

## TRAINING CURRICULUM: PROVINCIAL SENSITIZATION TRAINING ON FOOD SECURITY AND NUTRITION

### Workshop objectives:

Participants will be able

- To understand the basic concept on Food Security and Nutrition (FSN) and become aware of the importance for any further development
- To know about the analysis and assessment instruments and sources, and
- To identify intervention strategies (action in order to better mainstream FSN in their strategies and programmes)

Participants foreseen are: planners, senior officers from the government agencies and NGOs at provincial level.

### OVERVIEW on 3 day workshop

| No. | Topics   | Contents  |
|-----|--|---|
| 1   | Understanding of the concept of Food Security and Nutrition (FSN)  | <ul style="list-style-type: none"> <li>- level of (social, administrative) organization (macro, Meso and Micro levels)</li> <li>- definition of food security and nutrition</li> <li>- determinants of food security and nutrition</li> <li>- manifestations of food insecurity and malnutrition</li> </ul> |
| 2   | <p>Relation between food security and nutrition and poverty reduction</p> <p>An overview of FSN strategy and policy papers</p> | <ul style="list-style-type: none"> <li>- The link of food security and nutrition to poverty reduction (MDGs, CMDGs, etc.)</li> <li>- FSN in relevant strategies/policies in Cambodia (CMDG, NSDP)</li> </ul>  |
| 3   | <p>Situation analysis :</p> <p>What do you know about the food security and nutrition situation in your area?</p>              | <ul style="list-style-type: none"> <li>- Overview of triple A (project cycle )</li> <li>- Assessment and Analysis of food security and nutrition situation (according to concept structure)</li> </ul>  |
| 4   | Understanding of FSN indicators  | <ul style="list-style-type: none"> <li>- Common food security and nutrition indicators (should focus more on meso and micro indicators)</li> </ul>  |
| 5   | What are possible interventions/actions to improve the situation?  | <ul style="list-style-type: none"> <li>- Activities to improve food security and nutrition in current situation (considering the different dimensions)</li> </ul>   |
| 6   | Transfer of knowledge and integration of FSN in any plans and programmes   | <ul style="list-style-type: none"> <li>- Integration of food and nutrition into the existing plans and participants responsibilities and to monitor the implementation of this initiative</li> </ul>  |

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|---|-----------------------------------|--|
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| 7 | Course Evaluation by participants | <ul style="list-style-type: none"><li>- Contents</li><li>- Facilitation</li><li>- Organization</li><li>- Materials and logistics</li><li>- Suggestions</li></ul> |

**Curricula/script for training workshop:  
Day 1:**

| <b>Timing</b> | <b>Topics</b>  | <b>Detailed Contents</b>   | <b>Purpose for this session;<br/>Objectives</b>   | <b>Learning Experience<br/>Training methods</b>  | <b>Materials</b>   | <b>Responsible facilitator<br/>(background)</b> |
|---------------|--|--|---|--|--|---|
| Morning       | Welcome and Opening, introductions: <ul style="list-style-type: none"> <li>▪ Objectives</li> <li>▪ Participants</li> <li>▪ Working method</li> </ul> | Formal and informal welcome to all; introduce all participants to each other and to frame conditions   | Everyone should feel comfortable and know all details for the coming three days   | Moderated opening with participant involvement   | Pinborads, markers pen, paper cards, Flipchart posters   |   |
| Morning       | 1. Understanding of the concept of Food Security and Nutrition (FSN)   | <p>Starter: what comes to your mind when you hear food and nutrition security?</p> <ul style="list-style-type: none"> <li>▪ level of (social, administrative) organization (macro, Meso and Micro levels)</li> <li>▪ definition of food security and nutrition</li> <li>▪ determinants/pillars of food security and nutrition</li> </ul> | <p>Hear participants terms and language</p> <ul style="list-style-type: none"> <li>- understanding and clarification (incl. definition) of food security and nutrition and all the inherent aspects + its importance</li> </ul> | <p>Presentation mainly BUT:<br/>Invite for many questions and discussion ensuring that the concept is really understood;</p>                                 | <p>Pinborads, markers pen, paper cards, Flipchart Posters</p> <p>Computer, screen Porjector or transparency with overheadprojector</p> |   |
| Afternoon     | Continuation   | <ul style="list-style-type: none"> <li>▪ manifestations of food insecurity and malnutrition</li> </ul>   | The outcome of food and nutrition insecurity gets clear   | Use table with (medical) terms and pictures  | Pinborads, markers pen, paper cards, Flipchart posters   |   |
| Afternoon     | 2. Relation between food security and nutrition and poverty reduction  | <ul style="list-style-type: none"> <li>▪ the link of food security and nutrition to poverty reduction (MDGs, CMDGs, etc.)</li> </ul>   | <ul style="list-style-type: none"> <li>- Importance of food security and nutrition in reducing poverty in Cambodia</li> <li>- gender relevance</li> </ul>   | <p>Ready presentation on poverty – FNS;<br/>Presentation of CMDG and ist context<br/>Do a discussion on the MDG and the CMDG, knowing and opinion asking</p> | <p>Copy of MDG and CMDG at hand</p> <p><b><i>This session can be shortemed on decentralized level.</i></b></p>                         |   |

