

Draft version

Integrating food security and nutrition in the commune development plan (CDP) and commune investment program (CIP) process at commune level

Facilitator's guide

Prepared by: Council for Agricultural and Rural Development (CARD)

Supported by: GIZ, HKI, WFP

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Acknowledgement

This short course on Integrating food security and nutrition in the commune development plan (CDP) and commune investment program (CIP) process was developed by the Council for Agriculture and Rural Development (CARD) with assistance from the German Development Cooperation (GIZ), Hellen Keller International (HKI), World Food Programme of the United Nations (WFP) and Action Against Hunger (AAH).

The training course was developed to implement the Supportive Document on Integrating Socially Inclusive Food Security and Nutrition into the Commune Development Plan and Commune Investment Program Process at Commune/Sangkat level (CARD 2020). The training course and the Supportive Document are an integral part to facilitate the subnational implementation of the Second National Strategy for Food Security and Nutrition 2019-2023 in alignment with the Decentralization Reform under the National Committee for the Sub-National Democratic Development (NCDD).

Introduction

About the facilitator's guide

The facilitator's guide explores how food security and nutrition can be integrated in the development and investment planning processes by commune councilors. It provides tools to sensitize the participants on the importance of food security and nutrition for local development and enables them to analyze and prioritize food security and nutrition at commune level. The guide provides concrete exercises on how to plan and budget for commune-led food security and nutrition interventions during the Commune Development Plan (CDP) and three-year rolling Commune Investment Program (CIP) process.

Objective of the short course

The aim of the short course is that community councilors will learn the importance of integrating food security and nutrition for the development of their communities and are equipped with tools to better integrate food security and nutrition activities during decision-making processes during CDPs and CIPs meetings. Commune councilors shall be empowered with knowledge, skills and tools to improve food security and nutrition outcomes in their communes and as such are an integral part in the subnational implementation of the Second National Strategy for Food Security and Nutrition 2019-2023 which acknowledges the Decentralization Reform under the National Committee for the Sub-National Democratic Development (NCDD).

This training further strengthens capacities that support the operationalization of the Provincial Subnational Coordination Committees for Food Security and Nutrition, particularly emphasizing on linking structures between provincial, district, commune and village level activities related to food security and nutrition. To date, Subnational Coordination Committees or Working Groups were established in Kampot, Kampong Thom, Ratanakiri and Kampong Chhnang by GIZ and HKI, respectively, which served as pilot testing for this training course.

Short course participants

The primary target for this short course are commune councilors. Other local authorities, such as district governors and village chiefs, who are involved in local decision-making and in the CDP/CIP processes are also welcome to join. During the short course it is recommended that commune councilors of the same province or neighbouring province are invited to acknowledge regional similarities in local food security and nutrition matters. There should not be more than 40 participants per short course to allow adequate time and attention to all activities.

Short course facilitators

There should be one facilitator for every ten participants. Facilitators will be trained before the short course on using this guide for the short course and they should have existing knowledge about food security and nutrition in Cambodia and the relevant policy environment from national to local level. It is favorable to draw facilitators for this short course from the National Trainer Pool for Food Security and Nutrition.

Facilitation methods

The course uses presentation and interactive group work methods including discussion, questions and answers, role-plays and practical sessions. Research has shown that people learn best through interaction and that adults remember:

20% of what they **hear**,

40% of what they **see**,

80% of what they **do**.

Facilitators should look for every opportunity to encourage participants to relate what they learn in the course to their own experience and to practice the new skills. Facilitators should model the principle of 'listening more and talking less'. Throughout the training, facilitators should check participants' understanding after an important point or at least at the end of each session. This will help ensure that participants understand the information. Facilitators should also encourage the equal contribution of all participants throughout the workshop and sensibly discourage the domination of single participants during discussion.

Sessions in this short course

The guide is organized in six sessions to be carried out during a two-day workshop, including

1. Welcome and introduction
2. Understanding food security and nutrition
3. Sector-led and commune-led food security and nutrition activities
4. Food security and nutrition activity mapping
5. Integrating food security and nutrition activities in commune development frameworks & investment plans
6. Evaluation and closing

Each session is organized in specific contents which consist each of:

- Teaching method



Presentation



Group exercise

- Goal (learning objective)
- Duration of content session
- Materials needed
- Number and preview of related power point slide
- Instruction (for group exercises) or presentation notes (for presentation)
- Notes to facilitator

Advanced preparation and materials

The facilitators should arrange for a venue and invite commune councilors at least two weeks before the short course. The facilitators should also invite **Care Group Leaders (or leader of village health support group, leader of mother support group) or Key-farmers** who can present the community-led food security and nutrition approach that they follow (see session 3.2).

On the days of the short course, facilitators should arrive at the venue early to ensure that it is clean and arranged as it was planned. Enough time should be given for the facilitators to prepare and test the technology and materials used during the sessions. The following materials are needed for the short course sessions:

- Equipment: Computer, Projector

- Stationary: flipchart paper and stands, markers and pens, press stick, cards of different colours, masking tape, circle stickers
- Materials for participants: Booklet Supportive Document on Integrating Socially Inclusive Food Security and Nutrition into CDP and CIP, printed copies: handout, pre- and post-course assessment, puzzle game (4 times), printed posters of 2nd NSFSN 2019-2023
- Materials for facilitator: Facilitator's guide, power point presentation, notepad for own observational notes or questions, video on Village Nutrition Day
- Attendees lists
- Refreshments

Evaluation of the short course

A **pre-test** at the beginning of the course will give the trainers an idea of the participants' knowledge and needs.

A **post-test** at the end of the course will show how well the participants learned the information and mastered the skills taught in the course.

On the last day, participants will be asked for feedback on the training with an evaluation form.

Venue for the short course

The selected venue for the short course should have enough space to accommodate approx. 50 people who will engage in group discussions and group work. Preferably, the venue should provide chairs and tables as well as free walls where flipchart paper can be displayed. The venue needs to be reached comfortably by all participants.

If the venue does not provide it, the facilitators should bring along a projector and screen for the PowerPoint presentation.

Duration and time frame of the short course

The short course materials are designed for a short course that lasts two consecutive days. The timeframe given below is a generic estimate and can be slightly adjusted by facilitators in order to accommodate the training needs of the participants. It is recommended to not skip or alter the sequence of the sessions and specific contents within sessions as the order of topics is designed to gradually build up on knowledge.

