

Capitalization sheet

Nutrition awareness animation in village



- Awareness-raising session
- Behaviour change

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Capitalization sheets produced within the framework of the Agro-ecological Intensification and Diversification of Peri-urban Agriculture Project in Siem Reap Province, Cambodia (IADA phase 1)



Nutrition awareness animation in village

The addition of a "nutrition" component to the agricultural development projects stems from the fact that an improvement in household income is not necessarily associated with an improvement in food.

In Cambodia, the analysis of expenditures in the project's beneficiary households showed that the profits generated by their activities were mostly reinvested in the real estate, equipment and education of children.

The analysis of the foods consumed showed the same pre-project eating habits. Since nutritional deficiencies are recurrent, it has seemed appropriate to integrate nutrition awareness-raising activities as complementary activities to agricultural development ones.



Analysis elements

> It is of primary importance to select animators with good communication skills and trained on the specific subjects.

> Besides, materials such as clear and illustrated posters come as supports of the animator speech and help the villagers to understand the key elements of it.

Presentation of methodology/tools

The LANN (Linking Agriculture, Nutrition and Natural resources) concept, as a methodology, is used to improve the food security of the poorest by facilitating the development of food and nutrition strategies at the household and community levels.

The LANN approach is based on 2 steps:

Step 1: Awareness-raising session:

It consists of a series of 3 successive awareness-raising trainings conducted in the targeted villages, over a period of 6 months, with 3 months in between each session. The informations provided are selected to specifically address a problematic situation identified during the initial nutritional diagnosis. These trainings are based on presentations, games and plays that meet the different levels of understanding of the participants. To evaluate the impact of the different animations on the gain of knowledge by the participants, pre and post-animation evaluations are set at the beginning and end of each training.

Step 2: The behavior change:

It should be accompanied by complementary activities to allow the households to follow the recommendations issued during the awareness-raising session. These activities, selected according to each individual situation, build on the links between:

- ⇒ Nutrition and agricultural production
- ⇒ Nutrition and natural resource management
- ⇒ Nutrition and household income
- ⇒ Nutrition and healthcare

Step 1: Awareness-raising sessions

Session 1

The table below presents the different activities of the session I with the duration of each animation, as well as the necessary resources in terms of people and material. Material resources are nonetheless to be adapted according to the target populations. In total, the session should last around 3h.

Key topics	Method	Time	Material	HR (people)
⇒ N°1: Introduction of the awareness session	Introduction	5 min	-	All animators
⇒ N°2: Assess the villagers knowledge	Exercise	20 min	4-6 sheets of A0 size paper; tape; black and blue markers; 2 A0 posters presenting families with good and bad practices	1 to 2
⇒ N°3: Introduction to Nutrition and 6 food categories	Theater	25 min	Costumes of local villagers; A0 size poster of the food pyramid	2
⇒ N°4: The food pyramid	Game	15 min	Empty A0 poster of the «food pyramid », 35 laminated food cards	1
⇒ N°5: Silent pantomime: « food effects on body functions »	Pantomime	10 min	-	1
⇒ N°6: Introduction to malnutrition	Theater	15 min	Costumes of local villagers; two A4 laminated images of malnourished children; two A0 posters on the causes and effects of malnutrition	2
⇒ N°7: Explanation: « what is malnutrition? »	Presentation	20 min	Poster A0 « impacts of malnutrition », « causis of malnutrition », «fighting malnutrition »	1
⇒ N°8: Story of Mr Mongkul and his family	Presentation	5 min	The 7 pictures showing the malnourished family and the effects on the parents and children	1
⇒ N°9: What is happening to my child?	Theater	20 min	three A0 posters on impacts, causes, and solutions to fight malnutrition; costumes of a pupil, teacher, pregnant woman and doctor; furniture and accessories to set the scene; 1 picture of malnourished child	3 to 4

⇒	N°10: Story of Miss Dara and her family	Presentation	5 min	The 7 pictures showing the well-nourished family and the effects on the parents and children	1
⇒	N°11: Good and bad practices on hygiene, health and nutrition	Game	20 min	14 laminated images of good and bad practices (7 good and 7 bad matches)	1
⇒	N°12: Post-evaluation	Exercise	20 min	4-6 sheets of A0 size paper; tape; black and blue markers	1 to 2

