



Food and Nutrition Security Training 17 -21 April 2016

ICF Conference Hall, Bangladesh Agriculture University
Mymensingh, Bangladesh

Diane Bosch
Nina de Roo



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Wageningen University & Research, Centre for Development Innovation

Centre for Development Innovation
Wageningen UR
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Report CDI-16-028



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Interdisciplinary Centre for Food Security
Bangladesh Agricultural University

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Between 17 and 21 April 2016 a 5-days training on Food and Nutrition Security was organized by the Interdisciplinary Centre for Food Security (ICF) at the Bangladesh Agricultural University (BAU) Mymensingh, Bangladesh. The training was facilitated by Wageningen University & Research (WUR)– Centre for Development Innovation (CDI) in the framework of the NICHE/BGD/156 project. Thirty participants from different agricultural disciplines from BAU and their partners discussed food and nutrition security principles and concepts, gender issues and multi-stakeholder dynamics. The participants applied the newly acquired knowledge and skills to real live case studies from the different participants perspectives (research, implementation and teaching). The cases studies were presented to group and the facilitators for constructive feedback. At the end of the training the participants brainstormed on opportunities for ICF to provide similar short-course for professionals in Bangladesh.

Keywords: Food and Nutrition Security, Gender, Bangladesh, Training

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Photo cover: Interdisciplinary Centre for Food Security

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Nina de Roo and Diane Bosch
Centre for Development Innovation

List of abbreviations

BAU	Bangladesh Agriculture University
BGD	Bangladesh
CDI	Centre for Development Innovation
FNS	Food and Nutrition Security
ICF	Interdisciplinary Centre for Food Security
EP-NUFFIC- NICHE	EP-NUFFIC, The Netherlands Education Support Offices for International Cooperation in higher education ,Netherlands Initiative for Capacity development in Higher Education (NICHE)
MSc	Master of Science
BS	Bachelor of Science
BAURES	Bangladesh Agricultural University Research System
BAUEC	Bangladesh Agricultural University Extension Centre
GTI	Graduate Training Institute
SPC	Seed Pathology Centre
IADS	Institute of Agribusiness and development Studies
DC	Disciplinary Committee
Ph.D.	Doctor of Philosophy
VC	Vice Chancellor
TSC	Teacher-Student Centre
BNCC	Bangladesh National Cadet Corps)
BRAC	Bangladesh Rural Advancement Committee
WUR	Wageningen University & Research

1 Introduction

Between 17 and 21 April 2016 a training on Food and Nutrition Security was organized by the Interdisciplinary Centre for Food Security (ICF) at the Bangladesh Agricultural University (BAU) Mymensingh, Bangladesh. The 5-days training was facilitated by Wageningen University & Research (WUR)– Centre for Development Innovation (CDI) with funding from the NICHE/BGD/156. This is the training report.

2 Background

The overall objective of the NUFFIC-NICHE project titled, 'Integrated management of crop-fish-water resources to enhance agricultural production systems towards sustainable food security in Bangladesh', is to strengthen interdisciplinary agricultural education and research in the disciplines of crop, fish and water, for sustainable food security in Bangladesh. BAU, together with the Bangladesh Agricultural Research Council (BARC), are implementing a project that has enabled the establishment of the 'Interdisciplinary Centre for Food Security' at BAU.

The project started in 2013 and has established two interdisciplinary masters programmes (in Food Security and Sustainable Agriculture). The ICF management team and its staff recognised a need to strengthen the understanding of Food and Nutrition Security – and particularly to help subject matter specialists (and teachers) articulate how their work relates to Food and Nutrition Security. The link between agricultural production and nutritional outcomes is important for the progress towards improved nutritional status of the people of Bangladesh.

The discussions prior to this training event focused on the need to improve the understanding of Food and Nutrition Security – and particularly the key dimensions of this in Bangladesh – and to help prepare and plan for capacity development for ICF to subsequently design and deliver short (fee-paying) courses in this area. It was concluded that the foreseen process with WUR-CDI and ICF should focus on two main questions:

- how to strengthen the Food and Security and Gender knowledge and skills among the ICF staff, core staff as well as the staff involved in teaching in the MSc courses;
- how can we apply this in the present MSc course and also look at opportunities for ICF to develop short courses and opportunities to market these short courses within Bangladesh.

The overall aim with the training was to strengthen Food and Nutrition Security (FNS) content in ICF's work – including the use of the main concepts in FNS, as well as their application and context in Bangladesh. This was supposed to be achieved by:

- a. Strengthening understanding of key concepts of FNS and their application and context in BGD;
- b. Support ICF's MSc programme teaching staff to build stronger links between their course content and FNS concepts and their application and context in BGD;
- c. Identifying key partnerships for work on FNS in BGD;
- d. Creating an opportunity for the identification of ICF staff who could subsequently offer similar short courses, under the auspices of ICF, and making outline plans for subsequent training of trainers.

