



Nutrition-Sensitive Agriculture Farmer Training

Training-of-Trainers
Facilitator's Guide

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INTRODUCTION

Prior to conducting this training, research was conducted to determine which key behaviors would be the most effective in improving nutrition in the local context. For this Ethiopia-specific training, our Nutri-Map process indicated the following three important messages/behaviors:

- 1) Diet Diversity
- 2) Hygiene
- 3) Growth

This analysis must be conducted in every country or region to ensure that the training addresses the appropriate nutrition challenges and the best entry point for integration of nutrition-sensitive interventions. In addition to doing this analysis and determining the proper behaviors, the materials need to be contextually adapted.

Throughout this manual, you will find text that is highlighted. These highlighted sections need contextualization or adaptation for a specific project and/or country.

This manual was developed and piloted under AGP-AMDe, which was tasked with reaching 1.2 million farmers through the cooperative structure. Hence, these materials were designed as a cascade model to reach farmer members of cooperative unions.

This three-day workshop on nutrition aims to increase participants' nutrition knowledge in the context of agricultural training. The main purpose is to promote adoption of key nutritional messages among farmers through the use of appropriate analogies. As such, this workshop trains lead farmers (LF) through a training-of-trainers (ToT) format. After the ToT, LFs will train other farmers who are members of their cooperatives on key nutrition topics.

All participants receive STICKS™ (*Scalable Tracker for Imparting Certified Knowledge and Skills*). For a description and example, please see Appendix 4 and Appendix 5. The STICKS tool serves three important purposes: 1) it helps trainers deliver the technical message to farmers; 2) it enables cooperative leadership to monitor implementation and impart technical skills to members; and 3) it provides project monitoring and evaluation specialists with tools that feed into the evaluation of the effectiveness of the cascade training and adoption rates among cooperative members.

All participants also receive a planning book, which provides space for completing the activities throughout the training and can serve as a reference.

This workshop is designed to be delivered to LFs who are members of project-supported cooperatives; these LFs will each train 20-40 other farmer cooperative union members. Full literacy is helpful but not necessary. Each LF is expected to be able to train at least 40 farmers. The scale of this cascade module depends on the number of trainers that are trained.

All activities throughout this workshop are designed to be participatory, draw out expertise from participants, validate farmers' knowledge, and provide supplemental technical information and skills. Several facets of nutrition are explored in this workshop, including diet diversity, health, and growth and hygiene. These topics were specifically selected for the Ethiopia context and should be adapted for other projects.

Facilitators, most likely working in teams of two co-facilitators, will lead this workshop. They are referenced frequently throughout this facilitator's guide. The participants of the workshop are referred to as both *trainees* and as *trainers*, because this is a ToT and participants are expected to transition from being *trainees* to being *trainers* in the field. The term trainer, which refers to the participant, should not be confused with the term facilitator, which refers to the one or two nutrition specialists who *facilitate* this entire workshop.

This manual is divided into nine parts. An illustrative three-day agenda showing the timing of the nine parts is provided on page viii of this manual. Each part begins with a short description of the objectives, materials, and preparation. After the three-day workshop, it is expected that facilitators or another project representative will perform a day of follow-up with the newly trained trainers once they have trained the target number of farmers, and will visit some of the farmers who are recorded on their **STICKS**.

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ACRONYMS

AGP-AMDe	Agricultural Growth Program - Agribusiness and Market Development
FCU	Farmer Cooperative Union
LF	Lead Farmer
STICKS	Scalable Tracker for Imparting Certified Knowledge and Skills
TOT	Training of Trainers

THREE-DAY AGENDA

	Day 1	Day 2	Day 3
9:00 a.m.	Part 1: Getting Started Part 2: Nutrition Introduction	Part 4: Crop Health/Human Health	Part 7: STICKS Training and Practice
AM			
Lunch break			
PM	Part 3: Crop Diversity/Diet Diversity	Part 5: Crop Growth/Human Growth Part 6: Nutrition-Agriculture Jeopardy	Part 8: Planning Part 9: Final Evaluation and Closing
3:00 p.m.			

PART 1: GETTING STARTED

Objectives

The purposes of Part 1 are:

- To officially launch the workshop
- To familiarize participants with each other and the facilitators
- To clarify the expectations of trainees, facilitators, and the program
- To introduce trainees to the tools they will learn to master

Estimated duration

30 minutes to one hour

Materials and preparation

- Have examples of the tools (STICKS, nutrition-related samples, etc.) that the trainees will need to master throughout the training
- Invite proper authorities, government representatives, or extension workers

Overview

Different communities have different social, cultural, religious, and political influences on how meetings are begun and ended, so this section needs to be tailored to the community. Part 1 should begin with an official opening and introductions followed by short presentations by project leaders. Then the facilitators should lead discussions on expectations and rules.

Activities and instructions

1. Official opening

A representative from the project introduces any government leaders who are present to give a short opening speech and announce the official launch of the workshop.

2. Introduction to the project

A representative from the project delivers a short presentation on the name of project.

3. Introduction to nutrition

A representative from the project team, preferably the nutrition specialist, gives a short presentation from a nutrition point of view, outlining the challenges for farmers, the need for smart planning with regards to nutrition, and the intended impact of nutrition programming. This presentation should include a description of STICKS and a short explanation of how they will use it, as well as a description of the 12 core facilitation skills (see Part 7) that the facilitator should demonstrate throughout the training. The core facilitation skills should be written on a large flipchart and displayed in the training room throughout the duration of the training.

4. Participants introduce themselves

Go around the group and ask everyone to introduce themselves and to answer one additional question. The facilitator can decide on the additional information they want the participants to share. It can either be a social or fun question, or it can pertain more specifically to the workshop, such as **how long they have been a member of the cooperative**; the types of training programs they have assisted with in the past; the nutritious crops they enjoy growing most; or favorite foods.

5. Rules and expectations

Using a flipchart and markers, the facilitator makes two flipcharts, one for expectations and a second for rules.

Expectations

The facilitator asks the participants what their expectations for the workshop are, and the facilitator captures them on the flipchart. If a participant states an expectation that falls outside the scope of the workshop, the facilitator should discuss it immediately and clarify what the workshop will and will not achieve.

