



Nutrition-Sensitive Agriculture (NSA)

Training for Agricultural Extension Workers

Facilitator Guide | July 2018



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Acknowledgments

TOMAK (*To'os ba Moris Di'ak* or Farming for Prosperity) is a rural livelihoods program supported by the Australian Government in Timor-Leste. The program works with partners including the Government of Timor-Leste, NGOs and the private sector to promote good nutrition for farming families and to increase their market engagement.

This guide has been developed by TOMAK and HAIM Health with significant input from the Ministry of Agriculture and Fisheries (MAF), Ministry of Health (MoH), and the National Institute of Health (NIH), with contributions from partners that work in the field of NSA in Timor-Leste.

Foreword

Agriculture has a very important role to play in the lives of the majority of people in Timor-Leste, and this sector will continue to be important for the future of the country. The majority of the population lives in rural areas and depends on the agriculture sector for their livelihoods. Because of this, it is important to slowly increase the contribution of the agricultural sector to the country's gross domestic product which is currently highly dependent on petroleum.

Through the National Council for Food Security, Sovereignty and Nutrition in Timor-Leste (KONSSANTIL), the government has recognised that to improve nutrition in Timor-Leste requires intersectoral action. As a leader of KONSSANTIL, the Ministry of Agriculture and Fisheries has identified five principle interventions which can affect nutrition. One is to use nutrition-sensitive agriculture (NSA) approaches in order to strengthen the contribution of agriculture to nutrition.

Agricultural extension workers live and work in the community and are a trusted source of technical agricultural support. This NSA training brings together information in order to increase the knowledge and capacity of extension workers to help improve family nutrition through nutrition-sensitive agriculture. As the Minister for Agriculture and Fisheries, I am proud and grateful to the technical team who have shared their experience in order to produce this NSA training package.

I hope that with this training, we can broaden the knowledge and capacity of extension workers to support farmers in improving their nutrition through agriculture, particularly for those in areas of high agricultural potential. Through these practices, farmers can produce a variety of nutritious foods to both eat with their family and sell to improve their family's economic situation.

Dili, loron 26. fulan Jullu tinan 2018,



Eng. Joaquim José Gusmão dos Reis Martins
Ministru Agrikultura no Peskas nian

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What to prepare for the training

Materials and equipment

- Whiteboard stand
- Flipchart
- Markers
- Participant list
- Notebooks
- Pens
- Sticky notes
- Ball
- Coloured cards
- Sticky tape
- Glue (bantex)
- Paper glue
- Traditional drum
- Projector
- Laptop
- Laser connector
- Name badges
- Small prizes (candy or treats)
- Folders for participants
- A4 coloured paper

Job aids

- Banner showing the three food groups with food pictures: 3 sets
- Banner promoting the nutritional benefits of eggs: (3)
- Healthy food recipe book (MoH/UNICEF) (5)
- Infant and young child feeding flipchart (5)
- Household nutrition flipchart (5)
- Nutrition guidelines for a healthy life brochure (5)

List of hand-outs

- Session #1: Training agenda, pre-test, participant list, attendance list and evaluation form
- Session #2: -
- Session #3: Case study of two girls
- Session #4: -
- Session #5: -
- Session #6: Seasonal calendar, planting calendar, worksheet to identify who leads each step, high nutrition crops tool, and village food identification form.
- Session #7: My behaviour form, short film about the link between sanitation and nutrition
- Session #8: Gender case study and sacred/taboo foods form
- Session #9: Comparative case study example of NSA implementation
- Session #10: Role play script for facilitators, role play analysis checklist, case study on how to manage participants, jury score sheet and strategies for managing participant behaviour
- Session #11: Village food identification form (individual)

