



Food and Agriculture
Organization of the
United Nations

NATIONAL TRAINING PACKAGE ON NUTRITION-SENSITIVE AGRICULTURE AND FOOD SYSTEMS' PROGRAMMES



FACILITATOR'S GUIDE



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Foreword

The Government of Kenya is committed to ensuring that Kenyans have access to safe food and water in sufficient quantity and quality to meet their nutrition and health needs. The vision of a malnutrition-free country is stipulated in the Constitution of Kenya, the National Food and Nutrition Security Policy (FNSP) 2011, and the Kenya Health Policy 2012-2030. The government also developed the Food and Nutrition Security Policy Implementation Framework (FSNPIF) and the Kenya Agriculture Sector Transformation and Growth Strategy 2019-2029. These policies aim to contribute to reduction of food insecurity and malnutrition in Kenya.

The Ministry of Health, in collaboration with other government ministries and partners, developed the Kenya Nutrition Action Plan (KNAP) 2018-2022. Its aim is to accelerate and expand efforts to eliminate malnutrition in line with Kenya's Vision 2030 and Sustainable Development Goals (SDGs) 2030. One of key result area under KNAP focuses on linkages between nutrition, agriculture and food security. Accordingly, the Ministry of Agriculture and Livestock Development developed and launched the first Agri-Nutrition Implementation Strategy (ANIS) in 2020.


The goal of ANIS is to contribute towards sustained reduction of high malnutrition levels through coordinated nutrition-sensitive agriculture and food systems actions by state and non-state actors. Additionally, ANIS seeks to empower communities to produce and consume adequate, safe, diverse and nutritious foods. One of the strategies identified to improve nutrition outcomes is capacity building of policy makers and technical staff in agriculture and other sectors.

In line with this vision, the Government of Kenya has developed the Nutrition-Sensitive Agriculture and Food Systems' Training Package, with support from the Food and Agriculture Organization of the United Nations (FAO). The training package will be used in the country to build the capacity of stakeholders in nutrition-sensitive agriculture and food systems programming.

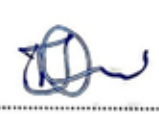
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Preface

Agriculture and food systems influence people's dietary patterns, have an impact on nutritional outcomes, and are critical for the development of Kenya's economy. Sustainable agriculture and food systems have a key role in improving food security and nutrition, while promoting food safety and healthy diets.

To strengthen nutrition outcomes through agriculture and food systems, the Ministry of Agriculture and Livestock Development has collaborated with the Ministry of Health, Food and Agriculture Organization of the United Nations and other partners under the Food and Nutrition Linkages Technical Working Group (FNLTWG) to develop the Nutrition-Sensitive Agriculture and Food Systems Training Package. This training package is contextualized to the Kenyan situation.

Developing the training package involved a review of information on nutrition, agriculture and food systems, health, and other sectors, as well as an assessment of how these sectors can collaboratively enhance better health outcomes among members of the Kenyan population. The training package will contribute to support policy makers, programme implementers and other decision makers in developing and leading implementation of nutrition-sensitive programmes in agriculture and food systems.

The training package is fully aligned with the objectives of the Agri-Nutrition Implementation Strategy (ANIS) 2020-2025. It will also assist in operationalising the Strategy Outcome Area 3 that guides implementers on the integration of nutrition in agriculture sub-sectors.

The national government, in conjunction with various stakeholders, will use the Nutrition-Sensitive Agriculture and Food Systems' Training Package to train national and county staff in agriculture, health, education and other relevant departments. The aim is to increase knowledge on the ANIS and accelerate implementation of the proposed actions through county programmes.

Kenya Nutritionists & Dieticians Institute (KNDI)

Kenya Nutritionists and Dieticians Institute (KNDI) under Cap 253B re-affirms the contribution of FAO on matters of nutrition sensitive agriculture.

This is to confirm that KNDI Council within its mandate accredits and approves "Nutrition Sensitive Agriculture and Food Systems Technical Manual" for use in Kenya by all stakeholders and professionals in Health and Agriculture Sectors.

This approval is sealed on behalf of the Council under my signature.

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Acronyms and Abbreviations

| | |
|----------------|---|
| ACF | - Action Against Hunger |
| ADFNS | - African Day for Food and Nutrition Security |
| ADSF | - African Day for School Feeding |
| AIV | - African Indigenous Vegetables |
| ANIS | - Agri-Nutrition Implementation Strategy |
| ARI | - Acute Respiratory Infection |
| ASAL | - Arid and Semi-Arid Lands |
| ASF | - Animal Source Food |
| ASTGS | - Agriculture Sector Transformation and Growth Strategy |
| AVCD | - Accelerated Value Chains Development |
| BCC | - Behaviour Change Communication |
| BFCI | - Baby-Friendly Community Initiative** |
| BoP | - Base of the Pyramid |
| CAP | - Community Action Plan |
| CDDC | - Community-Driven Development Committee |
| CHEW | - Community Health Extension Worker |
| CHV | - Community Health Volunteer |
| CIAT | - International Center for Tropical Agriculture |
| CIDP | - County Integrated Development Plans (CIDP) |
| CIG | - Common Interest Group |
| CIP | - International Potato Center |
| CLA | - Collaborating, Learning and Adapting |
| CNAP | - County Nutrition Action Plan |
| COHA | - Cost Of Hunger in Africa |
| CSA | - Climate-Smart Agriculture |
| CT-Elderly | - Cash Transfer for the Elderly |
| CT-Handicapped | - Cash Transfer for the Handicapped |
| CT-OVC | - Cash Transfer for Orphans and Vulnerable Children |
| CVCDC | - Community Value Chain Development Committee |
| CVTF | - Commercial Village Trade Facilitator |
| DDBIO | - Development and Delivery of Biofortified Crops Project |
| DND | - Division of Nutrition and Dietetics |
| EAC | - East Africa Community |
| FAO | - Food and Agriculture Organization of the United Nations |
| FBS | - Farmer Business School |
| FCS | - Food Consumption Score |
| FCT | - Food Composition Table |
| FCI | - Food Concern International |
| FF | - Food Fortification |
| FFS | - Farmer Field School |
| FNLTWG | - Food and Nutrition Linkages Technical Working Group |

| | |
|--------------------|--|
| FNSP-IF | - The Food and Nutrition Security Policy Implementation Framework |
| FSNP | - Food Security and Nutrition Policy |
| FSQ | - Food Safety and Quality |
| FtF | - Feed the Future |
| GAIN | - Global Alliance for Improved Nutrition |
| GAM | - Global Acute Malnutrition |
| GAP- Child Wasting | - Global Action Plan on Child Wasting |
| GHP | - Good Hygienic Practices |
| GNR | - Global Nutrition Report |
| GoK | - Government of Kenya |
| HBT | - Healthy Baby Tool Kit |
| HDDS | - Household Dietary Diversity Score |
| HGSF | - Home-Grown School Feeding |
| HLC | - Healthy Living Club |
| HSNP | - Hunger Safety-Net Programme |
| ICN 2 | - Second International Conference on Nutrition |
| ICRISAT | - International Crops Research Institute for Semi-Arid Areas Tropics |
| IDDS | - Individual Dietary Diversity Score |
| IFNA | - Initiative for Food and Nutrition Security in Africa |
| ILRI | - International Livestock Research Institute |
| IMAM | - Integrated Management of Acute Malnutrition |
| IPM | - Integrated Pest Management |
| JKUAT | - Jomo Kenyatta University of Agriculture and Technology |
| KALRO | - Kenya Agricultural and Livestock Research Organization |
| KCDMS | - Kenya Crops and Dairy Market Systems |
| KCSAP | - Kenya Climate Smart Agriculture Programme |
| KEBS | - Kenya Bureau of Standards |
| KES | - Kenya Shillings |
| KEPHIS | - Kenya Plant Health Inspectorate Service |
| KHP | - Kenya Health Policy |
| KISEDIP | - Kalobeyei Integrated Socio-Economic Development Plan |
| KNAP | - Kenya Nutrition Action Plan |
| KNFFA | - Kenya National Food Fortification Alliance |
| KNMS | - Kenya National Micronutrient Survey |
| KRA | - Key Result Areas |
| Link NCA | - Link Nutrition Causal Analysis |
| MAD | - Minimum Adequate Diet |
| MDD - C | - Minimum Dietary Diversity for Children |
| MDD-W | - Minimum Dietary Diversity Score for Women |
| MFB | - Minimum Food Basket |
| MMF | - Minimum Meal Frequency |
| MoH | - Ministry of Health |
| NCD | - Non-Communicable Diseases |
| NDMA | - National Drought Management Authority |
| NFNSP | - National Food and Nutrition Security Policy |

| | |
|---------|---|
| NICHE | - Nutrition Improvements through Cash and Health Education |
| NNAP | - National Nutrition Action Plan |
| NPCK | - National Potato Council of Kenya |
| NSA | - Nutrition-Sensitive Agriculture |
| NSAFS | - Nutrition-Sensitive Agriculture and Food Systems |
| NSNP | - National Safety Net Programme |
| NuSePPP | - Nutrition-Sensitive Potato Partnership Project |
| OFSP | - Orange-Fleshed Sweet Potato |
| PCPB | - Pests Control Products Board |
| PHO | - Public Health Officer |
| PM&E | - Participatory Monitoring and Evaluation |
| PO | - Producer Organizations |
| SACCO | - Savings and Credit Cooperative Organization |
| SBCC | - Social and Behaviour Change Communication |
| SDG | - Sustainable Development Goals |
| SME | - Small and Medium Enterprise |
| SP | - Service Provider |
| SRAPLEA | - Strengthening the Resilience of the Livelihoods of Agro Pastoralists Communities in Eastern Africa |
| SUN CSA | - Scaling Up Nutrition - Civil Society Alliance |
| TAN | - Technical Assistance for Nutrition |
| TAV | - Traditional African Vegetable |
| TIMPs | - Technologies, Innovations, and Management Practices |
| TIPS | - Trials of Improved Practices |
| ToT | - Training of Trainers |
| UNICEF | - United Nations Children's Fund |
| USAID | - United States Agency for International Development |
| VfM | - Value for Money |
| VMG | - Vulnerable and Marginalized Group |
| WFP | - World Food Programme |
| WHO | - World Health Organization |
| WRA | - Women of Reproductive Age |



Glossary of Key Terms

Balanced diet - A diet that provides an adequate amount and variety of food to meet a person's macro- and micronutrient needs for a healthy, active life.

Complementary feeding - Nourishment of an infant with foods and liquids in addition to breast milk or breast milk substitutes.

Dietary diversity – The selection of a variety of foods within and crossing food groups to obtain nutrients and other substances needed for good health over a given period.

Food - Any processed, semi-processed, or raw substance intended for human consumption so as maintain life, growth and energy.

Food-based approach – A method which utilizes food to improve diets and reduce malnutrition.

