



Nutrition-Sensitive Agriculture (NSA) & School Feeding

Training for Agricultural Extension Workers

Facilitator Guide | Revised October 2020



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Cover photos: HIAM Health (1), TOMAK (2), Mercy Corps (3)

The Nutrition-Sensitive Agriculture (NSA) curriculum was first developed by:



This NSA guide has been adapted by the HATUTAN Program (Continue to Support Food for Nutrition and Education) to include information about School Feeding Program:



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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 live in rural areas and depend 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.

Díli, loraon 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 (tape)
- Paper glue
- Traditional drum
- Projector
- Laptop
- Laser connector
- Name badges
- Small prizes (candy or treats)
- Folders for participants
- A4 coloured paper

Job aids

- NSA flipbook
- Nutritious crops tools (4 nutrients)
- Short film about the link between sanitation and nutrition

Handout List

- Session #1: Training agenda, pre-test, participant list, attendance list and evaluation form
- Session #2: - n/a
- Session #3: Case study of two girls
- Session #4: Short film about the link between sanitation and nutrition
- Session #5: - n/a
- Session #6: Seasonal calendar, planting calendar, worksheet to identify who leads each step
- Session #7: High nutrition crops tools and village food identification form
- Session #8: My behaviour worksheet and short film about the link between sanitation and nutrition
- Session #9: Sacred/taboo foods worksheet
- Session #10: NSA flipbook, short film about facilitating with NSA flipbook and facilitator feedback form
- Session #11: Workplan template (calendar), completed report template

Training Schedule

Day 1		Day 2		Day 3	
Time	Session	Time	Session	Time	Session
08:00 – 08:30	Registration	08:00 – 08:30	Registration	08:00 – 08:30	Registration
08:30 – 09:00	Opening	08:30 – 09:00	Review topics from first day and introduction of today's agenda	08:30 – 09:00	Review topics from first day and introduction of today's agenda
09:00 – 09:45	Introduction	09:00 – 10:00	Nutrition	09:00 – 09:30	Facilitation
09:45 – 10:00	Pre-test			09:30 – 10:00	Introduction to NSA Flipbook
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 – 12:00	Agriculture for Nutrition	10:15 – 12:00	Practicing with Flipbook
11:15 – 12:00	Nutrition Context in Timor-Leste				
12:00 – 13:00	Lunch	12:00 – 13:00	Lunch	12:00 – 13:00	Lunch
13:00 – 13:05	Game	13:00 – 14:00	Agriculture for Nutrition (cont.)	13:00 – 14:00	Practicing with Flipbook (cont.)
13:05 – 14:00	Nutrition Context in Timor-Leste	14:00 – 15:00	Agriculture and School Feeding	15:00 – 15:30	Implementation and Next Steps
14:00 – 15:00	Malnutrition				
15:00 – 15:15	Afternoon tea	15:00 – 15:15	Afternoon tea	15:30 – 16:00	Post-test Closing
15:15 – 16:45	Malnutrition	15:15 – 16:30	Behaviour Change: Is it easy? NSA and Gender Considerations		

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
- Explain in general about the approach of the agriculture and nutrition of MAF, MoH and MEYS

Time: 45 Min

Methodology: Game, presentation and discussion

Materials: Coloured cards, Glue/tape, 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 are from, their favourite crop/food and the 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 municipal 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 the slide - What is NSA: 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 its 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

Materials: 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 into 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 Joana is short for her age that means she is chronically malnourished and she has not received nutritious foods for a long time. If Joana is short for age 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. If she misses lots of school then she may not advance to the next school year.
 - Responses to the first and fourth questions should relate to the participants' ideas and experiences.
2. Show the slide on nutritional status of children under 5 years. Ask participants: What does this data show us? What is 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). A child who is stunted or short for their age may not look thin.
 - b. Underweight (37%) is also a problem and is when a child has low weight for their age, 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 if they are 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 are 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 is 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% of children 6 – 23 months 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 with the map:
- 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: 2 hours

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

Materials: NSA PPT, projector, laptop, laser pointer, flipchart, A4 coloured paper and markers, short film on sanitation (on USB)

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 lives 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 we are healthy our bodies are 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 are 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 have not 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 faeces and flies transmission diagram*

- Ask participants what they think is happening in the image. Look for responses that include: because when people practice open defecation it can lead to flies carrying bacteria from faeces to food. With open defecation faeces can get into the rivers, stream and other water supplies. Difficulties in accessing water can minimise hand washing before eating, after defecating or cleaning a child's bottom.
- Show the short film on sanitation. Ask participants what they think of the film and if those practices happen in their community?

