



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

## Learner's Guide

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## Table of Contents

<b>INTRODUCTION .....</b>	<b>4</b>
<b>Course Syllabus.....</b>	<b>5</b>
<b>MODUEL ONE: WHY NUTRITION MATTERS? .....</b>	<b>8</b>
<b>Exercise 1.1: Small group activity: Possible Interventions for Causes of Malnutrition and Role of their Respective Sectors.....</b>	<b>8</b>
<b>Exercise 1.2: Small group activity: Impact of Malnutrition .....</b>	<b>9</b>
<b>MODULE TWO: PREVENTATIVE NUTRITION INTERVENTION IN ETHIOPIA .....</b>	<b>10</b>
<b>Exercise 2.1: Small group activity: Preventative nutrition Interventions in Ethiopia .....</b>	<b>10</b>
<b>Exercise 2.2: Small group activity: triple ‘A’ CBN cycles .....</b>	<b>11</b>
<b>MODULE THREE: NUTRITION HEALTH AND AGRICULTURE LINKAGE AND MULTI-SECTORAL COLLABORATION .....</b>	<b>12</b>
<b>Exercise 3.1: Small group activity: Nutrition Sensitive Agriculture Interventions.....</b>	<b>12</b>
<b>Exercise 3.2: Small group activity: Multi-sectoral collaboration for nutrition .....</b>	<b>13</b>
<b>MODULE FOUR: GENDER AND NUTRITION.....</b>	<b>14</b>
<b>Exercise 4.1: Small group activity: The implication of gender relation on women’s nutrition .....</b>	<b>14</b>
<b>MODULE FIVE: BEHAVIOR CHANGE COMMUNICATION IN NUTRITION.....</b>	<b>15</b>
<b>Exercise 5.1: Small group activity: Strategies and tools for effective BCC in nutrition. ..</b>	<b>15</b>
<b>MODULE SIX: NUTRITION PROGRM PLANING AND SUPERVISION .....</b>	<b>16</b>
<b>Exercise 6.1: Individual Exercise: Identify the stages/ steps in program planning. ....</b>	<b>16</b>
<b>Exercise 6.2: Post-it exercise: why managers fail in planning. ....</b>	<b>17</b>
<b>Exercise 6.3: Case Study to plan an integrated nutrition program .....</b>	<b>18</b>
<b>Exercise 6.4: Role Play on Supervision and Mentoring Skills .....</b>	<b>19</b>
<b>MODULE SEVEN: MONITORING &amp; EVALUATION OF NUTRITION PROGRAM....</b>	<b>21</b>
<b>Exercise 7.1: Small group activity: Data quality concept .....</b>	<b>21</b>
<b>Exercise 7.2: Small group activity: Data presentation .....</b>	<b>22</b>
<b>Exercise 7.3: Individual exercise: Reporting format for nutrition programs .....</b>	<b>23</b>

## INTRODUCTION

Welcome to the learner'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 Zonal and Woreda levels, offers different kinds of exercises to develop the knowledge, skills and attitude of the learners related to competencies of integrated program planning and supervision. You, the learner of the training, are expected to work with the facilitator and participants of the training in realizing the attainment of core competencies through various competency-based training, assessment and exercises. In addition, the course is designed in a way to be completed in a reasonably short period of time so your full and active participation is essential.

This learner's guide contains all the necessary instructions and individual and group exercises that are essential to effectively conduct the training and achieve the desired objectives. This is, however, a flexible guide that gives room to any possible modifications and changes in the course of conducting the sessions. The contents in this guide are taken, in the most part, from the *"Nutrition Program Planning and Supervision for Health and Agriculture Program Managers"* reference manual. The learner's manual covers essential exercises of the seven modules of the training/ reference manual.

The essential elements of this training are the following:

- Overview of malnutrition globally and in Ethiopia,
- Key preventative nutrition interventions and the national nutrition program and strategies
- Multi-sectoral Collaboration for Nutrition & Agriculture, Nutrition and Health
- Gender and Nutrition
- Behavior change communication in nutrition
- Nutrition program planning and supervision
- Monitoring & Evaluation of nutrition programs

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 also be assessed for their progress throughout the course in a continuous manner and will be provided feedback by facilitators and participants.

This course is designed for:

- Health program managers working at regional, zonal and 'woreda' levels
- Agriculture program managers working at regional, zonal and 'woreda' levels, and
- Health facility managers who plan and supervise nutrition programs at facility and community levels

## 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 coaching to improve the performance of nutrition service at their setups.

