

The Horn of Africa



Examine the complex issues underlying
the crisis in the Horn of Africa

**A Unit Plan for
Grades 9 – 12**

Horn of Africa: The Issues (Grades 9 to 12)

Over 13 million people in the Horn of Africa face drought, hunger, displacement and armed conflict. Tens of thousands have died and most regions in southern Somalia have been officially declared as famine areas. Families facing rising food prices, crop failure and death of livestock are forced to migrate in search of food, water and emergency medical care, journeying to transit camps at the border of Ethiopia and Somalia, Dadaab refugee camp in Kenya and IDP camps in Puntland and Somaliland. The sad truth is that famine is not new in the Horn of Africa. The Ethiopian famine in the early 1980s was thought at the time to be the “famine to end all famines” and Somalia endured an earlier famine in 1991-92. In this unit, students will access various media to investigate the complex factors that cause famines to occur and reflect on their own beliefs and perceptions about global hunger and poverty.

In this unit students will:

- use inquiry, research, debate, decision-making and consensus-making skills
- access and evaluate multi-media resources to research a topic in depth
- work independently and in small groups
- understand the complex issues underlying the Horn of Africa crisis and how inequities in the distribution of resources contribute to conflicts, famine and human migration
- reflect on and assess held values and beliefs about poverty and hunger

Materials:

- Group sets of *Diamond Ranking Activity: Horn of Africa Media Statements*
- Copies of [“Charity president says aid groups are misleading the public on Somalia”](#) (Talking Point Activity) and *Student Handout: Response to Médecins Sans Frontières*
- [A Hungry World: Understanding the Global Food Crisis](#), [Simulation Exercise: Household Budgets](#) and [Emergency Response](#) classroom resources in [World Vision Global Education Resources](#)
- Access to computers and Internet for media research
- Optional: Flip chart paper

Time: Four 75 minute lessons.

Lesson One: Diamond Ranking Activity – Horn of Africa Media Statements

1. Create working groups of 3 to 5 students. Give each group a set of nine statements collected from media coverage of the Horn of Africa crisis (see *Diamond Ranking Activity: Horn of Africa Media Statements*).
2. Ask groups to read the statements carefully and determine how much they agree or disagree with each one. Allow sufficient time for different points of view to be explored. One approach

to consensus-building is to have group members individually rank the statements first, and then share their results with the rest of the group, looking for points of convergence.

3. Sort the statements using the diamond-shaped ranking pattern below, from Level 1 (Agree most strongly) to Level 5 (Disagree most strongly).

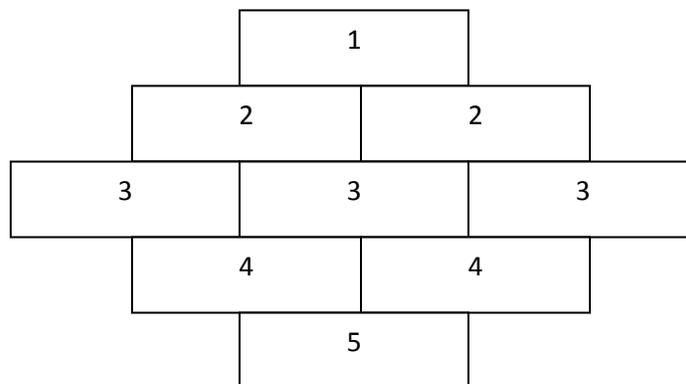
1 = Agree most strongly

2 = Agree moderately

3 = Neither agree nor disagree

4 = Disagree moderately

5 = Disagree most strongly



4. Create a T-chart on the board or flip chart paper, with Level 1 (Agree strongly) on one side and Level 5 (Disagree strongly) on the other. Ask each group to list their final choices on the chart and give a brief explanation for their choices. Use the chart as a basis for a large class discussion on the following questions:

- How similar or different are the final choices? If the choices are mostly similar, discuss why this may be so. Also explain any variations that arise.
- How difficult or easy was it to achieve group consensus on your choices?
- What more do we need to know? Where can we get this information?

After the large group discussion, share the sources of the media statements with the class.

Ask: Does knowing this information affect your ranking decisions?

- A.** Sam Dryden, Director, Agricultural Development Programs, Bill & Melinda Gates Foundation
- B & F.** Thomas Keneally, writer and author of *Three Famines: Starvation and Politics*
- C.** Ali Mohamud Rage, spokesman for militant group al-Shabab (“the youth”)
- D & E.** Marilyn McHarg, Executive Director of Médecins Sans Frontières (MSF)
- G.** K’naan, Somali-Canadian musician and founder of the Somalia Legacy Fund
- H.** Mark Cane, climate scientist, Columbia University in New York
- I.** Online blogger responding to news article in The Globe and Mail.

Lesson Two: Talking Point Activity – The Politics of Aid Delivery

Aid agencies are responding to the Horn of Africa crisis, supporting internally displaced persons (IDPs) in the regions of Puntland and Somaliland, at transit camps on the border with Ethiopia and at the Dadaab refugee camp in Kenya. World Vision provides water, food, health care and sanitation in IDP camps, and mosquito nets, blankets, tarps, kitchen sets and hygiene sets in Dadaab Camp. We are continuing our development work in existing projects in Kenya and Ethiopia where the effects of chronic drought are also felt. Yet within the aid community, a debate is emerging around the limits of assistance that can be provided in such a complex emergency situation as the one faced by people in the Horn of Africa.

1. Provide students with the following articles for debating the realities of aid delivery:

“Charity president says aid groups are misleading the public on Somalia: Médecins Sans Frontières executive says charities must admit that most of the country cannot be helped” (The Guardian, Sep 3, 2011)

<http://www.guardian.co.uk/global-development/2011/sep/03/charity-aid-groups-misleading-somalia>

“Response to Médecins Sans Frontières” by Mike Weickert, Director, Humanitarian and Emergency Affairs, World Vision Canada. (see *Student Handout: Response to Médecins Sans Frontières*)

2. Students can respond in a number of ways to the viewpoints expressed in the articles:

a. *Personal journal reflection* on points students agree and/or disagree with.

b. *Listening/Speaking Circles*. (This can be the whole class, but the exercise will move faster if two or three smaller groups are formed.) Each student in the circle has one minute to share one or two ideas from their journal reflection without comment from other group members. After each student has spoken, the group facilitator opens the discussion to general questions and comments.

c. *Formal debates* based on further research. See p. 28 of [A Hungry World](#) for a description of Oxford Style Debates.