Rules

After finishing the discussion on expectations, the facilitator does a similar exercise in collecting what the participants want to establish as rules. Commonly used rules include: turn phones off; raise hands when you want to talk; be mindful of time and time management; and participate. The group should also discuss how they will address or “punish” people who are late (such as by asking them to contribute a small donation for afternoon tea).

NOTE:

Discussion points

All grey boxes throughout the manual refer to ideas and points that trainees may come up with during discussions. The ideas/points given in the grey boxes are to provide guidance only, and are not inclusive of all the ideas that the groups may come up with. The facilitator does not need to go into detail or lecture on each point, but should validate trainees’ ideas and help provide examples for the ideas that the group comes up with. If the listed points do not come up during the discussion, the facilitator can mention them and provide the included information, or use one or two to stimulate discussion if necessary.

PART 2: NUTRITION INTRODUCTION

OBJECTIVE

Part 2 will introduce basic concepts of nutrition to participants. These concepts form the basis for nutrition behavior change messages, which might be adapted depending on the country and specific nutrition challenges.

WHAT PARTICIPANTS WILL LEARN/CREATE

- Participants will learn what the six food groups are and, generally, what the groups provide and why it is important to include all food groups.
- Participants will categorize common foods into the different food groups.

MATERIALS

- Flipchart paper
- Colored markers
- Planning books
- Large versions of the six food group pictures (Appendix 2/**STICKS**)
- Materials for the categorizing food game

ACTIVITIES

Nutrition Basics

1. Discussion: Ask participants, “Why do we need food?”
 - a. Facilitator can write participants’ responses on flipchart paper. Ideas may include the following: food is important for life; food gives heat and energy; and it builds and rehabilitates the body and keeps the body strong.
2. Facilitator explains that all food contains nutrients. Nutrients are substances in food that we use in order to grow and be active and healthy. What do nutrients do for our bodies?
 - a. Nutrients provide energy for our bodies to grow.
 - b. Nutrients provide energy for our bodies to move and be active.
 - c. Nutrients provide energy to support all of our body’s functions such as breathing, digesting food, and keeping warm.
 - d. Nutrients help keep us from getting sick and help us get better once we are sick.
3. Facilitator explains that there are many different types of nutrients, and these different nutrients are found in different foods. We often group foods into separate categories based on the kinds of nutrients that they contain. Ask participants what types of categories they have heard of for grouping foods. Facilitator validates their answers, pointing out how those categories are useful, and then introduces the six food groups that we will be using during this training to talk about nutrition:
 - a. Proteins – body-building foods
 - i. Animal foods**
 - ii. Legumes and nuts**
 - b. Carbohydrates and fats – energy-giving foods
 - iii. Staples**

- iv. Fats
- c. Micronutrients – protective foods
- v. Fruits
- vi. Vegetables

The Three Food Groups (can be adapted to country-specific food groups)
Insert graphic of country-specific food groups or use the one below



Source: FAO, "Title: Improving nutrition through home gardening. A training package for preparing field workers in Southeast Asia." FAO.org. <http://www.fao.org/3/a-v5290e/v5290e02.htm> (accessed April 2016)

Proteins: body-building foods

Facilitator shows the participants a picture of protein-rich foods from the **STICKS**. Facilitator asks participants what types of food are in the protein category and writes their responses on a flipchart, putting animal-source answers on one side and plant-source answers on the other side of the flipchart.

Facilitator explains that protein-rich foods contain nutrients that are important for growth as well as brain and muscle development. There are two types of protein: complete and incomplete.

- Animal protein sources are complete: they contain all the nutrients essential for growth.
- Plant-based proteins (legumes and nuts) are incomplete: they do not contain all the essential nutrients needed by themselves.

Facilitator shows how the flipchart answers are divided into animal-source and plant-source foods and writes "complete protein" and "incomplete protein" above the two categories. Facilitator asks if

there are any other examples of plant and animal proteins that participants consume (see chart below).

Complete protein: animal-source foods

- Eggs
- Beef, goat, sheep
- Chicken
- Fish
- Milk, cheese, whey
- Breastmilk

Incomplete protein: plant-source foods (legumes and nuts)

- All types of beans
- Chickpea
- Nuts, seeds
- Grains provide small amounts

Facilitator explains: When eating a meal with **no** animal protein source, it is important to combine at least **two** plant-based protein sources to get all the nutrients the body needs to function properly. Have participants list some common plant-based foods that can be combined (see chart below).

Responses could include:

- *Injera and shuro *adapt to local examples*
- Rice and beans

Carbohydrates and Fats: energy-giving foods

Facilitator explains that the body turns carbohydrates into fuel for energy. Many foods contain carbohydrates but most people get a majority of their energy from carbohydrate-rich foods, such as **teff**, maize, barley, rice, or wheat. Facilitator shows the STICKS picture of the carbohydrate group and asks participants which foods are rich in carbohydrates, writing their responses on a flipchart titled “Carbohydrates.”

Staples:

- Breads
- Grains: rice, wheat, maize, sorghum, **teff**
- Breastmilk, animal milk, and milk products (butter, chest, yogurt, whey)
- Foods containing added sugars (cakes, cookies, sugar-sweetened beverages)

Energy food is very important and we need some every day, but it must not be the only type of food we eat. If we eat this kind of food only and do not include foods from the other groups, our body will be weak and easily become sick.

Fats are also an essential part of the diet. Fats play a vital role in maintaining healthy skin and hair, insulating body organs against shock, maintaining body temperature, and are a source of some vitamins. Ask participants which foods contain fats, and write their responses on the flipchart under “Fats” (see box below).

Fats are found in the following foods:

- Cooking oil
- Coconut oil, sesame oil
- Nuts and nut oils
- Soy and groundnuts
- Butter
- Meat, fish, and dairy products

Fruits and Vegetables/Micronutrients: protective foods

Facilitator explains that micronutrients are *vitamins* and *minerals* that we need for many of our bodily functions including growth, brain development, and to keep us healthy. Ask participants if any of them have heard of any types of vitamins or minerals.