PROPOSED AGENDA

Time	Session	Specific content
DAY 1		
8:30-9:00	REGISTRATION (30 min)	
9:00-10:30	Session 1. Welcome and introduction	1.1 Formal welcome notes, Introduction to 2 nd NSFSN19-23 (60 min) 1.2 Objectives and outline of course (10 min) 1.3 Introduction participants (20min)
10:30-10:45	TEA BREAK (15 min)	
10:45-11:00		1.4 Pre-course knowledge assessment (15 min)
11:00-12:00	Session 2. Understanding food security and nutrition	2.1 Importance of food security and nutrition (individual, community, country) (30 min) 2.2 Understanding of malnutrition (30 min)
12:00-13:30	LUNCH (90 min)	
13:30-15:00		2.3 Causes of malnutrition (50 min) 2.4 Reducing food insecurity and malnutrition (40 min)
15:00-15:15	TEA BREAK (15 min)	
15:15 -17:00	Session 3. Sector-led and commune-led food security and nutrition activities	3.1 Sector-led nutrition actions (30 min) 3.2 Commune-led nutrition actions (60 min) 3.3 Reflection and closure of the first day (15 min)

DAY 2		
8:30-9:00	Recap REGISTRATION (30 min)	
9:00-10:30	Session 4. Food security and nutrition mapping	4.1 Welcome and course outline of second day (15 min) 4.2 Sector-led and commune-led FSN activities (Reflection of previous day) (30 min) 4.3 FSN activity mapping (45 min)
10:30-10:45	TEA BREAK (15min)	
10:45-11:30		4.3 FSN activity mapping - presentation (45 min)
11:30-12:00	Session 5. Integrating food security and nutrition activities in CDP/CIP process	5.1 Problems, needs, solutions analysis (30 min)
12:00-13:30	LUNCH (90 min)	
13:30-15:30		5.1 Problems, needs, solutions analysis presentation (40 min) 5.2 Setting priorities and including activities in the CDP/CIP process (80 min)
15:30-15:45	TEA BREAK (15 min)	
15:45-17:00	Session 6. Evaluation and closing	6.1 Post-course knowledge assessment (15 min) 6.2 Evaluation of the short course (30 min) 6.3 Farewell (30 min)

Sources used for the preparation of this facilitator's guide:

CARD. 2020. Second National Strategy on Food Security and Nutrition 2019 – 2023.

CARD. 2020. Supportive Document on Integrating Socially Inclusive Food Security and Nutrition into the Commune Development Plan and Commune Investment Program Process at Commune/Sangkat level.

FAO. 2004. Family Nutrition Guide. Available at <http://www.fao.org/3/y5740e/y5740e00.htm#Contents>

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USAID Advancing Nutrition. 2020. Designing Effective Nutrition-Sensitive Agriculture Activities. Facilitator's Guide. Available at https://www.advancingnutrition.org/sites/default/files/2020-02/designing_nutr-sens_agri_facil_guide_0.pdf

WHO. 2019. 5 keys to a healthy diet. Available at https://www.who.int/nutrition/topics/5keyshealthydiet_brochure.pdf?ua=1

WFP & SUN/REACH. 2016. Compendium of actions for nutrition. Available at <https://www.unscn.org/en/unscn-publications?idnews=1384#:~:text=The%20Compendium%20of%20Actions%20for,classified%20in to%203%20evidence%20categories.>



Presentation

Session 1. Welcome & introduction

Content 1.1. Formal welcome and introduction of NSFSN2019-2023

GOAL

To formally welcome participants and introduce the new NSFSN2019-23 and its relevance for Commune level Development and investment programs. Introduction of the CARD trainer pool.

DURATION

60 MIN

MATERIALS

Handout 1.1, supportive document (booklet)

SLIDE 1



PRESENTATION NOTES

- Formally welcome all participants and introduce the facilitators of the short course. Give a short overview on the trainer pool of CARD and its mission and vision.
- Explain to participants that there is the new NSFSN 2019-23 which aims to improve food security and nutrition in Cambodia. The strategy acknowledges that food security and nutrition activities need to be led by communities who know what is needed within their neighborhoods. Refer to Handout 1.2 to emphasis on the strategic framework and joint priorities of the NSFSN 2019-2023.
- The strategy also acknowledges the decentralization reform of NCDDs and the process of Commune Development Planning (CDP) and Commune Investment Program (CIP) which is essential for including food security and nutrition on the agenda at local level. The supportive document on Integrating Socially Inclusive Food Security and Nutrition into the CDP and CIP was developed to assist the implementation of the NSFSN2019-2023 at subnational level and was approved by NCDDs.
- In order to strengthen the subnational implementation of the 2nd NSFSN 2019-2023, selected provinces have started to establish multi-sectoral coordination committees at provincial level. These Subnational Coordination Committees shall strengthen the structures from provincial to district, commune and village level for food security and nutrition (including knowledge, reporting and advocacy for food security and nutrition). Currently, Subnational Coordination Committees for Food Security and Nutrition are established in Kampot, Kampong Thom, Ratanakiri and Kampong Chhnang, supported by GIZ and HKI, respectively.

NOTES TO FACILITATOR

Respective welcome remarks and welcome speeches by authorities shall precede this opening remark.



Presentation

Session 1. Welcome & introduction

Content 1.2. Objectives and outline of the short course (Objectives)

GOAL

To inform participants about the overall objectives of the course

DURATION 5 MIN

MATERIALS -

SLIDE 2

Short course objectives

- ☐ To understand and describe food security and nutrition activities
- ☐ To prioritize food security and nutrition for the development of communes and villages
- ☐ To obtain skills & tools to include food security and nutrition in the CDP and CIP process



PRESENTATION NOTES

- Read and explain the objectives of the course to participants
- Ask whether there are any questions.

NOTES TO FACILITATOR

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Presentation

Session 1. Welcome & introduction

Content 1.2. Objectives and outline of the short course (Outline)

GOAL

To inform participants about the short course outline

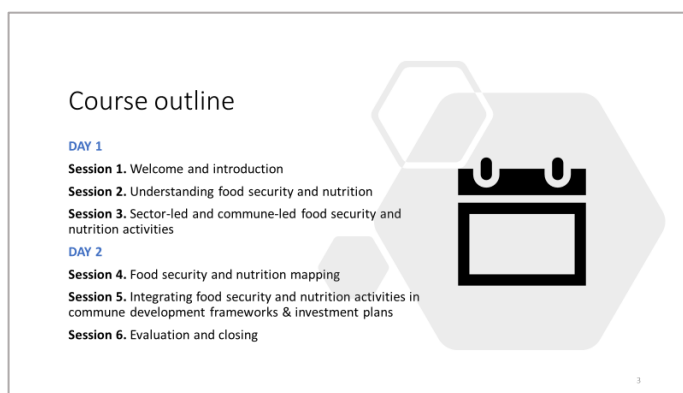
DURATION

5 MIN

MATERIALS

Handout 1.2

SLIDE 3



PRESENTATION NOTES

- Explain that the workshop is planned for the duration of 2 days.
- Read the session names and explain the contents of each session.
- Ask participants whether there are other topics which should be added to the outline.
- Refer to handout 1.2 which shows the detailed contents of each session and break times.

NOTES TO FACILITATOR

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Group Exercise

Session 1. Welcome & introduction

Content 1.3. Introduction of participants

GOAL

To make participants feel comfortable with each other.

DURATION 20 MIN

MATERIALS -

SLIDE 4

Introduction of participants



PRESENTATION NOTES

- Give each participant a chance to introduce themselves with their names, their position and the commune in which they live.
- You may include a game that enables a more active introduction round.
- Example of game: Ask participants to stand according to their geographical place of stay. Create an imaginary province in the room and indicate where is north/south and east/west. Ask participants to stand where their communes are located. Then each participant can introduce him/herself according to where they live, their names and position.

