

Livestock Emergency Guidelines and Standards



LEGS Core Training (LCT)

Self-Paced Learning Guide

Module 2: Livelihoods, emergencies, and LEGS

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2.1 Overview of Module 2

Summary

Module 2 introduces concepts on emergencies and the Disaster Risk Management (DRM) cycle, and the Sustainable Livelihoods Framework.

We explore the relationship between peoples' livelihoods and their livestock, and *how* different types of emergencies and the stage in the emergency impacts on livelihoods and livestock. We then explore *how* the LEGS Approach enables actors to work together effectively to save lives and livelihoods. Module 2 includes a deeper exploration of the LEGS standards, cross-cutting themes, and the LEGS Handbook.

Topic 2.6 of the Self-paced Learning Guide is a Group Activity where participants prepare materials to present and discuss in the Live Workshop.

SELF-PACED LEARNING GUIDE

[+/- 130 MINUTES]

Topics	Learning Outcomes
2.1 Overview of Module 2	<p>After completing the Self-Paced Learning Guide-Module 2 you will be able to:</p> <ul style="list-style-type: none">▪ Explain the difference between a hazard and an emergency,▪ Explain the types and phases of emergencies, and apply this to a small case study,▪ State the stages of the Disaster Risk Management cycle,▪ Describe the elements of the Sustainable Livelihoods Framework and the Tango Framework with examples, and apply this to a small case study,▪ Define the LEGS core standards,▪ Define the LEGS cross-cutting themes with examples,▪ State the tools used in each stage of the LEGS response.▪ Research and prepare an evidence-based case <i>for</i> or <i>against</i> the motion proposed for the Great Debate activity in the Live Workshop.
2.2 Emergencies	
2.3 Livelihoods	
2.4 More on the LEGS Approach	
2.5 Check your Understanding - QUIZ	
2.6 Great Debate preparation for Live Workshop	

LIVE WORKSHOP**[130 MINUTES]**

The Live Workshop will consolidate and build on your Self-paced Learning.

Topics	Learning Outcomes
<ol style="list-style-type: none"> 1. Overview of workshop 2. Great Debate 3. An effective response in emergencies 4. Questions + recap 	<p>By the end of the Live Workshop-Module 2 you will be able to:</p> <ul style="list-style-type: none"> ▪ Discuss the drivers of emergencies and current approaches ▪ Analyse the <i>links</i> between people’s livelihoods and their livestock in an emergency, ▪ Critique the implications of these <i>links</i> for project interventions, ▪ Create a broad set of principles for <i>how</i> actors can most effectively respond in an emergency, ▪ Explain how the LEGS Approach enables stakeholders to effectively address emergencies.

2.2 Emergencies

This topic explores the nature of different types of emergencies, the phases of an emergencies, the Disaster Risk Management Cycle, and how these are manifest in a real-life case study.

You have two options to choose from for the activity below. Select the option that you prefer, noting that for *Option 1* you will need internet access.

OPTION 1 - ONLINE ACTIVITY

Videos 2.1 - Case studies of people affected by emergencies

Below are a series of short videos depicting emergencies in different regions of the world.

Select ONE video that is most relevant to your context –

- Earthquake in Nepal <https://youtu.be/SiNF8Ef1TKA>
- Floods in Bangladesh <https://youtu.be/bfiAiJpdv-E>
- Drought in Mongolia <https://youtu.be/CwLrHRGWwyM>
- Conflict on Sudan-Ethiopia boarder <https://www.youtube.com/watch?v=2KfbEypm8BU>
- Drought in Mauritania <https://youtu.be/xhfo9h1kr6c>
- Hurricane in Central America <https://www.youtube.com/watch?v=zCgVVhsyXOU>

As you watch your chosen video make notes of your reflections to use on other activities in this Module. **Reflect on the following questions:**

- ✍ How are people affected by the emergency? (include all aspects of people's lives)
- ✍ How are livestock affected by the emergency?
- ✍ How is the impact of the emergency on people and their livestock *interlinked*?

OPTION 2 - ALTERNATIVE OFFLINE ACTIVITY

Use your own context as a case study

If you are unable to go online to watch a video, or elect not to, then work on an emergency from your own context as a case study.

Make notes of your reflections to use on other activities in this Module. **Reflect on the following questions:**

- ✍ How are people affected by the emergency? (include all aspects of people's lives)
- ✍ How are livestock affected by the emergency?
- ✍ How is the impact of the emergency on people and their livestock *interlinked*?

Video 2.2 - Emergencies

LEGS AND EMERGENCIES: CONCEPTS AND FRAMEWORK

As you watch the video reflect on the following questions and note down any points of clarification that you would like to discuss in the forthcoming Live Workshop:

- ✍ What is the difference between an emergency and a hazard?
- ✍ What factors affect how vulnerable people are in an emergency and their ability to cope?
- ✍ What are the different types of emergency and phases of an emergency?
- ✍ What is the Disaster Risk Management (DRM) Cycle?
- ✍ How is the DRM used in the LEGS Approach?

Click here to watch Video 2.2 – Emergencies - <https://vimeo.com/519072030/eb88616322>

Key Learning Points

SOME FACTS AND FIGURES

- The number of emergencies has quadrupled in the last 30 years.
- Over 2.6 billion people were affected in the last decade.
- The cost of damage caused by emergencies is 15 times higher than it was 15 years ago.
- Geophysical emergencies killed an average of 70,000 people per year since 2001.
- Hydrological emergencies affected an average of 106.7 million people per year since 2001.

WHAT IS AN EMERGENCY?

Emergencies affect people's lives -

- usually triggered by a **hazard**,
- directly related to **vulnerability**,
- exceed the **capacity** of households or communities **to cope**.

WHAT IS A HAZARD?