Training Schedule

Time	Day 1	Time	Day 2	Time	Day 3
7:00 - 8:00	Breakfast	7:00 - 8:00	Breakfast	7:00 - 8:00	Breakfast
8:30 - 09:00	Opening	8:30 - 9:00	Review topics from first day and introduction of today's agenda	8:30 - 9:00	Review topics from second day and introduction of today's agenda
9:00 - 9:45am	Introduction to NSA training	9:00- 9:30	Presentation: Comparison of NSA implementation	9:00 - 9:30	Homework presentation day 2 – NSA video
9:45 - 10:00	Pre-test	9:30 -10:00	Nutrition	9.30-10.00	Behaviour Change: Is it easy?
10:00 - 10:15	Morning tea	10:00 - 10:15	Morning Tea	10:00 - 10:15	Morning Tea
10:15 - 11:15	What is NSA?	10:15 - 11:00	Nutrition (cont.)	10:15- 10:45	Behaviour Change: Is it easy?
11:15 - 12:00	Nutrition Context in Timor-Leste	11:00 - 12:00	NSA and Gender Considerations	10:45 - 12:00	Facilitation
12:00- 13:00	Lunch	12:00 - 13:00	Lunch	12:00 - 13:00	Lunch
13:00- 13:05	Game	13:00 - 14:00	Jeopardy game	13:00- 15:00	Competition and Facilitation (cont.)
13:05- 14:00	Nutrition Context in Timor-Leste	14:00 - 15:00	Agriculture for Nutrition		
14:00- 15:00	Malnutrition				
15:00 - 15.15	Afternoon Tea	15:00 - 15.15	Afternoon Tea	15:00 - 15.15	Afternoon Tea
15:15- 16:45	Malnutrition	15:15 - 16:30	Agriculture for Nutrition (cont.)	15:15 - 15.45	Implementation and next steps
				15:45- 16.00	Link expectations to training objectives
				16:00 - 16:30	Post-test
16:45- 17:00	Homework: Examples of NSA implementation	16:30 - 17:00	Watch video from FAO about NSA and homework	16:30 - 17:00	Close

Session 1: Introduction to Training

Objective

After the session participants will be able to:

- Name the other participants and the facilitators
- Discuss expectations and compare these with the training objectives

Time: 45 Min

Methodology: Game, presentation and discussion

Materials: Coloured cards, Glue (bantex), markers, notebooks, pens, name badges, folders for participants, flipchart, PowerPoint Presentation (PPT) for Session 1, tennis ball, pre-test hand-out, projector, laptop and laser pointer.

Prepare in advance: For each session write the objectives on coloured cards, and write the agenda for each day on a piece of flipchart paper and hang somewhere visible.

Instructions for the facilitator:

1. *Agenda:* Introduce yourself and present the agenda that you have already written on flipchart paper.
2. *Introductions (getting to know each other):* Play the ball throwing game asking each participant to say: their name, where they're from, their favourite crop/food and a reason. Facilitators and participants all participate.
3. Facilitator distributes coloured cards to the participants and asks each participant to write their expectations for the NSA training. Facilitator collects the expectations and places them on the wall. Explain that we will compare the expectations to the training objectives on the last day.
4. Facilitator introduces the rules and asks participants to contribute any other points.
5. *Pre-test:* Distribute the pre-test questionnaire.
6. *Objective:* Before sharing the training objectives, explain to participants that earlier their expectations were placed on the wall. Now present the objectives on the PowerPoint slide.
7. *KONSSANTIL/MoH/MAF:* Ask the participants: Have you heard about KONSSANTIL? What has been your experience with KONSSANTIL at the municipality and administrative post level? Afterwards show them the relevant slide.

Session 2: What is NSA?

Objective

After the session participants will be able to:

- Explain what NSA is and the link between agriculture and nutrition
- Describe the difference between nutrition-sensitive and nutrition-specific

Time: 45 Min

Methodology: Presentation, game, discussion and idea exploration

Materials: NSA PPT, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: -

Instructions for the facilitator:

1. *What is NSA:* Before sharing the slide: ask participants: what do you know about NSA? Explore participants' ideas before presenting the slide. Create links between their ideas about NSA and explain the image on slide 2: agriculture produces food to improve people's health through nutrition.
2. *Objective of NSA:* Explain the objective of NSA with the slide. Ask participants: Have you already heard about nutrition-sensitive and nutrition-specific?
3. *Difference between nutrition-sensitive and nutrition-specific:* Present the slide.
 - *Example of nutrition-specific:* nutrition food supplements, Plumpy Nut, ORALIT and zinc for children with diarrhoea.
 - *Example of NSA:* Fish farming (agriculture), planting vegetables, or raising chickens to promote consumption and improve food security.
4. *Why should agriculture care about nutrition?* Before continuing to the next slide: ask participants, why should agriculture care about nutrition? Wait until they provide a range of ideas before showing the slide. Explain the reasons then ask: which image is nutrition-sensitive and which image is nutrition-specific. Let the participants discuss between themselves without giving a response because it can be difficult to know from just an image how agriculture links to nutrition.
5. *True or false game:* Explain to participants that you will share a statement and they have to decide if it is NSA or not. Participants who feel that it is (true) should stand and place their hands on the wall to the left and participants who feel that it is not NSA (false) should stand and place their hands on the wall to the right. If the statement doesn't clearly include the two parts (both nutrition and agriculture) then it can't be said that it's NSA. Discuss each statement before moving to the next and allow participants to switch walls if they change their minds.
6. Open for responses. Remind participants that: When a statement includes only a nutrition aspect then it's nutrition-specific and not NSA. Similarly, if the statement includes only agriculture, it's not NSA.

