



Nutrition Facilitation Guide on Gender, Markets, Food Safety & Hygiene HortInvest Rwanda

Nutrition Facilitation Guide on Gender, Markets, Food Safety & Hygiene

Contents

Nutrition Facilitation Guide on Gender, Markets, Food Safety & Hygiene.....	2
Contents.....	3
Acronyms and Abbreviations.....	4
Purpose of the manual.....	5
Participatory learning approaches.....	5
Schedule overview.....	6
Target group:.....	6
Chapter 1: Markets- use of income to purchase other nutritious foods.....	6
Chapter 2: Gender and Intrahousehold Dynamics (workload).....	9
Chapter 3: Food preparation, hygiene, and sanitation.....	13

Acronyms and Abbreviations

NAG	Nutrition Action Groups
NDC	Nutrition District Coordinator
SBCC	Social and Behaviour Change Communication
UNICEF	United Nations Children's Fund
SNV	Netherlands Development Organization

Purpose of the manual

This nutrition training facilitation guide is intended to be used by the HortInvest Nutrition team in nutrition and gender education sessions with HortInvest Village Households and Co-operative members. This manual is the second manual in the HortInvest Social and Behaviour Change Communication (SBCC) package. The first manual covers triggering, understanding malnutrition and the importance of diverse diets including fruit and vegetables. The HortInvest team also uses existing Rwandan materials like kitchen garden manual to promote and support the establishment of kitchen gardens. The first manual was accompanied by a set of job aids, including the Five Finger approach to promote diversified food groups.

This manual consists of three chapters:

1. Chapter One: Use of income for purchase of other nutritious foods (markets)
2. Chapter Two: Gender and intra household dynamics (workload)
3. Chapter Three: Food Preparation, hygiene and sanitation

This manual is accompanied by a set of job aids. The job aids can also be used by the community volunteers (Nutrition Action Group- NAG members).

Participatory learning approaches

This guide adopts a participatory learning approach to the community-based adult learning. This document assumes that facilitators have strong facilitation and communication skills. It is important that the facilitator becomes comfortable with the content prior to delivery. Each chapter starts with open ended questions to encourage group discussions and share the existing nutrition related experiences, knowledge and practices among participants. The facilitator explains the topic and promotes key nutrition messages. The facilitator helps the participants to compare the promoted nutrition behaviours with their existing practices. The session is interactive and uses pictures related to the specific behaviour. Participants are encouraged to observe and reflect what they understand from those pictures. Some sessions also have practical demonstrations to be completed by participants with active support from the facilitators.

Schedule overview.

Sessions	Estimated Time
Chapter One: Use of income for purchase of other nutritious foods (markets)	45 Minutes
Chapter Two: Gender and intrahousehold dynamics (workload)	70 Minutes
Chapter Three: Food preparation, hygiene and sanitation	60 Minutes

Target group:

1. Village Nutrition Action Groups (NAGs)¹ in the 40 villages will be trained by NDCs so that NAGs can present and use the job aids within their village during complimentary community dialogues, and participatory activities such as cooking demonstrations, roleplay and interpersonal communication.
2. Households (NAGs will implement this)
3. Farmer Cooperatives and farmer groups members (NDCs will implement this).

Chapter 1: Markets- use of income to purchase other nutritious foods

Session Objectives:

- To promote the use of income to purchase diverse food.

Key Messages:

- A role model household should have a home garden to produce most of the fruits and vegetables; and should keep small animals such as chicken, rabbits etc. For consumption and income generation.
- Households should generate income from their farming and home gardens; and use part of the earned income to purchase other nutritious food from the market.

¹Nutrition Action Group (NAG): is a community taskforce to foster adoption nominated voluntarily by the community members to continuously follow and take lead in ensuring that the agreed activities are put into action.

1.1. How to acquire different food groups?

- **Ask:** Where are you getting the different food groups for household consumption? Note: refer to the five fingers image for the food groups (See Job aids for pictures)
- **Show** participants the home garden and market photos and ask what they can see and understand from the picture.
- **Explain:** One can get food from own production or from the market.
- The scarcest food groups are fruit and vegetable and animal sourced foods.
- A role model household should have a home garden to produce most of the fruits and vegetables and should keep small animals such as chicken, rabbits, etc. for household consumption and income generation.
- Households should generate income from their farming and home gardens; and use part of the earned income to purchase other nutritious food from the market.