Additional resources to support this discussion:

[Emergency Response](#). *Responding to Disaster: the World Vision Model*. pp. 7-9

We need safe access to those affected by famine in Somalia, says World Vision (July 2011)

<http://www.worldvision.org/content.nsf/about/20110720-safe-access-Somalia>

Aid Work in Somalia Continues Despite Violence (Voice of America, Oct 2011)
<http://www.voanews.com/english/news/africa/Aid-Work-in-Somalia-Continues-Despite-Violence-131279604.html>

Millions May Die...Or Not: How disaster hype became a big global business (Foreign Policy, Sep 2011)
http://www.foreignpolicy.com/articles/2011/08/15/millions_may_die_or_not

Shocking images aren't enough. (Globe and Mail, Sep 13, 2011)
http://www.theglobeandmail.com/news/opinions/opinion/shocking-images-arent-enough/article2163269/?utm_medium=Feeds%3A%20RSS%2FAtom&utm_source=World&utm_content=2163269

Drought in the Horn of Africa – Does the world still care? (CBC News, July 2011)
<http://www.cbc.ca/news/world/story/2011/07/14/f-vp-stewart.html>

Lingering Al Shabaab influence obstructs Somali famine relief (Voice of America, Aug 2011)
<http://www.voanews.com/english/news/africa/Lingering-al-Shabab-Influence-Obstructs-Somali-Famine-Relief-127891688.html>

A famine in Somalia, and a chronic political failure on humanitarian aid (Washington Post, Aug 2011)
http://www.washingtonpost.com/national/on-leadership/a-famine-in-somalia-and-a-chronic-political-failure-on-humanitarian-aid/2011/08/03/gIQAPaOgrl_story.html

World Food Program Halts Aid in Southern Somalia (VOA News, Jan 2010)
<http://www.youtube.com/watch?v=2kn6D4OAS0w>

Lessons Three and Four: Inquiry-based Research and Expert Circles

The Diamond Ranking and Talking Point activities will reveal areas of student interest for further research.

1. As a class, complete a KWL (Know, Want to Know, Learn) exercise on the board or flip chart paper following the graphic organizer example below. Ask students to first brainstorm in small groups and then list their ideas under the appropriate categories.

Example:

| What We Know | What We Want to Know | What We Need to Learn |
|--|---|--|
| The Horn of Africa crisis is a drought-related emergency, etc. | What human factors have also contributed to the emergency? etc. | The history of conflict and war in Somalia, etc. |

2. Once students have shared their ideas, determine the broader areas of inquiry emerging from the chart. Circle and map out categories for further research and list the essential

questions related to them. Below is a possible list of categories and essential questions to guide this activity, although students will come up with others.

The Complications of Conflict

What is the history of conflict and governance in Somalia?

Who are the al-Shabaab militants, what are their objectives and how are they supported?

How has piracy off the coast of Somalia contributed to the crisis?

The Dilemma of Migration

What are the push and pull factors affecting internal migration in Somalia?

What choices do families make before deciding to migrate or become refugees?

What challenges are faced by migrating families?

What is life like in refugee camps?

The Aid Response

What happens during the initial stages of an emergency response?

What roles do large and small aid organizations play?

What role does the Somalian diaspora play in assisting famine affected Somalis?

What interventions exist to ensure future sustainability for famine-affected people?

How have governments of G20 nations responded to the crisis, both historically and currently?

Climate Change and Famine

What is the link between climate and violence?

How are famines defined and differentiated from chronic hunger?

In what ways does climate change stress a fragile society?

Agricultural Sustainability and Rising Food Prices

What African-based solutions already exist for agricultural sustainability?

How are small hold farmers affected by globalized food production?

What is the impact of rising food prices on the poor?

What are the factors causing rising food prices?

Children in Emergencies

How are children affected differently by emergencies?

What policies or guidelines exist to protect the rights of vulnerable children in emergencies?

What happens to children who lose or are separated from their families during emergencies?

3. When the categories have been determined, ask students to sign up for the topic they are interested in researching further. Group sizes will vary, but limit them to 4 or 5 students.

4. Tell the groups they are now expert researchers on the topic they have chosen and will be collecting more information to share with the class. Allow appropriate time for in-class and out-of-class research and access to computers and Internet during class time. See *Horn of Africa: Resource Bibliography* for suggested articles, videos, podcasts and online maps.

5. Once the research phase is completed, gather students to share their information with the class in Expert Circles. Arrange the class in a community circle. Decide on the order of group presentations. For each expert group, place the number of chairs per group members plus one additional chair in the centre of the circle. Each member of the group will share information about the group's research topic. Explain that the extra chair is for anyone in the community circle who would like to share additional information on the topic to come in briefly, share the information and go back to his or her seat in the community circle.

6. The students in the community circle must remain silent until all members of the expert group in the centre have presented. Once they are done, invite the community members to direct questions to the "experts".

7. After all expert groups have presented, reflect on student learning with these questions:

- a. What did you learn about the topic(s)?
- b. Why is this strategy a good way to learn more about the topic(s)?
- c. What skills are needed for this activity to be successful?
- d. How did the open chair in the centre contribute to the activity?
- e. How did community circle members show they were listening to the experts?

7. This activity can be used for formal evaluation by assessing research notes and "expert" sharing of information.

8. Students may be motivated to go further at this point by taking an action in support of the Horn of Africa crisis. See the *Horn of Africa: Freeze Mob Action* resource and other youth action ideas on the [CONNECT](#) youth site.



Dadaab Refugee Camp, Ifo Extension. Photo by Jon Warren, World Vision.

Horn of Africa: Resource Bibliography

Educational Resources

[A Hungry World: Understanding the Global Food Crisis](#), World Vision Canada, 2008.

[Simulation Exercise: Household Budgets in Ghana, Afghanistan and Tanzania](#), World Vision Canada, 2010.

[Emergency Response](#), World Vision Canada, 2006.

[Horn of Africa: Food Insecurity Rating Scale](#)

[Horn of Africa: On the Road role play](#) activity

Soldiers in Somalia and The Perils of Peacemaking: Grade 9-12 lessons (CBC Classroom)
http://archives.cbc.ca/for_teachers/510/

Assignments provide perspective on Canadian peacekeeping forces in Somalia.

Infographics: Somalia by the numbers

<http://www.cbc.ca/news/interactives/somalia-infographic/>

Graphic representation of child deaths, numbers of refugees, etc. Good for classroom use.

Horn of Africa Crisis – Situation Report (Relief Web, Oct 2011)

<http://reliefweb.int/node/451543>

Ongoing updates from the UN Office for the Coordination of Humanitarian Affairs (OCHA)

The Horn of Africa Drought: the Endless Plight (Foreign Policy Association, July 2011)

<http://foreignpolicyblogs.com/2011/07/10/horn-africa-drought-endless-plight/>

The history of famine in the Horn of Africa.

Your Rights Under the UNCRC (UNICEF)

<http://olpglobalkids.org/ayiti/UNCRC.pdf>

The Universal Declaration of Human Rights

<http://www.un.org/en/documents/udhr/>

Bracelet of Life: MSF Middle Upper Arm Circumference (MUAC) Armband

<http://www.doctorswithoutborders.co.nz/education/activities/braceletoflife/index.html>

Online Articles

The Horn of Africa's Last Famine? (Globe and Mail, Sep 2011)

<http://www.theglobeandmail.com/news/opinions/opinion/the-horn-of-africas-last-famine/article2166524/>

High food prices in drought-affected Horn of Africa (UN News Centre, Aug 2011)
<http://www.un.org/apps/news/story.asp?NewsID=39271&Cr=Horn+of+Africa&Cr1>

Somalia's economy ravaged by a weak government (The Sunday Times, Sep 2008)
<http://www.timesonline.co.uk/tol/news/world/africa/article4727562.ece>

Money transfers lifeline for Somalia famine (CBC News, Sep 2011)
<http://www.cbc.ca/news/canada/ottawa/story/2011/09/13/ottawa-somali-money-transfer.html>