NOTES TO FACILITATOR

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Group Exercise

Session 1. Welcome & introduction

Content 1.4. Pre-course knowledge assessment

GOAL

To assess participants' knowledge before the course

DURATION

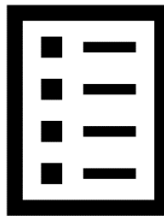
15 min

MATERIALS

Printed pre-/post-test

SLIDE 5

Pre-course knowledge assessment



PRESENTATION NOTES

- Explain to participants that there will be a pre-and post-course test in order for us to see whether we achieved the short course objectives and where we may need to improve. Give each participant a pre-course knowledge assessment questionnaire.
- Give participants 30 min to fill in the questionnaire to their best knowledge.
- Collect all questionnaires and keep at designated folder. The correct answers for the questionnaire can be found in Annex 1.

NOTES TO FACILITATOR

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Session 2. Understanding food security and nutrition

Group
Exercise

Content 2.1. Importance of food security and nutrition (individual, community, country)

GOAL

To make participants think about the importance of food security and nutrition

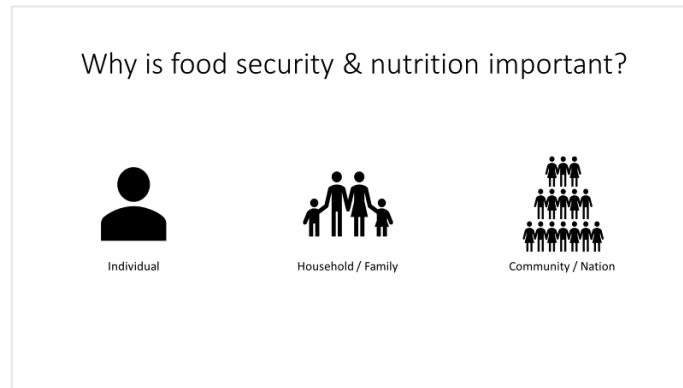
DURATION

20 min

MATERIALS

colour cards and press stick (or large sticky notes), pens

SLIDE 6



INSTRUCTIONS

- Hand out colour cards (or large sticky notes) and pens to each participant
- ASK the question “Why is food security and nutrition important? Why do you think it is important for the individual, for the household, and for the community and Nation?”
- Give participant approx. 10 min to write their answers
- Participants should write each answer/thought on a paper
- Discussions among participants are allowed
- While participants write down their answers, you can prepare the wall and mark the space (with words or drawings) for the individual – household – community/nation where answers will be pasted during discussion
- Once participants are finished or the time is up, ask participants to share their answers
- Paste each paper on the wall and categorise according to the individual, household, community/nation level
- Elaborate on upcoming answers and open the discussion with the group if questions arise
- Possible answers for individual level: it makes people well nourished, it strengthens the immune system, it makes people strong, it makes people happy, food security means that there is enough food around and enough food on the table, healthy nutrition saves lives, healthy nutrition makes people productive
- Possible answers for household level: it makes children grow, it makes children smart, food security for the family means that everyone in the household gets enough food and good quality of food, food is prepared at home, meals make the family eat together and socialize, good nutrition for the household can save money (e.g. through saving medical bills or growing own food) and may increase income (through more productive members or own food production)
- Possible answers for community/national level: strong and healthy people can work well and get employment, to produce food means one can eat and earn an income, food can be produced by

farmers and further processed in factories, there is employment in the food sector, e.g. supermarket, restaurant, overall more productive citizens and economic growth

Ask further questions:

- Is there malnutrition in your area? Who is most affected by it? (This can refer to age groups, gender, socio-economic or livelihoods groups).

NOTES TO FACILITATOR

The aim of this exercise is to make participants think about food security and nutrition. There are no right or wrong answers; but the facilitator should guide the answers towards clarifying concepts or meaning and engage participants into discussing the different answers with each other.



Presentation

Session 2. Understanding food security and nutrition

Content 2.1. Importance of food security and nutrition

GOAL

To explain the concepts of food security and nutrition

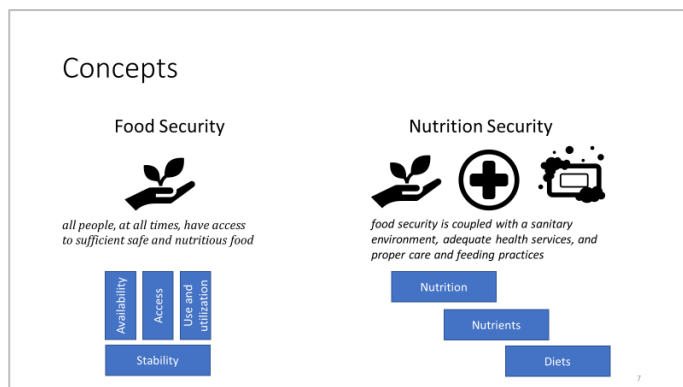
DURATION

10 MIN

MATERIALS

Handout 2.1, booklet

SLIDE 7



PRESENTATION NOTES

- Read out loud the definition of food security. Repeat the definition with your own words and ask participants if they understand the concept.
- Explain to participants that food security relies on four building blocks: availability, access, use and utilization and stability.
- Read out the definition of nutrition security. Repeat with your own words and ask whether all understand.
- Explain that often the words nutrition, nutrients and diets are used when talking about food security and nutrition.
- Nutrition: Intake of food.
- Nutrients: Are small substances in food. They are building blocks for our body. There are macronutrients (carbohydrates, fats and proteins) and micronutrients (vitamins and minerals).
- Diets: The kinds of food a person habitually eats.
- Refer to the booklet, p7 onwards participants can find the definitions.

NOTES TO FACILITATOR

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Presentation

Session 2. Understanding food security and nutrition

Content 2.2. Understanding malnutrition - Types of malnutrition

GOAL

To explain types of malnutrition

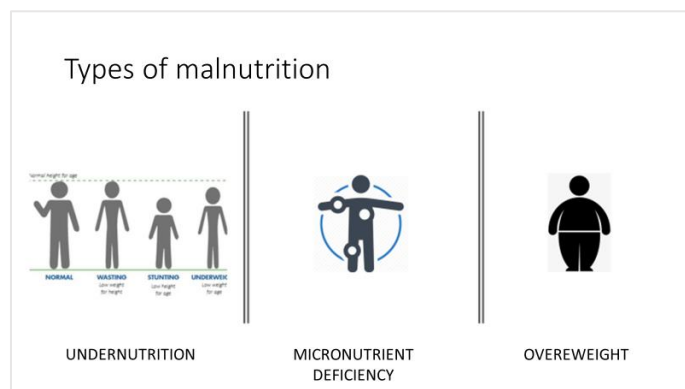
DURATION

10 MIN

MATERIALS

Handout 2.2a

SLIDE 8



PRESENTATION NOTES

- Malnutrition is a general term that includes undernutrition, micronutrient deficiencies and overweight
- Food security contributes to malnutrition but food security alone does not guarantee a healthy nutrition. Healthy nutrition also requires a healthy body (free from disease), access to quality health services, adequate care and a healthy and clean environment (including access to clean safe water).
- Malnutrition is mostly identified by measuring a person's weight or height and comparing it to a healthy population standard
- Wasting: Is a form of undernutrition that is acute (short term). A person is wasted if the weight is too low for the height. It is also commonly described to as thinness. Wasting is what we see among communities during famine or in families who struggle to get enough food.
- Stunting: Is a form of undernutrition that is chronic (long term). A person is stunted if the height is too low for the age. It can also be described as short stature. Stunting is often hard to see. A child can look healthy but is noticeably short for his/her age. Stunting is a result from inadequate food intake (e.g. lack of micronutrients) over a long time.
- Underweight: A person is underweight if the weight is too low for their age. It is not a specific measure because it can include children who are stunted, wasted or just small for their age.
- Micronutrient deficiency: A person does not get enough vitamins and minerals that are needed for proper growth and development.
- Overweight or obesity: A person's weight is too high for his/her height. Overweight is a problem because it can lead to other diseases, such as diabetes and high blood pressure.