Note: For a healthy life everyone needs to eat a variety of foods as the five finger food groups shows. Many households do not consume enough vegetables and fruits which are foods that protect the body from disease. To remain active and strong everyone should **Eat a variety of fruits and vegetables**, because it is very important to get different vitamins and minerals. If you eat carrots today, chose some other vegetables tomorrow like spinach or cabbage! Fruits, like small-ripened bananas, avocados, passion fruit and orange are good, not only for children but also for adults.



Did you know that eating an orange and mandarin after a meal helps the body to use the Iron in plant foods? We know most of us prefer using drinks such as alcoholic beverages, tea etc which the body cannot use well and cannot serve in iron absorption.

For children, adolescents, and women of reproductive age (WRA) amongst others it is good to consume more vitamin A rich food to prevent illness and maintain good eyesight, and WRA need more Iron because of menstruation, renewal of blood cells, better resistance to illness and for energy. Vitamin A can be supplied by the yellow and orange vegetables (carrots, yellow/orange sweet potatoes, pumpkin, and yellow & red sweet peppers) and fruits (mango, papaya (pawpaw)).

For iron which is often missing in the diet it is important to eat Green Dark Leafy Vegetables (GDLV) such as amaranth, spinach, pumpkin leaves, cassava leaves and kale (Sukumawiki).

Kitchen Gardens can help you in providing vegetables and fruits and can cut down the cost of buying food. If you plan and maintain it well Kitchen Gardens can provide vegetables and fruits the whole year round! Make a kitchen gardens and renew it at least every 4 months to be able to have a year-round production and consumption of vegetables.

Markets: Markets are an important source of food. It is important to access nutritious foods for a healthy diet. Consider how to use your income to purchase diverse foods.

Activity: Shopping for Good Nutrition

Materials: Package of healthy and unhealthy food typically available in a market: juice, biscuits, bottle of carbonated drinks (A facilitator should provide an example of a carbonated drink!), maize flour, rice, bananas, small-dried fish, hardboiled eggs, tomatoes, peppers, amaranth leaves, potatoes, cassava, etc. (If it requires too much logistics; the use of card with visuals of these food on it can be adopted).

- Invite one participant to the front of the room, give her/him a piece of paper to represent money and ask her/him to buy a healthy meal for a family.
- After the participant decides, ask the audience to give feedback.

Discussion Questions

- has s/her bought all the ingredients for a healthy meal?
- among the purchased foods, which ones can we grow to save household income?
- Are carbonated drinks nutritious? Are biscuits nutritious? If you have a small amount of money to buy something for your child, what can you buy instead of carbonated drinks and biscuits? (Probe to discuss why parents are sometimes inclined to buy unhealthy food such as biscuits for their children (child is asking for it/convenience) and discuss the long-term consequences of buying healthy versus unhealthy foods.
- Next time you have generated income from your farm/kitchen garden, what will you buy from the market to enrich your food intake?

Chapter 2: Gender and Intrahousehold Dynamics (workload)

Session Objective:

- To promote sharing decision-making and workload responsibilities.

Key Messages:

- Sharing decision-making and workload responsibilities within a household for food improves household food and nutrition security. Every household member will benefit from it.

2.1. Sharing workload and decision making.

It is now widely recognised that eliminating gender inequalities improves development outcomes. Enhancing women's decision-making power over land use, how to use income, what to cook, etc contribute to the wellbeing of the household members and increase access to nutritious food. An underlying cause of malnutrition is the poor care of mothers and children. Often the role of women in rural communities is to support households in childcare, healthcare, household tasks and food production. Women's roles in food planting, harvesting, raising animals and other forms of production means that they have a large workload. During times when women are pregnant, breastfeeding and providing childcare, they may still be contributing to the farm work. This means that women get less time for caring for themselves and their children, and this can have an impact on their nutritional status.

Activity 1: Division of Labour and decision making

Men and women are assigned different roles and do different things through the day.