First Prize for a Child in Somalia: An AK-47 (NY Times, Sep 2011)
<http://www.nytimes.com/2011/09/21/world/africa/shabab-gives-unusual-prizes-for-somali-children-in-contest.html?scp=1&sq=children%20somalia&st=cse>

Glimpses of the Next Great Famine (NY Times, Sunday Review, Sep 2011)
<http://www.nytimes.com/2011/09/18/opinion/sunday/kristof-glimpses-of-the-next-great-famine.html?ref=sunday>

East Africa drought "the most severe humanitarian emergency in the world" (Toronto Star, July 2011)
<http://www.thestar.com/news/world/article/1025162--east-africa-drought-the-most-severe-humanitarian-emergency-in-the-world>

Does Climate Change Cause Civil War? (International Business Times, Aug 2011)
<http://uk.ibtimes.com/articles/203666/20110825/climate-change-triggers-civil-conflict-and-violence-study-does-climate-change-cause-war.htm>

Riding With the Pirates (Toronto Star, Aug 14, 2011)
<http://www.thestar.com/news/world/article/1038907--riding-with-the-pirates-in-somalia>

At Banadir Hospital, death stalks Somali children (Globe and Mail, Sep 12, 2011)
<http://www.theglobeandmail.com/news/world/africa-mideast/famine/at-banadir-hospital-death-stalks-somali-children/article2161602/>

Lingering Al Shabaab influence obstructs Somali famine relief (Voice of America, Aug 2011)
<http://www.voanews.com/english/news/africa/Lingering-al-Shabab-Influence-Obstructs-Somali-Famine-Relief-127891688.html>

Drought in the Horn of Africa – Does the world still care? (CBC News, July 2011)
<http://www.cbc.ca/news/world/story/2011/07/14/f-vp-stewart.html>

Assessing a famine: the food crisis in the Horn of Africa (CBC News, July 2011)

<http://www.cbc.ca/news/world/story/2011/07/18/f-famine-scale-backgrounder.html>

A famine in Somalia, and a chronic political failure on humanitarian aid (Washington Post, Aug 2011)
http://www.washingtonpost.com/national/on-leadership/a-famine-in-somalia-and-a-chronic-political-failure-on-humanitarian-aid/2011/08/03/gIQAPaOgrl_story.html

Horn of Africa: Fast Facts about the drought (IRIN, August 2011)
<http://www.irinnews.org/report.aspx?reportid=93426>

UN: One-third of Somalis now displaced (Voice of America, Sep 2011)
<http://www.voanews.com/english/news/africa/east/UN-One-Third-of-Somalis-Now-Displaced-129883783.html>

Somalian famine could kill 750,000 in months (CBC News, Sep 2011)
<http://www.cbc.ca/news/world/story/2011/09/05/somalia-famine-spreads.html>

UN declares famine in another three areas of Somalia (UNICEF, August 2011)
<http://www.unicef.ca/portal/Applications/Core/sbNews/sbNews.aspx?NewsID=1069&am=6555&rp=2727>

News release: Horn of Africa drought migration may displace 500,000 children (World Vision, July 2011)
<http://www.worldvision.ca/About-Us/News-Centre/Documents/WVCNews-20110721-HornOfAfrica.pdf>

Childview Magazine: The Food Issue (World Vision Canada, Fall 2011)
<http://childview.worldvision.ca/childview/en/>

Online and Interactive Maps

Where is the Hunger: Mapping the Famine in the Horn of Africa (ONE)
<http://www.one.org/us/actnow/horn.html>

Take a Closer Look: Humanitarian Snapshot (OCHA, Sep 2011)
<http://www.unocha.org/node/1889>

Updated map showing the current spread of famine in the Horn of Africa.

Canadian Geographic and CIDA World Map
<http://www.canadiangeographic.ca/worldmap/cida/cidaworldmap.aspx>

Videos and Visual Resources

Somalia: Culture, Chaos and Clans (CBC Digital Archives, 1992)
http://archives.cbc.ca/war_conflict/peacekeeping/topics/723/

History of Somalia in eight minutes. Overview of political and cold war history, plus clan-based culture of the country.

Drought Refugees Flee to Hard Conditions (Childview Magazine photogallery, Fall 2011)
http://childview.worldvision.ca/childview/en/?page_id=207p=1457

World Food Program Halts Aid in Southern Somalia (VOA News, Jan 2010)
<http://www.youtube.com/watch?v=2kn6D4OAS0w>

History of Somalia in eight minutes. Overview of political and cold war history, plus clan-based culture of the country.

World Vision talks to Somali refugee children (Aug 2011)
<http://www.youtube.com/watch?v=6vJ2skejRqs&feature=related>

Somalia's children under attack (Amnesty International, July 2011)
<http://www.youtube.com/watch?v=LY1iWWxd6yg&feature=related>

World Vision Horn of Africa Response (World Vision, Sep 2011)
<http://www.youtube.com/user/WorldVisionCanada>

Horn of Africa crisis: combating cholera in Somalia (UNICEF, Aug 2011)
<http://www.youtube.com/watch?v=wwT9rdtG5bM&feature=related>

World Vision talks to Somali woman at transit camp near Ethiopia (World Vision, Aug 2011)
<http://www.youtube.com/watch?v=4ZYhReMUOQQ&feature=related>

15 year old Muhamed speaks to World Vision (Aug 2011)
<http://www.youtube.com/watch?v=sxn9HyB6d1Y&feature=related>

Famine in the Horn of Africa (CBC News slideshow)
http://www.cbc.ca/news/world/photos/860#igImglId_12797

UN seeks more donor help on Somalia famine (CBC News photogallery, July 25, 2011)
<http://www.cbc.ca/news/world/story/2011/07/25/united-nations-drought.html>

Somalis flee drought and civil war (AlJazeera, July 2011)
http://www.youtube.com/watch?v=hLHjb_QTmkw&feature=relmfu

Unspeakable Brutality and Oppression (CNN, Sep 2011)
<http://www.youtube.com/watch?NR=1&v=1mk--mkOEiU>

Podcasts

Understanding Famine (CBC Sunday Edition, Sep 2011)
<http://www.cbc.ca/books/2011/09/understanding-famine-on-the-sunday-edition.html>

Success without Aid (World Vision Report, Jan 2009)

<http://www.worldvisionreport.org/Stories/Week-of-Jan-24-2009/Success-Without-Aid>

Somaliland is a region that sits on Somalia's northern border. Seventeen years ago, it broke away from Somalia and declared itself a free and independent country. But no other government in the world has recognized an independent Somaliland.

Waiting in Dadaab (World Vision Report, April 2011)

<http://www.worldvisionreport.org/Stories/Week-of-April-2-2011/Waiting-in-Dadaab>

World Vision Report: K'Naan (Dec 2009)

<http://www.worldvisionreport.org/Find-Stories/Week-of-December-5-2009/Knaan>

As a teenager, K'naan left behind violence in Somalia and moved with his family to New York. He ended up in Toronto, where he made his mark on the music scene by rapping about his home country.

CBC The Current: Somali Famine (July 13, 2011)

<http://www.cbc.ca/thecurrent/episode/2011/07/13/somali-famine/index.html>

Two Somali doctors provide care for 100,000 people while a third of the country is facing famine (24 mins)

CBC The Current: The Mayor of Mogadishu (Oct 2011)

http://www.cbc.ca/thecurrent/episode/2011/10/03/the-mayor-of-mogadishu/#igImgId_19328

Somali has not had a functioning government for more than 20 years. Meet the man many are calling Mogadishu's last hope.