Key messages and goals of the activities of Session I

Topics	Goals	Messages/ proceedings
N°1	Introduce the session	The animators introduce themselves, as well as the main objective of the animation.
N°2	Assess the knowledge, practices and attitudes of the community about nutrition	<p>Create 4 to 6 groups mixed (or not) and assign to each of them one A0 sheet and markers.</p> <p>Ask the following question: "What do you see on these posters? Can you describe each family and compare them?"</p> <p>After 10 minutes, one facilitator per group presents their work to the assembly.</p>
N°3	<p>Explain what is Nutrition</p> <p>Explain how to read the food pyramid</p> <p>Discard preconceived ideas about nutrition</p> <p>Explain the 6 food categories and their distribution</p> <p>Explain the effects of each group on the functions of the body</p>	<p>Regarding the accomplishment of the first 3 objectives, the animators perform the activity N°1 described in the method sheet N°9</p> <p>As for the 4th objective, a facilitator explains the 6 categories of food that compose the pyramid and their distribution using the poster of the « filled » pyramid. The messages provided in the activity N°3 of the method sheet N°9 can be used for this purpose.</p> <p>The 5th and latter objective is reached through a brief explanation of the key functions associated with each of the categories. All key informations can be found in the messages of the activities N° 5/6/7/8 of the method sheet N° 9.</p>
N°4	Test participants knowledge on food classification	To comply with this objective, the animators set the pyramid food game, as explained in the activity N°9 of the method sheet N°9

Analysis elements

> If the number of people playing the game is insufficient (less than 35 people), you can discard some cards, but you have to make sure to keep at least one food components from each category.

N°5	Evaluate the level of understanding of the participants of food effects on body functions	<p>The animator is facing the villagers and start performing silent pantomime. For each pantomime, the villagers should guess which food categories is required to perform this action. For example:</p> <p>To carry a big bag of rice: Staple food and fat</p> <p>To work at the rice field: Staple food and fat</p> <p>To think: Staple food and meat/fish/egg/leguminous</p> <p>To stay healthy, and be protected against disease: Vegetables/fruits</p> <p>To grow up: Meat/fish/egg/leguminous/shell</p>
N°6	<p>Introduce the theme of malnutrition to participants using simple words.</p> <p>Prepare the transition to the more complex explanations given by the facilitator</p>	<p>The animators return on stage as recurring characters. The "less informed" character asks her friend to explain what is malnutrition. The "informed" friend explains with simple terms the malnutrition, then the visible signs on the individuals by using 2 drawings of children suffering from malnutrition.</p> <p>This show serves as an introduction to the facilitator's explanations of the 2 posters showing the causes and effects of malnutrition.</p>
N°7	<p>Explain what is malnutrition, its causes and impacts.</p> <p>Discard preconceptions on malnutrition.</p>	This activity is the same that the one performed as N°11 of the method sheet N°9
N°8	<p>Explain what is malnutrition, its causes and impacts</p> <p>Discard preconceptions on malnutrition</p>	The facilitator will use these 7 pictures to illustrate the story of M. Mongkul and his family. M. Mongkul's family story is the perfect example to show the causes and effects of malnutrition on the development of a person and his family.
N°9	Explain what is malnutrition, its causes and impacts, and the way to walk away from malnutrition	This activity is the same that the one performed as N°10 of the method sheet N°9

Analysis elements

> For activity N°5, animators can justify their explanations with following simplifications:

Carbohydrates = energy for body, especially muscles and brain; Lipid = energy reserves; Proteins = help the body to regenerate, also important for brain activity; Minerals&Vitamins = protect against diseases.

They should also try out the mimes first with their colleagues.

> For activity N°7, use simple words while still going into the details of the poster.

N°10	<p>Explain what is good nutrition and good practices, their effects on family's health and livelihood</p> <p>Propose a model to follow, in order to improve nutrition and health within the family</p>	<p>The facilitator will use these 7 pictures to illustrate the story of Miss Dara and her family. Miss Dara's family story is the perfect example to show the causes and effects of a good nutrition on the development of a person and her family.</p>
N°11	<p>Evaluate the level of understanding of the participants after receiving information on malnutrition and good nutrition, using a fun and educative game</p> <p>Rectify the last misunderstandings before closing the village session</p>	<p>This activity is the same that the one performed as N°12 of the method sheet N°9</p>
N°12	<p>Evaluate participants' level of understanding at the end of the session</p> <p>Evaluate the impact of different animations on the acquisition of new knowledge by the public</p>	<p>Facilitators ask participants to recreate their home group and distribute an A0 sheet and markers to each group. Then, they ask them the following questions: "For you, what is malnutrition? and "How do we fight malnutrition? ". Each group has 10 minutes to write their ideas down, then a group facilitator presents their results to the public.</p> <p>To conclude this first village animation session, the animators can answer questions from the public about the messages broadcasted.</p>

Session 2

The table below summarizes the information necessary to carry out Session II. It should last about 2h40.