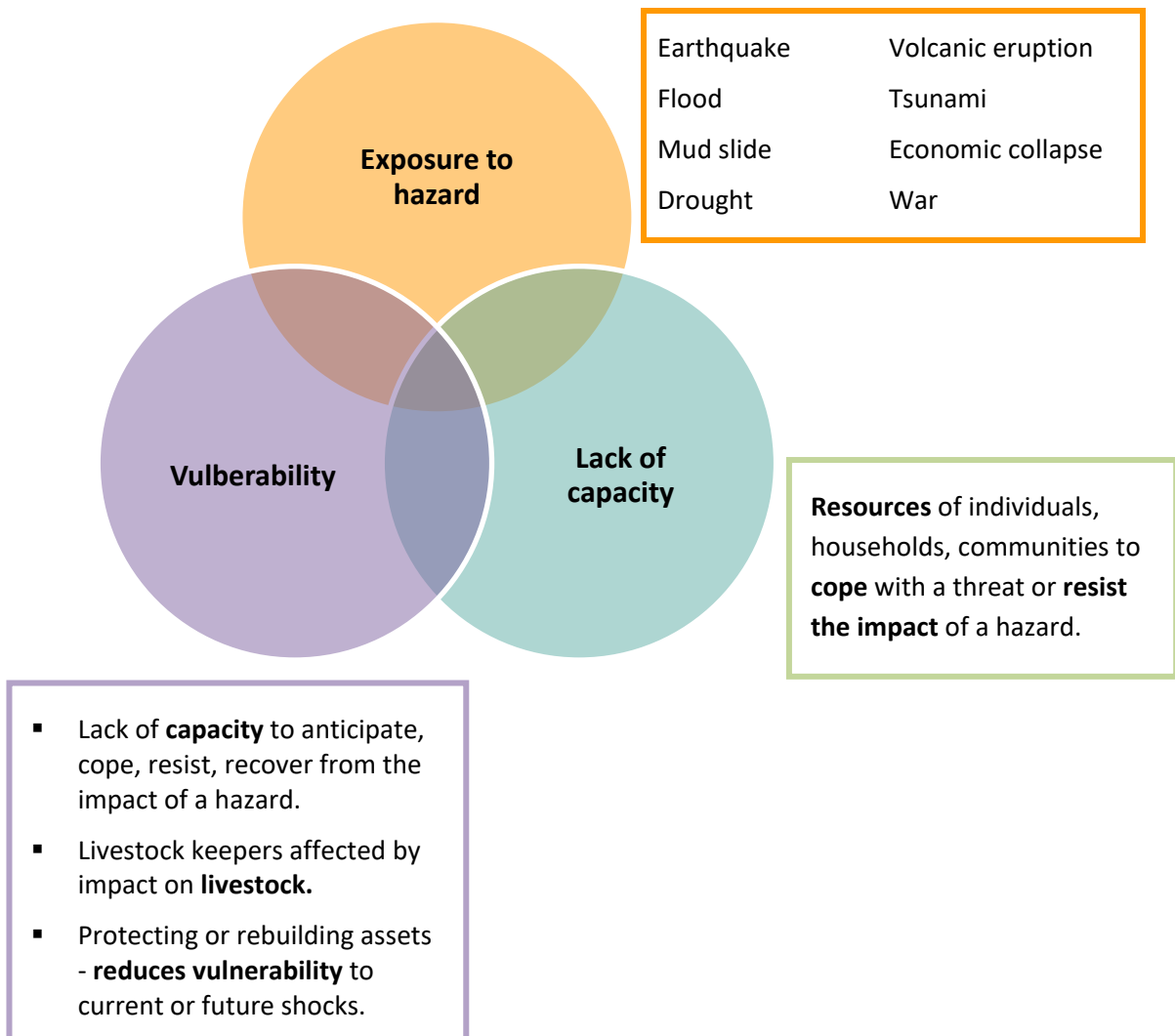
A **hazard** is a physical or human-made event that can potentially trigger an emergency.

Examples of hazards –

- Earthquake
- Flood
- Mud slide
- Drought
- Volcanic eruption
- Tsunami
- Economic collapse
- War

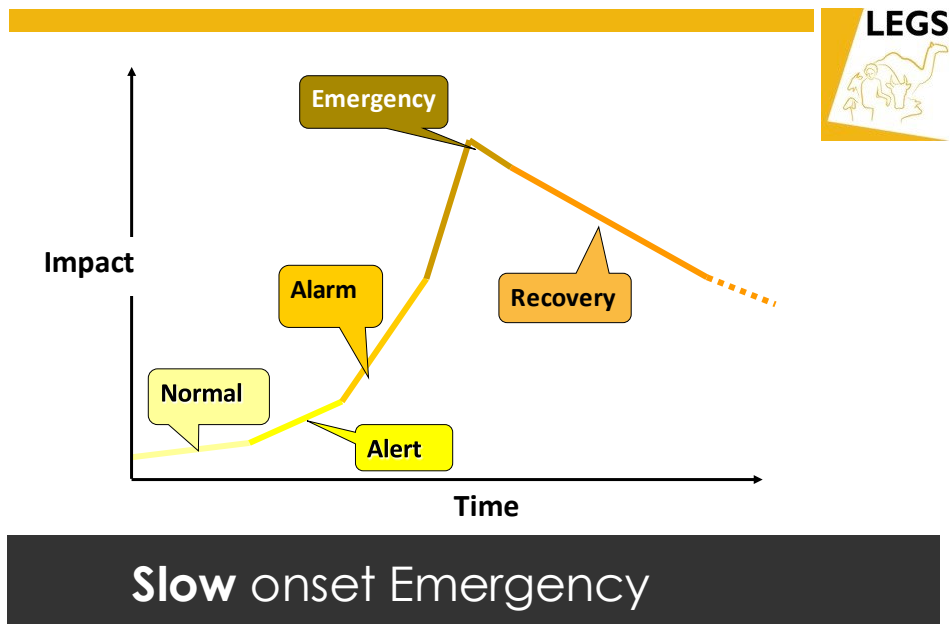
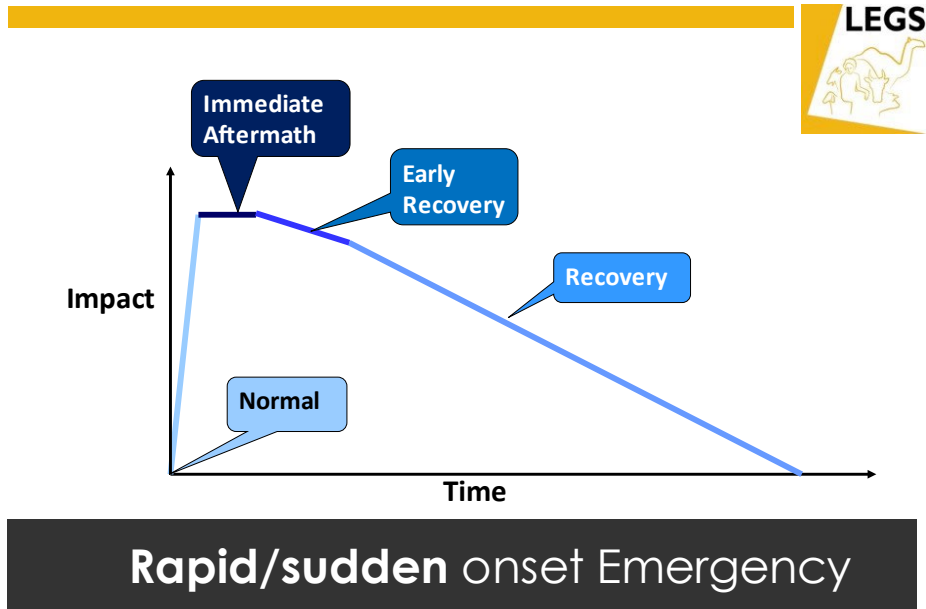
ELEMENTS OF AN EMERGENCY

Emergencies are a combination of:



TYPES OF EMERGENCIES

It is important to understand the phases of different types of emergencies, because this affects how to apply the LEGS response STAGE 2 – Response Identification.



COMPLEX EMERGENCIES

Complex emergencies have the following characteristics:

- Prolonged political instability and/or conflict,
- Last years or decades,
- Slow-onset or rapid onset emergencies can also occur, which worsens the ongoing complex emergency.

