



# Nutrition-Sensitive Agriculture (NSA) & School Feeding

**Training for Agricultural Extension Workers**

Participant Guide | Revised October 2020



Published in October 2020

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

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



This NSA guide also includes information about the School Feeding Program adopted by the HATUTAN Program (Continue to Support Food for Nutrition and Education):



## Acknowledgement

This Nutrition-Sensitive Agriculture (NSA) curriculum was first developed by the Australian Government supported program TOMAK (To'os ba Moris Di'ak) and HIAM Health, with significant contributions from Ministry of Agriculture and Fisheries (MAF), Ministry of Health (MoH) and the National Institute of Health (INS), with input from partners that work in the field of NSA in Timor-Leste.

This NSA guide has been adapted to also include information about the School Feeding Program. HATUTAN (*Hahán ne'ebé Atu fó Tulun ho Nutrisaun no Edukasaun*) or Continue and Support Food for Nutrition and Education is funded by the United States Department of Agriculture. The consortium is led by CARE International in Timor-Leste in partnership with Mercy Corps and WaterAid. The objective of this program is to build a partnership between schools and their community to improve literacy, health and nutrition to children and adults. The HATUTAN Program is supporting the adoption of this curriculum.

This document was produced with support from the American people through the McGovern-Dole International Program for Education and Nutrition of the United States Department of Agriculture (USDA). The content of this document is the responsibility of HATUTAN and does not reflect the position of the USDA or the United States Government.

## 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, Ioron 26. fulan Jullu tinan 2018,



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

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## 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 generally the nutrition and agriculture approaches of MAF, MoH and MEYS

**Time:** 45 Min

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#### 1. *General training objectives*

- To increase the knowledge and ability of agricultural extension workers to implement NSA in their respective municipalities.
- Agriculture extension workers consider gender and social inclusion as an important part of NSA implementation.
- Connect school feeding to NSA to assure nutritious, locally grown foods are part of the school meal.

#### 2. *After the training, participants will be able to:*

- Describe the approaches, benefits and obstacles of NSA.
- Create an assessment plan for their village.
- Provide NSA trainings to farmer groups.
- Utilize the nutritious crops extension tools to speak to families about growing nutritious crops.
- Have the ability to use the nutritious crops extension tool to advocate for nutritious foods as part of the school meal.
- Support school gardens as a learning laboratory for students to learn about NSA.
- Practice basic facilitation skills.

## Session 2: What is Nutrition-Sensitive Agriculture?

### 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 approaches

Time: 45 Min

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#### 1. What is Nutrition-Sensitive Agriculture (NSA)?

- NSA is an approach that looks to strengthen the contribution of agriculture to nutrition.
- Focuses on the benefits of a variety of foods, the nutritional value of food, good nutrition for health and productivity as well as the importance of the agriculture sector in supporting rural livelihoods. (FAO)
- Nutrition-sensitive agriculture is an approach that seeks to address the underlying causes of malnutrition.

#### 2. Objectives of NSA

- To secure the production of food through agriculture activities, to contribute to the consumption of nutritious foods and improve access to markets.

#### 3. Difference between nutrition-specific and nutrition-sensitive

- Nutrition-specific: Responds directly to malnutrition. Nutritional care for women and children. (Such as a health facility providing maize flour to children with malnutrition or providing ORALIT to children with diarrhoea)
- Nutrition-sensitive: Supports the factors relevant to nutrition status. Fish farming (aquaculture), growing vegetables, and raising chickens to promote household consumption and food security.



4. *Why should agriculture be concerned with and know about nutrition?*

- Can help families to plant more nutritious crops.
- Increase profits in order to buy nutritious food.
- Improve food security.

5. *What are the benefits of good nutrition?*

- Greater strength, increased production.
- Strong body, blood and bones.
- Good memory, a good capacity to learn, and clear thinking and ideas.
- Increased immunity against illnesses.

**Key messages**

- Agriculture has a big role in contributing to the improvement of nutrition status in Timor-Leste.
- Agriculture is nutrition-sensitive when it looks to contribute to the access and utilisation of various nutritious foods.

## 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
- Describe generally the data on the effects of malnutrition on children under 5 in Timor-Leste

**Time:** 45 Min

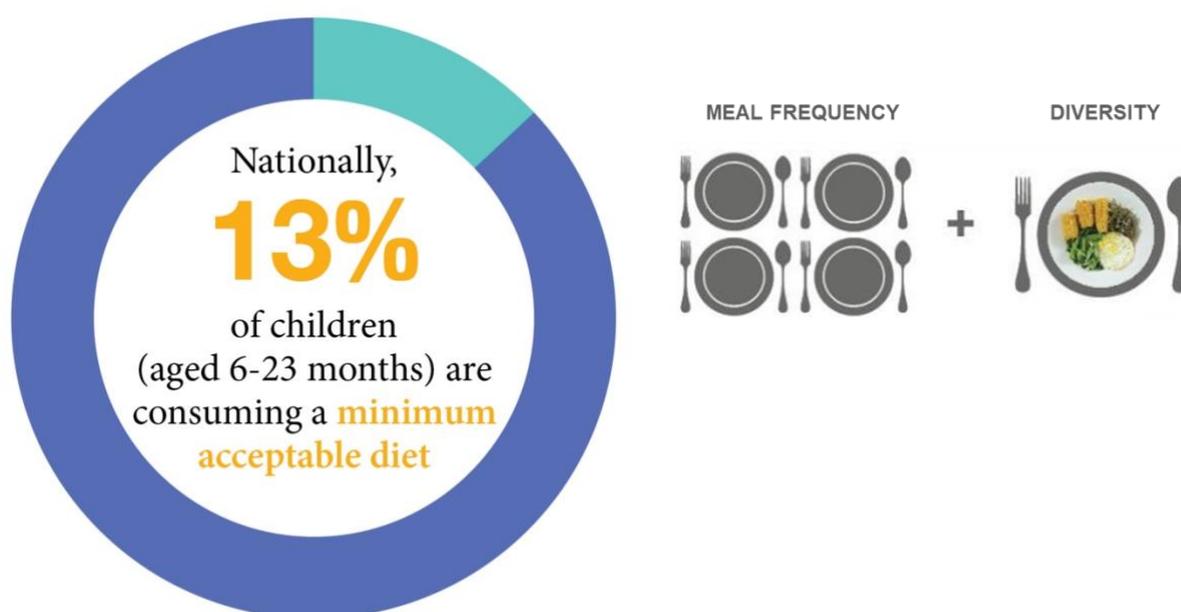
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#### 1. Results of nutrition studies for children under 5