Key topics	Method	Time	Material	HR (people)
⇒ N°1: Introduction of the food sources	Exercise	20 min	3 laminated A3 posters on food supply places (field, market and nature); A0 white flipcharts; markers.	1 to 3
⇒ N°2: A selected production	Theater	20 min	A van containing the plants with high nutritional value (moringa, lady fingers, amaranth, sweet potato, peanut, pumpkin, bean...); 1 van containing a poor lunch (rice, chili, tamarind, ...); Villagers costumes.	4
⇒ N°3: A balanced meal	Exercise	10 min	A table; A0 poster of the food pyramid; laminated images of food and laminated pictures of crop plants with high nutritional value.	1 to 2
⇒ N°4: Good and bad practices: the example of two very different families	Theater	20 min	2 tables (or mats) for market stalls; Villagers costumes; images or objects "bad purchases" (snacks, soda, glutamate, cigarette, alcohol, concentrated milk); images or objects of "good purchases" (traditional cakes, diversified vegetables, oil, salt, beans, soap, brown sugar...); plastic bags; bag or woven basket; banana leaves; plates; bucket with water; soap, clean towel; fake money; food cover	6
⇒ N°5: What do you think of these families?	Exercise	10 min	A0 size flipcharts; tape; black and blue markers; A3 poster of the family in financial difficulty	1 to 2
⇒ N°6: The market game	Game	20 min	1 table for market stall; images or items of the "bad purchases" (snacks, soda, glutamate, cigarette, alcohol, concentrated milk...); images or items of the "good purchases" (traditional cakes, assorted vegetables, eggs, legumes, salt, oil...); plastic bags; bag or woven basket; price tags; fake money	2

⇒	N°7: Good and bad practices in natural resource management	Exercise	20 min	A0 poster on the management of natural resources	1
⇒	N°8: The functions of wild fauna : Predators vs preys	Game	15 min	Pictures of local fauna; pictures of crops and fruits; pictures of pests; fruit seeds (tamarind for example); plastic flowers; pesticide sprayer.	3
⇒	N°9: The functions of the forest	Presentation	10 min	3 conical hats, absorbing plastic foams, foliage, 1 spray of water	1
⇒	N°10: Post-evaluation	Presentation	15 min	4-6 sheets of A0 size paper; tape; black and blue markers	2

Key messages and goals of the activities of Session II

Topics	Goals	Messages/ proceedings
N°1	<p>Understand the respective origin of the different foods regularly consumed by households</p> <p>Introduce the following themes: Food and Agriculture; the household financial management; and management of natural resources</p>	<p>The facilitators present each poster describing the different places of food production, purchase and picking. Then the facilitators display white flipcharts under each poster and ask the participants to classify the origin of the food the most consumed in their household. The same food can have several places of supply. For each product mentioned, the facilitator writes the product's name on the flipchart of the corresponding poster.</p>
N°2	<p>Present the nutritional benefits of certain crops.</p> <p>Encourage households to grow these plants.</p>	<p>The show tells the story of a poor household with little access to food and thus to a diversified diet. During a particularly poor lunch, the husband and his wife start to compare their lives with those of their neighbors, with a better standard of living, despite similar humble origins. They decide to visit their neighbors to understand the reasons for the difference between their two families.</p> <p>At the neighbor, the latter explain that despite the fact that they have little land, they manage to grow many plants thanks to good crop successions and intercropping. She lists the plants she grows in their fields (moringa, pumpkin, amaranth, sweet potato...) and why she chose these particular plants (soil improvement, high nutritional value). One by one, while showing the plants, she presents them and their nutritional values. The first woman asks her questions on each plant and she comments on the benefits of each. Finally, the neighbor offers them some seeds to start growing these new plants.</p>