7. Before starting the next slide: Ask them again, why is agriculture important for nutrition and nutrition important for agriculture? If participants are still confused provide them with more examples.

Example: If farmers are sick, who will work in the field?

8. Summarise the session by reiterating the importance of both agriculture and nutrition and explain that the two can't be separated and need to reinforce each other.

Session 3: Nutrition Context in Timor-Leste

Objective

After the session participants will be able to:

- Explain generally the nutrition status of children in Timor-Leste

Time: 45 Min

Methodology: Presentation, discussion and idea exploration

Material: NSA PPT, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: Case study of two girls hand-out

Instructions for the facilitator:

1. Split participants in three groups and give them 15 minutes to discuss the case study of the two girls.
 - Tell each group to discuss the following questions:
 - a. What do you think about this story?
 - b. What should the health professional say to Bi Korta?
 - c. When Joana and Nina start school in the future, what are the differences in the experiences these two children might have?
 - d. Are there children like Joana or Nina in your village?
 - For the second question, look for responses such as: the health professional should recommend that Bi Korta provides food from the three groups to her child to eat as it's important for their physical and mental development. She already provides rice and vegetables, so perhaps she could also include food such as beans, tempeh, eggs or fish. She could also try and provide a variety of foods to her child, such as providing carrots today, then moringa or tomato tomorrow. The health professional could also praise the two mothers for bringing their children to be weighed.
 - For the third question, look for responses such as: in the future Joana might miss school because of illness. If she is short and her brain development is delayed, it could be difficult for her to learn and she might not pass school. Additionally, if she goes to school hungry and eats only plain rice porridge it will be difficult for her to concentrate in class. When a child is sick regularly they also regularly miss days of school.
 - Responses to the first and fourth questions should relate to the participants ideas and experiences.
2. Show slide 1. Ask participants: What does this data show us? What's the difference between stunting and underweight? How do children become stunted? Participants don't need to memorise the data but should understand the following important points:
 - a. Approximately 50% of children aged 5 and under are seriously impacted by malnutrition (stunting)

- b. Underweight (37%) is also a problem, but the biggest problem is stunting (child is short for their age).
3. Ask the participants: Have you found children with stunting in your village? What does their body look like? How do you know they're stunted?
 - a. Response: You can tell only through measurements. Sometimes people who are stunted appear to have healthy bodies, but only after taking measurements to compare growth to age can you tell that they're stunted.
 - b. The same is true for underweight children. If all children are skinny how can you identify underweight children? Weighing and measuring is the only way. It's better to prevent low weight among children before the situation becomes serious.
4. Questions about frequency and diversity;
 - What do you think about frequency and diversity of food?
 - What does the data in the image show?
 - Frequency (number of times a day food is eaten) and diversity (the different types of food eaten) is a problem for young children.

Data shows that only 13% are receiving the standard meal frequency and diversity. The frequency and diversity of food required for good infant growth starts with pregnant women.
5. Show slide number 3:
 - Ask the participants: What does this data show us about child malnutrition for each municipality?
 - Based on the map key and colours, is there a difference between municipalities?
 - Probe deeply until you get responses like: All 13 municipalities are affected by stunting. This includes urban areas with higher access to information such as Dili. This shows us that this is a nationwide problem (rural and urban, rich and poor).
6. Provide a summary of the general nutrition situation in Timor-Leste and how this session serves as a foundation for knowledge on child nutrition data.

Session 4: Malnutrition

Objective

After the session participants will be able to:

- Describe the intergenerational cycle of undernutrition from food and its consequences
- Explain the factors that influence malnutrition in Timor-Leste
- Identify the cause and impacts of malnutrition

Time:

Methodology: Working in small groups, discussion, presentation, and idea exploration

Material: NSA PPT, projector, laptop, laser pointer, flipchart, A4 coloured paper and markers

Prepare in advance:

Instructions for the facilitator:

1. *Introduction:*

- Show the slide with the image of children.
- Ask the participants: What do you think about the children's health and physical condition?
- How do we know what their condition is like?
- What do you think about the health of the young children in your village?

