



FAO European Union Food Facility Project

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Trials of Improved Practices (TIPs)



Guiding Notes For TIPs Trainers and Implementers

Defeat hunger and poverty in Cambodia

July 2011

FAO EU Food Facility Project

Project “Improve the Food Security of Farming Families Affected by Volatile Food Prices”

To reduce the effects of volatile food prices, the European Union provides financial support to the Food and Agriculture Organization of the United Nations (FAO) to help address the food insecurity in Cambodia. Through FAO the European Union Food Facility Project focuses on the sustainability of increased productivity, improved management practices and improved access to agricultural inputs and services and to improve dietary diversity and family feeding practices, starting with Infant and Young Child Feeding (IYCF). FAO is implementing the project in collaboration with General Directorate of Agriculture (GDA) of the Ministry of Agriculture, Forestry and Fisheries (MAFF), with cooperation from Ministry of Women’s Affairs (MoWA), Ministry of Water Resources and Meteorology (MoWRAM), Fisheries Administration (FiA), relevant provincial departments and local non-government organizations (NGO)



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Introduction

A. Purpose of Guiding Notes

These Guiding Notes provide instructions to trainers on how to conduct each session when training provincial supervisors and district TIPs implementers who implement the Trials of Improved Practices. District TIPs implementers will use the same Guiding Notes for training Community Nutrition Promoters (CNPs) who will be responsible for promoting and disseminating tested nutritionally improved complementary feeding.

B. How the Materials were Designed

These reference materials were designed based on experiences from FAO projects in several countries and have been further developed for use by the FAO EU Food Facility Project “Improve the Food Security of Farming Families Affected by Volatile Food Prices GCP/CMB/033/EC”. The materials are targeted to district TIPs implementers and their provincial and national level supervisors.

District TIPs implementers and provincial supervisors receive 5 days training on:

- Basic nutrition, including food needs of infant and young children (IYC), pregnant and lactating mothers and those who are sick.
- Facilitation skills and qualities of a good facilitator.
- How to assess seasonal household food availability and access patterns, family feeding practices; and effects of seasonal gender-based activity patterns on child and family feeding patterns.
- How to identify poor feeding practices and how to improve them using food resources available to households.
- How to develop and test nutritionally improved foods.
- How to counsel households to improve feeding practices using readily available food resources.
- How to mobilize communities for TIPs and select households to participate in TIPs.
- How to facilitate TIPs, using TIPs tools.

The strategy for promoting adoption of nutritionally improved infant and young child (IYC) feeding practices in entire communities is not part of these notes.

C. Contents

Guiding Notes are Instructional Notes for trainers of provincial supervisors and district TIPs implementers on:

- Types of questions to ask and games/activities to undertake when conducting each session.
- Approximate time for discussions/activities, so as to keep time and focus on relevant issues.
- How to wrap up and conclude the session.

The training approach used is very participatory and encourages trainers to facilitate rather than instruct and to promote active participation of participants. Apart from presentations on concepts such as basic nutrition, the methodology for conducting Trials of Improved Practices (TIPs) and developing Seasonal Food Availability Calendars (SFAC), virtually all other sessions are participatory, through:

- Plenary discussions;
- Working group sessions;
- Role plays and practical sessions to field-testing TIPs tools; and
- Practical preparation of dishes using some of the improved feeding recipes.

District TIPs implementers will use some, but not all, of the same Guiding Notes when training Community Nutrition Promoters (CNPs). The CNPs will be responsible for promoting and disseminating nutritionally tested improved complementary feeding recipes and other appropriate IYC feeding practices; hence there is a need to carefully review relevant Guiding Notes during the training of provincial supervisors and district TIPs implementers, especially the Guiding Notes on:

- Basic Nutrition
- Seasonal Food Availability and Gender-based Activity Patterns
- Facilitation skills and qualities of a good facilitator
- TIPs methodology and TIPs Tools, including counselling tools and how to conduct nutrition counselling
- TIPs for developing and testing improved Complementary feeding (CF) recipes, food safety and hygiene and CF food preparation practicals
- Conducting cooking demonstrations and community mobilization or TIPs
- Developing a workplan for TIPs implementation, including monitoring and evaluation.

There are 16 Guiding Notes for the 16 sessions on the training programme. Please note that some sessions only have Guiding Notes for Trainers, e.g. the session on participants' expectations, aimed at developing a common understanding on workshop objectives, expected outputs and follow-up action. Consequently, the numbering of Guiding Notes for sessions does not always correspond to the number of the 10 Reference Notes. However the Draft Workshop Programme in Annex 1 indicates which type of Session Guiding Notes to use when facilitating specific topics on the training programme.

Session 1

Participants Expectations

A. Trainer's Guiding Notes for Session 1

Purpose of the Session

- To develop a common understanding on the objective of the workshop, expected outputs and follow-up action.

Instructions for TIPs Trainer

1. Give 3 cards to each participant and ask them to write one expectation on each of the three cards, that is:
 - a) A minimum of 2 and maximum of 3 expectations per participant.
 - b) Statements must be brief and the writing large and clear so that it is readable from a distance.

(10 minutes)

2. Collect cards and arrange/group them on the board according to common expectations and give each group a sub-title.

(Do it during break by co-trainers to save time)

3. Discuss each group of expectations and indicate whether these will be covered during the workshop, giving reasons why, while referring to the workshop objectives presented earlier.

(5 minutes)

Materials Required:

- a) At least 3 times the number of participants coloured cards for distribution to participants
- b) Boxes of coloured markers
- c) Big flipchart to stick cards on
- d) Masking tape or a packet of sticky stuff
- e) Workshop objectives

B. Review of Guiding Notes with Workshop Participants

Purpose of the Review

- To ensure that provincial/district TIPs facilitators fully understand how to facilitate the session on participants expectation.

Instructions for TIPs Trainer

1. Go through the Guiding Notes for the session on "Participants Expectations", one point at a time, with participants.
2. Ensure that participants understand how to facilitate this session.

3. Respond to any questions raised and note revisions which may be necessary to make the facilitators' Guiding Notes clearer.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(10 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 25 minutes)

Session 2

The Food We Eat (Cambodian Food)

A. Trainer's Guiding Notes for Session 2

Purpose of the Session

- To agree on commonly consumed foods, their importance in meal preparation, key functions of these foods and how they may be classified.
- To familiarise national trainers on the approach to use when training district TIPs implementers on the role of the foods we eat.