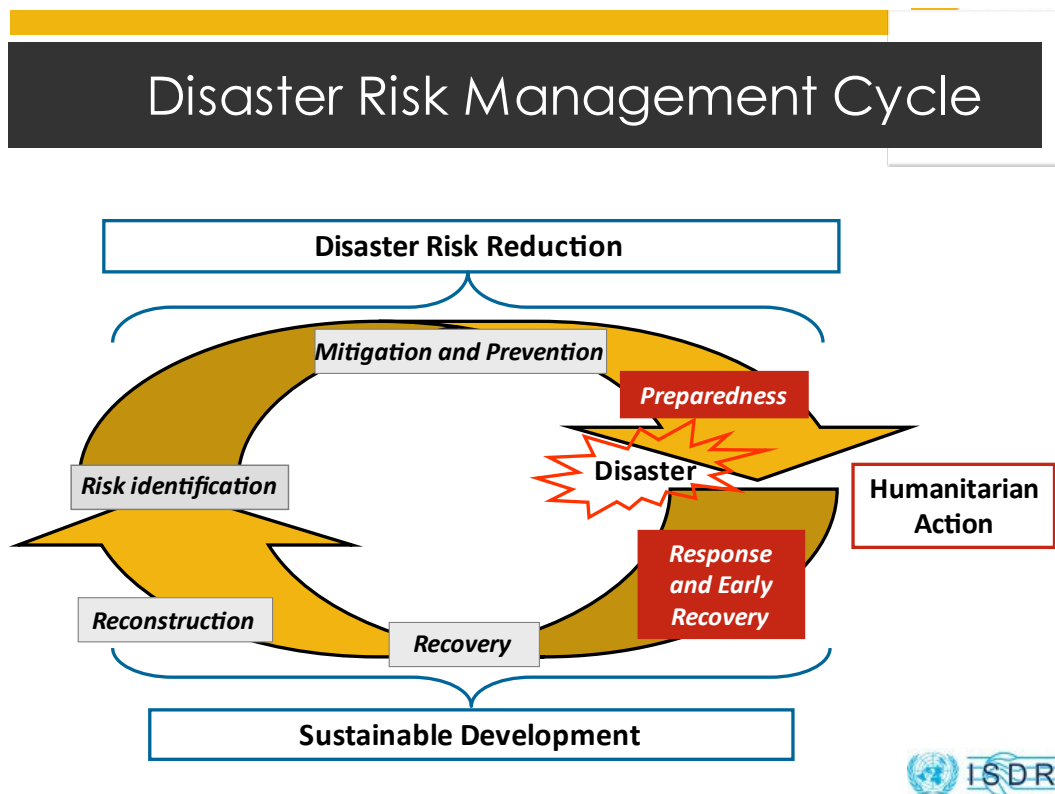
DISASTER RISK MANAGEMENT CYCLE

When there is an emergency, such as an earthquake, tsunami, drought, or flood, we are all familiar with the immediate humanitarian response of providing emergency water, food, shelter, health services and so on, for people and sometimes for their animals.

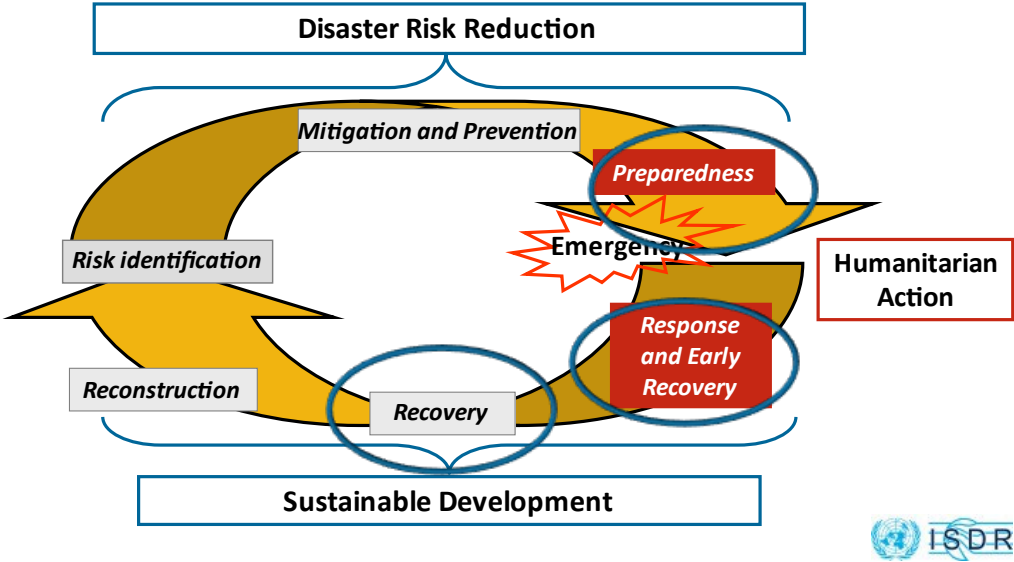
However, to ensure we fulfil our role effectively of:

- ✓ minimising people's vulnerabilities to emergencies,
- ✓ maximizing people's capacities to cope with emergencies,
- ✓ reducing the impact of emergencies on people's livelihoods and livestock,
- ✓ ideally preventing hazards from developing into full scale emergencies in the first place - and
- ✓ ultimately help save people's lives and livelihoods ...

... we take a much more **strategic approach**. The **Disaster Risk Management (DRM)** cycle helps us to do this.



When to use LEGS in the DRM Cycle



Case study - Practise

APPLYING EMERGENCIES CONCEPTS

Reflect on **the case study you chose above** (online video or offline of your own situation and context).

If it is helpful, watch your chosen video 2.1 again (from the list above), or revisit your notes about your own context.

Explore the following questions:

- ✍ What type of emergency is taking place in your chosen video?
- ✍ What phase of the emergency is depicted in your chosen video?
- ✍ Imagine you are a livestock owner in this case study. What do you think might happen to your livestock in each of the emergency phases?

READING MORE ABOUT EMERGENCIES

Read more about emergencies in the LEGS Handbook. Reflect on the following questions and note down any points of clarification that you would like to discuss in the forthcoming Live Workshop:

- ✍ What **impact** do different types of emergencies have on people's livelihoods and livestock?
- ✍ How has a recent emergency **in your region** affected people's livelihoods and livestock?



2.3 Livelihoods

This topic explores the links between people's livelihoods and their livestock. It also introduces two key tools used in the LEGS approach - the Sustainable Livelihoods Framework, and the Tango Livelihood framework.

Video 2.3 - Why Legs?

INTRODUCTION TO LIVESTOCK-BASED LIVELIHOODS

The following video introduces the links between livestock and people's livelihoods in emergencies or disasters.

As you watch the video reflect on the following questions:

- ✍ How are people's livelihoods and their livestock interlinked in your context?
- ✍ Why is it important to understand these linkages in an emergency?

Click here to watch Video 2.3 – Why LEGS - <https://vimeo.com/519019381/0c6c47ad3a>


Video 2.4 - Livelihoods and Livestock

SUSTAINABLE LIVELIHOODS FRAMEWORK AND TANGO LIVELIHOODS FRAMEWORK

As you watch the video reflect on the following questions and note down any points of clarification that you would like to discuss in the forthcoming Live Workshop:

- ✍ What is a livelihood?
- ✍ What are the five elements of the Sustainable Livelihoods Framework?
- ✍ What are the elements of the Tango Livelihoods Framework?
- ✍ Why is it important to understand the role of livestock in people's livelihoods?

Click here to watch Video 2.4 – The Sustainable Livelihoods Framework - <https://vimeo.com/519109861/a9cc700274>



LEGS
Livestock Emergency
Guidelines and Standards

The cover features a grid of small icons representing various types of livestock (cows, sheep, pigs, chickens, etc.) and people, set against a dark background with a light-colored grid.