<p>N°3</p>	<p>Test the memory of the participants on the topics discussed at the first village animation</p> <p>Refresh the villagers' knowledge on how to compose a balanced meal using the food pyramid</p>	<p>Facilitators hang on the poster of the food pyramid and then put the food images on the table. They ask 5 volunteers among the participants to stand up and come on stage.</p> <p>One by one, the facilitators ask the volunteers to pick up pictures of food on the table to create a balanced meal with the help of the food pyramid. The food available should be realistic according to the standard of living of their household. Once the food has been chosen, the first volunteer presents the meal he has imagined and explain his choices. The facilitator then removes some of the foods from the table (except for rice, oil and salt) to force the other participants to think about different meals, more original. In the end, it is possible to remove the essential foods such as rice and oil to see if participants can find equivalents. As the selection of food available becomes limited, the remaining participants are reminded that food availability often poses constraints on the composition of a balanced meal. Each meal once presented, is judged by the public that points its strengths and weaknesses.</p>
<p>N°4</p>	<p>Show the difference between good and bad financial and hygiene practices</p> <p>Present the causes and consequences of poor financial management of the household</p>	<p>The play tells the story of two very different families in their living practices.</p> <p>The story starts at the village market, where the two mothers go shopping with their children.</p> <p>One mother makes "good purchases" using a bag / woven basket to shop and banana leaves for wrapping. She offers a small traditional cake to her child and buys diversified foods for the family meal.</p> <p>The second mother buys "bad purchases", like cigarettes and alcohol for her husband, glutamate and very few vegetables. She is asking systematically for plastic bags. When her kid is asking for sweets, she buys him an industrial cake and a soda full of sugar.</p> <p>The second act takes place in the families' houses, the stage is divided into two with on one side the house of the "good family" and on the other the "bad family."</p> <p>The two mothers are setting-up the lunch on tables.</p>



Analysis elements

> For activity N°3, participants must be reasonable in the number of food components chosen (maximum 6).

The "bad mother" is throwing the plastic bags on the floor, the house is very dirty. The meal on the table is very poor and the food is not covered by a net.

The "good mother" puts the banana leaves to compost. She installs a diversified meal on the table and put a net on it to protect it against flies. She installs the bucket of water and the soap for hand washing before the lunch.

Both mothers leave the stage.

The husbands are coming back from the rice field.

The "bad husband" looks at his dirty hands and just rubs them on his pants before sitting at the table.

The "good husband" looks at his dirty hands and washes them in the bucket, using soap. He sits at the table.

The mothers are back on stage and sit at the table with their husbands.

In the "bad household", the child is no longer hungry, full of bad cakes and sodas, the husband smokes and drinks at the table, the mother complains of their attitudes, peace does not reign.

In the "good household", everyone eats heartily, laughs and tells their day, in perfect harmony.

N°5
Test the dissemination and understanding of the messages of the play
Exchange / discuss examples of good and bad financial management practices

The facilitators ask the participants to explain what they have just seen through the play: What shocked you and why? What made you laugh and why? Do you recognize yourself through these two family portraits? In which way? Facilitators gather the comments and testimonials from participants on the A0 flipcharts.
Finally, the facilitators ask the participants to imagine what will happen to the family with bad practices : can they imagine the consequences?

Analysis elements

- > For activity N°4, the actors need to coordinate very well the speech of each family to avoid them talking simultaneously. It should be clear for the public which family they are supposed to follow.
- > For activity N°5, the animators can use the picture of the family in financial difficulty to help participants to imagine the consequences of poor financial management within the household. Besides, if participants are too shy to speak out loud, animators can create discussion groups with A0 flipcharts to record ideas.

N°6	<p>Test the understanding of the messages about the "good purchases" at the market</p>	<p>Facilitators resettle the market stall with "good" and "bad" purchases with their price tags. Animators act as sellers. They distribute money to 5 volunteer participants, with the same amount to each.</p> <p>Participants play the buyers. They must purchase food to prepare lunch using their fake money. The sellers systematically propose plastic bags.</p> <p>After the purchases, each participant presents his purchases and the public reacts to the relevance of those.</p>
N°7	<p>Introduce natural resource management concepts, the good and bad practices</p> <p>Explain the causes and consequences of poor management of natural resources</p>	<p>The facilitators ask two participants to volunteer and assign them each a side of the poster. One after the other, the volunteers explain what they see and understand on the images on their side of the poster. Then they go back to their seat.</p> <p>The facilitator then points on the poster the good and bad practices while he explains about natural resources management.</p> <p>Finally he asks the participants about the causes of bad management, as well as the consequences that this has on their lifestyle and diet.</p>
N°8	<p>Explain the role of wildlife for the renewal of natural resources</p> <p>Raise awareness about the consequences of excessive hunting and the use of pesticides</p>	<p>The facilitators ask 9 participants to volunteer and give them images of wildlife animal or pests to put around their neck. They also put the pictures of the crops on the wall.</p> <p>And then, they explain the game:</p> <p>First scenario: it is a village with no wildlife animals. The pests are everywhere. Ask the participants who play the pests to identify themselves. Now, what are the pests doing ? Ask the participants to act like the pests. They should go to the crops and fruits images to eat.</p> <p>Second scenario: it is a village with wildlife animals. Ask the participants who play wildlife animals to identify themselves. Now, what will the wildlife animals do that help the farmers ? The participants should go to the pests, one by one, and eat them. The participant playing the pollinator insect go buzzing around the flowers to support the reproduction of the plants. The fruit-eaters are played by 2 other facilitators. They have seeds in their pocket. They go to the fruit images and mimic eating. And then, they go around the stage and poop the seeds to represent their help in planting new trees.</p>

Analysis elements

> For activity N°6, when possible real products should be used in complement of pictures (especially for non perishable products) and prices must match the local market reality.