3 Objectives

The specific objective of the training was: To be well acquainted with the concept of food and nutrition security in a multi-disciplinary and multi stakeholder setting and key aspects of its application and context in Bangladesh:

- i. To be able to identify the differences in and relationship between food security, hunger, malnutrition, and nutrition security using different commonly used frameworks;
- ii. To be able to identify key factors affecting vulnerability to Food and Nutrition security among different groups in Bangladesh;
- iii. To be familiar with partnership dynamics within Food and Nutrition Security in Bangladesh;
- iv. To be able to recognise the strengths and weaknesses of the current Centre in terms of achieving Food and Nutrition Security objectives;
- v. To be able to apply a broad range of tools to analyse Food and Nutrition Security and gender-based constraint for designing and facilitating partnerships/research for development.

During the training, each participant was asked to work on an action plan to apply the course content in his or her work, including his or her work with ICF (e.g., review of MSc course content and opportunities to build stronger focus on Food and Nutrition Security; expanding ICF's activities and network to include other key Food and Nutrition Security stakeholders in Bangladesh; or making a stronger link between PhD research and underlying Food and Nutrition Security issues).

4 Workshop organization and Methodologies

4.1 Facilitation team

The team consisted out of two facilitators/resource persons of the Wageningen University & Research - Centre of Development Innovation – : Ms. Diane Bosch, senior food and nutrition security expert with over 20 years of experiences in area of food and nutrition security in developing countries, and Ms. Nina de Roo, advisor Rural Development and Gender, with more than 6 years of experience in rural development and gender in Africa and Asia.

4.2 Workshop participants

A total of 30 participants attended the training. About half of the participants are working at the university and are also teaching at ICF. The other 10 participants are working at the University, but are not involved in teaching at the Centre. A small group (5) came from different departments of the Bangladesh Fisheries Research Institute and the Bangladesh Rice Research Institute.

The majority of participants are working in one of the domains of agriculture, ranging from Animal nutrition, Food Safety, to Entomology. Also participants from rural sociology and extension services were participating. From the 30 participants only 1 participant was a trained human nutritionist. For further details please see the participants list in annex 1.

4.3 Training methodologies

A wide variety of training methods were used, the most important being group discussions and exercises, and group work to apply newly acquired knowledge and insights to practical situations. A field visit to an agricultural community, offering participants exposure to link their newly acquired concepts and tools to a real live situation.

The group work was based on real live case study examples, from the participants' own working environment, which enabled participants to bring the detailed approaches and interventions back to their respective work situation for implementation. Training approaches were as much as possible structured in interactive ways.

Reflection was also an integrated part of the course. Each course day started with a critical reflection on the learnings of the previous days. In addition, the participants were asked to write an individual learning diary. This is method to strengthen the individual learning that takes place during the training. And at the end an individual end evaluation was conducted.

5 Training implementation

In this chapter the most important training components are being discussed. For the full programme of the training, please see annex 1.

5.1 Group work

Group work is part of the training with the purpose to enhance understanding of the importance of concepts of food and nutrition security and gender, and how to apply these concepts and the tools in designing and facilitating partnerships / research for development in the Bangladesh context.

The group work was tailored for this 5-day training and contained the following 4 steps;

- Our work and food and nutrition security, where are we contributing;
- Finding our disciplinary niche in achieving food and nutrition security;
- Stakeholder analysis and influencing different stakeholders to achieve food and nutrition security;
- Incorporating food and nutrition security in research and teaching.

Each step has a brief conceptual introduction, with a presentation of the background and the tools that will be used and clearly defined outcome of this step of group work. After the presentation and Q&A, the participants worked in smaller groups on a tailor made assignment. The facilitators supported the groups during the discussions and facilitates the decision-making processes within the group. The groups presented their works twice to receive feedback from their fellow participants and the facilitators.

5.1.1 Where are we contributing?

Working with several disciplines in the domain agriculture it is not always very clear how each expertise is contributing to food and nutrition security. After the introductions on the food and nutrition security situation in Bangladesh and key concepts of food and nutrition security, the participants were asked to answer the question:

How do you see your discipline contributing Food and Nutrition Security in Bangladesh?

The facilitators provided the lancet framework for action as the framework the participants could use to identify where their specific expertise is contributing to food and nutrition security. The results on the questions were discussed by putting the framework on the floor and asking the participant to stand on the part of the framework where they felt that their work is contributing the most.

Not surprising was that most participants were standing in the box food security (see red circle). The choices were discussed and some participants shifted to some other boxes based upon their explanations and discussions.

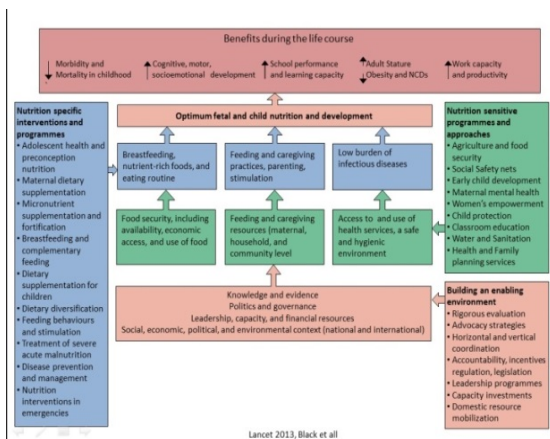


Photo 1 Participants standing in the framework

After this exercise the participants were asked to describe a case from their work in which they would like to incorporate FNS and/or gender perspectives using a template (see annex 2). These descriptions were used by the facilitators to select 5 cases for the group work.