### Learning Objectives

**Course Objectives:** 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 the causes, trends and impacts of malnutrition in Ethiopia
- Discuss preventative nutrition interventions and its multi-sectoral nature based on NNS/NNP
- Discuss the linkage between agriculture, nutrition health and other related sectors  
Recognize key gender and development concepts to make nutrition interventions gender sensitive
- Conduct planning and supervision of integrated nutrition programs
- 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 program managers at regional, zonal or woreda levels who are involved in nutrition programs planning and supervision.
- Health facility managers and woreda agriculture office 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.
- 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 and case studies
- Individual exercises
- Small and large group work (discussions, Q & A sessions)
- Role plays/ simulation exercises
- Guided practice activities

## **Training-Learning Materials**

- Reference manual: title: *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
8:30– 10:30	Welcome & Opening (90 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) <p><b>Module Three: Nutrition Agriculture, Health linkage &amp; Multi Sectoral Collaboration (90 minutes)</b></p>	Warm up, recap and agenda (10 min) <p><b>Module Six: Planning &amp; Supervision: Program Planning (100 minutes)</b></p>	Warm up, recap and agenda (10 min) <p><b>Module Seven: Monitoring &amp; Evaluation of Nutrition Program (100 minutes)</b></p>
10:30- 10:50	<b>Tea Break</b>			
10:50- 12:30	<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)
12:30- 2:00	<b>Lunch</b>			
2:00 – 3:30	<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>
3:30- 3:50	<b>Tea break</b>			
3:50- 4:50	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)	
4:50- 5:00	Review, daily evaluation and assignment	Review, daily evaluation and assignment	Review, daily evaluation & assignment	

## MODUEL ONE: WHY NUTRITION MATTERS?

**Learning Objective:** After completing this module, the participants will be able to describe the causes, trends and impact of malnutrition in Ethiopia

Exercise 1.1: Small group activity: Possible Interventions for Causes of Malnutrition and Role of their Respective Sectors

The purpose 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.

**Instruction:** Using the template below, list the possible interventions at each level and potential role of each sector)

**Step I:**

- List possible interventions of malnutrition at each level of cause
- 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 1.2: Small group activity: Impact of Malnutrition**

The purpose of this exercise is to assist participants discuss the impact of malnutrition at individual, community and country level.

**Instruction:** Consider the social, political, and economic impact of malnutrition and summarize your answer using the following format. (Do not refer to the reference manual before completing this exercise!)

<b>Impact of malnutrition at individual and community &amp; country level</b>	
<b>Individual Level</b>	<b>Community or Country Level</b>

## MODULE TWO: PREVENTATIVE NUTRITION INTERVENTION IN ETHIOPIA

**Learning Objective:** After completing this module, the participants will be able to describe the national nutrition strategies and program, and discuss preventative nutrition interventions and its multi-sectoral nature

### Exercise 2.1: Small group activity: Preventative nutrition Interventions in Ethiopia

The purpose of this exercise is to assist participants to discuss on preventative nutrition interventions.

**Instruction:** In your small group, discuss on the topics presented in the table below. In your discussion, focus on some key points (benefits, practices, etc.) and the responsible body for the nutritional practices.

- Split into three group.
- Each group should nominate a chairperson and secretary
- One small group is expected to take one of the following three sub-topics topics (listed in the table below)
- Read the reference material and make summary notes of the topic you have picked.
- Identify key points to teach others.
- Each group should also identify the responsible sector(s) in their respective woredas.
- Present your group work to the audience

Preventative Nutrition interventions		Key Points	Responsible body sector(s)
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	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 2.2: Small group activity: triple ‘A’ CBN cycles

The purpose of this exercise is to assist participants explain the concepts and strategies of community based nutrition interventions.

**Instruction:** Pair up and fill in the details of the triple ‘A’ CBN cycles in each column

- Read concepts of CBN
- Review the Job aid before proceeding to the discussion.
- Review the CBN monitoring tool after completing the exercise

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

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

**Learning Objective:** After completing this module, participants will be able to explain the linkages of agriculture, health and nutrition and multi-sectoral collaboration for nutrition

### **Exercise 3.1: Small group activity: Nutrition Sensitive Agriculture Interventions**

Purpose of the activity 3.1: 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 3.2: Small group activity: Multi-sectoral collaboration for nutrition

**Instruction:** For a small group of participants from the same ‘woreda’ and assign facilitator and secretary. Write the summary of your findings on a flip chart and present in the plenary.

**Steps:**

- a. Identify existing/ possible areas of collaboration between health , agriculture, education , water and women’s affairs sector to ensure nutrition security
- b. 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

**Learning Objective:** After completing this module, participants will be able to recognize key gender and development concepts in relation to nutrition and propose gender sensitive nutrition interventions

### Exercise 4.1: Small group activity: 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.

**Instruction:** Form a small group and assign facilitator and secretary. The facilitator collects the following materials for the group:

- A pile of smaller index cards for you to draw/name different resources
- Flipchart paper and marker to make two big charts
- Six larger index cards to draw the “header” cards.

#### Steps

- a. List main resources that members of a rural household might use
- b. Discuss and agree on who use and control or make the final decisions 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

**Learning Objective:** After completing this module, participants will be able to recognize the basic concepts, strategies and tools of behavior change communication (BCC) and design appropriate strategies for nutrition BCC.