2. *The cycle of undernutrition (Min 30):*

- Separate the participants into 4 groups.
- Ask each group to draw a baby, a child, an adolescent and a pregnant woman on the same page.
- Ask the groups to give a name to the person they have drawn.
- Ask each group to respond to the question "Why do we need good nutrition?"
Discuss for 15 minutes.
- Ask each group to present the results of their discussion.
- Give time for other groups to ask questions or provide clarifications to allow for an active discussion.

3. Show the cycle of undernutrition image on the slide and cover any points that the participants didn't present.

- Facilitator asks the question: If you want to break the cycle of undernutrition, where do you start?
- Allow the participants to provide ideas, and the facilitator responds that to break the cycle of undernutrition you need to start with adolescent girls because often this is the time in their lived when they're preparing to become a pregnant woman.

4. *Definition of Malnutrition:* Before sharing the definition of malnutrition:

- Ask the participants: What is malnutrition?
- Then show the full explanation.
- Explain the whole slide and add that when you're healthy the body is more easily able to absorb the nutrients from food.

If a child has diarrhoea or worms in their stomach, how can their body absorb the nutrients from the food they're consuming?

5. *Impacts of malnutrition:*

Show the slide with the images of the two brains:

- Ask: What does the group think about the image of the two brains?
- When a child is stunted and their brain is like this, what can we see from the outside?
- Wait for them to provide responses before showing the points on the slide.

Reinforce that brain development is not able to be seen from the outside.

6. *Problem tree: (30 Min)*

- Show the slide with the problem tree and facilitate a discussion with the whole group using the questions on the side of the image.
- Look for responses that include things that a tree needs in order to grow well.
- Break the participants into 4 groups and ask them to draw a tree and describe the cause and impact of malnutrition.
- Ask participants to consider gender and culture in their responses, and the impact of malnutrition in the short term and in the long term for the country. *20 Minutes.*
- Choose two groups to present. Probe for responses that are specific.
- Reinforce the reasons that they haven't mentioned with the problem tree slide that has already been filled out.
- Show the next slide and explain the group work.

Finally, reinforce that we are trying to address the roots of malnutrition that are most linked to agriculture.

7. *Show the stunting reduction diagram:* A study that includes global data from 1970 – 2010.

- Clean water and sanitation is responsible for a 39% global reduction from 1970 to 2010. Ask the group why they think this is.
- Look for responses that include: because when people practice open defecation it can lead to flies carrying bacteria from faeces to food, and difficulties in accessing water can minimise hand washing before eating, after defecating or washing a child's bottom.

- Constant diarrhoea can make it difficult to absorb nutrients from food. Having worms inside the stomach is the same.
 - Girls attending school was responsible for a 22% global reduction from 1970 to 2010. This shows that empowering women and girls can reduce stunting among children.
 - Data also shows that when a woman has access to money, she is more likely to spend that money on food for the household and pay for her children to go to school than men.
 - There were predictions that money would have a significant impact on malnutrition reduction by the data shows it doesn't.
 - This shows that all sectors contribute to reducing stunting among children. This includes food security, that data shows can reduce stunting in young children by 33%.
8. Provide a summary based on the session objectives, reinforcing that it's not important to memorise any specific data but understand the general nutrition situation and the impacts of malnutrition.

Homework for the first day:

1. Split the participants into 4 groups.
2. Give each group a case study (if they are staying in accommodation together)
3. If participants are staying in their own homes or separate accommodation, give the homework individually (participants will present by pulling their name out of a hat).
4. Facilitator provides the case study text to the participants.
5. Homework questions:
 - What are the advantages and disadvantages of the program in the case study?
 - How can you resolve the disadvantages? Who can do this?
 - What do you think about the farmer's obstacles to selling and consumption?
 - What can an extension worker do?

The next day, participants will present the results of their case study and the facilitator will provide a summary.