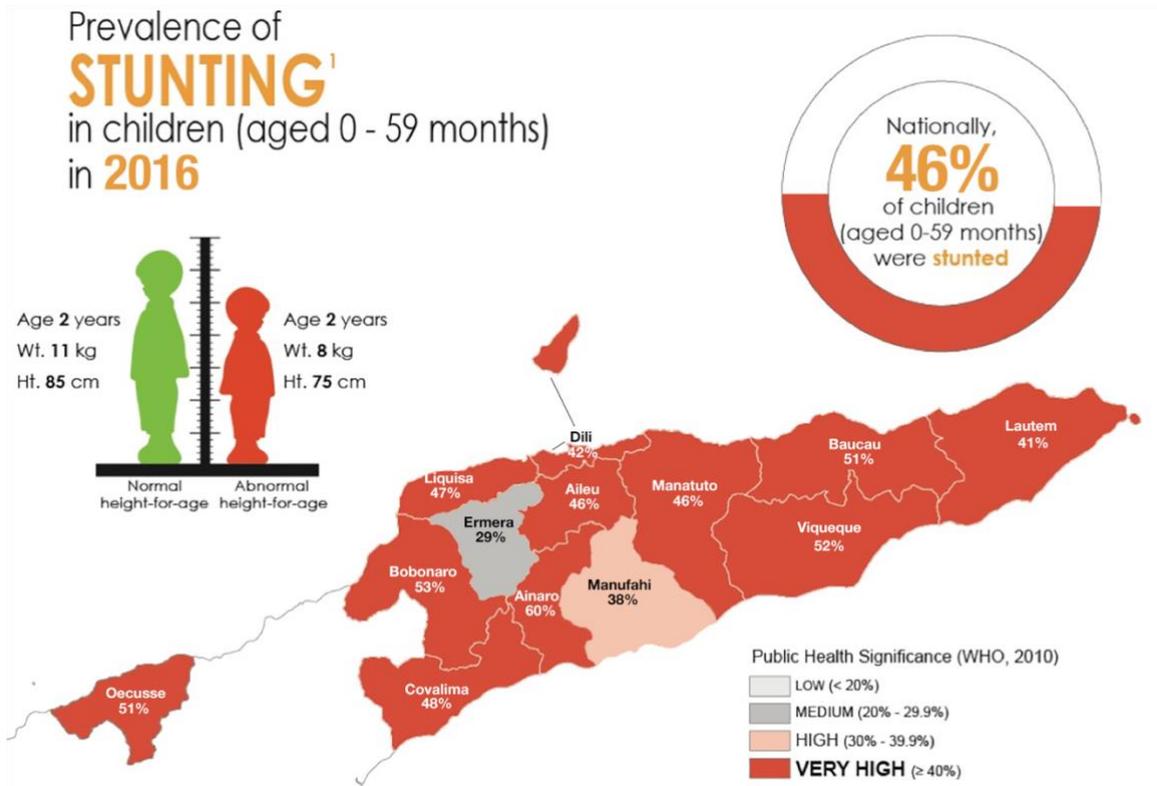
- a. The situation is serious, with approximately 50% of children under the age of 5 affected by malnutrition known as stunting. A child who is stunted or short for their age may not look thin.
- b. The study also identified that many children are also anaemic and underweight for their age.
- c. Measurements are the only way to identify if a child has been affected by malnutrition. Often people who are stunted appear to be healthy but taking measurements and comparing their height to their age is the only way to know. The role of agriculture is to prevent malnutrition before it occurs.
- d. According to data there is no municipality that is not affected by malnutrition. The situation in all 13 municipalities is serious.

#### 2. Contributing factors – dietary diversity and frequency

- Diets without enough food (plain rice porridge or only a small amount of vegetables).
- Eating frequency (number of meals in a day). Not enough food for a day.
- Diversity of food (which foods are eaten) for small children. Daily food without variety.



\*Data from the Timor-Leste Demographic & Health Survey (2016)



### Key messages

- Malnutrition affects children in every municipality and almost 50% of children aged five and under are malnourished or stunted.
- Often it's not possible to identify stunting just by looking and it's only through measurement that it can be identified.
- Malnutrition can be prevented by consuming a variety of foods.

## Session 4: Malnutrition

### Objective

After the session participants will be able to:

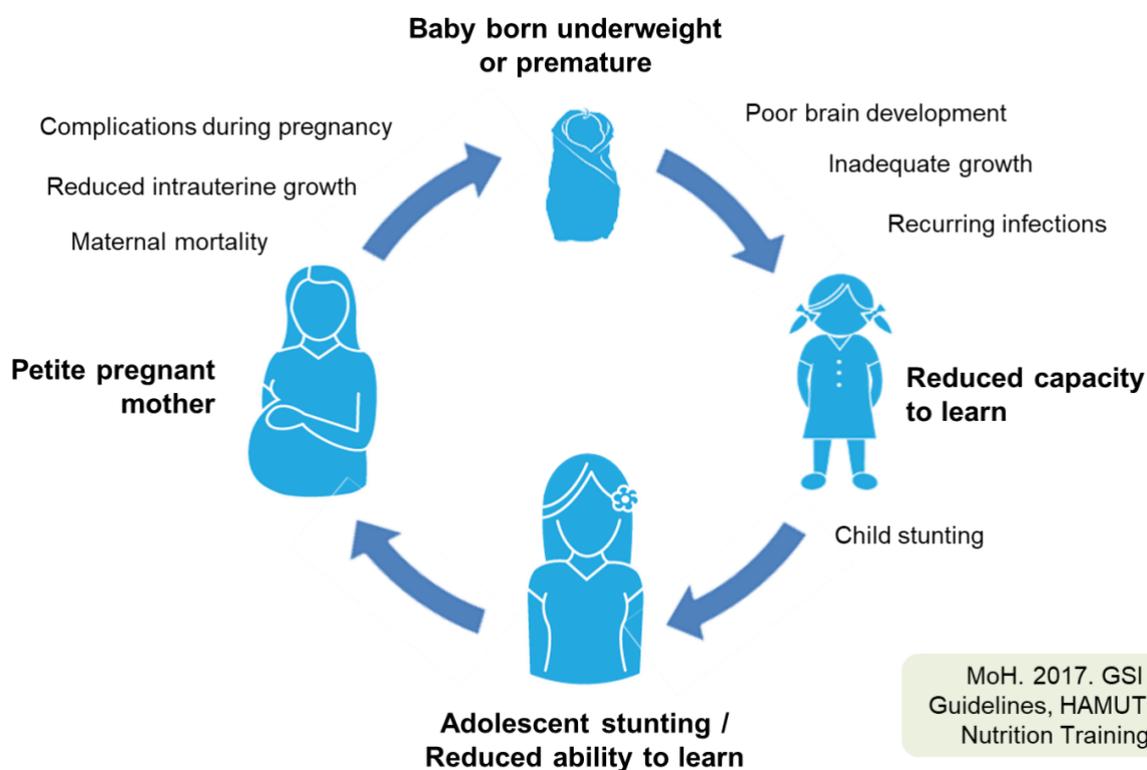
- Describe the intergenerational cycle of undernutrition from food and its consequences
- Explain the factors that influence malnutrition in Timor-Leste
- Identify the cause and impacts of malnutrition

**Time:** 2 hours

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#### 1. *Malnutrition*

Malnutrition occurs when people don't consume enough nutritious food or the diversity of food is not sufficient, or they eat too much food or from illness.



#### 2. *Impacts of malnutrition*

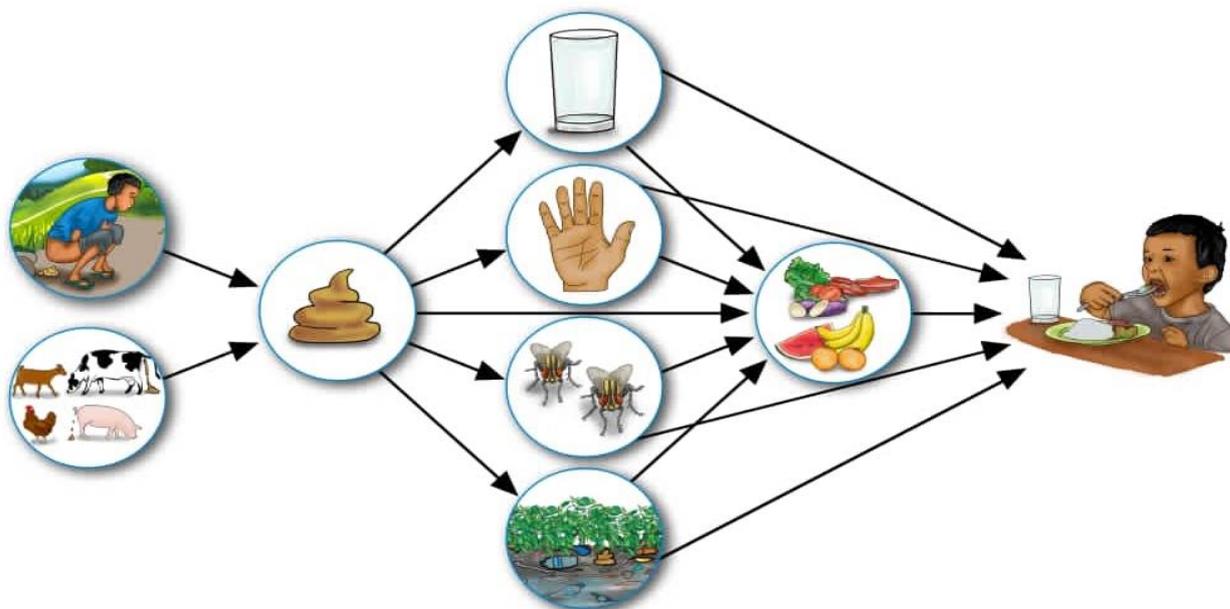
- Delayed physical and mental development (that can't be seen from outside) and late growth
- Recurring illnesses
- Increased number of people without work (unemployed)
- Increased mortality
- Pregnant women with malnutrition give birth to low-birth weight babies weighing less than 2.5 kg

### 3. Malnutrition in Timor-Leste

- Causes:
  - a. Households grow crops with limited diversity
  - b. Quality health care is limited; health facilities are insufficient
  - c. 70% of the community live in rural areas
  - d. Access to food is insufficient
  - e. Care and food for mothers and children is not yet adequate
  - f. Some nutritious foods are banned or sacred
  - g. Water and sanitation is not yet optimal
- Short-term consequences: poor health, mothers who are ill can find it difficult to look after their children and are at risk of death.
- Long-term consequences: height of the adult, cognitive ability, economic productivity and intergenerational malnutrition.

### 4. Contributing factors to malnutrition – Hygiene and the faeces and flies' transmission diagram.

- Faeces from either humans through open defecation or faeces from animals can end up being consumed by our children or the entire family if proper sanitation and hygiene is not practiced.
- Open defecation can lead to **faeces** being transmitted to people either through **fingers** (germs we cannot see on our hands), **flies** (flies land on faeces then land on the foods we eat), **fluids** (faeces can contaminate the water supply), **fields** (we may pick vegetables or crops that have been in contact with faeces in the fields and if not properly washed the germs can be consumed).