### Exercise 5.1: Small group activity: Strategies and tools for effective BCC in nutrition.

The purpose of this exercise is for participants to identify the appropriate strategies and tools and design effective BCC for nutrition.

#### Instruction:

- Work in a small group and make sure your group is composed of similar number of experts from health and agriculture sector etc
  - Select a facilitator and secretary for your group and obtain flipchart and markers
  - Select one key message from the two focus areas of nutrition intervention using the job aid in the reference manual
  - Using the template shown below, identify target audience, and appropriate strategy and tools to design BCC (you can refer to Table 5.1 of Nutrition strategies and tools in the reference manual).
  - Write down your work on a flip chart and present it to the large group
- I. Focus area one: ENA like Nutrition counseling, 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

Nutrition BCC	Key messages	Target Audience/s	BCC strategies	Tools
nutrition counseling or other part of ENA				

Nutrition BCC	Key messages	Target Audience/s	BCC strategies	Tools
Food-based(Diversity)				

## MODULE SIX: NUTRITION PROGRAM PLANNING AND SUPERVISION

**Learning Objective:** After completing this module, participants will be able to discuss the basic concepts of planning, supervision and mentoring and effectively plan, manage and supervise nutrition interventions

### Exercise 6.1: Individual Exercise: Identify the stages/ steps in program planning.

The purpose of this exercise is to help participants critically think and identify the stages/ steps one has to follow in program planning.

**Instruction:** Please try to respond to the following question by your own, individually. (Please bear in mind that the steps may not necessarily be only seven)

Identify the steps you want to follow in program planning	1.
	2.
	3.
	4.
	5.
	6.
	7.

**Exercise 6.2: Post-it exercise: why managers fail in planning.**

The purpose of this exercise is for participants to discuss in pairs the reason why managers fail in planning.

**Instruction:** Pair with the person next to you and discuss the possible reasons as to why program managers fail in planning. You have to identify at least three reasons. Write your points on the post-it paper and post it on the wall.

SN	Reason Why Managers Fail in Planning
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

### Exercise 6.3: Case Study to plan an integrated nutrition program

The purpose of this exercise is to help participants to plan an integrated nutrition program in collaboration with other sectors.

#### Case Scenario

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.

Indicators	Result
Stunting	54%
Wasting	21.2%
Underweight	43%
U5MR	2.2
CDR	1.6

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

Use the following format to develop an action plan, (Please consider modifying the format to best suit your real context))

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

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

Cognizant of the existing government's long term strategic plan, it would be good to limit your action plan within 3 to 6 months

Annual or quarterly work plan format					
<b>Overall objective:</b>					
<b>Specific objectives:</b> 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					
Interventions/ Activities	Target Population	Time frame?	Responsibility (Key stakeholders)	Logistics needed	Remark

Annual Work Plan format

SN	Description	Unit of Measurement	Annual Plan	Quarter Distribution				Responsible Body
				Quarter 1	Quarter 2	Quarter 3	Quarter 4	
	Result Area One							
	1.1.							
	1.2.							
	Result Area Two							

Quarter Work Plan format

SN	Description	Unit of Measurement	quarter Plan	Monthly Distribution			Responsible Body
				Jan	Feb	Mar	
	Result Area One						
	1.1.						
	1.2.						

### Exercise 6.4: Role Play on Supervision and Mentoring Skills

The purpose of this role play is for participants to demonstrate supervision and associated skills such as communication, feedback, coaching and mentoring. The session will help learners to attain sound supervisory and mentoring skills.

**Instruction:**

- Working in your group, plan a supportive supervision visit to a health facility. You can design it as internal supervision or external supervision
- In your planning, you can assume an area of nutrition service where there is a gap or problem to be improved with your supervision and mentoring (each group may pick institution of interest such as health facility, farmer's training center, school feeding programme or small scale irrigation schemes etc. to conduct integrated supportive supervision and see the contribution of sector offices and the role of one or more sectors in adding value to the effort and contribution of the other sector office/es in nutrition programming and implementation)
- Conduct the integrated supervision (as a role play) where one or two member in the group is/are a supervisor/s and the remaining members are facility staff/ supervisee.
- Try to demonstrate the supervision and mentoring skills so that the supervisee will get the benefits of a supervisor (you can plan to have one staff supervisee or many, in the latter case you can conduct a meeting with the facility staff supervised). Do not forget to use a supervision checklist/tool
- Participate in the reflection session after the role play

## MODULE SEVEN: MONITORING & EVALUATION OF NUTRITION PROGRAM

**Learning Objective:** After completing this module, participants will be able to explain the difference between monitoring and evaluation and make use of appropriate formats for monitoring and evaluation purposes.

### Exercise 7.1: Small group activity: 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	
wasting	40	90	130
Odema	60	50	100
Anemia		17	93
Other (specify):-----	0	131	131

## Exercise 7.2: Small group activity: 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 7.3: Individual exercise: Reporting format for nutrition programs**

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?