Food and nutrition security – This exists when all people at all times have physical, social and economic access to food of sufficient quantity in calories, and quality in terms of variety, diversity, nutrient content and safety. The food should meet their dietary needs and preferences for an active and healthy life, and should be accompanied by a sanitary environment, adequate healthy, education, and care.

Food environment - The physical, economic, political and socio-cultural context in which consumers engage with the food system to make decisions on acquisition, preparation and consumption of food. Healthy food environments enable consumers to make healthy food choices which lead to improved diets and reduced malnutrition.

Food safety - These are standards and controls that have been put in place to protect consumers from unsafe foods and food-borne diseases.

Food security - A situation that exists when all people have consistent physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. The dimensions include food availability, economic and physical access to food, food utilization and stability over time.

Food supply chain- It comprises all the stages that food products go through including production, processing and packaging, storage and distribution, retail and markets, consumption, and waste disposal.

Food system – An (agri) food system gathers all elements and activities involved in producing, processing, distributing, and consuming food, as well as managing waste. The elements include environment, people, inputs, and processes. A functional food system is a pre-requisite for healthy diets.

Health – This is a state of complete physical, mental and social well-being beyond the absence of disease or infirmity.

Healthy diets – These are diets of adequate quantity and quality that enable individuals to achieve optimal growth and development. The diets also support physiological, mental and social wellbeing at all life stages. Key features of healthy diets include the quantity, diversity, quality and safety of food.

Hidden hunger - This is an alternative term for micronutrient deficiencies, which refer to the lack of vitamins and/or minerals, often with no visible signs.

Livelihood - It comprises the capabilities, assets (natural, human, physical and financial), and activities required for survival and well-being.

Malnutrition – This is a physiological condition caused by deficiencies, excesses or imbalances in energy and/or nutrients necessary for an active, healthy life. Malnutrition includes under nutrition (wasting, stunting, and underweight) micronutrient deficiencies, and over nutrition (overweight and obesity).

Nutrition – This refers to the bodily intake of food and the interaction of biological, social, and economic processes that influence the growth, function and maintenance of the body.

Nutritional status - The physiological state of an individual that results from the interaction between nutrient intake and the body's ability to digest, absorb and utilize these nutrients.

Nutrition security – This exists when all people consistently consume food that meets their preferences and dietary needs within an environment that is sanitary, and has adequate health, education, and care. The food should be of sufficient quantity in the number of calories. It should also be of high quality in terms of its variety, diversity, nutrient content and safety.

Nutrition-sensitive agriculture- An approach that seeks to maximize the positive impact of agriculture and food systems on nutrition outcomes while minimizing the negative consequences of agriculture programming on population nutrition and health.

Obesity and Overweight – This is a condition resulting from accumulation of fat in adipose tissue to the extent that health may be impaired.

Overnutrition - The result of excess dietary intake relative to the requirements. It includes overweight and obesity.

Undernutrition - The outcome of insufficient food intake and/or repeated infectious disease. It includes being underweight for one's age, too short for one's age (stunted), and dangerously thin for one's height (wasted).





INTRODUCTION TO THE TRAINING PACKAGE

The Nutrition-Sensitive Agriculture and Food Systems' Training Package comprises of several components:

- 1- **Technical resource manual**- This document is comprised of the technical content and includes detailed case studies derived from projects in Kenya that are implemented by government and other stakeholders. The case studies are annexed in the document.
- 2- **Facilitation manual**- This is the guidance manual that a trainer is recommended to use to facilitate a training and engage participants in the process.
- 3- **PowerPoint presentations**- A trainer may use these draft presentations during training, and participants may also use them for reference.

✓ Aim of the Training Package

The aim of this training package is to equip policy makers, programme planners and technical officers working in different sectors that contribute to improvement of nutrition, with knowledge and skills on how to formulate and successfully implement nutrition-sensitive agriculture and food systems' programmes.

This manual has been contextualised to Kenya though its content could also apply in many other contexts. Statistics in the manual are mostly drawn from the most current data available.

✓ Objectives of the Training Package

After comprehensive guidance through the Nutrition-Sensitive Agriculture and Food Systems' Training Package, the learner will be able to:

- 1- Understand how to integrate nutrition in agriculture and food systems programmes.
- 2- Apply the knowledge and skills gained to develop, implement, monitor and evaluate and document nutrition-sensitive agriculture and food systems investments



A Guide to the Visual Elements Used

The visual elements in the Nutrition-Sensitive Agriculture and Food Systems' Training Package are designed to enhance readability and understanding. They consist of human characters and representations of a cross-section of animals and plants. The elements are used in the Technical Manual, Facilitator's Manual, and accompanying Powerpoint presentations.

The human characters and examples of the animal and plant representations are introduced below:

Kaka



Maua



Livestock



Vegetables



Fruits





A Guide for Facilitators

The facilitator manual is designed to guide the facilitators and participants as they work through the concepts and content of the Nutrition-Sensitive Agriculture and Food Systems Training Package. The two sections below provide guidelines for each group.

FACILITATORS

The facilitator is free to use different facilitation methods, tools and processes while in trainings. These include lecture method, small group brainstorming, plenary discussions, debating/ panel discussions, buzz-groups, group assignments, case study reviews, games, role plays and quizzes. The facilitator should try as much as possible to engage all the participants.

Within the facilitator guide, the following have been incorporated to assist in the adult learning process:

1. step by step instruction on how to facilitate each activity
2. summarized PowerPoint presentations for each module
3. references made to the technical resource manual, for the technical content for each sub activity
4. reference to the case studies for different sub-topics
5. where available, videos on different topics
6. suggestions on quizzes and scenarios etc.

Encourage participants, as much as possible, to ask questions, share experiences, lead group brainstorming activities, summarize what they have learned, and provide feedback.

In the event that standard workshop resources (for example- electricity, computers, internet) are not available, the facilitator is encouraged to use locally available resources for facilitation including use of flipcharts, blackboards, printouts, storytelling etc.



MODULE 1

INTRODUCTION TO NUTRITION-SENSITIVE AGRICULTURE AND FOOD SYSTEMS' PROGRAMMING

➔ Brief introduction

This module is a foundation for the training. It introduces the participants to food systems for healthy diets.

Learning objectives

By the end of this module the learner will be able to:

- Understand the objective of the training package and what it seeks to achieve
- Describe food systems and their application in Kenya
- Understand the role of agriculture in livelihoods and malnutrition prevention

Duration of session

2 hours

Prior preparation required

- The PowerPoint Presentation: Food systems and healthy diets etc
- Printed image of food systems
- Printouts of the key concepts for each participant
- Technical module 1

Required materials

- Learner name tags
- Facilitator materials such as computer, projector, flip chart, marker pens, tape
- Recording materials such as books and pens



Facilitator's Tips

Have a 'welcoming' slide projected on the screen
 Welcome the participants to the training workshop
 Provide each participant with a name tags
 Allow participants to sit where they are designated to or as they choose.

Activity 1.1: Welcoming participants, agreeing on housekeeping rules, reviewing learning objectives

Facilitator's Instructions:

1. Project the 'welcome' slide of the PowerPoint presentation
2. Welcome the participants to this training workshop
3. Introduce yourself as the facilitator and ask your facilitation team to also introduce themselves
4. Request the participants to introduce themselves, starting from one corner of the room to the next. (Key things they can mention: name, county, organization, sector, why they have come for the training)

5. Ask the participants to propose some of the basic housekeeping rules that everyone in the training should adhere to

Facilitator:

- Write these rules on a flip chart as they are mentioned
- Place the flipchart on a wall which all participants can see

6. Take the participants through the workshop programme in detail.

The technical content for the subsequent sections is based on Technical manual content of Module 1

Activity 1.2: Introduction to the training package

Facilitator's Instructions:

1. Through a PowerPoint presentation, explain the aim of the training package to the participants.
2. Highlight the objectives of the training package to the participants.
3. Request the participants to review the glossary of terms keenly as the training starts
 - Give the participants 5 minutes to go through the terms
5. Ask the participants if they need any terms clarified

Activity 1.3: Food systems and sustainable healthy diets

Facilitator's Instructions:

1. Project the introductory slide on 'Food Systems'
2. Provide the definition of a 'food systems'

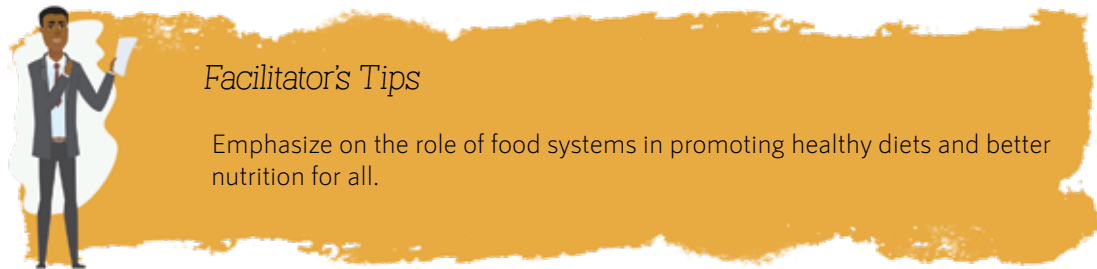
Facilitator's Tips

In the subsequent slides, elaborate on the meaning of economic, social and environmental sustainability of food systems.



3. Jog the minds of the participants by asking them what they understand by the term 'sustainable healthy diets'
4. Project the subsequent slides on the principles of sustainable healthy diets.
5. Project the **Food Systems for Healthy Diets framework.**

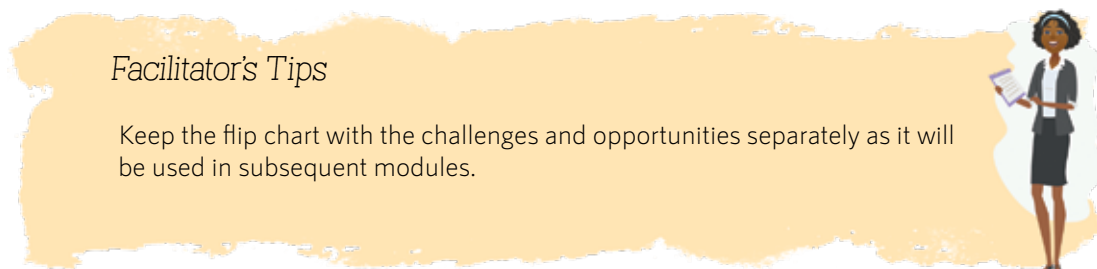
6. Give each participant/ each group a copy of the image of the food system for healthy diets framework.
7. Facilitate discussion of what they can see on the image.



8. Plenary discussion: Ask the participants to identify **'The challenges and opportunities of Kenyan food systems in improving availability and access to healthy diets by the Kenyan population'**.

Facilitator:

-Write down on the flip chart, the challenges and opportunities as identified by participants



9. Close the session by informing the participants that there is an FAO guidance document on sustainable healthy diets that can be used for further reading. (Document can be found here: <https://www.fao.org/3/ca664oen/ca664oen.pdf>)

10. Close the session.

Activity 14: Basic concepts of hunger, food insecurity and malnutrition.