N°9 Explain the role of the forest on rain and soil
 Raise awareness about the consequences of deforestation

The facilitators have prepared 3 conical hats: 1 virgin of any addition, 1 having a little vegetation on its summit and some absorbing foams under the vegetation, 1 having a lot of vegetation at the top of the dense absorbing foam.

The facilitators choose 3 volunteers from the audience. Each receives one of the hats that he/she holds in front of him/her. The facilitator uses a spray filled with water to mimic the rain on each hat. For the hat filled with vegetation, the rain is abundant, but does not go down the slope, retained by the dense vegetation. The facilitator asks the volunteer holding the hat to describe what has just happened.

The action is repeated with the second hat with less vegetation. The animator ends with the empty hat. The public can clearly see that the water flows quickly on the slopes of this last hat, due to the absence of vegetation.

Facilitators explain the role of the forest as a generator of rain and soil protection on the mountain slopes against erosion, soil leaching and landslides.

N°10 Evaluate participants' level of understanding at the end of the session
 Evaluate the impact of different animations on the acquisition of new knowledge by the public

Facilitators ask participants to create 2 groups (men vs women) and distribute an A0 sheet and markers to each group. Then they ask them the following question: "In your opinion, why is it important to preserve nature and its resources?". Each group has 5 minutes to write their ideas down, then a group facilitator presents their results to the public.

Finally, a question and answer session can be organized by the facilitators to remove any remaining doubts.



The food sources



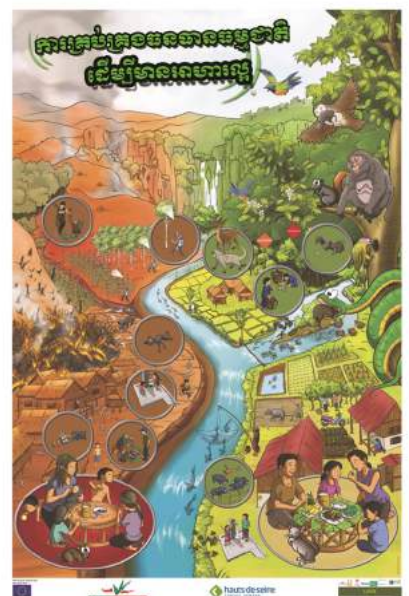
The market game



Example of the bad family



The functions of forest



The management of natural resources

Session 3

The table below summarizes the information necessary to implement Session III. This latter should last 2h.

Key topics	Method	Time	Material	HR (people)
⇒ N°1: Introduction show	Theater	5 min	Villagers clothes, baby doll, some fabrics to make fake pregnant belly	2
⇒ N°2: Assess the initial knowledge of the participants	Theater	20 min	4-6 sheets of A0 size, tape, black and blue markers.	1
⇒ N°3: « tak ting nang nang » & « where is the soap? »	Videos	10 min	LCD projector, white screen, one laptop computer and speakers.	1
⇒ N°4: What's wrong with my milk?	Theater	20 min	2 baby dolls, 1 mat, 1 small table, 1 can of condensed milk, 1 baby bottle, 1 baby towel, villagers costumes, van n°1 containing 1 plate with chili, glutamate, ginger and rice, van n° 2 with boiled and fresh vegetables, rice, eggs, and/or fried fish (or fried insects), fresh fruit	3
⇒ N°5: The matching game	Game	30 min	21 pictures showing good and bad practices on mother and child care + 2 pictures labelled "right" and "wrong"	1 to 2
⇒ N°6: 6 to 24 months complementary feeding	Videos	20 min	LCD projector, white screen, one laptop computer and speakers.	1
⇒ N°7: Post-evaluation	Exercise	15 min	4-6 sheets of A0 size paper; tape; black and blue markers	1



Introduction show



What's wrong with my milk?



