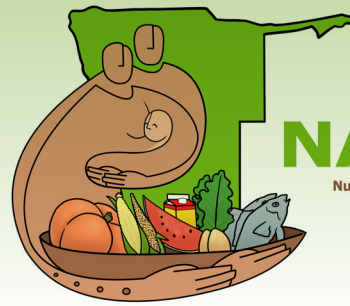




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Nutrition and Food Security
Alliance of Namibia

NUTRITION FOR HEALTH

EMBRACING OUR NAMIBIAN FOOD SYSTEMS

FACILITATORS' MANUAL



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20 Nachtigal Street, Windhoek
PO Box 40723 Ausspannplatz, Namibia
Phone: +264 (0)85 7711 229 / Email: info@nafsan.org
www.nafsan.org

GIZ Namibia – Farming for Resilience (F4R)
Deutsche Gesellschaft für Internationale Zusammenarbeit
(GIZ) GmbH
Sinclair Park, Unit 7, Sinclair Street, Klein Windhoek
P.O. Box 8016, Windhoek, Namibia
Phone: +264 (0)61 215 600 / Email: tino.hess@giz.de
www.giz.de

AUTHORS:

This manual was developed under the leadership of NAFSAN’s Director, Mr. Ben Schernick, with significant input from NAFSAN’s nutrition team: Ms. Star Mwatotele, Ms. Fredrika Amupolo, Ms. Suveree Kahiuoua and Ms. Diana Fenyeho. Advice and guidance were provided by Mrs. M. Charlotte Keyter from the University of Namibia.
Critical support and input were given from GIZ-F4R’s team: Mr. Tino Hess (team leader), Ms. Beverly Handuukeme and Ms. Iyaloo Sheyavali

ILLUSTRATIONS:

Tafy Tang Arts, Windhoek, Namibia – Email: tafytangarts@gmail.com

DESIGN AND LAYOUT:

FeathaGrafix, Windhoek, Namibia – Email: steph@feathagrafix.com

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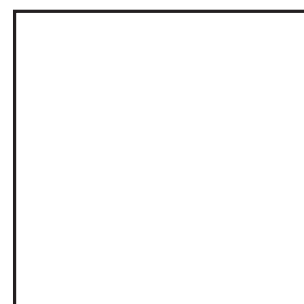
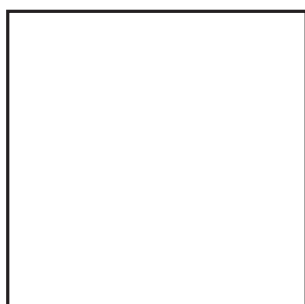
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Take Note: While this is the final content version of the Facilitators Manual, NAFSAN is currently still engaging various organisations to come on board as supportive partners to enable a full-scale implementation of this approach across Namibia through various government ministries and civil society organisations.

SUPPORTED BY:





For updates and support visit: www.nafsan.org/n4h - Nutrition for Health

FOREWORD

With Namibia, as the economically second most unequal society in the world¹, facing what is called the *double-burden of malnutrition*² and undernutrition-related costs to the Namibian economy of at least N\$ 11 billion (> 5,2% of Namibia's GDP) per year³, the Government in collaboration with other stakeholders revised its Food and Nutrition Security Policy in 2021 to tackle this important issue through a coordinated inter-sectoral multi-stakeholder approach.

It is against this background that this Nutrition Training Manual was developed as a means to raise awareness and strengthen knowledge, on healthy nutrition practices, including maternal and child nutrition, as well as breastfeeding and complementary feeding during the very important first 1,000 Days.

In addition, this manual aims at creating a better understanding of crucial linkages between the areas of health and agriculture, i.e., the foods we eat and the food we grow. This is particularly important considering that over 60% of the population is living in poverty and most Namibians cannot afford a healthy, nutritious diet the ± N\$ 3,100 which a family of 5 would have to spend each month on food items alone to ensure the minimum of a sufficiently nutritious diet.⁴

The Nutrition and Food Security Alliance of Namibia (NAFSAN – www.nafsan.org) with support from and in collaboration with GIZ Namibia's Farming for Resilience (F4R) project therefore developed this Facilitators' Manual to provide clear yet comprehensive information in a very engaging and participatory manner to empower Namibians of all walks of life to make conscious and healthier choices for themselves and their children, and to inspire them to take organic and sustainable food production into their own hands.