Instructions for TIPs Trainer

1. Start the session by asking participants to explain "what is food". Write down the key words from their response and sum-up the discussion by providing the explanation in Item A of Reference Notes 1 on "The Food We Eat". **(5 minutes)**
2. Then ask participants to explain what they understand by the word "Nutrition". Write down the key words from their response and sum-up the discussion by providing the explanation in Item B of Reference Notes 1. **(5 minutes)**
3. Facilitate a discussion on why we need to eat well and ask participants to classify foods according to food types and discuss main nutrients, which we get from each group of foods. Sum-up this discussion by bringing up points not mentioned by participants but are provided in Item C and D, Reference Notes 1.

(10 minutes)

4. Make a brief presentation on the basic rule or formula to apply when planning a good meal.

(15 minutes)

5. Group participants into groups of at most 4 and give them coloured cards. Ask them to list the foods they usually eat in their area (one food item on each card).
6. Ask them to group these food items according to the formula you just gave on "planning a good meal".
7. Invite each group to present the outcome of its discussions and ask them to explain reasons for their classification.
8. Assist them to re-classify the food cards, if necessary.

(10 minutes)

9. Facilitate a game to verify understanding on how to plan a good balanced meal by:
 - a) Placing foods into the large local tray.
 - b) Invite participants to take turns, individually or in groups of two at the most, to come in front and select very basic foods essential for preparing a good,

- well balanced meal.
- c) Ask one of the participants to list foods in each tray on the board/flip chart.
 - d) Ask the rest of the participants to comment on whether the foods selected are adequate and give reasons.
10. If there is more than one food from each group, discuss and delete some of these, leaving only one food per group, since most poor households cannot afford a diet with a wide variety of foods. However, make sure that there is a food from each key food group.
 11. Conclude the discussion by providing the basic rule/formula for selecting ingredients that will constitute a balanced meal.

(15 minutes)

Materials Required:

- a) At least 40 coloured cards for distribution to each group.
- b) Main foods eaten in the area (real foods or individual pictures/drawings), e.g., cereals, roots and tubers, different vegetables, fruits beans (dried) and peanuts/oil seeds, fish, eggs, cooking oil, food from nature, etc.
- c) Two big local trays/winnowing trays for putting the food (trainees may bring some of these trays from home).
- d) Three smaller trays to be used when playing the game on classifying foods.

B. Review of Guiding Notes with Workshop Participants

Purpose of the Review

- To ensure that provincial supervisors and district TIPs implementers fully understand the materials to use when conducting training for Community Nutrition Promoters.

Instructions for TIPs Trainer

1. Go through the Guiding Notes for the session on “The food we eat”, one point at a time, with the participants.
2. Check and ensure that participants understand and are comfortable with how to facilitate this session.
3. Respond to any questions as they are raised.
4. Note revisions, which may be necessary to make the trainers’ Guiding Notes clearer.
5. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 1 hour 15 minutes)

Session 3

Food Needs of Infants and Young Children, Pregnant and Lactating Women and Sick Children

A. Trainer's Guiding Notes for Session 3

Purpose of the Session

- To review and ensure that participants have a common understanding of the food needs of family members most at risk of becoming malnourished; and
- To familiarise trainers on the approach to use when training district TIPs implementer on “Food needs of infants and young children (IYC), pregnant and lactating women and the sick” in particular.

Instructions for TIPs Trainer

NB: Facilitators must carefully study Reference Notes for this session, provided in Part I when preparing to conduct this session.

1. Start the session by asking participants to give factors that determine the food needs of different family member and list these down on flipchart. Then sum-up all the factors that determine food needs, which are provided in Item A of Reference Notes No. 2.

(15 minutes)

2. Ask participants to indicate family members with special food needs and discuss why they have special food needs. Note key points brought up in the discussion on flipchart. Sum-up by bringing up points not mentioned by participants but are provided in Item B of the Reference Notes.

(20 minutes)

3. Then facilitate a discussion on the importance of “Exclusive Breastfeeding”, which most mothers are now aware of, but some still do not do it. Discuss how mothers can be encouraged to exclusively breastfeed, summing-up by referring to any additional points in Item C of Reference Notes No. 2.

(15 minutes)

4. Facilitate a discussion on what should good complementary feeding contain (ingredients), their consistency and daily frequency of feeding these complementary foods.

(20 minutes)

5. Thereafter, facilitate discussion on the food needs of pregnant and lactating women, including recommended daily meal frequency and how these can be met.

(20 minutes)

6. Lastly, facilitate a discussion on feeding the sick, main challenges and how to deal with these challenges.

(15 minutes)

7. Sum-up this session by summarizing family members with special food needs and the reasons why, while making sure that all key issues in Reference Notes No. 2 are covered.

(10 minutes)

Materials Required:

- a) Flipcharts
- b) Markers
- c) Posters or slides
- d) Reference Notes for this session on “ Food Needs of Family Members with Focus on Infants and Young Children, Pregnant and Lactating Women and those who are sick”

B. Review of Guiding Notes with Workshop Participants

Purpose of the Review

- To ensure that provincial supervisors and district TIPs implementers fully understand the materials to use when conducting training for Community Nutrition Promoters on Food Needs of Family Members.

Instructions for TIPs Trainer

1. Go through the Guiding Notes for the session on “Food Needs of Family Members with Focus on Infants and Young Children, Pregnant and Lactating Women and those who are sick”, one point at a time, with workshop participants.
2. Check and ensure that participants understand all the key issues and are comfortable with how to facilitate this session.
3. Respond to any questions as they are raised.
4. Note revisions, which may be necessary to make the Facilitators’ Guiding Notes clearer and more practical.
5. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 2 hours 10 minutes)

Session 4

Development of Food Availability Calendars

A. Trainers Guiding Notes for Session 4

Purpose of the Session

- To strengthen skills for developing a Seasonal Food Availability Calendar for a specific community/household; and
- Strengthen abilities to analyse implications of that food availability pattern on family nutrition and recommend practical action at a given point in time.

Instructions for TIPs Trainer

1. Briefly explain: (a) What is a Seasonal Food Availability Calendar (SFAC)?
(b) Why the SFAC is important?
2. If possible, use the PowerPoint presentation available to the project or Reference Notes 3 to make a visual presentation on different ways of preparing SFACs; i.e.:
 - Options for those who are literate and use current technologies; and
 - Options for the semi-literate who use actual foods, diagrams and symbols to prepare SFACs.