NOTES TO FACILITATOR

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Presentation

Session 2. Understanding food security and nutrition

Content 2.2 Understanding malnutrition – Cycle of malnutrition

GOAL

To explain importance of good nutrition throughout the lifecycle

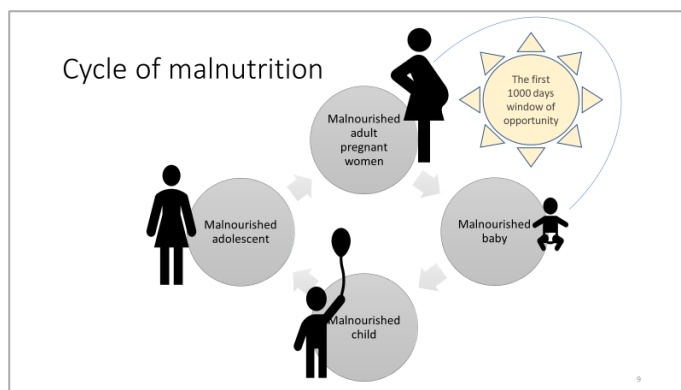
DURATION

10 MIN

MATERIALS

Handout 2.2b

SLIDE 9



PRESENTATION NOTES

- Malnutrition can be cyclical. It can start with an undernourished pregnant woman. That means that her body does not get the nutrition it needs.
- What are the consequences here? If the mother is undernourished, the infant is also undernourished.
- What are the consequences if the infant is undernourished? The undernourished infant often also grows up to become an undernourished child such as a stunted child and an undernourished adolescent.
- What are the consequences here? The undernourished adolescent often becomes an undernourished woman who may continue to be undernourished during pregnancy. The cycle starts again.
- The first 1000 days window of opportunity relate to the life of a child from conception to the 2nd birthday. Good nutrition for the pregnant mother and the young child has a profound effect on a child's development.

NOTES TO FACILITATOR

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GOAL

To explain the basics of a healthy diet

DURATION

10 MIN

MATERIALS

Handout 2.2c

SLIDE 10



PRESENTATION NOTES

A healthy lifestyle can prevent you from non-communicable diseases such as heart disease, stroke, diabetes, cancer and chronic respiratory disease. A healthy lifestyle includes a healthy diet and regular physical exercises (staying active).

A healthy diet can be achieved by following 5 keys. These 5 keys include breastfeeding, eating a variety of foods, eating plenty of vegetables and fruits, eating only moderate amounts of fats and oils, and eating as little as possible salt and sugars.

KEY 1: Breastfeed babies and young children

- From birth to 6 months of age, feed babies exclusively with breast milk (i.e. give them no other food or drink), and feed them "on demand" (i.e. often as they want, day and night)
- At 6 months of age, introduce a variety of safe and nutritious foods to complement breastfeeding, and continue to breastfeed until babies are 2 years of age or beyond.
- Do not add salt or sugars to foods for babies and young children

KEY 2: Eat a variety of foods

- Eat a combination of different foods, including staple foods (e.g. cereals such as wheat, barley, rye, maize or rice, or starchy tubers or roots such as sweet potato, yam, taro), legumes (e.g. lentils, beans), vegetables, fruit and foods from animal sources (e.g. meat, fish, eggs and milk)

KEY 3: Eat plenty of vegetables and fruit

- Eat a wide variety of vegetables and fruit
- For snacks, choose raw vegetables and fresh fruit, rather than foods that are high in sugars, fats or salt
- Avoid overcooking vegetables and fruit to avoid the loss of nutrients
- When using canned or dried vegetables and fruit, choose varieties without added salt and sugars

KEY 4: Eat moderate amounts of fats and oils

- Use unsaturated vegetable oils (e.g. olive, soy, sunflower or corn oil) rather than animal fats or oils high in saturated fats (e.g. butter, ghee, lard, coconut)
- Choose white meat (e.g. poultry) and fish, which are generally low in fats, in preference to red meat
- Eat only limited amounts of processed meats because these are high in fat and salt
- Where possible, opt for low-fat or reduced fat versions of milk and dairy products
- Avoid processed, baked and fried foods that contain industrially produced trans-fat

KEY 5: Eat less salt and sugars

- When cooking and preparing foods, limit the amount of salt and high-sodium condiments (e.g. soy sauce and fish sauce)
- Avoid foods (e.g. snacks), that are high in salt and sugars
- Limit intake of soft drinks or soda and other drinks that are high in sugars (e.g. fruit juices, cordials and syrups, flavoured milks and yogurt drinks)
- Choose fresh fruits instead of sweet snacks such as cookies, cakes and chocolate

NOTES TO FACILITATOR

There is a lot of content in this slide, try to engage participants and ask them what they think.



Presentation

Session 2. Understanding food security and nutrition

Content 2.3 Causes of malnutrition

GOAL

To explain causes of malnutrition

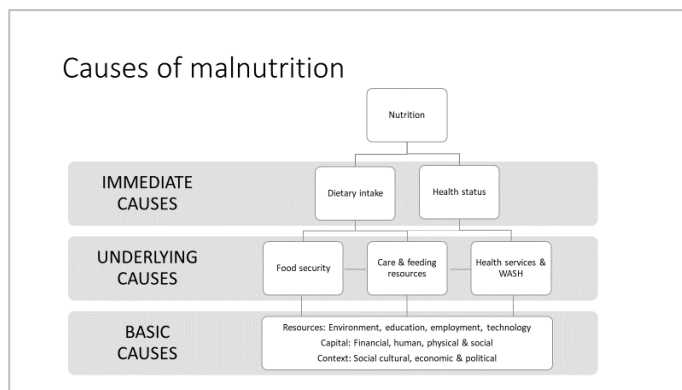
DURATION

10 MIN

MATERIALS

Handout 2.3

SLIDE 11



PRESENTATION NOTES

- Malnutrition has many causes at different levels. There are many reasons why a child or adults becomes undernourished. The causes are different from person to person but we can divide them into immediate, underlying and basic causes.
- **Immediate causes** for malnutrition are poor diets (not enough or not the right kind of food) and the presence of disease. A **poor diet** may be due to insufficient breastmilk, meals that are too small, infrequent meals, poor variety of food and low concentration of nutrients in foods (e.g. too watery). **Sick people** may not eat much, absorb few nutrients, lose nutrients from the body, use up nutrients in the body more quickly (e.g. during fever).
- The immediate causes can be influenced by the **underlying causes**. These include family food shortages (e.g. **household food insecurity**). These can be due to lack of money for food, low production of family food, poor food storage and preservation, poor choices and budgeting.
- Another underlying cause is not enough **resources for mothers and family to care and feed** their children (such as time, available caretakers, financial resources). These care and feeding practices include the way families feed young children and encourage them to eat; the way families care for women (especially during pregnancy, childbirth and breastfeeding) and for sick and old people; the way food is prepared and the level of hygiene in the home; and the ways families prevent and treat illnesses at home and use health facilities.
- Another underlying cause is **unhygienic practices and environment, and poor health services**. Poor living conditions include insufficient water, inadequate sanitation and over-crowded housing. Shortages of medicines and skilled health staff increase the risk of disease. Inadequate environmental sanitation services increase the risk of food-borne infections.
- The underlying causes are influenced by the **basic causes**. These causes refer to the household's resources, such as land, education, employment, income, technology. It also refers to capital of communes or institutions, such as finances, human resources, social networks and trust. And it

refers to the general context of a region or country, such as cultural, economic and political context.