As this manual is the first of its kind in terms of comprehensiveness and approach, it will be rolled out and tested in the field throughout 2023. Feedback from participants from different cultural and socio-economic backgrounds living in both rural and urban settings across Namibia, will allow for an evidence-based revision of this material and shall pave the way for future endorsement by the Namibian Government and official recognition from the then established Namibian United Nations Nutrition Network.

We hope that this manual will make a significant contribution to improving the nutritional status of all Namibians and that its implementation will bring various stakeholders across multiple sectors of society in pursuance of the common vision to achieve zero hunger closer together.

Windhoek, 24 February 2023

Tino Hess
GIZ F4R – Team Leader

Dalinka Alberto
NAFSAN - Chairperson

PS: For updates and support visit: www.nafsan.org/n4h

¹ Right after South Africa, according to latest *World Bank* data: <http://povertydata.worldbank.org/poverty/home>

² High rates of under-nutrition, with a quarter of children under five years being stunted and worryingly high child mortality rates, and an estimated 40% of Namibia's adult population being overweight and ± 20% even obese, causing significant health challenges in form of preventable diseases and premature deaths.

³ According to the Namibian Cost of Hunger in Africa Study (COHA, 2022).

⁴ Fill the Nutrient Gap – Draft Summary Report 2021. National Planning Commission, Namibia.

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INTRODUCTION AND OVERVIEW

This facilitators' manual is your guide to facilitate practical and participatory training sessions on nutrition in Namibia, after having gone through your own training-of-facilitators.

This manual starts by providing you with the programme for the 2-day workshop (page IX), followed by brief remarks on 'facilitation' and how it is different from 'teaching'.

Brief **descriptions of all sessions** over the course of 2 days are on **pages 2-5** and these are essential for you to familiarize yourself with to understand the overall dynamics of this course.

More in-depth instructions for all exercises and information sessions are then in Chapter 3, followed by Chapter 4, containing helpful background information on key content, so that facilitators are sufficiently knowledgeable when having to present information and are answering questions. Chapter 5 then offers additional 'tips for facilitating' interactive sessions.

Chapter 6 contains all worksheets that need to be printed, followed by the last 2 Chapters offering a list of abbreviations and explanations of the most important terms, as well as a list of references and additional sources for further reading and finding more information.

The **training-of-facilitators workshop** for this facilitators' manual (offered by NAFSAN in close collaboration with GIZ-F4R) allows you to provide practical and culturally sensitive nutrition advice at a basic level for individuals and communities. Be aware, this does not enable you to provide any form of medical advice and you are urged to refer anyone with specific medical questions or conditions to respective medical professionals in private practice, hospitals, clinics or to community health workers.

Training Duration: 2 days **Number of Participants:** 20 (ideally) and 24 (max.)

OBJECTIVES

The aim of this training manual is to provide clear and practical guidance for facilitators on this **2-day nutrition training** so that they can successfully facilitate training sessions that will:

1. Raise awareness of malnutrition, unhealthy and/or unsafe food-related practices,
2. Increase participants' knowledge and understanding of nutrition and healthy eating,
3. Motivate participants to eat and drink healthier and inspire behaviour change in families and communities,
4. Promote breastfeeding and create better environments for mothers, children and caring fathers.

EXPECTED OUTCOMES

By the end of this 2-day workshop, participants should be able to...

- Distinguish between different forms of malnutrition, including under- and overnutrition,
- Explain the significance of good nutrition for individuals, communities, and the nation,
- Discuss the risks of added and hidden sugars, as well as the overconsumption of fats,
- Prepare healthy, adequate, and balanced meals based on knowing about food groups,
- Demonstrate an understanding of the importance of nourishing children during their first 1,000 days,
- Clarify the need for mothers to breastfeed and to be nourished and supported as well,
- Illustrate ways in which food can be grown, harvested, processed, and safely prepared,
- Demonstrate knowledge of different methods to preserve food and reduce food waste,
- Assess nutrition-related challenges in their lives and take actions to overcome them.