(1 hour - Day 1 of workshop)

3. After the presentation, divide participants into groups of at most 4 participants by district or personal experience.
4. Using the Briefing Notes Provided under Materials in Item D, ask each group to:
 - a) Appoint a chairperson to facilitate discussions;
 - b) Rapporteur to present group findings;
 - c) Time keeper to assist group member to maintain focused and finish on time; and
 - d) Prepare a SFAC following instruction provided in the briefing noted below.

(1 hour 45 minutes)

5. When groups finish (ensure that they keep time) their assignment, ask each group to present the outcome of their group work.
6. Give room for other participants to ask questions.
7. When all the groups have presented, facilitate a discussion on the implication of the Food Availability Calendar on the nutritional well-being of the community/household, highlighting:
 - a) Moments when it is difficult to make good balanced meals; and
 - b) Discussing actions that may be undertaken to correct the situation.

(30 minutes)

NB: It is an advantage if a facilitator with a strong agriculture background facilitates the process of preparing a seasonal food availability chart, using the Briefing Notes provided for this working group session.

Materials Required:

- a) Flipcharts on which to construct the seasonal calendars.
- b) Coloured markers to use and make charts more interesting.
- c) Tape or sticky stuff for fixing the flip chart on the wall/board.
- d) Briefing Notes to the Working Group Session on SFAC.

Briefing Notes to the Working Group Session:

Participants work in at least 2 groups by province/district/commune/village to:

- Discuss foods commonly available for consumption in the project district and seasonal variation in availability. The foods can be classified into:
 - Starchy foods (cereals, roots and tubers);
 - Green leafy vegetables;
 - Other Non-leafy vegetables;
 - Fruits;
 - Foods of animal origin, e.g. flesh foods (fish, meat and poultry) and non-flesh foods e.g. eggs and milk;
 - Legumes and nuts, including pumpkin seed where it is consumed;
 - oils.
- On the basis of the outcome of their discussions, participants will prepare a Seasonal Food Availability Calendar, reflecting periods of plenty and periods of scarcity.
- From the food availability calendar, participants will identify periods during the course of the year when it is difficult for household to plan balanced meals and explain why. Participant will be requested to suggest actions to be undertaken to ensure year-round accessibility of protein-rich foods and vegetables by communities and vulnerable households in particular.

B. Field Work: Participatory Development of SFA Calendar (SFAC) in nearby community

NB: To be organized in Day 3, together with field-testing of TIPs Tool No. 1 – Checklist for initial home visit

Instructions for TIPs Trainer

1. Prior to field visit:
 - a) Ask participants to appoint a participant who would like to facilitate preparation of Seasonal Food Availability Calendar in the community on Day 3
 - b) Ensure that you take to the field all the materials necessary for making a SFA Calendar

2. In the community the facilitating participant with support from trainers will:
 - a) Briefly explain what a SFAC is and why it is important for planning good healthy meals
 - b) Ask the community members present to:
 - Describe the different seasons in their area and agree on how they want to symbolize them in a manner that they all understand and put this on the chart with the help of community members or another participant.
 - List foods commonly consumed and available in the village
 - c) Discuss seasons when each food is readily available in most households and use agreed symbols, to make a seasonal food availability calendar, while grouping foods into (i) starchy foods (cereals, roots and tubers); (ii) green leafy vegetables; (iii) other non-leafy vegetables; (iv) fruits; (v) foods of animal origin (fish, eggs, meat, etc); (vi) legumes and nuts (peanuts, dried beans, pumpkin seed, etc); and (vii) oils (veg. oil, lard, etc).
 - d) Discuss implications of this calendar on efforts to prepare balanced meals and ask the community to explore possible corrective measures to reduce gaps in availability of foods critical for making balanced family meals.

Materials Required:

1. Flipcharts on which to construct the seasonal calendars.
2. Coloured markers to use and make charts more interesting.
3. Tape or sticky stuff for fixing the flip chart on the wall/board.
4. Briefing Notes for this field work.

C. Review of Guiding Notes with Workshop Participants

Purpose of the Review

- To ensure that provincial supervisors and district TIPs implementers fully understand the materials to use when conducting training on “nutritional implication of year-round seasonal food availability patterns” during the training of community nutrition promoters.

Instructions for TIPs Trainer

1. Go through the Guiding Notes for the session on “Development of Seasonal Food Availability Calendars”, one point at a time, with workshop participants.
2. Check and ensure that participants understand all the key issues and are comfortable with how to facilitate this session and respond to questions raised.
3. Note revisions suggested to make the Guiding Notes clearer and more practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 3 hours 30 minutes)

Session 5

Development of Gender-Based Activity Calendars (Focus on Rural Households)

A.Trainers Guiding Notes for Session 5

Purpose of the Session

- To strengthen skills for developing gender-based activity calendars for a specific community/household;
- Strengthen abilities to analyse implications of those activity patterns on family nutrition, and infant and young child nutrition in particular; and
- Recommend practical action at a given point in time.

Instructions for TIPs Trainer

1. During plenary, facilitate discussion on gender-based activity patterns by asking the participants to list activities usually undertaken:
 - Only by men in the project villages;
 - Only by women; and
 - By both men and women.

(20 minutes)

2. Thereafter, develop an activity calendar with the following parts:
 - **Top part:** Activities by month/season undertaken by males only (e.g. construction work and land preparation);
 - **Middle part:** Activities by month/season undertaken by females only (e.g. child care, cooking, cleaning the home, etc)
 - **Bottom part:** Activities by month undertaken by both males and females (e.g. weeding, harvesting, gardening, etc)

(15 minutes)

At a glance, the activity calendar should clearly show why child care and nutrition are greatly compromised during the Wet Season because of the numerous labour demands on women.

3. Now facilitate a discussion on the nutrition implications of the activities calendar during observed critical seasons.

(10 minutes)

4. Discuss what household members can discuss and agree upon to improve the situation once they are made aware of implications of the gender-based activity patterns on the nutritional well-being of the household, and IYC in particular.

(15 minutes)

NB: It is an advantage if a facilitator of this session would be selected from those with experience in gender analysis.

Materials Required:

- a) Flipcharts on which to construct the activity calendars.
- b) Coloured markers to use and make charts more interesting.