Facilitator shows the STICKS picture of the micronutrient food group and asks participants which foods are in this food group, writing their responses on a flipchart.

Examples of vitamins:

- Vitamin A
- Vitamin C
- Vitamin D

Examples of minerals:

- Iron
- Zinc
- Iodine

Micronutrient-rich foods:

- Dark-green, leafy vegetables like kale, collard greens, spinach
- Dark-orange or yellow fruits and vegetables like pumpkin, squash, orange-fleshed sweet potato, mango, papaya
- Other fruits and vegetables
- Red meat, animal organs, small fish consumed whole
- Fortified foods (foods, often grains, that have micronutrients added to them during processing)

*Adapt with additional list items appropriate for the specific country

A *deficiency* is when the body does not get the micronutrients that it needs. The main deficiencies in *insert project country* are *insert main deficiencies*. The main sources of vitamin A, iron, and zinc are dark-green, leafy vegetables and dark-orange or yellow fruits and vegetables (see box above for examples); red meat; animal organs; and fortified grains (grains that have certain micronutrients added to them during processing). To get enough iodine, it is important to eat salt that has been fortified with iodine.

A Nutritious Diet

1. Most of the foods that are locally available in our country are nutritious. The reasons why we have so much malnutrition are mainly due to the following conditions:
 - a. People do not have access to or eat enough food from all six food groups.
 - b. People do not eat regular meals spaced throughout the day.
 - c. People do not combine foods PROPERLY to ensure a diverse diet needed for proper health, growth, and development.
2. What foods to eat:
 - a. There is no one single food that is complete and best. In fact, we need to eat from **every** food group, including a variety of foods throughout the week, in order to get all the types of nutrients that our bodies need.
 - b. Our food should be safe (free from all diseases or germs transferred from our hands to the food during harvesting or preparation).
3. The foods we have listed can provide adequate amounts of all necessary nutrients if consumed based on individual size, age, conditions (pregnant, lactating, sick), activities, etc. While the specific amount of food these different groups need changes, it is important that everyone, regardless of age, eat from all six food groups every day. The exception is infants

0-6 months who receive all the nutrients and calories they need from exclusively breastfeeding (no other food or liquid by mouth).

Give participants time to fill out their food group chart in their planning book from the lists created on the flipcharts. Encourage them to ask if they think of another food that has not been included and want to know what group it falls into. Add any of these additional foods to the flipchart for all participants to include.

Option: Insert photo of food from a tradition or typical meal

Activity: Classifying Foods

This activity will help participants classify everyday food items by their appropriate nutrients for themselves and the persons for whom they are providing care/support.

1. Write down the names of as many food items as possible on pieces of paper/cards, and distribute these to participants.
2. On a chart/cardboard, prepare a table of six empty columns for different classes of nutrients as shown below and post it on the wall.

Animal Foods	Legumes and Nuts	Carbohydrates	Vegetables	Fruits	Fats

3. Let each participant go to the chart and stick his/her piece of paper/card in the appropriate column on the posted cardboard. If sticking is difficult, they can use pins to attach the cards on the chart.
4. Finally, let them discuss the items that are wrongly pinned, if any. If the number of wrongly pinned food items is large, you should definitely repeat the exercise at the end of your presentation.

PART 3: CROP DIVERSITY/DIET DIVERSITY

When adapting to another country or context, this section and the messages will need to be changed or adapted.

OBJECTIVE

This activity will help participants make connections between understanding the diversity that promotes a healthy farm and the diversity that promotes a healthy diet, including exploring what constitutes a balanced meal. Participants will also explore barriers and solutions to accessing nutritious foods.

WHAT PARTICIPANTS WILL LEARN/CREATE

- Participants will learn what constitutes a diverse diet and will create a balanced meal using the six food groups.
- Participants will learn the benefits of and challenges to eating a diversified diet.
- Participants will create a list of ideas to address the challenges of consuming a diversified diet, including activities that they can do as farmers to improve household nutrition.

MATERIALS

- Flipchart paper
- Colored markers
- Planning books

ACTIVITIES

Activity 1

1. To begin, have participants answer the following two questions in their planning books:

Question 1: Describe your farm/home garden.

- What crop(s) do you grow? (Include grains, vegetables, fruits, animals)
- Why do you choose to grow these crops?

Question 2: Describe your household's diet using the form in the planning book.

2. Divide the participants into groups of 3-5 people each. Have them discuss the following four questions and have one person from the group serve as the notetaker. Have each group write as many answers as possible to the following questions on the flipchart paper:

Question 3: What are the benefits of diversifying your crops and growing times?

Question 4: What are the challenges to diversifying your crops and growing times?

Question 5: What are the benefits of diversifying the foods you eat every day?

Question 6: What are the challenges to eating a diverse diet every day?

3. Bring the groups together and have them share what they discussed in the small group. The facilitator should go around the room and ask each group to share one answer without repeating past answers, until all answers have been given.

Some of the potential responses are listed below to provide guidance; they are not inclusive of all the ideas that the groups may come up with. The facilitator should validate their ideas and help by providing examples for the benefits/challenges that the groups identify.

Benefits of Diversifying on Farm

- Soil health
- Reduction of pest pressures
- Yield increases through beneficial intercropping or rotations
- Varied income sources
- Varied time of income from different harvests maturing at different times
- Reduction of risk: not all resources are invested in one crop that may fail

Challenges of Diversifying on Farm

- Cost of inputs, including seeds, fertilizer, tools, and equipment
- Lack of available inputs in market
- Lack of irrigation infrastructure for dry season farming
- Limited knowledge of production techniques for different crops
- Insufficient land for cultivation
- Limited market for the produce
- Limited ability to store produce for consumption or sale

Benefits of Diversifying Nutritionally

- Different foods provide different nutrients for health and growth.
- A diverse diet reduces risk of disease. A strong body can fight disease.
- A diverse diet provides energy to work and be productive.
- A diverse diet allows children to grow healthy, strong, and smart—body and brain growth.
- Pregnant or breastfeeding women gain nutrients for their babies and themselves:
 - Nutrients like iron, found in animal-source foods, which is lost with blood loss during pregnancy, can be replaced through a diverse diet.
- A diverse diet meets tastes and preferences—not just the same thing every day.
- Diversifying home production provides food in each season and reduces purchasing costs in the market.

