

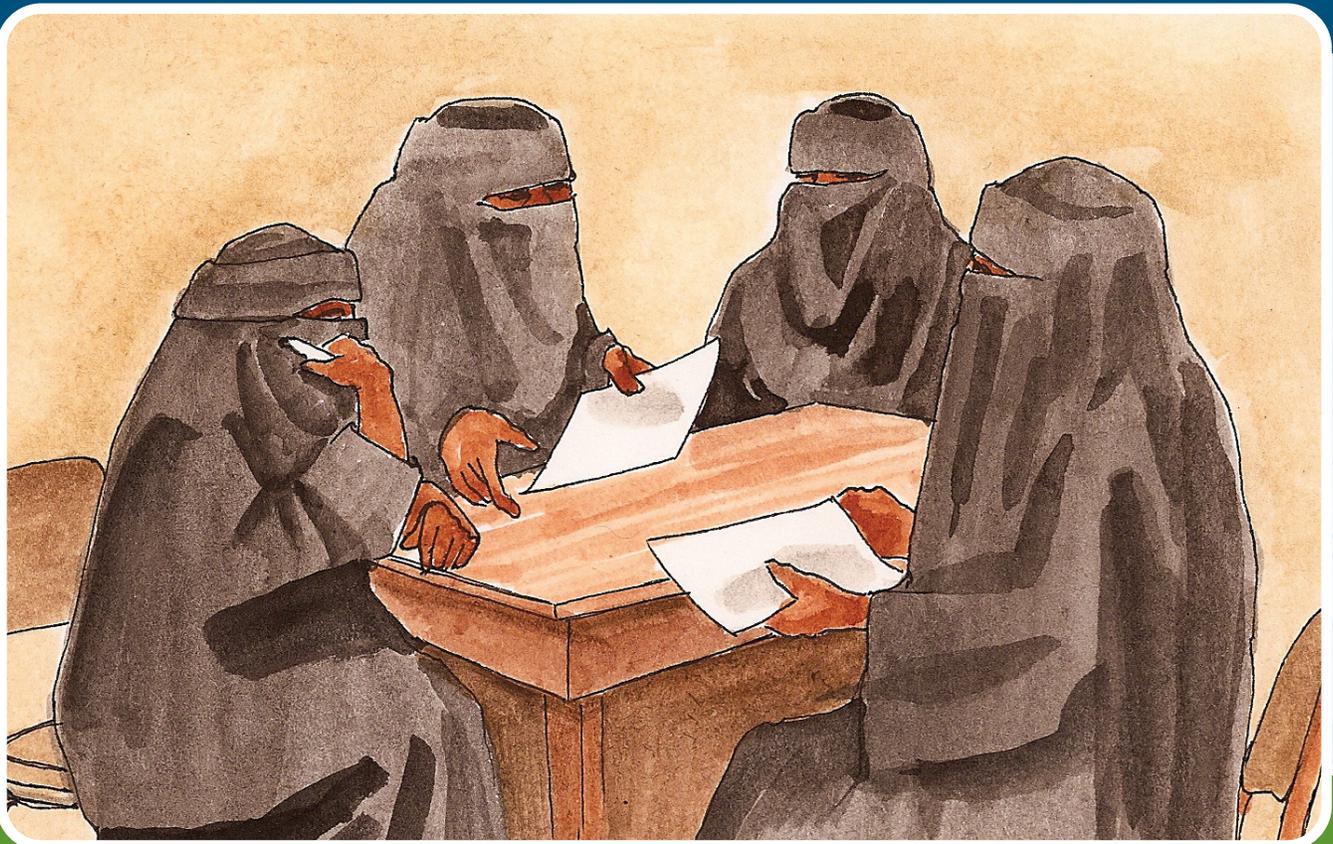


USAID
FROM THE AMERICAN PEOPLE

LEAD TRAINER NOTES

COMMUNITY PREPARATION AND RESPONSE TO AVIAN INFLUENZA: A PARTICIPATORY GUIDE

Prepared for the Yemeni Women's Union



This publication is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this guide are the sole responsibility of AED and do not necessarily reflect the views of USAID or the United States Government.



WHO IS THIS TRAINING FOR?

This training is for women of the Yemeni Women's Union (YWU: Ittihad Nisa al-Yaman), the oldest women's organization in Yemen. For over 40 years, the YWU has worked on projects that promote gender equity, literacy, and job skills for all Yemeni women. With over 4000 volunteers throughout Yemen, the YWU is in a unique position to reach thousands of other women and their families with information about how to prevent or contain disease in their communities. The YWU works on projects that support: basic healthcare; care of children; and the needs of women in rural and remote areas.

YWU is involved in the training of trainers to implement awareness campaigns about widespread diseases among women and children. It is only natural then, that the YWU and its volunteers are called upon to learn how to organize and conduct their own local trainings on *Community Preparation and Response to Avian Influenza*. The YWU, working through its local offices, will use this training at the community level within the seven regions with a high risk for avian influenza. Those seven governorates include: Amran, Sana'a, Dhamar, Ibb, Taiz, Al Dali, and Lahj.

OVERVIEW OF THE TRAINING

The YWU training is a one-day, peer education training with enough time built in so that participants

can practice and develop their own skills delivering information on preventing and controlling avian influenza in Yemen. The training is designed to encourage participation and is not modeled on lecture or expert panels, but rather on peer-to-peer-education.