Facilitator's Instructions:

1. Project the title of the session
2. Ask the participants if they remember what the definition of 'food security' was. Select a random participant to define the term.
3. Project again the definition of 'food security'.



Facilitator's Tips

Emphasize on the four Food Security dimensions noting that all must be fulfilled simultaneously for food security to be realized.

4. Select a random participant to define the term 'malnutrition'.

5. Project the definition of 'malnutrition'

Facilitator's Tips

Emphasize that Kenya experiences a 'triple burden of malnutrition'. Explain the meaning of the triple burden of malnutrition.



6. Project the UNICEF conceptual framework of the determinants of child undernutrition.



Facilitator's Tips

Emphasize on the different causes of child undernutrition, with a focus on the role of food security.

7. Project the next slide on the 'True/False Quiz'. Discuss in plenary if the statements are true or false, and why

Facilitator's Tips: Content of the 'True/false' quiz

Are these statements 'true' or 'false'?

- All hungry people are food insecure. (Answer: true)
- All food insecure people are hungry (Answer: false)
- Malnutrition may be caused by food insecurity (Answer: true)
- Poverty can cause hunger (Answer: true)
- Poverty can cause malnutrition (Answer: true)
- Poor nutrition can be a cause of poverty. (Answer: true)



Activity 1.5: Importance of agriculture for livelihoods

Methodology:

1. Project the slides on 'Agriculture for livelihoods'



Facilitator's Tips

Highlight the role of agriculture in Kenya's economy.


2. Project the introductory slide on 'Importance of agriculture'.
3. Refer the participants back to the UNICEF conceptual framework of the determinants of child undernutrition.
4. Ask the participants to *identify the entry points of agriculture and food security in the conceptual framework*

Facilitate the discussion

5. Project the slide showing the different entry points for improving healthy diets and nutrition through the agri-food systems.

Facilitator's Tips

Close the session by informing the participants that details of the different options for interventions will be discussed in later modules.



Activity 1.6: Summary of Module 1

Facilitator's Instructions:

1. Inform the participants that the first session has come to an end.
2. Project to the participants the take-home messages which can include:
 - a list of the key concepts
 - definition of food systems
 - functions of food systems
3. Project the final slide on 'further reading'



For Further Reading

Ministry of Agriculture, 2020. Kenya Agri-Nutrition Implementation Strategy, 2020-2025.

FAO and WHO. 2019. Sustainable healthy diets - Guiding Principles. Rome. <https://www.fao.org/3/ca6640en/ca6640en.pdf>

FAO. 2013. The State of Food and Agriculture - Food systems for better nutrition. Rome. <http://www.fao.org/3/i3301e/i3301e.pdf>







MODULE 2

FOOD AND NUTRITION SITUATION IN KENYA

➡ Brief introduction

This module will focus on the food and nutrition situation in Kenya. The module will also aid in discussions on how to undertake a nutrition situation analysis.

Learning objectives

By the end of this module the learner will be able to:

- Demonstrate familiarity with the food security and nutrition situation of the country,
- Apply different methods used to collect nutrition situation analysis information

Duration of session

2 hours

Prior preparation required

- PowerPoint presentation on policy frameworks and commitments, and a nutrition situation analysis
- Printed examples of application of methods used to collect information on a nutrition situation analysis.
- Printed case study

Required materials

- Computer, projector;
- Books, pens
- Flip chart and marker pens,
- Flip chart stand
- Masking tape
- Stickers

Activity 2.1: Food security and nutrition situation in Kenya

Facilitator's Instructions:

1. Project the title of the next session to the participants.



Facilitator's Tips

Inform the participants that this session will provide an overview of the food security and nutrition situation in the country. This will form the basis for the training- to improve the food security and nutrition status of Kenya through improved programming.

2. Using the content in the powerpoints and the technical manual, explain the food security situation in Kenya (and the seasonal changes across the past years) to the participants.

Facilitator's Tips

Highlight/project the latest Food Security and Nutrition data for Kenya.
Highlight the relevant sources of such information for their future reference.



3. Highlight the key nutrition facts in Kenya
4. Ask the participants to describe the food security and nutrition situation of their regions

Activity 2.2: Undertaking a nutrition situation analysis

Facilitator's Instructions:

1. Project the title of this session.
2. Explain to the participants some of the reasons for undertaking a nutrition situation analysis before the start of a project.
3. Project/ list down on a flip chart some of the key factors that one would consider when undertaking a nutrition situation analysis in a given region.

Facilitator Resource: Refer to technical content of Module 2

*Facilitator's Tips*

Inform the participants that there are different methods that are used to collect information on situation analysis and that this session is going to discuss the common methods. Some have been used in Kenya.

Activity 2.2.1: Examples of methods: Link Nutrition Causal Analysis (Link NCA)

Facilitator's Instructions:

1. Project the introduction slide of the next methodology: Link Nutrition Causal Analysis (Link NCA).
2. Define the methodology and key features of this methodology.

Facilitator Resource: Refer to technical content of Module 2; Full methodology manual published on Link NCA website (<https://www.linknca.org/methode.htm>)

Facilitator's Tips

Highlight to the participants the key steps of the Link NCA study methodology.



3. Distribute the printouts of Case Study 2 on 'Link Nutrition Causal Analysis in West Pokot'.
4. Request one volunteer participant to read aloud the case study.
5. Allow the participants to reflect on this case study, and ask them what they think about this methodology (e.g.- what have they learned from this case study? Is it doable in their project contexts?).
6. Inform the participants that there are many other methodologies that can be used in situation analysis.

Activity 2.2.2: Examples of methods: agreeing on causes of malnutrition for joint action - problem and solution trees

Facilitator's Instructions:

1. Project the introductory slide on 'Agreeing on the causes of malnutrition for joint action - problem and solution trees.'
2. Project the subsequent slides that explain to the participants about this methodology.

Facilitator Resource: Refer to technical content of Module 2; Full methodology manual published by FAO (<http://www.fao.org/3/a-i3516e.pdf>)

Facilitator's Tips

Highlight to the participants some of the key information that one needs before building the problem and solution trees.



3. *Group activity:* In small groups, lead the participants to develop a problem tree for one livelihood group in their region.
4. *Group activity:* Follow the same procedure for the solution tree development.
5. Allow the groups to present their problems and solution trees.

Facilitator's Tips

Inform the participants on the use of problem and solution trees in order to inform programming, and to enhance the understanding among the county technical colleagues in counties of the nutrition problems and potential local solutions.



Activity 2.3: Summary of Module 2

Facilitator's Instructions:

1. Ask the participants what they have learned in this session
(Ideally many, if not all, participants should mention one thing)

Facilitator:

- Allow different participants to raise their hands and mention what they have learned.

2. Project to the participants the take home messages.

**Facilitator Resource: Refer to technical content at the end of Module 2:
Summary**

3. Project, 'For further reading' materials below.

For Further Reading

Action Against Hunger, 2017. Link NCA- Nutrition Causal Analysis. Overview. (https://docpdf.linknca.com/159/159/supports/25096/catDoc246/nca_overview_en_web_170601.pdf?CFID=20189119&CFTOKEN=dd5308b656525ed-AA189644-155D-C932-05B2692456317495)

FAO, 2014. Agreeing on the causes of malnutrition for joint action. Rome, Italy. (<http://www.fao.org/3/a-i3516e.pdf>)

Ministry of Health. 2017. National Guidelines for Healthy Diets and Physical Activity. Government of Kenya. Nairobi. (also available at <http://www.nutritionhealth.or.ke/programmes/healthy-diets-physical/>).



4. Inform the participants that the session has come to an end.





MODULE 3

POLICY LANDSCAPE AND GOVERNANCE

➔ Brief introduction

This module will focus on international and regional nutrition architecture, global and regional commitments Kenya has made, nutrition governance, and the food security and nutrition policy framework.

Learning objectives

By the end of this module the learner will be able to:

- Understand global and regional nutrition architecture and commitments
- Be familiar with the food security and nutrition situation of the country
- Demonstrate knowledge of key nutrition-related policies in Kenya

Duration of session

1 hour

Prior preparation required

- PowerPoint presentation on policy frameworks and commitments; global and regional nutrition architecture, food and nutrition governance.
- Printed case study

Required materials

- Computer, projector;
- Books, pens
- Flip chart and marker pens,
- Flip chart stand
- Masking tape
- Stickers

Activity 3.1: International and regional nutrition architecture

Facilitator's Instructions:

1. Welcome the participants to this session.
2. Inform the participants that there are global and regional initiatives that assist in the promotion of nutrition.

Facilitator:

- Invite participants to provide give examples
 - Write the key examples on a flip chart
3. PowerPoint presentation: Take the participants through some of the initiatives.
 - Take the participants through the global and regional commitments in food and nutrition

Facilitator Resource: Refer to technical content of Module 3



Facilitator's Tips

Highlight to the participants the global and regional food and nutrition targets towards which Kenya is working towards achieving.

Activity 3.2: Global and regional commitments

Facilitator's Instructions:

1. Project the introductory slide on 'Global and regional strategies and commitments related to food security and nutrition.
2. Ask the participants to name any global and regional strategies and commitments related to food security and nutrition that they know of.

Facilitator's Tips

Inform the participants that the country is also aligned to global and regional commitments related to food security and nutrition.



3. Take the participants through the subsequent slides with information of key global and regional strategies and commitments that address food security and nutrition.

Facilitator Resource: Refer to technical content of Module 3

4. Summarize the session by explaining to the participants what the commitments mean.

Activity 3.3: Kenya food security and nutrition policy framework

Facilitator's Instructions:

1. Project the introductory slide on 'Kenya food security and nutrition policy framework'
2. Ask the participants to name any Kenya policy document that addresses issues of food security and/ or nutrition.

Facilitator:

- Invite different participants to raise their hands and provide examples
- Note the examples on a flip chart

3. Take the participants through the subsequent slides with information of key policies in Kenya that address food security and nutrition.

Facilitator Resource: Refer to technical content of Module 3

4. Finish the session by summarizing the key policies that are relevant for food security and nutrition in Kenya.

Activity 34: National food and nutrition governance

Facilitator's Instructions:

1. Project the PowerPoint slide showing the title of the session: National food and nutrition governance
2. Ask the participants what they understand by the word 'governance'.

Facilitator:

- Invite the participants to raise their hands and provide definition
- Write the key words on a flip chart

3. PowerPoint presentation: Project the definition of governance to the participants.
4. Ask the participants what the features of good governance are (contextualizing to Kenya).