ACGC Connect Podcast - Food Security and the Crisis in East Africa, Parts One & Two (Aug 2011)

Part One: <http://bit.ly/o2UCMI> Part Two: <http://www.acgc.libsyn.com/category/Podcast>

An exploration of the concept of food security and the ongoing food crisis and famine in the Horn of Africa.

Documentaries

PBS Frontline: Ambush in Mogadishu

<http://www.pbs.org/wgbh/pages/frontline/shows/ambush/>

Triage: Dr. James Orbinski (National Film Board of Canada)

<http://www.onf-nfb.gc.ca/eng/collection/film/?id=5477>

<http://www.whitepinepictures.com/triage/>

In one segment, Orbinski travels back to Somalia to visit his first MSF posting during the 1990's famine.

Somali Diaspora Documentary Project

<http://somaliproject.org/>

Photography and writing document the ongoing worldwide migration of the Somali people.

Student Handout: Response to Médecins Sans Frontières

I have a great deal of respect for both the quality of work and the level of commitment demonstrated by Médecins Sans Frontières staff around the world. Their work, like many other aid agencies, often means the difference between life and death for many people impacted by disasters. However, the best way to get the general public more engaged with a humanitarian disaster is not by making dubious criticisms about other humanitarian agencies. Dr. Karunakara of MSF criticizes other NGOs for characterizing the famine in parts of Somalia as being caused solely by drought and suggesting that solving it is simply a matter of giving money so enough food can be brought in. He goes so far as to call it a “con” and suggests some agencies are not treating the public like adults.

After making these allegations, Dr. Karunakara goes on to make some very valid points about the important role conflict plays in creating a famine and the challenges of operating in such an insecure environment. Unfortunately, by focusing the criticisms on other aid agencies, the more critical points about the difficulties working in a conflict-ridden environment are drowned out.

In the many media interviews I have done on this crisis the issue of conflict and its impact is always raised, either by me or the interviewer. Other agencies are saying the same thing. There may be the odd agency which is focusing solely on the role of drought, but to make such a sweeping criticism of all humanitarian agencies without providing concrete evidence does nothing to encourage the public to support the cooperative humanitarian efforts going on in Somalia, Ethiopia and Kenya and works against all of our efforts.

In the foreseeable future, working in most parts of Somalia will involve coping with conflict and the risks it brings both to the people we are trying to help and to our own staff. Spending time in Somalia talking to people who are impacted by this crisis is heart-breaking, because so much of their suffering is preventable. Even when conflict is a reality, it’s possible to get aid to innocent people if we are given access. Unfortunately, in large parts of Somalia we are not getting access, and conditions for people working in these areas are among the worst. I’m sure such experiences weigh heavily on Dr. Karunakara, but for some reason he has responded by drawing attention to this situation by attempting to create a conflict between aid agencies.

The most important thing we can do is get on with the job of helping people caught up in this crisis. This involves both doing good quality, well-coordinated work on the ground and communicating clearly and accurately to governments and the general public in our home countries. Let’s focus on what is important and not waste any more time creating artificial issues that distract everyone from what truly matters – working together to helping suffering people in immediate need.

~Mike Weickert, Director, Humanitarian and Emergency Affairs, World Vision Canada
(September 2011)

Horn of Africa: In the Camps (Grades 9 to 12)

In this unit students will:

- Understand the challenges facing migrating families and children living in camps
- Think critically about the push and pull factors impacting internally displaced persons (IDPs) vs. refugees
- Access and share information from a variety of online media sources
- Develop research, note-taking, active listening and oral persuasion skills

Materials:

- Access to computers and Internet to research online news articles, videos and podcasts
- Copies of *First Person Story: Student Handout* and *World Vision Horn of Africa* map
- Copies of *INEE (Interagency Network for Education in Emergencies): Early Childhood Development in the Horn of Africa*
- Working group copies of the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and the [Universal Declaration of Human Rights \(UDHR\)](#) (or access online)
- Horn of Africa: Glossary of Terms

Time: Two to three 75 minute lessons.

In the Camps: Instructions

1. Orient students to the realities of children and families living in camps. Define the difference between internally displaced persons (IDPs) and refugees and introduce the concept of *push and pull factors* (see Glossary of Terms).

Distribute copies of *First Person Story: Student Handout* and *World Vision Horn of Africa: Response to Drought and Hunger* map. Working in small groups, discuss the experience of Alihassan and his family. Use the map to determine the distance they may have travelled on foot. What are your immediate responses to his story?

2. *Media Overview.* Share the following online resources, videos and podcasts and assign the Guiding Questions for note-taking and follow-up discussion. Students can work individually or in [jigsaw groupings](#) to facilitate note-taking and “expert” information sharing with the whole group.

Online Resources:

Where is the Hunger: Mapping the Famine in the Horn of Africa (One)

<http://www.one.org/us/actnow/horn.html>

Interactive map and graphics.

Infographics: Somalia by the numbers (CBC News, Aug 2011)

<http://www.cbc.ca/news/interactives/somalia-infographic/>

Graphic representations illustrating numbers of child deaths and refugees arriving in camps.

Lingering Al Shabaab influence obstructs Somali famine relief (Voice of America, Aug 2011)

<http://www.voanews.com/english/news/africa/Lingering-al-Shabab-Influence-Obstructs-Somali-Famine-Relief-127891688.html>

Article and slideshow.

Horn of Africa: From one drought to another (the Guardian, July 2011)

<http://www.guardian.co.uk/commentisfree/2011/jul/07/horn-of-africa-drought>

US urges action on Horn of Africa famine (AFP, Aug 2011)

<http://www.google.com/hostednews/afp/article/ALeqM5gWVkyYmwIZGd2Jr-3vp5rKF1bITbg?docId=CNG.0dcc70d787af82f2b283aeb2af9d940e.b31>

UN: One-third of Somalis now displaced (Voice of America, Sep 2011)

<http://www.voanews.com/english/news/africa/east/UN-One-Third-of-Somalis-Now-Displaced-129883783.html>

Somalian famine could kill 750,000 in months (CBC News, Sep 2011)

<http://www.cbc.ca/news/world/story/2011/09/05/somalia-famine-spreads.html>

Money transfers lifeline for Somalia famine (CBC News, Sep 2011)

<http://www.cbc.ca/news/canada/ottawa/story/2011/09/13/ottawa-somali-money-transfer.html>

Videos:

World Vision talks to Somali refugee children (Aug 2011)

<http://www.youtube.com/watch?v=6vJ2skejRqs&feature=related>

15 year old Muhamed speaks to World Vision (Aug 2011)

<http://www.youtube.com/watch?v=sxn9HyB6d1Y&feature=related>

World Vision talks to Somali woman at transit camp near Ethiopia (World Vision, Aug 2011)

<http://www.youtube.com/watch?v=4ZYhReMUOQQ&feature=related>

Famine in the Horn of Africa (CBC News slideshow)

http://www.cbc.ca/news/world/photos/860#igImgid_12797

World Vision Horn of Africa Response (World Vision, Sep 2011)

<http://www.youtube.com/user/WorldVisionCanada>

UN declares famine in two regions of Southern Somalia (July 2011)