AUDIENCE

Members of the Yemeni Women's Union (YWU: Ittihad Nisa al-Yaman)

GOAL

To increase the number of women peer educators who can work in their communities and neighborhoods to help prevent and contain bird flu.

PURPOSE

The purpose of the one-day peer education training is to:

1. **Strengthen the capacities of YWU trainers** to reach villagers with ways to:
 - **prevent** avian influenza at the village level,
 - **detect, report, and respond** to possible bird flu outbreaks at the village level,
 - **establish** a network for reporting and responding if there is an outbreak,
 - **make** changes in local poultry management,
 - **improve** the health status of the community; and
2. **Develop the planning and training skills** of Yemeni Women's Union peer education participants.

AGENDA OF THE ONE-DAY PEER EDUCATION TRAINING

- 7:00 – 8:00.....Registration of participants from the YWU
- 8:00 – 9:00.....Introduction and Match Game—
Preventing Avian Influenza
- 9:00 – 9:30.....Review of objectives
- 9:30 – 10:00.....Preview of training practice sessions
- 10:00 – 10:45.....Group work to prepare for practice session
- 10:45 – 11:00.....Morning break
- 11:00 – 11:45.....Group #1 presents Activity #1
- 11:45 – 12:45.....Break for lunch
- 12:45 – 1:30.....Group #2 presents Activity #2
- 1:30 – 2:15.....Group #3 presents Activity #3
- 2:15 – 3:00.....Review of all three presentations: Q and A
- 3:00 – 3:30.....How to go back to your community and
plan your own trainings
- 3:30 – 4:00.....Wrap up and dismissal

PRE-WORKSHOP AND WELCOME

NOTE TO TRAINER:

Welcome individuals as they arrive. Ensure that each signs in on the sign-in sheet that you have prepared.

INTRODUCTIONS AND MATCH GAME — PREVENTING AVIAN INFLUENZA

NOTE TO TRAINER:

Whenever you see *italics*, you are going to **read those statements out loud** to the participants.

TRAINER STATES OUT LOUD:

*Good morning (or afternoon). Thank you for joining us for this one-day peer education on **Community Preparation and Response to Avian Influenza**. This training is for women of the Yemeni Women's Union (YWU: Ittibad Nisa al-Yaman) which, as you know, is the oldest women's organization in Yemen. For over 40 years you have worked on projects that promote gender equity, literacy, and job skills for all Yemeni women. And you've worked to support basic healthcare, care of children, and the cares and needs of women in rural and remote areas.*

Recently the YWU has been involved in the training-of-trainers to implement awareness campaigns about widespread diseases among women and children. It is only natural then, that the YWU and its thousands of volunteers are called upon now to be the trainers in Yemen that learn how to organize and conduct their own local trainings on Preventing and Controlling Avian Influenza. So I want to thank the YWU for committing to this very important project.

We're going to start this morning with a game that will allow us to learn more about one another, while learning a little bit about avian influenza in Yemen. Let me start by introducing myself...

NOTE TO TRAINER:

State your name and your position. Say a bit about your interest in the workshop's topics. Stress that you are not an expert on avian influenza, but that you are here to help them focus on an important topic.

MATCH GAME

MATERIALS NEEDED:

Match game sheets, one (1) per participant. Count these out ahead of time, ensuring that you have a match for each sheet. Shuffle the sheets so they are not handed out in order.

TRAINER STATES OUT LOUD:

To give you a chance to get acquainted with one another, we're going to play a game. It's called the Match Game. This is a game that you can play when you conduct trainings in your community. Here's how we play it...

*I'm going to give each of you a sheet of paper. Half of you will get a sheet **with a statement that has a blank** to show where a word or phrase is missing. The other half of you will receive **a sheet with a word or phrase** that's missing from one of the statements.*

Once you have your sheets, you will all stand up. Take a few minutes to talk with others, look at each others' sheets and try to find your match. Once you find the person whose sheet

completes your statement (or accepts your word or phrase), please stand together and both raise your hands.

NOTE TO TRAINER:

Pass a sheet to each participant, being sure that you are handing out a mate for each sheet you use. You should have calculated the number you need ahead of time and then shuffled the sheets, so it is not obvious which sheets match. See Appendix A: Match Game.

Watch how participants are doing. If it takes them several minutes to find their match or they are not sure if they have a match, this may be a clue that the participants do not know very much about avian influenza. If they find their match quickly, this may be a clue that the participants know quite a lot about avian influenza. You should adjust the detail of your training accordingly.

Help out only if people are really stuck. Once everyone has found her match, proceed.

TRAINER STATES OUT LOUD:

Before we hear about your match, please take a moment to learn who your partner is. You will need to introduce her to the rest of us, so learn her name and where she is from.

NOTE TO TRAINER:

Give pairs a few moments to do this. Then call them back to order.

TRAINER STATES OUT LOUD:

The statements that you just completed include a lot of facts about avian influenza in Yemen and the world. We thought

it would be fun for you to hear these facts from each other. I'll serve as your "fact checker," but you'll be teaching one another the facts.

Each pair will first introduce one another to the group. Then you'll read us your sentence. If you have made an accurate "fact," you'll hang your fact on the wall and then take your seats. In case we have any "facts" that are not quite right, we'll help you find your real match before we put the correct fact on the wall.

Let's start with this pair on my right....