B. Review of Guiding Notes with Workshop Participants

1. Go through the Guiding Notes for the session on “Development of Gender-based Activity Calendars”, one point at a time.
2. Check with the participants whether they have understood and are comfortable with how to facilitate this session and respond to questions raised.
3. Note necessary revisions which make the Guiding Notes clearer and practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 1 hour 15 minutes)

Session 6

Facilitation: What is Facilitation and How to Facilitate

A. Trainers Guiding Notes for Session 6

Purpose of the Session

- To strengthen the participants' understanding and skills on how to facilitate.

Instructions for TIPs Trainer

1. In plenary, ask the participants to explain what they understand by the word “facilitation”; (allow 2-3, and at most 4 participants give their explanations) and write each explanation on a flipchart.

(5 minutes)

2. Underline the key words in these definitions/explanations.
3. Using notes in Reference Notes No. 4, sum-up the discussion and provide the definitions of facilitation in Item A.

(5 minutes)

4. Then group participants into 3 groups and give them 2 flipcharts labelled Flip Chart 1 and Flip chart 2.
5. Ask each group to discuss and agree on the characteristics of a good facilitator and ask them to list these on Flip Chart 1.
6. When finished, the groups will discuss and agree on the characteristics of a bad facilitator and list these on Flip chart 2.
7. Ask each group to present its outcome to plenary.
8. Keep all the group presentations up and facilitate a discussion on outcomes of all the groups.
9. Sum-up the discussion by highlighting all the characteristics of a good facilitator, referring to the Reference Notes for this session, which are provided. Also bring up any issues that are in the Reference Notes, but not brought up by the participants.

(35 minutes)

Materials Required

- a) Six flipcharts
- b) Markers
- c) Reference notes on “Facilitation: What and How?”

B. Review of Guiding Notes with Workshop Participants

1. Go through the Guiding Notes for the session on “Facilitation: What and How?”, one point at a time.
2. Check with the participants whether they have understood and are comfortable with how to facilitate this session and respond to questions raised.
3. Note necessary revisions which make the Guiding Notes clearer and practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 1 hour)

Session 7

What is TIPs, Why undertake TIPs and How

Trainers Guiding Notes for Session 7

Purpose of the Session

- To introduce the Trials of Improved Practices (TIPs) methodology and its purpose to workshop participants;
- Impart knowledge on the steps to follow during TIPs implementation;
- Introduce the tools to use during implementation of the trials;
- Impart knowledge on household selection criteria, factors to take into account when determining sample size and expected outputs of TIPs.

Instructions for Facilitator

1. Start the session by asking participants to give reasons why caregivers do not always do that they know when feeding infants and small children. (one of the participants can write the answers given in the flipchart as the discussion takes place).

(10 minutes)

2. Then using Reference Notes No. 5, explain what TIPs is, why this approach was taken, and the importance of negotiating and consulting with caregivers during the trial period. A PowerPoint presentation on this topic is available at the project office.
3. Cover steps to follow when undertaking the trials, as outlined in the Reference Notes and PP presentation and make sure that participants understand the steps to follow.

(25 minutes)

4. Give a brief overview of the TIPs tools, which will be covered in detail in the next session.

(10 minutes)

5. Also cover selection criteria of households, factors which will determine sample size and processes which leads to a final decision on sample size.

(10 minutes)

6. Conclude this session by highlighting the need to discuss the sample size with district TIPs implementers towards the end of training, when they are fully conversant with what it entails to undertaken TIPs.

(10 minutes)

7. Then give an overview of the TORs of district TIPs implementers and their Provincial supervisors.

(10 minutes)

Materials Required:

- a) Flipchart
- b) Markers
- c) Reference Notes on “TIPs: What, Why and How?”
- d) TORs of district TIPs implementers and their provincial supervisors

(Total Time = 1 hour 15 minutes)

Session 8

Summary of TIPs Tools

Trainers Guiding Notes for Session 8

Purpose of the Session

- To introduce all the TIPs tools step by step; and
- Impart knowledge on household information to collect during the initial home visit.

Instructions for Facilitator

1. Start the session by asking participants to briefly explain their newly acquired understanding of what TIPs is about. (one of the participants can write the answers given in the flipchart as the discussion takes place). You then sum-up this discussion by correcting misconceptions, if any.

(5 minutes)

2. Using the introduction of “Summary of TIPs Tools”, which is in Part II of these Reference Notes and Tools, make a presentation on TIPs tools.

(15 minutes)

3. Explain the purpose of each tool, when it should be used and by whom as indicated in the matrix in Table 1 of the “Summary of TIPs Tools” and make sure that all the participants are comfortable with the tool before moving to next tool.

(10 minutes)

4. After this presentation, ask participants to take their hard copies of the checklist for the initial home visit (Tool No 1) and go through it, item by item, while making sure that participants understand each item on the checklist before moving to the next one.

(30 minutes)

5. Note questions or issues which may require further discussion and refinement. NB: If you are field-testing the checklist the following day in a nearby community, inform participants before the end of this session and form groups of at most 4 participants before they disperse.

Materials Required:

Full set of TIPs tools (Part II of the Reference Notes and Tools)

(Total Time = 1 hour)

Session 9

Field-Testing of TIPs Tool 1

(Checklist for Initial Assessment Home Visit)

NB: This session should be done as practical field work if feasible. The role play is only an alternative, where it is not possible to carry out field work.

Trainers Guiding Notes for Session 9

Purpose of the Session

- Develop participants' skills to assess household food availability and family feeding patterns with a focus on IYC feeding;
- Strengthen participants' knowledge and skills to classify feeding practices into good and bad practices; and
- Strengthen participants' capacities to explore ways of discouraging bad feeding practices and encourage adoption of good (desirable) feeding practices.