Sustainable Livelihoods (SL) Framework
pages 2 - 4

Key Learning Points

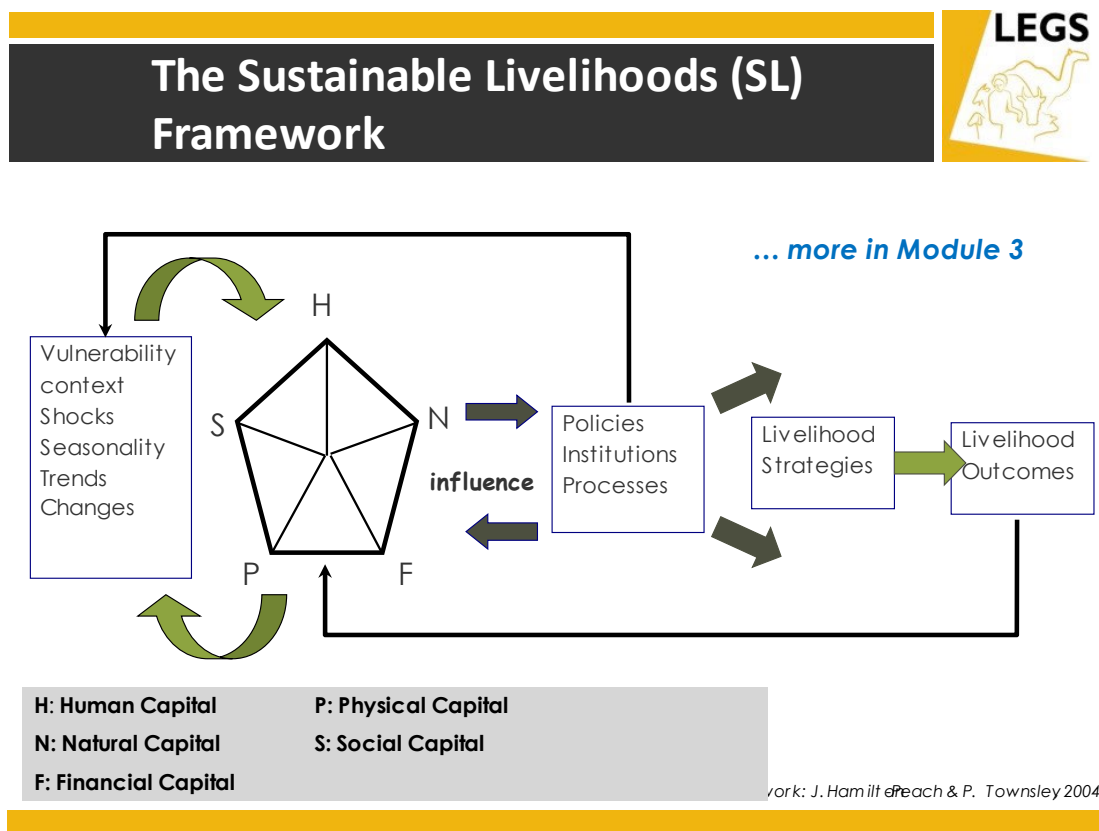
WHAT IS A LIVELIHOOD?

A livelihood **comprises** the capabilities, assets and activities required to make a living.

WHAT MAKES A LIVELIHOOD SUSTAINABLE?

A livelihood is **sustainable** when it can cope with and recover from stresses and shocks while not undermining the natural resource base.

WHAT IS THE SUSTAINABLE LIVELIHOODS (SL) FRAMEWORK?



WHAT IS THE SL FRAMEWORK USED FOR?

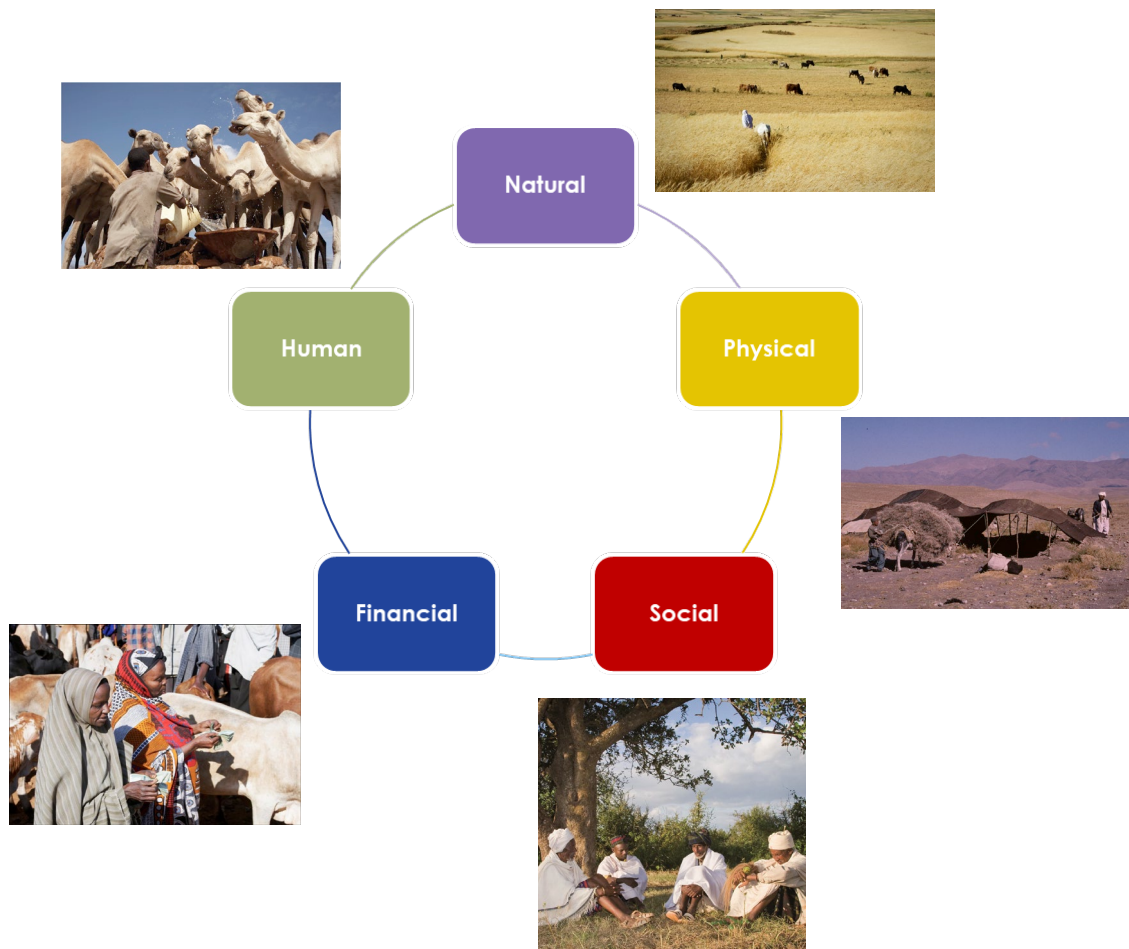
The Sustainable Livelihoods Framework is **a tool to help us understand -**


- People’s livelihoods before, during and after an emergency,
- The role of livestock in people’s livelihoods, before, during and after an emergency,
- Potential interventions and responses to save lives and livelihoods in an emergency.

DEFINITIONS OF THE FIVE ELEMENTS OF THE SL FRAMEWORK

The following tables provide definitions and examples of each element of the SL Framework. The examples relate to livestock-based and livelihoods as well as other dimensions of livelihoods.




<i>Element</i>	<i>Definition</i>	<i>Examples</i>
Capital / assets	Resources that people own or have access to. These can be at individual, household, community, group, state/public.	
Human	An individual person's attributes	Skills, knowledge, talents, health, education, will-power, personality, experience.
Social	Connections and between people	Family connections, social networks, political networks, membership of clubs, professional affiliations, faith-based groups.
Natural	Natural world	Rivers, lakes, sea-life, animals, livestock, land, crops, trees, springs, soil, birds, vegetables.
Physical	Inanimate objects	House, tent, tools, plough, road, building, school, water pump, car, mobile phone, chairs, bridge, pots & pans, cart, saddle.
Financial	Money, funds	Cash, credit, mortgage, bank account, livestock.