NOTE TO TRAINER:

Ask one pair to introduce each other by giving the partner's name and where she is from. Have one of them read aloud the statement they have completed. Find the statement in the list on the Match Game Handout to see that it is correct.

If correct, check it off on your list to help you keep track of the pairs of sheets. Ask the pair to post it and then take their seats.

If a statement is mismatched, state the correct word or phrase for the statement and locate the person who should be her partner. Turn next to the two people who were just "freed up" and check whether their sheets are a match. If so, have them read the new statement aloud and post it on the wall.

Make sure all participants are introduced by name. Use the flip chart to jot down everyone's name and where they are from.

TRAINER STATES OUT LOUD:

We'll leave all these statements on the wall so that we can refer to them throughout the workshop. Now I'd like to ask you:

Which of these statements surprised you?

What did you already know?

NOTE TO TRAINER:

Wait for a participant to respond and very briefly comment on the choice. Allow several participants to mention statements of interest. Clarify any concerns or misunderstandings that participants have. Reinforce the workshop's messages and/or mention items that you will cover later in the workshop. Reassure participants that some of this information may be new to them.

Let participants know that they do not need to memorize all this information!

Don't be concerned if, because you have only a few participants in your workshop, only a few of the facts are on the wall. The most important/basic facts are at the top of the list, so you should have covered most of the information, even with only ten participants (the first five statements).

WORKSHOP OBJECTIVES

TIME

5 minutes

MATERIALS NEEDED

Prepared newsprint with workshop objectives

TRAINER STATES OUT LOUD:

*Please take a look at the objectives for today's workshop.
Would someone volunteer, please, to read these aloud?*

VOLUNTEER READS:

Workshop Objectives

By the end of this workshop, we will be able to:

- *Work in and with our community to help prevent and control avian influenza.*
- *Conduct local workshops with friends and neighbors about HOW avian influenza is spread, and how it can be prevented and controlled.*
- *Conduct local workshops with friends and neighbors about what to look for and who to call if they notice chickens or other birds becoming sick or dying.*

NOTE TO TRAINER:

When the volunteer has finished reading the objectives, thank her. Ask if anyone has questions about the objectives. Answer any questions raised and then move on.

TRAINER STATES OUT LOUD:

We'll leave the objectives posted here on the wall and check at the end of today's training to see whether you think we've met them.

PREVIEW OF PRACTICE TRAINING SESSIONS

TIME

5 minutes

MATERIALS NEEDED

Prepared newsprint

TRAINER STATES OUT LOUD:

Working in and with your community, you have a very important role in preventing and controlling avian influenza.

*One way to prevent and control avian influenza is to teach your community members about **HOW** avian influenza is spread, and how it can be prevented or controlled.*

You'll also teach your friends and neighbors what to look for and who to call if they notice chickens or birds becoming sick or dying. One very good way to teach people about a specific topic is to practice talking to one another about the topic. That's what we are going to do today. There are copies in your Participant Handouts of three (3) activities that you will use in your own workshops in your own communities.

Since there are [number of participants: for example, 9] of

you and three activities, we'll have you divide up into three groups of practice trainers.

So the first group will take Activity #1: Avian Influenza: How Is It Spread?

The second group will take Activity #2: Watching, Taking Notes, and Reporting

The third group will take Activity #3: What Kinds of Activities Will Officials Be Involved in during and after an Outbreak?

NOTE TO TRAINER:

The task here is to divide your class into three even groups (as even as possible).

TRAINER STATES OUT LOUD:

Don't worry. I'll help you in the session if you get stuck, but we want to spend the time today not listening to me talk, but letting you share with each other information and correct actions regarding avian influenza.

As you go over the notes, you'll see that what you say is scripted out in trainer notes to help you present and stay on track. Your trainer notes are written out in italics. You'll have about 30 minutes to go over the notes and accompanying Participant Handouts in your packet.

Talk to your team members about who will say what. If you are here with friends or colleagues and will be training together in the same place, it may be a good idea to practice together today. I want everyone to have the chance to talk, so divide up the information in your group's activity as evenly as possible.

You'll have 30 minutes to conduct your session. And an additional 15 minutes to take questions and answers. I'll help you with that part too. So go ahead and divide up into you groups and start planning your sessions.

NOTE TO TRAINER:

Once groups have had about 30 minutes to prepare their activities, call time. Ask everyone to put up their materials (so that people don't work on their workshop while others are presenting). Ask those doing Activity #1 to come forward to begin their presentation. Give each group about 30 minutes to do their group activity. Let the practice trainers do as much as they can. If they get stuck, or falter, help them get back on track, but don't do the whole session for them. The purpose of the practice sessions is to get them used to talking about the subject matter and building skills and confidence. Use this Lead Trainer Copy to follow along as they present each of the three activities.

PRACTICE SESSIONS BEGIN

ACTIVITY #1 (GROUP #1): HOW IS AVIAN INFLUENZA OR BIRD FLU SPREAD?

NOTE TO TRAINER:

Whenever you see italics, you are going to read those statements out loud to the participants.

TRAINER STATES OUT LOUD:

So let's start with HOW avian influenza is spread. You all will need to refer to Handout #1 in your packets. Does everyone have the handout?

Bird flu can spread in several ways:

Purchasing, trading, or carrying domestic birds/poultry, eggs, chicks/gosling, or ducklings from the family farm to another farm or to the market

Purchasing, trading, or carrying domestic birds/poultry, eggs, chicks/gosling, or ducklings from another farm or from the market back to your family farm.