<http://www.youtube.com/watch?v=dWZcrtEFyk&feature=relmfu>

UN steps up efforts to bring urgent relief to millions in need (July 2011)

<http://www.youtube.com/watch?v=9vVidZaiTHQ&feature=relmfu>

Horn of Africa crisis: combating cholera in Somalia (UNICEF, Aug 2011)

<http://www.youtube.com/watch?v=wwT9rdtG5bM&feature=related>

Somalia's children under attack (Amnesty International, July 2011)

<http://www.youtube.com/watch?v=LY1iWWxd6yg&feature=related>

Somalis flee drought and civil war (AlJazeera, July 2011)

http://www.youtube.com/watch?v=hLHjb_QTmkw&feature=relmfu

Podcasts:

1. Waiting in Dadaab (World Vision Report, April 2011)

<http://www.worldvisionreport.org/Stories/Week-of-April-2-2011/Waiting-in-Dadaab>

ACGC Connect Podcast: Food Security and the Crisis in East Africa, Part 1 (Aug 2011)

<http://www.acgc.libsyn.com/acgc-connect-podcast-episode-1-food-security-and-the-crisis-in-east-africa-part-1-of-2>

ACGC Connect Podcast: Food Security and the Crisis in East Africa, Part 2 (Aug 2011)

<http://www.acgc.libsyn.com/acgc-connect-episode-1-food-security-and-the-crisis-in-east-africa-part-2>

A two-part exploration of food security and the current food crisis and famine in the Horn of Africa.

CBC The Current: Somali Famine (July 13, 2011)

<http://www.cbc.ca/thecurrent/episode/2011/07/13/somali-famine/index.html>

Two Somali doctors provide shelter and care for 100,000 people while a third of the country is facing famine (24 mins)

Guiding Questions for Note-taking and Discussion:

Use these questions to guide research and note-taking. In jigsaw groupings, assign one question to each “expert” student for analysis and sharing with home and breakout groups. After returning to home groups, assign one question to each group for reporting out to the class. Students working individually can be placed in small discussion groups to share findings.
Option: Assign questions for homework or evaluation.

1. *Push factors* are forces which drive people away from a place (e.g. lack of food or employment). *Pull factors* draw them to a new location (e.g. employment opportunities, safety from conflict). Develop a list of push and pull factors influencing people migrating within and from Somalia. Distinguish between factors influencing IDPs and those influencing refugees.
2. What are the benefits and drawbacks to Somalis choosing to migrate to other regions of Somalia, such as Puntland in the north (i.e. IDPs)? What are the benefits and drawbacks to choosing to leave their country and cross the border into Ethiopia (Dollo Ado Camp) or Kenya (Dadaab Camp)?



Photo credit: Mike Weickert, World Vision Canada

3. Describe the challenges facing families and children in the camps. Refer to the [United Nations Convention on the Rights of the Child \(UNCRC\)](#) and the [Universal Declaration of Human Rights \(UDHR\)](#). Which rights are most protected in the camps? Which rights are least protected?
4. List the main international players responding to the Horn of Africa crisis. Include governments and non-governmental agencies. What interventions are taking place?
5. Is providing basic food aid and protection from conflict a sufficient response for families and children in emergencies such as this? What other needs should be addressed? Should these needs wait until post-emergency when more suitable conditions are in place? (see INEE handout).

Activity: Fold the Line

1. Set up an imaginary line across the front of the classroom. Put up signs designating one end of the line “Completely Disagree” and the other end “Completely Agree”. Write the following statement on the board.

“Famines are forces of nature and completely beyond our control.”

2. Ask students to place themselves on the imaginary line based on how strongly they agree or disagree with this statement. Those who are neutral stand in the middle.

3. When the line is straight (this may require some re-arrangement), split it in the middle. Lead the mid-way student (who will be “neutral”) to stand in front of the first student in the line (“completely disagree”). The line of students after the mid-way student (i.e. from “neutral” to “completely agree”) will follow in step, lining up to face a classmate in the first half of the line. Students will now be paired with someone who holds a different point of view from them regarding the statement.

4. Standing an arm’s length away from each other, pairs discuss and defend their respective positions to their partners. Allow each partner 5 minutes to speak without interruption, then open the floor to a back and forth discussion. Allow this to continue for a few minutes.

5. When finished, and with students remaining in the line, ask if anyone changed their perspective, and to share the arguments or ideas that persuaded them. *Option: At the end of the discussion ask each student to write down the main supporting arguments that their partner gave and evaluate them for persuasiveness. Show these points to their partners for verification. This activity develops listening and evaluation skills.*

Extension Activity:

Using the handout *INEE: Early Childhood Development in the Horn of Africa*, review the practical suggestions for parents and caregivers working with and caring for children in emergencies such as the Horn of Africa crisis, where malnutrition and psycho-social trauma affect both children and their caregivers and negatively impact their chances for survival.

Develop a simple game or activity that could be used with children in the IDP and refugee camps, one that doesn’t require too many resources and can be communicated across language barriers. Specify which age group the activity is designed for. Present the activities to the class, involving them as participants.

For ideas, refer to UNICEF’s [Early Child Development Kit: A Treasure Box of Activities](#)

First Person Story: Student Handout

Who: Alihassan Hussein, a fatherless refugee from Somalia. Age: 13

Date: Monday, 08 August 2011

Location: Dadaab Refugee Camp in Kenya. Refugees fleeing from the current drought in Somalia make their own homes here out of sticks and found material. They beg and borrow to survive. Alihassan lives with his mother and six siblings—four brothers and a sister.

“My name is Alihassan Hussein. I am from Somalia, a district called Sagale. I am 13 years old. We are seven. My father is dead. I am staying with my mother and my older and little brothers. We sleep here, all of our family members in this tent.¹

We have been here a week. We took one month to come here. We walked. We were fired at by militia. We reached the border. No one was hurt. The TFG² along the Kenyan border helped us. They gave us food and water. Then we crossed. We came because there was no food.

I do nothing. We just wake up and cook whatever we have which is provided by the agencies who work at the refugee camps. We beg people for what we eat since we are newcomers. My mother begs. She borrows food from our neighbors. I only eat once a day.

We don't have football here. We just run and clap our hands. I just stay in my house. When I get tired, I go to the neighbors and see if there is any food to eat. Then I just sleep when the day is over. I would like to go to school.

I see people collecting sticks to build houses. I have seen some men digging toilets. My mother collects firewood for us from a far distance and she looks for something to eat for the day. And she's pregnant. I am worried about my mother. She is the one who keeps us. She is the one who provides us our daily bread. She is the one who provides for our family.

