



# Nutrition Program Planning and Supervision: For Health and Agriculture program Managers

## Facilitator's Guide

**July 2013**

The development of this nutrition program planning and supervision Facilitator's Guide was made possible by the generous support of the American people through the United States Agency for International Development (USAID) under Agreement No. AID-663-A-11-00017. The contents of this document are the sole responsibility of Jhpiego and Save the Children and do not necessarily reflect the views of USAID or the United States Government.

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## Introduction

Welcome to the facilitator's guide for a training on 'Planning and Supervision of an Integrated Nutrition Program' for program managers. This package, which has been developed specifically for the training of program managers at regional, Zonal and Woreda levels, offers different kinds of learning experience to develop the knowledge, skills and attitude of the learners related to competencies of integrated program planning and supervision. The training package is composed of three materials: the reference manual, learner's guide, and facilitator's guide, and covers all of the important contents both for the learners and facilitators.

It is expected that learners will acquire basic information on the above topics through interactive learning techniques including reading and completing exercises individually or in groups, and apply the information in their work. Learners will be assessed for their progress throughout the course in a continuous manner and will be provided feedback by facilitators and participants. In addition, the course is designed in a way to be completed in a reasonably short period of time so that participants will not be displaced from their work places for long time

This course is designed for:

- ✓ Health program managers working at zonal and 'Woreda' levels
- ✓ Agriculture program managers working at zonal and 'Woreda' levels, and
- ✓ Health facility managers who plan and supervise programs and work on quality improvement

## Course Syllabus

**Course Description:** This course on integrated nutrition program planning and supervision is designed to equip health and agriculture program managers at regional, zonal and woreda levels with the basics of nutrition, the national nutrition program and strategies and to help them to jointly plan nutrition programs and conduct supervision and mentoring to improve the performance of nutrition service at their setups.

**Course Objective:** After completing this course, the participants will be able to more effectively plan, implement and monitor nutrition program in an integrated manner.

### Specific Objectives:

- Describe causes, trends and impact of malnutrition in Ethiopia
- Discuss preventative nutrition interventions and its multi-sectoral nature based on NNS/NNP
- Discuss the linkage between agriculture nutrition and health Identify gender dimensions that affect nutrition outcome
- Conduct planning and supervision of integrated nutrition program
- Design behavior change communication strategies to promote nutrition

- Conduct monitoring and evaluation of integrated nutrition interventions

### **Participant selection criteria**

- Participants in this course should be health and agriculture program managers at regional, zonal or woreda/ levels
- Health facility managers and woreda/zonal agriculture offices are also eligible for the course.
- Participants should be interested to work jointly with staffs from other sectors working on nutrition.

### **Course Logistics**

- This is a 4 day group based course
- It involves discussion, reading, undertaking small-group works, with guidance and feedback from facilitators as per the schedule below.
- The participants are responsible for moving through the various learning activities as per the schedule with input from trainers. The trainers will help guide the participants, answer questions, and facilitate their learning.

### **Teaching / Learning Methods:**

The learning methods used in this course include:

- Illustrated lectures
- Brainstorming
- Group discussions/work
- Role Play
- Case study

### **Training-Learning Materials**

- Reference manual: title: *Integrated Nutrition Program Planning and Supervision Manual*
- Facilitator's and Learner's Guide
- Skills learning materials (planning worksheets, formats, supervision checklists, etc)
- Audiovisual aids (computer, LCD, DVD/CD)
- Stationeries (Writing pad, pen, cards, post-it note, flip chart, marker etc)

### **Course Assignments**

- There will be reading assignments after completing each module in the manual.
- Participants mixed from health and agriculture sectors will develop a joint plan on integrated nutrition service provision to help them to start working together so that they will collaborate when they go back to their places.

### **Methods of Assessment**

#### **Participants' Assessment**

- Formative Assessment
  - Drills (short question and answer sessions), and their participation

- The group and individual outputs in role playing, case study, group exercise
- Summative Assessment
  - Pre and post course testing for knowledge competencies
  - The group mini-project

### Course Evaluation

- Daily evaluation
- End-of-course evaluation
- Informal feedback from participants

### Course Schedule:

TIME	DAY 1	DAY 2	DAY 3	Day 4
<b>8:30–10:30</b>	Welcome & Opening (120 minutes) <ul style="list-style-type: none"> <li>○ Welcome &amp; Introduction</li> <li>○ Participant expectations, goals and objectives</li> <li>○ Group norm, review of workshop materials and schedule</li> <li>○ Pretest</li> </ul>	Warm up, recap and agenda (10 min)  <b>Module Three: NutritionAgriculture, Health linkage &amp; Multi- sectoral Collaboration (90 minutes)</b>	Warm up, recap and agenda (10 min)  <b>Module Six: Planning &amp; Supervision: Program Planning (100 minutes)</b>	Warm up, recap and agenda (10 min)  <b>Module Seven: Monitoring &amp; Evaluation of Nutrition Program (100 minutes)</b>
<b>10:30-10:50</b>	<b>Tea Break</b>			
<b>10:50-12:30</b>	<b>Module One: Why Nutrition Matters? (100 minutes)</b>	Module three cont'd  Group work (90 min)	Module five cont'd  Group work (90 min)	Module Seven cont'd: (40 minutes)
<b>12:30-2:00</b>	<b>Lunch</b>			
<b>2:00 – 3:30</b>	<b>Module Two: Preventative Nutrition Interventions (90 minutes)</b>	<b>Module Four: Gender and Nutrition (90 minutes)</b>	<b>Module Six cont'd Supervision (80 min)</b>	<b>Post test Action Plan Closing of workshop</b>
<b>3:30-3:50</b>	<b>Tea break</b>			
<b>3:50-4:50</b>	Module two cont'd  Group activity (60 min)	<b>Module Five: BCC in Nutrition (30 min)</b> Group activity (30 min)	Module six cont'd  Group activity (90 min)	
<b>4:50-5:00</b>	Review, daily evaluation and assignment	Review, daily evaluation and assignment	Review, daily evaluation & assignment	