Let's take a look now at Handout #2. Bird flu can spread by allowing your chickens or ducks to get close to wild birds or the water where they drink. This is because local and migrating water birds that have the virus carry it when they fly from watering place to watering place.

Bird flu can also be spread by humans:

In Handout #3, you'll see that humans carry the virus around when it is on their shoes, their tools, their bicycles,

or vehicles. Often humans and poultry may live in the same areas. Friends and neighbors may keep chickens or other poultry in their yard. This makes it easy for humans to spread the virus on their shoes, tires, or other things that have touched the feces, blood, mucous, saliva or other parts of an infected bird.

Are there any questions on what we just covered?

NOTE TO TRAINER:

Answer any questions and then move on.

TRAINER STATES OUT LOUD:

As members of the Yemeni Women's Union, it is important for us to work in our communities to promote healthy behaviors at home and in the backyard farm that help prevent and control avian influenza. Let's start by looking at the backyard farm first. Let's take a look at Handout #4. If we keep poultry in our yard, it's important to:

Keep all poultry in a fenced area or separate building.

Do not let poultry roam free.

Keep poultry away from other animals, especially wild birds.

Keep chickens separate from ducks. Ducks can be infected with avian influenza, but not show any signs of being sick.

Keep poultry away from any source of water that could have been infected by wild birds.

Keep new birds in a fenced area or cage, away from the rest of your flock for at least 14 days.

If you take your birds to the market but do not sell them, keep them separate for at least 14 days before you return them to the rest of the flock. This will protect your flock in case the returning birds came in contact with the virus at the market.

There are other behaviors that as community members we can promote at the household level. Let's look at Handout #5. Those behaviors include:

Do not let poultry in your house.

Do not let children play near the poultry pen or play with poultry.

Clean the farmyard every day.

Wear a mask over your nose and mouth to avoid breathing in the virus from infected bird droppings. If you do not have a mask, tie a cloth (handkerchief) over your nose and mouth.

Remember, people can carry the virus that causes avian flu on their shoes, vehicle tires, or on farm equipment. This is how the virus can spread from one farm to another or from one district to another. Also, people can accidentally bring infected animals home from other farms or markets. Let's take a look at Participant Handout #6. Here are three things to remember to keep people, tires, or equipment from spreading the avian influenza virus:

- 1. When anybody enters or exits the farmyard, they should wash their shoes, especially the bottom of the shoes, with soapy water (or disinfectant if you have it). If washing is not possible give visitors clean shoes at the farm gate.*

2. *Brush off or wash with soap and water anything that comes to your farmyard that may have touched poultry feces from another place—such as another farm or live-bird market. This is so you do not accidentally bring the virus to your home or someone else’s home on your clothing, shoes, tools, cages, and tires. Use disinfectant if you have it.*
3. *Keep farm equipment and tools, vehicles, and bicycles clean by washing tires with soap and water or disinfectant everyday.*

We’ve been talking the last few minutes about the yard, and the outdoors. Are there any questions before we move on?

NOTE TO TRAINER:

Answer any questions, then move on.

TRAINER STATES OUT LOUD:

Now let’s turn our attention to the household for a moment. Look at Participant Handout #8 as we talk about how we can promote household behaviors that help prevent and control avian influenza.

For the whole community to be safe, everyone should:

Eat only healthy poultry (chicken or ducks). Do not kill, cook, and eat sick poultry and do not cook or eat poultry that has died suddenly.

Cook well poultry meat, eggs, or poultry blood before eating them (meat should not be pink in the middle, and eggs should not be runny or liquid like).

Clean kitchen surfaces and other areas that come into contact with poultry with soap and water or disinfectant if you have it.

Wash their hands with soap and water before and after touching poultry or any eggs.

In addition to promoting healthy behaviors in the farmyard and in our households, there is one last behavior that has community leaders we can promote at the local level. Let's look at Handout #10 as we talk about vaccinating our poultry from the bird flu.

We should encourage each other to vaccinate our poultry if local officials, like veterinarians or animal health officers, recommend it.

It is important to know that vaccination does not protect poultry completely. They can still become infected and spread disease.

It is also important that there are trained vaccinators and vaccine available in your community.

Okay, that's it for Activity #1 on How Avian Influenza or Bird Flu is Spread. You all did a great job and asked good questions. Are there anymore questions before the next group comes up?

NOTE TO TRAINER:

Answer any questions and then sit down.

End of Activity #1, Group #1

LEAD TRAINER TAKES BACK OVER

TRAINER STATES OUT LOUD:

So that's what a practice session looks like! You should give the first group congratulations. They really did a good job of practicing doing a training in their community. So that bring us to our next group. Group #2, you're up next, presenting Activity #2.

NOTE TO TRAINER:

At this point in the day it may be time to break for a lunch hour. If it's not time for a lunch break, continue with Group #2, Activity 2.

ACTIVITY #2 (GROUP #2): WATCHING, MAKING NOTES, AND REPORTING

NOTE TO TRAINER:

Whenever you see *italics*, you are going to **read those statements out loud** to the participants.

TRAINER STATES OUT LOUD:

For this next section you (the participants) will refer to the Participant Handouts #9 through #12 in your packets. Does everyone have their handouts?

