security Assessments for Action

Lesson 3.10 Analyzing Assessment Outputs for Action

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand the importance of identifying appropriate and effective entry points and timing information outputs to match decision-makers' timeframes and planning schedules; and
- understand how to translate findings into succinct and actionable recommendations to be communicated to other responders and decision makers within different food security contexts.

Guidelines and suggestions for authors

- Using various scenarios, illustrate how to get and incorporate decision maker input to defining the objectives of assessments which will then provide outputs that are more relevant to decision making.
- Discuss how the findings from the various assessments can contribute to decision making related to: 1) taking actions earlier (using early warning information to avert or mitigate emergency), 2) formulating national strategies (such a poverty reduction strategies), 3) designing emergency programmes that facilitate rapid recovery and the need sometimes to take both rapid recovery and longer term development strategies, i.e. the twin track approach 4) improved targeting.
- Using various scenarios, illustrate how appropriate analysis of data and information using such techniques as comparatives through time and across populations can be used to address specific and typical decisions of the different food security contexts.

Learning Step 3.10.1 How to get and incorporate decision maker input to defining the objectives of assessments which will then provide outputs that are more relevant to decision making.

Learning Step 3.10.2. Information that humanitarian assistance decisions makers need to receive to rapidly uptake information provided from assessments and the FSIS to quick but informed decisions, e.g. respond.

Learning Step 3.10.3 How appropriate analysis of data and information can be used to address specific and typical decisions of the different food security contexts.

Learning Step 3.10.4 What is meant by actionable recommendations within the different food security contexts and the kind of facts and/or analysis required to support the recommendations.

Resource pointers:

- *Early Warning Monitoring and Reporting: Towards a broader approach FEWS (resource location (url) to be identified)*
- *Early Warning Monitoring and Reporting: An Overview FEWS Guidelines for the use of indicators in country performance assessment: http://europa.eu.int/comm/europeaid/projects/foodsec/pdf/indicateurs-guidelines_en.pdf*
- *Food aid targeting in East Africa, Kay Sharpe, March 1999: Consultancy report for FEWS project, REDSO/USAID, PO Box 66613, Nairobi, Kenya: www.fews.net/resources/gcontent/pdf/1000010.pdf A Primer on EW: Mini Manual for understanding risks of food shortage FEWS NET: www.proventionconsortium.org/files/foodsec.pdf*
- *Thematic Mapping: A Practical Guide for Early Warning Monitoring and Reporting. FEWS/SADC. (resource location (url) to be identified)*
- *SADC guides and manuals: <http://www.sadc.int/>*
- *WFP website: www.wfp.org*

Unit 4 Food Security Indicators

Lesson 4.1 Introduction to Food Security Indicators

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what indicators are;
- understand the roles of indicators in assessments, monitoring and performance evaluation relevant to food security, including food availability, access, utilization and stability; and
- identify the various types of standard indicators and their role and application to different food security contexts (early warning, response planning, recovery, development).
- understand what indicators are used at macro, meso and micro levels.

Guidelines and suggestions for authors

- Stress the importance of starting with questions relevant to decision making and action before picking indicators (e.g.: is the question do people have enough to eat adequately answered by measuring the production of maize?). Indicators should be related to specific questions and objectives – there are general types of design and implementation questions that indicators are used to answer.
- In describing different applications of indicators in different contexts, illustrate how the same types of indicators will need to be aggregated or presented differently depending on the question being addressed. Also illustrate that the indicators used will change with the level (national, regional, household, individual) at which the analysis takes place.
- Use examples to illustrate how indicators are selected, measured, analyzed and interpreted. Indicators should be Specific, Measurable, Achievable/Agreed Upon, Reliable/Relevant and Time-Bound (SMART). In an evaluation context, indicators can also be Subjective, Participatory, Interpreted and communicable, Cross-checked and compared, Empowering and Diverse and Disaggregated (SPICED).
- Introduce both qualitative and quantitative indicators, how they complement each other, and the benefits and challenges to using each in different contexts, and also discuss the validation of indicators.
- Explain difference between data and an indicator and provide examples of the process of transforming data into indicators.
- Explain that different information users (i.e. technical people, decision makers, community members) as well as the social, cultural, political and economic context in which the indicator is being reported will determine which indicators should be selected, and how they are presented and the level at which the indicator is being used in analysis (national, regional, household or individual)
- Clarify how indicators relate to, but are not equal to, goals and targets.

Learning Step 4.1.1 Definition of indicator.

Learning Step 4.1.2 Characteristics of good indicators (flexibility, reliability, etc)

Learning Step 4.1.3 Different types of indicators and their purpose (input, output, outcome, impact, warning signals, triggers, thresholds, direct, indirect (proxy) etc.), including indicators that can serve multiple purposes.

Learning Step 4.1.4 Different broad types of indicators and application according to different food security contexts (early warning, response planning, recovery, development).

Resource pointers:

- *Food Security Indicators and Framework of the Use in Monitoring and Evaluation of Food Aid Programmes FANTA: www.fantaproject.org/downloads/pdfs/fsindctr.PDF*
- http://fletcher.tufts.edu/academic/Nutrition%20in%20Complex%20Emergencies%20brochure%202006_files/Public%20Nutrition%20Syllabus.htm (Young et al. *FS assessments in emergencies HPN 36*)
- *Tools and Tips FIVIMS: "Building on Existing Information Systems." www.fivims.net/images/ToolsandTips/ToolsandTips/English/BuildingonExistingSystems_EN.pdf*
- *Household Food Security Concepts, Indicators and Measurement: A Technical Review IFAD: <http://www.ifad.org/gender/tools/hfs/hfspub/>*
- *Philippines Manual of Operations. FIVIMS http://www.fao.org/bestpractices/content/09/09_02_en.htm - Food Security in Practice: Methods for Rural Development Projects. Hoddinott: www.ifpri.org/pubs/fspractice/fspractice_01.pdf*
- *Handbook for Defining and Setting Up a Food Security Information and Early Warning System. FSIEWS/FAO: http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/003/X8622E/X8622E00.HTM*
- *UN Millennium Development Goals Indicators Database*
- <http://www.fews.net>

Unit 4 Food Security Indicators

Lesson 4.2 Availability indicators

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify tools for selecting the appropriate availability indicators – both national and household availability; and
- understand how to interpret and report the selected indicators.

Guidelines and suggestions for authors

- Discuss the type of information needed to understand availability covering the range of agro ecological zones and the types of food security contexts and considering the time frame (point in the season, trade and stocks).
- Discuss the qualities of a good indicator for covering the level of aggregation range of common production (e.g. grains, tubers, livestock and other sources of food and the role of auto consumption) and the appropriate time for collection of data, giving examples for clarification.

Learning Step 4.2.1 Type of information needed to understand availability.

Learning Step 4.2.1 Qualities of a good availability indicator.

Learning Step 4.2.2 Potential availability indicators.

Learning Step 4.2.3 Strengths and weaknesses of different indicators.

Learning Step 4.2.4 Skills required for collecting, analyzing and interpreting availability indicators.

Learning Step 4.2.5 How to select the appropriate number and/or set of availability indicators.

Learning Step 4.2.6 Importance of integrating availability, access and vulnerability indicators (information) to gain a better understanding of food security.

Learning Step 4.2.7 Best formats for reporting availability indicators.

Resource pointers:

- *Food Security Indicators and Framework of the Use in Monitoring and Evaluation of Food Aid Programs FANTA*
- *WFP Emergency Food Security Assessment Handbook*
http://www.wfp.org/operations/emergency_needs/EFSA_section1.pdf

Unit 4 Food Security Indicators

Lesson 4.3 Access and livelihoods indicators

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify tools for selecting the appropriate livelihood indicators; and
- understand how to interpret and report the selected indicators.

Guidelines and suggestions for authors

- Discuss the type of information needed to understand livelihoods covering the range of agro ecological zones and the types of food security contexts and considering important temporal (seasonal) variation.
- Discuss qualities of a good indicator for covering a range of common types of livelihoods strategies and assets (e.g. incoming earning activities and asset stocks - livestock, capital) (giving examples for clarification)
- Illustrate strengths and weaknesses of different livelihood strategies and asset indicators, indicating which are more suitable for each food security context.
- Describe skills required for collecting, analyzing and interpreting indicators, noting any variation with respect to the different food security contexts.
- Use about five typical indicators to illustrate points throughout the lesson. Provide materials, reference materials, and website links for a fuller listing of useful indicators. Include a discussion of coping strategies and how they relate to livelihoods.
- Discuss the linkages between access/poverty and food insecurity.

Learning Step 4.3.1 Type of information needed to understand livelihoods.

Learning Step 4.3.2 Qualities of a good livelihoods indicator.

Learning Step 4.3.3 A set of livelihood strategy and asset indicators.

Learning Step 4.3.4 Strengths and weaknesses of different livelihood strategies and asset indicators.

Learning Step 4.3.5 Skills required for collecting, analyzing and interpreting livelihoods indicators.

Learning Step 4.3.6 How to select the appropriate number and/or set of indicators.

Learning Step 4.3.7 Best formats for reporting livelihoods indicators.

Resource pointers:

- *Household Food Security and Household Vulnerability to Food Insecurity: The Concepts. IFAD:*
http://www.ifad.org/gender/thematic/queatemala/quat_2.htm
- http://www.aec.msu.edu/agecon/fs2/test/vac_docs/FAO_Livelihoods_Profiling_Insighgt.pdf
- http://www.odi.org.uk/publications/working_papers/wp191.pdf ODI working paper 191 (Jaspars & Shoham)
- WFP/C-Safe surveillance system (resource location (url) to be identified)
- WFP Emergency Food Security Assessment Handbook
http://www.wfp.org/operations/emergency_needs/EFSA_section1.pdf
- Food Security Indicators and Framework of the Use in Monitoring and Evaluation of Food Aid Programs FANTA

Unit 4 Food Security Indicators

Lesson 4.4 Marketing Indicators

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what a good indicator for marketing and food security is;
- understand how the outcomes of a study of market structure can be used as a guide to selecting indicators;
- identify methods for selecting appropriate market indicators for food security analysis and early warning, emergency and recovery purposes; and
- understand how to interpret and report basic price indicators.

Guidelines and suggestions for authors

- In learning step 4.4.2, illustrate, using examples, how the outcomes of a study of market structure, conduct and performance can be used as a guide to selecting indicators for monitoring purpose and establishing monitoring calendars and basic monitoring system.
- In Learning Step 4.4.3 include a discussion of the technical skills required for collecting, analyzing and reporting reliable price information.
- In Learning Step 4.4.5 provide the user with basic knowledge of what is required for establishing monitoring calendars and basic monitoring system, including examples of price monitoring and national and cross border flow monitoring.
- In Learning Step 4.4.6 discuss how to interpret and report the selected indicators, using typical food security scenarios and decision maker needs. Illustrate how outcomes can differ when differ prices are chosen.

Learning Step 4.4.1 Appropriate indicators for marketing and food security analysis for early warning, emergency and recovery purposes.

Learning Step 4.4.2 How the output from a structure can be used as a guide to selecting indicators.

Learning Step 4.4.3 Criteria for selecting indicators and measurement methods and procedures.