## Course Outline

Nutrition Program Planning and Supervision for Health and Agriculture Program Managers			
Introduction: Opening and Introductions			
Time	Objective / Activities	Teaching / Learning Methods	Resource / Materials
30 min	<b>Activity:</b> Registration and distribution of training materials	Place registration desk at the entrance and register participants as they come and enter the training hall  Distribute training resources required for the day and encourage participants to review the documents	Registration form Name Tag Pen Writing pad Learner's manual
<b>Day One, AM :</b>			
10 min	<b>Activity:</b> Opening	Welcome by facilitator/s Key note speech by invited guest speaker: Brief introduction & objectives of the training	A flipchart portraying 'Welcome Participants!!!'
20 min	<b>Activity 1:</b> Introduce participants and facilitators	Conduct brief introduction of participants and facilitators (use this format for introduction: full name, position, work place, work experience, and one thing you would like to accomplish in life) or use other modality suites to your audience	A written flipchart that will guide the introduction of participants
10 min	<b>Activity:</b> Identify participant expectations	Discuss participant expectations with the group and list them on a flipchart.  Identify which will be met in the work-shop.	Flipcharts and markers
10 min	<b>Activity:</b> Provide an overview of the training course (objectives, modules & the schedule) and	Review the goals and objectives of the training and compare with participant expectations  Set group norm. List the norms on a flip chart and keep the norm posted throughout the training.	Objectives and expectation on flip chart, Training packages, Training schedule, and other

	set group norm	Review training schedule, training resources, available services, administrative/ logistic issues	relevant materials will be displayed.
30 min	<b>Activity:</b> Pre-test	Conduct pre-test assessment of the course  While conducting the pre-test, a flip chart entitled ‘Parking Lot’ can be prepared and post on the wall	Pre-test questionnaire Analysis sheet Flip Chart Marker Masking Tape
<b>Tea Break:</b>			
<b>MODULE ONE: WHY NUTRITION MATTERS? (100 minutes)</b>			
<b>Main Learning Objectives: After completing this module, the participants will be able to describe causes, trends and impact of malnutrition in Ethiopia</b>			
<b>Time</b>	<b>Objective / Activities</b>	<b>Teaching / Learning Methods</b>	<b>Resource / Materials</b>
15 min	<b>LO 1.1:</b> Define terms and concepts of nutrition	Interactive presentation: Overview of malnutrition global and national A slide/flipchart, containing the following three questions, will be displayed. Ask agriculture managers to try the answer first then give a chance for health group if not answered 1. What do we mean by malnutrition? Stunting? Wasting? underweight 2. Which one of these do you think is more prevalent in Ethiopia?	Reference manual Facilitator’s guide learner’s guide Module I PPT
40 min	<b>LO 1.2:</b> Describe types and causes of malnutrition	Interactive presentation <ul style="list-style-type: none"> <li>• Explain the three types of undernutrition</li> <li>• Discuss UNICEF’s conceptual framework then to check understanding of the trainees Activity: Think-Pair-Share</li> <li>• Ask participants to identify possible interventions for causes at each level &amp; role of their respective sectors and give specific example at basic, underlying and immediate causes of malnutrition(first individually then discuss with their neighbor using template 1.1)</li> <li>• Ask randomly some pairs for their discussion output (5 minute)</li> <li>• Reinforce key points and remind the details will be discussed in next modules</li> </ul>	Reference manual Facilitator’s guide PPT slide Exercise Sheet 1.1 on learner’s guide Flip Chart Marker Masking Tape
10 min	<b>LO1.3:</b> describe	Interactive presentation <ul style="list-style-type: none"> <li>• Display and discuss the table containing the national malnutrition prevalence of stunting,</li> </ul>	Reference manual Facilitator’s guide

	trends of malnutrition in Ethiopia	<p>wasting and underweight</p> <ul style="list-style-type: none"> <li>Ask for the logical impact of double digit economic growth on this trend</li> </ul>	PPT slide
35min	<b>LO1.4:</b> Discuss the impact of malnutrition	<p><u>Group activity</u></p> <ul style="list-style-type: none"> <li>Form a group of 6 (each group should have an equal proportion of trainees from the agriculture and health sector)</li> <li>Nominate new chairperson and secretary</li> <li>Discuss the social, political &amp; economic impact of malnutrition at individual, community and country level in depth</li> <li>Present your group output</li> <li>Each group will share their group output using template of exercise sheet 1.2 on learners guide</li> <li>summarize the key points by referring economic impact table on reference manual</li> </ul>	<p>Reference manual Facilitator's guide Exercise Sheet 1.2 on the Learner' guide Flip Chart Marker Masking Tape</p>
<b>Day One, PM</b>			
<b>MODULE TWO : PREVENTATIVE NUTRITION INTERVENTIONS IN ETHIOPIA (150 minutes)</b>			
<b>Main Learning Objective:</b> After completing this module, the participants will be able to describe the national nutrition strategies and program, discuss preventative nutrition interventions and its multi-sectoral nature			
<b>Time</b>	<b>Objective / Activities</b>	<b>Teaching / Learning Methods</b>	<b>Resources /Materials</b>
15 min	<b>LO2.1:</b> Describe the national nutrition strategy and program	<p>Interactive presentation</p> <ul style="list-style-type: none"> <li>Explain goal &amp; objectives of NNS/NNP</li> </ul> <p>Assess your learner by asking the following question</p> <ol style="list-style-type: none"> <li>Why do we need NNS and NNP?</li> <li>How many of you have got or read these documents?</li> <li>Anyone who have been using it for program planning?</li> </ol> <p>Reinforce the key points using the slides</p>	<p>Reference manual Facilitator's guide PPT slide</p>
15 min	<b>LO2.2:</b> Recognize the need of multi-sectoral approach for NNS/NNP implementation	<p>By linking with previous session, ask participants the following two brainstorming questions</p> <ol style="list-style-type: none"> <li>Why do you think multi-sectoral collaboration is important to nutrition interventions in Ethiopia?</li> <li>Can you mention some of the sector ministries, NGOs, Donors, institutions and private sector who will be playing an active role in implementing the national nutrition interventions</li> </ol>	<p>Reference manual Facilitators &amp; Learners guide Flipchart and marker</p>

		NB: Remind the participant that this particular topic will be expanded in coming sessions	
20 min	<b>LO2.3</b> Explain the seven essential nutrition actions	Interactive presentation <ul style="list-style-type: none"> <li>• Use graphic presentation if possible on your slide</li> <li>• Which component of ENA is actively implemented in your woredas?</li> </ul>	Reference manual Module II PPT slide Facilitator's guide
60 min	<b>LO2.4:</b> Discuss infant and young child feeding practices <b>LO2.5:</b> Discuss maternal nutrition and under-nutrition cycle <b>LO2.6:</b> Discuss micronutrient malnutrition prevention strategies	<b>Group work</b> <ul style="list-style-type: none"> <li>• Participants will be split to 6 groups (each group should be composed of similar number of experts from health and agriculture sector)</li> <li>• Group should nominate a facilitator and secretary</li> <li>• Obtain flipchart and markers</li> <li>• Two groups will take care of one topic from the three LOs (LO 2.4, 2.5 &amp; 2.6).</li> <li>• For the topics assigned to your group read the reference manual, discuss and summarize key points</li> <li>• Discuss the responsible body/sector(s) for that specific preventative intervention in your woreda</li> <li>• Please refer to exercise template on the learner's guide to summarize key points</li> <li>• Presentation of group work (randomly select three groups to present their work)</li> <li>• Revise the key discussion points</li> </ul>	Reference manual Facilitator's guide Learner's guide Flip chart Markers Masking tape
40 min	<b>LO2.7:</b> Explain the concepts and strategies of community based nutrition	Question for brainstorming: explain what do we mean by CBN <ul style="list-style-type: none"> <li>• Why community nutrition intervention is important?</li> </ul> The following two questions will be forwarded during the illustrated lecture <ol style="list-style-type: none"> <li>1. Who are the key stakeholders to implement CBN in your setup?</li> <li>2. What are the implementation modalities? (the whole process)</li> </ol> <b>Activity: Work in Pair</b> Read CBN section of the reference manual and reviewing job aid : complete Exercise Sheet 2.3 on the learner's guide by giving brief answer for each question under "triple A approach" of CBN Summarize the key points of the session	Reference manual Facilitator's guide Learner's guide: Exercise Sheet 2.3