We just heard about how avian influenza is spread and how it can be prevented. It's important to remember that prevention is an ongoing job. One way to stay "on top of" the situation is by keeping an eye on our neighborhoods and communities. To do that, we must always be watching for signs of illness in our own backyard flocks or in the wild birds around us.

As peer educators, we will need to tell our neighbors and friends to watch for signs of illness and how to report any illness or death of chickens. So let's move now to Activity #2 called "Watching, Making Notes, and Reporting."

As peer educators we can teach farmers, neighbors, and villagers to watch for signs of an avian influenza outbreak.

We need to let the entire village know WHO they should contact if they see poultry that becomes sick or suddenly

dies. And we need to let the whole village know HOW to contact that person—by telephone or in person.

During the trainings that we conduct in our communities, or even during one-on-one conversations, we can ask farmers, neighbors, and villagers to watch for signs of an avian influenza outbreak. So let's talk now about what the signs might look like. You'll need to look at Participant Handouts #9 and #10 in your packets.

One of the biggest signs that there may be a POSSIBLE outbreak of bird flu is seeing sick birds. But what do sick birds look like? Knowing when birds actually have avian influenza can be difficult. That is because a flock can sometimes die quickly with NO visible signs of illness.

In the case of ducks, they can be sick and infect other poultry, but not show any signs of being sick. Ducks also do not die as quickly as chickens. That is why it is important to keep ducks fenced or caged separately from chickens and chicks.

It is important as peer educators that we ask farmers, neighbors, and villagers to watch for signs of an avian influenza outbreak. Participant Handout #11 lists the common signs. Common signs to look for that might mean either a single bird or an entire flock has been infected with avian influenza include:

- *Combs that are swollen and purple or bleeding*
- *Bowed heads, birds grouping together*
- *Breathing problems*
- *Swelling in the head or eye lids*
- *Bleeding on skin in areas where there are no feathers, especially on the feet*
- *Poultry that does not have energy or does not want to eat*

- *Decrease in the number of eggs laid*
- *Watery diarrhea*
- *Coughing, sneezing, nasal discharge*
- *Depression, lack of coordination*
- *Poultry that suddenly dies in large numbers—with or without signs of illness*

Ask people to report any of these signs to the nearest official as soon as possible.

It is important to let farmers and villagers know what to do and what NOT to do while they are waiting the official to arrive. Participant Handouts #12, #13, and #14 tell us and show us what NOT to do. Let's go over them together.

DO NOT throw away dead poultry. The official will want to see it.

DO NOT sell the sick or dead birds.

DO NOT prepare the sick or dead birds to eat.

Protect the rest of your flock by taking the sick or dead birds out of the flock.

When removing the sick or dead bird(s) from the rest of the flock, make sure you cover your hands with gloves or a plastic bag. Cover your mouth and nose with a mask or a cloth.

DO NOT pick up sick or dead birds with your hands. Use a shovel to pick up the sick or dead bird(s) and take them in an area away from the rest of the flock. Then, place the dead bird(s) in a bag or other container away from other farm animals. DO NOT leave the dead bird(s) in the farm yard or in an open field. They must be contained in a bag or container. Do NOT throw the bag away because the official will want to see the bag.

DO NOT throw dead birds or animals into a river, pond, or any other water.

Clean the shovel and other tools used to move sick or dead birds with soap and water or disinfectant. Wash anything that came into contact with the sick or dead birds.

Wash your shoes, especially the bottoms of shoes.

Wash your hands with soap and water after removing the sick or dead bird(s) from your flock.

We've just covered a lot of information, so I want to make sure that everyone understands the signs to watch for and the actions that we should and should not do before the health/veterinarian official arrives. Are there any questions or comments?

NOTE TO TRAINER:

Answer any questions, then move on to finish Activity #2.

TRAINER STATES OUT LOUD:

Now let's talk about what the official will do once they arrive in our community, village, or neighborhood.

When the official arrives, they will meet with the farmer, neighbor, or villager who has contacted them. This is because they will want to verify what has been reported to them. The official should investigate the outbreak in person within six (6) hours of receiving report.

The official will ask farmers, neighbors, or anyone else making a report specific information including:

- *The kinds of birds that became sick or died, for example, chickens or ducks*
- *The number of birds that are sick or have died*
- *The signs of sickness that made you think the birds*

were sick, for example, bleeding combs, bleeding feet, coughing or sneezing

- *Any wild birds that you noticed in the area, for example, swans, geese, wild ducks. Did the wild birds look sick?*

After gathering information from farmers, neighbors, or anyone else making a report about avian influenza, the officer will do the following:

- *They'll report findings to their supervisor and contact other officers or agencies that should know such as the Department of Livestock (see GOB/DLS/FAO Manual: Annex 1 Clinical Surveillance Form).*
- *Contact other officers or agencies that should know, such as the Department of Livestock.*
- *Watch the other poultry in the area to make sure they are not showing signs of avian influenza.*

If the officer verifies that birds are sick or dying, they will collect samples from the sick or dead birds. These samples will be sent to a laboratory to see what made the birds sick. It may or MAY NOT be avian influenza. There are other diseases that birds and chickens get that don't put humans in danger. Only the laboratory can tell for sure what killed the birds or poultry.

Once the samples are collected and sent to the laboratory, our community is on the path to finding out if there is an avian influenza outbreak. Hopefully, we won't have an outbreak. But in case we do, there are MANY things we can do as peer educators and community members to take action during and after an outbreak.