## Day 2:

| timing    | Topics  | Contents   | Purpose for this session; Objectives   | Learning Experience Training methods  | Materials  |
|-----------|---|--|--|---|--|
| Morning   | Programme of the day<br><br>3. The Situation of food and nutrition security (in Cambodia)<br><br>= assessment and analysis of a given situation | <ul style="list-style-type: none"> <li>▪ Overview of triple A or the project cycle</li> <li>▪</li> </ul> Joint brainstorming:<br>What are sources or persons for getting information on the current FNS situation? | Understand the logic of first situation analysis before starting any action                            | Today we concentrate on the measures for knowing the situation (assessment and analysis)<br>Next day we will discuss possible actions/interventions to improve it | Pinborads, markers pen, paper cards, Flipchart Posters |
| Morning   | Working with participants' experience:<br><br>Group work  | Question/task:<br><br>What do you know about the food security and nutrition situation in your area/province?<br>(ca. 60 – 90 min)   | Participants start working with the concept<br><br>p. show their expertise with various aspects of FNS | Group of 5-7 people each; sitting separately<br>Same task for all groups<br><br>Self moderated, if help is needed, go and assist, clarify the task                | Pinborads, markers pen, paper cards, Flipchart Posters |
| Afternoon |   | Presentation of all groups<br>With intensive discussions   |  | One presenter from each group presents;<br>Others contribute<br><br>Comments from group and moderator   | Space for showing all boards                           |
| Afternoon | 4. Understanding of FSN indicators  | - Introduction to FSN Indicators (for availability, access, use+utilisation)   | - Common food security and nutrition indicators (should focus more on meso and micro indicators)       | Participants see need for measuring FNS and know i. For all dimensions  | See indicators in FSN publication                      |

### Day 3:

| timing    | Topics  | Contents  | Purpose for this session; Objectives   | Learning Experience Training methods  | Materials  |
|-----------|---|---|--|---|--|
| Morning   | Progr. of the day<br>5. Action/intervention in FNS<br>= activities to improve food security and nutrition in current situation (considering the different dimensions) | Question/task:<br><ul style="list-style-type: none"> <li>What are possible interventions/actions to improve the situation?</li> <li>What do you do so far?</li> <li>What can/needs to be done additionally?</li> </ul><br>(groups can/may be split according to dimensions) | Participants share their knowledge on possible actions   | Make clear it is the last day for asking questions;<br><br>Same groups as before (or change if needed)<br><br>Make sure all 3+1 dimensions are covered                | Pinborads, markers pen, paper cards, Flipchart Posters |
| Morning   | continuation  | Presentation of all groups<br>With intensive discussions<br>Ca 4-5 groups   | Share experiences on interventions;  | Prepare for explaining additional actions (see FNS reader)  |  |
| Afternoon | 6. Transfer of knowledge and integration of FSN in any plans and programmes<br>Existing plans (CDP – CIP)   | Question/task:<br>Where do you see possibilities to include FNS into your plans and activities?<br>(Name them, who is responsible; Which timeframe?)  | Integration of food and nutrition into the existing plans and participants responsibilities and to monitor the implementation of this initiative | Small groups according to responsibility and background (40 min)  | Pinborads, markers pen, paper cards, Flipchart Posters |
| Afternoon | continuation<br><br>7. Course Evaluation by participants<br>CLOSING   | Presentation of groups<br><br><ul style="list-style-type: none"> <li>Contents, Facilitation Organization Materials and logistics; Suggestions</li> </ul>  | Achieve commitment to include FNS and change something to the better;<br><br>Collect feedback for improvement (like/dislike+proposals)           | Different actions become obvious, keep track and assist where possible<br><br>Prepare questionnaire or do by card writing<br>Distribute certificate<br>Thank Everyone |  |