**Day Two, AM**

**MODULE THREE: NUTRITION HEALTH AND AGRICULTURE LINKAGE & MULTI-SECTORAL COLLABORATION (165 minutes)**

**Main Learning Objective:** After completing this module participants will be able to describe how agriculture, health and nutrition are linked, identify nutrition sensitive agricultural interventions; and describe multi-sectoral collaboration for nutrition.

Time	Objective / Activities	Teaching / Learning Methods	Resources /Materials
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25min	<b>LO 3.1:</b> Describe nutrition-agriculture-health linkage	Interactive presentation: conceptualizing the linkage <ul style="list-style-type: none"> <li>• Introductory question: ask two participants (one from health, another from agriculture) and explore the understanding of the participants on the relationship of the nutrition, health and agriculture</li> <li>• Explain the relationship of: <ul style="list-style-type: none"> <li>✓ Nutrition, agriculture and health</li> <li>✓ Agriculture and health</li> </ul> </li> </ul>	Reference manual Facilitator's guide Module three PPT:
30 min	<b>LO 3.2:</b> Recognize the contribution of agriculture to nutrition and identify the pathways	Interactive presentation: <ul style="list-style-type: none"> <li>▪ Explain the relationship of Agricultural growth and Nutrition outcomes</li> </ul> Ask two participants- What relationship agricultural growth and nutrition have? <ul style="list-style-type: none"> <li>▪ Explain the agriculture- nutrition linkage pathways</li> <li>▪ Write- "Agriculture" on the left center, "linkage pathways" on the center corner and "Nutrition" on the right center of a flipchart.</li> <li>▪ During the interactive presentation- write each pathways under -linkage pathways- column</li> </ul>	Reference Manual Facilitator's guide Module three PPT Flipchart
60 min (30/30)	<b>LO3.3:</b> Identify nutrition sensitive agricultural interventions	Interactive presentation: <ul style="list-style-type: none"> <li>• Write – Nutrition sensitive agriculture- in bold on a flipchart posted at the front.</li> <li>• Ask two participants to define nutrition sensitive agriculture and give examples</li> <li>• Explain five nutrition sensitive agricultural interventions from reference manual</li> </ul> <p><b><u>Group Activity</u></b></p> Form a group – Make each group inclusive of participants from health and agriculture Let them consider the main agriculture programs/projects in their own worda. 1. Based on the – Nutrition sensitive agriculture part of module three-Evaluate the nutrition sensitiveness of these programs <ul style="list-style-type: none"> <li>• If not, what need to be done to make so?</li> <li>• If yes, what lessons can you share for others?</li> <li>• What are the roles of DAs/model farmers in disseminating nutrition related information</li> </ul>	Facilitator's guide Module three PPT Learners' guide Flip chart papers and stand, markers, tape/sticky putty

		<ul style="list-style-type: none"> <li>• Each group will present their report for the plenary</li> </ul>	
50 min (25/25)	<b>LO3.4:</b> Describe the concept of multi-sectorial collaboration for nutrition	<p>Interactive presentation: Introductory question: Ask participants on</p> <ul style="list-style-type: none"> <li>- Any program implemented in multi-sectoral collaboration</li> <li>- The main purpose of the collaboration</li> <li>- The main challenges of the collaboration <ul style="list-style-type: none"> <li>• Then describe concept, purpose and factors affecting it using slide/flipchart</li> </ul> </li> </ul> <p><u>Group Activity</u></p> <ul style="list-style-type: none"> <li>• Form a group, let them assign chairperson and secretary</li> <li>• Participants will work in groups of their Woreda</li> <li>• Identify existing and possible areas of collaboration between health and agriculture sector to ensure nutrition security</li> <li>• Evaluate effectiveness of the existing collaboration and provide recommendation for better integration.</li> <li>• What other sector(s) do you need to collaborate with for better nutrition outcome?</li> <li>• Presentation of group work</li> <li>• Summarize key points of the session</li> </ul>	Reference manual Facilitator's guide Learner's guide Module three PPT Flipcharts, Markers
<b>MODULE FOUR: GENDER AND NUTRITION (90 minutes)</b>			
<b>Main Learning Objectives:</b> After completing this module participants will be able to describe gender and development related concepts, and identify gender sensitive nutrition interventions.			
<b>Time</b>	<b>Objective / Activities</b>	<b>Teaching / Learning Methods</b>	<b>Resources /Materials</b>
50 min (25/25)	<b>LO 4.1:</b> Describe the key gender related concepts	<p>Interactive presentation</p> <ul style="list-style-type: none"> <li>• Let participant differentiate different gender related terminologies such as gender equality, equity, etc</li> </ul> <p>To assess participants understanding of these concepts; ask the following questions on</p>	Reference Manual Facilitator's guide Module four PPT Learners guide Flipchart, marker Stick on cards