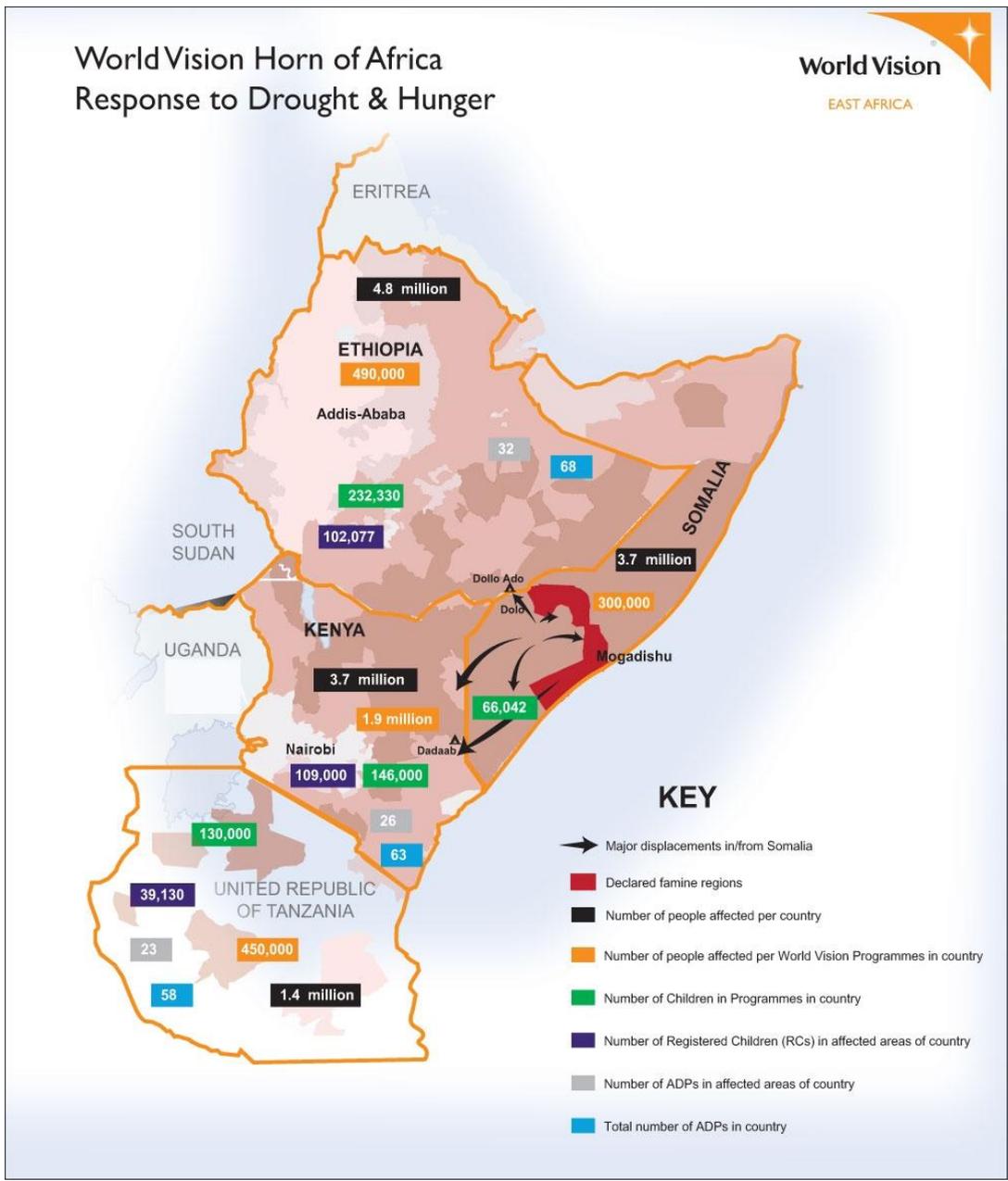
I am concerned about my brothers. We love each other. They are good. We belong to one family. I am worried when we are sleeping here in the night. This is an open area. I am afraid of the wild animals like lions and hyenas. There is no fence here.

I don't want to stay here, but if my country becomes peaceful I will go back. For the moment, I am here.”



¹ There is one single mattress for all 7 family members.

² Transitional Federal Government. This is the recognized government of Somalia.



Inter-Agency Network for Education in Emergencies

Early Childhood Development in the Horn of Africa

Young children are usually the most vulnerable when disasters strike. In the wake of devastating natural disasters, children are at increased risk of deprivation from satisfying their basic needs. Even if they do not experience separation from their primary caregivers, the latter are more likely to be stressed and depressed, and thus less able to provide young children with positive and emotionally nurturing environments and care. The physical harm they can suffer (by a lack of sufficient and adequate care, or poor nutrition) can leave long-term negative physical and emotional scars. Experiencing what is referred to as "toxic stress" in early childhood exposes children to greater risk of developing cognitive, behavioral and emotional difficulties. **In the horn of Africa, some 566,000 children are currently facing severe malnutrition and their survival is at risk.**

For parents and caregivers: a few practical suggestions

There are many simple things everyone can do that will help young children during an emergency. All of these things can be done anywhere - while waiting in a food line, at a therapeutic feeding center, or during regular daily activities.

**Please note that several of these were drawn from page 6 of the World Health Organization report on [Mental Health and Psychosocial Well-Being among Children in Severe Food Shortage Situations](#)*

- Don't wait for children to come to you, go to them; in many cases children are just too weak from dehydration, malnutrition or illness to reach out in any way.
- Parents can be physically and emotionally exhausted from their circumstances. Be careful not to interpret exhaustion as lack of caring.
- If a child is too ill to move or reach out by themselves, be sure to smile, make eye contact, hold, sing or just sit with them; these are the children that need your attention most. Stimulation is critical to eating/drinking.
- Move gently, slowly and quietly. Children in crisis situations have been exposed to traumatic events and may startle easily, causing re-traumatization.
- Talk to children or sing while they are being fed. Smile.
- When interacting with children, get down so that your face is at the level of the child's face. You may have to squat or sit. This encourages eye contact with even the youngest children.
- If they are able, let children take the lead. Imitate their movements. This will become a recognized game.
- Simple traditional games or rhymes that involve gestures or movements such as clapping engage young children of many ages.
- If children are more energetic, games that involve dancing or moving more vigorously are engaging and encouraged. Children can roll balls made of old sacks or sing together.
- Meet each mother/caregiver "where they are." If they cannot manage childcare, play, feeding, etc. by themselves, determine and engage options for familial, community or NGO support. If they can manage, show how much the child responds in a special way to their actions or voice, and model stimulating behavior. This can be done with even the very youngest children.

Adapted from the INEE website: <http://www.ineesite.org/>

Horn of Africa: Freeze Mob Action (Grades 9 to 12)

The magnitude and impact of the Horn of Africa crisis can be overwhelming to imagine. We want to take action to help but may not know what to do. Encourage students to take simple actions that support relief efforts for basic needs and protection of people affected by hunger and conflict. The Freeze Mob action described here is just one way to increase public awareness about the crisis. See the [Taking Action](#) section in *A Hungry World* for more student action ideas and resources.

Freeze Mob Action

A freeze mob is a staged event where a group of people assemble in a public space to perform a dramatic tableau for a short period of time and then disperse. While often done solely for entertainment and fun, freeze mobs can also have a planned purpose – making statements or sending specific messages. Sometimes they are called [smart mobs](#) because of the collective intelligence required to plan and implement them. A freeze mob is similar to a flash mob and is a dynamic way to make a public statement about an important issue, such as raising public awareness about the ongoing drought-related famine in the Horn of Africa.

Watch this video of a freeze mob staged by youth at the Metrotown Mall in Vancouver, BC. Take note of the reactions from patrons in the food court.