Element	Definition	Examples
Vulnerability context		
Shocks	Sudden, unexpected	Flood, tsunami, earthquake, sudden death of breadwinner, crash in value of the currency, theft of the family cow, sudden civil conflict, famine.
Trends	Changes over time	Climate change, decreasing price of lamas, increasing prices of tea, increasing affordability of mobile phones, increasing population congestion in the area, increasing cost of medicines.
Seasonality	Cycle within in a season, year, or other regular period of time	Prices of crops and livestock, malaria, hungry season with little food (often in dry season), drought every 4 years, school fees.
Coping strategies	What an individual, household or group <i>does</i> to cope with a given event - shock, trend, seasonality.	<p>Sell livestock in a sudden famine (shock).</p> <p>Change the way livestock are kept due to climate change causing protracted droughts (trend).</p> <p>Take a person who has suddenly fallen ill to the hospital (shock).</p> <p>Store grain at harvest time when prices are low and sell it 3 months later when the prices have risen (seasonality).</p> <p>Sell the household boat to buy a buffalo to replace the one lost in the tsunami (shock).</p> <p>Sell the donkey cart to pay for increasing house rents due to high inflation (trend).</p> <p>Use profit from the business to pay for school fees (seasonality).</p> <p>Took daughter out of school to work on the farm when their father died (shock).</p> <p>Go to extended family for a loan after the pigs died in the earthquake (shock).</p>

Element	Definition	Examples
Policies	Policies inform the development of new legislation and provide a framework for the actions of public sector implementing agencies and their sub-contractors	Policies in education, health, infrastructure, transport, railways, trade, agriculture, economic development, etc.
Institutions	<p>Institutions are established ways of doing things.</p> <p>They refer to those rules and regulations which maintain social interaction and regulated behaviour pattern. Sometimes called "rules of the game".</p>	<p><u>Formal</u>: <i>formally acknowledged</i>, e.g., legislation, laws, judiciary, contracts, credit agreement, trade agreements – governing how organisations operate.</p> <p><u>Informal</u>: <i>socially accepted</i>, e.g., gender norms and values, what it means to be a man or woman in a given society, being polite, how to bargain in the market, expectations to help out a family member.</p>



Element	Definition	Examples	
Livelihood strategies	How a person/group/ household uses their assets to make a living	Farming, fishing, pastoralism, trade in livestock, get a job, go to school/ college to get an education, invest in a business, apprentice to a carpenter, become a teacher, join a women’s group, borrow money/take out a loan, move to a new area with more opportunities, migrate, lobby local member of parliament for new school desks.	  

Element	Definition	Examples
Livelihood outcomes	How the other four elements combine to affect the extent to which people can meet their needs.	Security of income, shelter, food security, good health, social standing and connectedness, well-being, degree of safety, education, healthy and productive livestock.



TANGO LIVELIHOODS FRAMEWORK

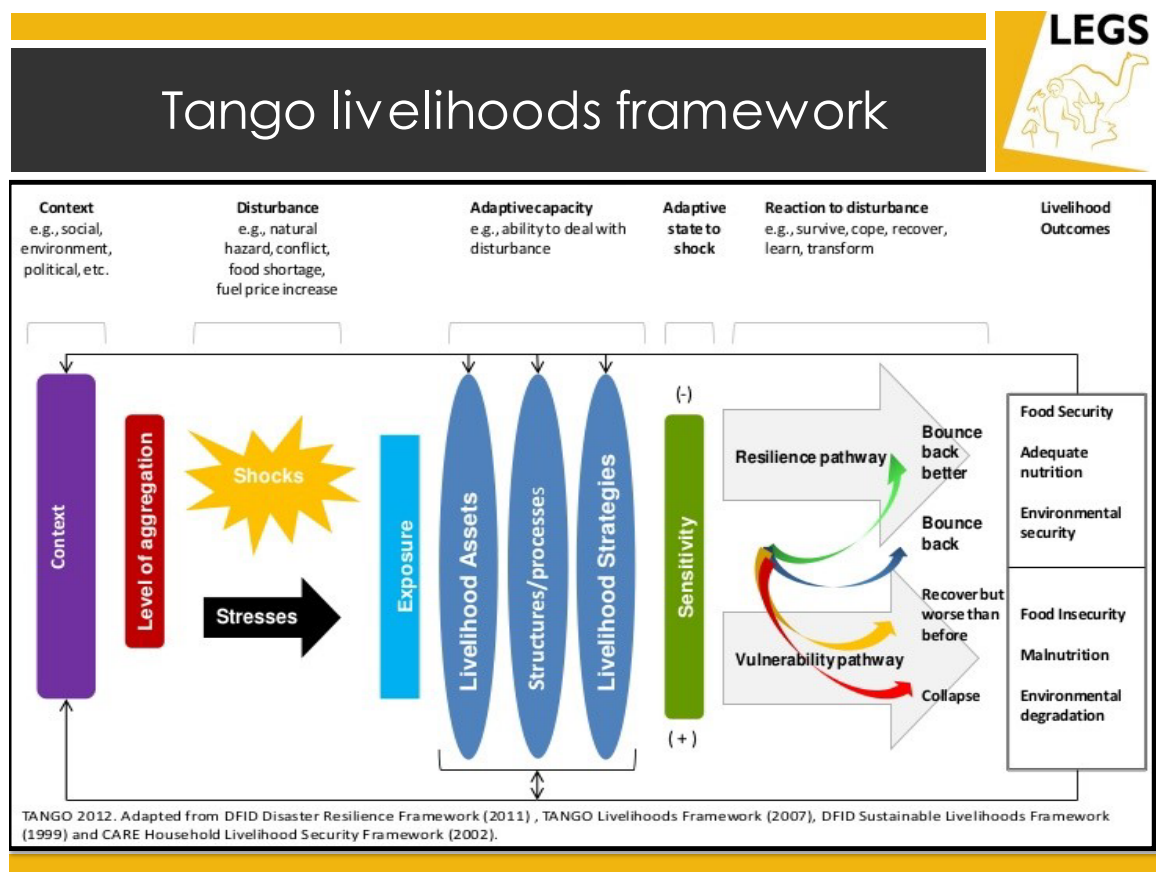
The TANGO framework **incorporates the aspect of ‘resilience’** with sustainable livelihoods. This framework illustrates:

- What the disturbance or shock is (natural hazard, conflict, food shortages etc.),
- The capacity to respond,
- The reaction, including bouncing back better, poor recovery, or collapse.

The framework also illustrates how resilience to certain hazards can be built while at the same time building the resilience of the system’s adaptive capacity (livelihood assets and strategies) to respond to the ‘disturbance’.

The Tango framework is adapted from the DFID 2011 resilience framework.

See the LEGS Discussion Paper on Livelihoods and Resilience for more details, available here: <https://www.livestock-emergency.net/general-resources-legs-specific/>



Case study - Practise

APPLYING LIVELIHOODS FRAMEWORKS IN AN EMERGENCY CONTEXT

Reflect on **the case study you chose in Topic 2.2 above** (online video or offline of your own situation and context).

If it is helpful, watch your chosen video 2.1 again (from the list in Topic 2.2 above), or revisit your notes about your own context.