		<p>your slide one after the other: The Gender Game: Identify whether the statements refer to gender or sex:</p> <ol style="list-style-type: none"> <li>1. Women give birth to babies, men don't.</li> <li>2. Girls should be gentle: boys should be tough.</li> <li>3. Women or girls are the primary caregivers for those sick with AIDS-related illnesses in more than two-thirds of households worldwide.</li> <li>4. Women can breastfeed babies, men can bottle feed babies.</li> <li>5. Women in many countries are more likely to experience sexual and domestic violence than men.</li> <li>6. Men are paid more than women for the same work (in many countries).</li> <li>7. Men's voices break at puberty, women's do not.</li> <li>8. Women have long hair and men have short hair.</li> </ol> <p><u>Group Activity:</u></p> <ol style="list-style-type: none"> <li>1. In larger group, list by brainstorming 10 main resources that members of a rural household might use. (There are different kinds of resources – food crops, livestock, land, money, house hold equipment's, cash crops(like coffee tree), Bee products, etc</li> <li>2. Form groups taking into account the size of the participants and assign chair person, and secretary</li> <li>3. Each group will discuss and agree on who use and control each resources</li> <li>4. Write two sets of each resource on post-it-note. (In other words, you will have twins of each resource that will place under Use &amp; Control).</li> <li>5. Each group will post the twin cards on the chart entitled "RESOURCE USE" and "RESOURCE CONTROL" under one of the three drawings (woman, man, woman and man)</li> <li>6. After you finish your activity, in your group again discuss on the following questions and take note for your further action. <ul style="list-style-type: none"> <li>• Which resources do women have control over?</li> <li>• Is it women, men or both who make the decisions about resources in general?</li> <li>• What impact does this have on the nutrition status of women, children and the community at large?</li> <li>• What gender and nutrition sensitive programs need to be implemented to</li> </ul> </li> </ol>	
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		<p>improve the nutrition status of women, children and the community at large?</p> <ul style="list-style-type: none"> <li>List at least three gender and nutrition sensitive agricultural programs being implemented in your area and propose recommendations for further improvement if there is a need.</li> </ul>	
30 min	<b>LO 4.2:</b> Describe gender and nutrition sensitive agricultural development	<p>Interactive presentation:</p> <ul style="list-style-type: none"> <li>Concept of gender and agricultural development</li> <li>Gender sensitive agricultural strategies</li> </ul>	Reference Manual Facilitator's guide Module four PPT
10 min	<b>LO 4.3:</b> Explain gender sensitive nutrition interventions	<p>Interactive presentation:</p> <ul style="list-style-type: none"> <li>Gender in nutrition /health/livelihood interventions</li> <li>Reinforce the concept using the previous exercise</li> </ul>	Reference manual Facilitator's guide Learners guide Flipcharts, markers
<b>MODULE FIVE: BEHAVIOR CHANGE COMMUNICATION (BCC) IN NUTRITION (60 minutes)</b>			
<b>Main Learning Objectives: To identify the basic concepts, strategies and tools of behavior change communication in relation to nutrition</b>			
<b>Time</b>	<b>Objective / Activities</b>	<b>Teaching / Learning Methods</b>	<b>Resources /Materials</b>
12 min	<b>LO 5.1:</b> Explain the basic concepts and principles of BCC in nutrition	<p>Interactive presentation</p> <ul style="list-style-type: none"> <li>Use the following questions to make the session interactive</li> </ul> <ol style="list-style-type: none"> <li>What is BCC? Segmentation in BCC?</li> <li>How is nutrition BCC different from nutrition education? From nutrition advocacy?</li> <li>What are the key principles of BCC?</li> </ol> <ul style="list-style-type: none"> <li>Reinforce key points</li> </ul>	Reference manual Facilitator's guide Session plan PPT slides
12 min	<b>LO5.2:</b> Discuss BCC strategies and tools in nutrition	<p>Interactive presentation</p> <ul style="list-style-type: none"> <li>Provide a brief account on nutrition BCC strategies and tools</li> <li>Discuss briefly the BCC in nutrition interventions (BCC and ENA, BCC and food-based approach)</li> </ul>	Facilitator's guide PPT

	<b>LO5.3:</b> Identify the two focus area of nutrition interventions and their key messages	<ul style="list-style-type: none"> <li>Reinforce key points</li> </ul>	
36 min	<b>LO5.4:</b> Design appropriate BCC strategies and tools for a target group	<p>Small group activity</p> <ul style="list-style-type: none"> <li>Divide participants into 4 or 5 groups (each group should be composed of similar number of experts from health and agriculture sector)</li> <li>Each group will have a facilitator and secretary and obtain flipchart and markers</li> <li>The groups select one key message from the two focus areas of nutrition intervention using the job aid 5.1 in the reference manual</li> <li>The groups then identify target audience, and appropriate strategy and tools to design BCC (participants can use the template in the learner's guide to design BCC and also can refer to Table 5.1 of Nutrition strategies and tools on the reference manual.</li> <li>Groups put their work on a flip chart and present their work</li> <li>Summarize key points using the PPT Slide</li> </ul>	<p>Flip chart &amp; markers Masking Tape Note book Pen</p>
<b>MODULE SIX: NUTRITION PROGRAMME PLANNING AND SUPERVISION (375 minutes)</b>			
<b>Main Learning Objectives: To discuss the basic concepts of program planning and supervision and effectively plan, manage and supervise a nutrition intervention</b>			
<b>Time</b>	<b>Objective / Activities</b>	<b>Teaching / Learning Methods</b>	<b>Resources /Materials</b>
25 min	<b>LO6.1:</b> Describe the concepts of planning and the stages of program planning	<p>Interactive presentation</p> <ul style="list-style-type: none"> <li>Use interactive techniques such as questioning; ask questions like: What is planning? What are the components of a good plan?</li> <li>Facilitate a brainstorming session on 'Why do we need to plan?', ask one participant to list down ideas on a flip chart</li> <li>Individual exercise: Advise participants to open the learner's guide and complete the Exercise Sheet 5.1 on the 'stages of program planning'</li> <li>Reinforce key points</li> </ul>	<p>Reference manual Facilitator's guide Learner's guide PPT slide Session plan</p>

40 min	<b>LO 6.2:</b> Discuss the reason why managers fail in planning	<b>Post-it session:</b> <ul style="list-style-type: none"> <li>• Before discussing the topic, instruct participants to pair up (one from health and one from agriculture) and discuss the main reasons why managers fail in planning.</li> <li>• Each pair should identify two to three reasons why managers fail in program planning, and write their answer on the post-it paper.</li> <li>• Post the ‘post-it’ paper on the wall</li> <li>• Invite few participants to come forward and read the answers written on the ‘post-it’ paper</li> <li>• Summarize the key messages of the session</li> </ul>	Facilitator’s guide Post-it paper Pen /parker PPT slide
150 min	<b>LO 6.3:</b> Plan an integrated nutrition program in collaboration with other sector offices	Planning an integrated nutrition program based on a Case Study <ul style="list-style-type: none"> <li>• Split participants into four groups (have an equal proportion of health and agriculture experts in each group)</li> <li>• Based on the case study in Exercise 5.3 the groups will analyze the situation and identify the gaps and then plan an integrated nutrition program to address the problem identified by the group</li> <li>• Participants can use the planning template shown in the learner’s manual)</li> <li>• Remind the groups to use the job aid for program planning in the reference manual</li> <li>• Groups present their plan to the larger group (in 5-10 minutes each)</li> </ul>	Facilitator’s guide Case study Flip chart & marker Masking tape (If lap tops are available, encourage the group to use the soft copy of the planning template)
30 min	<b>LO6.4:</b> State the types, roles and key skills of a supervisor	Interactive presentation <ul style="list-style-type: none"> <li>• Ask the following questions during the presentation <ol style="list-style-type: none"> <li>1. What is supervision? Why do we need to supervise?</li> <li>2. Types of supervisors? Roles and skills of supervisors?</li> </ol> </li> <li>• Reinforce key points</li> </ul>	Reference manual Facilitator’s guide PPT slides Session plan
20 min	<b>LO6.5:</b> Describe how supervision improves staff performance and quality of service	Interactive presentation <ul style="list-style-type: none"> <li>• Facilitate a brief brainstorming session on “how supervision improves staff performance and quality of service?”</li> <li>• Use questioning technique to review the performance and quality improvement (PQI) process in relation to supervision</li> </ul>	Facilitator’s guide Reference manual PPT slides Flipchart and marker