Facilitator:

- Allow the participants to raise their hands and provide examples of the features.
- Write the key words on a flip chart

5. PowerPoint presentation: Project the key features of good governance that also apply to food and nutrition.



Facilitator's Tips

Highlight the importance of legal frameworks, coordination and systems in food and nutrition in Kenya

Describe the nutrition governance situation in Kenya

7. Project the **Summary of the case study on multisectoral coordination platform in Kenya.**
8. Give the participants 2 minutes to read through the case studies.
9. Reflect on the case study through a discussion with the participants. A question to ask can be:
 - *What are the key points that are facilitating coordination across sectors contributing to improved nutrition outcomes?*

10. Close the session by emphasizing the importance of strengthening governance structures for successful food and nutrition security actions.

Activity 3.5: Summary of Module 3

Facilitator's Instructions:

1. Ask the participants what they have learned in this session
(Ideally many, if not all, participants should mention one thing)

Facilitator:

- Invite different participants to raise their hands and mention what they have learned.

2. Project to the participants the take-home messages.

Facilitator Resource: Refer to technical content in Module 3

3. Project the reading materials below.

For Further Reading

FAO. 2017. Governance of food and nutrition security. Factors for viability and sustainability. Case studies from seven Latin American countries. Santiago. 109 pp. (also available at <http://www.fao.org/3/a-i7529e.pdf>).

Government of Kenya. 2017. Food and Nutrition Security Policy Implementation Framework, 2017-2022. Nairobi. (also available at <http://extwprlegs1.fao.org/docs/pdf/ken170761.pdf>).

Ministry of Agriculture, Livestock, Fisheries and Cooperatives. 2020. Kenya Agri-Nutrition Implementation Strategy 2020-2025. Nairobi. (also available at <https://familyhealth.go.ke/wp-content/uploads/2020/10/Agri-Nutrition-Implementation-Strategy.pdf>).



4. Inform the participants that the session has come to an end.





MODULE 4

AGRICULTURE TO NUTRITION PATHWAYS

➔ Brief introduction

This module will explain the food systems framework, highlight the pathways in agriculture that can have a positive impact on nutrition, and provide ten key recommendations for improving nutrition through agriculture and food systems.

Learning objectives

By the end of this module the learner will be able to:

- Discuss the different agricultural pathways that impact nutrition
- Describe the key recommendations for improving nutrition through agriculture and food systems.

Duration of session

5 hours

Prior preparation required

- PowerPoint presentation on agriculture pathways impacting nutrition, key recommendations
- Print outs of the pathways
- Print outs of the '10 key recommendations for improving nutrition through agriculture and food systems' and 5 policy recommendations.

Required materials

- Computer, projector
- Books, pens
- Flip chart and marker pens
- Flip chart stand
- Large coloured sticky notes
- Masking tape
- Video conferencing for virtual trainings

Activity 4.1: Agriculture pathways impacting on nutrition.

Facilitator's Instructions:

1. Project the introductory slide 'Agriculture pathways impacting on nutrition'
2. Ask the participants what they understand by the term 'pathway'
3. Ask the participants their understanding of the term 'agriculture pathways impacting nutrition'

Facilitator:

- Allow the participants to raise their hands and mention the key words
 - Write them on a flip chart as they mention them
 - Facilitate the construction of the full definition(s) Distribute the printouts for pathways
4. Highlight to the participants the three key pathways
 5. Project the summary presentation introducing the pathways.

Facilitator Resource: Refer to technical content in Module 4

6. In plenary, discuss each of the pathways. Ask the participants:

- How the food production pathway affects nutrition outcomes, (including the food price pathway) and how it applies to their context
- How the income pathway affects nutrition outcomes and how it applies to their context
- How the women empowerment pathway affects nutrition outcomes and how it applies to their context

Facilitator:

- Ask participants to volunteer to describe the pathways in their own words by raising their hands
- Write/invite the participants to write the pathway steps on the flip chart. This can be done in form of sticky notes
- Facilitate the construction of each of the pathways.
NB: Appreciate participants

7. Inform the participants that the subsequent sessions will look at case studies of projects implemented through different impact pathways.

Activity 4.2: Enabling environment

Facilitator's Instructions:

1. Mention to the participants that there are other external factors that may influence agricultural pathways impact on nutrition.
2. Project/read aloud the scenario below.

Scenario for Group Discussion

In a certain rural village, a Community Based Organization was implementing a nutrition sensitive agriculture project that was focused on increasing production and consumption of animal source foods (such as milk and eggs) and diverse local vegetables. The organization provided inputs (small livestock, seeds, and other equipment) to the target households and provided them with agricultural training. The households also received extension services and frequent follow up visits to assess the progress of production. However, the mid-term evaluation of the project established that while the project had improved the small livestock and vegetable production, there had been no improvement in household food consumption. Moreover, some of the households reported increased child diarrhoea.

*Why do you think there was no improvement in household food consumption?
What can household members do to improve their nutrition outcomes, and achieve the project objectives?*

Facilitator:

- Allow the participants to share their views on what might have caused the lack of improvement in household food consumption
- Write them on a flip chart as they are mentioned. Discuss the answers in plenary.

Answer

The organization may not have incorporated nutrition education to promote consumption of safe, nutritious foods nor may it have promoted hygienic practices to prevent diarrhoea diseases. There may also have been cultural barriers limiting consumption of nutritious food, and these could have been addressed by the deployment of behaviour change communication.

3. Project the PowerPoint slide on 'Enabling Environment'. Take the participants through other external factors that may influence agricultural pathways impact on nutrition.

Facilitator Resource: Refer to technical content of Module 4

Activity 4.3: Key recommendations for improving nutrition through agriculture and food systems

Facilitator's Instructions:

1. Ask participants to use what they have learned so far to propose recommendations for improving nutrition through agriculture. List them on a flip chart
2. Project the PowerPoint slide with the title 'Key recommendations for improving nutrition through agriculture and food systems'.

**Facilitator's Tip**

Mention to participants that in 2014, FAO developed:
 10 key recommendations addressing how agricultural programmes and investments can impact on nutrition
 5 key recommendations on how 'food and agriculture policies can have a better impact on nutrition'

These can be found on the FAO website: <https://www.fao.org/3/i4922e/i4922e.pdf>

3. Distribute the print outs of the '10 key recommendations for improving nutrition through agriculture and food systems and 5 policy recommendations' to each table or for each participant.

Facilitator's Tip

Where applicable, ask the participants to provide examples for each recommendation.

These may include examples of potential project objectives, details of vulnerable groups in different contexts, possible sectors they can collaborate with etc.

**Activity 44: Summary of Module 4***Facilitator's Instructions:*

1. Invite the participants to share what they have learned in this session.

Facilitator:

Ask participants to volunteer to mention what they have learned by raising their hands.

2. Project to the participants the take-home messages

**Facilitator Resource: Refer to technical content of Module 4
(Summary section)**

3. Project 'For further reading' materials below.

*For Further Reading*

EC, FAO, CTA & World Bank. 2014. Agriculture and Nutrition: A Common Future. In: Slideshare [online]. [Cited 22 September 2022]. <http://www.fao.org/3/a-at709e.pdf>

Herforth, A. & Harris, J. 2014. Understanding and Applying Primary Pathways and Principles. Brief #1. Improving Nutrition through Agriculture Technical Brief Series. Arlington, USAID & Strengthening Partnerships, Results, and Innovations in Nutrition Globally (SPRING) Project. 16 pp. (also available at https://www.spring-nutrition.org/sites/default/files/publications/briefs/spring_understandingpathways_brief_1_0.pdf).

Gillespie, S., Harris, J. & Kadiyala, S. 2012. The Agriculture-Nutrition Disconnect in India. What do We now? International Food Policy Research Institute. https://www.researchgate.net/publication/254416377_The_Agriculture-Nutrition_Disconnect_in_India_What_Do_We_Know/link/55c9cd9508aeb9756747bfe8/download

4. Inform the participants that the session has come to an end.





MODULE 5

SELECTED NUTRITION-SENSITIVE AGRICULTURE AND FOOD SYSTEMS INTERVENTIONS

➔ Brief Introduction

This module will introduce participants to selected nutrition-sensitive agriculture and food systems interventions that can be considered in different programmes or investments.

Learning objectives

At the end of the session, participants will be able to:

1. Explain the different nutrition-sensitive agriculture and food systems interventions that can be integrated in programmes
2. Demonstrate application of selected nutrition-sensitive interventions .

Duration of session

6 hours

Prior preparation required

- Power point presentation- highlighting key points for each of the interventions.
- Printouts of case studies for each of the different interventions.
- Reliable internet source (if possible)
- Printouts of the food groups

Required materials

- Computer, projector
- Books, pens
- Flip chart and marker pens
- Flip chart stand
- Masking tape

Activity 5.1 : Dietary diversification

Facilitator's Instructions:

1. Project the PowerPoint slide with the title of the session/ module: Dietary diversification.
2. Ask the participants what they understand by the term 'Dietary diversity'.

Facilitator:

- Allow the participants to raise their hands and give definitions.
- Write the keywords on a flip chart.

3. Project the definition of 'dietary diversity' to the participants.



Facilitator's Tips

Explain to participants about the different policies or national guidelines that have been formulated to provide information on healthy diets in Kenya.

4. In plenary, ask the participants to name different 'food groups' that they know of, and provide examples of local foods

- *Write the key food groups (and examples of foods) on a flip chart.*

5. Project the subsequent slides summarizing different food groups and examples.

Facilitator's Tips

Emphasize to the participants that they need to pay attention to nutritionally vulnerable groups like children 6-23 months, that their diets need to comprise of the recommended number of food groups and they should follow their national MIYCN Guidelines.



6. Project the Summary of the case study on dietary diversity

7. Allow the participants 2 minutes to read through the case study

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



8. Discuss the case study with the participants using the following questions:

- *What did the case study focus on promoting?*

- *How can we improve dietary diversity through our local projects?*

Activity 5.2: Nutrition education and Social Behaviour Change Communication

Facilitator's Instructions:

1. Explain to the participants the terms 'nutrition education' an 'Social Behaviour Change Communication

2. Project the slides with the technical information.

Facilitator's Tips

Pay attention to the definition of terms.

Emphasize the different SBCC approaches and examples in programming

Highlight the need to have nutrition education or SBCC integrated into nutrition-sensitive agricultural investments as this will contribute to improving behaviour and practices among target households.



3. Class discussion: Ask the participants, what kind of agriculture, food or nutrition-related behaviours they might want to change in their communities.

Facilitator:

- Allow the participants to raise their hands and provide some examples.
- Write the examples on a flip chart.
- Discuss each example with the whole class.

4. Project the Summary of the case study on Nutrition education and SBCC

5. Allow the participants 5 minutes to read through the case study



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

6. Discuss the case study with the participants using the following questions:

- What approaches was the case study focused on promoting?
- How can we promote social and behaviour change for healthier diets through our local projects?

Examples of SBCC IEC materials:
Community Dialogue Cards on Agri-Nutrition (Kenya)
[\[https://kilimo.go.ke/wp-content/uploads/2021/01/Community-Dialogue-Cards-on-Agri-Nutrition.pdf\]](https://kilimo.go.ke/wp-content/uploads/2021/01/Community-Dialogue-Cards-on-Agri-Nutrition.pdf)

Activity 5.3: Fortification and biofortification

Facilitator's Instructions:

1. Project the PowerPoint slide with the title 'Fortification and Biofortification'
2. Ask the participants what they understand by the terms 'Fortification' and 'Biofortification'.