Session 5: Nutrition

Objective

After the session participants will be able to:

- Explain who are the priority groups for nutrition
- Explain the three food groups (carbohydrates and oils, protein, and vitamins and minerals)
- Identify food macronutrients
- Describe the benefits of breast milk

Time: 2.5 hours

Methodology: Working in small groups, discussion, presentation, idea exploration, nutrition game, field observation

Material: Food group plate banner and food images (3 sets), NSA PPT, projector, laptop, laser pointer, flipchart, coloured A4 paper and markers

Prepare in advance: Food group plate banner and food images (3 sets)

Instructions for the facilitator

1. *Nutrition priority groups:*

- Explain to participants that we're going to play a true or false game.
- Facilitator puts the cards saying true and false up on two opposing walls.
- Ask all participants to stand and the facilitator shows them a statement from the slide.
- Participants who feel the statement is true should stand near the wall with the true card and participants who feel the statement is false should stand near the wall with the false card.
- Discuss each statement and allow participants to change their mind and move to another wall if they wish.
- Encourage participants to discuss among themselves before opening for responses. 15 minutes.

2. *Three food groups:*

- Separate the participants into 3 groups.
- Each group chooses from food images prepared by the facilitator.
- Each group discusses and decides the foods that belong to each of the three groups of carbohydrates and oils, proteins, and vitamins and minerals to present and place on the 3 food groups banner.
- The facilitator and other participants observe the group presenting the result of their discussion.

- Ask the participants, if a food from one food group is sacred/taboo (and not able to be consumed by that community), what can be done?
- Show the slide with the 3 food groups and reinforce the 3 food groups and their function:
 1. **Protein** (helps with growth and development)
 2. **Carbohydrates and oils** (provides energy to children)
 3. **Vitamins and minerals** (prevents against illnesses)

3. *Nutrients:*

- Show the slide with the image of maize and ask the participants, what do they think about the quality of the maize? What's missing? What are the consequences?

Facilitator explains that people need nutrients in the same way that crops need nutrients.

- Ask the participants, what is a nutrient?
- Facilitator explains the definition of nutrient as: a substance that is found within food that is made up of macro and micro components.

4. *Field visit (observation):*

- Ask participants to stand up and walk to out to the field to observe the crops that have either macronutrients and micronutrients.
- Ask the participants to classify the crops that were observed in the field into macronutrients and micronutrients.

5. *Types of nutrients:*

- Ask the question: what are macronutrients and micronutrients and what foods fit into these categories?
- Show the slide and explain that there are 2 types of nutrients – Macronutrients and Micronutrients.
- Show the next slide and explain that carbohydrates, proteins and fats are macronutrients and that vitamins and minerals are micronutrients.
- Show the next slide and explain the data about micronutrient deficiency (vitamin A, iron and zinc)
- Show the slide that explains about foods that have micronutrients (vitamin A, iron and zinc)
- Distribute the images (tool) of nutritious food (vitamin A, iron and zinc)
- The facilitator reinforces that now we'll be talking about the 3 micronutrients that the data shows are common deficiencies.
- Ask the question: as discussed earlier today, if there aren't enough resources to buy meat or fish, what can you supplement these with to complete the 3 food groups?

- Ask the group further: as an extension worker, what can you promote about micronutrients and 3 food groups?
6. Show the slide about family nutrition and explain that all families need to consider the important points shown in the slide.
 7. *Benefits of breast milk:*
 - What are the benefits of breastfeeding to the child and the mother?
 - Let the participants contribute ideas
 - Show the slide about breast milk and its benefits
 - Ask the group: even though they're agricultural extension workers, what can they do in their village to promote breastfeeding practices?
 8. Summarise the session and explain that *everyone, throughout their whole lives, need the same types of nutrients, but it's the required amount of nutrients that changes.*

Session 6: Agriculture for Nutrition

Objective

After the session participants will be able to:

- Describe the definition of food security and nutrition
- Explain the components of food security
- Begin to analyse the 3 food groups and their harvest times in their village

Time: 3 hours

Methodology: Working in small groups, discussion, presentation, idea exploration, game

Material: NSA PPT, handout for the identification of the 3 food groups in each village, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: Flipchart calendar with three versions (crops/seasons/gender) 3 sets, 5 copies in colour of the nutritious crops tool, coloured cards and 'my empty plate' design on flipcharts (3).

Instructions for the facilitator

1. *Food security:*

- Begin the session by asking the participants: what is food security and nutrition?
- Let the participants respond.
- The facilitator shows the slide and presents the definition of food security and nutrition including the components of food security and nutrition that are shown in the image.

2. *Seasonal calendar:*

- Split the participants into three groups.
- Each group receives a calendar from the facilitator to discuss.
- Each group marks the times throughout the year when the following times occur in the example calendar; a little rainy, rainy season, extra rainy, dry season, windy, lots of water, enough water, and no water.
- Each group presents the results of their discussion.
- The facilitator provides a summary and asks the participants about the advantages of having a seasonal calendar.
- Let the participants respond.