30 min	<b>LO6.6:</b> Discuss how to plan and conduct supportive supervision and productive meetings	Interactive session <ul style="list-style-type: none"> <li>• Use think-pair-share exercise for participants to think and share on how to plan and conduct supportive/ supervision</li> <li>• Review key points on mentoring (what it is and its components), how to work with people and how to conduct productive meetings</li> <li>• Summarize key points of the session using ‘game technique’</li> </ul>	Reference manual Facilitator guide PPT slides
90 min	<b>LO6.7:</b> Demonstrate joint supervisory skills	Role play on supportive supervision and mentoring <ul style="list-style-type: none"> <li>• Inform participant to select one aspect of nutrition intervention from your previous joint plan</li> <li>• Form four groups and advise participants to plan and conduct a joint supportive supervision visit to a selected facility/center.</li> <li>• Help the groups to select an area of nutrition interventions/services from your previous joint plan that can to be improved with supervision and feedback/ mentoring (consider interventions to which both sectors can contribute)</li> <li>• Remind the groups to demonstrate effective communication and mentoring skills in their role play</li> <li>• Summarize session with reflection on the role plays and skills demonstrated</li> </ul>	Facilitator’s guide Flip Chart Markers Masking Tape

**MUDUEL SEVEN: MONITORING & EVALUATION OF NUTRITION PROGRAM (140 minutes)**

**Main Learning Objectives:** After completing this module participant will be able to describe monitoring and evaluation, identify nutrition indicators and make use of appropriate formats for monitoring and evaluation purposes

Time	Objective / Activities	Teaching / Learning Methods	Resources /Materials
35 Minutes	<b>LO7.1:</b> Explain the difference between monitoring and evaluation	Interactive presentation: <ul style="list-style-type: none"> <li>• Ask participants what they feel when they hear the term M&amp;E</li> <li>• Ask participants to explain the difference between the two and supplement their points with examples ( In terms of purpose, focus on, responsibility, frequency, tools/approaches)</li> <li>• Write their answer on flipchart</li> <li>• Reinforce the key differences using PPT Presentation or points on flipchart</li> </ul>	Reference Manual Facilitator’s guide Flip chart & markers,
20 minutes	<b>LO7.2 :</b> Identify a set of nutrition indicators	Interactive presentation <ul style="list-style-type: none"> <li>• define what an indicators and targets are</li> </ul>	Reference manual facilitator’s guide Module 7 ppt

		<ul style="list-style-type: none"> <li>• Ask participants what are characteristics of good indicators?</li> <li>• Ask participant to give examples of indicators from their sector</li> <li>• Give some nutrition indicators from reference materials</li> </ul>	
25 minutes	<b>LO 7.3 :</b> Discuss basics of data collection, presentation, analysis/interpretation	<p>Interactive presentation: data source, data quality, basic data analysis concepts, data presentation &amp; interpretation</p> <p>Complete Exercise sheet 7.1 individually in two minutes: Identify at least three pitfalls of the data presented</p> <p>Complete exercise sheet 7.2 by think pair-share. How can you make the data attractive for decision makers?</p>	Reference manual Facilitator's guide Learner's guide Exercise sheet 7.1 & 7.2
60 Minutes	<b>LO7.4:</b> Use of appropriate formats for monitoring and evaluation purposes	<p>Interactive presentation</p> <ul style="list-style-type: none"> <li>• What could be the role of the program managers in promoting M&amp;E and data use at the Woreda /facility/zonal level?</li> <li>• What are your responsibilities as a leader in the organization?</li> </ul> <p><b>Group Exercise</b></p> <ul style="list-style-type: none"> <li>• Divide participants in to five groups and ask each group to work on Exercise Sheet 7.3</li> <li>• Appoint a reporter and a time-keeper for the group.</li> <li>• Time for small group work: 45 minutes</li> <li>• Each group presents their results.</li> <li>• Reinforce key points from the discussion</li> </ul>	Reference manual Facilitator's guide Exercise Sheet on learner's guide Flip chart, markers,

## MODUEL ONE: WHY NUTRITION MATTERS

The main learning objectives of these exercises are to help participants discuss the causes and impact of malnutrition at individual community and country level

### Exercise Sheet 1.1: Possible Interventions for Causes of Malnutrition and Role of their respective Sectors

The purposes of this exercise is to assist participants recognize possible interventions at the immediate, underlying and basic causes of malnutrition and identify the potential roles of their respective sectors.

Following a presentation on the UNICEF's conceptual framework of malnutrition, instruct the participants to use the following template and discuss the possible interventions and the roles of the sectors with examples

Please advise participants to ignore the shaded boxes of the table.

#### Steps

- List possible interventions of malnutrition at each level of causes
- Identify potential role of your sector and give specific examples.
- At which level your woreda/Zone can practically contribute most?
- Use the following template for complete your exercises

<b>Causes of Malnutrition</b>	<b>Possible interventions at each level</b>	<b>What will be the contribution / role of your sector (give specific example)</b>
<i>Immediate causes</i>		
<i>Underlying causes</i>		
<i>Basic causes</i>		

## Exercise Sheet 1.2: Impact of malnutrition

**Purpose of the exercise:** To assist participants discuss the impact of malnutrition

Let the same group work on this exercise. Reinforce key points from the previous exercise and complete this exercise

### Instruction:

Advise them to consider the social, political, and economic impact of malnutrition and summarize their answer using the following format. (Please instruct them to not refer to the reference manual before completing this exercise!)