NOTES TO FACILITATOR

The handout is slightly different than the slide, including pictures. Refer to the handout and the relevant pictures.

There is a lot of content in this slide, try to engage participants and ask them what they think.



Session 2. Understanding food security and nutrition

Content 2.3 Causes of malnutrition – Problem tree exercise

Group Exercise

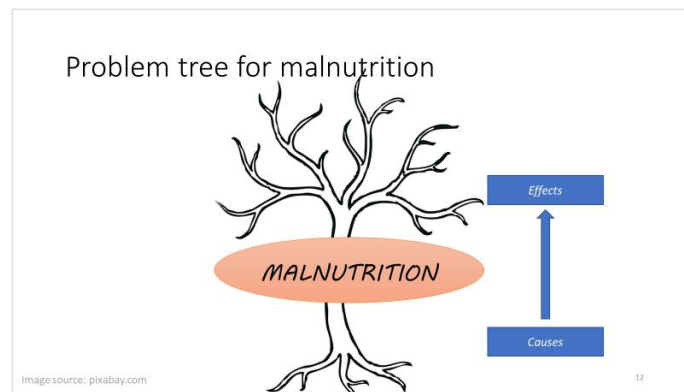
GOAL

To make participants think about the causes of malnutrition in their villages and clarify the basic food security and nutrition concepts.

DURATION 40 min

MATERIALS flipchart, cards, pens and markers

SLIDE 12



INSTRUCTIONS

Problem trees represent a powerful visualization technique for consensus building and participatory problem solving. How does this technique work? Participants identify the causes of a problem and organize them according to cause-effect relationships.

- Organize participants into four groups, each led by a group facilitator
- Hand out colour cards (or large sticky notes, one colour), pens and flipchart paper to each group. Each group should have enough physical space to hold discussions without disturbing the others and enough wall space to display the large flipchart paper.
- Ask the participants to write on the cards which they think are the main causes of malnutrition in their communes. Participants should write one cause per card, no more than 3 to 4 words. Participants have 15 min to write down their thoughts.
- When the participants have completed their cards, ask them to gather up all the cards and get rid of any duplicates.
- Cluster the cards by theme, e.g. health issues, agricultural issues, employment issues, education issues.
- Using participants' suggestions, start placing the cards into a problem tree and encourage the discussion of the cause effect relationships. Make sure everyone is participating. The problem tree will be build towards the branches. Causes are placed just above the problem they are believed to cause. One problem can have several causes.
- The group facilitators should assist participants in combining the cards into a well-structured problem tree.
- Participants can have 30 minutes to arrange their cards and build causal relationships in the tree.
- Once groups have completed the task, ask a representative of each group to present the problem tree to the other groups. Encourage discussion between the different groups.

NOTES TO FACILITATOR

The role of the facilitator is to stimulate discussion and debate and not that of building the tree by him or herself! There is no single model of a correctly designed tree. The position of the cards is always open to debate. Different participants may have different perceptions and, indeed, the cards can be moved around on the “branches” of the tree until agreement is reached. The facilitator’s role is to help participants come to an agreement, while ensuring that the “logic” of the tree be respected.



Presentation

Session 2. Understanding food security and nutrition

Content 2.4 Reducing food insecurity and malnutrition

GOAL

To describe and discuss different areas of action that can impact on food insecurity and nutrition

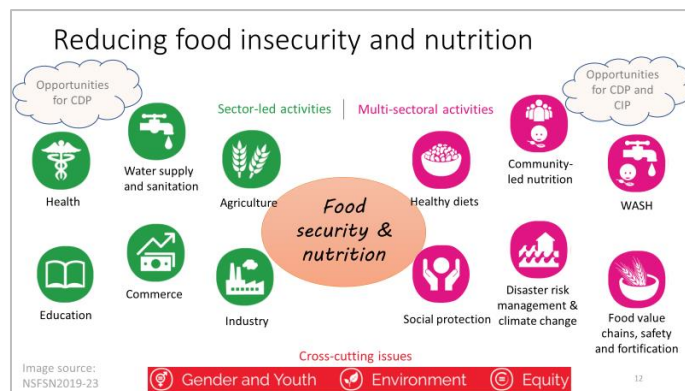
DURATION

10 MIN

MATERIALS

-

SLIDE 13



PRESENTATION NOTES

- As we have seen, there are many causes for food security and nutrition. In order to combat food insecurity and malnutrition, there need to be multiple strategies to address it. No single intervention can combat it. The action areas you see in this slide are the sector-led activities and joint priority areas that are stated in the 2nd National Strategy for Food Security and Nutrition 2019-2023.
- Areas to impact food security and nutrition are health, agriculture, education, water supply and sanitation, industry and commerce. **These areas are often referred to as sector-led activities – it means it has a ministry that is responsible for the activities. They are green in the presentation. These areas can be included in the CDP.**
- Then there are areas that enquire several sectors to work together, such as healthy diets, social protection, food value chains, food safety and fortification; disaster risk management and climate change, community-led nutrition and WASH (Water, sanitation and hygiene). **These are called multi-sectoral activities. They present opportunities to be included in the CDP and CIP. See the pink areas.**
- There are also areas that are **cross-cutting**. That means these areas need attention in all sector-led and multi-sectoral activities. These include gender and youth, environment and equity.

NOTES TO FACILITATOR

The aim is not that all participants will learn all areas that impact on food security and nutrition but rather to realized how many different areas can have a positive impact on food security and nutrition. Also make sure that you explain terms well, in case participants do not understand, e.g. social protection, difference between water and sanitation and nutrition-sensitive WASH.



Session 2. Understanding food security and nutrition
Content 2.4 Reducing food insecurity and malnutrition - Puzzle

Group
Exercise

GOAL

To repeat and reflect the different areas (sector-led, multi-sectoral, and cross-cutting) that can impact on food security and nutrition.

DURATION

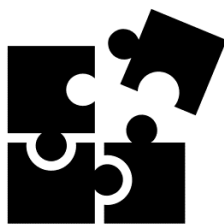
30 min

MATERIALS

puzzle base (cloth) and puzzle pieces

SLIDE 14

How to reduce food insecurity and malnutrition?



8

INSTRUCTIONS

- Place the puzzle sheet on the ground and give every participant puzzle pieces in their hands until no pieces are left.
- Ask participants to have a look at the puzzle base and try to find the place where their piece will fit.
- Ask one after one participant to place their puzzle piece onto the base **and ask them to explain how this piece is connected to food security and nutrition.**
- Try to avoid that all participants place the puzzle pieces at the same time, because then there will be no discussion possible.