- Avoiding open defecation, keeping animals away from food areas and areas where children play can protect our children from getting sick.
- Washing hands often and at critical times can help protect our families from getting sick.

- Critical times to wash hands are before preparing food, before eating, after defecating, after cleaning a child's bottom and after touching or caring for animals. Remember to help young children to wash their hands at these critical times.
- Unhygienic conditions can lead to constant diarrhoea which can make it difficult for a child to absorb nutrients from food. Having worms inside the stomach is the same.

### **Key messages**

- The impact of malnutrition has affects on individual, household, community and national levels.
- Proper hygiene and sanitation can significantly reduce malnutrition.
- Poor nutrition impacts a child's ability to learn at school and poor nutrition can impact an adult's ability to work.
- Resolving malnutrition requires the contribution of all sectors, including agriculture.

## 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, protein, and vitamins and minerals)
- Identify food macronutrients and micronutrients
- Describe the benefits of breast milk

**Time:** 2.5 hours

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1. *Who are the priority groups for nutrition?*<sup>1</sup>:

- Pregnant women

Pregnant women who are malnourished are at risk of having small babies with low birth weight.

- Breastfeeding mothers

Nutritious food is important for mothers to produce good quality breast milk in a quantity that is sufficient for the baby.

- Children under the age of 2 (1,000 days approach)

Children aged two and under need to consume nutritious food because this is a critical time for the child's development and growth (physical and mental).

- Adolescents

Good nutrition is important for adolescent girls, because it can help their physical growth throughout puberty and it is a time period when extra nutrients (such as iron) are needed.

2. *Three food groups: MoH recommends eating food from the 3 food groups daily.*<sup>2</sup>

- Protein:** For development of the body and to support growth. Examples include: meat, fish, beans, tempeh, tofu, peanuts.
- Carbohydrates:** Provides the body with energy. Examples include: rice, bread, cassava, maize, potatoes.
- Vitamins and minerals:** Helps prevent and fight illnesses. Examples include: fruit and vegetables.



3. *Macro and micronutrients:*

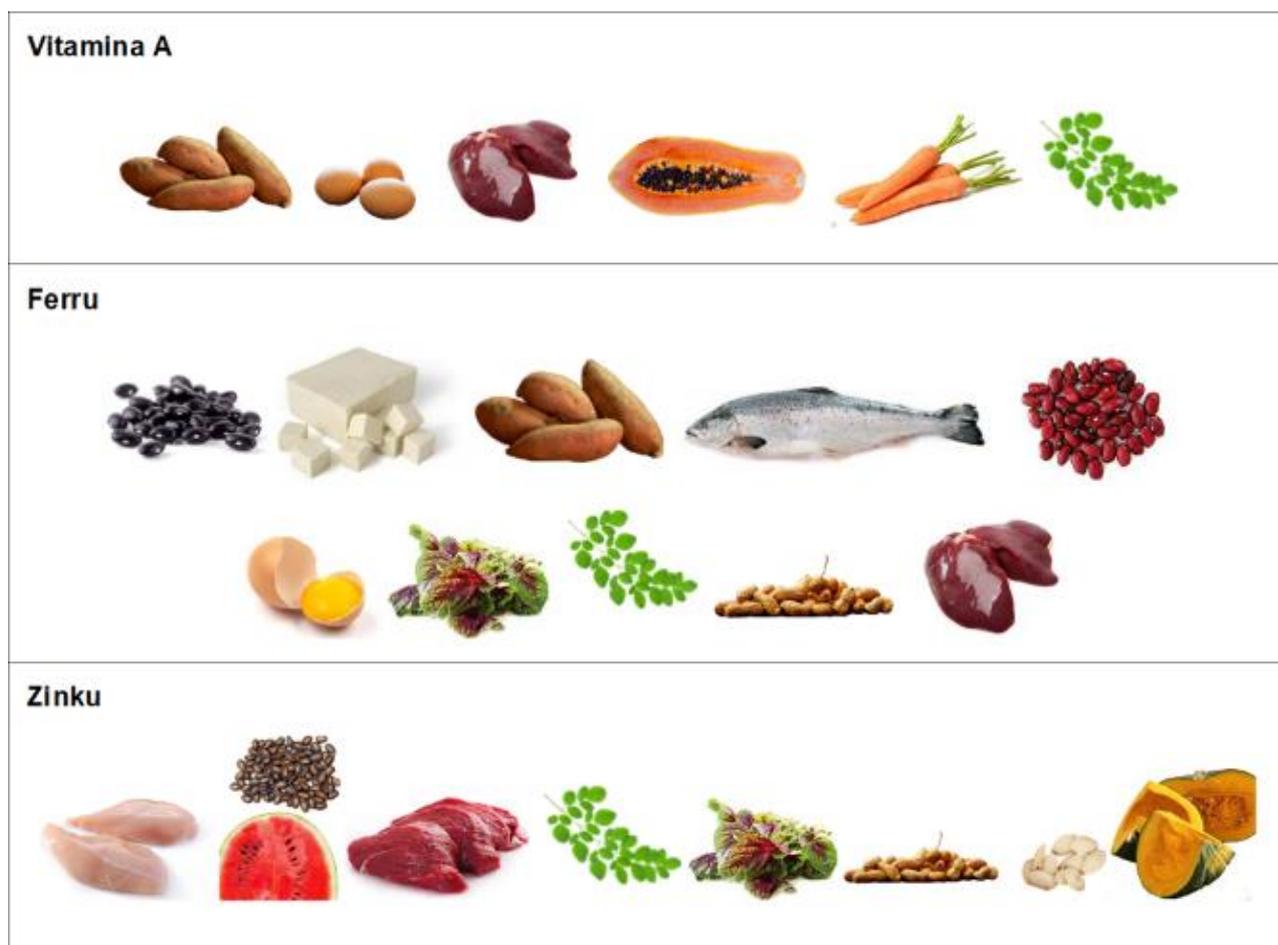
- Macronutrients:** Needed in large amounts because they provide energy, growth and maintenance to a healthy body.
- Micronutrients:** Are nutrients needed throughout life in small amounts in order for the body to properly function. Children need micronutrients to strengthen their immune system in order to prevent infection, for growth, development and wound repair.