Explore the following questions:

- ✍ How were people's assets affected?
 - ✍ How were people's livelihood strategies affected?
 - ✍ What policies and institutions (legislation etc, and social norms) were affecting people's livelihoods?
 - ✍ To what extent are people's livelihoods and livestock able to cope with the emergency?
 - ✍ What factors affected people's resilience and ability to cope?
- ❖ *We will learn much more about how to use the two Livelihoods Frameworks in with another case study in Module 3.*

2.4 More on the LEGS Approach

Topic 2.4 deepens our understanding of the LEGS Approach.

Recap notes

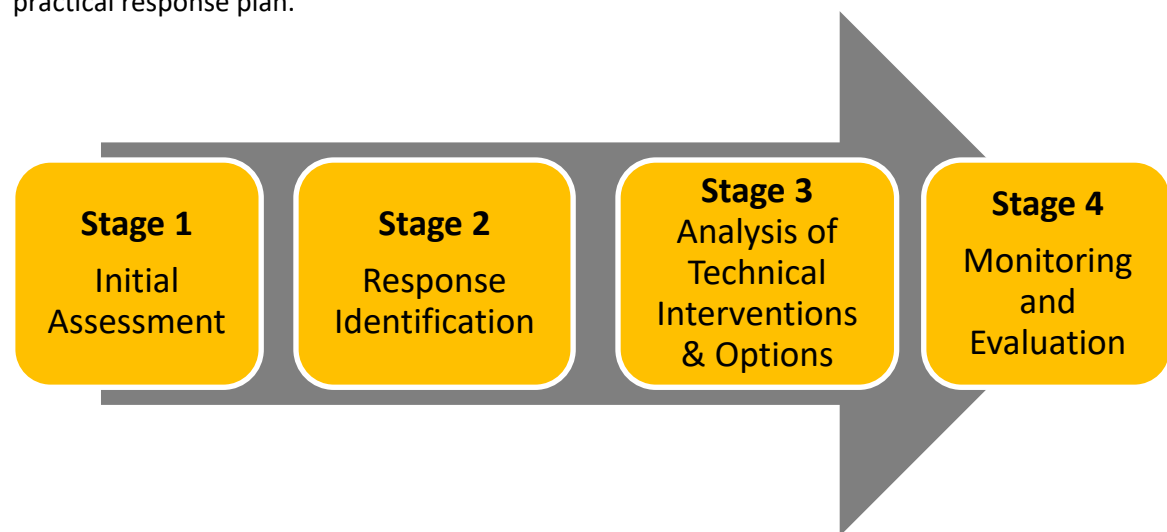
AIM OF LEGS

Recall that the aim of LEGS is to support the saving of **peoples' lives** and **their livelihoods** through **two strategies**:

1. Assist in the identification of most appropriate livestock-related technical interventions in emergencies,
2. Provide standards, actions and guidance notes for these interventions based on good practice.

STAGES OF THE LEGS RESPONSE

The LEGS response consists of four key stages, plus a final consolidation stage to create a practical response plan.



LEGS CORE STANDARDS

Recall that the LEGS core standards are:

- | | |
|---|--|
| 1. Participation | 5. Technical Analysis and Intervention |
| 2. Preparedness | 6. M&E and Livelihoods Impact |
| 3. Competencies | 7. Policy and Advocacy |
| 4. Initial Assessment and Response Identification | 8. Coordination |

Defining the LEGS Core Standards

The following activity explores what the LEGS Standards mean.

 Match up each LEGS Standard with its correct definition.

	LEGS Standards		Definitions
1	Participation	A	Initial assessment provides an understanding of the role of livestock in livelihoods, an analysis of the nature and extent of the emergency, and an appraisal of the operational and policy context. It also feeds into a participatory process to identify the most appropriate, timely, and feasible interventions.
2	Preparedness	B	Staff possess appropriate qualifications, attitudes, and experience to effectively plan, implement, and assess livelihoods-based livestock programmes in emergency contexts.
3	Competencies	C	Different livestock interventions are harmonized and are complementary to humanitarian interventions intended to save lives and livelihoods; they do not interfere with immediate activities to save human lives.
4	Initial Assessment and Response Identification	D	Livestock interventions are based on sound technical analysis and are implemented fairly, based on transparent and participatory targeting.
5	Technical Analysis and Intervention	E	Monitoring, evaluation, and livelihoods impact analysis is conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.
6	M&E and Livelihoods Impact	F	Where possible, policy obstacles to the effective implementation of emergency response and support to the livelihoods of affected communities are identified and addressed.
7	Policy and Advocacy	G	Emergency responses are based on the principles of disaster risk reduction (DRR), including preparedness, contingency planning, and early response.
8	Coordination	H	The affected population actively participates in the assessment, design, implementation, monitoring, and evaluation of the livestock programme.

Key Learning Points

The definitions of the **LEGS Core Standards** are -



LEGS 8 Core Standards

The LEGS Handbook features eight Core Standards, which are common and integral to all livestock interventions.

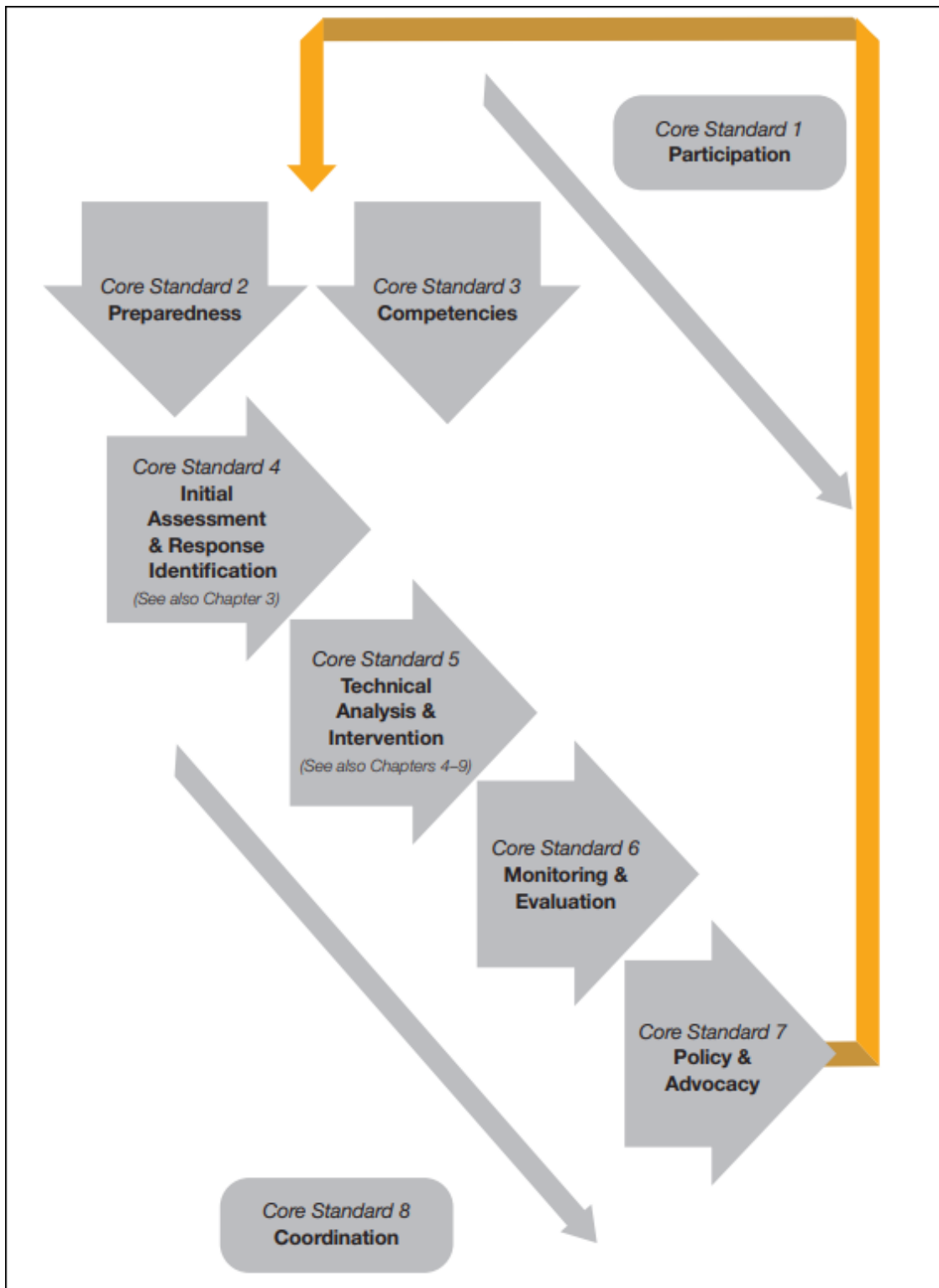
 <p>Participation</p> <p>The affected population actively participates in the assessment, design, implementation, and monitoring & evaluation of the livestock programme.</p>	 <p>Preparedness</p> <p>Emergency responses are based on the principles of disaster risk reduction (DRR), including preparedness, contingency planning and early response.</p>
 <p>Competencies</p> <p>Staff possess appropriate qualifications, attitudes and experience to effectively plan, implement and assess livelihoods-based livestock programmes in emergency contexts.</p>	 <p>Initial Assessment & Response Identification</p> <p>The most appropriate, timely and feasible responses are identified through a participatory process, and based on assessment of the role of livestock in livelihoods, the nature of the emergency and the operational and policy context.</p>
 <p>Technical Analysis & Intervention</p> <p>Livestock interventions are based on sound technical analysis and fairly implemented based on transparent and participatory targeting.</p>	 <p>M&E and Livelihoods Impact</p> <p>Conducted to check and refine implementation as necessary, as well as to draw lessons for future programming.</p>
 <p>Policy & Advocacy</p> <p>Where possible, policy obstacles to the effective implementation of emergency response and support to the livelihoods of affected communities are identified and addressed.</p>	 <p>Coordination</p> <p>Different livestock interventions are harmonized and are complementary to humanitarian interventions intended to save lives and livelihoods; they do not interfere with immediate activities to save human lives.</p>