NOTES TO FACILITATOR

The aim of this exercise is not to complete the puzzle as quickly as possible, but to use the puzzle to have participants engaged in a discussion on the sector-led and multi-sectoral activities related to food security and nutrition.



Group Exercise

Session 3. Sector-led and commune-led food security and nutrition activities

Content 3.1 Sector-led nutrition actions at commune level – Market chat

GOAL

To make participants think about sector-led activities for food security and nutrition in their communes

DURATION

30 min

MATERIALS

Handout 3.1

SLIDE 15

Role play – Meeting at the market



INSTRUCTIONS

- Divide participants in 4 groups and refer to handout 3.1.
- The handout refers to the sectors Health, Agriculture, Water supply and sanitation, and Education.
- The role play will show a scene at the local market where a person meets a friend who works at the respective Provincial Department. The person will ask his/her friend to explain what is done for food security and nutrition in their commune.
- Each group should think which activities of the respective sector are carried out in their communes or districts.
- Each group will identify two persons who will take part in the role play. One person will be the Government official and the other person will be the friend who meets the official at the market and asks the questions. Participants have 10 min to prepare.
- The role play should not take longer than 5min.
- After the scene ask the group whether they felt there was something missing that the selected government official did not mention. Then ask all the participants whether they understood and whether they had any further questions or comments.
- All four market scenes with different government officials should be played through.

NOTES TO FACILITATOR

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Presentation

Session 3. Sector-led and commune-led food security and nutrition activities

Content 3.2 Commune-led food security and nutrition actions

GOAL

To describe and discuss commune-based interventions for food security and nutrition

DURATION 5 MIN

MATERIALS Handout 3.2

SLIDE 16



PRESENTATION NOTES

- What do we mean by commune-led food security and nutrition activities?
- Sector-led activities for food security and nutrition, such as nutrition counselling or malnutrition treatment at health clinics or school meals, are led and budgeted by the respective line departments. These activities may be added to the commune development frameworks during the CDP process but they are still financed by the line departments.
- Commune-led food security and nutrition activities are activities that can be planned and budgeted by the commune councils to respond to the specific local issues related to food insecurity and malnutrition.
- Commune-led nutrition may address the multi-sectoral priorities as stated by the NSFSN 2019-2023 but may not be limited to them.
- Commune-led activities strongly support equal services for all, community mobilization and social behavior change.

NOTES TO FACILITATOR

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Presentation

Session 3. Sector-led and commune-led food security and nutrition activities

Content 3.2 Commune-led food security and nutrition actions

GOAL

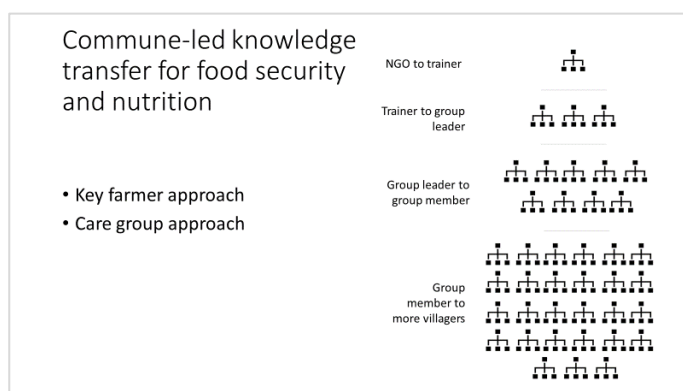
To describe and discuss commune-based interventions for food security and nutrition

DURATION 30 MIN

MATERIALS flipchart, marker

For this exercise, care group leaders and key-farmers should be invited to tell the audience about this approach.

SLIDE 17



PRESENTATION NOTES

- Ask if there is someone in the group who knows the approach (key farmer and care group) and can explain it to the others.
- Ask the invited Key-Farmer to explain what s/he is doing and how s/he contributes to the commune's food security and nutrition.
- Ask the invited Care Group Leader to explain what s/he is doing and how s/he contributes to the commune's food security and nutrition.
- After both persons have presented their activities, invite the participants to ask questions to the Key-Farmer and Care Group Leader. Encourage a discussion that highlights the advantages and challenges of this approach. Also ask whether the participants heard of similar approaches by other organizations that work in the local area.
- Discuss with participants which elements of the Key-farmer and Care Group approach may be considered in the CDP and CIP. Write points on the flipchart paper.

NOTES TO FACILITATOR

Notes on the flipchart will be important for the development and investment planning exercise on the second day. Therefore, do not throw notes away and make them available for the second day.



Presentation

Session 3. Sector-led and commune-led food security and nutrition activities

Content 3.2 Commune-led food security and nutrition actions

GOAL

To describe and discuss commune-based interventions for food security and nutrition

DURATION

25 MIN

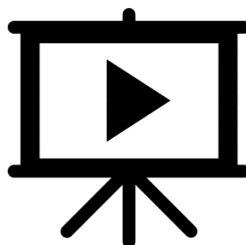
MATERIALS

video and audio, flipchart and marker

SLIDE 18

Public media campaigns

- Village Nutrition Days



PRESENTATION NOTES

Show video and ask participants the following questions:

- Do you have any questions to the video?
- Have you ever participated in this or a similar event? What were your experiences?
- What do you think could be the advantages of this approach?
- What do you think could be the challenges when carrying out the village nutrition day?
- If you as commune councilor want to include an event like this into your investment planning, what do you think you need to consider? (e.g. how often during the year, main messages, main stakeholders, equipment, venue)

Write on the flipchart which elements of the Village Nutrition Day may be considered in the CDP and CIP.

NOTES TO FACILITATOR

Notes on the flipchart will be important for the development and investment planning exercise on the second day. Therefore, do not through notes away and make them available for the second day.



Group
Exercise

Session 3. Sector-led and commune-led food security and nutrition activities

Content 3.3. Closure of the first day

GOAL

To round up and reflect on the first day

DURATION

15 min


MATERIALS

Flipchart with mood meter, circle stickers

SLIDE 19




Reflection of first day

- What did you learn today what was new to you?
- What did you like most about today?
- What will you tell your family and friends about today when you go home?



INSTRUCTIONS




- Tell the participants that we have reached the end of the first day of the course.
- Thank participants for their ongoing engagement and acknowledge that the day has been filled with a lot of information.
- Summarise the day, what sessions were held, what exercises were done. Perhaps show related flipcharts and cards on the walls.
- Ask participants to reflect on the questions that are on the slide and share their opinions with each other.
- Ask participants to take a sticker and stick it on the mood meter prepared on the flipchart

ការវាស់វែងអារម្មណ៍ / MOOD Meter		
		

- The facilitators can also highlight what they learned during the day and how much they appreciate the good work of the group.

NOTES TO FACILITATOR

After the reflection round, close the course. Remind everyone on the time the group will meet tomorrow.

Internal reflection Facilitators' reflection of the 1 st day				
GOAL Facilitators reflect on the first day of the course		DURATION 45 min MATERIALS Copy of reflection table as below		
Please fill in the level of satisfaction for the following categories:				
	 Very satisfied	 Satisfied	 Not satisfied	Additional comments
Overall atmosphere of the course				
Engagement of participants				
Time management				
Flow of the session contents				
Contents of each session were understood by facilitator				
Contents of each session were understood by participants				
Presentation slides and notes				
Group exercises and instructions				
Learning outcomes achieved				
Any other comment on what worked well and what did not work well. Any suggestion for future courses.				