A. Instructions for TIPs Trainer (Field-Testing of Checklist –Tool 1 and Tool 2) To field-test TIPs Tool 1 and 2, i.e.:

- Initial Assessment Tool (checklist – Tool 1);
 - IYC Feeding Practices and Care Classification Tool (Tool 2.A); and
 - Tool for Identifying Possible IYC Feeding Improvement (Tool 2.B) you organise a field day in the morning and facilitate data analysis and preparations for counselling in the afternoon session as follows:
1. Divide participants into mixed groups of at most 4 participants each to allow for effective learning and travel to the field; **(30 minutes)**
 2. Using the Checklist for Initial Household Visit, ask each group to visit the assigned household with a child aged 1-24 months and administer the checklist and record the duration of administering the checklist and return to workshop venue. **(2 hours 30 minutes)**
 3. After collecting information on food availability, family food consumption, child feeding and care, care of pregnant and lactating women and general hygiene, ask each group to analyze the information using TIPs Tool 2A and 2.B by:
 - a) Classifying child feeding practices into good and bad practices, giving reasons and then;
 - b) Summarize information written on the checklist on TIPs Tool 2.B following the instructions provided;
 - c) On the basis of information summarised on this 1-page matrix (Tool 2.B), ask participants to reflect, discuss and agree on possible:
 - Improvements to current IYC feeding practices, which the group could

recommend to households during the next (counselling) visit, while referring to the formula for planning well balanced meals as a guide; and

- Challenges they may face when persuading the household to adopt the suggested practices. **(45 minutes)**

4. Ask each group to present their findings and suggested IYCF improvements in plenary, indicating clearly the reasons why these recommendations would be appropriate.
5. Invite other participants to comment on the presentation. **(1 hour 20 minutes)**
6. Conclude the session by responding to key issues which may require clarification or reference to the project office. **(10 minutes)**
7. Then explain the purpose of Tool 5: Recording Form 2: Issues Requiring the Advice of the Provincial Supervisor (as explained in “Summary of TIPs Tools”- Part II of these Reference Notes and Tools). **(10 minutes)**

Materials Required:

- a) Flip Chart
- b) Markers
- c) TIPs Tool 1-checklist
- d) TIPs Tool 2.A and 2.B

(Total Time = 5 hours 25 minutes)

B. Instructions for TIPs Trainer (Role Play and Test Checklist –Tool 1 and Tool 2)

If it is not possible to go to the field:

1. Facilitate role-play using the briefing notes provided.
2. At the end of the role play, facilitate discussion on the observed feeding practices – list all the child feeding practices role played.
3. Then, facilitate classification of these feeding practices into good and bad practices (using Tool 2.B). Ask participants to indicate the reasons for this classification.
4. Pay special attention to the inclusion of a flesh (meat, fish), vegetable and an oil-rich food into the children’s diet.
5. Ask participants to summarize the information collected during the role play on TIPs Tool 2.B.
6. Facilitate discussion to identify possible:
 - a) Improvements to current IYC feeding practices, while referring to the formula for planning well balanced meals as a guide; and
 - b) Challenges which they may encounter when suggesting the potential improvement to the household.
7. Conclude session by responding to key issues which may require clarification or reference to the project office.

Materials Required:

- a) Flip Chart
- b) Markers
- c) TIPs Tool 1-checklist
- d) TIPs Tool 2.A and 2.B
- e) Role play Briefing Notes provided below, i.e. A drama, focusing on getting details from the household to be visited. Actors must act out the real situation of what happens in the village regarding child feeding.

Briefing Note:

1. Instructions for TIPs Trainers on the Role Play

Participants will be divided into 3 mixed groups as follows:

- a) Group 1: Four participants act out parts of household members, i.e., husband, wife and 2 children aged 8 months and 30 months.
- b) Group 2: Two participants act as District TIPs implementers who visit the household to undertake the initial household visit.
- c) Group 3: The audiences – or observers. These are the remaining participants, who will observe the role play and provide comments.

To organize this session quickly, 3 national trainers will facilitate the role play. Two trainers will go outside the class with the role players and separately brief each group of actors on how they should act. No one outside a specific group should know how the actors are going to behave/act.

Briefing notes can be for trainers only. They will then explain to each acting group how they should act separately. Alternatively, instructions for each group can be printed separately and provided to the group concerned. Other participants should not know instructions of those outside their group and actions should come as a surprise to those outside the group.

2. Group 1 Briefing Notes:

Land and food availability issues to bring up in the role play:

- You are a relatively poor household in the village, with 2 girls aged 8 months and 30 months.
- You have land to grow rice, sweet potatoes, taro, cassava and different types of vegetables. The husband hunts and at times goes fishing.
- It is shortly after harvest and you had good harvest of sticky rice, peanuts and pumpkin; and you have chicken and pigs.

Family and Child Feeding Pattern:

- The big child is now eating family food, she started at 15 months and the small one was breastfed immediately after birth up to 3 months.
- Mother then felt that she was not producing enough milk and started giving

the child chewed sticky rice from 3 months onwards and fed her 2 times a day.

- At 8 months, she is given chewed sticky rice 3 times a day, mother works in the field and home garden and breastfeeds 6 -7 times daily.
- Little baby does not yet have teeth to chew vegetables, meat and peanuts, which the mother and father eat as snack and occasionally, add into vegetables, when pounded. Hence the baby does not get any of these foods.
- Fish has too many bones and children do not get fish because mother fears they may swallow fish bones and when the family has pork, the girls do not get any because the fat is not good for them. Mother fears they may get diarrhoea.

NB: The acting household members are free to add other aspects of food production/ access and child feeding practices to the above text.

3. Group 2 Briefing Notes:

You are a trained district TIPs implementer and you are conducting a home visit to assess the household situation:

- How do you start your discussion with the household?
- What do you do to make household members relax, speak to you freely and share personal information with you?
- Act this out and ask what you consider to be key questions to assist you understand the food availability pattern and child feeding practices of this household.

4. Group 3 Briefing Notes:

You are observers of the Role Play

- Listen very carefully and write down important information on the household, which is useful for:
 - Classifying feeding practices into good and bad ones; and
 - Undertaking practical and meaningful counselling;
- Use your notebook to write down:
 - Foods that are in the household and who eats them; and
 - Family and child feeding practices discussed in the role play
 - At the end of every child feeding practice you wrote down, mark with a tick or cross to indicate whether the practice is good or bad for the child.
- Start thinking about how you may counsel the family during your counselling visit to this household.

(Total Time = 3 hours)

Session 10

Nutrition Counselling (Why, and How)

A. Trainers Guiding Notes for Session 10

Purpose of the Session

- Strengthen participants' knowledge and skills in nutrition counselling;
- Develop their knowledge and skills to decide on the family members who should participate in nutrition counselling; and
- Familiarise participants with the structure and content of Part II of the Counselling Guide (TIPs Tool 3).

Instructions for TIPs Trainer

1. In plenary, ask the participants to explain what they understand by the words "Nutrition Counselling" (allow 2-3, and at most 4 participants give their explanations) and write each explanation on a flipchart.
2. Underline the key words in these definitions/explanations.
3. Using information in Reference Notes No. 6, sum-up discussion by providing the definition in Item A of Reference Note 6.