Facilitator:

- Allow the participants to raise their hands and give definitions
- Write the keywords on a flip chart

3. Project the definition of 'Fortification' to the participants.

Facilitator's Tips

Explain to participants the different laws/ policies/national guidelines that have been formulated on fortification and/or biofortification.



4. Ask the participants to name foods that they know to be fortified and biofortified in Kenya.

Facilitator:

- Allow the participants to raise their hands and provide some examples
- Write the examples on a flip chart

5. Ask the participants what they understand by the term 'Biofortification'

Facilitator:

- Allow the participants to raise their hands and give definitions
- Write the keywords on a flip chart

6. Project the definition of 'Biofortification' to the participants.

7. Ask the participants to name foods that they know to be biofortified in Kenya.

Facilitator:

- Allow the participants to raise their hands and give definitions
- Write the keywords on a flip chart

8. Project the subsequent slides summarizing key points on the two concepts (fortification and biofortification).

Facilitator Resource: Refer to technical content of Module 5

9. Project the following 2 videos on biofortified products in Kenya

Food products made from OFSP (by CIP)
<https://www.youtube.com/watch?v=8oby32lIFYc>

<https://www.youtube.com/watch?v=EcuHKKlFVJk>

10. Project the Summary of the case study on biofortification

11. Allow the participants 5 minutes to read through the case study.



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

12. Discuss the case study with the participants using the following question:
 - *What are the key elements of the food fortification case study?*
13. Project the Summary of the case study on biofortification
14. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



15. Discuss the case study with the participants using the following question:
 - *What are the key elements of the bio fortification case study?*

Activity 54 : Meal planning and recipe development

Facilitator's Instructions:

1. Project the introductory slide and the technical content to the participants.
2. Ask the participants what they understand by 'recipe development' and 'meal planning'.

Facilitator:

- Allow the participants to raise their hands and provide some definitions.



Facilitator's Tips

Emphasize why recipes are an important part of nutrition education and SBCC. Emphasize what needs to be considered when developing recipes, and what a basic meal contains.

3. Project the subsequent slides summarizing key points on recipe development and meal planning.

Facilitator Resource: Refer to technical content of Module 5

4. In groups of 3, ask participants to develop a day's menu that incorporates dietary diversity. Each group can prepare one menu for a different population group (eg. 2 year old child, pregnant woman, adult male living a sedentary lifestyle etc).
5. Ask each group to present their menu to the rest of the participants

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



6. Project on PowerPoint examples of recipes from the Kenyan recipe book.

Examples of Recipe materials:

Kenyan recipes book- of common Kenyan dishes <http://www.fao.org/documents/card/en/c/i9056en/>

7. If time allows, project the video given below on a meal made from biofortified food products.

**How to make orange fleshed sweet potato tomato and apple soup (by CIP)
<https://www.youtube.com/watch?v=YvbGEQ7QNQw>**

Activity 5.5: School food and nutrition

Facilitator's Instructions:

1. Introduce the sub-topic to the participants.
2. Ask the participants what they understand by the term 'school food and nutrition'

Facilitator:

- Allow the participants to raise their hands and give definitions.
- Write the keywords on a flip chart.

3. Project the definition of 'school food and nutrition' to the participants.



Facilitator's Tips

Explain to participants the different laws/ policies/national guidelines that have been formulated to guide school food and nutrition in Kenya.

4. Project the PowerPoint presentation with the technical content on school food and nutrition,

Facilitator Resource: Refer to technical content of Module 5

Facilitator's Tips

Highlight the need for a holistic approach when addressing school food and nutrition needs

Highlight the key steps in promoting a holistic approach

Highlight the need for partnerships with other initiatives to enable a holistic approach and success.



5. Ask the participants if they are aware of any school food and nutrition programmes in their countries and if they can provide examples.

Facilitator:

- Allow the participants to raise their hands and provide some examples
- Write the examples on a flip chart

6. Project the Summary of the case study on school food and nutrition.

7. Allow the participants 5 minutes to read through the case study.



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

8. Discuss the case study with the participants using the following question:
 - *What are the key elements of the school food and nutrition case study?*

9. Summarise the session by reminding the participants, the role that school food and nutrition activities play in improving child health and school enrollement.

Activity 5.6: Summary of Module 5

Facilitator's Instructions:

1. Ask the participants what they have learned about the selected nutrition interventions that they can apply to programmes and policies

Facilitator:

- Allow the participants to raise their hands and mention some lessons.

2. Project the PowerPoint slide with the session summary.

Facilitator Resource: Refer to technical content of Module 5



3. Project the Power Point slide with 'For further reading'.

For Further Reading

Burgess, A. & Glasauer, P. 2004. Family Nutrition Guide. FAO Food and Nutrition Division. Rome, FAO. 126 pp. (also available at <http://www.fao.org/3/y5740e/y5740e.pdf>).

Government of Kenya. National School Health Policy. Nairobi, Kenya. (also available at <https://www.prb.org/wp-content/uploads/2018/05/National-School-Health-Policy-2009.-without-cover..-Kenya.pdf>).

Ministry of Health. Kenya National Food Fortification Strategic Plan 2018-2022. Nairobi, Kenya. (also available at <http://www.nutritionhealth.or.ke/wp-content/uploads/Downloads/Food%20Fortification%20Strategic%20Plan%20Final%20Press%20Signed%20-%20Aug%202018.pdf>).

4. Close the session.





MODULE 6

INTERVENTION OPTIONS FOR SELECTED AGRICULTURAL SUB-SECTORS

🕒 Brief Introduction

This module will take the participants through the different nutrition-sensitive intervention options within the sub-sectors.

Learning objectives

At the end of this session, participants will be able to:

1. Understand different entry points for nutrition in the food systems.
2. Apply nutrition-sensitive actions and cross cutting themes in different agriculture programmes.

Duration of session

6 Hours

Prior preparation required

- PowerPoint presentation- highlighting the key entry points for nutrition in different agricultural subsectors and cross cutting themes
- Print out of case studies
- Reliable internet source

Required materials

- Computer, projector
- Books, pens
- Flip chart and marker pens
- Flip chart stand
- Masking tape
- Sticky notes

Activity 6.1: Crop production

Facilitator's Instructions:

1. Welcome the participants to this session.
2. Project the PowerPoint slide with the title of the module.
3. Tell the participants that they will learn about the 'how' of nutrition-sensitive agriculture.
4. Project the slide with the first subsector: Crop production

Facilitator's Tips

Provide a background of crop production in Kenya
Explain to the participants about the different policies or national guidelines that have been formulated Kenya that touch on food security, crop production.



5. PowerPoint presentation: Take the participants through some of the key entry points for improving nutrition through crop production.

Facilitator Resource: Refer to technical content of Module 6

6. Project the Summary of the case studies on crop production.

7. Allow the participants 5 minutes to read through the case studies.



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

8. Reflection on the case study (discussion with the participants):

- *What are the key entry points that the case study is using to improve nutrition?*

Activity 6.2: Livestock

Facilitator's Instructions:

1. Project the slide with the title: Livestock

2. Ask the participants to name some livelihood groups that are usually covered by the livestock subsector, and the most common livestock in the region.

Facilitator:

- Allow the participants to raise their hands and give examples.
- Write the key examples on a flip chart.

Facilitator's Tips

Provide a background of livestock production in Kenya
 Explain to the participants about the different policies or national guidelines that have been formulated in Kenya that address food security and livestock production
 Emphasize that livestock are a critical source of livelihood in the horn of Africa region, therefore a key entry point to addressing undernutrition in the communities
 Highlight the importance of animal source foods in diets - the key macro and micronutrients they provide, and some examples of animal source foods.



3. PowerPoint presentation: Take the participants through some of the key entry points for improving nutrition through livestock

Facilitator Resource: Refer to technical content of Module 6

4. Project the Summary of the case studies on livestock production.
5. Allow the participants 5 minutes to read through the case studies.



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

6. Reflection on the case study (discussion with the participants):
- *What are the key entry points that the case study is using to improve nutrition?*

Activity 6.3: Fisheries and aquaculture

Facilitator's Instructions:

1. Project the slide with the title: Fisheries and aquaculture.

Facilitator's Tips

Provide a background of fisheries and aquaculture in Kenya
Explain to the participants about the different policies or national guidelines that have been formulated in Kenya that address food security, fisheries and aquaculture.



2. PowerPoint presentation: Take the participants through basic information on fish and nutrition; and some of the key entry points for improving nutrition through fisheries and aquaculture.

Facilitator Resource: Refer to technical content of Module 6



Facilitator's Tips

Highlight the importance of fish in diets and the key macro and micronutrients they provide.

3. Project the Summary of the case study on fisheries and aquaculture production.
4. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



5. Reflection on the case study (discussion with the participants):
 - *What are the key entry points that the case study is using to improve nutrition?*

Activity 64: post-harvest handling, storage, food processing and preparation

Facilitator's Instructions:

1. Project the slide with the title: Post-harvest, storage, food processing and preparation.
2. Ask the participants what they understand by each of these terms: post-harvest handling, food storage, and food processing.

Facilitator:

- Invite the participants to raise their hands and define the terms.
 - Write the key words on a flip chart.
3. PowerPoint presentation: Take the participants through the reasons why post-harvest storage, food processing and preparation are important for nutrition.



Facilitator's Tips

Emphasize the role of the enabling environment (especially policies, taxes, and food prices) in post-harvest storage and food processing in aiding food accessibility especially for poor households.

Facilitator Resource: Refer to technical content of Module 6

4. Project the Summary of the case studies on post-harvest handling, storage, food processing and preparation.
5. Allow the participants 5 minutes to read through the case studies.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



6. Reflect on the case study (discussion with the participants):
 - *What are the key entry points that the case studies are using to improve nutrition?*

Activity 6.5: Food and feed safety

Facilitator's Instructions:

1. Project the slide with the title: Food and feed safety
2. PowerPoint presentation: Provide the definition of 'food safety' and its linkages to nutrition.



Facilitator's Tips

Mention to the participants that food safety is a growing area of concern globally

Highlight that food security cannot be achieved without safe food.

3. Ask the participants to name some of the most common food and feed safety issues/ problems in the region.

Facilitator:

- Allow the participants to raise their hands and provide the examples.
 - Write the examples on a flip chart.
 - Discuss each example, and how it impacts food security, health and nutrition.
4. PowerPoint presentation: Take the participants through a summary of some of the key entry points for improving nutrition through food safety.

Facilitator's Tips

Emphasize to the participants that 'food safety is a shared responsibility'



Facilitator Resource: Refer to technical content of Module 6

5. Project the Summary of the case studies on food and feed safety.
6. Allow the participants 5 minutes to read through the case studies.