Learning Step 4.4.4 Definitions, measurement and reporting of prices and other market related indicators for early warning, emergency and recovery purposes

Learning Step 4.4.5 Requirements for establishing monitoring calendars and basic monitoring system.

Learning Step 4.4.6 How to interpret and report the selected indicators.

Resource pointers:

- *WFP Emergency Food Security Assessment Handbook*
http://www.wfp.org/operations/emergency_needs/EFSA_section1.pdf
- *Food Security Indicators and Framework of the Use in Monitoring and Evaluation of Food Aid Programs FANTA*

Unit 4 Food Security Indicators

Lesson 4.5 Nutrition/Health indicators

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify tools for selecting the appropriate nutrition (and complementary health) indicators; and
- understand how to interpret and report the selected indicators given the food security context.

Guidelines and suggestions for authors

- Discuss the qualities of a good indicator for covering a range of common types of nutrition and complementary health indicators (giving examples for clarification)
- Present a set of standard nutrition indicators mentioning the cut off points and severities and what these imply.
- Use about five typical indicators to illustrate points throughout the lesson. Provide materials, reference materials and website links for a fuller listing of useful indicators.
- It is important to provide case studies to show how to combine different indicators (availability, access, utilization and stability, coupled to outcome indicators such as e.g. nutrition and health) into one analytical framework linking info to action and taking into consideration the different contexts.
- It is important to mention food metabolism/body utilization and how access to primary health care, potable water and diseases can negatively affect food security. Mention that these issues are structural and need to be dealt with at policy level.

Learning Step 4.5.1 Type of information needed to understand nutrition in the different food security contexts.

Learning Step 4.5.2 Qualities of a good nutrition indicator.

Learning Step 4.5.3 Set of standard nutrition and health indicators.

Learning Step 4.5.4 Strengths and weaknesses of different standard nutrition indicators.

Learning Step 4.5.5 Skills required for collecting, analyzing and interpreting standard nutrition indicators in the different food security contexts.

Learning Step 4.5.6 How to integrate these indicators with other non-nutrition indicators (e.g. health, infrastructure, economic) in order to have a better analysis of food security considering the different food security contexts.

Learning Step 4.5.7 Alternative nutrition indicators that would be useful in specific contexts (rapid data collection, limited capacity of enumerators, etc) and how to select them.

Learning Step 4.5.8 How to select the appropriate number and/or set of indicators.

Learning Step 4.5.9 How to map nutrition, e.g., using standard prevalence and cut off points (severity criteria).

Learning Step 4.5.10 Best format for reporting these indicators.

Resource pointers:

- *Household Food Security and Household Vulnerability to Food Insecurity: The Concepts. IFAD: http://www.ifad.org/gender/thematic/guatemala/quat_2.htm*
- *WFP/C-Safe surveillance system (resource location (url) to be identified)*
- *ESNA manual "Nutrition indicators for development" B. Maire and F. Delpeuch, IRD, Montpellier, France, ESNA-FAO, Rome (2004) not available online*

Unit 4 Food Security Indicators

Lesson 4.6 Vulnerability indicators

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify tools for selecting the appropriate vulnerability indicators, including elements of risk (covariant and idiosyncratic), hazards and consequences; and
- understand how to interpret and report the selected indicators.

Guidelines and suggestions for authors

- Discuss the type of information needed to understand vulnerability covering types of food security contexts and considering important temporal (seasonal) variation.
- Discuss qualities of a good indicator for covering a range of common types of vulnerability indicators (giving examples for clarification).
- Discuss skills required for collecting, analyzing and interpreting indicators, noting any variation with respect to the different food security contexts.
- Use about five typical indicators to illustrate points throughout the lesson. Provide materials, reference materials, and website links for a fuller listing of useful indicators. Include a discussion of risk, coping strategies, resilience and how this relates to measuring vulnerability.

Learning Step 4.6.1 Type of information needed to understand vulnerability.

Learning Step 4.6.2 Qualities of a good vulnerability indicator.

Learning Step 4.6.3 Set of vulnerability indicators.

Learning Step 4.6.4 Strengths and weaknesses of different indicators: which are more suitable for each food security context and scenario of potential or likely hazards.

Learning Step 4.6.5 Skills required for collecting, analyzing and interpreting indicators.

Learning Step 4.6.6 How to select the appropriate number and/or set of indicators.

Learning Step 4.6.7 Best formats for reporting these indicators.

Resource pointers:

- *Household Food Security and Household Vulnerability to Food Insecurity: The Concepts. IFAD:*
http://www.ifad.org/gender/thematic/guatemala/quat_2.htm
- *WFP/C-Safe surveillance system (resource location (url) to be identified)*
- *WFP guidance and website: www.wfp.org*

Unit 4 Food Security Indicators

Lesson 4.7 Threshold Indicators or Indicators Used as Triggers

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what a threshold indicator is;
- understand how threshold indicators are used for addressing key food security questions; and
- identify how threshold indicators can be applied in the different food security contexts.

Guidelines and suggestions for authors

Discuss how are threshold indicators used to address key food security questions and concerns, using concrete and practical examples.

Discuss the linkages between poverty and food insecurity using poverty indicators analysis.

Learning Step 4.7.1 What a threshold indicator is and how is it used in different food security contexts.

Learning Step 4.7.2 How are threshold indicators used to address key food security questions and concerns.

Learning Step 4.7.3 Pros and cons of using threshold indicators for different food security contexts.

Learning Step 4.7.4 Potential threshold indicators (Strengths and weaknesses) for different food security contexts.

Learning Step 4.7.5 Criteria for selecting a threshold indicator or a set of threshold indicators.

Resource pointers:

- *Handbook for Defining and Setting Up a Food Security Information and Early Warning System.* FSIEWS/FAO:
http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/003/X8622E/X8622E00.HTM
- *SMART workshop and manual:* <http://www.smartindicators.org/>
- *ESNA manual "Nutrition indicators for development"*
- *B. Maire and F. Delpeuch, IRD, Montpellier, France, ESNA-FAO, Rome (2004) (resource location (url) to be identified)*
- *FSAU (FSN monthly briefs and technical series)*
- *Nutrition Indicators Cluster Surveys reports (Standing Committee on Nutrition)*

Unit 4 Food Security Indicators

Lesson 4.8 Community-based information collection

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify when it is appropriate to use community-based approaches to food security indicators definition, data collection and interpretation; and
- understand what type of information and which type of processes of information collection are appropriate for communities.

Guidelines and suggestions for authors

- Discuss advantages and disadvantages of using community-based approaches to food security information collection, including accuracy, cost, skills requirements, temporal and spatial comparability, and applicability to food security monitoring, program design and policy formulation.
- Explain what type of information is most appropriately collected through community-based approaches, covering all contexts and aspects (availability, access, utilization and stability) of food security.

Learning Step 4.8.1 Advantages and disadvantages of using community-based approaches to food security information collection.

Learning Step 4.8.2 What type of information is most appropriately collected through community-based approaches.

Learning Step 4.8.3 Tool to help determine if a community-based approach is appropriate for a variety of scenarios.

Resource pointers:

- *Overview of Kenya Community Food Security Profile (CFSP) Methodology.* WFP: from http://www.wfp.org/operations/vam/country_experience/kenya_vam/index.asp#
- http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/V1490E/V1490E00.htm ESNP reference "Guidelines for Participatory Nutrition Projects" by Egal
- *Principles and Guidelines for Conducting Community Food Security Profiles.* WFP: from http://www.wfp.org/operations/vam/vam_docustore/methodological.asp#
- *Central American FEWSnet: www.fews.net Tool Kit Essential for Nutrition Actions.* FAO: <http://www.basics.org/new/tools/ena/page2.html>
- *Community-based nutrition monitoring World Vision Central America (resource location (url) to be identified)*
- *Participatory Appraisal of Nutrition and Household Food Security from a Livelihoods Perspective.* Callens. FAO: http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/006/ad694e/ad694e04.htm
- *Food Security in Practice: Methods for Rural Development Projects.* Hoddinott: www.ifpri.org/pubs/fspractice/fspractice_01.pdf

Unit 4 Food Security Indicators

Lesson 4.9 Selecting Appropriate Indicators for Early Warning

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what are appropriate indicators for early warning purposes under different early warning scenarios; and
- understand how threshold indicators are used for early warning purposes.

Guidelines and suggestions for authors

- Use examples for illustration of the use of indicators and their interpretation for this food security context. When possible, use the indicators mentioned in the preceding section on availability, access/livelihoods, nutrition and vulnerability indicators for the examples to reinforce messages for the user.
- In describing common information needs for early warning purposes make certain to cover hazards, food security status, coping capacities, etc.
- Discuss qualities of good indicators for early warning purposes giving examples for clarification, illustrating how the same indicator can be analyzed or interpreted differently for different specific early warning purposes (e.g., establishing livelihood or vulnerability zones, triggering action such as contingency planning, relief, etc).
- Provide examples of good and poor practice, highlighting challenges and successes in selecting indicators and designing and effectively utilizing monitoring systems for early warning purpose. Discuss trade-offs.

Learning Step 4.9.1 Common information needs for early warning purposes.

Learning Step 4.9.2 Qualities of good indicators for early warning purposes.

Learning Step 4.9.3 Potential indicators to use in early warning monitoring and reporting.

Learning Step 4.9.4 How to select the number and set of indicators for a specific early warning objective.

Learning Step 4.9.5 How to combine early warning indicators with other indicators (outcome indicators) to conduct a causality analysis (link it to action).

Learning Step 4.9.6 Best format for reporting these indicators.

Resource pointers:

- *Tools and Tips. FIVIMS:* <http://www.fivims.net/static.jsp?lang=en&page=toolsandtips>
- *Handbook for Defining and Setting Up a Food Security Information and Early Warning System. FSIEWS/FAO:* http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/003/X8622E/X8622E00.HTM
- *Household Food Security Concepts, Indicators and Measurement: A Technical Review IFAD:* <http://www.ifad.org/gender/tools/hfs/hfspub/>
- *FAO Crop Yield Forecasting Philosophy in National Early Warning Systems. FAO (resource location (url) to be identified)*
- *Index - Prioritizing indicators on vulnerability to pick among numerous indicators. Petti (resource location (url) to be identified)*
- *Philippines Manual of Operations. FIVIMS* http://www.fao.org/bestpractices/content/09/09_02_en.htm
- *SMART workshop and manual:* <http://www.smartindicators.org/>
- *FEWS Retrospective Report on Ethiopia's system (resource location (url) to be identified)*

Unit 4 Food Security Indicators

Lesson 4.10 Selecting Appropriate Indicators for Response Programming

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what is an appropriate indicator for response programming purposes; and
- understand how threshold indicators are used both to mitigate the need for emergency response or initiate and monitor response.

Guidelines and suggestions for authors

- Use examples for illustration of the use of indicators and their interpretation for this food security context. When possible, use the indicators mentioned in the preceding section on availability, access/livelihoods, nutrition and vulnerability indicators for the examples to reinforce messages for the user.
- Use examples to clarify qualities of good indicators for response programming.

Learning Step 4.10.1 Kinds of information needs related to response programming.

Learning Step 4.10.2 Qualities of good indicators, giving examples for clarification.