- Summarise by saying: Constant diarrhoea can make it difficult for children to absorb nutrients from food. Having worms inside the stomach can lead to malnutrition even if you eat nutritious food.
8. Provide a summary based on the session objectives, reinforcing that it is not important to memorise any specific data but understand the general nutrition situation and the impacts of malnutrition. There are many contributing factors and we can all play a role to reduce malnutrition.

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, proteins and vitamins and minerals)
- Identify macronutrients and micronutrients
- Describe the benefits of breastfeeding

Time: 2.5 hours

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

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

Prepare in advance: Three food group game (food image sets 3)

Instructions for the facilitator:

1. *Nutrition priority groups:*

- Explain to participants that we are 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, proteins, and vitamins and minerals to present and place on the 3 food groups banner.
- The facilitator and other participants observe the groups presenting the results of their discussion.
- Ask the participants, if a food from one food group is sacred/taboo (and is 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** (provides energy)
 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?
 - Wait for participant responses and then explain the definition of nutrient as: an important substance found within food needed for proper growth and good health that is made up of macronutrients (protein, carbohydrates and fats) and micro nutrients (vitamins and minerals).
4. *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 the foods that have micronutrients (vitamin A, iron and zinc)
 - Distribute the images (nutritious crops tool) of nutritious food (vitamin A, iron and zinc)
 - The facilitator reinforces that now we will be talking about the 3 micronutrients that the data shows are common deficiencies in Timor-Leste.
 - Ask the question: as discussed earlier today, if there aren't enough resources to buy meat or fish, what can you supplement these foods with to complete the 3 food groups?
 - Ask the group: as extension workers, what can you do to promote the 3 food groups and foods that are high in micronutrients?
5. Show the slide about family nutrition and explain that all families need to consider the important points shown in the slide.
6. *Benefits of breast milk:*
- Ask the group: what are the benefits of breastfeeding to both the child and the mother?

- Let the participants contribute ideas.
 - Show the slide about breast milk and its benefits.
 - Ask the group: although they are agricultural extension workers, what can they do in their village to promote breastfeeding?
7. Summarise the session and explain that everyone, throughout their entire life, need the same types of nutrients, but it is 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

Time: 2 hours

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

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

Prepare in advance: Flipchart calendar with three formats (crops/seasons/gender) - 3 sets for group work

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.
- Facilitator asks them what are the components of food security? Let participants answer.
- Then show the slide and present the components of food security.

2. *Seasonal calendar:*

- Ask participants what is a seasonal calendar? Let them respond and remind them that extension workers are all familiar with seasonal calendars and they help us know when foods are in season.
- Put up the slide about group work for seasonal calendars.
- 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: light rain, rainy season, heavy rain, 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, cassava 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 worksheet 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.

Session 7: Agriculture and School Feeding

Objective

After the session participants will be able to:

- State the benefits of a school meal program
- Understand how agriculture can support a school meal
- Understand how a school meal can support the local economy

Time: 2 hours

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

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

Prepare in advance: Nutritious crops tool, coloured cards and 'my empty plate' design on flipcharts (4)

Instructions for the facilitator:

1. *Begin by showing the first slide. Vision: (FRESH Poster/ Component Important for School Health slide):*
 - Ask the participants: what they think this image represents? Let the participants respond. The facilitator indicates that the FRESH (**F**ocus **R**esources on **E**ffective **S**chool **H**ealth) shows all the components of school health. These components promote good health, active learning and student attendance.
 - Ask: *Where do you think agriculture fits in to this image?* Let the participants respond and indicate that:
 - a) Agriculture provides foods for the school meal;
 - b) The community of farmers around the school can sell excess foods to the school for school feeding;
 - c) Extra-curricular activities focus on school gardens;
 - d) Gardens are used to teach children both about horticulture and agriculture and
 - e) Children can bring those learnings home.
2. *School Feeding Objectives*
 - Ask: What do you know about the national School Feeding Program?
 - Show the slide outlining three of the objectives of the School Feeding Program
 - Let participants know that these are the objectives with the revised School Feeding Program Manual (*not yet approved by MEYS*).
3. *School Feeding Key Components*
 - Explain that the national School Feeding Program is under revision.
 - Show the slide that compares and contrasts the bullets in the two columns, indicating what is in the current School Feeding Manual and what is being proposed in the revised School Feeding Program Manual. Add that agriculture

extension workers also have role to advocate that school cooks buy local produce for School Feeding.