Freeze Hunger: a Freeze Mob for Horn of Africa
<http://www.youtube.com/watch?v=SI-zU-F2d8&feature=youtu.be>

Here's a fun freeze mob. Once again, watch the reactions of viewers.
 Frozen Grand Central Station, New York City
<http://www.youtube.com/watch?v=jwMj3PJDXuo>

10 Steps to Organizing a Freeze Mob

1. **Assemble.** Your organizing team of 5 to 10 people will consist of the following: team leader (or co-leaders), advertisers/promoters, graphic designers for posters and signs, videographers/photographers, and a communications point person who will be the “hub” for corresponding with participants, school administration and public venue contacts. If you are doing the freeze mob in school or during school time, make sure to clear your idea with school administration first.
2. **Brainstorm.** What is your message? What action will support it? A “smart” freeze mob not only grabs attention, but also has a purpose, something that one glance at the frozen tableau will clearly communicate. For example: if your message is hunger-related, stage your event in a mall food court, using empty food trays to communicate your message (see [Freeze Hunger](#) video). Include a call to action, whether advocacy or fundraising or both. People need to know what they can do once they've been made aware.

3. **Locate.** Choose a venue, ideally a highly-trafficked and visible area, such as the school cafeteria or main lobby, public square, food court, subway station, sports arena, etc. Get permission to use the site by approaching the management with a clear proposal. Choose an area where people will already be in motion: your Freeze must contrast with moving foot traffic (see [Frozen Grand Central Station](#) video). If you are outdoors have plans for dealing with weather, safety and crowd control.
4. **Cue.** Decide on a cue for the start and end of the freeze. Consider what will work best in the performance venue, depending on sight lines and the placement of people: visual cues, audible sound cues or even broadcast text messages can all work. Decide how long the freeze will last: a minute feels like an hour when you're frozen in place, but it needs to be long enough for impact.
5. **Recruit.** Once your location is approved, begin advertising for and recruiting participants. Allow at least a month for this. Decide how many people can fit into the venue space and how many are needed to make an impact (the BC Freeze Hunger event attracted 220 registered participants and 150 showed up)). Consider using online tools to get the word out: Facebook or Twitter work well for promotion and [Eventbrite](#) or other free ticketing sites can be used for registration. You can also promote with posters in the school, at community and youth centres, churches, local retailers, etc.
6. **Rehearse.** It's optional to have a practice run prior to the event as it may be difficult to coordinate a large group coming out twice to the venue. If the location is at school, this will be easier to do. If you don't do a practice run, make sure participants clearly understand their roles, the message of the Freeze and the time and location. Directions and information can be sent via emails prior to the event, or in a whole group on-site instruction session half an hour before. You can also tape a video of instructions to send out beforehand: this also helps participants to see and recognize the organizers.
7. **Promote.** At least a week or two in advance, your communications point person(s) will need to contact local media outlets with a news release. The media appeal of the event will be determined by its timeliness and uniqueness.
8. **Rally.** On the event day choose a location where you can comfortably and effectively brief all participants in one place. Remember to put this information in your earlier instructions and directions. It should be far enough away from the actual Freeze site to protect the surprise element, but close enough that it is convenient for participants to get to.
9. **Record.** Videographers/photographers need to be ready to go with all equipment tested and checked beforehand. Get panoramic shots as well as close-ups of the event. Interview participants before and after, and also the reactions of viewers who were "mobbed". While the event impact is important to capture, your video will get the attention of far more people once posted on YouTube. The [Freeze Hunger](#) video is an example of what you can do with yours.
10. **Follow up.** Email to thank all participants who showed up (and those who didn't) and send them the video link once completed and posted. Remind them to keep spreading the message and encouraging the awareness and/or fundraising action your Freeze Mob promotes.

Freeze Mob: Facilitated Debrief

Bring your organizing group together after the Freeze Mob event to reflect on the process and the impact. Here are some guiding questions you can address:

1. Did we get our central message across? How do we know?
2. What impact did the Freeze Mob have on viewers, either on the day of the event or from viewing photos/videos. How do we know?
3. What are the “learnings” from this event? What worked? What didn’t work?
4. What would we do differently next time?

Horn of Africa: Curriculum Connections (Grades 9 to 12)

Grades 9 and 10

| Course | Province | Outcomes |
|--|------------------|---|
| Canada and World Studies | Ontario | <i>Systems and structures, interactions and interdependence, environment, culture, power and governance. Use of critical/creative thinking processes (e.g., inquiry process, problem-solving process, decision-making process, research process.</i> |
| Food and Nutrition | Ontario | <i>Investigate current global issues related to food; identify the causes of hunger in Canada and the world and possible strategies for alleviating hunger.</i> |
| Geography | Ontario | <i>Report on global issues that affect Canadians</i> |
| Social Studies | Alberta | <i>Multiple perspectives and current affairs help students apply problem-solving and decision-making skills to real-life and controversial issues.</i> |
| English | Alberta | <i>Talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view. Evaluate sources for currency, reliability and possible bias of information for a particular research project.</i> |
| Information Technology | British Columbia | <i>Formulate questions and use a variety of sources and tools to access, capture, and store information. Demonstrate competence in using basic information technology tools.</i> |
| Living in a Globalizing World | Manitoba | <i>Students will examine their roles and responsibilities in a globalizing world.</i> |
| Atlantic Canada in the Global Community | Nova Scotia | <i>Identify qualities and attributes that individuals need to be effective global citizens.</i> |
| Foundation for Social Studies Curriculum | Atlantic Canada | <i>Identify and explain persistent issues involving the rights, responsibilities, roles and status of individual citizens and</i> |

| | | |
|--|--|--|
| | | <i>groups in a local, national and global context.</i> |
|--|--|--|

Grade 11

| Course | Province | Outcomes |
|-------------------------------------|------------------|---|
| Agriculture: A Cornerstone Industry | Manitoba | <i>Current Issues in local, national and international Agriculture.</i> |
| Civics | British Columbia | <i>Acquire knowledge and develop understandings to become more mindful of connections to the civic world and responsibilities as members of various local and global communities.</i> |
| Social Studies | British Columbia | <i>Apply critical thinking—including questioning, comparing, summarizing, drawing conclusions, and defending a position—to make reasoned judgments about a range of issues, situations, and topics. Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration.</i> |
| Communications | British Columbia | <i>Cultivate analytical and critical thinking and problem solving. Use mass media to select information and expand knowledge base.</i> |

Grade 12

| Course | Province | Outcomes |
|---|------------------|---|
| Global Issues: Citizenship and Sustainability | Manitoba | <i>Global justice and human rights; conceive of, research, plan, implement and reflect on a project focused on sustainable development.</i> |
| Social Justice | British Columbia | <i>Apply critical thinking and ethical reasoning skills to a variety of social justice issues. Implement an appropriate plan for action on a selected local, provincial, national, or international social justice issue.</i> |
| Comparative Cultures | British Columbia | <i>Broaden perspectives – from a study of world cultural history – to think and act</i> |

| | | |
|--|-----------------|---|
| | | <i>as world citizens.</i> |
| World Issues | Ontario | <i>Explain how inequities in the distribution of resources and boundary disputes contribute to conflicts.</i> |
| Human Geography | Ontario | <i>Explain the causes and effects of human migrations.</i> |
| Food and Nutritional Sciences | Ontario | <i>Identify the factors that are critical to achieving and maintaining food security and eliminating hunger; identify current food crises, the factors causing them (e.g. production increases, unfavourable global weather changes), and their impact on the availability and cost of food.</i> |
| Challenge and Change in Society | Ontario | <i>Social challenges pertaining to health, social injustice, and global concerns. Select, organize, and interpret information gathered from a variety of print and electronic sources.</i> |
| Global Geography | Nova Scotia | <i>Recognize, examine and explain changing world conditions and identify and discuss emerging global trends.</i> |
| Foundation for Social Studies Curriculum | Atlantic Canada | <i>Analyze major issues involving the rights, responsibilities, roles and status of individual citizens and groups in a local, national and global context.</i> |
| Ethics and Religious Culture (Cycle Two) | Quebec | <i>Explains some current challenges in human relations (e.g. the gap between rich and poor countries, the consequences of overpopulation): issue, actors involved, statistics, scope of the problem, tensions, values and norms at issue, etc. Uses justification to present, in a logical way, a few reasons and ideas that support a point of view.</i> |