3. *Crop planting calendar:*

- Ask participants to return to the same 3 groups.
- Each group receives a calendar from the facilitator to discuss.

- Each group marks the time to plant different crops throughout the year in the example calendar including; rice, maize, peanuts, onions, beans, vegetables, fruits, ai-farina and sweet potato.
 - Each group presents the results of their discussion.
 - The facilitator summarises the session and asks the participants the advantages of using a crop planting calendar.
 - Let the participants respond.
4. *Who leads each step (women or men):*
- Return to the same 3 groups.
 - Each group will receive a form from the facilitator to discuss.
 - Each group is to circle in the example the gender roles for the various activities involved in rice planting: who prepares the seed, who prepares the soil, etc.
 - Each group presents the results of their discussion.
 - Ask the participants: from this activity, who works more? Women or men?
 - Let the participants respond.
- The facilitator should add that, for the most part, women are often involved in agricultural work, from preparing the seeds to post harvest activities.*
5. *Identifying the food groups available in each village:*
- The facilitator explains to the participants that earlier they completed the seasonal calendar, the planting calendar and how women and men distribute agricultural work, now we will connect these back to the three food groups.
 - Ask participants to remind in the same 3 groups.
 - Show the slide with the 3 food groups empty.
 - Distribute the 'my empty plate' flipchart that has been developed to each group and ask them to identify food from the 3 groups that is available in their village.
 - Ask each group to respond to questions such as:
 - a. Which food group has limited availability?
 - b. Why aren't there any foods from this food group available in your village?
 - c. What can MAF contribute?
 - d. What can agricultural extension workers do?
 - Each group presents their results and the facilitator provides a summary of the discussion.
6. *Nutritious crops:*
- Show the slide with the image of nutritious crops (with vitamin A, iron and zinc) and present that this image has been developed together with MAF and the MoH, and can be used by extension workers to hold discussion groups with farmers.

- Distribute coloured paper to the three groups to have a discussion about the nutritious crops image and whether it can be used with groups of farmers. Give 15 minutes for each group to have a discussion.
- The facilitator asks the following additional questions:
 - a. What do you think about this image? How can it be used?
 - b. How can questions probe deeper into how decisions are made about which crops to plant? Is there anything that is not yet clear?
 - c. Give time for each group to present.
 - d. The facilitator takes feedback from the participants.

Session 7: Behaviour Change: Is It Easy?

Objective

After the session participants will be able to:

- Identify the factors that support people to do a practice/behaviour and the barriers that prevent people from doing a practice.
- Describe the behaviour changes of audiences from NSA
- Describe the factors that influence behaviour change
- Explain the desired practices that are being promoted through NSA

Time: 45 Min

Methodology: Idea exploration, individual activities, discussion, presentation

Material: NSA PPT, my own behaviour handout, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: My own behaviour handout

Instructions for the facilitator

1. *Is behaviour change easy?*
 - Show the slide with the image of a family and ask the participants: is behaviour change easy?
 - Explain that the group will analyse this question together.
 - Show the slide with various statements. Are they true or false?
 - Ask all the participants to stand up and the facilitator shows them one statement from a slide.
 - Tell participants that if they feel the statement is true they should stand near the wall with the true card and if they feel the statement is false they should stand near the wall with the false card.
 - Discuss each statement and allow participants to change their mind and move to the other wall if they want to.
 - The facilitator doesn't need to say if a statement is true or false but it's important that the group looks deeper into the factors that can influence a person's decision to follow or not follow a practice.
2. *My own behaviour:*
 - The facilitator distributes the handout and shows the next slide.
 - Review each question and ask the participants to fill it out individually.
 - Explain that that can't use an example from work.
 - Give 15 minutes for the participants to fill it out.
 - Ask one participant to share their experience.

- Ask for another participant to provide a different example.

Provide a summary: *Behaviour change is difficult. We all have hopes of making positive changes to our own behaviour. Sometimes you can successfully move forward and sometimes you fall back to previous behaviours. There are many reasons that this might happen. **Knowledge alone is not enough.** If information was enough, why can't we change our behaviours immediately? Because there are lots of other factors that we weigh up, depending on their advantages and disadvantages.*

3. *Factors that influence behaviour change:*

- Show the next slide of the farmer and ask participants: If the farmer was to do or not do this behaviour, what would be the factors that influence this most?
- For each factor ask the participants for an example.
- Probe deeper to help the participants discover factors that the farmers would have to weigh up when deciding whether to change their behaviour.