4. *Activity: Impact of a School Meal*

- Split participants into 4 groups
- Facilitator asks two of the groups to discuss question 1 and for two of the groups to discuss question 2.
- Show the next slide with the two questions: 1) How can a school meal support local farmers? and 2) How can a school meal impact child nutrition?
- After 15 minutes ask the groups to come back together.
- Have someone from the question 1 group share their answers. Have the corresponding group add additional points from their discussion.
- Have someone from the question 2 group share their answers. Have the corresponding group add additional points from their discussion.

5. *How can a school meal support local farmers?*

- Thank the respondents again for their answers. Explain we will now look at the related slides. Have the group review the slide to assure the points were captured.

6. *How can a school meal impact child nutrition?*

- Thank the respondents again for their answers. Explain we will now look at the related slides. Have the group review the slide to assure the points were captured.

7. *Identifying the food groups available in each village:*

- The facilitator explains to the participants that earlier in Session 6, 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.
- Split participants into 3 groups or split them based on their administrative post.
- Distribute the 'my empty plate' flipchart that has been developed to each group and ask them to identify food from the 3 groups that are available for school feeding.
- Ask each group to respond to questions such as:
 - a. Which food groups are limited in the community and why are they not available? In which months?
 - b. Which of these food groups do you see most often in the school meal? Which food groups are missing? Why?
 - c. What can agricultural extension workers do to help assure nutritious foods from all three food groups are part of the family meal and school meal?
- After 20 minutes ask the groups to present

8. *Nutritious crops:*

- Show the slide with the image of nutritious crops with Vitamin A, iron, zinc and protein). 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 or savings and loan groups. Each participant will receive 1 set of these nutritious crops posters following the training.

- Note that the proposed revisions to the school meal program will be looking to incorporate these foods as part of the school meal.
9. End the session by stating that all these foods are grown in Timor-Leste and that Timorese children deserve the most nutritious foods for good growth and development. Extension workers can play a role in supporting the production of these nutritious foods.

Session 8: Behaviour Change: Is It Easy?

Objective

After the session participants will be able to:

- Identify the factors that support people to do/practice a behaviour and the barriers that prevent people from doing/practicing the behaviour
- Describe the behaviour changes we would like to see 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

Materials: 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 is 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 they should not use an example from work.
 - Give 15 minutes for the participants to complete.
 - 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 a lot of factors to consider when decision making which depends 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 consider 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 (women and men)
- 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 are close to the community and are 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. Farmers initiate conversations with their spouse regarding crop selection, use of harvested crops and use of income from crops. Promote the three food groups. Promote consumption as well as sale. Have a discussion with the farmers, if meat is not available, what protein source can be substituted?
- 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.

Session 9: NSA and Gender Considerations

Objective

After the session participants will be able to:

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

Time: 45 Min

Methodology: Idea exploration, group activities, discussion, presentation

Materials: 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 not permitted, and who they're not permitted 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. Provide a summary based on the session objectives.

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 a facilitator that is not ideal
- Use the NSA flipbook and nutritious crop tools to effectively facilitate a NSA session

Time: 3.5 hours

Methodology: Demonstration facilitating the NSA flipbook, teach backs using the NSA flipbook working in small groups, discussion

Materials: NSA PPT, NSA flipbook, nutritious crop tools, facilitator feedback form, projector, laptop, laser pointer, flipchart and markers

Prepare in advance: Facilitator feedback form.

Instructions for the facilitator:

1. Show the slide with the two circles: What do you see in this image?
2. Then ask: What is facilitation?

Let participants give responses, then open the next slide with the definition.

Explain that the role of a facilitator is not just to teach people, but to lead a discussion and provide opportunities to learn from each other and share ideas.

3. Show the next slide: Let's Practice. Let the participants know that we are now shifting into the practical part of the training.
4. Show next slide: Let's watch a demonstration. Let the participants know that:
 - We would like you to imagine yourself facilitating this flipbook.
 - This flipbook condenses all the information you received over the last few days to make it easy for farmer group members to understand.
 - After we view parts of the video, we will have you break into groups and practice facilitating using the flipbook.

The participants will be using the flipbook to talk to farmer groups about the NSA. We will discuss the next steps and your responsibilities in Session 11.

5. Show the next slide and let the participants know:
 - **Objective:** Read the objective from the flipbook.
 - **User of the flipbook:** Who is the user?
 - **Who is the audience?** How to use it and with who (rural farmers, both male and female)
 - **Time:** 90 minutes to 2 hours
 - **Icons:** Describe what each icon signifies

- Explain that as each page of the flipbook is turned over, make sure the picture remains visible to the audience even while you look at the talking points on the back side of the picture page.