PROGRAMME

DAY 1

- 8h00 Arrival of Participants and Registration – Tea/Coffee to be available
- 8h30 Welcoming and Overview of the Workshop
- 8h45 Introduction Round – 3 specific questions each

Part 1 – Nutrition and Malnutrition

- 9h15 Introduction: Nutrition Quiz – *whole group exercise*
- 9h45 Understanding Malnutrition - Undernutrition – *input and discussions*
- 10h45 Nutrition Break
- 11h15 Understanding Malnutrition - Overnutrition – *input and discussions*
- 11h45 Sugar and Me – *experimental exercise*
- 12h30 Hidden Sugars and Fats – *input and discussions*
- 13h00 *Lunch*

Part 2 – Food Groups and Healthy Eating

- 14h00 The Food We Eat - *exercise and introduction to food groups*
- 15h00 Food Groups and their Nutritional Value – *input and discussions*
- 15h30 Nutrition Break
- 15h45 Nutrition Challenges in Our Lives – *exercise and reflections*
- 16h45 Closing Round *End of Day One at 17h*

DAY 2

- 8h00 Arrival of Participants and Registration – Tea/Coffee to be available
- 8h15 Afterthoughts and reflections from the previous day

Part 3 – The Right Start for Our Children

- 8h45 The First 1,000 Days – Input and discussions
- 9h00 Maternal Nutrition – Exercise and input
- 9h30 Breastfeeding and Complementary Feeding – Exercise, reflections and input
- 10h15 Child Nutrition and More – Input and discussions
- 10h45 Nutrition Break

Part 4 – Food Systems and Cycles

- 11h15 Agri-Nutrition Linkages: The Food We Grow – exercise and input
- 11h45 Food Safety and Preparation – Input and discussions
- 12h30 How Do We Conserve Food? – Exercise and reflections
- 13h00 Lunch Break
- 14h00 Reflecting on our lunch – Practical recap
- 14h15 Food Preservation, Storage and Waste Reduction – Input and discussions
- 15h00 Recap of Workshop – Brief summary / reflections
- 15h15 Nutrition Break
- 15h30 Challenges, Opportunities and Ways Forward – Exercise and joint reflections
- 16h30 Final Workshop Evaluation
- 16h45 Closing Round *End of Nutrition Training at 17h*

RESOURCES AND MATERIALS REQUIRED TO FACILITATE THIS TRAINING

For successfully facilitating this workshop, you will require the following resources/materials, which were developed in such a way that it will enable you to facilitate without the need for electricity, computers, or projectors.



Please make sure you have all the items on this **Check List** ticked:

- Attendance List – one that your organisation usually uses
- Workshop Programme – page IX, printed out for each participant
- All Worksheets (1-7) for exercises (pages 79-87), printed out for each participant
- Evaluation forms – (page 87) (Worksheet 7), printed out for each participant
- Info Materials – as per ‘Facilitation Guide’, at least one copy per participant:
 - ‘Food Groups’ Pamphlets, by GIZ-F4R
 - 3 x ‘Breastfeeding and Nutrition’ Pamphlets, by MoHSS
 - ‘Step-by-Step Gardening Guide’, by NAFSAN
 - ‘Food Safety and Nutrition during Covid’, by NAFSAN
 - ‘Composting Posters’ (A4), by NAFSAN
- Pocket Guide on ‘Nutrition for Health’ – compiled key information in form of handouts
- Set of Slides and Key Messages on ‘Flip Chart’
- Materials for the ‘Sugar Exercise’ (Day 1, morning)
 - 6 x Bottles (half-liter, empty) to be filled with tea and sugar (marked: A-F)
 - 6 x blank A4 pages, marked with a big A, B, C, D, E, and F
 - 15 bags of Rooibos tea (5 x for each bottle)
 - 1kg sugar (to be added to the tea in different doses)
 - 1 x cup per participant
- Materials for the ‘Food Groups Exercise’ (Day 1, afternoon + Day 2)
 - 4 x large Baskets (*Oshimbale*, or any other), paper and pegs
 - 126 Cards of Food Pictures (cut and laminated)
 - 6 x Plates for the typical/ideal meal
- Optional:
 - Flipchart, paper, Prestik and markers
 - Notepad and pens for participants to take notes

1. ABOUT THIS TRAINING

The training outlined in this manual is likely to be different from other approaches so far in Namibia when it comes to educating individuals and communities around nutrition.

This 2-day training is designed in such a way that it engages participants through interactive exercises on various topics, linking their practical experiences from these exercises to the additional input that is then being provided to them. This provision of input is deliberately avoiding PowerPoint presentations but rather uses laminated A2-slides, which can be easily applied in any urban or rural setting. They are meant to be used with participants sitting in a circle and with the facilitators being among them. This serves to reduce the social distance between the facilitator and participants, which in turn makes participants be co-contributors of knowledge and makes them more responsible for their own learning. Furthermore, it enhances participation while it creates a more comfortable conversational atmosphere for the information sharing parts of the training.