The next session will explore those activities. Do any of you have questions on Activity #2: Watching, Making Notes, and Reporting?

NOTE TO TRAINER:

Answer any questions and then sit down.

End of Activity #2, Group #2

LEAD TRAINER TAKES BACK OVER

TRAINER STATES OUT LOUD:

Group #2 did a good job! Are there any questions on Activity #2 or how the group presented the information before we move on to Group #3?

NOTE TO TRAINER:

Address any questions or concerns and then call on Group #3.

TRAINER STATES OUT LOUD:

Okay, group #3, you're up next.

ACTIVITY #3 (GROUP #3): WHAT KINDS OF ACTIVITIES WILL OFFICIALS BE INVOLVED IN DURING AND AFTER AN OUTBREAK?

NOTE TO TRAINER:

Whenever you see *italics*, you are going to **read those statements out loud** to the participants.

TRAINER STATES OUT LOUD:

As a peer educator it is important that we share with our community that certain steps will be taken during an outbreak of avian influenza. The more we know about controlling an outbreak, the more we can respond to the outbreak, and to our communities.

During our peer educator trainings with neighbors, friends, or just one on one, we need to let our community know that the following main activities could occur during an outbreak. These activities are also found in Participant Handouts #17 and #18.

During an outbreak officials will take several actions to protect the community. Those actions include:

- 1. Declare an infected zone.*
- 2. Declare a control zone.*
- 3. Inform the farmer of the suspected premises about the suspicion of outbreak and advise all farm personnel not*

to visit other farms and not to allow anybody to visit suspect premises.

- 4. Stop the movement of crews, carcasses, manure, and contaminated vehicles.*
- 5. Stop the movement and or sale of birds or bird products, equipment, supplies, feeds, etc out of the suspect premises.*
- 6. Slaughter birds including culling, disposal, and decontamination on infected premises using personal protective equipment (PPE) and in an environmentally acceptable manner.*
- 7. Wear PPE, thoroughly clean and disinfect (decontaminate) premises and equipment that had contact with birds.*
- 8. Organize and implement vaccination of birds as required.*
- 9. Ensure that all stray animals within the suspect premises are put on a leash or caged.*
- 10. Enforce minimum hygiene standards at slaughter points in live bird markets.*
- 11. Encourage cullers, officials, farmers, and families to monitor their health for at least days after contact with sick or dead birds.*

Each of these actions is meant to protect the community. Let's talk for a moment about why each one of these things happens. I'm going to ask for volunteers from the room to read aloud each explanation.

NOTE TO TRAINER:

Don't pick volunteers. Some people may be uncomfortable reading out loud. Let them freely volunteer. Be sure and thank each person who reads a loud.

PARTICIPANTS READ OUT LOUD:

- 1. *Declaring an infected zone would happen if laboratory results confirmed that poultry or wild birds died from avian influenza.*** *Officials declare an infected zone for those farms or areas infected with avian influenza because doing so keeps the virus within a certain area. It also allows officials to focus their time and energy on a specific, defined area. Declaring an infected zone and containing the virus to one area also helps protect our communities.*
- 2. *While officials are waiting for sample results from the laboratory they will declare a control zone.*** *This means that officials are watching, making notes, taking samples, and recording information. Declaring a control zone provides the community with an early warning that a farm or area is or is probably infected. A control zone also contains the spread of the avian influenza virus. If there is a confirmed outbreak, actions can happen quickly if a control zone has already been declared. A control zone keeps the suspected virus within a certain area. Finally, a control zone creates a barrier between uninfected birds and the infected area. A control zone also helps protect our community.*
- 3. *Informing the farmer from the suspected premises about the outbreak, advising all farm personnel not to visit other farms or poultry holding houses, and not allowing any body to visit the suspected***

premises. This occurs so that the infected premises are immediately and officially quarantined. NO movement in or out of birds should occur. Transmission of the virus has been strongly linked to transporting live birds, contaminated dead birds, or from transporting litter in vehicles—including motorcycles, bicycles, and automobiles. Movement is limited because the virus could be carried to other farms by hands/skin, clothing, or shoes that have been infected—either directly from birds or from poultry manure or bedding. The virus can be in the air when contaminated dust and soil is kicked up by wind, walking, or other movement. Stopping movement to and from the farm creates a barrier between uninfected birds and the infected area.

- 4. **The movement of crews, carcasses, manure and contaminated vehicles is stopped** because the virus can be easily carried from one contaminated location to another. The virus can survive, at cool temperatures, in contaminated manure for at least three months.*
- 5. **The sale of birds or bird products, equipment, supplies, feeds, etc. out of the suspected premises is stopped** because the avian influenza virus can be spread directly through contaminated feed, water and equipment.*
- 6. **Slaughter of birds including culling, disposal, and decontamination other infected premises occurs quickly.** Delayed or postponed culling results in the production of large quantities of virus which increases the likelihood of the virus spreading. Timely culling reduces the amount of virus present. Workers doing the controlling should wear personal protective equipment (PPE) to keep them safe and healthy. Avian influenza can infect a person through their eyes, nose, or mouth. Wearing PPE is essential.*

There are specific when, what, where, who, and how to the controlling procedures. They include:

- When: within 24 hours of detecting infection*
- What: species, number, age, and size of birds; workers should use PPE and other culling equipment*
- Where: as close as possible to where birds are housed*
- Who: veterinarian or animal health officials.*
- How: safe, humane and efficient (dislocation of neck with gloved hand; gassing with carbon dioxide)*

Dispose of carcasses by burial, burning, or composting using PPE and in an environmentally acceptable manner. Disposal prevents risk for further spread of the avian influenza virus to other birds.