Learning Step 4.10.3 Potential indicators to use in response programming and reporting.

Learning Step 4.10.4 How to select the number and set of indicators for a specific response programming objective.

Learning Step 4.10.5 How to combine specific response programming indicators with other food security indicators to conduct a causality analysis (link it to action).

Learning Step 4.10.6 Best format for reporting these indicators.

Resource pointers:

- *Tools and Tips. FIVIMS:* <http://www.fivims.net/static.jsp?lang=en&page=toolsandtips>
- *Food Security Indicators and Framework of the Use in Monitoring and Evaluation of Food Aid Programmes FANTA:* www.fantaproject.org/downloads/pdfs/fsindctr.PDF
- *Household Food Security Concepts, Indicators and Measurement: A Technical Review IFAD:* <http://www.ifad.org/gender/tools/hfs/hfspub/>
- *Philippines Manual of Operations. FIVIMS* http://www.fao.org/bestpractices/content/09/09_02_en.htm
- not downloadable!
- *SMART workshop and manual:* <http://www.smartindicators.org/>
- *ESNP reference guide on Protecting and promoting nutrition in crises and recovery*

Unit 4 Food Security Indicators

Lesson 4.11 Selecting Appropriate Indicators for Recovery Programming

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand what is an appropriate indicator for recovery programming purposes.

Guidelines and suggestions for authors

- Use examples for illustration of the use of indicators and their interpretation for this food security context. When possible, use the indicators mentioned in the preceding section on availability, access/livelihoods, nutrition and vulnerability indicators for the examples to reinforce messages for the user.
- Discuss relevant differences between recovery from natural (e.g. floods, droughts etc) and man-made (complex emergencies) disasters.
- Use examples to clarify qualities of good indicators for response programming.

Learning Step 4.11.1 Kinds of information needs related to recovery programming.

Learning Step 4.11.2 Qualities of good indicators for recovery programming.

Learning Step 4.11.3 Potential indicators to use in recovery programming and reporting.

Learning Step 4.11.4 Indicators that can help monitor recovery (how to interpret the process of recovery with these indicators).

Learning Step 4.11.5 How to select the number and set of indicators for a specific recovery programming objective.

Learning Step 4.11.6 How to combine specific recovery programming indicators with other food security indicators to conduct a causality analysis (link it to action).

Learning Step 4.11.7 Best format for reporting these indicators.

Resource pointers

- *Tools and Tips FIVIMS: “Building on Existing Information Systems.”*
www.fivims.net/images/ToolsandTips/ToolsandTips/English/BuildingonExistingSystems_EN.pdf
- *Household Food Security Concepts, Indicators and Measurement: A Technical Review IFAD:*
<http://www.ifad.org/gender/tools/hfs/hfspub/>
- *Philippines Manual of Operations. FIVIMS* http://www.fao.org/bestpractices/content/09/09_02_en.htm
Taking the in Out of Food Insecurity. Rogers and Webb. (resource location (url) to be identified)
- *SMART workshop and manual:* <http://www.smartindicators.org/>

Unit 4 Food Security Indicators

Lesson 4.12 Selecting Appropriate Indicators for a Development Context

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify potential indicators to use in the development context;
- identify some typical safety net programmes and related information or measurement needs;
- understand tools for selecting the appropriate indicators for a typical development programmes; and
- select appropriate indicators for monitoring progress in achieving MDG, PRS and WFS goals and how they relate to food security.

Guidelines and suggestions for authors

- Use examples for illustration of the use of indicators and their interpretation for this food security context. When possible, use the indicators mentioned in the preceding section on availability, access/livelihoods, nutrition and vulnerability indicators for the examples to reinforce messages for the user.
- By example, provide the user with a review of typical safety net programmes such as vulnerable group feeding, public works, food for work, school feeding, asset protection, etc., related information or measurement needs (e.g.: targeting and monitoring) and corresponding safety net indicators.
- Discuss the qualities of good indicators given the development context, giving examples for clarification.
- Stress the importance of time series analysis (data and indicators).

Learning Step 4.12.1 Kinds of information needs related to the development context.

Learning Step 4.12.2 Qualities of good indicators given the development context.

Learning Step 4.12.3 Potential indicators to use in the development context and reporting.

Learning Step 4.12.4 MDGs and their application to food security analysis.

Learning Step 4.12.5 How to select the number and set of indicators for a specific development objectives.

Learning Step 4.12.6 Safety nets programmes and indicators.

Learning Step 4.12.7 Strengths and weaknesses of different development indicators, including safety net indicators.

Learning Step 4.12.8 How the choice of a targeting indicator has different implications in terms of coverage, distribution of program benefits and costs.

Learning Step 4.12.9 Skills necessary for collecting, analyzing and interpreting the different indicators discussed.

Learning Step 4.12.10 How to select the appropriate number or set of indicators and conduct a causality analysis (link it to action).

Learning Step 4.12.11 Best format for reporting these indicators.

Resources pointers:

- *Food Security in Practice: Methods for Rural Development Projects.* Hoddinott: www.ifpri.org/pubs/fspractice/fspractice_01.pdf
- *Safety Net in Malawi: How Much for How Many.* UNDP <http://www.eldis.org/static/DOC7484.htm>
- *Food aid targeting in East Africa, Kay Sharpe, March 1999: Consultancy report for FEWS project, REDSO/USAID, PO Box 66613, Nairobi, Kenya:* www.fews.net/resources/gcontent/pdf/1000010.pdf
- *Social Safety Net Policies in Indonesia: Objectives and Shortcomings.* ASEN Economic Bulletin: <http://www1.worldbank.org/sp/safetynets/publications/files/ananta99Indonesia.doc>
- *UN Millennium Development Goals Indicators Database*
- <http://info.worldbank.org/etools/docs/library/80703/Dc%202002/courses/dc2002/pdfppt/ravallion.pdf>

Unit 5 Targeting

Lesson 5.1 Introduction to Targeting

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand basic targeting principles;
- understand why targeting has a critical role in food security monitoring (early warning and various types of assessments) and programming (emergency and development);
- identify tools for selecting appropriate targeting criteria in the various contexts; and
- understand how the choice of a targeting indicator has different implications in terms of coverage, distribution of program benefits and costs.

Guidelines and suggestions for authors

- Introduce terms and concepts relevant to targeting, and the various ways in which targeting can be used (i.e. geographic or individual, for policy or programmes design and/or evaluation or for analysis).
- Include some discussion of the political economy of choice - the choice of where and who to target and how to do the targeting.
- Include some tools for, and discussion of, cost/benefit analysis and prioritization among options, covering such concepts as specificity, rationality, regularity.
- Discuss exclusion and inclusion errors (“type I” and “type II” errors).

Learning Step 5.1.1 Basic targeting principles and concepts related to the different food security contexts.

Learning Step 5.1.2 Differences between geographic and household targeting, when each is typically used and why.

Learning Step 5.1.3 Targeting and mobile populations (e.g., nomadic people, internally displaced persons, refugees, etc)

Learning Step 5.1.3 Importance of capturing the dynamic nature of recovery with the targeting criteria.

Learning Step 5.1.4 Different targeting criteria for different food security contexts (strengths and weaknesses).

Learning Step 5.1.5 Selection criteria.

Learning Step 5.1.6 How to use assessment analysis and outcomes to derive and strengthen targeting criteria.

Learning Step 5.1.7 How the choice of a targeting indicator has different implications in terms of coverage, distribution of program benefits and costs.

Resource pointers:

- *Food aid targeting in East Africa, Kay Sharpe, March 1999: Consultancy report for FEWS project, REDSO/USAID, PO Box 66613, Nairobi, Kenya: www.fews.net/resources/gcontent/pdf/1000010.pdf*
- *Household Food Economy Interviews: How Well Do They Monitor Food Security and Food Aid Use in Camps of Persons Displaced by Protracted Emergencies. Reed, FANTA. (resource location (url) to be identified)*
- *FEWS NET guidance: www.fews.net*

Unit 5 Targeting

Lesson 5.2 Targeting for Development Context

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand basic targeting principles and concepts applied to programmes aimed at poverty alleviation and providing safety nets for vulnerable populations;
- identify tools for selecting appropriate targeting criteria; and
- understand the implications on exclusion and inclusion (type I and type II) errors, coverage and costs associated with selection of specific targeting criteria.

Guidelines and suggestions for authors

- Orient the user on the relevance of the mentioned targeting principles and concepts to food security concerns.
- Discuss and provide illustrations (case studies) contrasting criteria and highlighting the significant implications on outcomes (e.g.: type I and type II errors, coverage, costs).
- Use examples of programmes aimed at poverty alleviation and providing safety nets for vulnerable populations.

Learning Step 5.2.1 Basic targeting principles and concepts related to programmes aimed at poverty alleviation and providing safety nets for vulnerable populations.

Learning Step 5.2.2 Standard targeting criteria used in programmes aimed at poverty alleviation and providing safety nets for vulnerable populations and their food security implications (concrete examples).

Learning Step 5.2.3 Pros and cons of these criteria and potential alternatives

Learning Step 5.2.4 Methods for selecting among possible criteria for both programmes aimed at poverty alleviation and providing safety nets for vulnerable populations, which take into account food security concerns.

Resource pointers:

- *Measurement and Assessment of Food Deprivation and Undernutrition*. FAO http://portals.wdi.wur.nl/files/docs/ppme/Measurement_and_assessment_of_food_deprivation.pdf
- *Food Security in Practice: Methods for Rural Development Projects*. Hodinott: www.ifpri.org/pubs/fspractice/fspractice_01.pdf
- *Philippines Manual of Operations*. FIVIMS http://www.fao.org/bestpractices/content/09/09_02_en.htm
- *Issues and Concepts for the Norway Funded Project "Improving Methods for Poverty and Food Security Mapping and its Use at the Country Level from:* <http://www.povertymap.net/publications/>
- *Computational Tool for Poverty Measurement and Analysis*. IFPRI: www.ifpri.org/divs/fcnd/dp/papers/dp50.pdf
- *Choosing a Method for Poverty Mapping* http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/005/Y4597E/Y4597E00.HTM

Unit 6 Reporting

Lesson 6.1 Understanding the User's Information Needs

Learning Objectives

At the end of the lesson, the learner will be able to:

- place her/himself in an appropriate food security context;
- review the purpose for which food security information is presented;
- understand the importance of analyzing the needs of the target audience within a given food security context in order to create effective reports; and
- understand the importance of timeliness and trade-offs in resource allocations (staff time and financial costs) in reporting.