Please note, the intentional flow of learning processes in the overall design of the 2 days aims at helping participants not just to acquire valuable knowledge but to inspire actual behaviour change when it comes to different aspects of nutrition throughout their life cycle. Therefore, this requires you to be in the role of a 'facilitator' rather than a teacher or trainer, and this page and Chapter 6 provides you with some tips and tricks in this regard.

Please note that if it is not possible to facilitate this training in a full 2-day workshop format, you can deliver it in 4 consecutive sessions, for instance at 4 different mornings over a period of 4 weeks or several days. In this case, each of these 4 morning sessions focuses on 1 of the 4 parts into which the training has been divided. Also make sure that you use local food and drink examples, relevant to that community.

BEING A FACILITATOR

A **facilitator** is someone who makes learning or social change processes easier, often helping individuals or groups gain a deeper understanding about themselves on a certain issue. Based on insights from adult education and other participant-centred approaches, facilitators refrain from telling people what to do, because one-sided knowledge supply and all-knowing attitudes have proven not to be very effective but are actually quite disempowering.

So, unlike a classical teacher or lecturer, a facilitator doesn't provide much information but rather creates an environment for learning and understanding to occur from within those who are involved in the process of learning and change. Facilitation includes open discussions, brainstorming, practical exercises, sharing of personal experiences, and other activities for experiential learning to happen [= learning by doing and reflecting on one's own experiences]. Although facilitators occasionally also present and share information, their focus is much more on guiding participants through experiential learning and dialogues.

It is hereby firstly important that the **learning space is safe**, both emotionally [e.g. through honesty, non-judgmental listening and confidentiality] and physically [i.e., no harmful jokes, intimidation, body-shaming or harassment]. In addition to that facilitators use their skills and inner attitudes for **creating a conducive environment** in which people are eager to engage, comfortable to participate, and feel free to open up, because this is where real learning, understanding, personal growth and genuine behaviour change happens.

Therefore, facilitators ensure that **participants feel heard** and appreciated for their contributions to the session, and are not necessarily there to give opinions and advice, but to rather draw out existing knowledge, useful experiences and helpful ideas from among the group members.

You focus on how people participate in the process of learning, understanding, and planning, not just on what gets achieved, e.g. by occasionally facilitating a round where everybody says something on a certain issue, for instance - but not limited to - during the closing rounds.

2. FACILITATION GUIDE AND INSTRUCTIONS

DAY 1 – UNDERSTANDING NUTRITION, FOOD GROUPS AND HEALTHY DIETS

TIME	SESSION TITLE	INSTRUCTIONS FOR FACILITATORS	RESOURCES	HAND OUTS
8h00	Arrival and Registration	Set up workshop space in advance with chairs in a circle, all resources ready at hand, refreshments organised. Welcome participants as they come in and offer them water and fruits (if possible) as they sign the attendance list.	Attendance List Water and Fruits	
8h30	Welcoming and Overview of Workshop	Officially welcome everyone (consider a prayer, as appropriate) and address any needs for translation. Give a short overview of what the workshop will be about and highlight that it will be participatory in nature, so participants are encouraged to interact, ask questions, and take notes, although there will be handouts during the workshop. Ensure to talk about basic ‘ground rules’, such as phones to be muted or off, and logistics (e.g. where the toilets are) and that nutritious lunch and refreshments are provided (ask for any special diets).	Programme (p. IX), one copy each	
8h45	Introduction Round	One after the other in the circle, people shall introduce themselves (starting with yourself) by mentioning the following 3 things about themselves: 1) My name is..., and I am ... (role/profession), 2) My favourite food is..., and 3) (number) children are under my care and/or live in my house.	<i>This is an essential part of this workshop, to get to know one another and to start in a participatory way.</i>	
9h15	Part 1 – Nutrition and Malnutrition <u>Exercise:</u> Nutrition Quiz	Invite people to join you in a practical exercise to find out what we already know about nutrition so far, and to get everyone started on the topic.	Ex. 1 - ‘Nutrition Quiz’ (p. 6)	
9h45	Understanding Malnutrition, Part 1 – “Undernutrition”	Before we focus on how good nutrition (and balanced diets) look like and how it can be achieved, let’s understand Namibia’s overall nutrition situation and introduce some typical forms of malnutrition, specifically undernutrition.	Info 1 - ‘Malnutrition – Undernutrition’ (p. 8) + Slides - 1	
10h45	<i>Nutrition Break</i>	<i>Be aware of healthy snacks being served, such as fruits and sandwiches. Avoid sweet snacks and cool drinks, rather mix water with juice 50/50.</i>		
11h15	Understanding Malnutrition, Part 2 – “Overnutrition”	Now, let’s look at the other side of the ‘double burden of malnutrition’ where we have overweight and obesity, which are also alarmingly common in Namibia and present serious challenges to our health and economy, and we will start talking about how we can overcome them.	Info 2 - ‘Malnutrition – Overnutrition’ (p. 14) + Slides - 2	