*Facilitator's Tips*

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

7. Reflect on the case study (discussion with the participants):
 - *What are the key entry points that the case studies are using to improve nutrition?*

Activity 6.6: Value chain, trade and marketing

Facilitator's Instructions:

1. Inform the participants that we are going to look at some important cross-cutting themes that are important for nutrition-sensitive agriculture sub-sectors
2. Project the slide with the title of the first cross-cutting theme: value chain, trade and marketing
3. Ask the participants what they understand by the word 'value chain'.

Facilitator:

- Invite the participants to raise their hands and define the word.
 - Write the key words on a flip chart.
4. PowerPoint presentation: Project the meaning of 'value Chain' and go through a summary of some of the key entry points for improving nutrition through value chains.

Facilitator Resource: Refer to technical content of Module 6

5. Mention to the participants that ‘trade and marketing’ is an important component in nutrition-sensitive agriculture.

Facilitator's Tips

Emphasize that access to incomes is a critical pathway for improving nutrition outcomes, especially when coupled with nutrition education.



6. Project the Summary of the case studies on value chain, trade and marketing.

7. Allow the participants 5 minutes to read through the case studies.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the “Case Studies” annexe of the Technical Manual.



8. Reflect on the case study (discussion with the participants):

- *What are the key entry points that the case studies are using to improve nutrition?*

Activity 6.7: Gender

Facilitator's Instructions:

1. Start the session by projecting the short video clip on ‘Closing the gap between men and women in agriculture’ – FAO.
2. Ask the participants why they think it is important to mainstream gender in agricultural policies and investments.

Facilitator:

- Allow the participants to raise their hands and provide some examples.

Facilitator's Tips

Explain to participants about the different laws/ policies/national guidelines that have been formulated on gender in agriculture.



3. Project the PowerPoint slides summarizing the technical content.

Facilitator's Tips

Emphasize that gender is about men and women (not women alone). Highlight the linkages between gender and nutrition. Emphasize a holistic programmatic approach when integrating gender in policies and investments.



4. Project the Summary of the case study on gender in agriculture.

5. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



6. Reflect on the case study (discussion with the participants):

- *What are the key elements of gender mainstreaming in similar projects?*

7. In plenary, ask the participants the challenges they face during project implementation, on strengthening both male and female participation.

Facilitator:

- Invite the participants to raise their hands and provide some examples.
- Discuss how to overcome the challenges.

Activity 6.8: Indigenous food systems and biodiversity

Facilitator's Instructions:

1. Project the slide with the title: Indigenous food systems and biodiversity.
2. If Internet access allows, project the short video below as an introduction to the subject.

FAO: Indigenous food systems

https://www.youtube.com/watch?v=LhiNn_KVXh8&list=ULXYzbwFxiKHk&index=2335

3. Ask the participants what they understand by the terms 'indigenous food systems,' 'traditional foods,' 'biodiversity'

Facilitator:

- Invite the participants to raise their hands and define the three terms.
- Write the key words on a flip chart.

4. PowerPoint presentation: Project the meaning of indigenous food systems, traditional foods, and biodiversity.



Facilitator's Tips

Highlight that many indigenous crops and species are at risk of extinction due to biodiversity loss.

5. Ask the participants why indigenous food systems and biodiversity are important for food and nutrition.

Facilitator:

- Allow the participants to raise their hands and provide some reasons
- Write the points on a flip chart

6. PowerPoint presentation: Project a summary of some of the key entry points for improving nutrition through indigenous food systems and biodiversity.

Facilitator Resource: Refer to technical content of Module 6

7. Project the Summary of the case study on indigenous food systems and biodiversity.

8. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



9. Reflect on the case study (discussion with the participants):

- What are the key entry points that the case study is using to improve nutrition?
- How can we replicate the same in our localities?

Activity 6.9: Social protection

Facilitator's Instructions:

1. Project the slide with the title: social protection.
2. Ask the participants what they understand by 'social protection' and examples of social protection initiatives they know of.

Facilitator:

- Invite the participants to raise their hands and define the term and examples of social protection initiatives.
 - Write the key words on a flip chart.
3. PowerPoint presentation: Project a summary of the entry points that nutrition-sensitive social protection programmes can consider.



Facilitator's Tips

Highlight the importance of cash-based programming in social protection initiatives.

Facilitator Resource: Refer to technical content of Module 6

4. Project the Summary of the case study social protection.
5. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



6. Reflect on the case study (discussion with the participants):

- *What are the key entry points that the case study is using to improve nutrition?*

Activity 6.10: Resilience

Facilitator's Instructions:

1. Project the slide with the title: Resilience.
2. Ask the participants what they understand by the term: Resilience

Facilitator:

- Allow the participants to raise their hands and define the term.
- Write the key words on a flip chart

3. PowerPoint presentation: Project the slides on resilience, climate change and nutrition.



Facilitator's Tips

Explain to the participants the linkages between resilience and nutrition. Highlight the role of climate change and how it is affecting nutrition.

4. PowerPoint presentation- Project a summary of the entry points for nutrition in resilience programmes.

Facilitator's Tips

Highlight on the role of an enabling environment when it comes to disaster risk reduction and resilience building.



5. Project the Summary of the case studies on resilience.
6. Allow the participants 2 minutes to read through the case studies.



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

7. Reflect on the case study (discussion with the participants):

- *What are the key entry points that the case studies are using to improve nutrition?*

Activity 6.11: Do No Harm

Facilitator's Instructions:

1. Introduce the participants to the 'Do No Harm' principle, by asking them what they understand by the term.
2. Project the meaning of the term 'Do No Harm'.
3. In plenary, ask the participants to identify ways in which projects may have (unintended) negative impacts on target populations.

Facilitator:

- Invite the participants to raise their hands and provide some examples.

4. Project the PowerPoint slides summarizing the technical content.

Facilitator's Tips

Provide practical and local examples of 'Do No Harm' activities that are being implemented or can be implemented in local projects.



5. Project the Summary of the case study on 'Do No Harm'.

6. Allow the participants 2 minutes to read through the case study.



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

7. Reflect on the case study (discussion with the participants):

- *What are the key elements of 'do no harm' that this project was conscious of?*

8. Close the session by reminding the participants of the importance of limiting any unintended negative effects to a community.

Activity 6.12: Linking relief/humanitarian and development

Facilitator's Instructions:

1. Project the slide with the title: Linking relief/humanitarian and development

2. Ask participants what they understand by the phrase 'linking relief/humanitarian and development'

Facilitator:

- Invite the participants to raise their hands and define the phrase.
- Write the key words on a flip chart

3. PowerPoint presentation: Project the slides on linking relief and development



Facilitator's Tips

Emphasize on the importance of linking emergency programmes to long term development.

4. Project the Summary of the case study on Linking relief/ humanitarian and development.

5. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



6. Reflect on the case study (discussion with the participants):

- *What are the key entry points that the case study is using to improve nutrition?*

Activity 6.13: Linking research to development and impact.

Facilitator's Instructions:

1. Project the slide with the title: Linking research to development and impact.
2. Ask participants why it is important 'to link research to development and impact'.

Facilitator:

- Invite the participants to raise their hands and share ideas.

3. PowerPoint presentation: Project the slides on 'linking research to development and impact'.



Facilitator's Tips

Provide global examples of how research in food and nutrition has led to improvement of agriculture and nutrition outcomes
Highlight the challenges that affect research and development linkages especially in nutrition sensitive agriculture.

4. Project the Summary of the case study on Linking relief/ humanitarian and development.
5. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



6. Reflect on the case study (discussion with the participants):
 - *What are the key entry points that the case study is using to improve nutrition?*

Activity 6.14: Farmer Field Schools (FFS)

Facilitator's Instructions:

1. Project the slide with the title: Farmer Field Schools (FFS)
2. Ask participants:
 - if they have heard of the term 'Field Schools or Farmer Field schools'
 - what they think the Field School approach is.

Facilitator:

- Invite the participants to raise their hands and share definitions.

3. PowerPoint presentation: Project the slides on Farmer Field Schools’.



Facilitator's Tips

Explain different contexts that Field Schools have been implemented
Highlight the entry points for integrating nutrition through Field Schools
Approach

4. Project the **Summary of the case study on Farmer Field Schools**.

5. Allow the participants 5 minutes to read through the case study.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



6. Reflect on the case study (discussion with the participants):

- *How did FFS integrate nutrition in this case study?*

Activity 6.15: Summary of Module 6

Facilitator's Instructions:

1. Ask the participants what they have learned about the intervention options for the different sub-sectors, that they can apply to programmes and policies

Facilitator:

- Invite the participants to raise their hands and mention some lessons

2. Project the Power Point slide ‘Summary’. Take the participants through the summary of the module.

For Further Reading

FAO. 2017. Nutrition-sensitive agriculture and food systems in practice. Options for interventions. Rome. 102 pp. (also available at <https://www.fao.org/3/i7848en/i7848EN.pdf>).

IFAD. 2018. Nutrition-Sensitive Value Chains. A Guide for Project Design. Rome. 96 pp. (also available at <https://www.ifad.org/documents/38714170/40804965/Nutrition+guide+Vol.II.pdf/2c1abcdd-3cb7-4d94-a609-f5d048b078b4>).

WHO. 2012. Five keys to safer food. In: World Health Organization [online]. Geneva. [Cited January 28 2021]. <https://www.who.int/news-room/fact-sheets/detail/food-safety>



4. Close the session.





MODULE 7

FOOD AND NUTRITION ADVOCACY, BUDGETING AND RESOURCE MOBILIZATION

➔ Brief Introduction

This module will provide insight into nutrition governance, policy advocacy processes, and resource mobilization for nutrition-sensitive interventions in Kenya.

Learning objectives

At the end of the session, participants will be able to:

1. Elaborate a policy advocacy process
2. Explore and identify different resources that can be tapped for nutrition-sensitive programming

Duration of session

1 hours

Prior preparation required

- PowerPoint presentation on nutrition architecture, nutrition governance, policy advocacy, and funding sources
- Printing of case studies

Required materials

- Computer, projector
- Books, pens
- Flip chart and marker pens
- Flip chart stand
- Masking tape
- Case studies

Activity 7.1: Food and nutrition advocacy

Facilitator's Instructions:

1. Project the PowerPoint slide showing the title of the session: Nutrition advocacy.
2. PowerPoint presentation: Project the meaning of the term 'advocacy' and key features on advocacy.
3. Ask the participants if they have ever been involved in any advocacy process.

Facilitator:

- Invite the participants to raise their hands and explain any advocacy process they have been involved in.

Facilitator's Tips

Probe the participant to provide the steps they followed in the advocacy activity
Find out if the participant(s) achieved their objective
Link the advocacy examples to a nutrition process and highlight that the process may be similar, but with a nutrition objective.