(10 minutes)

4. Facilitate a discussion on who (household members) should be present during counselling and reasons why.
5. Conclude this discussion by highlighting issues that are in Reference Notes 6, but that were not brought up by the participants.

(10 minutes)

6. Facilitate a review of the information required before undertaking nutrition counselling in an effective manner and discuss the importance of follow-up home visits.
7. Sum-up the discussion by pointing out issues that are in the Reference Notes, but that were not brought up by the participants.

(20 minutes)

8. Ask participants to take their hard copy of the Counselling Guide-TIPs Tool 3 and facilitate an in-depth review of the tool, making sure that participants are comfortable to use this tool.

(35 minutes)

9. Then review the hard copy of TIPs Tool 4 for recording outcomes of counselling and follow-up visits. Make sure participants understand how to fill Column A of this Tool.

(15 minutes)

10. Facilitate a role play on a counselling visit using:
- Information provided in the briefing notes below (or outcome of field work when participants pre-tested the checklist); and
 - Give a good briefing to the acting group using special notes provided in the briefing notes below on how they should act out the role play.

(15 minutes)

11. During the role play, observing participants note down whether the acting TIPs implementer:
- Praised the mother for the good practices; and
 - Using TIPs Tool 4 to write down:
 - Problems discussed with the TIPs implementer;
 - Recommendation given by the TIPs implementer;
 - Reaction of caregiver and reasons gives; and
 - Recommendations agreed upon.

(20 minutes)

12. One observing participant is asked to read out observations made during the role play and other participants make additional observations.

(15 minutes)

13. The trainer summarizes this session by responding to key observation and issues raised.

(10 minutes)

Materials Required:

- a) Flipcharts and Markers
- b) Reference Notes No.6 on “Nutrition Counselling” and Tool 3 – Counselling Guide
- c) TIPs Tool 4 – Recording Form: Outcome of counselling and follow-up visits
- d) Briefing Notes for Role Play on Counselling, i.e.: participants are divided into 3 groups as follows:
 - Group 1: Four participants act out the part of household members, i.e., husband, wife and 2 children aged 8 months and 30 months – New persons, from the group that observed the first role play
 - Group 2: Two district TIPs implementers who visit the household to undertake the initial household visit – New persons, from the group that observed the first role play
 - Group 3: The audiences – or observers. They consist of all the remaining participants, who will observe the role play and provide comments.

Three (3) trainers will facilitate the role play; two will go outside and brief each acting group separately. The other trainer will brief the group of observers.

a) Group 1 Briefing Notes – Relatively Poor Households:

- You are at home and the district TIPs implementers return to give you feedback on what they observed during their first visit.
- You listen and think that the advice is too difficult because you are too busy. You also think “After all, my mother brought me up in the same way and I survived!”
- After the gentle insistence and persuasion of the TIPs implementers, you agree to try out some of the improved child feeding practices like adding pounded peanuts and green leafy vegetables to the sticky rice, but you do not know how; and ask the facilitators to show you what to do.

b) Group 2 Briefing Notes:

You are a trained TIPs implementer and you are conducting the counselling visit after undertaking your first assessment home visit. You have with you:

- The counselling guide; and
- A list of improved recipes, just in case you may have to demonstrate how to make the improved complementary feeds you are going to advise the mother to try.

At the beginning, the mother is not interested and feels you are wasting her time. She wants to work in the garden.

You gently insist on explaining the benefits of good child nutrition, i.e.:

- The child does not get sick often, she will save time not having to care for a sick child (go to health centre) and she will spend less money on medicines.
- The child will cry less often and be happier and more active.
- Finally, you convince her and she asks you to show her how to make the improved complementary food!

c) Group 3 Briefing Notes:

You are observers. Listen very carefully and write down on your TIPs Tool No.4:

- Feeding problems raised, recommendations given by TIPs implementer, reaction of the mother and actions she finally agrees to take.
- Note whether the TIP facilitator praises the mother for any good practices.

NB: The trainer summarizes this session by highlighting strong points of the role play and the approach to counselling used by the TIPs implementer.

B. Review of Guiding Notes with Workshop Participants

1. Go through the Guiding Notes for the session on “Nutrition Counselling”.
2. Check with the participants whether they have understood and are comfortable with how to facilitate this session and respond to questions raised.
3. Note necessary revisions which make the Guiding Notes clearer and more practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 2 hours 45 minutes)

Session 11

Tips for Developing Improved Complementary Feeding Recipe

A. Trainers Guiding Notes for Session 11

Purpose of the Session

- Impart knowledge on common features of good recipes to participants;
- Strengthen participants' knowledge and understanding of key elements of a good complementary foods; and
- Strengthen practical skills to develop improved complementary feeding recipes.

Instructions for TIPs Trainer

1. Start the session by asking participants to describe what a recipe is and its common features and write the answers down on a flip chart. Conclude by summarizing common features of recipes. **(5 minutes)**
2. Next, facilitate a discussion on the minimum list of food items which are essential for making a good complementary food. **(10 minutes)**
3. Sum-up the discussion by bringing up points not mentioned by participants but are provided in Item B of Reference Notes 7. **(10 minutes)**
4. Facilitate a discussion on household measures commonly used in Cambodia and why we use household measures in recipe development.
5. Sum-up this discussion by bringing up points not mentioned by participants but are provided in Item C and D of Reference Notes 7.

(15 minutes)

6. Make a brief presentation on:
 - a) “Recommended units of household measures to use in recipe development”.
 - b) Variety of foods and quantities that can be used in CF recipe development and bringing up issues in Item F of the reference notes.
7. Sum-up the session by showing the PowerPoint presentation available at the project office, to highlight key issues to consider in developing improved complementary feeding recipes. **(30 minutes)**
8. Then distribute a set of improved complementary feeding recipes, which will be field-tested during TIPs and carefully study these recipes page by page.

(20 minutes)

Materials Required:

- a) Flipchart
- b) Markers
- c) PowerPoint Presentation on Recipe Development
- d) Set of draft recipes for field-testing

B. Review of Guiding Notes with Workshop Participants

1. Review the Guiding Notes for the session on “Tips for Developing Improved Complementary Feeding Recipe”.
2. Check with the participants whether they have understood and are comfortable with how to facilitate this session and respond to questions raised.
3. Note necessary revisions which make the Guiding Notes clearer and more practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 1 hour 45 minutes)

Session 12

Food Safety and Hygiene

A. Trainers Guiding Notes for Session 12

Purpose of the Session

- Ensure a good understanding of common food safety and hygiene issues relevant to rural communities; and
- Equip participants with the knowledge and skills of how to facilitate community level “Food Safety and Hygiene Sessions” in rural communities.