11h45	<u>Exercise:</u> Sugar and Me	This eye-opening exercise may bring unexpected insights for participants about their own and other people's active sugar consumption, while it is a good reminder of where healthy eating habits start and how they can even be cheaper. It is also a good entry point to talk about hidden sugars and fats.	Ex. 2 - 'Sugar and Me' (p. 17)	
12h30	Hidden Sugars and Fats	Further information and some revelations regarding the unhealthiness of many processed foods that we have become very accustomed to eating on a daily basis, including some too generously oily food preparation habits.	Info 3 - 'Hidden Sugars and Fats' - (p.19) + Slides - 3	
13h00	<i>Lunch Break</i>	<i>Ensure you have communicated with the caterers well in advance that the lunch that will be served indeed consists of a healthy and balanced meal and any special dietary needs are taken care of. Also make sure that no cool drinks are served, only water and juice (ideally mixed 50/50 with water).</i>		
14h00	Part 2 – Food Groups and Healthy Eating <u>Exercise:</u> The Food We Eat – Introducing Food Groups	Here we now engage participants in differentiating between various food groups, and we encourage reflections on 'real' and 'ideal' meals.	Ex. 3 - 'Food Groups' (p. 23)	
15h00	Food Groups and their Nutritional Value	Profound, clear, and visually appealing input, as to how an ideal meal looks like in terms of variety and proportion, incl. water and exercise.	Info 4 - 'Food Groups' (p. 25) + Slides - 4	+ GIZ-F4R Pamphlet: 'Food Groups'
15h30	<i>Nutrition Break</i>	<i>Be aware of healthy snacks being served, such as fruits and sandwiches. Avoid sweet snacks and cool drinks, rather mix water with juice 50/50.</i>		
15h45	<u>Exercise:</u> Nutrition Challenges in our Lives	After a quite intense first day, this serves as opportunity for participants to reflect and connect their learning with the reality at home/out there, while it is also an opportunity for facilitators to get initial feedback from participants. This way we can better understand what possible challenges are, which can enable us to possibly address specific issues tomorrow during day 2.	Ex. 4 - 'Nutrition Challenges' (p. 31)	
16h45	Closing Round	End the day with a closing round, where everyone shares: "The most valuable thing I learned today was..." (= also discussed in the previous exercise)	(p. 31)	
17h00 <i>End of Day One</i>				