The matching game

Key messages and goals of the activities of Session III

Topics	Goals	Messages/ proceedings
N°1	<p>Break the ice for the start of the village animation.</p> <p>Introduce the thematic of the village animation.</p>	<p>Chantha (the pregnant lady) and Rondul (the nursing mother) arrive on stage and meet at the center.</p> <p>They start talking about their respective conditions: Rondul's baby and Chantha's pregnancy, complaining a bit.</p> <p>Chantha asks Rondul if she is also going to the village animation: "What do you think they will talk about?".</p> <p>Rondul: "The village chief said to me to join the meeting because the topic is about mother and child care".</p> <p>Chantha: "So, it's a good thing that I am going as I am going to be a mother soon".</p> <p>Rondul: "Good ! Let's go see what the animators have to say on this topic. Is it still Ms X and Mrs Y who do the animations ?"</p> <p>Chantha: "I think so. Let go find quick before the good seats are taken."</p> <p>The 2 women leave the stage together.</p> <p>The animators come to the stage, thanks everyone for coming, introduce themselves and confirm that the topic of the village animation is about Mother and Child Care.</p>
N°2	<p>Assess the knowledge, practices and attitudes of the community about the health of the mother and the child</p>	<p>Create 2 groups (men vs. women, or 2 groups of women) with A0 sheets and markers per group.</p> <p>Ask two questions: "When a women is pregnant or breastfeeding, what does she need to be healthy?" and "For a baby to be strong and well, what should the parents do?"</p> <p>After 15 minutes, a facilitator for each group presents their work before the assembly.</p>

Analysis elements

> For activity N°2, the two questions can be asked to each group which receives two A0 sheets for writing their answers, or each group can receive one question.

<p>N°3</p>	<p>Capitalize on existing sensitization tools by using new type of media to spread messages</p> <p>Inform villagers about exclusive breastfeeding and good hygiene using songs</p> <p>Introduce the next activity</p>	<p>Install the material for the projection.</p> <p>Inform the participants that you will be showing two very short stories displaying songs.</p> <p>After each video, discuss with the group about the messages that it contains.</p> <p>Resume the important message spread by the video.</p> <p>https://www.youtube.com/watch?v=EjnseSJiO8Q</p> <p>https://www.youtube.com/watch?v=FtJVEEDXJmQ</p>
<p>N°4</p>	<p>Explain the causes and consequences of poor nutrition on mothers and young children</p> <p>Present the benefits of exclusive breastfeeding</p>	<p>The play tells the story of two very different families in the diet of the mother and child.</p> <p>The story starts in the home of the first family. The woman is sitting alone at the table with the food of the van 1 in front of her. She holds her baby in her arms. The woman complained that her baby will not stop crying. She tries to comfort him, but she is tired and hungry, her husband went out drinking with his friends. She wants to breastfeed her baby but it doesn't take the breast. She gives him a bottle containing concentrated milk. She complains that her baby is so thin despite all the money spent in condensed milk. She begins to eat her meal, the baby is still crying. The food is meager and insufficient. She even tries to give rice to her baby by chewing it first. She finally decides to seek advice from her neighbor friend.</p> <p>The scene is now going on at the neighbor. Her baby is healthy and happy. Her husband helps her and the table is well-stocked (van 2). She and her husband give advice to their neighbor on the balanced diet of the mother and exclusive breastfeeding.</p>
<p>N°5</p>	<p>Evaluate the level of understanding of the participants after receiving information on mother and child care, using a fun and educative game</p> <p>Resume the good practices for mother and child's health and care for the participants</p>	<p>The facilitators distribute the 21 pictures among the volunteer participants. Then, they hold the "right" and "wrong" pictures on different side of the stage. One by one, the participant with a picture has to come on stage, present his picture to the public, give the meaning, and finally choose the right or wrong side. Then, the public determinate if he chose his side properly. At the end, the facilitators present again the picture and its meaning with more details.</p>

<p>N°6</p>	<p>Capitalize on existing sensitization tools by using new type of media to spread messages</p> <p>Inform villagers about complementary feeding for children from 6 to 24 months old</p>	<p>Install the material for the projection.</p> <p>Inform the participants that you will be showing two very short movies about complementary feeding</p> <p>After the video, discuss with the group about the messages that it contains.</p> <p>Resume the important message spread by the video.</p> <p>Identify the mothers who will be interested to attend cooking classes on complementary feeding.</p> <p>https://www.youtube.com/watch?v=1INkwENz2bc</p>
<p>N°7</p>	<p>Evaluate participants' level of understanding at the end of the session</p> <p>Evaluate the impact of different animations on the acquisition of new knowledge by the public</p>	<p>Facilitators ask participants to recreate their home group and distribute an A0 sheet and markers to each group. Then, they ask them the following questions: "What do you think are good practices for pregnant and lactating women? And good practices for children under 2? Each group has 10 minutes to write their ideas down, then a group facilitator presents their results to the public.</p> <p>Finally, a Q & A session can be organized.</p>

Step 2: Behaviour change

Goal:



Training of the volunteers

In support of awareness-raising activities, the second step, which has a more specific focus, aims to support behavioral change in households' nutrition through the implementation of specific activities in the fields of agriculture, hygiene and sanitation, food and cooking. These activities are defined according to the specific problems identified by households and aim to provide practical solutions. The activities are offered to "nutrition volunteers" who act as relays for the diffusion of the knowledge to the households of their village community.