Challenges of Diversifying Nutritionally

- Some foods, especially nutrient-dense foods, are expensive.
- Limited availability of diverse foods, especially at certain times of the year
- Insufficient land to grow diverse foods
- Lack of storage facilities or processing techniques for food preservation
- Tastes and preferences—dislike of a certain food group
- Taboos regarding certain foods

4. In small groups, come up with ideas for what can be done to encourage on-farm and dietary diversity among households with which they work or within their own households.
 - a. Illustrative ideas listed on the STICKS include **intercropping**, **home gardening**, and **animal production**. Facilitator can take some time during the discussion to discuss how each of these actions can lead to better nutrition. Put up pictures from the STICKS for participants to see.
 - i. Intercropping: builds healthy soil for better crop productivity, also provides protein-rich legumes for household consumption
 - ii. Home gardens: provide vegetables and fruits to increase diversity in the diet; if these are close to home, then it is easier to tend to them and eat the vegetables and fruits regularly
 - iii. Animal production: provides protein-rich foods like eggs, milk, meat, as well as manure to build healthy soil for better crop productivity
 - b. Each small group could take one of the challenges and brainstorm solutions, and then share with the large group. Alternatively, the facilitator could have the whole group discuss potential solutions together if it is a small group.

Ideas may include the following:

- Home production of diverse, nutrient-rich crops and small animal/livestock production year-round
- Increased income for year-round purchase of nutrient-rich foods
- Use budgeting and planning skills to plan for good, year-round nutrition
- Seek out education on nutrient-rich foods and how to prepare them, including techniques for food preservation
- Growing or purchasing vitamin-rich foods, including fortified foods
- Intercropping with nutritious crops

5. Give the participants time to write shared ideas into their planning books.

Give participants a **break**.

Activity 2

In our last activity we talked about diversifying our diets. We saw that diversified fields and practices like intercropping and crop rotation provide many positive benefits. We also know that a more diverse diet provides benefits for our family's health. Let's learn more about what a healthy diet looks like.

1. Split participants into new groups of 3-5 people each. Give each group a flipchart paper and ask them to draw a typical meal consumed by a household, including in the drawing the portion sizes for different family members (father, mother, children, and infants).

Each group then presents their meals to the large group, explaining why they chose to include each food. Have the participants give feedback on the meals and what is included or

missing for a balanced diet. Does each meal include all six food groups? If not, what could be added to the meal? What other foods could be used to create a healthy balanced meal?

2. Questions for discussion:

- a. Which foods are the easiest to include in a meal?
- b. Which foods are the most difficult to include?
- c. Are there ingredients in the meals that are only available at certain times of the year?
- d. Can all members of the household eat the same meal? When food is served communally, do different people in the household eat different amounts of food? How does the household make sure that a small child gets enough?

Facilitator explains the following using the STICKS:

- The whole family needs to eat all six of the food groups every day.
- Pregnant women need an extra meal every day. Breastfeeding women need an extra two meals, and they also need extra rest every day.
- Babies 0-6 months old only need breast milk and no other foods or liquids.
- Infants 6-23 months need to eat food from all six groups throughout the day, especially protein-rich foods and micronutrient-rich foods. The facilitator can ask participants if they remember which foods fall into these two groups.

- e. Who in the family is responsible for providing each of the foods/food groups? Are the foods easy or time consuming to prepare? What support do they need to provide nutritious foods?

3. Based on discussions and facilitators' feedback on the components of nutritious meals, have participants pick the best meals from those already given, or design a new meal(s) together as a group that meets the nutrient requirements for the household. Have participants draw this meal(s) in their planning book.

PART 4: CROP HEALTH/HUMAN HEALTH

When adapting to another country or context, this section and the messages will need to be changed or adapted.

OBJECTIVE

Participants will learn about hygiene and how they can improve nutrition and health through several simple actions on the farm and in the household.

WHAT PARTICIPANTS WILL LEARN/CREATE

- Participants will learn about key hygiene practices that they can incorporate into their daily lives to improve nutrition, including learning the proper methods for handwashing.

MATERIALS

- Flipchart paper
- Markers
- Planning books

ACTIVITIES

1. The facilitator explains that, just as there are ways to improve the health of our fields and provide a good environment to grow healthy crops, there are also important things that we can do to improve the health of our families and provide a good environment for our family's growth.

One important thing that we can do to improve our family's health and growth is to eat a nutritious diet that includes food from all six food groups, as we talked about in the last session.

Another important thing that we can do to improve our family's health and growth is to practice good hygiene. Just as our fields need to be managed carefully to provide nutrients for growing crops and protection from pests and crop diseases, our bodies also need to be protected from germs and human diseases.

2. One important aspect of hygiene is handwashing. Discussion: When are the critical times to wash hands? List all of the responses on a flipchart, and add any of the following that are not mentioned:
 - a. After using the toilet
 - b. After cleaning up a child
 - c. Before preparing food and eating
 - d. Before feeding a child
 - e. After touching animals
 - f. After touching farm inputs: fertilizers, pesticides
 - g. When you or someone around you is ill

3. Activity: Demonstrating Food Safety and Hygiene Practices

This activity will help participants demonstrate what they have learned in this session and give them an opportunity to practice some of the methods of food safety and hygiene.

Divide participants into three groups, and let them work on the three different areas described below:

Group 1: will demonstrate hygienic latrines and hygienic disposal of wastes. The group explanation will focus on how a latrine could be kept hygienic. The group will use diagrams and pictures of hygienic latrines for the demonstration. If there is a latrine nearby, the group could use it for their demonstration and explanation.

Group 2: will demonstrate personal hygiene. The group will show how to cover wounds, use safe and clean water, how to clean hands, etc. The demonstrations should be accompanied with explanations and hints on how to use personal hygiene when providing care for children, the sick, and older family members.