Selection of the cases were made based on the following criteria:

1. Case content (to make sure that content is interesting for group work and different angles of food and nutrition security and gender was represented in group work).
2. Type of project (research / outreach etc).
3. Phase of the project (beginning, middle and/or end).
4. Stakeholders involved (to be able to have stakeholder aspect in the case work).

The facilitators selected based upon the above criteria the following cases.

- Group 1: Women's Involvement in income generating program through animal feed production and animal rearing.
- Group 2: Role of meat, milk and egg in food and nutrition security.
- Group 3: Poverty squares and Gender Circles: Unreeling Agriculture GAPS in Bangladesh.
- Group 4: How to achieve food and Nutrition Security in my course "Crop Production.
- Group 5: Conservation agriculture for improve productivity and maintaining soil health.

To ensure that group work would stay focussed on applying food and nutrition security and gender concepts and tools to the real live cases, the facilitators provide each group with a question they need to answer in their group work. The owners of the selected cases are the resources persons for the cases.

5.1.2 Situation analysis

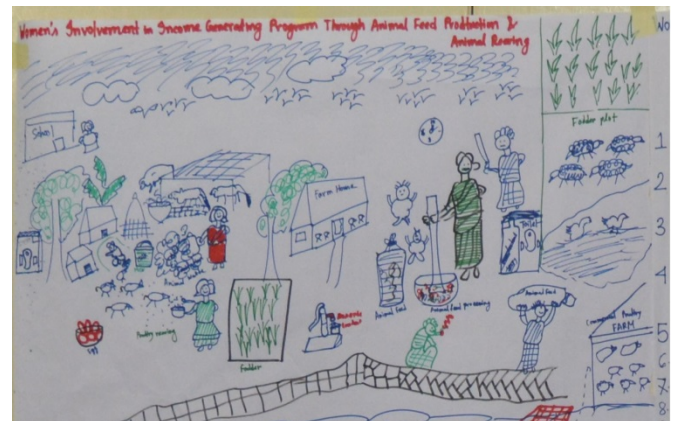
The situation analysis is the starting point of group work. For this step an inventory was made of the problems identified in cases using the framework for actions to achieve optimum foetal and child nutrition and development (Lancet series 2013) and gender perspectives.

The situation analysis was then translated in a rich picture. A rich pictures is a drawing of a situation that illustrates the main elements and relationships that need to be considered in trying to intervene to create some improvement. At the end of the sessions the rich picture were presented to the rest of the group.

Please find below some examples of the work presented.



Photo 2 Rich picture of groups 1 and 2



5.1.3 Stakeholder analysis and inter-disciplinary linkages

The next step was the stakeholders analysis. The objectives of this step is to:

- To identify all those -people, groups or institutions- who might be affected by an intervention or can affect its outcome;
- Mobilize key stakeholders, building up common awareness, creating ownership;
- To better target (research) interventions and approaches, identify local institutions and processes upon which to build;
- To provide a foundation and strategy for participation;
- As a tool to predict and/or manage conflicts
- To make a start with understanding needs and interests of the key stakeholders

This exercise has two parts to it. First identify the stakeholders using a stakeholder matrix (key stakeholders) and their primary interests.

After this matrix is completed, the Influence and Priority Matrix was filled. This exercise reveals the power which stakeholders have over a (research) project - to control what decisions are made, facilitate its implementation, or exert influence which affects the (research) project negatively. In addition, it provides information on the extent to which the stakeholder is able to persuade or pressurize others into making decisions, and following certain course on action. Below are some examples of the results.

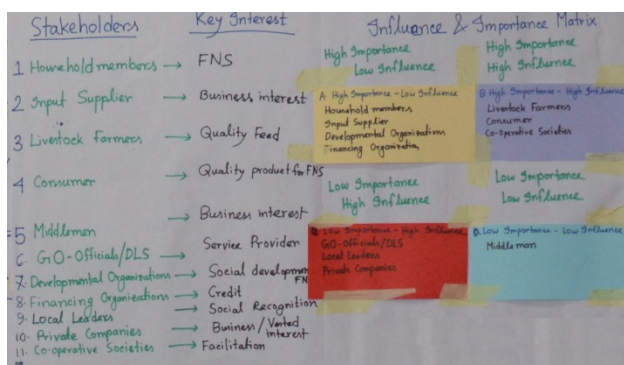
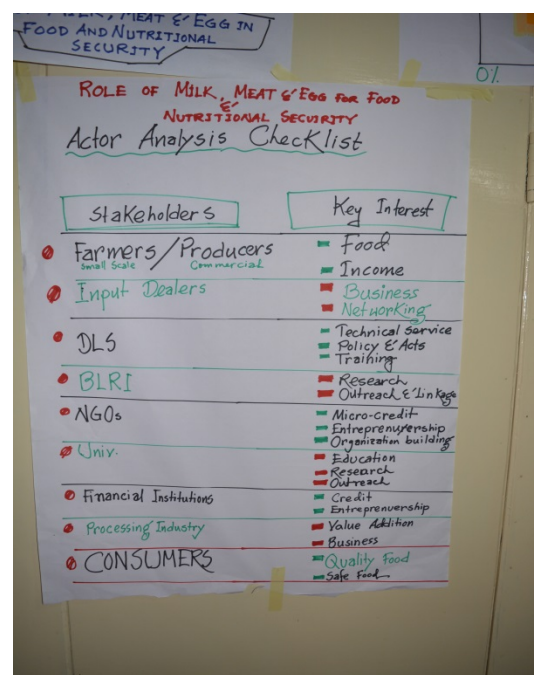