Selection of volunteers:



Some members of the women nutrition group

These volunteers are selected among the group of women who participated in the first awareness-raising session, according to the number of people needed to complete the knowledge and skills transfer to the households in the village. The selection of these women is done solely on a voluntary basis after the facilitators have presented the role of these "relay" women in their community. Within the project there are on average 5 volunteer women per village, ie approx. 10 visits/month/volunteer. However, this number varies from volunteer to volunteer depending on the possibilities of each and the number of villagers to be trained.



Problems & solutions identification



Analysis elements

> After collecting the papers containing the problems of the households, the animator must mix them up before hanging, so as to guarantee the anonymity of the answers.

> If the animations are to support the setting up of new agricultural activities, the implementation schedule must take into account the seasons and the cropping calendar.

ACTIVITIES TO IMPLEMENT WITH THE WOMEN NUTRITION GROUPS: FOLLOW UP									
Activity	Month	Week	Day	Time	Place	Facilitator	Number	Material	Remarks
1. Organize the first meeting with the women nutrition groups	01	01	01	08h	01	01	01	01	01
2. Organize the second meeting with the women nutrition groups									
3. Organize the third meeting with the women nutrition groups									
4. Organize the fourth meeting with the women nutrition groups									
5. Organize the fifth meeting with the women nutrition groups									
6. Organize the sixth meeting with the women nutrition groups									
7. Organize the seventh meeting with the women nutrition groups									
8. Organize the eighth meeting with the women nutrition groups									
9. Organize the ninth meeting with the women nutrition groups									
10. Organize the tenth meeting with the women nutrition groups									
11. Organize the eleventh meeting with the women nutrition groups									
12. Organize the twelfth meeting with the women nutrition groups									
13. Organize the thirteenth meeting with the women nutrition groups									
14. Organize the fourteenth meeting with the women nutrition groups									
15. Organize the fifteenth meeting with the women nutrition groups									
16. Organize the sixteenth meeting with the women nutrition groups									
17. Organize the seventeenth meeting with the women nutrition groups									
18. Organize the eighteenth meeting with the women nutrition groups									
19. Organize the nineteenth meeting with the women nutrition groups									
20. Organize the twentieth meeting with the women nutrition groups									

Schedule of support activities

Problems identification and definition of support activities:

During the first meeting with the volunteers in nutrition, the facilitators introduce at first, the purpose and the mission of the group and, facilitate the presentations between the various volunteers via an ice breaking game. Later on, exercises are set up to allow households to reflect on their personal nutritional problems and to consider the solutions they wish to implement, with the support of the project, if necessary.

To fulfill this purpose, three orange colored papers are distributed to each volunteer with instructions to write down 3 problems specific to their household. After 10 minutes, the papers are collected and displayed on the wall one after the other. The idea is to collect information about the difficulties faced by families without asking them to speak out loud about their problems in front of others.

Once the problems are identified, the women describe together the consequences of each problem on the quality of the household's life. The consequences are written by the facilitator on pink papers and placed under the corresponding problems. This first exercise allows facilitators to understand the nutritional problems of the target households and, the discussion and reflection, make the volunteers aware of the seriousness of these problems and the importance of addressing them.

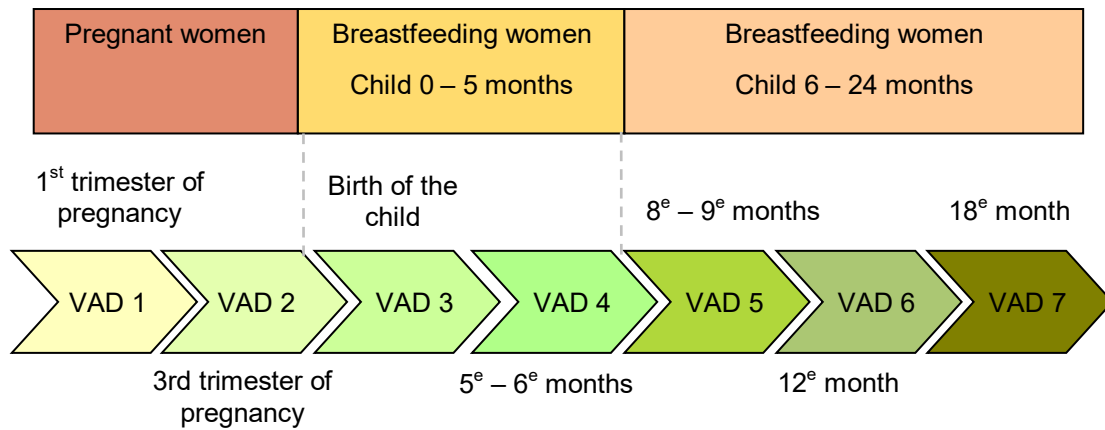
Once the issues and consequences are listed, volunteers seek solutions to each problem identified. The solutions proposed are then written on green colored papers and placed under the corresponding problems and consequences. This exercise allows volunteers to set goals to eliminate or minimize their nutritional problems.