Steps to Follow

1. Divide participants into 2 groups. Grp 1 for Men and group 2 for women
2. Ask the participants in group 1(men) to imagine a typical day for a typical woman like their wives, from the time they wake up to the time they go to bed.
3. Ask the participants in group 2 (women) to imagine a typical day for a typical man like their husbands, from the time they wake up to the time they go to bed.
4. For each group, on a flip chart, ask participants to draw a timeline that shows all the hours of a 24-hour day, from sunrise to sunrise.
5. Ask participants to draw/ write all the tasks that their husbands or wives do throughout a typical day (from the time they wake to the time they sleep, if they wake up to breast feed then include those tasks as well, include leisure and rest time, paid and unpaid work).
6. Allow participants 15 minutes to draw the clocks.
7. After 25 minutes, bring the groups together and ask them to place their timelines side by side. Have one member of each group explain the clock to the group.
8. Ask participants to briefly describe their timelines/clocks and point out
 - How are two timelines similar?
 - How are they different?
 - What happens during a given busy day in the household?
9. Lead the discussion using the following
 - Who is involved in earning income? How is paid work valued?
 - Who decided on how to use the earned income?
 - Who is involved in growing food? How are these activities valued?
 - Who is involved in caring and household activities? How are these activities valued?
 - What would happen if these care giving activities stopped for a day or several days? Are care giving tasks work? Are they easy?
 - Who gets more sleep and leisure time? Why?
10. Reflection and action
 - What do you think of this overall pattern?
 - What changes would you like to see to make the picture fairer?
 - Are there men in this community that share household work with their wives? What do people say about such men?

Action? What is one specific practice that you may try this week in your own home to help balance the clocks?

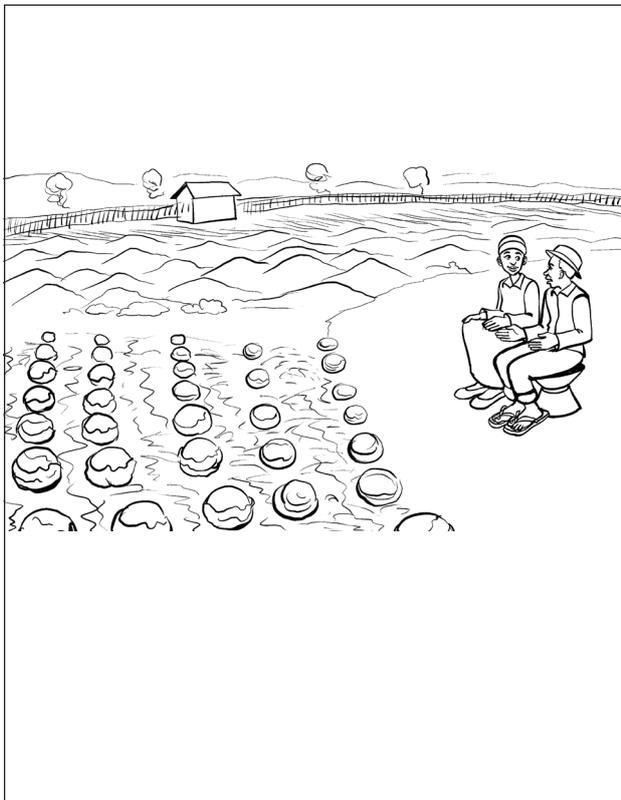
Key points

- Both men and women both have the ability to be good caretakers.
- Both men and women both have the ability to be income earners.
- Household work is very valuable and important to keeping the whole family going.
- If household tasks are shared more equally between men and women, women's workload is balanced and provides them opportunities to participate in other fruitful activities.



Activity2: Use of cartoons to discuss gender and intra-household decision making. Guideadiscussionongenderwiththesecartoons(printedonA2)byusingthefollowingquestions.

For each discussion, there are 4 levels of discussion: 1) discuss the cartoon: what do we see? Participants might see different things, or give different meanings to what they see; 2) does this happen in our community/village? 3) bring it to the person level: do we ourselves sometimes do the same? 4) what are the benefits if we change our behaviour?



Facilitator questions:

1. What do we see in this picture?
2. Does it help to discuss decisions on what to grow in the house? Why?
3. Or is it better not to discuss such matters? Why?
4. Are we discussing agricultural or other income generating matters in our household? Who?
5. Why do we feel this is sometimes difficult?
6. Do you think it is good for the household to discuss such matters? What are the benefits of this kind of behaviour? Who thinks it is not better?
7. Who will at least have one such discussion between now and the new sowing season or before making a new income generating plan?