4. PowerPoint presentation: How to undertake an advocacy process.

Facilitator Resource: Refer to technical content of Module 7

5. Project the Summary of the case study on advocacy for nutrition in Kenya.

6. Allow the participants 5 minutes to read through the case studies



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

7. Reflection on the case study (discussion with the participants):
 - *What are the key steps followed to support high level advocacy and engagement for nutrition?*

Activity 7.2: Resource mobilization and budgeting

1. Project the PowerPoint slide showing the title of the session: *Resource mobilization and budgeting*.
2. Inform the participants that this is a critical process in programming, and one needs skills on how to mobilize resources.
3. Ask the participants if they have previously been involved in a resource mobilization process, and how they went about it.

Facilitator:

- Invite the participants to raise their hands and provide an example of a resource mobilization process.

Facilitator's Tips

Probe the participants on:

- What they were mobilizing for
- Who was part of the team
- Who was the potential donor
- How much they raised / what resources did they get
- What challenges they faced, etc.



4. PowerPoint presentation: Project details on resource mobilization, sources of funding, roles and responsibilities, and how to approach a resource mobilization process.

Facilitator Resource: Refer to technical content of Module 7



Facilitator's Tips

Provide examples of some challenges a nutrition advocate can face when pushing for adequate funding allocation/budgets or human resources in multisectoral programmes.

5. Project the **Summary of the case studies on domestic resource mobilization for nutrition in Kenya**.
6. Allow the participants 5 minutes to read through the case studies.

Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.



7. Reflect on the case study (discussion with the participants):
 - *What are the key steps followed to support domestic resource mobilization for nutrition?*
 - *What can you do in your local area to support domestic resource mobilization?*

Activity 7.3: Summary of Module 7

Facilitator's Instructions:

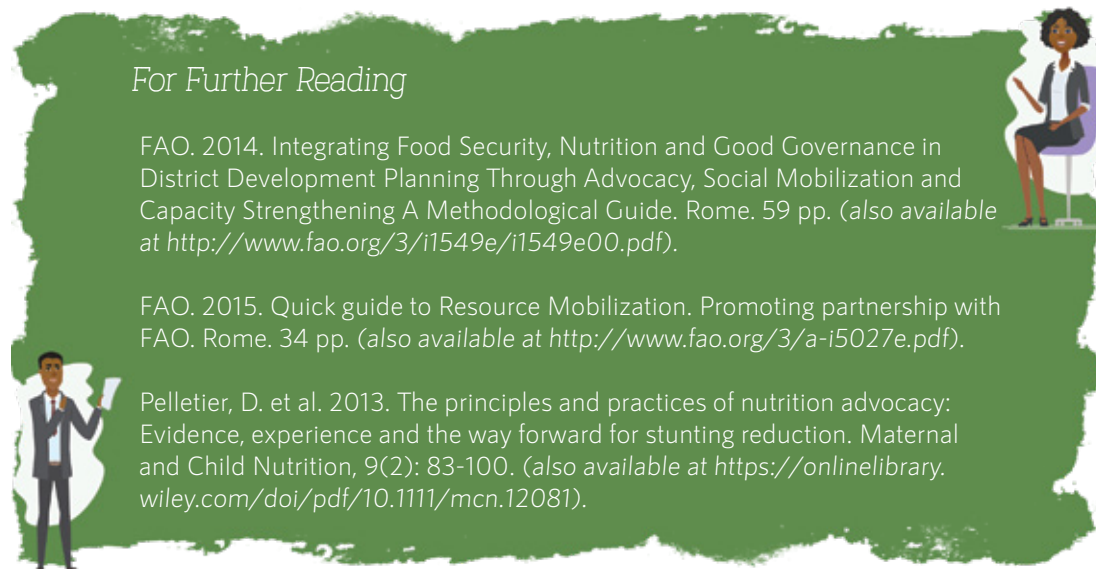
1. Ask the participants what they have learned about nutrition-sensitive governance and advocacy

Facilitator:

- Invite the participants to raise their hands and mention some lessons.

2. Project the slide on key summary points from the module.

3. Project the Power Point slide with 'For further reading'.



For Further Reading

FAO. 2014. Integrating Food Security, Nutrition and Good Governance in District Development Planning Through Advocacy, Social Mobilization and Capacity Strengthening A Methodological Guide. Rome. 59 pp. (also available at <http://www.fao.org/3/i1549e/i1549e00.pdf>).

FAO. 2015. Quick guide to Resource Mobilization. Promoting partnership with FAO. Rome. 34 pp. (also available at <http://www.fao.org/3/a-i5027e.pdf>).

Pelletier, D. et al. 2013. The principles and practices of nutrition advocacy: Evidence, experience and the way forward for stunting reduction. *Maternal and Child Nutrition*, 9(2): 83-100. (also available at <https://onlinelibrary.wiley.com/doi/pdf/10.1111/mcn.12081>).

4. Close the session.





MODULE 8

TRACKING PROGRESS AND MEASURING OUTCOMES

➔ Brief Introduction

This module is focused on project cycles, measuring outcomes, and effective mainstreaming of nutrition in agriculture investments.

Learning objectives

At the end of the session, participants will be able to:

1. Describe the key steps in a project cycle
2. Explain the theory of change and summarize the impact pathways
3. Demonstrate application of some nutrition-sensitive agriculture indicators
4. Understand how to document good practices and lessons learned in Nutrition-Sensitive Agriculture

Duration of session

3 hours

Prior preparation required

- Power point presentation: on project cycle, theory of change, nutrition-sensitive agriculture indicators, and documentation of good practices
- Print outs of the group assignment on nutrition-sensitive agriculture and food systems indicators

Required materials

- Computer, projector
- Books, pens
- Flip chart and marker pens
- Flip chart stand
- Masking tape

Activity 8.1: Introduction to project cycle

Facilitator's Instructions:

1. Welcome the participants to the session.
2. Introduce the title of the session.
3. Ask the participants to describe the process they have used in the past to develop and implement projects.

Facilitator:

- Invite the participants to raise their hands and give examples
 - Write the key examples on a flip chart
4. PowerPoint presentation: Take the participants through the project cycle process, with a focus on the nutrition-sensitive components.

Facilitator Resource: Refer to technical content of Module 8

5. Ask the participants if they are familiar with integration of all the steps described in the project cycle process.



Activity 8.2: Theory of change and impact pathways

Facilitator's Instructions:

1. Introduce the title of the session.
2. Ask the participants what they understand by the following terms:
 - Theory of change,
 - Logical framework
 - Nutrition impact pathways

Facilitator:

- Invite the participants to raise their hands and provide definitions
- Write the key words on a flip chart

3. PowerPoint presentation: Project the definitions of the terms as well as the illustration on the Theory of Change

Facilitator Resource: Refer to technical content of Module 8

4. Review the nutrition impact pathways that were covered in the earlier modules.

Activity 8.3: Nutrition-sensitive agriculture and food systems indicators

Facilitator's Instructions:

1. Project the title of the session to the participants.
2. Mention to the participants that NSAFS indicators is a very critical session due to use of data as evidence of impact or change caused by an intervention.

Facilitator's Tips

This is a very critical sub-topic and a lot of attention and time need to be spent explaining the key indicators and use.



3. PowerPoint presentation: Project to the participants key tips that one should consider when selecting indicators.

Facilitator Resource: Refer to technical content of Module 8

4. PowerPoint Presentation: Project to the participants examples of indicators for NSA programmes and explain each of them briefly.

*Facilitator's Tips*

Remember to cluster the indicators depending on the 'Type of measure' as this is important to determine which ones will be used in which interventions

Emphasize on the most commonly used indicators- and provide their sources

For details of each of the indicators above, refer to: FAO. 2016. Compendium of indicators for nutrition-sensitive agriculture. Rome, Italy [<http://www.fao.org/3/a-i6275e.pdf>]

5. Provide an example of how nutrition data is collected for at least one of the key indicators:
For example- MDD-W.

Facilitator's Tips

Project the sample questionnaire for MDD-W

Explain how data is analysed

Explain how to interpret the data and examples of how key outcomes can be presented or illustrated



6. *Class discussion: Quiz*

- Project one quiz at a time, and allow the participants 2 minutes to read the quiz.
- Ask the participants to identify the most relevant indicators that can be used to measure outcomes in each of the quizzes.

7. *Group work (30 minutes):*

Depending on the number of participants, divide them into groups based on area of specialization (for example health sector, livestock sector, education sector, crop sector).

- a. Provide each group with the activity handout that details different indicators. (Activity handout is in attachment 1 at the end of this chapter. The activity can be modified to suit the context)
- b. Select some themes that each group will work with
- c. Guide each group to Identify among the set of proposed indicators the most relevant to measure the theme(s) selected.
- d. Invite each group to suggest other indicators that can be used to measure outcomes under their themes
- e. Place the relevant indicators on a flip chart under each theme
- f. Grant each group 5 minutes to make their presentation, followed by class discussions on the various indicators selected.

Case study:

8. Provide the participants with a copy of the case study on nutrition-sensitive indicators
9. Allow the participants 10 minutes to read through the case study



Facilitator's Tips

For detailed understanding of the case study, inform the participants to refer to the "Case Studies" annexe of the Technical Manual.

10. Request one volunteer participant to explain how the indicators were applied in the project.

Activity 84: Documenting good practices and lessons learned

Facilitator's Instructions:

1. Display/ project the title of the session to the participants.
2. Ask the participants what they understand by 'good practice'.

Facilitator:

- Invite the participants to raise their hands and provide definitions.
- Write the key words on a flip chart.

3. PowerPoint Presentation: Project the definitions of good practice and promising practice.

Facilitator's Tips

Mention to the participants that documentation of good practices and lessons is a critical part of programmes because it contributes to evidence needed for decision making.



4. Ask the participants, what factors should be considered to identify a good practice.

Facilitator:

- Invite the participants to raise their hands and give examples
- Write the key examples on a flip chart

5. Summarize the session by projecting some of the key factors that should be considered to identify good practice.

Facilitator Resource: Refer to technical content of Module 8

6. PowerPoint Presentation: Take the participants through the process of documenting and sharing good practices.

7. Share an example of two documented good practices in nutrition-sensitive agriculture.

*Facilitator's Tips*

Examples of good practices to share with participants:
Combining nutrition education and rural livelihood support in Kenya
<https://www.fao.org/documents/card/en/c/CB5721EN/>

Nutrition sensitive farmer fields schools in Kenya's Kalobyei settlement
<https://www.fao.org/in-action/kore/good-practices/good-practices-details/ru/c/1304380/>

Activity 8.5: Summary of Module 8*Facilitator's Instructions:*

1. Ask the participants what they have learned about project cycle and measuring outcomes

Facilitator:

- Invite the participants to raise their hands and mention some lessons.

2. Project the slide on key summary points from the module.

3. Project the Power Point slide with 'For further reading'.



For Further Reading

FAO. 2012. Guide to the project cycle - Quality results. Rome. (also available at <https://pdf4pro.com/view/guide-to-the-project-cycle-quality-for-results-1388a.html>).