Instructions for TIPs Trainer

1. Start the session by finding out whether the participants are aware of the importance of ensuring that food and drink must be safe and clean.

(5 minutes)

2. Ask why food must be clean and safe.

(5 minutes)

3. Then divide the participants into 2-3 groups and give each group 3 flipcharts.
4. Ask each group to discuss and write answers to the following questions:
 - a) How Do We Get Germs Through Food and Water? (Write in Flipchart 1)
 - b) How Can We Prevent Food Poisoning? (Flipchart 2)
 - c) When Must We Wash Our Hands and How? (Flipchart 3)

(15 Minutes)

5. Ask each group to present the outcome of their discussions and keep all the presentations up.
6. Facilitate a discussion on the outcomes of group discussions and sum-up the discussion by highlighting how we can prevent food poisoning and refer to the Reference Notes No. 8, which are provided. Also bring up issues in Reference Notes, Items B, C and D, which are in this Note, but not brought up by participants during the discussion.

(20 minutes)

7. Practical Game:
 - a) Place the bowl of water, jug, soap, etc on the table and ask the 1st participant to come up and wash hands; then the 2nd participant.
 - b) Discuss the outcome in plenary.

(15 minutes)

8. After the Game, facilitate a plenary discussion on:
 - a) How do We Dispose (getting rid of) Faeces or Stool Safely; and
 - b) How to Avoid Getting Germs from Water;
 - c) How to Keep Dangerous Chemicals Away from Food

(Refer to Items E, F, H of Reference Notes No.8) **(15 minutes)**

9. Conclude the session by discussing:
 - a) Challenges that rural communities face when trying to ensure that their food is safe and clean.

(10 minutes)

- b) What simple and practical actions can we promote when facilitating a discussion on improving food safety and hygiene in the family?

(Refer to Item I of the reference Note) **(15 minutes)**

Materials Required:

- a) Nine flipcharts
- b) Markers
- c) Equipment for Game: 2 Bowl of water, a jug with water, ashes, and soap.
- d) Reference notes on “Food Safety and Hygiene?”

B. Review of Guiding Notes with Workshop Participants

1. Go through the Guiding Notes for the session on “Food Safety and Hygiene”.
2. Check with the participants whether they have understood and are comfortable with how to facilitate this session and respond to questions raised.
3. Note necessary revisions which make the Guiding Notes clearer and practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 2 hours)

Session 13

Practical Food Preparation

(Focusing on Complementary Feeding Recipes)

A. Trainers Guiding Notes for Session 13

Purpose of the Session

- Develop practical skills in preparing different complementary foods following provided recipes.
- Pre-test the clarity of the recipe instructions.
- Appraise improved CF dishes in terms of taste, appearance and smell through a tasting session involving workshop participants, caregivers and IYC from a nearby community.

Instructions for TIPs Trainer

1. Participants will be divided into 4 mixed groups (both professionally and male/female) and:
 - Group 1: Rice with fish and ivy gourd leaves porridge
Taro with egg and amaranth porridge
 - Group 2: Rice with groundnuts and morning glory porridge
Sweet potatoes with groundnuts and amaranth porridge
 - Group 3: Rice with beans and amaranth porridge
Sweet potatoes with fish and ivy gourd leaves porridge
Taro with groundnuts and mustard leaves porridge
 - Group 4: Rice with egg and mustard leaves porridge
Taro with fish and morning glory porridge
3. Facilitate a brief review of recipes to be used in CF preparation practicals to ensure that all participants clearly understand what they are preparing.
4. Ask each group to prepare 2 dishes using provided recipes, one for an individual child and another for a cooking demonstration (participants are free to choose from the list below); and
5. Time permitting, they will develop their own 3rd recipe, using the principles learnt in the morning session and prepare the complementary feeding dish for all to taste and evaluate.

(2 hours)

After preparing the complementary feeding dishes, participants will taste all the dishes prepared by them and other groups and evaluate them in terms of:

- Appearance;
- Taste; and
- Smell, using the rating, very good, good, fair, poor, bad.

6. Invite IYC and caregivers to taste all the dishes prepared and ask them to give feedback.

(30 minutes)

Materials Required:

- a) Portable stoves, cooking and serving equipment (full list is available at the project office);
- b) Ingredients for the recipes;
- c) Draft list of recipes (Annex II)
- d) 2 flipcharts to
 - Write down specific assignment per group;
 - List the prepared recipes and invite all involved to totally against each recipe whether they consider it good, fair or bad, giving reasons for their classification.
- e) Markers.

B. Review of Guiding Notes with Workshop Participants

1. Go through the Guiding Notes for the session on “Practical Food Preparation”.
2. Check with the participants whether they have understood and are comfortable with how to facilitate this session and respond to questions raised.
3. Note necessary revisions which make the Guiding Notes clearer and more practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.
- Travelling time to community and back, plus washing up dirty pots and utensils.

(30 minutes)

(Total Time = 3 hours 15 minutes)

Session 14

Conducting Food Preparation Demonstrations (Why, How and Where)

A. Trainers Guiding Notes for Session 14

Purpose of the Session

- Strengthen participants' knowledge and skills on conducting cooking demonstrations.
- Strengthen their knowledge and decision making skills to arrive at where to conduct cooking demonstrations and whom to invite, where appropriate.
- Impart practical skills and confidence to caregivers on preparation of nutritious meals.

Instructions for TIPs Trainer

1. In plenary, ask the participants to explain what they understand by the words "Cooking Demonstrations and why they are important"; (allow 2-3, and at most 4 participants give their explanations) and write each explanation on a flipchart.
2. Underline the key words in these definitions/explanations.
3. Using notes in Reference Notes No. 9, sum-up the discussion and provide the definition of cooking demonstrations given in Item A.

(10 minutes)

4. Go through the steps to follow when planning for and conducting a cooking demonstration as outlined in the reference notes.

(20 minutes)

5. Conclude the session by facilitating a discussion on where participants may hold cooking demonstrations and reason why they selected such places.