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<sup>1</sup> MoH. 2017. Mothers Support Group Guidelines.

<sup>2</sup> MoH. 2017. Nutrition for Families Flipchart.

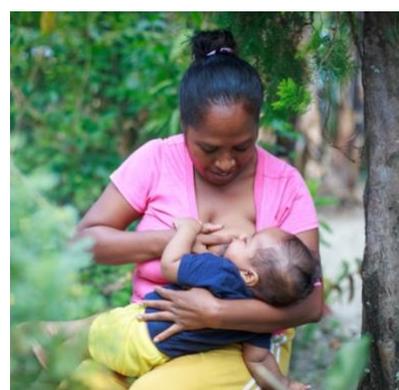
These are main vitamins and minerals that are important for good nutrition: Vitamin A, iron and zinc.



in a food group to be consumed, it's possible to swap one food for another food. For example, meat or fish can be swapped to beans, mung beans, peanuts, tofu or any other food from the protein food group.

#### 4. *Benefits of breast milk:*

- a. Provides everything a baby needs until the baby is 6 months.
- b. Acts like the first immunisation for babies and is full of all the nutrients that a baby needs.
- c. Easy and ready to provide to the baby at any time (free/no cost).
- d. Breastfeeding can strengthen the relationship between mother and child.
- e. Develops a baby's body.



**MoH recommends continuing breastfeeding a child up until the age of 2 or longer.**

### **Key messages**

- Nutrition is an essential part of growth and development for the body and helps to increase immunity in order to prevent illnesses and infections.
- Just as crops need balanced nutrition, so do people. It might be difficult to remember all the micronutrients, but the most important thing is to try to eat a variety of foods from the three food groups.

## 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 and nutrition
- Identify the seasons and types of crops to plant using the seasonal calendar

**Time:** 3 hours

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1. *Food security and nutrition:* All people, at all times, have access to sufficient, safe and nutritious food for an active and healthy life. This includes having access to quality, nutritious food at an affordable price. There are 4 components:
  - **Security:** Enough food, and the diversity of food is sufficient and consistent (NSA)
  - **Access:** Ability of a household and individual to access nutritious food (NSA)
  - **Stability:** Capacity to protect food from damage or loss (NSA)
  - **Utilisation:** How the nutritious foods are used by the individual
2. *Seasonal calendars, crop availability and the involvement of women and men in agricultural activities:*

Objective of creating calendars:

- From these calendars we can analyse the times in a year when a food group is limited. Extension workers can see the food groups that are lacking and identify foods that can be promoted for farmers to plant.

### Seasonal calendar (see also Annex 4):

Season	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
A little rainy												
Rainy season												
Extra rainy												
Dry season												
Windy												
Lots of water												
Enough water												
No water												
Climate change												

**Calendar of crop times and their harvest/availability (see also Annex 5):**

Crop type	JAN	FEB	MAR	APR	MAY	JUNE	JUL	AUG	SEPT	OCT	NOV	DEC
Rice - plant												
Rice – Harvest/store												
Peanut – Plant												
Peanut– Harvest/store												
Carrot – Plant												
Carrot – Harvest/store												
Other?												

**Who is involved? (see also Annex 6):**

Rice	M	F	MF
Seed selection			
Land preparation I			
Establish seedlings			
Land preparation II			
Grading			
Planting			
Replanting			
Weeding			
Fertilisation			
Managing pests and disease			
Harvest (cutting, threshing, cleaning)			
Post-harvest (preparing for transport, transport, drying, storage)			

**Key messages**

- Through agriculture we can ensure food security, provide nutritious foods and protect ourselves from illness and infection.
- Plant what you eat and eat what you plant.

## Session 7: Agriculture and School Feeding

### Objective

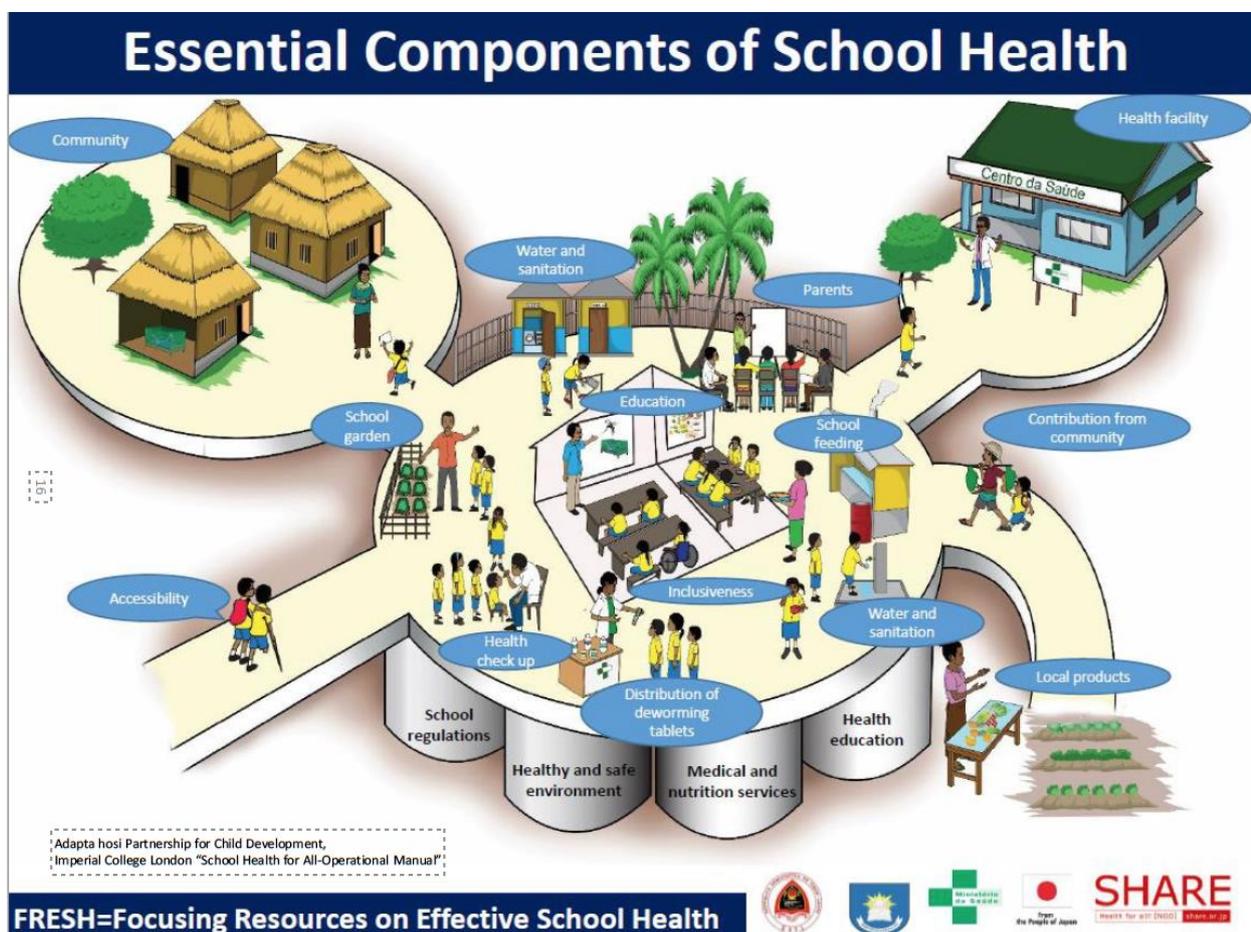
After the session participants will be able to:

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

Time: 45 minutes

#### 1. FRESH poster - (*Focus Resources on Effective School Health*)

- Agriculture can provide foods for the school meal. The community of farmers around the school can sell the excess foods they grow to the school for the school feeding program.
- Schools have school gardens where children can learn from an early age about important nutrients and what foods can be grown on the farm or in a kitchen garden to provide those nutrients.
- When a school meal is provided from locally grown foods, this can keep the economy strong in that community.



## 2. *What is school feeding?*

- The objective of the revised School Feeding Program Manual are to:
  - Supply nutritious foods for students to support their performance.
  - Support the nutrition and health of a child.
  - Contribute to the incomes of the agriculture community by creating opportunities for the community to participate.

## 3. *Key components of the School Feeding Program:*

- The current school feeding program is under review with proposed changes that can create opportunities for farmers if the revised program is approved. Changes focus on:
  - Locally produced foods and the school cooks buying direct from farmers.
  - Flexible menus that all school cooks use to prepare food from the 3 food groups based on what is in season and what foods are available.

## 4. *Impact of a school meal on farmers:*

- Buying local food from farmers supports the economy of the area and can create stable markets.
- The school meal can help boost agricultural production and increase household incomes when schools buy from local farmers.

## 5. *Impact of a school meal on children:*

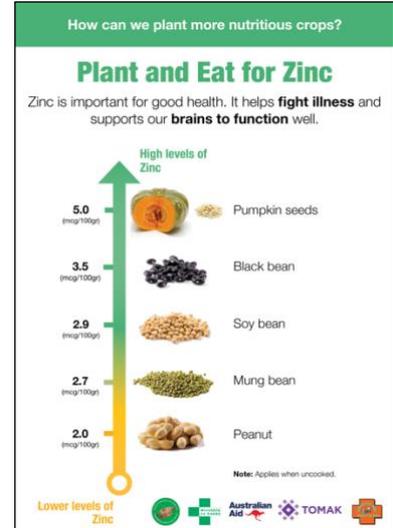
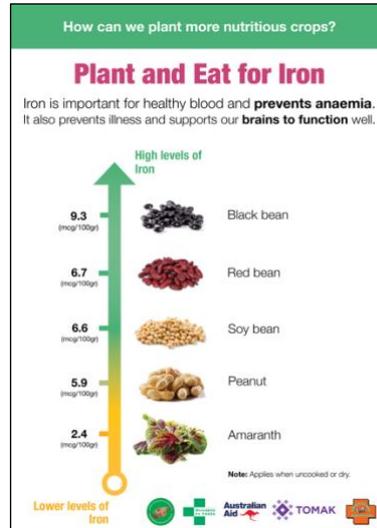
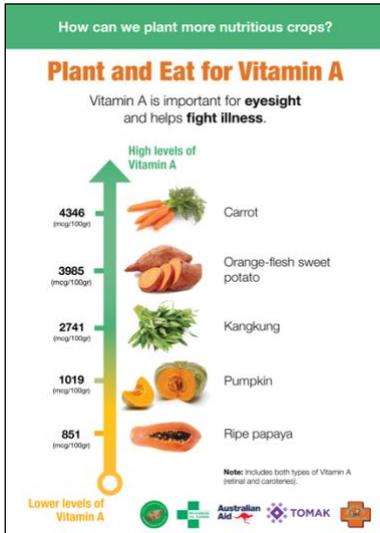
- A school meal supports adequate growth and development of children when eating from all 3 food groups and can help protect a child from becoming sick.
- A school meal has been shown to have a positive impact on student enrollement, attendance and completing school.
- When children are introduced to healthy foods early in life it puts them on the right path to have healthy diets for their entire life.
- A school meal also helps a child be attentive in school and improves learning scores; it also improves enrolment of girls.<sup>3</sup>

## 6. *Nutritious crops tool:*

We know that the most common micronutrient deficiencies are: vitamin A, iron and zinc. Extension workers can significantly contribute to the promotion of farmers planting crops that are high in these micronutrients. Farmers can then eat them as well as sell them. These nutritious food images can help extension works to have discussions with farmers so that they can also consider nutritional content when they are deciding what crops to plant.

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<sup>3</sup> The Impacts of School Feeding Programs, WFP. November, 2019.



How can we plant more nutritious crops?