Photo 3 Stakeholder analysis group 1 and 2.



Before the group work started, a group exercise was conducted to clarify some of the theory discussed in the introduction of this step.

The exercise “power ranking” raises awareness about the different types of rank and rank awareness:

Different types of rank:

- Situational rank (your position – not easy to change, takes time): power base, role in formal hierarchy, seniority;
- Social rank (given privileges that one gets – difficult/impossible to change): race, gender, class, caste, wealth;
- Personal rank (how a person faces situations – can be changed to certain extent): self-confidence, charisma.

Rank awareness:

- Most of us have the tendency to be sensitive to how the rank of others is affecting us, while remaining less aware of how our own rank affects others.



The most striking observation was that in many other countries academia are not regarded very high influential and normally are rank relatively low in the line, in rank, while the in Bangladesh they very influential. It was a good exercise that generated a lot of discussion.

At the end of step (day two) the groups presented the work done so far.

Photo 4 Presentation of group work group 5

The programme was followed by a session on mono, multi, inter, and trans- disciplinary approaches in agricultural research for FNS. This session was characterised by a presentation and a group discussion with living examples of mono-disciplinary, multi-disciplinary, inter-disciplinary and trans-disciplinary research projects, which helped the participants to understand which type of societal problems are best addressed by which type of research. It was concluded that for achieving FNS, mono-disciplinary and multi-disciplinary research is often insufficient because multiple perspectives and multiple stakeholders are needed to achieve food and nutrition security.

5.1.4 Incorporating food and nutrition security in research and teaching

The presentations at the situation analysis and the stakeholder generated many question among the group and the facilitators. And before the group could move on to incorporate food and nutrition security in research and teaching, the groups were asked to review and adjust their case using the following questions:

- An question to analyse with the group the situation again to reflect the reality better;
- A question where the group need to relate to the stakeholders;
- Assignment to include Food and Nutrition security in you case

The groups worked on these questions, which they presented at the end of the day.

5.2 Field visit

The field visit was organized to expose the participants to examples of projects that have incorporate food and nutrition security and gender and what the impact has been on the lives of the community. World vision was so gracious to host our group and to explain the project. After this the participants had an opportunity to visit one of the community included in the project.

- What are the major food and nutrition and gender issues that prevents them to achieve:
 - Food security
 - Nutrition Security
- What are the activities that World Vision is implementing in the visit area?
- What has been the impact? (intended and unintended);
- How can we make this project more food and nutrition secure;



Photo 5 Introduction to the World Vision project. **Photo 6** Interviewing community members

5.3 Brainstorming on short course for ICF

We asked the participants to write their ideas for possible short course to be facilitated by ICF. The participants received the following assignment:

Please write on a coloured card:

- Main topics;
- The number of week (1-3);
- The target audience.

They also needed to follow the rules:

- You cannot pick your own expertise as course topic;
- It needs to connect to the ICF and thus needs to integrate several topics or a topic affecting several other areas of work. For example Gender;
- It also need to be within the scope of the centre.

The following suggestions were made:

Topic:	Agriculture and Food and Nutrition Security:	
Length of the course:	Two weeks full time	
Audience:	Agricultural professionals Government officials Civil Society Teachers Academicians Imam & Religious leaders NGO personnel working in agriculture and Food and Nutrition Security Small – Medium Enterprises (Crops, Livestock, Fish & Vegetables)	Private Farms Social workers Health workers Village doctors Researchers Post-graduate Students

Topic:	Agricultural Food Safety and Nutrition Security	
Length of the course:	Two weeks	
Audience:	Developmental organizations Policy makers Environmental specialist Government Officials NGO's working with food security at grassroots level	

Topic:	Small scale Poultry raising for Food and Nutrition Security Enterprise development Gender & Finance Health and Sanitation Education Marketing	
Length of the course:	One week	
Audience:	LSP NGO officials Company representatives Nutritionists	

Topic:	Mainstreaming of Gender for Food and Nutrition Security	
Length of the course:	Two – three weeks	
Audience:	Graduates from different fields NGO personnel Government officials Ministry of Welfare (children & women) Ministry of Food Food industry Agricultural Professionals	

6 Evaluation and Learning

The tailor made one-week course facilitated by CDI include several evaluation moments.