Facilitator questions:

1. What are we seeing in this picture?
2. Why are they not selling together?
3. How do they plan to spend the money?
4. Who do you think has worked most in the farm?
5. Does this happen in our village?
 - Does this lead to more or less quarrels in the house?
6. Who of us discusses what, where and when to sell?
7. Who discusses what to do with the money earned?
8. How does discussing help the household to progress? What would the benefits be?

Chapter 3: Food preparation, hygiene, and sanitation

This session focuses on the introduction of food recipes for a nutritious meal by doing practical cooking demonstration with active participation of the participants. It demonstrates how nutritious fruit and vegetable from home gardens can be prepared safely for household consumption.

Session Objectives:

- To demonstrate fruit and vegetable-based food preparation.
- To consider important hygiene and sanitation practice during food preparation, handling, and storage.

Key Messages:

- Prepare fresh and safe fruit and vegetable foods for you and your family consumption.
- Clean and wash hands, cooking utensils, vegetable and fruit-based food with clean water).

3.1 Hygiene & sanitation during food preparation, handling & storage

- Access to safe water, good sanitary condition, and hygienic practices are essential for safe preparation, handling, and storage of food, which is important to reduce the risk of food contamination, spoilage, and prevent food borne illnesses poisoning.
- Hygiene and sanitation are closely related with nutrition. Good hygiene and sanitation practices contribute to good nutrition by reducing disease burdens.

Five important ways to ensure food safety

- Clean and wash hands, cooking utensils, vegetables, and fruit with clean water.
- Keep kitchen areas clean and cover all food to protect it from flies, insects, pests etc.
- Separate raw and cooked food.
- Separate raw meat from vegetable-based food during storage, handling, and preparation
- Cook foods that can be consumed within a day and always reheat stored foods until the centre is hot (or the liquid is boiling) before eating.
- Use treated/boiled water for food preparation and drinking.

Ensure good home hygiene

It is very important for the health of your baby, and of your entire family, to keep your home and your compound clean and free of animal faeces and rubbish. Keep animals and chickens in a separate place, away from the family living area, and away from where your baby and other small children play. Animals and chickens should not sleep in the same house with the family. Construct a tippy tap near the latrine and encourage all family members to wash their hands with soap and clean, running water after using the latrine.



Hand washing at critical times

Facilitation Instructions:

- ? What are some of the critical times when it is necessary to wash hand with soap?
- ? Show the picture that demonstrates hand washing at critical times.

Wash your hands with water and soap thoroughly

- 👍 After visiting latrine or handling a sick person.
 - 👍 Before preparation, serving food and breastfeeding.
 - 👍 Before eating.
 - 👍 After handling and safely disposing of baby faeces.
 - 👍 Wash baby's bottom & also baby's hands with water & soap after they defecate.
- Water is not enough to clean hands. Only soap can kill the contaminants that bring sickness.
 - Washing hands with soap and water cleans dirt.
 - Evidence shows that hand washing with water and soap alone can reduce the risk of diarrhea by up to 40 %.



3.2. Fruit and Vegetable food preparation

- This session mainly focuses on practical demonstration of fruit and vegetable food preparation for household consumption.
- Fruits can be consumed as fresh and raw, however most of vegetables should be safely and properly cooked before consumption.

Five critical practices that cause nutrients from fruits and vegetables to be lost.

- Excessively trimmed or peeled.
- Vegetable-chopped into small pieces before cooking.
- Washed after chopping.
- Cooked or boiled for long time and with large amount of water.
- Fried for a long time or at high temperature.



Don't overcook your vegetables to avoid loss of nutrients.

Wash vegetables with running water before cutting to avoid food borne illness.

Practical fruit and vegetable cooking demonstration: 60 min

Facilitator instruction

- Group participants (5 people in a group) and facilitate them to prepare safe and nutritious fruit and vegetable-based foods.
- Others in the group follow each of the preparation steps.
- Ensure the important hygiene and sanitation practices are maintained.

Sample Vegetable Recipes.