----- **END OF DAY 1** -----



Presentation

Session 4. Commune food security and nutrition activities

Content 4.1 Welcome and overview of the second day

GOAL

To welcome the participants to the second day of the workshop and introduce the day's contents

DURATION 15 MIN

MATERIALS -

SLIDE 20

Welcome to the 2nd day

DAY 2

Session 4. Food security and nutrition mapping

Session 5. Integrating food security and nutrition activities in commune development frameworks & investment plans

Session 6. Evaluation and closing

Welcome

Image source: needpix.com

20

PRESENTATION NOTES

- Welcome the group to the second day of the workshop.
- Give a brief overview on the topics discussed the previous day.
- Ask if there are any open questions or thoughts related to the previous day.
- Introduce the schedule for the day and the contents of the different sessions.

NOTES TO FACILITATOR

-



Group Exercise

Session 4. Food security and nutrition activity mapping

Content 4.2 Reflection on sector-led and commune-led food security and nutrition actions – Vote with your feet

GOAL

To make participants think about the previous day's content and reflect on sector-led and commune-led food security and nutrition activities

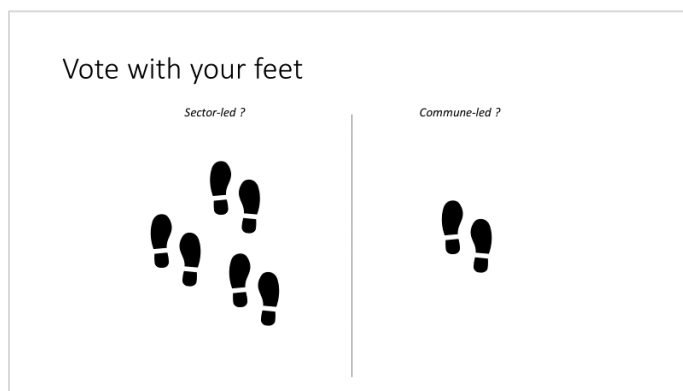
DURATION

30 min

MATERIALS

duct tape, two papers and pen

SLIDE 21



INSTRUCTIONS

Read out the following examples of sector-led and commune-led activities and let people vote by walking to the correct site of the line.

- Example 1: The Provincial Department of Health provides tools and training to nurses to adequately measure height and weight of children under 5 years to determine and council any form of malnutrition.
Solution: Sector-led activity
- Example 2: A village nutrition day was organized. On that day the Provincial Department of Health gives information on child nutrition, the Provincial Department of Agriculture provides information on chicken rearing, a local NGO provides information on building fish ponds and a local small business showcases a solar dryer which can be used by local farmers to dry food.
Solution: Commune-led activity
- Example 3: The Provincial Department of Water Supply and Sanitation makes sure that the main water supply for human consumption in the village is build. As such clean water to many households is ensured and this will help people for follow handwashing routines much better.
Solution: Sector-led activity
- Example 4: A local NGO was asked to train and equip outstanding farmers in the village to support other farmers in producing different foods that can contribute to a healthy diet and can generate income to the farmers' households.
Solution: Commune-led activity
- Example 5: There are many households in the village that have little knowledge on healthy diets for all household members. A Village Health Support Group Volunteer was specifically trained to council families from door to door on good nutrition for all household members, nutrition for pregnant women,

during breastfeeding and good child nutrition.

Solution: Commune-led

Once every participant decided on a side to stand, ask the group on each side why they voted the way they did and let them explain their choice. Sometimes there may be good reasons why there are different opinions.

NOTES TO FACILITATOR

This exercise is aimed to have participants reflect on the information shared during the previous day. It is not simply about right or wrong but to engage participants on why they chose the answer. Also try to relate to the exercise and stories which were done during the previous day to remind participants on the contents of the previous day.



Group Exercise

Session 4. Food security and nutrition activity mapping

Content 4.3 Sector-led and commune-led food security nutrition actions – Mapping exercise

GOAL

To make participants map existing sector-led and commune-led food security and nutrition activities in their areas

DURATION

90 min

MATERIALS

flipchart, colour marker/pens, sticky notes/cards, map of Province

SLIDE 22



INSTRUCTIONS

- Divide participants into four groups according to neighbouring communes
- Ask the groups to think about the activities that are related to improving food security and nutrition which are happening in their communes
- Ask participants to draw a map of their communes and highlight the different food security and nutrition activities into the map by using different colours for different activities, actors and beneficiaries.
- Use the following colours as indicated in the slide:
Blue: Sector-led activities
Red: Commune-led activities
Green: Actors
Yellow: Beneficiaries
- Once all activities, actors and beneficiaries are mapped, ask participants to highlight any problems or needs in their communes with black in the map, ask them specifically to highlight the vulnerable groups in their village.
- After 45 min of mapping ask the groups to identify two persons who will present the map to the other groups. Each group has 10 min to present.
- Give time for questions and discussions.

NOTES TO FACILITATOR

This exercise is important because it makes participants think about the activities already happening in their communes but also makes them start to think about possible problems and needs. Stick the maps to the wall, so that they can be seen for the rest of the workshop.



Group Exercise

Session 5. Integrating food security and nutrition activities in commune development plans and commune investment program

Content 5.1 Problems, needs, solutions

GOAL

To make participants think about problems, needs and solutions with regard to food security and nutrition in their communes

DURATION 70 min

MATERIALS Handout 2.2, 5.1.a and 5.1.b, flipchart, booklet

SLIDE 23

Problems, needs and solutions

Table 1.1: Problem, Cause and Solution

Problem	Location of Problem	Cause of Problem	Needs	Constraint	Solution	Comment of Indigenous People
1	2	3	4	5	6	7

INSTRUCTIONS

- The Problem, Cause and Solution Table (Table 1.1) is part of the CDP and CIP.
- Ask participants to stay in their four groups and give each participants handouts 5.1.a & b.
- Explain to participants that handout 5.1.a is the table that they should know from the CDP/CIP process.
- Handout 5.1.b is a list of possible problems, causes, needs and solutions. There are two main problems: 1) Inadequate food intake and 2) Malnutrition or disease. Each problem has a number of causes and for each cause there are related needs and a variety of solutions. This handout is built on the framework on causes of malnutrition (handout 2.2) and represents the idea of a problem tree as was presented during the previous day. Go with participants through the handout and explain it in detail. Ask participants whether they understand.
- Using handout 5.1.b. each group can decide for their communes which ones are the main problems, causes and needs as well as appropriate activities.
- The selected problems, causes, needs and solutions (activities) can then be transferred into the Table 1.1. (Handout 5.1.a.)
- Give the groups 30 min to prepare the table. Each group has 10 min to present
- After each group completed the table, each group shall present their table to the other groups. Give time for questions and discussions.

NOTES TO FACILITATOR

In order the fill in the table 1.1 adequately, it will be important that participants specify the target population as well as specific health conditions or specific food types where applicable.