Guidelines and suggestions for authors

- Use one or more scenarios showing situations that are familiar to the target audience of the unit. Scenarios would serve to introduce the reporting process in food security related contexts.
- Use scenarios to explain how reporters should define their purpose before starting the reporting process. Underline the importance of defining: what they want to achieve, what they want the reader to do and what they want the report to do.
- Introduce how reporting relates to the other food security activities. Highlight the importance of analytical content, if reporting is to lead to desired action ("So what?").
- Use scenarios: focus on the potential users of the unit and on their roles as reporters (e.g. are they working at national or sub-national level? In what food security contexts are they reporting?).
- Explain how to identify primary audience – people who use reports to take decisions – and secondary audience – people who generally benefit from report.
- Talk about the importance of establishing a direct contact with users in order to understand their needs.
- Describe what issues about the target audience should be taken into account in order to write more directly and persuasively (e.g. reader's priorities, what are the existing publications they use, what additional information they might need, type of presentation format they prefer, level of detail required, etc.).
- Highlight the need of identifying who else is reporting to the same target audience.
- Explain the importance of obtaining feedback from users to ensure their needs have been met (through interviews, meetings, questionnaires, etc.)
- Describe the importance of timeliness of reporting versus depth of analysis in different contexts (reporting on urgent and/or rapidly evolving/seasonal situations vs. reporting in the mid-longer term context for food security policy formulation and/or strategic planning). You may use some good and bad examples using the scenarios you introduced at the beginning of the lesson, in order to show the consequences of insufficient timeliness.
- Provide considerations about trade-offs in resource allocations (staff time and financial costs) in reporting.

Learning Step 6.1.1 Defining the purpose of your reports

Learning Step 6.1.2 Reporting food security information for action

Learning Step 6.1.3 Identifying your target audience

Learning Step 6.1.4 Understanding your reader's expectations

Learning Step 6.1.5 Timeliness and reporting

Learning Step 6.1.6 Trade-offs in resource allocations

Unit 6 Reporting

Lesson 6.2 Reporting for results

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand the need of providing decision makers with different options for action through reporting;
- define the main message to communicate to the target audience; and
- understand how facts and analysis can support actionable recommendations.

Guidelines and suggestions for authors

- The lesson is intended to provide the learner with an understanding of how to present information in order to provide decision-makers with different options for action.
- Explain the concept of actionable recommendation as a way of presenting information that makes readers able to take decisions.
- Explain how to clearly define the message to communicate and the action you suggest the reader to take, and how to assess the correct level of detail to explain the current situation and the impact on food security.
- Provide learners with guidelines on how to use information in order to support actionable recommendations, e.g. by:
 - Analyzing many sources of information
 - Analyzing more than you report
 - Reporting information not data
 - Noting the reliability of data and information sources
 - Mentioning the sources of your data and dates obtained
 - Providing a historical and geographic perspective

Learning Step 6.2.1 What is meant by actionable recommendations

Learning Step 6.2.2 Defining your message

Learning Step 6.2.3 Stating facts and conveying the results of analyses to support actionable recommendations

Unit 6 Reporting

Lesson 6.3 Writing Effective Reports

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand explanation techniques;
- understand reasoning techniques;
- apply guidelines for writing summary, introduction, resources, etc.; and
- apply guidelines for effective editing.

Guidelines and suggestions for authors

- The lesson will provide the learner with suggestions on appropriate ways of writing reports for rapid uptake by various types of decision makers (policy makers, planners, government staff, donors, NGOs, private sector representatives). The lesson should show correct as well as incorrect examples – related to the food security information context - for each of the guidelines provided.
- Provide an overview of different functions of writing, focusing on explanation and reasoning. Provide guidelines about analytical and persuasive writing.
- Provide guidelines, examples and non-examples about:
 - How to write summary and introduction
 - How to write headings and titles
 - Adding resource materials
 - Adding clear references
- Provide guidelines, examples and non-examples on how to construct effective paragraphs, improve sentences and choose words carefully.

Learning Step 6.3.1 Explanation and reasoning techniques

Learning Step 6.3.2 Writing report sections

Learning Step 6.3.3 Effective editing

Unit 6 Reporting

Lesson 6.4 Reporting Formats for Food Security

Learning Objectives

At the end of the lesson, the learner will be able to:

- select and outline food security reports in various contexts and for different purposes.

Guidelines and suggestions for authors

- This lesson should be a systematic guide providing the elements and features of the wide range of Food Security reports. The complete list of reporting formats needs to be defined by the subject matter expert.
- Provide descriptions, guidelines and examples on the following:
- reporting formats for FS and EW monitoring and assessment (e.g: monthly bulletins, quarterly bulletins, weekly memos, baselines reports, assessments reports, emergency reports)
- adding a food security perspective to strategy papers, policy briefs, poverty reduction strategies (PRs), MDG monitoring reports
- reporting for the media (e.g. press briefings and presentations, newsletters)
- electronic versions (e.g. e-mail lists, e-bulletins, e-newsletters)
- Provide guidelines on the effectiveness of the various formats in different situations by taking into account cost implications.
- Provide examples of selecting reporting formats in various situations, showing concrete applications of the guidelines provided in the previous learning steps. If possible, reuse scenarios introduced in lesson 1.

Learning Step 6.4.1 Reporting formats used in various food security contexts (early warning, recovery programming, policy formulation and strategy development).

Learning Step 6.4.2 Cost comparisons and effectiveness of the various formats

Learning Step 6.4.3 Selecting the best reporting formats and schedules

Unit 7 Communication Techniques

Lesson 7.1 Techniques for Sharing and Building Knowledge

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand techniques for promoting dialogue (e.g., multi-sectoral) and exchange;
- understand techniques for creating and facilitating cross-sectoral dialogue; and
- apply criteria to select the most effective technique for a given situation.

Guidelines and suggestions for authors

- Discuss techniques for creating and facilitating cross-sectoral dialogue in order to improve the analyses, review and formation of multi-sectoral response, programmes and policies that required to adequately address food security.
- Discuss modes of communication such as workshops, working groups, regular bulletins and newsletters, electronic communities.

Learning Step 7.1.1 Different modes and techniques of communication.

Learning Step 7.1.2 Advantages and disadvantages of the different modes and techniques in different food security context and working environment.

Resource pointers:

- *FAO IMARK module: “Building Electronic Communities and Networks”.*
- www.afghanistangov.org/NRVA
- *Millennium Ecosystems Assessments.* www.millenniumassessment.org
- *Tool Kit Essential for Nutrition Actions.* FAO: <http://www.basics.org/new/tools/ena/page2.html>
- *PROFILES. SARA Project. AED.* <http://sara.aed.org/index.html>
- *Improving Nutrition Programmes: An Assessment of Tool for Action* FAO: http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/005/Y4401E/Y4401E00.HTM
- *Incorporating Nutrition Considerations into Agricultural Research Plans and Programmes.* FAO http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/005/y1181e/y1181e05.htm
- *Incorporating Nutrition Considerations into Development Policies and Programmes.* FAO http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/007/y5343e/y5343e08.htm

Unit 7 Communication Techniques

Lesson 7.2 Deciding on a Collaborative Assessment

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand the advantages and disadvantages of conducting joint or collaborative food security assessments;
- understand consensus building tools;
- understand tools for developing a collaborative work plan; and
- identify effective networking tools for more effective collaboration.

Guidelines and suggestions for authors

- Discuss who should be involved in the decision (i.e., institutions and the skills required).
- Provide criteria for determining when joint or collaborative food security assessments is most appropriate.

Learning Step 7.2.1 Who should be involved in the decision.

Learning Step 7.2.2 Advantages and disadvantages of joint or collaborative food security assessments.

Learning Step 7.2.3 Basic concepts of consensus building.

Learning Step 7.2.4 Techniques for building consensus.

Learning Step 7.2.5 Different techniques for maintaining effective collaboration.

Resource pointers:

- *SMART workshop and manual:* <http://www.smartindicators.org/>
- *UN OCHA Rapid assessment Process, section on harmonizing approaches and presentation.* http://ochaonline.un.org/webpage.asp?Nav=coordination_en&Site=coordination
- *UNDAC (disaster assessment and coordination mechanism)* <http://ochaonline.un.org/webpage.asp?MenuID=2893&Page=552>
- *Consolidated Appeals Process Guidelines. Interagency Standing Committee.* <http://ochaonline.un.org/webpage.asp?Page=661>
- *FEWS NET example* www.fews.net

Unit 7 Communication Techniques

Lesson 7.3 Advocacy Techniques

Learning Objectives

At the end of the lesson, the learner will be able to:

- identify a set of techniques for advocating food security objectives and programmes.
- apply methods for selecting which techniques are most suitable for a given situation.

Guidelines and suggestions for authors

Discuss how the principles and techniques can be applied to common scenarios within the four food security contexts (early warning, response planning, recovery programming and policy formation).

Learning Step 7.3.1 What is Advocacy - General advocacy principles and techniques.

Learning Step 7.3.2 How the principles and techniques can be applied to common scenarios within the four food security contexts.

Learning Step 7.3.3 How to communicate ideas related to FS and vulnerability to program designers and policy makers.

Learning Step 7.3.4 How to advocate for food security concerns in national policy formulation and affiliated food security or safety net programmes.

Learning Step 7.3.5 How to advocate for greater focus on food security concerns in agricultural strategies and program designs.

Resource pointers:

- *Millennium Development Goals* <http://www.un.org/millenniumgoals/>
- <http://www.aed.org/ToolsandPublications/upload/PNABZ919.pdf> Ritu R. Sharma *Training Guide: An Introduction to Advocacy*
- *Converting policy research into policy decisions: the role of communication and the media. Improving the policy impact of food security research.* By von Grebmer, K. / *International Food Policy Research Institute (IFPRI)*, 2005 <http://www.ifpri.org/pubs/otherpubs/econreformsch21.pdf>
- *Community-Based Food and Nutrition Programmes: What Makes Them Successful.* FAO. http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/006/y5030e/y5030e00.htm
- *Sustainable Options for Ending Hunger and Poverty: IFPRI* <http://www.ifpri.org/>
- *Mozambique workshop.* FIVIMS. (resource location (url) to be identified)
- *Kenya workshop.* FIVIMS. (resource location (url) to be identified)
- *Regional policy workshops in Zambia, Zimbabwe.* FIVIMS. (resource location (url) to be identified)

Unit 7 Communication Techniques

Lesson 7.4 Presenting Food Security Information: Tips and Techniques

Learning Objectives

At the end of the lesson, the learner will be able to:

- understand the function of the various presentation formats;
- select the correct presentation format (e.g. text or table) for a particular chunk of information; and
- apply guidelines on the use of text and graphics.

Guidelines and suggestions for authors

- This should be a technical lesson on how to integrate text, tables, graphs and maps and define the layout of a Food Security report.
- Provide an overview of different presentation formats, including suggestions on how to select them based on the type of information to be presented (e.g. table are used to compare data).
- Provide guidelines and examples - related to the food security information context - on how to create a good layout by correctly using font and point size, space on the page and highlighting.
- Provide guidelines and examples on how to create:
 - Tables
 - Graphs
 - Pie charts
 - Bar charts
 - Flow charts
 - Maps and images

Learning Step 7.4.1 Overview of presentation formats

Learning Step 7.4.2 Text Layout

Learning Step 7.4.3 Graphic devices

Unit 7 Communication Techniques

Lesson 7.5 Communicating via the Web

Learning objective

Learners will understand principles of writing for food security websites.

Guidelines and suggestions for authors

- This lesson can be adapted from an existing IMARK lesson on web design and usability.
- Show good examples of websites publishing food security information reports (e.g. SADC website, FEWS website, etc.), by showing how guidelines explained in the previous learning steps have been applied to real online reports.
- Provide some guidelines on publishing reports on CD-ROM.