Horn of Africa Famine: Glossary of Terms

Chronic drought: an extended period of months or years when a geographic region experiences a deficiency in its water supply

Famine: a drastic, wide-reaching food shortage, resulting in extreme hunger and starvation

Horn of Africa: The Horn of Africa takes its name from the horn-shaped point of land on the north-eastern side of the continent of Africa. It includes the countries of Djibouti, Eritrea, Ethiopia and Somalia. Sometimes Kenya, Sudan and Uganda are also included.

Humanitarian Aid: Food, water, and necessary supplies that are brought into conflict or disaster affected areas and countries by third parties, such as other countries or relief and non-governmental organizations which specialize in helping people in need.

Internally Displaced Persons (IDPs): persons who are forced to leave their homes due to natural or man-made calamities, but who remain within their country's borders.

Livelihood: the means of supporting one's existence and supplying the necessities of life.

Migration: The movement of people from one place to another. There are two main types of migration: *internal migration* or migration within a country (internally displaced persons) and *external migration* which requires crossing a political border into another country (refugees).

Peninsula: A piece of land almost surrounded by water or projecting out into a body of water but still connected to the mainland.

Push- Pull Factors: The push factor involves a force which acts to drive people away from a place (e.g. lack of food or employment) and the pull factor is what draws them to a new location (e.g. employment opportunities, safety from conflict).

Psycho-social Trauma: Mental health symptoms experienced as a result of extremely distressful or traumatic events. These include: anxiety, panic attacks, depression, emotional detachment, "numbing out", loss of self-esteem and self-worth, hopelessness, etc. The symptoms have a negative impact one's ability to interact in a social context. Traumatized parents may have difficulty assisting traumatized children, which has adverse consequences for child well-being.

Refugee: A person who has been forced to leave his or her country and cross a political border in order to escape war, persecution, or natural disaster.

Therapeutic Feeding Centres: Community-based feeding centres where severely malnourished children can be assessed and treated with emergency interventions. In crisis situations these centres are set up in IDP or refugee camps.

| STAGE | | INDICATORS | RESPONSES |
|-------|----------------------------------|---|---|
| | | <i>NOTE: Not all indicators must be present for classification</i> | <i>Objectives: (1) mitigate immediate outcomes,(2) support livelihoods, (3) address underlying causes</i> |
| 1 | Generally Food Secure | <p>Mortality Rate < 0.5 / 10,000 / day</p> <p>Acute Malnutrition <3 % Stunting <20%</p> <p>Food Availability adequate (> 2,100 kcal ppp/day); stable supply</p> <p>Dietary Diversity consistent quality and quantity of diversity</p> <p>Water Availability adequate (>15 litres ppp day)</p> <p>Civil Security: prevailing peace Livelihood Assets: generally sustainable</p> | <ul style="list-style-type: none"> • Provide assistance to food insecure groups • Invest in food and economic production systems • Develop sustainable, just and equitable livelihood systems • Prevent emergence of infrastructure obstacles to food security • Advocacy actions |
| 2 | Borderline Food Secure | <p>Mortality Rate <0.5 / 10,000 / day USMR 1-2 / 10,000 / day³</p> <p>Acute Malnutrition >3% but <10 % Stunting >20%</p> <p>Food & Diet: borderline adequate (2,100 kcal ppp/day); unstable supply</p> <p>Dietary Diversity chronic dietary diversity deficit</p> <p>Water Availability: borderline adequate (15 litres ppp / day); unstable</p> <p>Civil Security Unstable; disruptive tension, obstacles to food security</p> <p>Coping “insurance strategies” Livelihood Assets stressed, unsustainable</p> | <ul style="list-style-type: none"> • Increase stability and of livelihood systems to reduce risk • Provide “safety nets” to high risk groups • Interventions for best sustainable use of livelihood assets • Develop contingency plan • Address structural obstacles to food security • Close monitoring and advocacy actions |
| 3 | Acute Food and Livelihood Crisis | <p>Mortality Rate 1-2 / 10,000 / day and increasing USMR > 2 / 10,000/day</p> <p>Acute Malnutrition >15 % and increasing Disease Pandemic</p> <p>Food and Diet: can’t meet 2,100 kcal/ppp/day, 3 or less food groups</p> <p>Water Availability < 7.5 litres ppp / day (human use only)</p> <p>Destitution / Displacement concentrated; increasing</p> <p>Civil Security widespread intense conflict</p> <p>Coping “distress strategies” Livelihood Assets near irreversible loss</p> | <ul style="list-style-type: none"> • Urgent protection of vulnerable groups • Urgent food access • Selected provision of basic needs: food, water, shelter, sanitation, health • Protect against complete livelihood asset loss • Use “crisis as opportunity” to address infrastructure causes • Close monitoring and advocacy actions |
| 4 | Humanitarian Emergency | <p>Mortality Rate 1-2 /10,000 /day and increasing USMR > 2 / 10,000 /day</p> <p>Acute Malnutrition >15 % and increasing Disease Pandemic</p> <p>Food & Diet can’t meet 2,100 kcal ppp /day; 3 or less food groups</p> <p>Water Availability < 7.5 litres ppp / day (human use only)</p> <p>Destitution / Displacement concentrated; increasing</p> <p>Civil Security widespread, intense conflict</p> <p>Coping “distress strategies” Livelihood Assets near irreversible loss</p> | <ul style="list-style-type: none"> • Urgent protection of vulnerable groups • Urgent food access through complimentary interventions • Basic needs provision: food, water, shelter, sanitation, health • Protection against complete livelihood asset loss • Use “crisis as opportunity” to address infrastructure causes • Close monitoring and advocacy actions |
| 5 | Famine/Humanitarian Catastrophe | <p>Mortality Rate > 2 / 10,000 / day (e.g: 6,000 / 1,000,000 / 30 days)</p> <p>Acute Malnutrition > 30 % Disease Pandemic</p> <p>Food & Diet: much below 2,100 kcal ppp / day</p> <p>Water Availability < 4 litres ppp / day (human use only)</p> <p>Destitution / Displacement large scale, concentrated</p> <p>Civil Security widespread, intense conflict</p> <p>Livelihood Assets complete loss; collapse</p> | <ul style="list-style-type: none"> • Critically urgent protection of human lives • Comprehensive provision of basic needs: food, water, shelter, sanitation, health • Immediate policy or legal revisions • Negotiations with political-economic interests • Use “crisis as opportunity” to address infrastructure causes • Advocacy actions |

³ Under 5 years mortality rate