DAY 2 – RIGHT START IN LIFE, FOOD SYSTEMS THINKING AND BEST PRACTICES

TIME	SESSION TITLE	INSTRUCTIONS FOR FACILITATORS	RESOURCES	NOTES
8h00	Arrival, Tea and Coffee	<i>It may be interesting to observe is people's sugar intake is already different.</i>	Attendance List	
8h15	Afterthoughts and Reflections	This session is a landing space. Everyone is invited to share any overnight reflections on some of the issues we touched on freely with the group. Make it clear that this is <u>not</u> a space for discussions! Even questions that may be asked here should not be answered immediately, as this space is dedicated to open reflections and for people to check in with where they genuinely are in processing the content of this workshop. This session is a non-judgmental space, and while one person's sharing may inspire someone else's deeper reflections it this is not a recap, discussion, nor QandA session.	<i>Just provide a safe space for respectful reflective listening.</i>	
8h45	Part 3 – The Right Start for Our Children The First 1,000 Days	Explain why the first 1,000 days (from conception) of a human life matter the most and share some impressions of the global recognition and national momentum (www.rightstart.com.na) that this understanding is gaining.	Info 5 - 'First 1,000 Days' (p. 32) + Slides - 5	
9h00	Maternal Nutrition	For children to develop fully, we need to focus on the environment in which the child starts growing up: the mother's womb. Therefore, maternal nutrition is key, and this exercise helps us make sure we genuinely understand this.	Ex. 5 - 'Maternal Nutrition' (p. 34)	
9h30	Breastfeeding and Complementary Feeding	This is a key session, in which people's own knowledge and understanding gets valued first, before validated in-depth information is being shared on breastfeeding. How infants can slowly and steadily be introduced to food, while also highlighting typical myths and mistakes, and how to avoid them.	Ex. 6 - 'Breastfeeding and Complementary Feeding' (p. 36)	3 x MoHSS Brochures: 'Breastfeeding and Nutrition'
10h15	Child Nutrition	Building on what was shared yesterday, emphasis lies on ensuring sufficient nutritious food is given to children as they develop, incl. practical tips on dehydration and nutrition at school and the importance of school gardens.	Info 6 - 'Child Nutrition' (p. 39) + Slides - 6	
10h45	<i>Nutrition Break</i>	<i>Be aware of healthy snacks being served, such as fruits and sandwiches. Avoid sweet snacks and cool drinks, rather mix water with juice 50/50.</i>		
11h15	Part 4 – Food Systems and Cycles Agri-Nutrition Linkages: The Food We Grow	The exercise and additional input/discussions here serve to make the link clear between nutrition and agriculture (food production, incl. gardening) and to start understanding the interconnectedness of food cycles and systems.	Ex. 7 - 'The Food we Grow' (p. 43)	NAFSAN Flyers: 'Step-by-Step' Gardening Guide
11h45	Food Safety and Preparation	Input and discussions around what we should be aware of to make sure our food and body stays free of infections and diseases when it comes to the handling and preparation of food, including key aspects of personal hygiene.	Info 7 - 'Food Safety and Preparation' (p. 45) Slides – 7	NAFSAN Flyers: 'Food Safety and Nutrition during COVID-19'

12h30	<u>Exercise:</u> How We Conserve Food?	In pairs, participants are asked to reflect on traditional or otherwise known ways in which food can be preserved, followed by collective sharing.	Ex. 8 - 'Food Conservation' (p. 49)	
13h00	<i>Lunch Break</i>	<i>Ensure you have communicated with the caterers well in advance that the lunch that will be served indeed consists of a healthy and balanced meal and any special dietary needs are taken care of. Also make sure that no cool drinks are served, only water and juice (ideally mixed 50/50 with water).</i>		
14h00	Reflecting on our Lunch	Let's just quickly reflect on what we just ate, looking at it with new lenses in terms of variety, proportions, and ways in which it has been prepared.	-	
14h15	Food Preservation, Storage and Waste Reduction	Facilitate Discussions on food waste as a problem on household level. Also highlight problems of food waste on national and global level in our societies.	Info 8 - 'Food Storage' (p. 50)	NAFSAN Poster: 'Composting'
15h00	Recap of Workshop and Introducing Final Exercise	Highlight what was covered, starting from malnutrition (under-/overnutrition, incl. sugars, fats, and unhealthy eating habits), to food groups, ideal meals, and challenges around putting the ideal food on our plates. second day started with where life begins, importance of breastfeeding and maternal and child nutrition. Lastly, we looked at the food cycle, from production to preparation (incl. food safety and hygiene), preserving and reducing food waste. Small group discussions likely to start already during the nutrition break.	Ex. 9 - 'Ways Forward' (p. 53)	
15h15	<i>Nutrition Break</i>	<i>Be aware of healthy snacks being served, such as fruits and sandwiches. Avoid sweet snacks and cool drinks, rather mix water with juice 50/50.</i>		
15h30	Challenges, Opportunities and Ways Forward	Joint Reflections: as per exercise instructions. Makes sure time is well managed because quite some interesting answers may be given which may lead to more in-depth discussions. Apply your best facilitation skills here. Additional tips may help facilitators add helpful suggestions to any identified ways forward, depending on which type of group one is working with.	Ex. 9 - 'Ways Forward' (p. 53) + Facilitation Tips (p. 74)	
16h30	Final Evaluation	Hand out evaluation forms, with the part to be given back to participant	Evaluation, p. 87	
16h45	Closing Round	Closing Round: "What was most important for me in this training was..."	-	
17h00 End of Nutrition Training				