Group 3: will demonstrate cooking and storage of animal foods and vegetables. The group will show how to wash vegetables and fruits, cover food, keep rubbish away from food, keep utensils and food preparation sites clean, etc. The demonstration would be perfect if it is done with actual food.

At the end of every group demonstration, questions should be invited that encourage whole class discussion.

4. Steps for handwashing:

- a. Wet your hands with water
- b. Lather your hands with soap, ash, or other cleansing agent
- c. Keep your fingernails short for easy cleaning since nails hide germs
- d. Rub as high as your wrists
- e. Rinse your hands well with running water (pour from a jug or tap)
- f. Dry them with a clean towel or air to avoid recontamination from a dirty towel or clothing

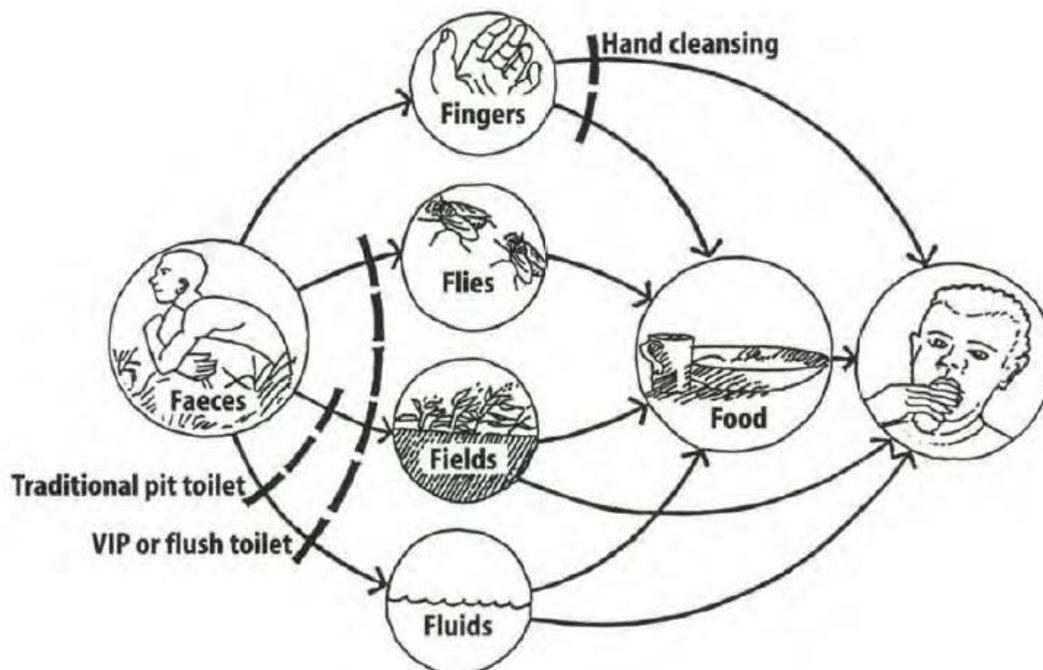
5. Activity: Split into pairs and practice washing hands. Key concept: it is the soap or ash that lifts the germs, and the water carries the germs away. The combined actions make the hands clean.

6. Participants return to the large group, and the facilitator explains that there are other actions that farmers can take to impact household nutrition and hygiene. First, the facilitator asks for participants' ideas and writes them on a flipchart paper. Then point out the following two ideas:

- a. Keeping animal housing separate from the family's house
- b. Keeping the living environment clean, especially where children are, but also around crop/food storage areas and latrines

Facilitator asks participants how they think that these two activities can impact nutrition and hygiene and facilitates discussion. For example, why should animals be kept away from the house? What happens if the crop storage area is not kept clean and clear of debris? The facilitator can explain the cycle of animal feces contaminating the environment where a child crawls, leading to the child having diarrhea, which keeps his or her body from being able to absorb enough nutrients, which means it is hard to heal and child growth is affected (see figure below). During this discussion, facilitator uses the pictures from the **STICKS** to illustrate the points.

Source: *Participatory Hygiene and Sanitation Transformation Manual (PHAST) 1998, after Wagner and*



Lanoix 1958. Wood S, Sawyer R and Simpson-Hubert M 1998. *PHAST Step-by-Step Guide: A Participatory Approach for the Control of Diarrheal Disease*. Geneva: World Health Organization.

PART 5: CROP GROWTH/HUMAN GROWTH

When adapting to another country or context, this section and the messages will need to be changed or adapted.

OBJECTIVE

This activity will review information learned during the training and bring together the ideas of nutrition and hygiene needs at key stages of life by drawing connections to crop growth needs and providing a final wrap-up discussion.

WHAT PARTICIPANTS WILL LEARN/CREATE

- Participants will learn/review that human nutrition is much like crop nutrition: there are key periods of development that require special care and feeding.
- Participants will create a list of ideas for improving availability of nutritious food throughout the year.

MATERIALS

- Flipchart paper
- Markers
- Four crop development pictures
- Four nutrition development pictures

ACTIVITIES

1. Ask for two participants to volunteer. Give one participant a folder containing cards representing the four stages of crop growth and the other a folder containing cards representing human growth (Appendix 2). Have the volunteers post the cards on the wall/board in order.
 - Four key stages in crop growth and development: field prep, seed, fruiting, maturity
 - Stages in human growth and development: *family (specifically looking at entire family and not just adolescent girls to engage the farmer)*, pregnant/lactating woman, infant 0-6 months, child 6-23 months (same pictures as **STICKS**)

Discussion: What does the crop need at each stage in order to grow and develop healthfully? What can keep the crop from developing well?

Responses may include:

Question 1: Rains coming on time/irrigation, sun, fertile soil/fertilizers, weeding, etc.

Question 2: Lack of rain/drought, poor soil, disease, insects/pest pressure, etc.

Discussion: What do the people pictured need in order to grow and develop healthfully? The facilitator reminds participants that these life stages are very important to ensure healthy development. Ask participants for their ideas why, and facilitate a discussion around the needs of each of the people represented in the picture.