- 1) **Reflection:** At the beginning of each training day the participants are asked to reflect on the previous day. This process helps the participant to reflect on the acquired knowledge and experiences, with the aim of making their learning more explicit and articulated and contribute to their professional performance in their own working context. The facilitators prepare each day the reflection of 15 minutes using one of the number of different tool.
- 2) **Individual Learning Journal:** This is to strengthen the learning that takes place during the training and base upon this personal reflection develop an action plan where the participants put the key lesson learned from the training in concrete activities for the next 6 – 12 months. Please see annex 2 for the learning journal.
- 3) **Individual Evaluation through Socrative:** This an evaluation at the end of the training and participants can fill them online on the spot anonymous, only the facilitator had access to results of the survey. This is an individual survey. This survey discussed the whole, from reaching the objectives until lodging and transport. This survey was adapted to the circumstances of the training and venue. Please see the questionnaire in Annex 3.

6.1 Learning journal

At the beginning of the training the participants received the learning journal and the explanation of the learning journal and how to use this. They were asked to write down every day the key lessoned learning in the journal and what implication this each lesson would have on at personal level and at their work level.

At the end of the training these key lessons and their impact were used for an individual action plan. Although time was allocated in the programme for filling their individual plan, the programme did not have enough time to discuss these plan in small groups. The participants were requested to send their individual action plan to the ICF for their follow-up.

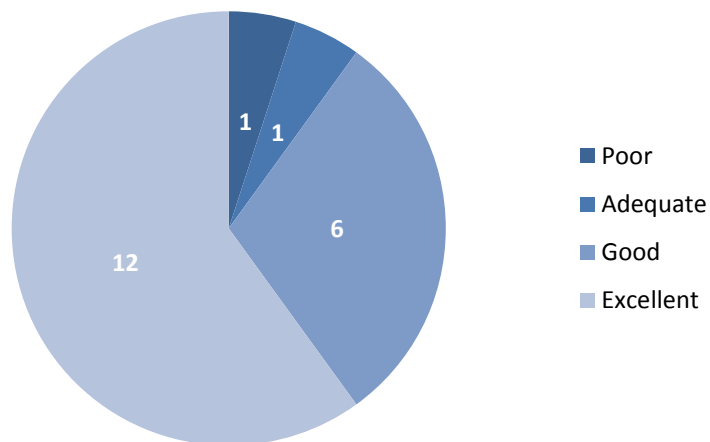
6.2 End evaluation

Of the 30 participants 20 (67%) filled in the questionnaire. Although time was reserved for filling the questionnaire at the end of the training, due to insufficient internet connection, many participants did not manage to during this allotted time. The facilitators asked the participants to complete the assignment as soon as possible upon return to their duty stations. This resulted in 20 completed questionnaires.

The questionnaire evaluates three major areas: general appreciation of the training; facilitation and relevance of the training for the participants. The major result are presented and discussed below. The details of the evaluation can be found in annex 3.

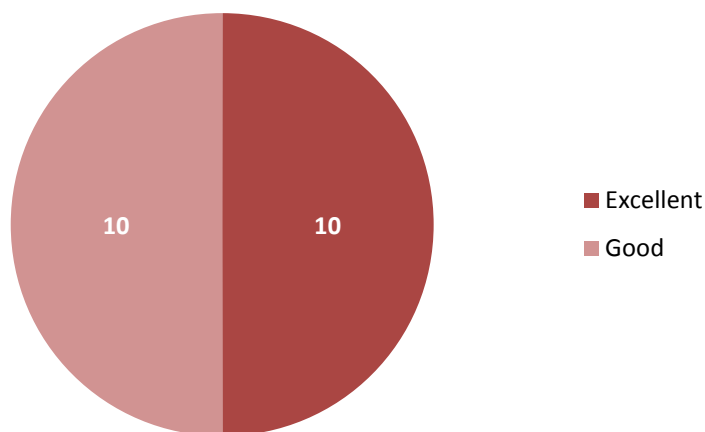
Figure 1 shows overall appreciation of the training programme in meeting participants expectations / needs. Twelve of the twenty felt that the training programme was excellent in meeting the participants need and expectations, while 6 felt was good.

Figure 1 Overall appreciation of the training programme in meeting participants expectations/needs (n=20).



The respondents appreciated the interaction between the facilitators and participants with good to excellent as figure 2 shows.