Each solution is associated with a support-activity that will be suggested by the facilitators to answer the identified problems. After identifying all the support activities, the facilitators make a classification of the most requested ones. This ranking makes it possible to define the priority activities to implement with the groups. A tracking file is created for each group.

Implementation of support activities:

With this list in hands, facilitators are then able to define an implementation schedule for each group, based on their availability. These activities are carried out on the theoretical level and consist for each of them in a half-day training and discussion session on the identified themes. The animators use posters, flipcharts and markers to support their speeches.

The implementation schedule does not only include training activities related to agricultural production or natural resource management, but also training activities for volunteers on counseling pregnant and breastfeeding women. As previously, the facilitators train these women on a half-day period, but using a booklet that also serves as a support for the dissemination of messages during visits to the villagers' homes. This training consists of a set of 7 subparts (called VAD) for the advice of the pregnant and breastfeeding woman from the first trimester of pregnancy to weaning of the child as shown thereafter.



Growth chart

VAD 1: Prenatal Consultations for Pregnant Women

VAD 2: Pregnant woman's dietary practices + Immediate breastfeeding

VAD 3: Breastfeeding

VAD 4: Complementary food (from 6 to 11 months)

VAD 5: Postnatal consultations

VAD 6: Feeding the child (from 12 to 24 months)

VAD 7: Hygiene



Cooking demonstration

During this training, it is also planned, that the facilitators explain the growth chart present in the child's health record book, which allows a better understanding of the health book by women volunteers and thus delivery of more specific advice to mothers during homes' visits.

This training period ends with a half-day cooking demonstration to which, villagers are invited to participate.

Implementation of support activities:



Home's visit

Visits start at the 2nd month of pregnancy and continue until the child's 18th months according to the previous follow-up program. It is clear, however, that relay women must first carry out a rapid diagnosis of the practices of each mother, in order to provide advice and messages adapted to the situation and stage of development of the child.

The messages relayed are restricted to a few key messages at each home's visit and expressed as clearly and simply as possible.

The details of the messages to be broadcasted are presented in the document entitled "awareness-raising tool used during home visits by relay women".



Analysis elements

- > The animators need to be loud and clear and shouldn't turn their back to the public at anytime, but talk to each other sideways.
- > The actors should also be active, move their arms to illustrate their words and be fun to watch.
- > Stage has to be installed so that everyone can see what is happening, whatever the number of participants.
- > Facilitators should remain natural when playing their roles. No need to recite the text word by word, as long as the content remains the same.
- > If the facilitator uses pictures when telling a story or illustrating a speech, he has to show them to the public and make sure that everyone can see.
- > Animators should help the women to write and shouldn't express judgment in knowledge assessment activities.
- > Unless there is a group work, women should be sat apart from each others so as not to influence their answers. Though, animators can help them to find or define their ideas without influencing them.
- > The game winners can be rewarded with prizes like hygiene (toothbrush, toothpaste, soap...) and kitchen products (dish soap, oil, iodized salt....).
- > The fauna and flora used for games, shows or exercises, are selected according to their availability and representativity in the area.
- > At the end of the animation, facilitators can make a list of people interested to receive training and seeds of the crops of high nutritional value presented.



To remember...

Aim is to disseminate knowledge and skills related to nutrition, natural resources management, household income management and, healthcare in villages with the help of volunteers from the women nutrition groups.

Strategy builds on two main pillars: raising awareness of the villagers and accompanying the behaviour change through support activities and homes' visits in the villages.

Subjects deal with good practices in terms of nutrition, characteristics of malnutrition and its solutions, good and bad practices in terms of natural resources management, the roles of natural resources, effects of good and bad practices in terms of income management on health, etc.

Groups of women are based on volunteering and women are trained to specifically address the problems identified in the villages.

Home visits consist of 7 visits spread over almost 2 years from 2 months of pregnancy to 18th months.

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