### Discussion points

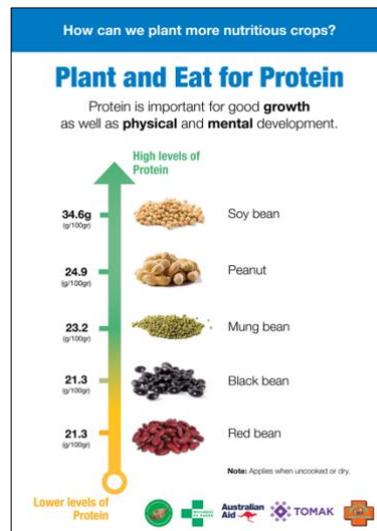
1. What do you see in this poster?
2. What are your key considerations when deciding which crops to plant?
3. From these photos, which crops do you normally plant?
4. How can better nutrition help farmers? Pregnant women? Small children?
5. What do you think about growing crops that are better for nutrition?

**We can also get micronutrients from animal sources**

<b>Vitamin A</b>	
<b>Iron</b>	
<b>Zinc</b>	

Reference: ASEAN Food Composition Database 2014

Logos: Australian Aid, TOMAK



How can we plant more nutritious crops?

### Discussion points

1. What do you see in this poster?
2. What are your considerations when deciding which crops to plant?
3. From these photos, which crops do you normally plant?
4. How can better nutrition help farmers? Pregnant women? Small children?
5. What is your opinion about growing crops that are better for nutrition?

**Animal-source protein**

We can also get **a lot of protein** from eggs, fish and meat. But sometimes we do not have access or enough money to eat these foods. Therefore it is important that we also consume other sources of protein like beans and nuts, so we can get protein regularly.

Reference: ASEAN Food Composition Database 2014

Logos: Australian Aid, TOMAK

## Key messages

- The school meal creates opportunity for farmers as it serves as a marketplace for farmers to sell excess crops leading to increased household income.
- A nutritious school meal supports a child's growth and development and helps a child stay attentive in school which can improve learning scores.
- Extension workers can significantly contribute to the promotion of planting crops that are high in Vitamin A, iron, zinc and protein.

## Session 8: Behaviour Change: Is It Easy?

### Objective

After the session participants will be able to:

- Identify the factors that support people to do a particular practice or behaviour and the barriers that prevent people from doing it
- Describe the factors that influence behaviour change
- Explain the desired practices that are being promoted through NSA

**Time:** 45 Min

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1. *Is behaviour change easy?* Behaviour change is not easy. We all have experience in changing our own behaviours. Sometimes we're successful, and sometimes not. There are many factors (and reasons) that can influence a person's decision to do or not do a particular behaviour or practice. **Not just knowledge.** If knowledge is enough, then why can't we all be successful straight away? Because there are lots of factors and we all weigh up the advantages and disadvantages of doing or not doing particular behaviours.
2. *Factors that influence behaviour change:*
  - Laws and policies
  - Culture
  - Education
  - Values and attitudes
  - Socio economics
  - Gender
  - Technology
  - Geography and environment
3. *Audience and focus:* Our audience is male and female farmers. They are influenced by many people including extension workers. Extension workers are close to the community. They are a technical person who the farmers trust. For this reason, extension workers can influence farmers to adopt new behaviours.
4. *Key behaviours:* Based on NSA what do we want farmers to do? Extension workers can promote:

#### Key behaviours

1. Farmers plant nutritious crops (mung beans, orange sweet potato, peanuts, moringa etc.) for their families to eat and if there is excess, it can be sold to schools.
2. Farmers keep some of their harvest (mung beans, yellow sweet potato, peanuts, etc.) for their families to eat.
3. Farmers utilise their money to purchase nutritious food for their family to eat.
4. Farmers initiate conversations with their spouse regarding crop selection, use of harvested crops and use of income from crops.

The nutritious crops tools can be used to help have a discussion with farmer groups.

### **Key messages**

- Behaviour change begins with ourselves before we try to change the behaviour of others. You can be an example to your family and other people.
- We must also recognise that behaviour change is influenced by many factors/people and does not depend on knowledge alone.

## Session 9: NSA and Gender Consideration

### Objective

After the session participants will be able to:

- Describe the definition of gender and sex
- 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/taboo foods

**Time:** 60 Min

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### To lead the session:

1. *What is the difference between sex and gender?*
  - a. Sex is determined by our body – whether a person is male or female.
  - b. Gender is created by society – this depends on history, economics and cultural forces and gender is always changing.
2. *How does the influence of gender affect decisions about nutritious food within the family?*
  - a. We know that women’s involvement in both agriculture and family nutrition is high – and that women’s work in agriculture is not well recognised. Women are often not involved in decision-making processes about food production.
  - b. We know that a woman’s nutritional status has to be good before, during and after pregnancy – and that often women don’t make the decisions within the household about foods rich in protein (meat, fish and eggs).



- c. We know that often women are responsible for choosing and preparing food. Preparing food is significant daily work for women, and during a year, many men will help only occasionally.
  - d. We know that if there is not sufficient food or if food is not ready on the table, these are key instances when men can get angry and commit domestic violence.
3. *What can extension workers do with respect to gender?*
    - a. Recognise the contribution of both women and men as farmers – support women to speak and lead activities.
    - b. Promote mother and child nutrition as well as nutrition for the whole family.

- c. Involve both men and women and support them in making decisions together about resources in order reduce tension regarding food for the family and the potential for violence.

### **Key messages**

- We have to recognise that men and women have the same abilities and capacity.
- We need to involve both men and women in all activities.

## 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 less than ideal
- Practice using the NSA flipbook and the nutritious crop tool to effectively facilitate an NSA session

**Time:** 3 hours

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### To lead the session:

1. *Facilitation:*
  - a. Support people to find ideas and support themselves.
  - b. Is a way to help other people to understand and make plans to achieve a collective objective.
  - c. The process of how you do something without speaking but through action.
  - d. A key part of guiding activities.
2. When you facilitate a discussion, you will always encounter different people and sometimes it's difficult to facilitate. You can refer to Annex 1 about how to facilitate a discussion among people with different characteristics.