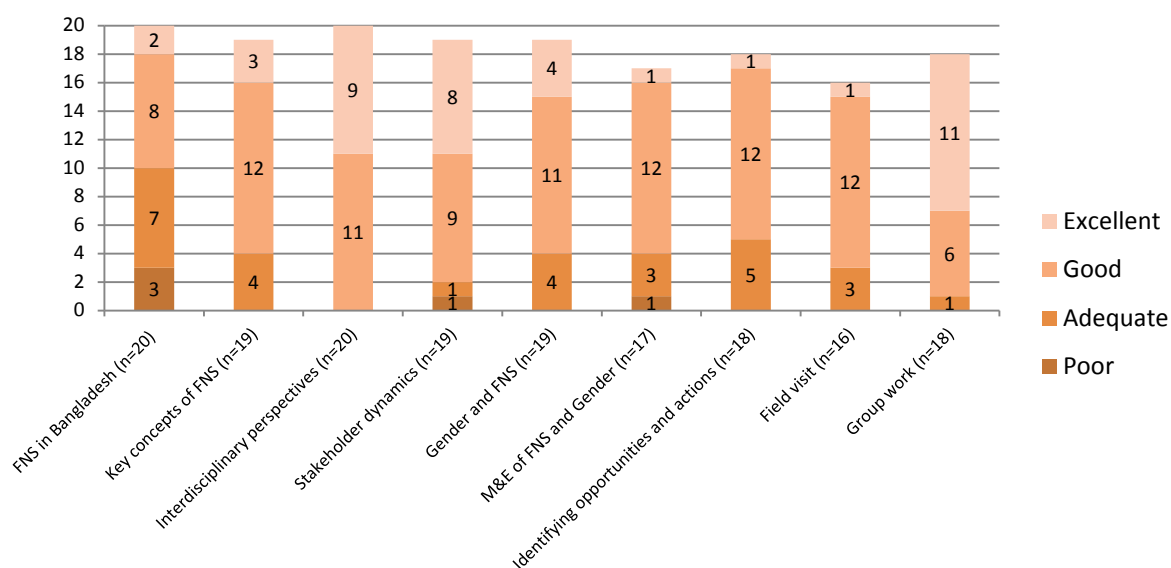
Figure 2 Participants appreciation for interaction of facilitators and participants (n=20)



The third and last area is the relevance of the training content for the participants and the results of the training in change in participants understanding, skills, attitude and confidence and how confident the participants feel in applying the concepts and skills learned.

Figure three shows how the respondents rate the different training sessions. The majority of the topics are rated as good to excellent. Only the first topic, Food and Nutrition Security in Bangladesh was rate of adequate to good.

Figure 3 The respondents rating of the sessions of the course.



When the respondents were asked how the training improved understanding they responded for majority with a lot to quite a lot. Similar responses were received when asked about improvements in skills, attitude and confidence. Figure 4 shows the details of the improvement reported by the respondents.

Figure 4 The improvement in participants understanding, skills, attitude and confidence as result of the training.