FAO. 2016. Compendium of indicators for nutrition-sensitive agriculture. Rome. 60 pp. (also available at <https://www.fao.org/3/i6275e/i6275e.pdf>).

FAO & FHI 360. 2016. Minimum Dietary Diversity for Women: A Guide for Measurement. Rome. 82 pp. (<http://www.fao.org/3/a-i5486e.pdf>).

ILO. 2017. Basic Principles of monitoring and evaluation of youth employment interventions. Geneva. 29 pp. (also available at https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_583693.pdf).

Zall Kusek, J. & Rist, R.C. 2004. Ten steps to a results-based monitoring and evaluation system : A handbook for development practitioners. Washington, DC, World Bank. (also available at <https://openknowledge.worldbank.org/handle/10986/14926>).



4. Close the session.

Attachment 1: Facilitated group work on NSA indicators

Indicators for monitoring and evaluating nutrition in agriculture and food systems programmes and interventions

- Discuss the proposed indicators to understand their meaning
- Identify - among the set of proposed indicators - which one(s) is (are) relevant to measure your theme.
- Suggest other indicators to measure the theme.
- Which of the proposed indicators are already been measured in Kenya

Themes for the Compendium

- Care practices
- Diet (Individual)
- Food access (Household)
- Food environment in market
- Gender-related issues or Women's empowerment
- Health status
- Healthy and sanitation Environment or WASH and access to health Services
- Income
- Natural resource management practices
- Nutrition and knowledge and norms
- Nutrition status
- On-farm availability of diverse foods

Proposed indicators

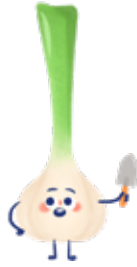
- Access to improved drinking water source
- Anaemia
- Access to hygienic sanitation facilities
- Biodiversity indicators
- Breastfeeding indicators
- Change in specific behaviours with regards to food safety
- Coping Strategies Index (CSI)
- Diarrhea
- Diversity of crops and livestock produced
- Diversity of food produced on farm:
- Handwashing behaviors
- Household Dietary Diversity Score (HDDS)
- Minimum Acceptable Diet (MAD) for children under 2 years
- Minimum Dietary Diversity Score for Women (MDD-W)
- Minimum meal frequency
- Number of women visiting health centers during pregnancy
- Presence of animals near household
- Prevalence of diabetes type 2
- Prices of specific foods in markets
- Production of target nutrient-rich food
- Stunting

- Vitamin A status
- Wasting
- Women's control of resources
- Women's time use and labor

Definition of Indicators:

- Access to drinking water: percentage of households with access to improved drinking water source within or immediately near the household.
- Access to hygienic sanitation facilities: percentage of population using an adequate sanitation facility.
- Breastfeeding indicators: Frequency, duration, or completeness of breastfeeding.
- Coping Strategies Index (CSI): A measure of the severity of the experience of food insecurity and the subsequent local adaptation. It is used to identify vulnerable households and estimate long-term changes in food security.
- Diarrhoea: Percentage of children under 36 months with diarrhoea within the previous 2 weeks.
- Diversity of crops and livestock produced: simple count of species produced over the last 12 months (crops, plants and animals).
- Diversity of food produced on farm: A measure of availability of diverse nutritious food.
- Handwashing behaviours: percentage of child caregivers and food preparers with appropriate handwashing behaviour.
- Household Dietary Diversity Score (HDDS) : Household access to and consumption of a variety of foods.
- Minimum Acceptable Diet (MAD) for children under 2 years: a combination of standards of (i) dietary diversity (a proxy for nutrient density); and (ii) feeding frequency (a proxy for energy density) by breastfeeding status. It provides a useful way to track progress while simultaneously improving the quality and quantity dimensions of children's diets.
- Minimum Dietary Diversity Score for Women (MDD-W): A measure of dietary quality for women, which reflects overall nutrient adequacy and dietary diversity. It does not reflect adequacy of specific target nutrients.
- Presence of animals near household: Indicates risk of environmental enteropathy (i.e- the risk of illness).
- Prevalence of diabetes type 2: proportion of individuals in the population with diabetes
- Prices of specific foods in markets: A tracking of whether specific foods of interest are affordable, such as those promoted by an intervention.
- Production of target nutrient-rich food: A measure of availability of specific micronutrient rich food of interest in farms
- Stunting: Height for age for children less than 5-year age
- Wasting: Weight for height for children less than 5-year age
- Women's control of resources: The extent to which women control decisions around how income is used. Methodology is not standardized
- Women's time use and labour: Percentage of time spent daily in household on paid and nonpaid activities, disaggregated, with particular reference division of labour and responsibility within the household.





MODULE 9

ACTIONS TO STRENGTHEN NUTRITION-SENSITIVE AGRICULTURE AND FOOD SYSTEMS' PROGRAMMING IN KENYA

➔ Brief Introduction

This module aims to summarize all the modules of this package by providing a checklist for programming, highlighting common obstacles in programming, and proposing examples of key actions that can be implemented in order to strengthen nutrition-sensitive agriculture and food systems' programming. The guidance will help participants to concretize practical actions for strengthening nutrition-sensitive agriculture programming in their localities.

Learning objectives

At the end of the session, participants will be able to:

1. Explain the prerequisites for a sound nutrition-sensitive agriculture and food system programme design
2. Discuss barriers for nutrition-sensitive agriculture programming in Kenya and concrete actions that can strengthen nutrition-sensitive agriculture programming.

Duration of session

1 hour

Prior preparation required

- PowerPoint presentation: on project cycle, theory of change, nutrition-sensitive agriculture indicators, documentation of good practices, checklist for effective nutrition mainstreaming, barriers for nutrition-sensitive programming, and moving forward.
- Print outs of the sample checklist for effective nutrition mainstreaming in agriculture policies and programmes.

Required materials

- Computer, projector
- Books, pens
- Flip chart and marker pens
- Flip chart stand
- Masking tape
- Print outs

Activity 9.1: Check list for effective nutrition mainstreaming in agriculture policies and programmes

Facilitator's Instructions:

1. Project the title of the session to the participants.
2. Inform the participants that as the training wraps up, understanding the checklist for effective nutrition mainstreaming is key.
3. Distribute the checklist to the participants (and if possible, project it on the screen as well).
4. Take the participants through the different sections of the checklist, providing examples for each section.

Facilitator Resource: Refer to technical content of Module 9



Facilitator's Tips

Encourage the participants to ask questions as you discuss each section.

Activity 9.2: Barriers for NSA programming and concrete actions to strengthen NSA programming

Facilitator's Instructions:

1. Project the title of the session to the participants.
2. Inform the participants that they are now going to do a group activity.
3. Allow the participants to sit in their groups/ tables.
4. Provide flip chart and marker pen to each group.
5. Ask the participants to list some of the barriers that one is likely to face in nutrition-sensitive programming. (Give the groups 5-10 minutes for this task).
6. Ask each group to select a representative and present their discussion points.

Facilitator:

- Write the key barriers on a flip chart.

7. Project the subsequent slides summarizing different barriers that can be faced in nutrition-sensitive programming.
8. In plenary, ask the participants what they can do to overcome the barriers and strengthen NSA programming.

Facilitator:

-Invite the participants to raise their hands and give examples of what can be done in their localities.

Activity 9.3: Summary of Module 9

Facilitator's Instructions:

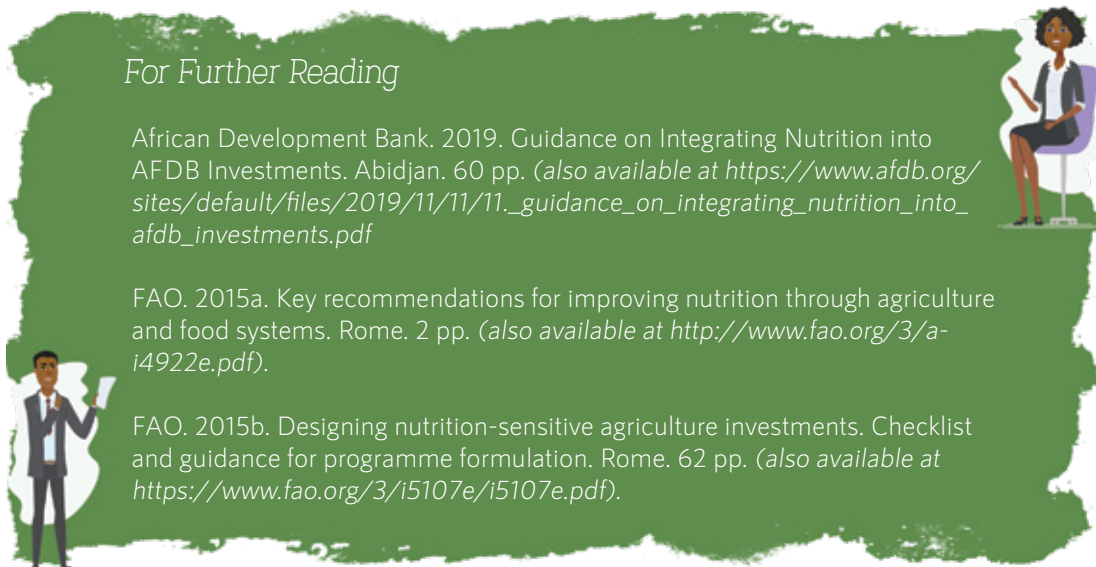
1. Ask the participants what they have learned about effective nutrition mainstreaming

Facilitator:

- Invite the participants to raise their hands and mention some lessons.


2. Project the Power Point slide with summary noted.

3. Project the Power point slide with 'For further reading.




For Further Reading

African Development Bank. 2019. Guidance on Integrating Nutrition into AFDB Investments. Abidjan. 60 pp. (also available at https://www.afdb.org/sites/default/files/2019/11/11/11_guidance_on_integrating_nutrition_into_afdb_investments.pdf)



FAO. 2015a. Key recommendations for improving nutrition through agriculture and food systems. Rome. 2 pp. (also available at <http://www.fao.org/3/a-i4922e.pdf>).



FAO. 2015b. Designing nutrition-sensitive agriculture investments. Checklist and guidance for programme formulation. Rome. 62 pp. (also available at <https://www.fao.org/3/i5107e/i5107e.pdf>).

Activity 94: Moving forward

Facilitator's Instructions:

1. Divide the participants into groups (for example based on the sub-regions they come from)

Facilitator's Tips

Inform the participants that they will develop their roadmap on how they will implement everything that they have learned.



2. Provide a template to each group (preferably to be typed)
3. Ask each group to highlight the key nutrition-sensitive agriculture and food systems (NSAFS) activities they plan to undertake in their regions. (The activities need to be SMART ie specific, measurable, achievable, relevant and time-bound)
4. Give each group 15-20 minutes to fill in the template
5. Collect the filled in templates for record-keepings
6. Agree with the participants on follow-up support that they may need to ensure that they are implementing their intended activities
7. Appreciate the participants for their active participation in the training.
8. Close the training.



Partners

REPUBLIC OF KENYA