### 3. *How to use the NSA flipbook*

- a. To effectively use the flipbook, be sure that the picture on the flipbook is visible to the whole group throughout the presentation.
- b. 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.
- c. For each page, use the talking points to explain and inform the participants about the key messages which are portrayed through the pictures presented.

d. Follow the icons as a tool to know what each section aims to do



Ask the group discussion questions



Share key messages with the group

- If you are not clear about some topics, refer to videos that will be shared via USB, YouTube link or direct transfer to mobile phone. Extension workers can refer to the videos as reference and support for the preparation to facilitate the flipbook to farmer groups. HATUTAN Program Officers will also support extension workers to clarify questions about the flipbook before using it with farmer groups.

### Facilitation Checklist

- ✓ Let the community lead
- ✓ Don't force or pressure anyone to do something
- ✓ Listen and encourage rather than teach
- ✓ Involve everyone (men and women)
- ✓ Encourage different ideas from everyone (men and women)
- ✓ Have confidence in the ability of the community
- ✓ Be patient and don't rush
- ✓ Ask questions to confirm the communities' understanding

### Key message

- Good facilitators support people to support themselves. Encourage people to become actors for development (within their household, group or society).

## Session 11: Implementation and Next Steps

### Objective

**After the session participants will be able to:**

- Identify the village savings and loan groups/farmer groups in their village
- Describe how and where to use the NSA flipbooks and nutritious crops tools
- Understand the Formal Agreement between MAF and Mercy Corps
- Understand how to complete the monthly report

**Time:** 30 Min

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1. *What can you do to promote NSA in your own community?*
  - a. Use the NSA flipbook to have discussions with farmer groups
  - b. Use the nutritious crops tool to hold a discussion with farmer groups so they can consider nutritional content when they are choosing which crops to plant.
  - c. If you are not clear on some topics, refer to the videos that will be shared via USB, YouTube link or direct transfer to mobile phone.
  - d. Hold a discussion with school cooks about the nutritious crops tool and the three food groups and how to substitute a food from the same food group with another food if a particular food is not available.
  - e. Ask farmers if they are planning to plant nutritious crops and link them with other groups, seed banks or relevant sectors.
  - f. Involve female farmers in all discussions and ask them specific questions.
  - g. Recognise that women are also farmers and don't just 'help' the men.
  - h. Complete the monthly report and submit to HATUTAN Program Officers.

## Annex 1: Handling Participants' Behaviour: Some Techniques

\*Source: MoH. 2017. Participant Manual. Training for Primary Health Care Professionals.

### Overly Talkative:

- The participant in this case may be too 'eager' or simply a "show-off".
- Don't embarrass them or be sarcastic: you may want to call on their participation later. Slow them down with some difficult questions or interrupt them with "this is an interesting point; now let's see what the group thinks"

### Highly Argumentative:

- The learner may have a combative, confrontational personality or wants to "heckle".
- Keep your own temper in check and don't allow other group members to get excited.
- Try to merit one of his/her point, and then move on. If not possible, talk with the person during the break to find out what is bothering him/her.

### Rambler:

- They talk about everything except the topic at hand.
- When they stop for breath, thank them and refocus their attention by restating the relevant points, then move on.

### Personality Clash:

- This is when two or more members clash. Such a clash may divide the group into factions as each party gathers support from other members.
- Emphasize points of agreement and minimize disagreement if possible. Draw their attention back to the objectives. Ask direct question on the topic and bring positive members into the discussion.

### Won't Talk:

- This person may be bored, indifferent, timid, and insecure or may feel superior to the group.
- Depends on what is motivating the individual. Arouse interest by seeking the person's opinion. If you think that the individual feels superior, ask for his/her view.
- Indicate your respect for their experience or wisdom but don't overdo it. The first time s/he talks, compliment him/her. Be sincere.

### Ask for Your Opinion:

- There is nothing wrong with participants seeking your own personal opinion on a topic. It becomes more difficult when you feel that the person is trying to test you or to put you on the spot.
- Avoid solving the participant's problem for them. There are times when you must give a direct answer. Say, "first, let's get some other opinions about that" Then call on another individual by name.

### Wrong Subject:

- This person does not ramble but is simply off base. Take the blame yourself with "something I said must have led us away from the topic". Restate the last point given. Above all, don't embarrass the individual.

## Annex 2: Identifying the Foods in Your Village

1. Identify the foods that farmers produce in your village according to the food groups:			
Carbohydrates			
Vitamins and Minerals			
Protein			
2. Which food group is limited?	Carbohydrates	Vitamins and Minerals	Protein
3. Why is there less in the village?			
4. What foods do you see most often in the school meal? Which are missing?			
5. What can an extension worker do to help assure nutritious foods are part of the family meal and school meal?			

### Annex 3: Banned and sacred foods

List the foods that are banned or sacred in your village	Banned (sacred) for whom?	Who created the ban?	If eaten, what will happen?	What action can be taken?

## Annex 4: Seasonal Calendar

Season	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
A little rainy												
Rainy season												
Extra rainy												
Dry season												
Windy												
Lots of water												
Enough water												
No water												
Climate change												

## Annex 5: Calendar for Planting Different Crop Types and Harvest/Availability

Crop type	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Rice – Plant												
Rice – Harvest/Store												
Corn – Plant												
Corn – Harvest/Store												
Peanut – Plant												
Peanut – Harvest/Store												
Carrot – Plant												
Carrot – Harvest/Store												
Bean – Plant												
Bean – Harvest/Store												
Others?												

## Annex 6: Who Leads the Activity?

Example: Rice	M	F	M/F
Seed selection			
Land preparation I			
Establish seedlings			
Land preparation II			
Grading			
Planting			
Replanting			
Weeding			
Fertilisation			
Managing pests and disease			
Harvest			
- Cutting			
- Threshing			
- Cleaning			
Post-harvest			
- Preparing for transportation			
- Transport			
- Drying			
- Storage			