4. *Audience and focus:*

- Show the next slide and ask participants: who is the target audience for behaviour change in NSA?
- The facilitator explains that the key audience for behaviour change in NSA is farmers.
- Ask the participants: who is closest to the farmers and influences their decisions?
- Ask again: how can agricultural extension workers influence farmers to change their behaviour?
- Ask the participants: what are the benefits to the extension workers?
- What do they like most about their work?

Show the next slide and explain that one key advantage is that agricultural extension workers can become closer to the community and become a trusted source of technical support. For this reason, agricultural extension workers can more easily influence farmers to adopt new practices.

5. *Key behaviours:*

- According to the NSA approach, what do we want farmers to do?
- Look for responses such as to grow nutritious crops.
- Promote the three food groups. Promote consumption as well as sale. Have a discussion with the farmers, if meat is not available, what can it be substituted with?
- Show the next slide and present the three key behaviours that we want to promote to the farmers.
- Ask the participants' opinion about each behaviour. You can refer back to the nutritious crops image.

6. Provide a short summary based on the session objectives.

Homework for the second day:

1. Show the short film about sanitation and nutrition. Afterwards show them again once more.
2. On the flipchart paper write the following questions:
 - What do you think about the film?
 - What is the situation like in your village?
3. Separate the participants into three groups and ask them to discuss the 2 questions and present them the next day.

Session 8: NSA and Gender Considerations

Objective

After the session participants will be able to:

- Describe the definition of gender
- Explain the influence of gender on decision-making about nutritious food within the home
- Identify small actions that they can take in regards to sacred or taboo foods

Time: 45 Min

Methodology: Idea exploration, group activities, discussion, presentation

Material: NSA PPT, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: Coloured paper to write lists

Instructions for the facilitator

1. Show the first slide:
 - Ask the participants: what is gender?
 - Let the participants respond.
 - Afterwards the facilitator provides a summary of responses and shows the slide with the definition of gender.
2. Show the 1 egg slide:
 - Ask participants to respond according to reality, not the ideal. The family includes: a mother, a father, a 12-year-old son, an 8-month old daughter, a 3-year-old son and a grandmother.
 - Let them provide lots of ideas. You can probe further: who is the priority? Who makes the decision?
 - Continue to probe deeper until the discussion becomes detailed.
 - Afterwards ask: What can an extension worker do?
3. *Sacred/taboo foods:*
 - Split the participants into 3 groups.
 - Each group makes a list of the foods that are unpermitted, and who they're unpermitted for. If someone eats them, what will happen to their body?
 - Ask participants to make a list of actions that they can take to promote this discussion. (20 minutes).
 - Each group presents the results of their discussion.
 - Afterwards, the facilitator can type these into a small action plan that can be used by the participants.

- These can be distributed as a handout after the training.
4. *Case study.*
- Tell the participants to stay in the same three groups.
 - Each group analyses the case study that has been distributed by the facilitator.
 - Give 15 minutes for the groups to discuss.
 - Each group presents the results of their discussion and the facilitator provides a short summary.
5. Provide a summary based on the session objectives.

Session 9: NSA Implementation Comparison

Objective

After the session participants will be able to:

- Describe the advantages of NSA interventions
- Describe some of the obstacles that can be encountered when implementing NSA and some of the ways to overcome them
- Explain some examples of NSA implementation

Time: 60 Min

Methodology: Working in small groups (homework), discussion

Material: NSA PPT, 4 case studies of NSA and discussion questions, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: Case study handout and discussion questions

Instructions for the facilitator

1. *Revision of the NSA implementation comparison activity:*
 - Provide the participants with a revision that yesterday they were split into 4 groups and received an NSA case study to discuss.
 - Show the slide with discussion questions.
 - Provide 10 minutes for each group to present and respond to questions from other groups.
 - Provide a summary based on the participants ideas about the advantages, obstacles, and the things that an agricultural extension worker can do.
 - Write a list of the actions extension workers mention on flipchart paper.
 - Reinforce that there is no expectation that they will be implementing a big project, but that there are some small actions that they can do as an influencer and technical support person to promote the desired behaviours (refer back to the 3 key behaviours).