Learning Step 7.5.1 Overview of design considerations

Learning Step 7.5.2 General principles for usable web design

Learning Step 7.5.3 How users “read” a website

Learning Step 7.5.4 Writing content for a website

Learning Step 7.5.5 Examples and best practices from food security websites

Learning Step 7.5.6 Considerations for CD-ROM delivery of digital materials



LEARN



The IMARK Initiative: *Learning resources for strategic approaches to information and knowledge sharing*

IAALD, Ithaca 25th July 2013

Cristina Petracchi
Capacity Development Officer, FAO



Presentation Sequence



1. IMARK e-learning initiative
2. Partnerships and ongoing collaboration activities
3. IMARK courses

Advantages of e-learning



1. Allows to reach a wider target audience

give access to geographically dispersed individuals
suited to self-study and on-the-job training
individuals learn at their own pace, anywhere, anytime

2. Provides a base for multiple delivery options

self-paced e-learning
Internet-based e-learning courses with tutors
face-to-face training
combinations of the above

3. Has a greater Return on Investment:

delivery costs for e-learning are much lower than F2F
E-learning can reach thousands of individuals
E-learning in combination with F2F reduces workshop
time and cost

IMARK Steering Group

www.imarkgroup.org



Information Management
and Knowledge Sharing



IMARK Partners







What our learners are saying...



Learner survey results

98% liked the learning style

83% recommended courses to others

93% gained new knowledge and skills

89% used knowledge acquired on the job

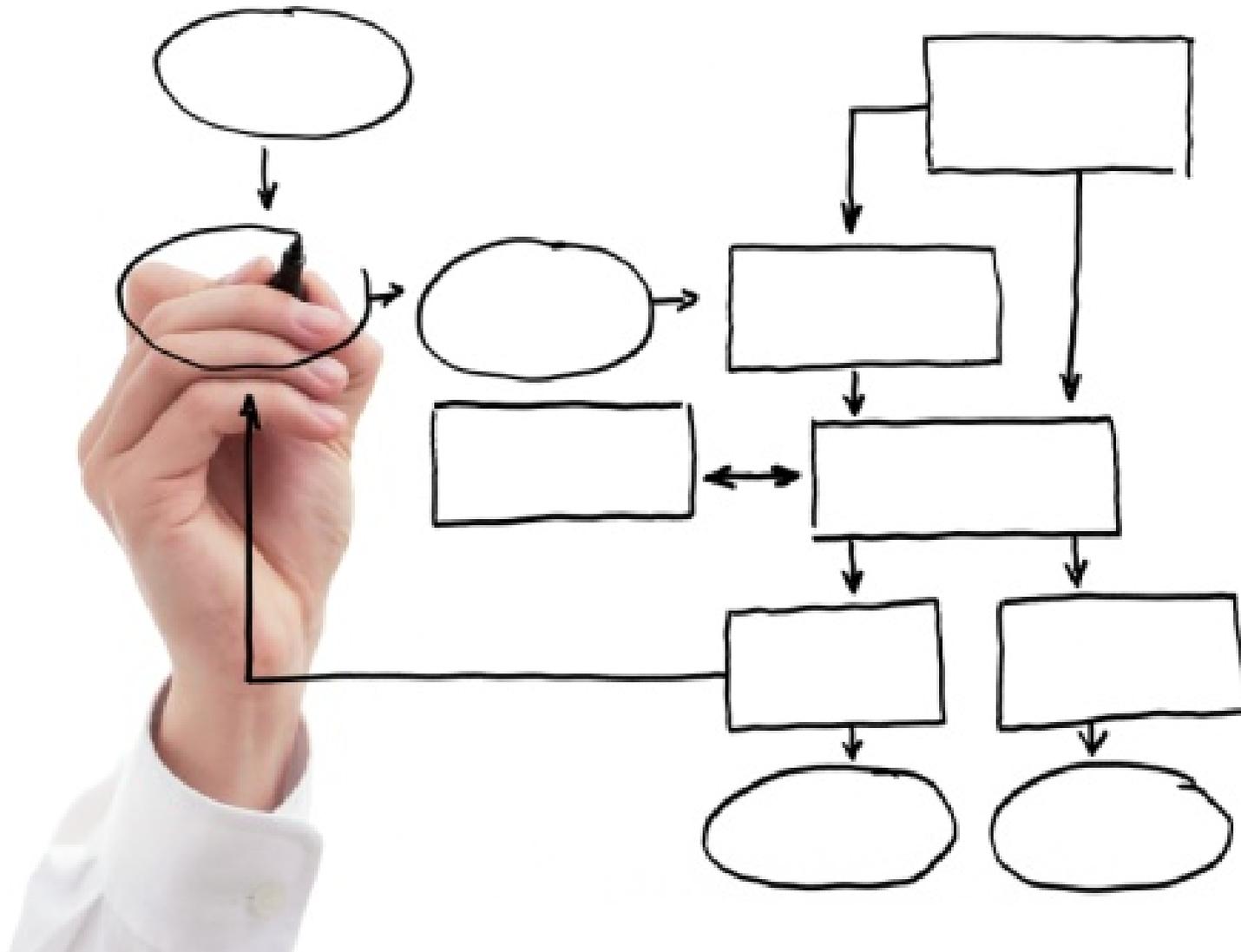
“...it is the most fantastic system for reaching large numbers of people.”

“...it was a perfect solid basis for introducing technical issues in an accessible and more simplistic way.”

“I have never seen such well organised, easy to use course”

“Has improved my teaching methods and research capabilities.”

How do we design our IMARK e-learning courses?



E-learning Methodology

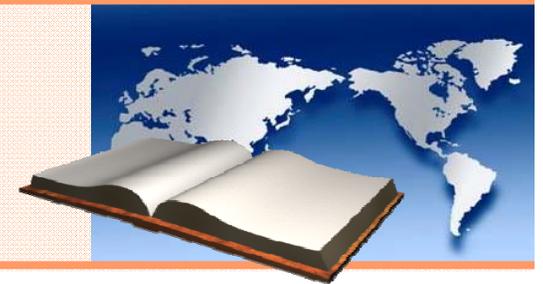


Curriculum design

A curriculum is designed by **curriculum coordinator** and **instructional designer** with inputs from subject matter experts, partners and users (consultative workshop).

Content development

The content is developed and peer reviewed by subject matter experts (**authors**) from around the globe.



Instructional Design

The content is pedagogically restructured by the **instructional designer** and converted into lesson storyboards.

Courseware development & delivery

Storyboards are converted into interactive XML/Flash lessons by **graphic artists** and **developers** and made available on the Internet, CD-Rom and LMSs.



Target Audience Analysis, Needs Assessment, T&T



How to select the right content to be included in the course?

Course objective

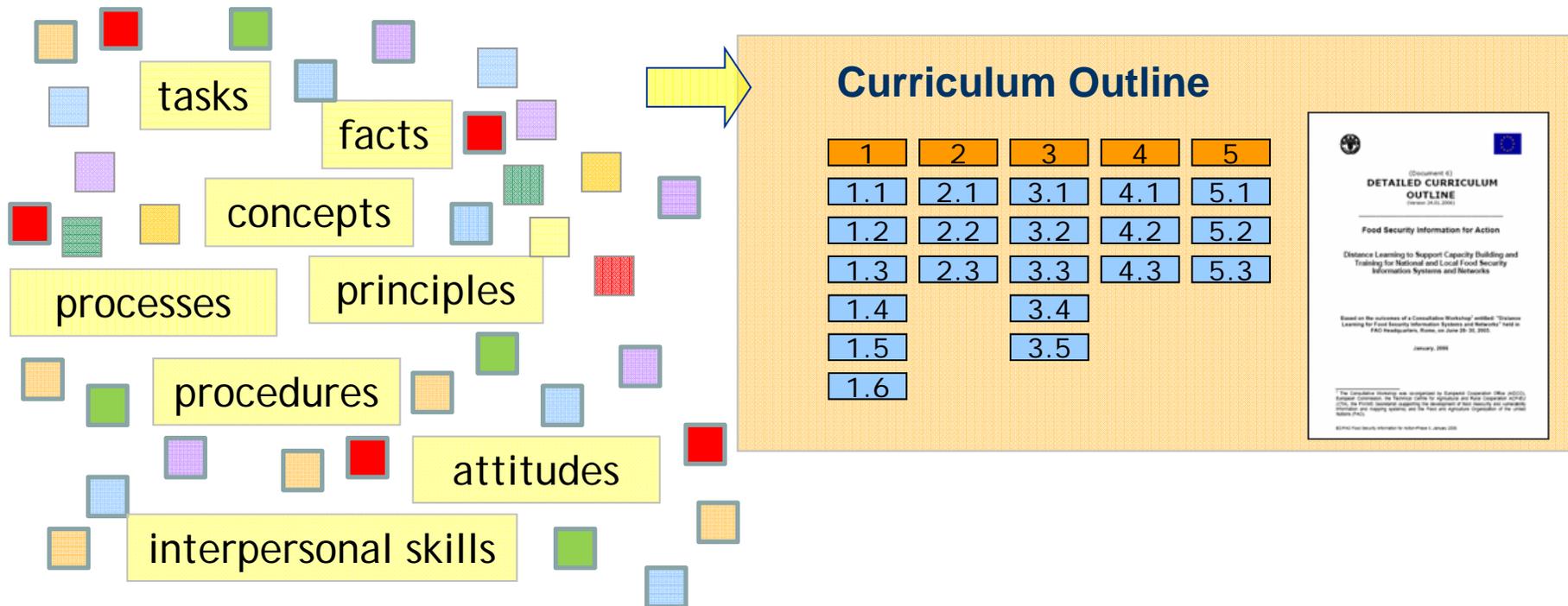
Target audience

What do we want the target audience to learn in order to improve their job?