(10 minutes)

6. Sum-up the discussion by agreeing on a list of places where district TIPs implementers and community nutrition promoters may conduct cooking demonstrations during TIPs and during the promotion of well-tested improved CF. recipes and other improved feeding practices and point out issues that are in the Reference Notes 9, but were not brought up by the participants.

(5 minutes)

Materials Required:

- a) Flipcharts
- b) Markers
- c) Reference notes on “Conducting Cooking Demonstrations”

B. Review of Guiding Notes with Workshop Participants

1. Go through the Guiding Notes for the session on “Conducting Cooking Demonstrations”.
2. Check with the participants whether they have understood and are comfortable with how to facilitate this session and respond to questions raised.
3. Note necessary revisions which make the Guiding Notes clearer and practical.
4. Facilitate such revisions (of the Guiding Notes) at an appropriate stage.

(15 minutes)

Materials Required:

- Copy of the guiding notes of this session for each participant.

(Total Time = 1 hour)

Session 15

Community Mobilization for TIPs (Why, and How)

A. Trainers Guiding Notes for Session 15

Purpose of the Session

- Strengthen participants' knowledge and skills on how to facilitate community mobilization for the implementation of the nutrition component of the project, starting with undertaking trials of improved feeding practices (TIPs).
- Strengthen their planning skills.

Instructions for TIPs Trainer

1. In plenary, ask the participants to explain what they understand by the term “community mobilization”; (allow 2-3, and at most 4 participants to give their explanations) and write each explanation on a flipchart.
2. Underline the key words/phrases in these definitions/explanations.
3. Using notes in Reference Notes No.10, sum-up the discussion and provide the definition of “community mobilization” in Item A.

(15 minutes)

4. Then facilitate a plenary discussion on the actions which district TIPs implementers would take after attending training to facilitate TIPs, starting with informing the village leadership.
5. Ask one of the participants to write the suggested actions on coloured cards and stick these on the board one by one.
6. Re-arrange these actions in the correct sequence (refer to Reference Notes No. 10, Items B and C for details), agreeing on who will be doing what, starting from informing the village leadership to the actual community mobilization and the identification and enrolment of households to participate in TIPs, as well as how participants will organise the community mobilization day, the cooking demonstration, tasting and appraising of prepared improved CF dishes; and recording opinions of community members, including children.

(30 minutes)

7. Sum-up the discussion, highlighting all key actions up to the initial assessment home visit, while referring to the Reference Notes No 10 “Community Mobilization”, and bring up additional issues on this Reference Notes which participants did not bring up.

(5 minutes)

8. Write down agreed actions in the right sequence on the flipchart and facilitate a discussion on when district TIPs implementers are likely to:
 - a) Inform the village leadership on new TIPs implementation strategy and select households.
 - b) Hold the community mobilisation day.
 - c) Undertake the initial assessment home visits.
9. On the basis of the outcome of this discussion, prepare a workplan for activities foreseen up to the initial assessment home visit.

(10 minutes)

Materials Required:

- a) Coloured cards to facilitate discussions on step to be followed during the discussion on community mobilization.
- b) Flipchart and Markers.
- c) Reference Notes on “Community mobilization”

NB: All trainers should familiarize themselves with the training materials before the workshop.

(Total Time = 1 hour)

Session 16

Development of Workplan for Conducting TIPs

Trainers Guiding Notes for Session 16

Purpose of the Session

- Strengthen participants' skills to develop workplans.
- Strengthen participants' knowledge on importance of effective monitoring.
- Impart knowledge and skills on how to use the TIPs monitoring tools.

Instructions for TIPs Trainer

This session is a participatory planning session with the following expected outputs:

- Agreed number of households to cover per village during TIPs.
- Draft workplan for TIPs implementation starting from community mobilization.
- Fine-tuned TIPs monitoring tools.

1. Through plenary discussions:

- a) Verify the total number of district TIPs implementers trained.
- b) Agree on the number of households which each district TIPs implementer is able to cover daily during the initial assessment of the household situation.
- c) On the basis of this, arrive at and agree on the number of households to be covered per village in 2 days, while taking into account the duration of administering the checklist (noted from field-testing the checklist).

(15 minutes)

- d) Using the percentages of children per age group provided in Reference Notes No. 5 on the TIPs Methodology, i.e., children aged 0-6 months to constitute 20% of at least 10 households size per village; those aged 7-8 months to constitute 33%; the 9-11 months age group, 27%; and the 12-23 months age group, 20% of the village sample, work out actual numbers of children to cover per age group per village.
- e) Advise participants to use these as a guide when selecting households and adjust, depending on the actual situation in the village.

(15 minutes)

2. Then, refer to the outcome of the plenary discussion on community mobilization, the agreed starting date for TIPs implementation and activities foreseen on the community mobilization day (put before hand on flip chart) and facilitate plenary discussions on when district TIPs implementers are likely to undertake the:

- a) Counselling visit (preferably within a week of the first home visit).
 - b) First follow-up visit.
 - c) Second follow-up/evaluation visit.
3. Please use the draft workplan already prepared by the nutrition consultant as a guide, to get the reaction of workshop participants and adjust accordingly. The output is a workplan mutually agreed upon by all concerned.

(45 minutes)

4. Then, review the TIPs tools which district TIPs implementers, provincial and central level supervisors would use to record information during implementation. These tools include:
- a) Tool 4: Recording Form on Outcome of Counselling & Follow-up Visits
 - b) Tool 6: TIPs Evaluation Form 1- for District TIPs Implementers
 - c) Tool 7: TIPs Evaluation Form 2 - for Provincial Supervisors
 - d) Tool 8: Checklist for Monitoring Visits by Provincial and Central level Supervisors
5. Undertake an in-depth review of the entire Tool 4 and make sure that participants are confident and feel comfortable with instructions given on filling in this tool and the corresponding aspects of Tool 8 before concluding this session. Additional support can be offered later during TIPs implementation on how to use Tools 6-7 and the entire Tool No. 8.

(2 hours 30 minutes)

Materials Required:

- a) Reference Notes No. 5 on TIPs - Item I on "Sample Size for TIPs".
- b) Flipchart with draft workplan for initiating the trials, starting from conducting community mobilization/orientation up to undertaking the initial assessment home visit (output of session on Community Mobilization).
- c) Draft TIPs implementation workplan prepared by the nutrition consultant.
- d) TIPs Tools 4, 6.7 and 8.

(Total Time = 3 hours 45 minutes)