Impact of Malnutrition at Individual & Community & Region/Country Level		
Individual	Community	Region or Country Level

## MODULE TWO: PREVENTATIVE NUTRITION INTERVENTION IN ETHIOPIA

**The main learning Objective of** this module is to enable the participants to recognize the need of multi-sectora intervention for implementation of NNS/P, discuss selected preventative nutrition interventions

### Exercise Sheet 2.1: Preventative Nutrition Interventions in Ethiopia

**Purpose of the exercise:** To assist participants discuss preventative nutrition interventions

- Divide the participants into three groups.
- Each group should nominate a chairperson and secretary
- Assign each group to take one of the following three sub-topics topics (listed in the table below) and instruct them to read the reference material and make summary notes of each sub-topic.
- Each group should identify key points to teach others.
- Each group should also identify the responsible sector(s) in their respective woredas.
- Let the group present to participants
- Allow Q and A session
- Summarize key points using PPT slide

Preventative Nutrition interventions		Key Points	Responsible body sector(s) for the intervention in your Woreda or Zone
1. Infant and young child feeding practices	a. Breast feeding		
	b. Complementary Feeding		
	c. Feeding of sick child		
2. Maternal nutrition	a. During pregnancy b. During lactation c. Under nutrition cycle		
3. Micronutrient nutrition	a. List the first four MN of public health importance b. Identify sources of MN c. Identify key prevention and treatment strategies of micronutrients		

## Exercise Sheet 2.2: Triple ‘A’ CBN cycles

**Purpose of the exercise:** To assist participants explain the concepts and strategies of community based nutrition interventions

- Instruct participants to read the concepts of CBN
- Advise them to review the Job aid before proceeding to the discussion.
- Then instruct participants to review the CBN monitoring tool after completing the exercise
- Let the participants do the activity in pair (one from health and one from agriculture, if possible)

Assessment	Analysis	Action
<i>What to assess? How to assess? Who is responsible to assess?</i>	<i>What to analyze? How to analyze? Who is responsible?</i>	<i>How to develop an action plan? How to implement? Who are the stakeholders?</i>

## **MODULE THREE: NUTRITION HEALTH AND AGRICULTURE LINKAGE AND MULTI-SECTORAL COLLABORATION**

The main learning Objectives of these exercises are to enable participants to identify nutrition sensitive agriculture interventions and describe multisectoral collaboration for nutrition.

### **Exercise Sheet 3.1: Nutrition Sensitive Agriculture Interventions**

Purpose of the activity 3.3: Participants are expected to identify Nutrition Sensitive Agricultural Interventions

Form a group and project instruction for this activity. Let each group critically think about agriculture program in their woreda and proceed to the exercise using the following steps.

#### **Steps:**

1. List five agriculture programs run in your woreda.
2. Based on the – Nutrition sensitive agriculture part of module three, evaluate the nutrition sensitiveness of these programs
3. If not, what need to be done to make so?
4. If yes, what lessons can you share for others?
5. What are the roles of DAs/model farmers in disseminating nutrition related information

### Exercise Sheet 3.2: Multi-sectoral collaboration for nutrition

Purpose of the activity 3.2: Participants will identify opportunities and challenges of multisectoral collaboration for nutrition in their woreda context

Let the participants think of sectors they are working in collaboration to ensure nutrition security in their woreda? Evaluate (using the factors that influence collaboration) the existing collaboration and provide recommendation for better integration. Participants can use the following Matrix to summarize and present your answer. (Let participants to refer the – multisectoral collaboration section of module three)

Steps;

1. Identify existing/ possible areas of collaboration between health and agriculture sector to ensure nutrition security
2. Evaluate effectiveness of the existing collaboration and provide recommendation for better integration based on the following factors.

Factor	The current reality	What need to be done
Vision of the sectors		
Nutrition as Development priority of the sector, and urgency		
Capacity of the collaborating sectors		
Build shared understanding about nutrition among members		
Clearly defined Nutrition related roles, responsibility, and accountability for all participating organization		
Nutrition Department/unit/focal person assigned		
Planning for nutrition program/projects together		
Working together on nutrition		
Joint monitoring for nutrition		
Leadership Commitment		

What other sector(s) do you need to collaborate with for better nutrition outcome?

## **MODULE FOUR: GENDER AND NUTRITION**

The main objectives of these exercises will be to enable participants to identify the resource use and control status of men and women as well as their role and responsibilities in agriculture/nutrition program in their context.

### **Exercise Sheet 4.1: The implication of gender relation on women's nutrition**

The purpose of this activity is to help participants to identify resource use and control over among men and women in their context and gender and nutrition sensitive programs.

Instruct participants to discuss on the following points following the activity demonstrating men and women disparity in resource use and control over.

#### Steps

1. list main resources that members of a rural household might use
  
2. Discuss and agree on who use and control over of each resources
  - i. Which resources do women have control over?
  - ii. Is it women, men or both who make the decisions about resources in general?
  - iii. What impact does this have on the nutrition status of women, children and the community at large?
  - iv. What gender and nutrition sensitive programs need to be implemented to improve the nutrition status of women, children and the community at large?
  - v. List at least three gender and nutrition sensitive agricultural programs being implemented in your area and propose recommendations for further improvement if there is a need.

## MODULE FIVE: BEHAVIOR CHANGE COMMUNICATION IN NUTRITION

The main learning objective of this chapter is to help participants identify the basic concepts, strategies and tools of behavior change communication in relation to nutrition.

### Exercise 5.1: Design BCC strategies and tools

Purpose of the activity 5.1: Design BCC strategies and tools to communicate key nutrition messages

- I. Focus area one: ENA like Nutrition counseling on breast feeding and complementary feeding  
Identify one key messages to design BCC and disseminate to target beneficiaries
  
- II. Focus area two: Food-based Approach( food diversification it could be buying or growing )  
Identify one key messages regarding food-based approach to design BCC & disseminate to target beneficiaries

<b>Nutrition BCC</b>	<b>Key messages</b>	<b>Target Audience/s</b>	<b>BCC strategies</b>	<b>Tools</b>
Nutrition counseling or Other part of ENA				

<b>Nutrition BCC</b>	<b>Key messages</b>	<b>Target Audience/s</b>	<b>BCC strategies</b>	<b>Tools</b>
Food-based approach(diversity)				

## MODULE SIX: NUTRITION PROGRAM PLANING AND SUPERVISION

The main learning objectives of these exercises are to discuss on the basic concepts of planning, supervision and mentoring and to be able to effectively plan, manage and oversee nutrition interventions.

### Exercise Sheet 6.1 Individual exercise: Steps in program planning

Purpose of the activity 6.1: Identify the stages/ steps in program planning

Before you discuss the stages in program planning, instruct the participants to open the learner's guide and turn to Exercise 5.1 and respond to the question individually. This exercise will help participants to critically think on how to go about in planning nutrition programs.

### Exercise Sheet 6.1

Identify the steps you want to follow in program planning	1.
	2.
	3.
	4.