FIND OUT MORE

To learn more about how to apply these Core Standards including key action points and guidance notes for each of them, visit the LEGS Project website on <http://www.livestock-emergency.net/> to:

- Download** the latest edition of the LEGS Handbook in PDF format in English, French, Spanish, Arabic, Mongolian, Vietnamese or Thai
- Order** the 2nd Edition hard copy LEGS Handbook in English, French or Spanish

LEGS Core Standards #1 Participation and #8 Coordination are important throughout the LEGS response and the project.



Defining LEGS three elements of Technical Interventions


MINIMUM STANDARDS, KEY ACTIONS, AND GUIDANCE NOTES

Recall that the LEGS Handbook has **six specific technical interventions** (Chapters 4 to 9) -

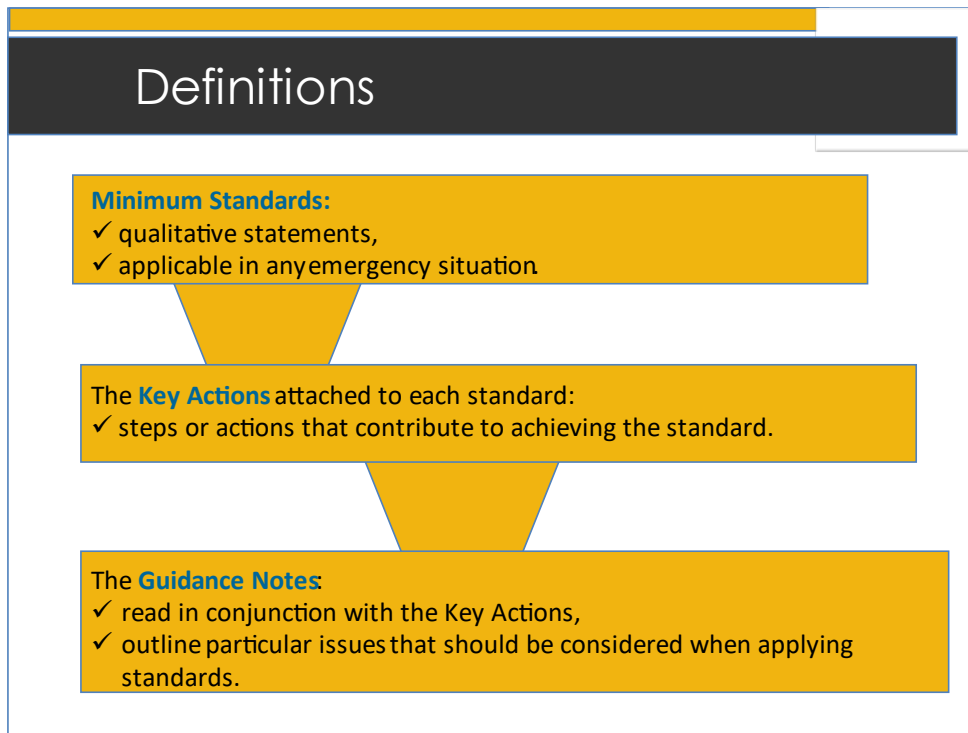
1. Destocking
2. Veterinary support
3. Feed supplies
4. Provision of water
5. Shelter and settlement
6. Provision of livestock.

The LEGS **minimum standards, key actions, and guidance notes** are the three key elements of the technical intervention chapters.

This activity explores what the LEGS minimum standards, key actions, and guidance notes mean.

 **Match up** each terms with its correct definition.

	Elements		Definitions
1	Minimum standards	A	Read in conjunction with the Key Actions. Outline particular issues that should be considered when applying standards.
2	Key actions	B	Qualitative statements. Applicable in any emergency situation.
3	Guidance notes	C	Steps that contribute to achieving a standard.



Video 2.5 - Further elements of the LEGS Handbook.

MORE ON THE LEGS HANDBOOK

As you watch the video reflect on the following questions and note any points of clarification you would like to bring to the Live Workshop:

- ✍ What are the Quality and Accountability dimensions of LEGS?
- ✍ What are the LEGS principles, aim and objectives?
- ✍ What key tools are used in the LEGS Approach?
- ✍ How are minimal standards, key actions, and guidance notes defined?

Click here to watch Video 2.5 - Using the LEGS Handbook -

<https://vimeo.com/519143616/c59b786ecf>

Key learning points

QUALITY

Humanitarian action that **addresses needs** in an appropriate, effective, and timely manner and respects the dignity of the people it aims to assist.

It requires assessment and **feedback from stakeholders** on what an agency is doing well and how it can learn how to do better.

ACCOUNTABILITY

- Use **power** responsibly.
- Take account of, and being held **accountable** by, different stakeholders and primarily those who are affected by the exercise of such power.