Responses may include:

- Family: Each of the food groups and the nutrients they contain
- Infant: Exclusive breastfeeding for first six months, then frequent meals including protein and fruits and vegetables (micronutrients)
- Pregnant woman: Extra meal; lactating woman: two extra meals and extra rest
- Clean water, clean environment

- Times in crop development or in people’s lives when they need more “inputs”:
 - i. Facilitator can use the cards to point out that if the soil is depleted of nutrients, it cannot produce a strong crop. If the woman does not have enough nutrients, she cannot provide enough to her baby as it develops during pregnancy, and she herself will not have enough to be strong during birth/lactation.

Just as we make sure our soil has enough fertility to provide for our crops, we take care of our growing children. What are the key times for fertilizers/rain/weeding in crop growth? When the crop is still small. Same with the growing infant—the first 1,000 days from conception through the second birthday are the most important.

- What special nutrient needs come at each of these growth stages?
 - i. Breastmilk from 0-6 months
 - ii. Need for good complementary foods from 6-24 months: micronutrient- and protein-rich foods
 - iii. Extra meal during pregnancy and two extra meals during lactation, especially with protein and micronutrients
 - iv. Balanced, diverse diet for all family members, especially important for women, even before they are pregnant, so that they are strong and healthy. Also important for every family member to stay healthy and strong for school and work.

2. In small groups, have participants think of what they have learned during this training, and list ways for farmers to increase the availability of food year-round, particularly for vulnerable groups (pregnant/lactating women, infants, and young children, etc.). Write ideas on the flipchart paper, and share with the larger group as a final wrap-up discussion.

Ideas may repeat/build on previous discussions and may include the following (those highlighted are included on the STICKS):

- **Improved storage**
 - Food preservation from times of plenty: drying, canning
 - Income prioritized for purchase of nutritious foods
 - Budgeting and saving for food for the hungry season
- **Diversified cropping, home gardens**
 - Use of irrigation, where available
- **Increasing small animal production (milk, eggs)**
 - Planning meals to include all food groups every day

PART 6: NUTRITION-AGRICULTURE JEOPARDY

OBJECTIVE

This activity will allow participants to combine what they have learned about nutritional health and crop health by seeing actions and consequences. *This could be a different game depending on the cultural context. If a different game is selected, be sure to update the annex with directions and necessary materials.*

WHAT PARTICIPANTS WILL LEARN/CREATE

- Participants will play the game together

MATERIALS

- Jeopardy game board or printed game board
- PowerPoint
- Three bells

RULES

- Divide the participants into three teams.
- Determine which team will go first.
- Encourage collaboration within teams. Do not allow teams to rely on one person to answer each question. Tell teams they must reach a consensus before answering and must vary who actually provides the answer.
- Complete first two rounds of Jeopardy.
- Ask the final Jeopardy question. On this question, the students are given a category and then must wager all or a portion of their total points. This is the last question and can be worth a large number of points, so it should be the most difficult in the game. The team with the highest score after final Jeopardy is the winner.

QUESTIONS

- See Annex 7

PART 7: TRAINEES PRACTICE TRAINING WITH STICKS

OBJECTIVES

- Introduce participants to STICKS
- Demonstrate effective use of STICKS
- Give feedback to the newly formed trainers as they practice delivering training to others

ESTIMATED DURATION

Three hours

MATERIALS AND PREPARATION

- Fill out the top of STICKS and distribute to every participant

OVERVIEW

Having explored the technical topics of nutrition in depth, *trainees* are now ready to demonstrate their ability to work as *trainers*. Time permitting, as many people as possible should have the opportunity to stand in front of the group and deliver the nutrition training in a facilitative way using STICKS and the other tools available. This is a mock delivery of the process they will go through when delivering the training to farmers, so the rest of the participants should act like farmers when others are presenting. The practice occurs in two rounds. The facilitator first demonstrates how to use STICKS by reviewing the pictures and the topics that are depicted on STICKS and their connection to the past two days of training activities. Then, have the trainers form pairs and practice a mock delivery. Then, the mock delivery is practiced in a larger group with a group of *farmers*.

After delivering the information, each person should receive feedback on his or her facilitation skills.

ACTIVITIES AND INSTRUCTIONS

1. Introduction to STICKS

The facilitator distributes STICKS to each participant with the top completely filled out. The facilitator reviews the graphics in STICKS in a participatory manner, asking participants what they see and why, demonstrating how the participants can use STICKS to talk with farmers and community members, and connecting the discussion to the activities of the past two days of training.

2. Role play

The facilitator pairs people into groups of two. In each pair, one person volunteers to be the trainer and the other person volunteers to be the farmer. Tell the groups to spread out, in and outside of the training room so that they have enough room. Give the groups approximately 20 minutes to act out the scenario where the trainer visits the farmer and uses STICKS to train the farmer on the nutrition skills in a participatory style.

3. Role play with larger groups

This activity should take the bulk of the time. There are two suggested ways to do this depending on the dynamics of the groups. The first is to do it as a large group, and the second is to divide the large group into smaller groups of seven to 15 people.

Regardless of the group size, the facilitator now selects the participants, one at a time, to come to the front and deliver the training to a small audience. The audience acts like a group of farmers and asks questions as appropriate.

When the trainer has finished delivering the mock training in a participatory manner, the audience and the facilitator provide feedback on his or her facilitation skills. Using the dozen skills provided below as a guide, the facilitator asks the audience if the trainer demonstrated the skills, and how the trainer could improve.

List of core facilitation skills

1. Be prepared
2. Ask lots of questions to draw out knowledge
3. Ask lots of questions to confirm understanding
4. Speak clearly and loudly
5. Make sure everyone participates
6. Manage time
7. Give clear instructions
8. Write clearly when using flipcharts
9. Call people by name
10. Simplify complex topics
11. Repeat questions asked by the audience so that everyone can hear the question
12. Summarize main points at the end

PART 8: PLANNING

Objectives

The purpose of Part 8 is to help all new trainers create a plan to implement the training and meet their target number.