- 1 Identify who the target audience is
- 2 Analyse each job task
- 3 Identify the knowledge and skills required to perform the tasks

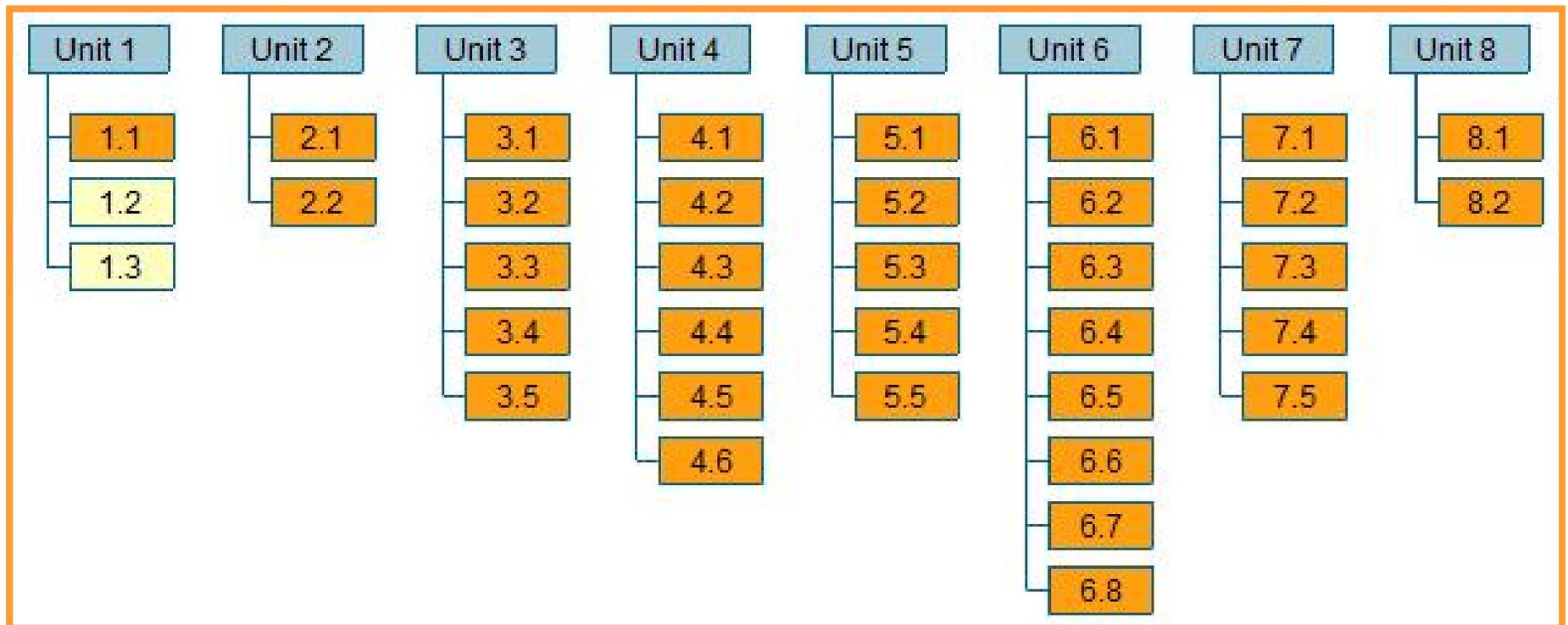
Course Design and Structure

After the workshop, the identified tasks, together with the relevant knowledge, are organized in a logical structure to form the course curriculum outline.



Course Design and Structure

Reusable Learning Object Strategy (CISCO)



Dissemination Scenarios

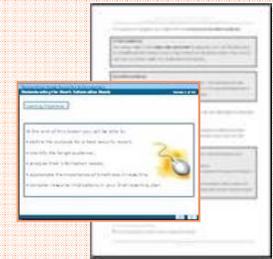


Internet



E-Learning Content

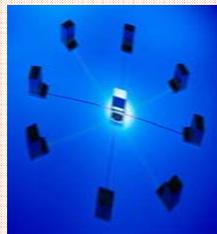
F2F Training Materials



Instructor-led e-learning



Other Learning Platforms
UN Agencies,
Universities,
Donors, NGOs



UNITAR, GIZ



LINGOs

Supporting learning at Development and Aid agencies



giz



TRAIN 4 DEV-NET
JOINT DONORS' COMPETENCE DEVELOPMENT NETWORK



Providing learning materials to the UN family



unitar
United Nations Institute for
Disarmament Research



**UNITED NATIONS
UNIVERSITY**

Enhancing university curricula



Joint Collaboration activities FAO-WFP-UNU-ITC/ILO

FAO sharing e-learning courses delivered through WFP learning platform for WFP decentralized staff.



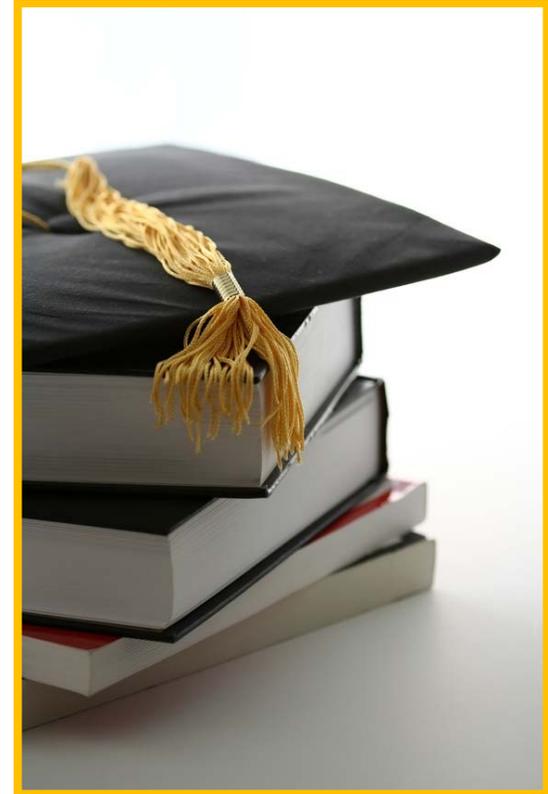
FAO-UNHCR

FAO sharing, e-learning courses, which are being delivered through UNHCR learning platform for UNHCR decentralized staff, for training and career development purposes.

FAO-AVU

FAO is collaborating with African Virtual University to share educational resources.

AVU a Pan-African Open, Distance and eLearning Network of 53 Universities in 27 Anglophone, Lusophone and Francophone countries;



The delivery by University professors from local African Universities and certification upon course completion.

FAO-AUF

FAO is collaborating with Agence Universitaire de la Francophonie, a network of **786 universities** and virtual campuses in **98 countries** worldwide

FAO-COL

FAO is collaborating with **Commonwealth of Learning** is an intergovernmental organization, created by Commonwealth Heads of Government, to supports the development and sharing of open learning/distance education knowledge, resources and technologies.



FAO-LINGOs, GRET and APC

- LINGOs is a consortium of over 45 international humanitarian relief, development, conservation and health organizations.
- FAO is sharing e-learning courses with LINGOs which are delivered through LINGOs learning platform.
- LINGOs includes OXFAM, Save the Children, Action Contre la Faim, CARE



Strategic Approaches to Information



Information Management in the Digital Age
Information Content in the Digital Age
What is Information Strategy?
Planning an Information Strategy
Developing an Information Strategy
Making an Information Strategy Work
Using Information in a Digital World
Making External Information Available
Making Internal Information Available
Dissemination and Audiences
Products and Services
Strategy and Structure
People and Skills
Technology
Managing Costs and Resources
IPR, Copyright, Licences & Open Access



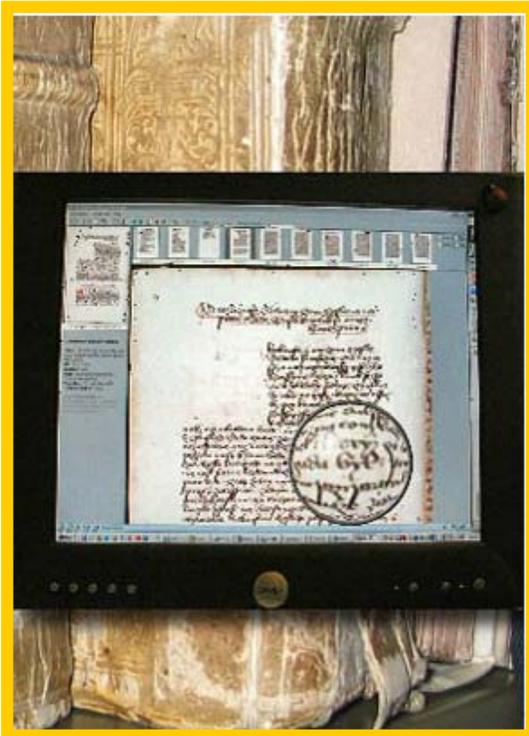
Digital Libraries, Repositories and Documents

What Digital Libraries and Repositories are
Planning for Digital Libraries and Repositories
Building a Digital Library
Building Institutional Repositories
Tools for Digital Collections

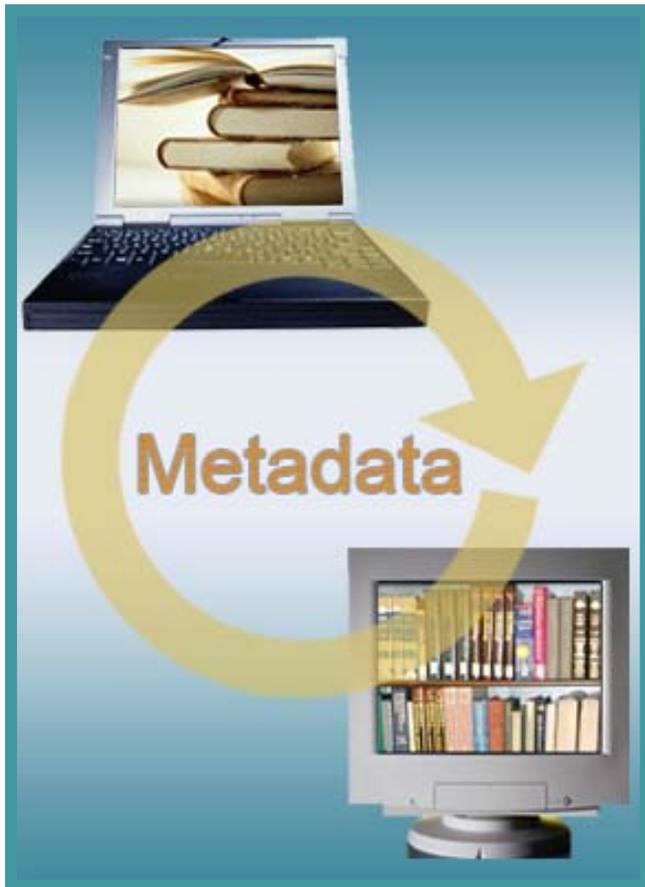
Basics and Legal Framework
The Basics of Copyrights in Different Jurisdictions
Copyrights Applied to Libraries
Copyrights Issues in Scholarly Publishing



Comparing Digital Formats: Textual and non-Textual
Formats of Electronic Pictures
Character Encoding
Textual formats: Introduction to Markup
Word processing (Procedural Markup)
HTML (Presentational Markup)
XML (Descriptive Markup)
Portable Document Format (PDF)
Conversion Between Formats



Process Overview
What to Digitize?
Basic Facilities and Requirements for Digitization
From Hardcopy to Electronic Documents: Workflow
Considerations for Delicate and Heritage Documents



General Overview of Metadata Standards
Metadata (Namespaces): Background
Metadata for Document-like Objects
Metadata for Learning Objects
Exchanging Metadata
Why Subject Indexing?
Steps for Manual Subject Indexing
What is a Database?
Using a Database for Document Delivery
Using a Database for Document Management
Textual and Relational Database
Relational Databases and SQL
Textual Databases and CDS-ISIS Basic

Web Design
Search Engine Optimization and Feeds
Digital Libraries and Web2.0



Knowledge Sharing for Development



Why Should You Care about Knowledge Sharing?
Information, Knowledge & Learning
The Business Case for Knowledge Sharing



Creating the Knowledge Sharing Organization
Building & Sharing Content
Communities & Networks in support of KS
Barriers & Human Differences
Communities & Networks in Institutional Contexts





Knowledge Audits
Strategic Approaches to KS
Identifying, Motivating & Supporting K Champions
Fostering and adopting Knowledge Sharing Approaches
Ensuring the IT Environment Supports KS
KS Monitoring & Evaluation

Methods for Developing KS Strategies
Participatory Visioning Methods
Methods for Capturing and Organizing Knowledge
Intentional Learning Methods
Participatory Knowledge Sharing Methods



Group Productivity and Collaboration Tools
Privacy, Intellectual Property and Access to Social Media
Hosted Services
Subscriptions, Feeds and Syndication
Tagging and Social Bookmarking
Blogging and Microblogging
Online Video and Image Sharing
Podcasting and Online Radio



Facilitating Electronic Communities and Networks
Face-to-face and Online Facilitation
Preparing and Organizing Online Discussions
Facilitation Techniques
Facilitation Tasks
Field-based Methods for Knowledge Sharing
Digital Documentation

UNITAR-CTA-FAO

Online tutored course: “**Innovative Collaboration for Development**” is being delivered regularly and a joint UNITAR/CTA/FAO certificate of completion is granted to participants and attributed 5 ECTS University of Finland.