Specific population groups:

- Pregnant women
- Mothers and young children
- School children

- Adolescents
- Elderly
- Poor people (ID poor)
- Indigenous people
- Women living alone (widows)
- Sick people or people with disabilities

Specific types of malnutrition and disease:

- Malnutrition: stunting, wasting, underweight, overweight
- Disease: Diarrhea, Worms, Infections, Anemia, Diabetes, High blood pressure

Specification regarding food:

- not eating enough food (all the time or during specific seasons)
- not eating a variety of food
- not eating healthy food (e.g. vegetables and fruits, nuts and legumes, animal-sourced foods)



Group
Exercise

Session 5. Integrating food security and nutrition activities in commune development plans and commune investment program

Content 5.2 Setting priorities and including activities in CDP/CIP tables

GOAL

Participants will integrate identified problems and solutions into the respective tables for commune development plan (CDP) and commune investment plans (CIP) process

DURATION

80 min

MATERIALS

Flipcharts from previous day (session 3.1 & 3.2), handouts 5.2.a&b, booklet p 22

SLIDE 24

Preparing CDP Framework

Table 1.2: Identification of Development Needs, Goals and Strategies

Development Needs 1	Development Goals 2	Development Strategy 3	Priority Activities 4

Table 1.3: List of C/S Prioritized Projects or Activities

No	Project or Activities	Planned Output		Location	Comment of Indigenous People
		Amount	Unit		

Table 1.4: The Estimated Costs for Prioritized Project or Activity

Project or Activity	Expected Source of Fund	Estimated Costs	Estimated Cost by Year				
			Year 1	Year 2	Year 3	Year 4	Year 5
Development Goal 1							
Development Goal 2							

24

INSTRUCTIONS

- Participant remain in their four groups.
- Provide each group with the handout 5.2.a – the tables for CDP/CIP processes.
- Each group has 30 min to include commune-led food security and nutrition activities in the table.
- You can encourage participants to use the booklet where examples on filling in the table are given.
- After the groups have completed the exercise, they should present the tables to each other, explaining the contents and logics of their tables. Each group has 10 min to present.
- Ask the groups what they found difficult and what was easy to plan for the food security and nutrition activities.

NOTES TO FACILITATOR

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Group
Exercise

Session 6. Evaluation and closing of the short course

Content 6.1 Post-course knowledge assessment

GOAL

To assess participants' knowledge after the course

DURATION

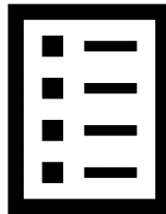
15 min

MATERIALS

Pre-/post-test

SLIDE 26

Post-course knowledge assessment



24

INSTRUCTIONS

- Explain to participants that we are now doing the post-course test in order for us to see whether we achieved the short course objectives and where we may need to improve. Give each participant a post-course knowledge assessment questionnaire.
- Give participants 30 min to fill in the questionnaire to their best knowledge.
- Collect all questionnaires and keep at designated folder.

NOTES TO FACILITATOR

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Session 6. Evaluation and closing of the short course

Content 6.2 Course evaluation

Group Exercise

GOAL

To have participants evaluate the short course with an evaluation form

DURATION

30 min

MATERIALS

Evaluation form

SLIDE 27

Course evaluation



Image source: common.Wikimedia.org

25

INSTRUCTIONS

- Tell the participants that we have reached the end of the course.
- Thank participants for their ongoing engagement and acknowledge that the day has been filled with a lot of information.
- Summarize the course, what sessions were held, what exercises were done. Highlight the completed CDP and CIP tables.
- The facilitators can also highlight what they learned during the day and how much they appreciate the good work of the group.
- Ask the participants to please fill in the evaluation form as we are very keen to improve the training to meet the commune councilors needs.

NOTES TO FACILITATOR

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Session 6. Evaluation and closing of the short course

Content 6.3 Farewell

Group Exercise

GOAL

To officially close the training and wish everyone fare well.

DURATION

SLIDE 28

Closure of short course training

**Thank
you!**

Image source: pixabay.com

27

INSTRUCTIONS

- Tell the participants that we have reached the end of the course.
- Thank each participant for their time and input in participating the short course and wish them farewell.




NOTES TO FACILITATOR

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Internal reflection Facilitators' reflection of the 2st day

GOAL Facilitators reflect on the second day of the course	DURATION 45 min MATERIALS Copy of reflection table as below
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Please fill in the level of satisfaction for the following categories:

	 Very satisfied	 Satisfied	 Not satisfied	Additional comments
Overall atmosphere of the course				
Engagement of participants				
Flow of the session contents				
Time management				
Contents of each session were understood by facilitator				
Contents of each session were understood by participants				
Presentation slides and notes				
Group exercises and instructions				
Learning outcomes achieved				

Any other comment on what worked well and what did not work well. Any suggestion for future courses.

----- END OF DAY 2 -----

Annex 1: Results of knowledge assessment

No	Question	Answer (only check one box)	Score
1	What are all forms of malnutrition?	<input type="checkbox"/> Stunting, wasting and underweight <input checked="" type="checkbox"/> Undernutrition, micronutrient deficiencies, overweight/obesity <input type="checkbox"/> Undernutrition and micronutrient deficiencies	
2	What are the first 1000 days window of opportunity for good nutrition and health?	<input type="checkbox"/> The time the baby is born to his/her 3 rd birthday <input type="checkbox"/> 1000 days before an adolescent girl gets pregnant <input checked="" type="checkbox"/> The day of conception to the 2nd birthday of the child	
3	Which fact is not part of a healthy diet?	<input checked="" type="checkbox"/> Eat plenty of meals <input type="checkbox"/> Breastfeed babies and young children <input type="checkbox"/> Eat less salt and sugar	
4	Disease and inadequate food intake are immediate causes of malnutrition.	<input checked="" type="checkbox"/> True <input type="checkbox"/> False	
5	Who are good partners to address food insecurity and malnutrition at commune level?	<input type="checkbox"/> Only local and international NGOs <input type="checkbox"/> Only relevant ministries and their provincial departments (e.g. Health and Agriculture) <input checked="" type="checkbox"/> Local authorities, provincial government departments, private sector, NGOs and villagers	
6	Which action to improve food security and nutrition should be a high priority for commune development?	<input type="checkbox"/> Build good infrastructure between villages <input checked="" type="checkbox"/> Strengthen capacities of people living in the villages regarding food security and nutrition <input type="checkbox"/> Support small businesses to increase household income	
7	What is a health sector-led activity to improve malnutrition at commune level?	<input checked="" type="checkbox"/> Provide free vaccinations at health centre <input type="checkbox"/> Promote hygiene and sanitation <input type="checkbox"/> Provide free meals to families	
8	What is a commune-led intervention to improve nutrition among children?	<input type="checkbox"/> Improve nutrition counselling at health clinics <input checked="" type="checkbox"/> Promote breastfeeding and complementary feeding during peer group meetings or household visits <input type="checkbox"/> Provide micro-nutrient supplements for small children	
9	What is a feasible commune-led activity to promote availability of healthy foods?	<input type="checkbox"/> Provision of seeds and tools to all farmers in the commune <input type="checkbox"/> To support farmers with fences to protect their crops <input checked="" type="checkbox"/> Support training to champion farmers who can distribute their knowledge within the community	
10	Equipping health clinics with weight and height measurement tools for children are commune-led activities to improve food security and nutrition.	<input type="checkbox"/> True <input checked="" type="checkbox"/> False	
		Total (10 points for each correct answer)	

Annex 2: Solution of puzzle