PRINCIPLES

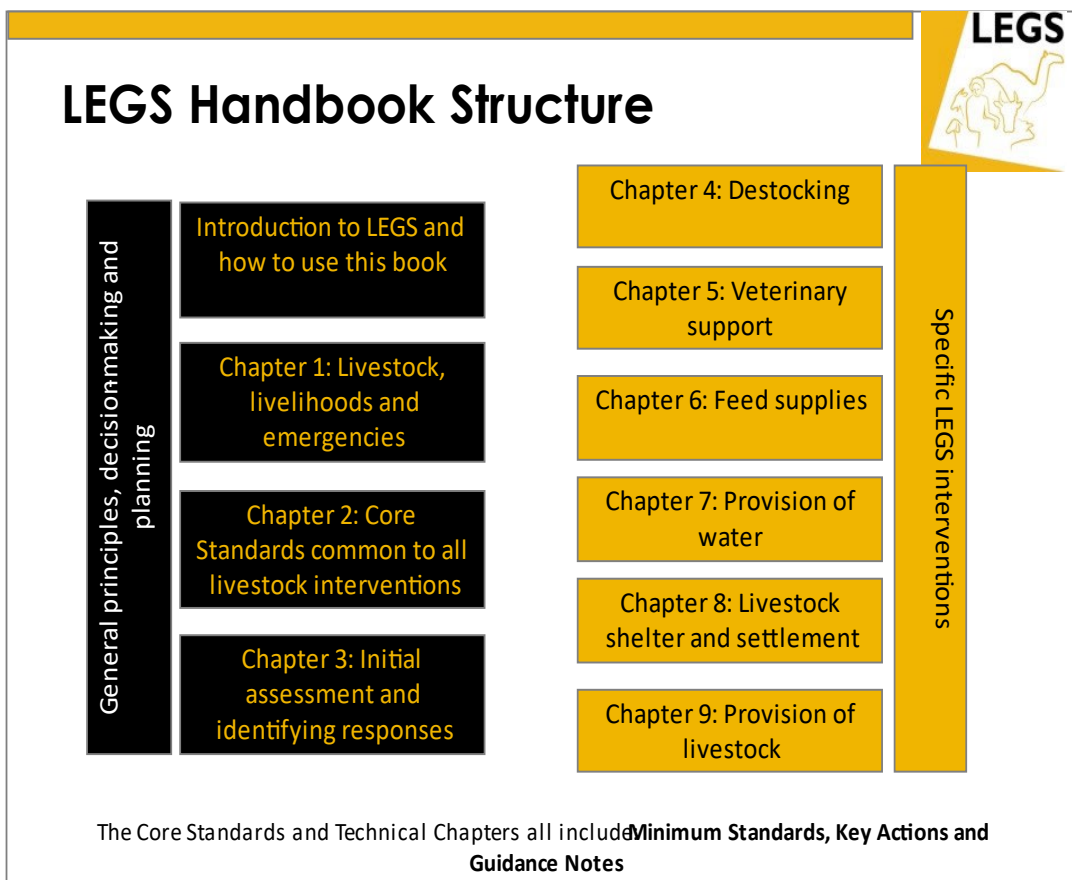
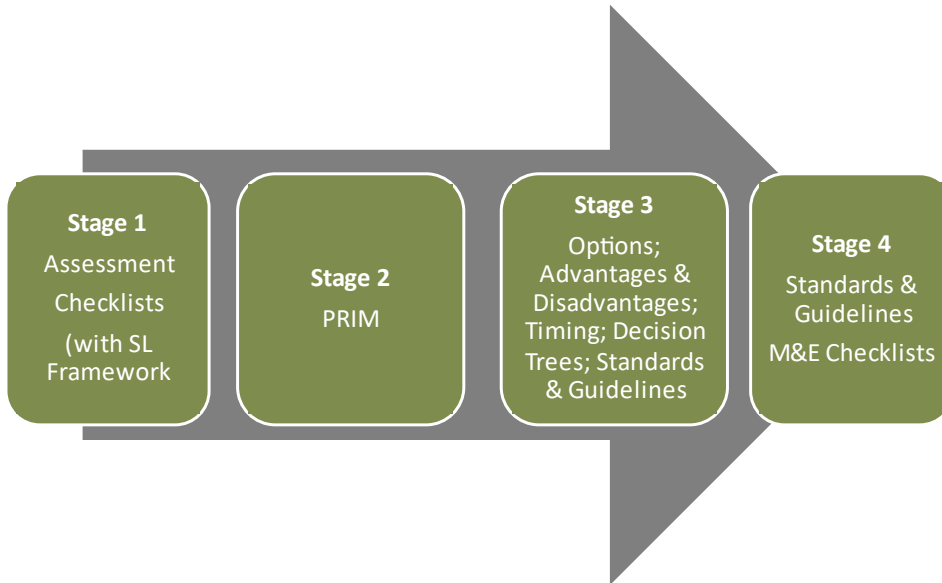
LEGS takes a right-based approach, in particular people's right to

- ✓ **Food**
- ✓ **Standard of living**

OBJECTIVES OF LEGS

1. To provide immediate **benefits** using existing livestock resources
2. To **protect** key livestock-related assets
3. To **rebuild** key livestock-related assets

Tools for the LEGS Response



Video 2.6 - 10 things you should know about LEGS.

CONSOLIDATING YOUR KNOWLEDGE OF LEGS

The following video recaps on the essential elements of LEGS. Watch this video to consolidate what you have learnt about LEGS so far.

- ✍ As you watch the video, note down any questions and points of clarification you would like to bring to the Live Workshop.

Click here to watch Video 2.6 - 10 things you should know about LEGS -

<https://vimeo.com/519607439/eea9a856ba>

2.5 The Great Debate – preparation for workshop

Read the following guidelines and be prepared to participate in the Live Workshop activity.

Purpose

The purpose of this activity in the Live Workshop is to practice preparing and providing convincing, evidenced based explanations for why a particular approach is being taken to support people affected by an emergency. There is not always agreement amongst stakeholders as to how a response should best be designed and implemented – and there can be great controversy. Unless a consensus is reached it can be difficult for stakeholders to work effectively together.

This activity strengthens your knowledge and skills in:

- Understanding different sides of a debate,
- How to gather and present evidence to help stakeholders understand different perspectives,
- Help stakeholders come to a consensus and work together,
- Provide you with a ready set of evidence and well-reasoned explanations that you can use in your work straight after this course.

This activity entails participants engaging in debate about a statement, or a ‘**motion**’, that proposes a correct approach for addressing an issue or challenge.

The **motion proposed** is:

“For people with livestock-based livelihoods, the most effective way of saving people’s lives and livelihoods in an emergency is to primarily, directly, and immediately focus resources on the welfare of their livestock”.

In **preparation** for the live workshop you are asked to think about and make notes on whether you are *for* (support) or *against* (do not support) this motion, and what evidence supports your position.

Be ready to bring this evidence to the workshop.

2.6 Check your understanding - QUIZ

Quiz #2

This quiz enables you to check your understanding of the key topics covered in the Self-Paced Learning Guide of Module 2.

The results help you identify which aspects you have good knowledge of and those aspects you might like to review before the next Live Workshop.

Click here to complete this quiz <https://www.livestock-emergency.net/quizzes/2-6-check-your-understanding-quiz/>

After completing the quiz, you will receive your score, plus a list of any questions with incorrect answers. For the latter, you may wish to review the relevant sections of the Self-paced Learning Guide to consolidate your knowledge and try the quiz again.

Please bring any questions and points of clarifications to the Live Workshop for discussion or write to your Trainer who is happy to help and support you. We are all here to learn and value everyone's queries and insights!

Congratulations on completing the Self-paced Learning Guide for Module 2.