- 7. Wearing PPE and thoroughly cleaning and disinfecting (decontaminating) premises and equipment that had contact with birds.** *Avian influenza can be killed by most disinfectants. Disinfection prevents the virus from being spread or carried. Disinfection prevents contamination of people and the environment and prevents further spread of the virus during an outbreak. Disinfection allows for safe repopulation of flocks after a proper quarantine period. Bird feces are the biggest danger for spreading avian influenza virus.*
- 8. Organize and implement the vaccination of birds as required by officials.** *Though it doesn't protect birds 100 percent, vaccination is done because it reduces the amount of the virus circulating in birds and on farms.*
- 9. Ensure that all stray animals within the suspect premises are put on a leash or caged.** *This is done because it prevents these animals from roaming out of the suspect premises or from entering the suspect premises.*

10. ***Enforce minimum hygiene standards at slaughter points in live bird markets.*** *Because avian influenza virus is spread to uninfected birds through infected feces, saliva, mucous, or other animal fluids, it is important to practice strict sanitary procedures.*
11. ***Encourage cullers, officials, farmers and families to monitor their health for at least seven (7) days after contact with sick or dead birds. Visit the nearest health facility if any of the following symptoms appear: Fever over 38 degrees C, sore throat or cough, respiratory distress, or failure. This encourages early detection and treatment of possible infection of avian influenza virus***

NOTE TO TRAINER:

Once each of these 11 actions have been read out loud by a volunteer thank everyone who read.

TRAINER STATES OUT LOUD:

Thank you to those volunteers who helped us work through the section on the actions taken during an avian influenza outbreak. We've just covered a lot of information, so before we move on are there any questions on these actions before we continue?

NOTE TO TRAINER:

Answer any questions or concerns and then move on.

TRAINER STATES OUT LOUD:

Now that we've looked at some of the actions that take place during an outbreak, we'd like to close Activity 3 with some information on what kinds of activities take place after an outbreak. You'll need your Participant Handout #21 and

#22. The key to actions after an outbreak is the importance of focusing on recovery in our communities. Successful recovery after an outbreak focuses on continuous protection of humans, preserving farms, protecting birds, and resuming business as quickly as possible.

You'll see that many of the steps that occur after an outbreak we've already discussed. They show up again, because many of the actions don't just happen as a single event, but rather are continuous.

For example, after an outbreak everyone should still be concerned with:

- *Preventing and controlling avian influenza*
- *Watching, making notes, and reporting findings*
- *Collecting samples for testing*
- *Sending samples to the laboratory*

Recovery measures include:

- *Waiting*
- *Determining source of infection*
- *Correct any deficiencies on the farm or in the environment*
- *Reviewing transport issues*
- *Compensating farmers for the loss of their poultry*
- *Vaccinating poultry*
- *Restoring confidence of the community*
- *Fostering change of practices in the poultry industry*
- *Strengthening/continuing on-going education and training programs like the one you are attending today and the ones you will attend.*

Let's go over, in more detail, the specific actions that will take place by officials after an outbreak. I'm going to ask for volunteers again as we go through each item.

PARTICIPANTS READ OUT LOUD:

- 1. Wait 21 days before replacing/ restocking flocks.**
After slaughter, disposal, cleaning and disinfection and outbreak has been brought under control. Waiting 21 days ensures the virus is no longer alive and it reduces the risk of infecting new or replacement flocks.
- 2. Inspect markets before restocking (by someone knowledgeable about avian/ bird influenza).** *This ensures the site has been fully cleaned and disinfected.*
- 3. Add a small number of birds first and check daily for disease.**
 - If birds remain healthy, more birds can be added.*
 - If disease is observed, notify authorities to determine cause.*
 - Add new birds from tested and trusted sources.*

Monitoring birds to make sure infection has not returned. Adding birds gradually, ensures the virus is gone before fully restocking. If virus still exists, only a small amount of birds will be affected.

- 4. Determine the source of infection.**
 - Observe in detail the farm and its surroundings.*
 - Interview the farm workers to determine normal practices.*
 - Establish the time/date the disease was first detected.*
 - Trace the movements of people, poultry, feed and equipment onto and from the farm before and after the first signs of disease.*
 - Cover movements in the period 14–21 days before the outbreak and all movements off the farm after the disease was first detected.*

This step ensures that there is accurate information to prevent and control further outbreaks. It also promotes changes of practices and helps to implement those changes.

5. Correct any deficiencies.

- *Promote the correct use of PPE.*
- *Prevent domestic flocks from mixing with wild birds. Remove items that attract wild birds and pests (standing water, weeds, spilled feed, etc). Control pests and predators that may spread disease.*
- *Restrict the movement of animals, manure, eggs, equipment, and people between farms and markets.*
- *Practice basic hygiene such as handwashing*

PPE keeps the worker safe and healthy, protects families, communities, farms and businesses. Preventing the mixing of domestic and wild flocks, restricting movement, and practicing hand-washing helps to prevent transmission of disease.