Session 10: Facilitation

Objective

After the session participants will be able to:

- Identify the role of a facilitator
- Explain the skills of a good facilitator and one that is not ideal
- Use basic communication skills to manage a group

Time:

Methodology: Role-play, presentation, working in small groups, discussion, competition

Material: NSA PPT, role play script, characters for discussing in groups, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: Script, facilitation skills checklist (provide 6 for each participant), sheet of paper with the 8 characters, strategies for the 8 characters handout, 5 topics for individual facilitation practice, materials for facilitation practice (poster, banner, flipchart etc.).

Instructions for the facilitator

1. *Show slide 1:*
 - Start by asking the following questions to the participants:
 - a. As an agricultural extension worker, which topic do you like facilitating the most?
 - b. Which topic do you like facilitating the least, and why?
 - Based on discussions, feedback and assessments, extension workers have said they want to increase their facilitation skills, which is what we'll be focusing on now.
2. Show slide 2:
 - Ask participants to provide their observations of the image "which approach shows more effective facilitation?"
 - Look for more detailed responses until they provide lots of ideas.
 - Afterwards, explain that the role of a facilitator is not to teach people, but to lead a discussion and provide opportunities to learn from each other and share ideas.
3. Show the next slide and present the definition of facilitation. Ask participants if they have any questions or concerns.
4. *Role-play: (30 Minutes).*
 - The facilitators (6) will do a role-play using the script about an agricultural extension worker who provides information about nutritious crops to farmers.
 - Before the role play, the facilitator should first distribute the checklist to participants and explain to them that they're going to observe a role play by the facilitators and need to fill out the form based on their observations.

- After the role play, ask 5 participants to provide a review for each point on the checklist and mention which points the facilitators did well on and which points can be improved.
5. *Case study – How can a facilitator manage participants like this: (30 Minutes)*
- Split the participants into 4 groups and share 2 characters with each group to analyse with the question: What action can you take as a facilitator when you encounter participants like this?
 - Give 15 minutes for them to discuss and allow 15 minutes for them to present afterwards.
 - When finished, distribute the handout and review the strategies for the 8 characters together.
6. *Individual practice (2 hours):*
- Split the participants into 5 groups. Each participant receives a topic.
 - Give 20 minutes for the participants to prepare. They can use whichever methodology or material they choose.
 - Each participant facilitates for a maximum of 10 minutes.
 - Allow each participant to practice and the other participants of the small group can use the checklist to provide feedback.
 - One facilitator supervises each group.
7. *Facilitation competition:*
- Bring the participants back to the big group and ask them: what did they like about the practice session and what did they feel was difficult?
 - Tell the participants that they have already had practice individually, and now they will compete as a team.
 - Each team chooses a topic to facilitate with the larger group as a group competition.
 - Give each group 10 minutes to prepare.
 - Each team does a role play together with the group members displaying good facilitation skills.
 - The other participants can observe but don't participate in the other groups' role play.
 - The teams compete with each other to win a prize.
 - The facilitators use the checklist to give a score to each group.
 - The facilitators will then sit together and collate the scores, presenting the results to the participants.
 - Present the prize to the team that wins and the runner up.

Session 11: Implementation and Next Steps

Objective

After the session participants will be able to:

- Explain the topics to be assessed in their village
- Describe the next steps

Time: 30 Min

Methodology: Presentation, discussion

Material: NSA PPT, handout, projector, laptop, laser, flipchart no markers

Prepare in advance: Village food identification handout

Instructions for the facilitator

1. Show slide 1:
 - Facilitator explains the process and next steps.
 - There will be a follow-up training at the municipality level that will present the results of the assessment, analyse them together and create an action plan.
 - The nutritious crops image will be finalised and distributed to be used with farmers groups.
 - There are still some topics that there hasn't been enough time to cover in this 3-day training.
 - Add that there is a plan for other activities but these are still being discussed with MAF because the approach in each municipality will be different. Each partner is looking to improve nutrition practices at the household level but the activities aren't the same and they still coordinate with the agricultural extension workers. Provide time for them to ask question.
2. Reinforce that agricultural extension workers are able to influence farmers because they are closest to the community and the community trust them. This is a good position to be in to promote the planting of nutritious crops, eating food from the 3 food groups, and spending money to complete the 3 food groups.
3. Distribute the handout for identifying foods available in each village to the participants and reiterate that these questions have already been discussed in groups. Now we want each participant to return to their village and complete the assessment questions.