Estimated duration

One hour

Materials and preparation

- Flipcharts and markers
- Action plan sheet for each participant (in planning book)

Overview

This part is an opportunity for trainees to plan how they will transition from being trained to implementing the training in the field. Each trainee should have a plan for how they will start training other people and how they will organize and visit farmers.

Activities and instructions

1. Small group brainstorming

Divide participants into small groups of five. Encourage neighbors to work together. Provide each group with a marker and flipcharts, and ask each group to respond to the following questions. The questions should be posted prominently on the wall:

1. When will you get started training other farmers?
2. Within a household, who is in charge of different aspects of nutrition? How do we make sure the right person gets the training?
3. How many trainees do you hope to work with at a time?
4. Where will you meet or organize them?
5. When will you revisit them?
6. What challenges do you expect to face in this process?
7. How will you overcome those challenges?

After the groups have had enough time to consider the questions, ask them to report out.

2. Individual action plans

Individuals should take 10 minutes to write their own individual action plans, based on their previous conversations. Provide participants with copies of the form in Appendix 3.

It is often easiest for the new trainer to deliver training to small groups of four and six farmers. Afterward, the farmers should each receive at least one follow-up visit or consultation.

3. Explain the monitoring and evaluation (M&E) plan

A facilitator or a representative of the project needs to explain how the project will complete M&E. The following text explains the suggested methods:

In the weeks immediately after the nutrition ToT, a project representative will come and assemble the trainers to discuss how their work progressed in training the other farmers. They will take a random sample of farmers by selecting names on the **STICKS**. They will then visit and interview the farmers to evaluate which nutritional actions he or she adopted. The following actions are examples:

- Taking action to diversify farming: intercropping, a home garden, or animal production
- Eating foods from all six food groups daily
- Pregnant/lactating women eating extra meals
- Exclusive breastfeeding for 0-6 months
- Feeding children 6-23 months old protein- and micronutrient-rich foods
- Washing hands, keeping animals separate from the house, or keeping the home/storage area clean

PART 9: FINAL EVALUATION & CLOSING

Objectives

- Highlight what trainees learned and solicit feedback on how to improve the workshop

Estimated duration

- One hour

Materials and preparation

- Flipcharts and markers

Overview

After approximately three very interactive days, enough trust is built with the trainees to perform these activities in an open and honest manner. To gauge what trainees learned and to perform the training evaluation, we do participatory and open activities.

The participants will have learned an incredible amount of information from the facilitators and from each other over the course of the workshop. To gauge what trainees learned we ask them to reflect on the most critical things they learned and to share them with the group.

The training ends by soliciting their ideas on other larger programming needs they have.

Activities and instructions

1. Individual reflection

Ask the participants to form pairs. Ask each pair to discuss among themselves the three things they learned that are most important in helping them and their neighbors improve their nutrition actions. After the pairs have had sufficient time, ask some of the groups to report what they discussed to the larger group.

2. Training evaluation

As a large group and using a flipchart and markers, ask the trainees to offer feedback on what could make the training better. Prompt them to reflect on everything such as trainer preparation, timing, location, content, methods, tools, food, activities, learning, and practicality.

3. Other needs

Ask trainees to provide ideas on other programming or training needs that they have regarding improvements in agriculture/nutrition. List these on a flipchart.

4. Closing

The facilitators or a project representative closes the workshop by quickly summarizing what was achieved and by motivating the trainees to begin implementing their individual action plans. Remind them of the importance of meeting their training targets and when project representatives will come to visit them. Thank the participants, the co-facilitators, and other organizations present for their great efforts.

APPENDICES

APPENDIX 1: PROJECT DESCRIPTION

Insert basic overview of the project including timeframe, donor, location, crops, target beneficiaries, etc.

APPENDIX 2: PICTURES & ACTIVITIES

All materials needed are included here:

All activities:

- Flipchart paper
- Markers

Part 1:

- Name tags if culturally appropriate
- List of core facilitation skills

Part 2:

- Pictures of the six food groups (large versions of the pictures from the STICKS)
- Envelopes with pictures of food on them—or other way to categorize food game

Part 3:

- Large printout of pictures from STICKS: intercropping, home gardening, and animal production

Part 4:

- Soap or ash, water/bucket
- Large versions of pictures from STICKS: handwashing, animal housing, and clean environment
- Graphic of fecal contamination/illness cycle

Part 5:

- Cards with the following pictures of crop growth stages:
 - Field preparation
 - Seed
 - Crop fruiting
 - Crop maturity
- Cards with the following pictures:
 - Family
 - Pregnant woman/lactating woman
 - 0-6 month-old infant
 - 6-23 month-old infant

Part 6:

- Jeopardy game
 - 31 questions
 - Jeopardy game PowerPoint or game board
 - Three bells

APPENDIX 3: INDIVIDUAL ACTION PLAN

Individual Action Plan
Nutrition Training of Lead Farmers and **Cooperative** Members

Name

Target # of trainees

Date to begin training

Date to complete training

1. Which villages/towns will I work in?
2. Where will I meet or organize the farmers I train?
3. How many people will I try to train at one time?
4. When will I revisit them?
5. What challenges do I expect to face in this process?
6. How will I overcome those challenges?

APPENDIX 4: **STICKS** DESCRIPTION

In ACDI/VOCA's Ethiopia project where this cascade training was piloted, the project relied on cascade training to reach large numbers of **cooperative** members across an entire region or country. In cascade training, lead farmers (LF) provide training to the **farmer cooperative unions**. Each LF returns to a community to train 30-40 **cooperative** members, magnifying the reach of the instruction to thousands of rural farmers. Project staff work with **cooperative** leadership on the training strategy and the criteria for selection of LFs. Common criteria for LF selection includes a demonstrated desire to learn and adopt new techniques; an ability to speak to groups and facilitate meetings; a willingness to commit the time to train other farmers; and to be in good standing with the **cooperative**. Often times, **cooperatives** already have a cadre of development agents or extension workers through whom they facilitate training to farmer members; these can be used instead of LFs. *If a project is not working through **cooperatives**, the cascade mechanism will need to be determined.*

There are three critical questions that must be addressed for a successful cascade training program:

- Incentive: What incentives do LFs have to train other farmers?
- Consistency: What will ensure consistent delivery of technical information by LFs to all **cooperative** members?
- Tracking: How many and which **cooperative** members have received the training?