Masters Degree: Social Media for Development and Knowledge Sharing Techniques courses could form a **Masters Degree in Knowledge Sharing for Development**



The community

facebook Staff Member Voice Fin

You are posting, commenting and liking as Innovative Collaboration for Development- ICfD — Change to Staff Member





ICfD
Social Media & Web 2.0
for Development

Innovative Collaboration for Development- ICfD

130 likes · 18 talking about this

Non-Profit Organisation
The "Innovative Collaboration for Development" (ICfD) is an on-line course on Social Media and web 2.0 tools for development.

Africa / 2012 Mobile Phone Market
Did you know that...
global mobile phone penetration is at 85% of the world population
there are currently 5 billion mobile phone subscriptions

About Photos Likes Welcome Notes 4

ICfD Voices

Transforming knowledge into opportunities. Your story matters.



Jane Gitau, Kenya

June 26, 2013

icfdblog . . blogging, kenya, Social media . 1 Comment



Social Media is not (only) for IT staff - Jane created a blog on livestock to share with the world the work of her team (ICfD Spring 2011)

[CONTINUE READING →](#)



Paula Carello, Argentina

June 18, 2013

icfdblog . . Argentina, social platform . Leave a comment



Argentinean diaspora and homeland development - Paula created a social platform for Argentinians living abroad (ICfD Spring 2011)

[CONTINUE READING →](#)



Roderick St Clair, Caribbean

June 10, 2013

icfdblog . . Caribbean, radio . Leave a comment



Connecting farmers through radio and web 2.0 tools - Roderick is the host of the Eat Caribbean radio programme (ICfD Summer 2012)

[CONTINUE READING →](#)



Wenceslaus Magun, Papua New Guinea

May 14, 2013

icfdblog . . Facebook, PNG . Leave a comment



Protecting turtles through Facebook - Wence has improved the impact of his association through the use of social media (ICfD Summer 2012)

[CONTINUE READING →](#)

www.unitar.org/ksi/innovative-collaboration-development

ICfd Voices

Transforming knowledge into opportunities. Your story matters.



Gemma Belen, Spain

March 14, 2013

icfdblog . . Communication strategy, Social media, Spain . Leave a comment



Social media strategy, a view from Spain - Gemma explains how social media tools can be a great source of resources to improve your communication strategy (ICFD Summer 2012)

[CONTINUE READING →](#)



Arminé Halajyan, Armenia

April 26, 2013

icfdblog . . Armenia, United Nations . Leave a comment



Continuous learning on social media and technology - Arminé tells her experience in empowering herself as a communicator (ICFD Spring 2012)

[CONTINUE READING →](#)



Barnabo Nampoukime, Togo

April 12, 2013

icfdblog . . NGO, Social media, Togo . Leave a comment



Building awareness in Togo - Barnabo is developing a Web 2.0 strategy for his NGO with the help of his friends (ICFD Summer 2012)

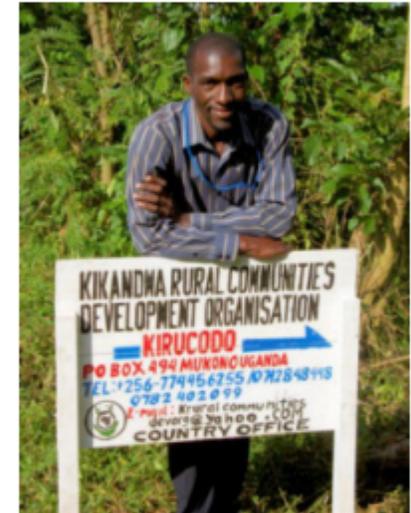
[CONTINUE READING →](#)



Robert Kibaya, Uganda

March 14, 2013

icfdblog . . NGO, Social media, Uganda . 1 Comment



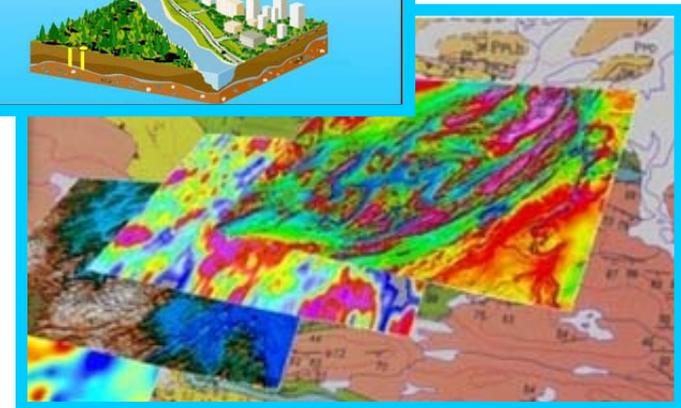
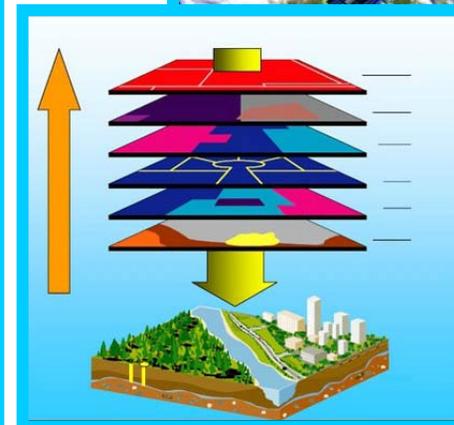
Blogging for rural communities - Robert has created a comprehensive social media strategy for his NGO (ICFD Fall 2011)

[CONTINUE READING →](#)

www.unitar.org/ksi/innovative-collaboration-development

Management of Spatial Information

Spatial Information Management
Importance of Spatial Information
Geographic Information/ Spatial Data Types
Geographic Information Systems
Principles of Remote Sensing
Stages of Spatial Data Handling
Data Entry/Mobile GIS/Spatial Databases
Spatial Referencing/Map Projections
Spatial Data Quality
Remote Sensing-based Spatial Information
Retrieval, Classification & Measurement Functions
Overlay Functions/Neighbourhood Functions
Network Analysis/Modeling with Spatial Data
Integration of Various Data Sources
Error Propagation in Analysis
International Standards and Interoperability
Spatial Data Infrastructure Technology
Dissemination of Spatial Data
Reporting with Spatial Data



www.imarkgroup.org



Thank you!



cristina.petracchi@fao.org



[HOME](#)

[ABOUT IMARK](#)

[MODULES](#)

LOG IN

Username:

Password:

Go

→ [Forgot your password?](#)

→ [New Learner?](#)

IMARK is an e-learning initiative in agricultural information management developed by FAO and partner organizations.

Strategic Approaches to Information



The e-learning course on Strategic Approaches to Information will contribute to capacity building in information management for an organization. To develop and improve information management requires the involvement of different parts of the organization and different roles, including staff skills and technology. The objective of the course is therefore to provide guidance in order to create a successful information management strategy and to develop the information management culture of the organization.

> [Target Audience](#)

> [Module Content](#)

> [Resources](#)

> [Partners](#)

> [Return to Module List](#)

> [Log in or Register to start learning](#)

Target Audience

top ↑

- Policymakers;
- Senior managers;
- Information managers; and
- Trainers

working in the following organizations:

- governmental agencies (Agriculture, Education, Information and/or Planning Ministries);
- academic and research institutions;
- universities;
- extension organizations;
- documentation, publishing, and IT centres;



Facilitator's Guide

Information and Communication Management Strategy Development

A Toolkit for Agricultural
and Rural Development
Organisations



User's Manual

Information and Communication Management Strategy Development

A Toolkit for Agricultural
and Rural Development
Organisations



ICM Manuals- the story

- 2004–05 Information needs assessments
 - Pacific, 2004–2005; Caribbean, 2005
 - Subsequent INAs in Southern, West & Eastern Africa + Post-Conflict Countries
- 2006 Priority-setting exercise, Pac. & Carib.
 - 16 countries, 129 institutions, 332 persons
- 2008–11 ICM strategy development workshops
 - Caribbean, 2008; Pacific & Southern Africa, 2009
- 2010 Development of the manuals
 - West Africa, 2010; Eastern Africa, 2011
- 2012 Publication of the manuals

Backstory

- 2004–05 Information needs assessments
 - Pacific, 2004–2005; Caribbean, 2005
 - Subsequent INAs in Southern, West & Eastern Africa + Post-Conflict Countries
- 2006 Priority-setting exercise, Pac. & Carib.
 - 16 countries, 129 institutions, 332 persons
- 2008–11 ICM strategy development workshops
 - Caribbean, 2008; Pacific & Southern Africa, 2009
- 2010 Development of the manuals
 - West Africa, 2010; Eastern Africa, 2011
- 2012 Publication of the manuals

| Module 1 – What is ICM and ICM Strategy?

Introduction

- 1.1 What is ICM and why is it important?
- 1.2 What is ICM strategy and why is it important?
- 1.3 Proving the value of information and ICM
- 1.4 Related concepts

| Module 2 – Preparation and Planning Process

2.1 – Mobilising resources and reporting

Introduction

- 2.1.1 The strategy development process
- 2.1.2 Terms of reference for ICM strategy development
- 2.1.3 Setting up a strategy development team
 - 2.1.3.1 Information generators, managers and users
 - 2.1.3.2 Criteria for strategy development team
 - 2.1.3.3 Next steps

2.2 – Analysing the current situation

Introduction

- 2.2.1 Information needs assessment
 - 2.2.1.1 Preparation
 - 2.2.1.2 Desk research
 - 2.2.1.3 The information audit
 - 2.2.1.4 Stakeholder analysis
- 2.2.2 SWOT analysis

| Module 3 – Strategy Formulation and Development

3.1 – Identifying and selecting options

Introduction

- 3.1.1 Determining critical issues
- 3.1.2 Development of strategic objectives
- 3.1.3 Risk analysis
 - 3.1.3.1 Organisational risks
 - 3.1.3.2 Political risks
 - 3.1.3.3 Financial risks
 - 3.1.3.4 Technical risks
- 3.1.4 Building strategic alliances

3.2 – Drafting the ICM strategy document

Introduction

- 3.2.1 Who should draft the ICM strategy document?
- 3.2.2 Key steps in drafting the ICM strategy
- 3.2.3 Content of the ICM strategy
 - 3.2.3.1 The main body of the ICM strategy document
 - 3.2.3.2 The implementation plan of the ICM strategy
- 3.2.4 The language of the ICM strategy