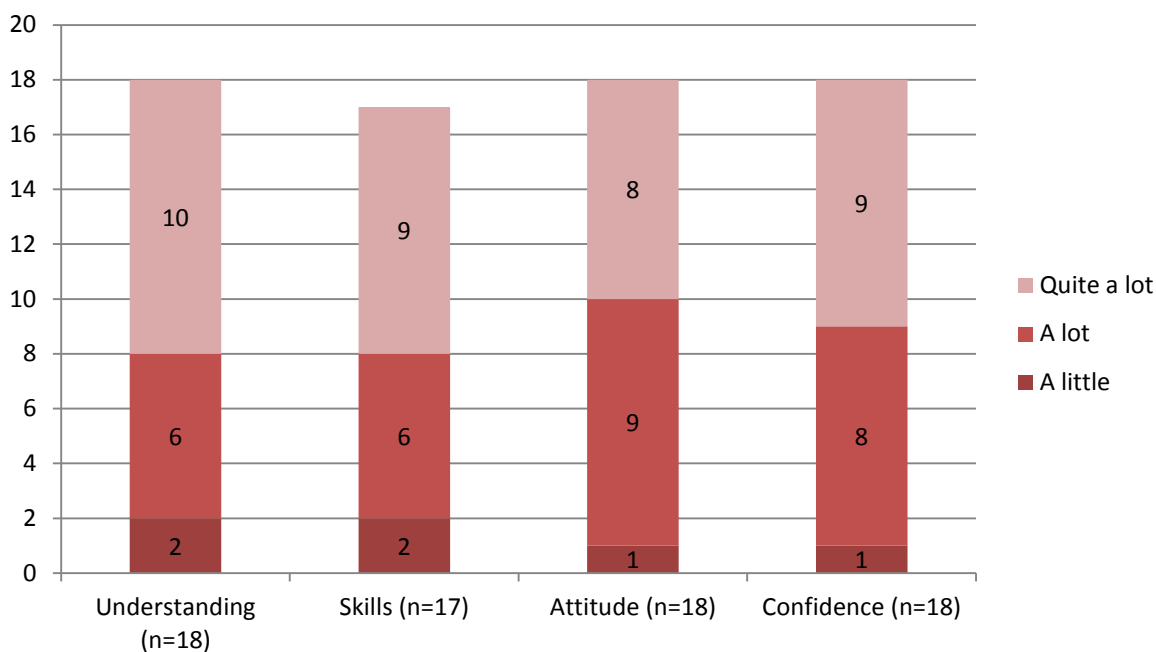
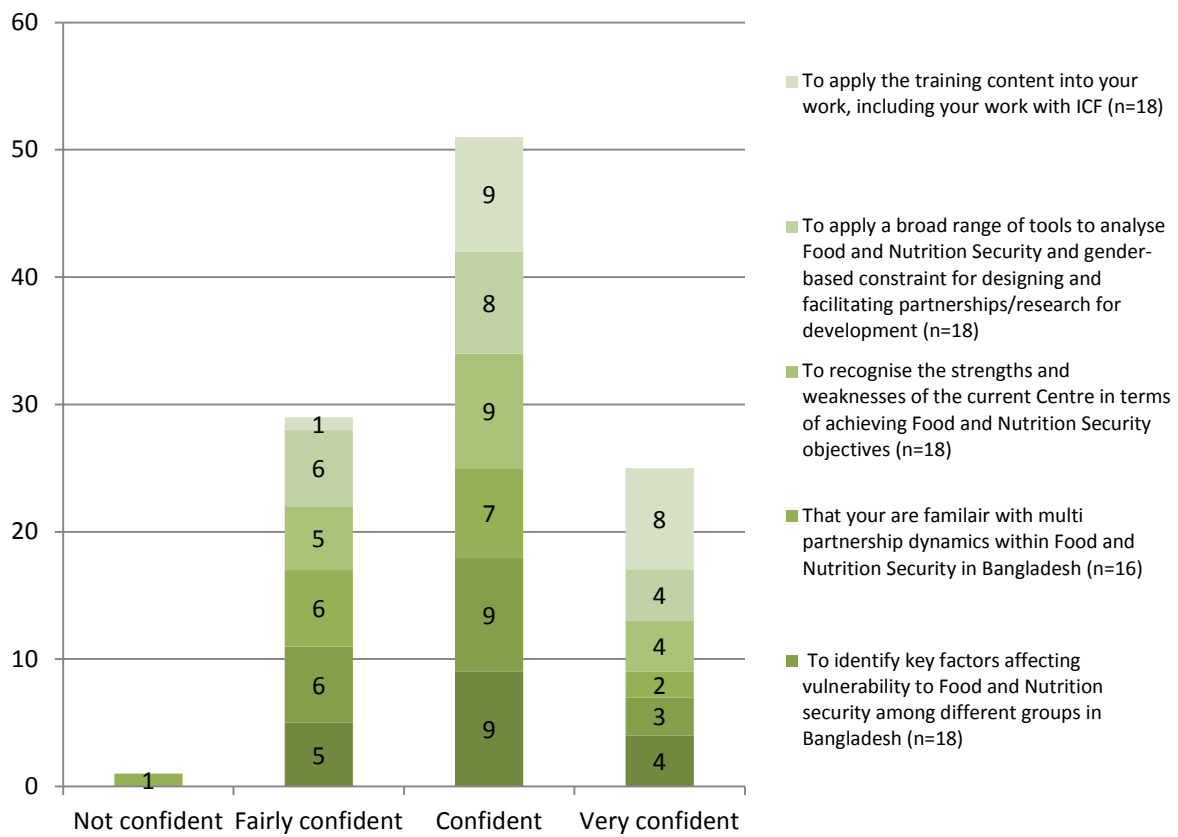


Figure 5 To what extent does the participants now feel confident to apply, recognise and are familiar with several aspects of the training.



The majority of respondents feel fairly confident to confident in applying content and tools gained from the training. Except for the application of the training content where the majority reported to feel confident to very confident.

Also the majority of the participants feel fairly confident to confident in recognizing the weakness and strengths of the weaknesses of the current Centre in terms of achieving Food and Nutrition Security objectives and feel familiar with multi partnership dynamics within Food and Nutrition Security in Bangladesh. The same response was received on confidence level to identify key factors affecting vulnerability to Food and Nutrition security among different groups in Bangladesh.

Annex 1 Training Programme

Food and Nutrition Security Training
17 -21 April 2016
ICF Conference Hall, Bangladesh Agriculture University
Mymensingh, Bangladesh

I PURPOSE

The main purpose of the training is to strengthen Food and Nutrition Security (FNS) content in ICF's work – including the use of the main concepts in FNS, as well as their application and context in Bangladesh. This will be achieved by:

- (e) Strengthening understanding of key concepts of FNS and their application and context in BGD;
- (f) Helping ICF's MSc programme teaching staff build stronger links between their course content and FNS concepts and their application and context in BGD;
- (g) Identifying key partnerships for work on FNS in BGD;
- (h) Creating an opportunity for the identification of ICF staff who could subsequently offer similar short courses, under the auspices of ICF, and making outline plans for subsequent training of trainers.