6. Review transport materials and methods.

- *Promote use of plastic or metal (not wood) for the construction of cages to carry birds from farms to markets and for easy cleansing and disinfecting.*
- *During transport, implement measures to reduce the risk of fecal contamination of the area around markets where cages and poultry are off-loaded.*
- *Put in place facilities for cleaning and disinfecting transport cages before they are taken back to farms.*
- *Monitor, with an official system, the effectiveness of cleaning and disinfection. The presence of feces or dirt makes it much more difficult for the disinfectant to destroy the virus. Therefore, feces and dirt must first be removed by scrubbing or brushing with soap and water.*

The virus can be carried to other farms by hands/skin, clothing, shoes, or vehicles which have been infected.

7. **Compensate farmers or others who have lost poultry due to slaughtering.** *Compensate for losses—provided by government, communities, or co-ops. Compensation to farmers encourages their participation and cooperation during and after an outbreak. Compensation helps farming families and their communities.*

8. **Vaccinate poultry.** *Consideration should be given to vaccinating any replacement flocks. In addition to vaccination there should be ongoing monitoring for infections in vaccinated flocks. Vaccination reduces the amount of virus circulating in birds and on farms, it also reduces barriers between uninfected and infected birds. Vaccinated birds are more resistant to infection than unvaccinated birds. And vaccination reduces the chances that replacements will be infected either from virus still on the farm or circulating in the area.*

9. **Restore Confidence.** *As a peer educator in your community, one thing you will be able to do is communicate effectively with consumers and the public to restore their confidence. As a leader in your community, you play a crucial role in restoring confidence which is critical to the recovery of business.*

10. **Foster change in industry practices** *(e.g. poultry production, transportation, and marketing) that facilitate reducing viral spread. Fostering change in industry practices helps to prevent and control further avian (bird) influenza outbreaks.*

11. Strengthen public extension/education

programs. *Correct and timely information in the community helps to prevent and control future avian (bird) influenza outbreaks.*

12. Continue training programs. *Ensures correct and timely information transfer to others to help prevent and control future avian (bird) influenza outbreaks.*

As you can see, just as much work goes into recovery after an outbreak as it does during an outbreak. You all did a great job reading through these actions. We've covered a lot of material here in Activity #3. Do you have any questions on what happens during and after an outbreak?

NOTE TO TRAINER:

Answer any questions or concerns, then hand the training back over to the Lead Trainer.

End of Activity #3, Group #3

LEAD TRAINER TAKES BACK OVER

TRAINER STATES OUT LOUD:

Thank you to everyone who participated in Activity #3. You all did a great job. I would like to thank all three groups for being courageous enough to stand up in front of each other and practice talking about avian influenza. I hope you have more confidence now that you've worked through a practice session. I know I have confidence in you that you will go back to your communities and plan more trainings.

Remember early this morning we posted the objectives of the workshop. Let's go over them again and see if you feel each

objective was met. We said by the end of this workshop, we will be able to:

- 1. Work in and with our community to help prevent and control avian influenza.*
- 2. Conduct local workshops with friends and neighbors about HOW avian influenza is spread, and how it can be prevented and controlled.*
- 3. Conduct local workshops with friends and neighbors about what to look for and who to call if they notice chickens or other birds becoming sick or dying.*

By a show of hands how many feel like you will now be able to do Activity #1? #2? #3? I know that learning the content of a subject can be challenging. And organizing a workshop can be equally challenging. So before I dismiss you, I want to spend the last 30 minutes or so brainstorming with you about how you will go back to your communities and begin to organize your own workshops.

Take a look at Participant Handout #23 while we brainstorm.

NOTE TO TRAINER:

Help participants begin to take their next steps in terms of going home and starting the work of organizing their own workshop. Take 20–30 minutes to do this brainstorm, and then after thanking the participants for their time, dismiss your class.

End of Training

APPENDIX A: MATCH GAME

HANDOUTS FOR MATCH GAME INTRODUCTIONS AND MATCH GAME: PREVENTING AVIAN INFLUENZA

NOTE TO TRAINER:

Prepare each question and answer as separate handouts at least the day before the training.

✂-----

1. Wash hands with soap and water _____.

✂-----

before and after touching poultry (chicken and ducks) or any eggs.

✂-----

2. Clean the _____ everyday.

✂-----

farmyard

✂-----

3. When cleaning the farmyard, wear a _____.

✂-----

mask over the nose and mouth to avoid breathing in the avian influenza virus from infected bird droppings.

✂-----



4. If you do not have a mask, _____.



tie a cloth or handkerchief over your nose and mouth to avoid breathing in the avian influenza virus from infected bird droppings.



5. Clean your _____ with soap and water or disinfectant every day.



farming tools



6. Eat only _____ poultry.



healthy



7. Do not kill, cook, and eat _____ poultry.



sick





8. Do not cook or eat poultry that has _____ suddenly.



died



9. Cook _____ any poultry meat, eggs, or poultry blood before eating them.



well



10. When cooked well poultry meat should not be _____ in the middle.



pink



11. When cooked well eggs should not be _____.



runny or liquid-like





12. Clean _____ that come into contact with poultry with soap and water or disinfectant if you have it.



kitchen surfaces and other areas



13. Do not let _____ in your house.



poultry



14. Do not let _____ play near the poultry pen or play with poultry.



children



15. _____ poultry waste such as feathers, organs, and blood.



Burn or bury





16. Be sure to bury the waste _____ so that pigs, dogs, or cats do not dig it up.



deep enough and with slaked lime