**Exercise Sheet 6.2: Why managers fail in planning?**

Pair with your neighbor and identify two to three possible reasons as to why program managers fail in planning. (Write the reasons on the 'post-it' paper and post it on the wall)

Purpose of the activity 6.2: Discuss the reason why managers fail in planning

- Use post-it session and plenary discussion to meet the objective

SN	Reason Why Managers Fail in Planning
1	
2	
3	
4	
5	

### **Exercise Sheet 6.3: Planning an integrated nutrition program**

**Purpose of the activity 6.3:** Plan an integrated nutrition program in collaboration with other sector offices

#### **Case study**

There has been chronic food insecurity situation in Mecha Woreda in Amhara Regional state. The communities residing in Mecha Woreda were hardly hit by recurrent droughts for over ten years. Availability of pure water for drinking is a major problem. Mothers and teenage girls trek long distance to fetch water. There has been an outbreak of malaria and diarrhea disease reported. Children under five and pregnant and lactating mothers and the elderly are highly affected by malaria and diarrhea. As a result, last month, the government in collaboration with key partners, has conducted standard nutrition survey to determine the nutrition, health and food security situation of the Woreda. Result of the nutrition survey (see the table below) alerted the need of an immediate and coordinated action.

<b>Indicators</b>	<b>Result</b>
Stunting	54%
Wasting	21.2%
Underweight	43%
U5MR	2.2
CDR	1.6

#### **Instructions:**

Based on the case study and nutrition survey report, what key nutrition, food security and health interventions would you suggest assisting the communities to come out of this difficult situation?

Advise them to use the following planning format to develop an action plan, (Let them consider modification of the format to that best suit/fit their context)

Advise them to come up with an integrated action plan whereby the roles and contribution of sector offices will be clearly visible. Let them start with the two sectors and if possible add the contribution of others sectors such as water, sanitation and education offices

Cognizant of the existing government's long term strategic plan, it would be good to limit the integrated action plan to a maximum of 6 months' time

<b>Annual or quarterly work plan format</b>					
Overall objective:					
Specific objectives: Use the excising gaps to come up with specific objectives					
Use the SMART (specific, measurable, achievable, realistic and time bound) methods to develop the action plan					
<b>Interventions/ Activities</b>	<b>Target Population</b>	<b>Time frame?</b>	<b>Responsibility (Key stakeholders)</b>	<b>Logistics needed</b>	<b>Remark</b>

Annual Work Plan format

S, No	Description	Unit of Measurement	Annual Plan	Quarter Distribution				Responsible Body
	Result Area One			Quarter 1	Quarter 2	Quarter 3	Quarter 4	
	1.1.							
	1.2.							
	Result Area Two							

Quarter Work Plan format

S, No	Description	Unit of Measurement	quarter Plan	Monthly Distribution			Responsible Body
				Jan	Feb	Mar	
	Result Area One						
	1.1.						
	1.2.						

## **Exercise Sheet 6.4: Supervisory and mentoring skills**

Purpose of the activity: to demonstrate supervisory skills

### **Role play**

Group work and presentation (role play showing how to conduct supervision and mentoring using supervision checklist)

- Split the groups into four and instruct participants to plan and conduct a supportive supervision visit to a health facility or /farmer training center.
- Help the groups to select an area of nutrition service from your previous joint planning where there is problem/ gap to be improved with supervision and feedback/ mentoring (Let them pick either health facility, or famer's training center or woreda health/agriculture office where joint supervision can result in visible change)
- Remind the groups to demonstrate effective communication skills and mentoring skills in their role play
- Summarize session with reflection on the role plays and skills demonstrated

## MODUEL SEVEN: MONITORING & EVALUATION OF NUTRITION PROGRAM

The Main Learning Objectives of this exercise are to describe concepts of monitoring and evaluation, identify nutrition indicators and make use of appropriate formats for monitoring and evaluation purposes

### Exercise sheet7.1: Data quality concept

The purpose of this exercise is to help participants to discuss on data quality concepts.

**Instruction:** The following table is the monthly report on child health and nutrition in a certain clinic in woreda X in Ethiopia. This table shows the total number of children that received follow-up services by sex for the listed conditions in October 2012. Evaluate this report based on accuracy and completeness of the data.

Child health and nutrition	Sex		Total
	Male	Female	
Children needing follow-up			
wasting	40	90	130
Odema	60	50	100
Anemia		17	93
Other (specify):-----	0	131	131

## Exercise sheet 7.2: Data presentation

**Instruction:** Read the information presented below and respond to the question.

A group of experts conducted a survey in a given woreda with a total population of 35,000 (thirty-five thousands) people and obtained the following figures as summarized in the following table. Present the data in a way that attract the attention of decision makers.

### 1. Trends of in nutrition status of children in the woreda: 1996, 2000 and 2005 E.C

Year of survey	Stunting (%)	Underweight (%)
1996	51	33
2000	44	27
2005	37	21

### 2. Human resource Data

Documented facts	Number
Number of Agricultural Development Agents	30
Number of Nurses	50
Number of Health extension workers	120
Farmers engaged in Nutrition sensitive farming	10

### **Exercise Sheet 7.3: Use appropriate formats for monitoring and evaluation purposes**

The purpose of this exercise is for participants to identify the appropriate reporting formats that best serve the purpose.

**Instruction:** Read and respond to the following questions. Share your experiences when you are asked to do so.

Explain the monitoring and evaluation system of your organization by answering the following questions.

1. What types of data are you collecting?
2. What format/tool are you using?
3. Does it capture nutrition related intervention?
4. How frequently are you doing it?
5. How do you present yours monitoring and evaluation reports and for what purposes?
6. As a manger, explain your roles and responsibilities in the monitoring and evaluation system of your organization?

## PRETEST AND POST TEST QUESTIONS AND ANSWERS

### Pre/post course Assessment Questions

**Instruction I:** Choose ONE best answer from the given options and write the letter of your choice on the space provided. Each question has 1 point

\_\_\_\_\_ 1. Which of the following statement is **NOT** correct about malnutrition?

- a) Malnutrition can occur if a person consume sufficient food
- b) Malnutrition can be resulted from inability of the body to utilize the food eaten
- c) Malnutrition may occur from ill health and disease
- d) Disease is the cause while malnutrition is the effect
- e) Malnutrition and mortality have a direct relationship

\_\_\_\_\_ 2. Rapid loss of muscle of the body in a short period of time is one form of manifestation of malnutrition. What is this condition called?

- a) Stunting or acute malnutrition
- b) Wasting or chronic malnutrition
- c) Underweight ( resulted from stunting and/or wasting)
- d) Stunting or chronic malnutrition
- e) Wasting or acute malnutrition

\_\_\_\_\_ 3. Which one of the following is the underlying cause of malnutrition?