STICKS™, the *Scalable Tracker for Imparting Certified Knowledge and Skills*, addresses these implementation questions. STICKS is a double-sided tool printed on durable material (11" x 17") that can be written on with a pen and rolled up like a scroll. The front and back of STICKS provide new trainers with a multipurpose tool that addresses incentives, consistency, and tracking.

FRONT

The middle presents a compelling message stating that this person is working to improve their community.

The information is presented in a design appropriate for low-literate audiences: many graphics and few words.

The top presents the certificate of training, including the intended number of people to be trained.

The entire back provides a graphical step-by-step sequence of major post-harvest handling skills. The graphics serve as prompts for the LF, ensuring consistent delivery of technical information.

BACK

Each participant completing the nutrition workshop receives a **STICKS** certificate. Trainees learn how to use **STICKS** as a training tool when delivering training to other members. The wooden dowels and hole in the top allow the tool to be hung on the wall or a tree during training delivery.

The LF begins delivering training to members by first displaying the front of **STICKS** and explaining that he or she has been selected by **cooperative** leaders to attend the nutrition-sensitive agriculture training and to share the new skills with cooperative members. The LF explains that once the group is trained and committed to adopting the new techniques, they are to sign the front. This tracks members trained. The lead farmer then shows the images on the back of **STICKS** by hanging it in a convenient spot, and continues to train the members in nutrition-sensitive agricultural skills. This serves as a helpful training tool for LFs to ensure consistency of content as it is delivered.

Training can be delivered anywhere, but trainers are encouraged to make field visits with their trainees. In addition to the initial training with a group of cooperative members, LFs typically make 2-3 individual follow-up visits.

During **cooperative** meetings, **cooperative** leaders ask LFs to bring the **STICKS** certificate. Recognition is given to those who have trained many members and who have filled out the table of names on the front side. Guidance and encouragement can be given to LFs who have not yet reached the training goal, and untrained **cooperative** members are informed that the training is available from the LFs. These activities provide strong social incentives to deliver the training to **cooperative** members. In addition, LFs express indirect financial incentives for delivering the training through overall increases in quality that can raise selling prices for everyone.

APPENDIX 5: STICKS EXAMPLE

ACDI/VOCA uses **STICKS**, which is a proprietary tool, for visual delivery of the topics included in the cascade training. However, other tools such as posters, flipcharts, flash cards, or electronic tablets would all work and could easily be adapted to a project.

APPENDIX 6: PRE-/POST-TEST

Assessment of Knowledge (Pre-/Post-Test)

Key		Statement	Yes	No	Don't know
<i>False</i>	1	By increasing agriculture production, we can fully address the problem of malnutrition.			
<i>True</i>	2	Malnutrition can affect agricultural production by decreasing farmers' productivity.			
<i>False</i>	3	Though malnutrition can affect individuals, it does not have any impact on the economic development of a country.			
<i>True</i>	4	By improving agricultural practices, we could bring better nutritional outcomes.			
<i>False</i>	5	Lead farmers don't have any role to play in improving the nutritional status of households.			
<i>False</i>	6	Teff , sorghum, millet, and maize all represent different food groups.			
<i>True</i>	7	A good diet needs to include food from each food group every day.			
<i>False</i>	8	Spinach, kale, and other green, leafy vegetables should not be given to children under the age of one year.			
<i>True</i>	9	If I only grow one crop, such as maize, my land will be depleted of nutrients.			
<i>False</i>	10	Hygiene has nothing to do with the nutritional status of the household.			
<i>False</i>	11	Increasing the income of a household will automatically bring about improvement in the nutritional status of individuals in the family.			
<i>False</i>	12	Pregnant/lactating women do not need to eat extra food every day.			
<i>True</i>	13	Babies should be exclusively (not given anything else by mouth) breastfed until they are six months old.			
<i>False</i>	14	Washing my hands has no effect on the health of my child.			
<i>False</i>	15	Malnutrition is not a problem for successful smallholders as they earn substantial income from the sale of staple crops and livestock that they produce.			

APPENDIX 7: JEOPARDY QUESTIONS

Questions/Answers for Jeopardy

These questions would need to be adjusted to match the messages chosen for dissemination

	Facilitator statements	Correct questions from the trainees
	Food Groups	
500	A food group that provides micronutrients	What are fruits or vegetables?
400	A food group that provides protein for building our bodies	What are animal protein or legumes and nuts?
300	Name something that micronutrients do for us	Help us grow
200	Two foods that when combined create a complete protein	What are injera and shuro? What are beans and rice?
100	The three food groups	What is: Animal Food, Legumes and Nuts, Staples, Vegetables, Fruits, or Fat?
	Crop Diversity/Diet Diversity	
500	Name a benefit of diversifying your farm?	Answer in form of a question
400	Name a benefit of diversifying your diet?	Answer in form of a question
300	List an action to diversify your farm?	Answer in form of a question
200	This activity can ensure diverse food options to my family?	What is intercropping? What is homestead garden? What is livestock raising? What is budgeting cash from sales to purchase diverse food in the market?
100	Name a food that is difficult to obtain during the lean season?	What are fruits? What are vegetables?
	Crop Health/Human Health	
500	How many critical times are there to wash your hands?	Answer in form of a question
400	Name a critical moment to wash your hands?	Answer in form of a question

300	Name an action you can do to improve nutrition and hygiene at your house?	Answer in form of a question
200	List a component needed for washing hands?	Answer in form of a question
100	What happens if the crop storage area is not kept clean and clear of debris?	How to attract bugs and rodents?
	Crop and Human Growth	
500	Name a key stage in crop growth?	Answer in form of a question
400	Name a key stage in human growth?	Answer in form of a question
300	Name something crops need to be healthy?	Answer in form of a question
200	Name something humans need to be healthy?	Answer in form of a question
100	What is the most important growth period for a child?	Answer in form of a question
	Bonus Question	
	What does STICKS stand for?	Answer in form of a question