6. Turn to the next slide and practice.

- Have people break into small groups of 3-4 people. Let them know they will have 45 minutes to practice in their small groups using the flipbook.
- The facilitator will assign each group a section to practice: i.e. Group 1 page 1-8, group 2 page 9-16 etc.
- Let the participants know that after the group practice we will come back together as a big group to work through the teach backs.

Give reminders:

- To effectively use the flipbook, be sure that the picture on the flipbook is visible to the whole group throughout the presentation.
- For each page, use the talking points to explain and inform the participants about the key messages which are portrayed through the pictures presented.
- Follow the icons as a tool to know what each section aims to discuss.

Give time for the participants to practice in the group.

7. *Teach backs:*

- 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 practiced individually and now they will practice as a large group.
- Show the slide about teach backs. Explain the points on the slide.
- Before the teach backs, the facilitator should first distribute the checklist to participants and request that they should observe the teach backs and note observations based on the checklist.
- Each team presents together with their group members the pages to the flipbook they were practicing, displaying good facilitation skills.
- The other participants observe and act as if they were farmers.
- Show the next slide about analysing the teach backs. The trainers will provide constructive feedback to the groups on their facilitation style (both positive and areas for improvements).
- Ask participants if they have other feedback to add.

8. Summary

- Ask: As an agricultural extension worker, which topic do you like facilitating the most?
- Ask: Which topic do you like facilitating the least, and why?

If there is a topic that participants like the least or are unclear about, reinforce that the videos will be shared with them via USB, YouTube link or directly to their phone. Agricultural extension workers can watch the videos as a reference to support their preparation before

facilitating the flipbook with farmer groups. The HATUTAN program officer can support or clarify any queries about the flipbook before using it with farmer groups.

End the session and acknowledge participants' efforts during the practice.

Session 11: Implementation and Next Steps

Objective

After the session participants will be able to:

- Identify VSLA/farmer groups in their village
- Describe how and where to use the flipbook and the nutritious crops tool
- Understand the formal agreement to engage agriculture extension workers between MAF and Mercy Corps
- Understand how to complete the monthly report

Time: 60 minutes

Methodology: Presentation, discussion and practice

Materials: NSA PPT, nutritious crops tool, copies of the list of farmer group locations per municipality, work plan template (calendar), report template, projector, laptop, laser, flipchart and markers

Prepare in advance: NSA flipbook, nutritious crops tool, copies of the location of HATUTAN VSLA groups, goods distribution form to assure extension workers sign for the flipbook and nutritious crops tool. Municipal Department Head to support explanation of MAF agreement and reporting template.

Instructions for the facilitator:

1. Give time to the Municipal Head of Department for MAF to explain the agreement between MAF and Mercy Corps. Show the next slide that summarises the agreement that is going to be presented:
 - Note that the agreement also includes supporting School Garden creation.
 - The agreement includes a monthly reporting template and a monthly stipend from Mercy Corps for promoting NSA and School Garden creation.
2. Show the next slide. The flipbook and the nutritious crop tools will be distributed to extension workers to use with farmer groups. A signature on the goods distribution form is required.
 - Let participants know that they will receive the list of the VSLA groups supported by HATUTAN. The list will help extension workers make a work schedule for facilitating NSA to these groups.
 - Show the next slide of the monitoring form. We will monitor 2 months after NSA implementation and again at 5 months.
 - Play video to see the example of using the nutritious crop tool (i.e. Vitamin A) and gender questions on how to monitor NSA.
 - Let participants know that we will share a video on how to use the flipbook and the nutritious crops tool and monitoring questions as a reference.
 - Break participants into groups to practice monitoring an NSA activity using the nutritious crops tool and monitoring questions as well as completing the monthly report.

- We also want extension workers to meet the HATUTAN Program Officers so they know who to get support from on how to mobilise and set the time with the VSLA groups.
3. Explain the monthly report form with the next slide.
 4. Reinforce that extension workers can influence farmers as they live among the community and the community trusts them. Extension workers are the best people to promote growing nutritious foods, consuming foods from the 3 food groups and allocating money to buy food from the 3 food groups.
 5. Now we want participants to return to their home locations and start facilitating NSA discussions with farmer groups.
 6. Distribute post-test to participants to complete.
 7. Close the training and praise participants for their time, attention and participation over the past 3 days.