- a) Lack of dietary intake by individuals
- b) Infrastructures (roads, communications, etc.)
- c) Maternal and child feeding and caring practices
- d) Disease situation in the community
- e) Political and ideological structures

- \_\_\_\_\_ 4. Which of the following is correct decreasing order of their current magnitude?
- a) Stunting, wasting and underweight
  - b) Wasting, underweight and stunting
  - c) Stunting, underweight and wasting
  - d) Underweight, wasting and stunting
- \_\_\_\_\_ 5. What is the primary objective of the national nutrition program (NNP)?
- a) To improve nutritional status of the population especially mothers and children through cost effective and sustainable interventions
  - b) To maximize productivity through different mechanism so as ensure food security of the country in a sustainable way.
  - c) To improve economic situation of individuals in particular and population at large so as ensure healthy life.
- \_\_\_\_\_ 6. Which of the following is **NOT** among essential nutrition actions being implemented and highly promoted in the country?
- a) Promotion of productive safety net program at rural setting
  - b) Promotion of optimal breastfeeding during the first six months
  - c) Promotion of optimal complementary feeding starting after 6 months of age
  - d) Promotion of optimal nutritional care of sick and severely malnourished children
- \_\_\_\_\_ 7. Which one of the following is part of the recommended infant and young child feeding (IYCF) practices?
- a) Promote exclusive breastfeeding until 2-3 years of the child age
  - b) Promote complementary feeding from birth to five years of age
  - c) Practice correct positioning and attachment of infant at the breast
  - d) Promote good maternal feeding and health during pregnancy

\_\_\_\_\_ 8. Which of the following is correct regarding micronutrients of public health importance in Ethiopia?

- a) Vitamin D, Iodine, Iron and Vitamin A
- b) Vitamin A, Iron, Iodine and Zinc
- c) Iron, Vitamin B, Magnesium and Iodine
- d) Vitamin C, Iron, Calcium and Iodine

\_\_\_\_\_ 9. Which of the following sets of activities belong to community based nutrition (CBN)?

- a) Breast feeding, complementary feeding, maternal health and micronutrient initiative
- b) Growth Monitoring, targeted food supplementation, micronutrient supplementation, parasitic control, hygiene and sanitation
- c) Feeding of sick child, water, hygiene, Sanitation and microeconomic activities

\_\_\_\_\_ 10. One of the following does **NOT** explain the contribution of agriculture to nutrition:

- a) Agriculture is the primary source of food to meet people's needs for energy and essential nutrients worldwide
- b) Agricultural growth is the necessary and sufficient condition to ensure nutrition security.
- c) Agricultural growth, to be translated in to food and nutrition security, depends on different conditional factors such as equitable distribution of resources and products, gender equality, health status and infrastructure
- d) Agricultural growth that benefits women can lead to improved household and child nutritional status through higher incomes among women

\_\_\_\_\_ 11. Which one of the following is **TRUE** about nutrition sensitive agriculture?

- a) In order to improve nutrition outcomes, agricultural programs need to focus mainly in increasing production and productivity as nutrition security can be realized at later stage.
- b) In order to avoid duplication of effort & resources; then nutrition sensitive agricultural interventions need to focus only in improving agricultural productivity.
- c) Increasing productivity of small holder and their incomes, diversifying food production, and making staple food crops more nutritious can be considered as some of nutrition sensitive agriculture.
- d) The issue of gender has nothing to do with Nutrition sensitive agricultural

\_\_\_\_\_ 12. Which of the following explains about multi-sector collaboration?

- a) Nutrition is the agenda of health sector. Hence, the need for collaboration with other sectors is not that much important so long as the health sector implemented all nutrition interventions mandated to it effectively.
- b) Tackling Malnutrition require solutions to be developed with the integration of all concerned sectors.
- c) Organizational structures, values, culture, and experience has no any effect on the sustainability of multisectoral collaboration.
- d) There is no possibility to initiate and sustain multisectoral collaboration at program level as it needs resources which needs a policy decision of the higher leadership.

\_\_\_\_\_ 13. Which one of the following about gender and sex is **INCORRECT**?

- a) Gender refers to the socially constructed roles and responsibilities assigned to men and women in a given culture or location
- b) Sex refers to biological attributes of men and women
- c) Gender roles are socially constructed and never changed
- d) In order to ensure gender equality we have to make sure whether most of the women in an economy are benefiting from the economic growth of the country or not

\_\_\_\_\_ 14. What is the process that ensures girls, women, boys and men are consulted and their different needs and perspectives are considered at all level?

- a) Gender mainstreaming
- b) Gender Equality
- c) Gender Right
- d) Gender equity

\_\_\_\_\_ 15. Which one of the following is true about gender and nutrition sensitive agriculture?

- a) A gender and nutrition sensitive agriculture never considers gender, and women empowerment as the central key of success
- b) A gender and nutrition sensitive agriculture does not aim at putting more resources in the hands of women and strengthen their voice within the household,
- c) Gender analysis is not that much important issue to promote gender and nutrition sensitive agriculture; but a proven strategy for enhancing the food security, nutrition, education and health of children
- d) Including women producers in contracts and group membership, and making resources related payments directly to women can be considered as a strategy to promote gender and nutrition sensitive agriculture

\_\_\_\_\_ 16. Which of the following is **NOT** an element of performance improvement process?

- a) Stakeholder participation
- b) Underweight, wasting and stunting
- c) Assess and find causes of performance gaps
- d) Define desired performance
- e) Setting objectives

**Part II:** Write T if the statement is true and F if the statement is false on the space provided.  
Each correct answer worth one point

\_\_\_\_\_17. Diagnosis of a problem in disaggregated manner is the first stage in nutrition program planning

\_\_\_\_\_18. Planning is simply deciding in advance on what to do, how to do it, when to do it and who is to do what.

\_\_\_\_\_19. Nutrition behavior change communication differs from nutrition education in that the former mainly focuses on increasing awareness and knowledge.

\_\_\_\_\_20. The focus of BCC in nutrition is to facilitate feeding and dietary behaviors that are compatible with growth, development, long-term health, survival and productivity.

\_\_\_\_\_21. The two focus areas of nutrition BCC in Ethiopia are promoting the seven essential nutrition actions (ENA) and community based nutrition.

\_\_\_\_\_ 22. ‘Are we doing the correct project?’ is the concern of monitoring; while ‘are we doing the project correctly?’ is the concern of evaluation.

\_\_\_\_\_ 23. The primary concern of program evaluation is to examine how inputs used & whether sufficient outputs obtained, while that of monitoring is concerned with program relevance & efficiency.

\_\_\_\_\_ 24. In a given reporting format, the ratio of achievements to set targets/plan shows our performance for the reporting period for which we are preparing the report.

\_\_\_\_\_25. “Prevalence of anemia in women of reproductive age” is an impact indicator.