3.3 – Communicating the ICM strategy

Introduction

- 3.3.1 Feedback and responses
 - 3.3.1.1 Key steps in collecting staff feedback
- 3.3.2 Finalisation and approval
 - 3.3.2.1 Finalisation
 - 3.3.2.2 Approval
- 3.3.3 Publication and communication
 - 3.3.3.1 Publication
 - 3.3.3.2 Communication

| Module 4 – Implementation, Monitoring and Evaluation

4.1 – Implementation issues

Introduction

- 4.1.1 Strategy implementation
 - 4.1.1.1 Activities and inputs
 - 4.1.1.2 Timelines
 - 4.1.1.3 Roles and responsibilities
 - 4.1.1.4 Indicators
- 4.1.2 Approaches for effective implementation
 - 4.1.2.1 Open discussions
 - 4.1.2.2 Regular team meetings
 - 4.1.2.3 Ad hoc support and guidance
 - 4.1.2.4 Harnessing gate-keepers/champions
 - 4.1.2.5 Managing partnerships
- 4.1.3 Managing change
 - 4.1.3.1 Participation
 - 4.1.3.2 Shared vision
 - 4.1.3.3 Communication

4.2 – Monitoring and evaluation

Introduction

- 4.2.1 The need for M&E
- 4.2.2 The logic model in evaluation
- 4.2.3 Determining indicators
- 4.2.4 Planning for evaluation

4.3 – Updating the ICM strategy

Introduction

- 4.3.1 Sharing the monitoring and evaluation report
- 4.3.2 Updating the ICM strategy

| Appendices

ICM Strategy Development pilots: (REN & WOUGNET Team wikis)

Welcome to WOUGNET ICM Strategy Wiki

This is a real workspace! Please edit this page, create new pages, and invite others to use this workspace with you.

Patrick has sent you a link to **The ICM Strategy Development Process of the Rural Empowerment Network (REN) in Uganda**, a page on **ICM Strategy Development for REN**, a **Rural Empowerment Network** workspace.

Dear Colleagues,

Our sharing of the process of the REN ICM strategy development has begun with the initial conception of the idea, the securing of the buy in, and the development of the briefing paper which has also been uploaded on to the workspace.

The next step will take us thru how we constituted ICM strategy development team. Let us share and get more ideas.

Hallo ICM T Patrick

[Click here to see the page now.](#)

The Rural Empowerment network (REN) is a not for profit non- governmental organisation in Uganda. Its primary objective is "To disseminate appropriate demand driven agricultural knowledge and information to especially rural farmers by making research outputs better usable through an effective, efficient, sustainable and well coordinated agricultural extension and research network."

Yes After attending the Regional Validation Workshop for the ICM Strategy Development Facilitator's Guide organised by the Technical Centre for Agriculture and Rural Cooperation

at 1:36 pm on Mar 25, 2013
[Reply](#) [Delete](#)

[Add Tags](#)
[Copy this page](#)

Navigator

- REPORT [← back](#)
- Desktop >
- Focus Group Discussions >
- Internal Audit >
- Key Informant Interviews >

Pages No Files options ⚙

SideBar

Developing the WOUGNET ICM Strategy

[Edit the sidebar](#)

Recent Activity

[FrontPage](#)
commented on by bheenick@cta.int

ICM Strategy Development pilots:

- <http://wougneticmstrategy.wordpress.com/>

WOUGNET ICM Strategy

Towards strengthening the Information and Communication Management capabilities of WOUGNET and her member organizations



[Home](#) [About Us](#) [Development Process](#) [Testimonies](#) [To Contact Us](#)

Planning for “buy in Actions” of Top Management and other staff

2

Posted on June 11, 2013 by alonyo

The other day I was talking to a friend of mine who works with one of the National research organisations. She told me, “ Janet, the Knowledge Management strategy has been scrapped off our budget until further notice. Our Management says, it will be looked into when our Knowledge management expert who is away on a three years

RECENT POSTS

- [Planning for “buy in Actions” of Top Management and other staff](#)
- [Learning the right and easy way from the ICM strategy development](#)
- [Deciding on the Roles and Responsibilities](#)
- [Planning for the Information and Communication](#)

ICM Strategy Development pilots (REN)

Rural Empowerment Network ICM Strategy Development

This blog is sharing the process of the development of the REN ICM strategy with members of the ICM D-group

4 weeks ago

Focus group discussions with stakeholders

REN works with her network partner organisations to reach stakeholders in the rural areas of the country. These organisations have almost a similar mandate to that of REN and they provide extension and agricultural services to farmers but they acquire many of their information products and services from REN. So they are both partners and stakeholders in that sense and they are located in different parts of the country. We have always interacted with them through our farmer outreach projects and the farmer question and answer service. REN engaged five of them during the ICM strategy development process and these were in the district of Kayunga and Mityana in central Uganda, Soroti in the east, Kasese in the west and Nebbi in the North west.

It was therefore important to engage them in discussions to determine ways of improving the products and services currently being provided by REN. The information obtained from these discussions and the degree of knowledge assessed will help to determine ways of improving the products and services currently provided by REN and to locate areas where information and communications efforts need to be exerted.

Given that background, a planning meeting of the strategy development team and the consultant was held to plan for the stakeholder discussions. We agreed to first send out messages to the managements of the different organisations explaining our intention to visit them and why we wanted to visit them. Preliminary discussions were mainly done through telephone and email. After we agreed we requested management of the different organisations to identify ten participants each from their organisation and five farmers, five researchers and five extension agents who were users of REN's agricultural products and services.

We prepared invitation letters for them and sent them in advance of the meetings to

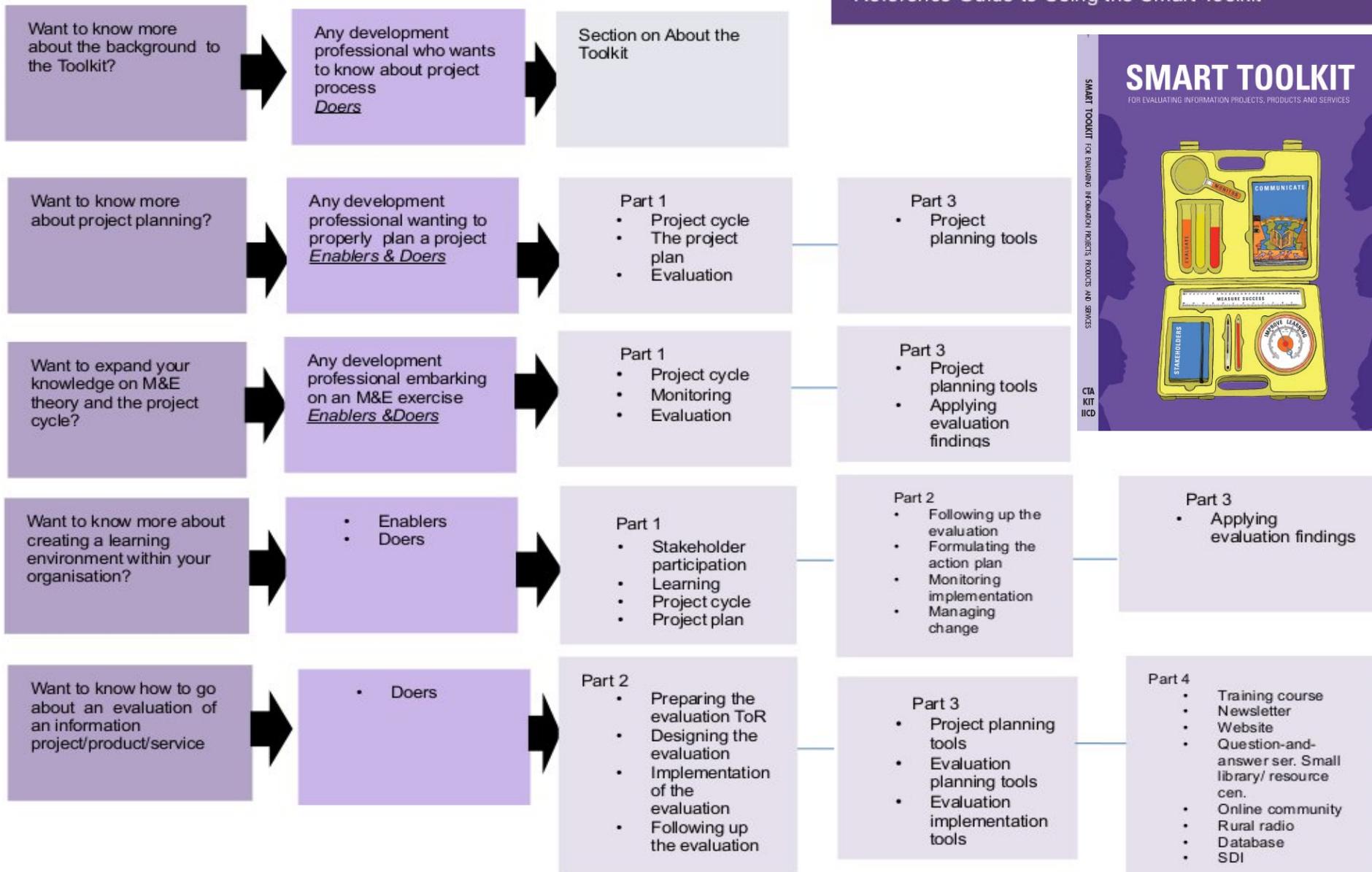
<http://rural-empowerment-network-icm-strategy-development-process.wallinside.com/>

What do you want to know?

Recommended reading for whom?

Where to look

Diagram 1:
Reference Guide to Using the Smart Toolkit

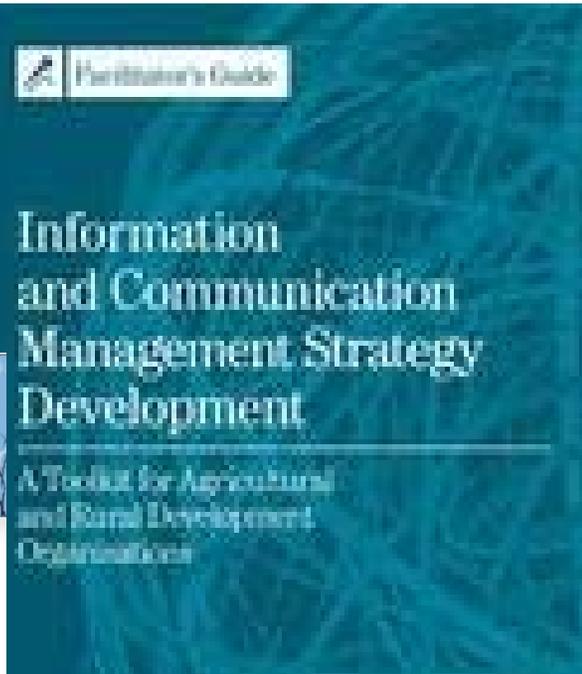




Capacity building involving M&E staff from ARD projects
Lectures, practical sessions in groups, rich picture for collective visioning, templates for TOR, for M&E, applications of techniques in the field, critical



Capacity building



Home
Opportunité d'apprentissage du web2.0,
Madagascar Centre de Formation pour le
Développement (MCFD)
Madagascar, 08-12 avr

Saturday, 12 January 2013 00:00