II TRAINING OBJECTIVES

- To be well acquainted with the concept of food and nutrition security in a multi-disciplinary and multi stakeholder setting and key aspects of its application and context in Bangladesh

III TRAINING METHODS

- Theoretical discussions and presentations
- Discussions and working groups
- Case studies
- Exercises

IV TRAINING PROGRAMME

Sunday 17 April 2016

Time	Activity	Facilitator
09:00 – 09:30	Registration Participants	ICF staff
09:30 – 10:00	Opening of the training	
10:00 – 10:30	Coffee/tea	
10:30 – 11:00	Introduction to the training	Diane Bosch
11:00 – 13:00	Food and Nutrition Security in Bangladesh	Professor Dr Rezaul Karim Talukder (FAO)
13:00 – 14:00	Lunch	
14:00 – 16:00	Key concepts of Food and Nutrition Security	Diane Bosch
16:00 – 17:00	Group work: Our work and Food and Nutrition Security, where are we contributing	Diane Bosch

Monday 18 April 2016

Time	Activity	Facilitator
09:00 – 09:30	Reflection on day 1	Nina de Roo
09:30 – 10:30	Interdisciplinary perspectives on Food and Nutrition security	Nina de Roo
10:30 – 10:45	Coffee/tea	
10:45 – 13:00	Group work : finding our (disciplinary) niche in achieving Food and Nutrition Security	Nina de Roo
13:00 – 14:00	Lunch	
14:00 – 15:00	Stakeholder dynamics	Nina de Roo
15:00 – 16:30	Group work : Stakeholder analysis and influencing different stakeholders to achieve Food and Nutrition Security	Nina de Roo
16:30 – 17:00	Presentations and discussion	Facilitators

Tuesday 19 April 2016

Time	Activity	Facilitator
09:00 – 09:30	Reflection on day 2	Nina de Roo
09:30 – 10:30	Gender and Food and Nutrition Security: concepts and strategies	Nina de Roo
10:30 – 10:45	Coffee/tea	
10:45 – 13:00	Gender, Food and Nutrition Security dynamics in the Bangladeshi context	Dr. Sadika Hague / Dr. Mohammed Kabir
13:00 – 14:00	Lunch	
14:00 – 16:30	Group work: Incorporating food and nutrition security in research and teaching	Diane Bosch
16:30 – 17:00	Presentations and discussion	Diane Bosch



Wednesday 20 April 2016

Time	Activity	Facilitator
07:00 – 19:00	Field visit	Diane Bosch / Nina de Roo

Thursday 21 April 2016

Time	Activity	Facilitator
09:00 – 10:00	Reflection on day 3 and 4	Nina de Roo
10:00 – 11:00	Monitoring and Evaluation of Food and Nutrition Security and Gender	Diane Bosch
11:00 – 11.15	Coffee/tea	
11.15 – 12.30	Individual action plans and	Diane Bosch
12.30 – 13.00	Peer review	Diane Bosch
13:00 – 14:00	Lunch	
14:00 – 15:00	Identifying opportunities for short course	Diane Bosch / Nina de Roo
15:00 – 16:00	Evaluation	Participants
16:00 – 16:30	Closing of the training	Diane Bosch / Nina de Roo

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Annex 2 Template of description of case work

Your name	
Title of the case	
Key question / problem statement	(max 100 words)
Type of project	Research / Outreach / Education
Phase	(just starting / under implementation / almost ending)
Project area(s)	Province / Region: District(s): - - -
Key stakeholders currently involved	- - - -
Your own involvement so far	

Annex 3 Individual Learning diary

Introduction

To strengthen the learning that takes place during the Food and Nutrition Security Training; we want you to take some time to think through, reflect for yourself what is useful of the course in your situation and further develop your personal action plan.

Preparation

- Every day list the key lessons learnt from the training;

- Describe what the implications of each of these lessons learnt will be for you personally:
 - What will you do differently?
 - What change do you expect?

- Describe what the implications of each of these lessons learnt will be for your work/department/faculty:
 - What will you do differently?
 - What change do you expect?

- Identify question /issue for which you would like to receive additional information from your fellow participants and facilitators.

Summary

After you have fill the learning diary, please read you experiences again and identify the key lessons learnt from the training and list them on the summary page. Please review if you still feel the same way at the end of the training.

- Describe what the implications of each of these lessons learnt will be for you personally:
 - What will you do differently?
 - What change do you expect?

- Describe what the implications of each of these lessons learnt will be for your work/department/faculty:
 - What will you do differently?
 - What change do you expect?

- Identify question /issue for which you would like to receive additional information from your fellow participants and facilitators. This information if not answered during the training can be filled in the end evaluation to ensure follow-up.

Sunday 17 April 2016

Key lessons learnt:

Implications personally:

Implications for your work:

Additional questions/information:

Monday 18 April 2016

Key lessons learnt:

Implications personally:

Implications for your work:

Additional questions/information:

Tuesday 19 April 2016

Key lessons learnt:

Implications personally:

Implications for your work:

Additional questions/information:

Wednesday 20 April 2016

Key lessons learnt:

Implications personally:

Implications for your work:

Additional questions/information:

Thursday 21 April 2016

Key lessons learnt:

Implications personally:

Implications for your work:

Additional questions/information:

Annex 4 Evaluation Questionnaire

Instructions:	Please fill in the below quiz according to the 5 steps below. You may then import the quiz into your Socrative account by selecting "My Quizzes" --> "Import Quiz" --> and selecting the relevant quiz to import. Please use only alphanumeric characters in the template.
1. Quiz Name:	End Evaluation Food and Nutrition Security Training, 17 - 21 April 2016, ICF - BAU Bangladesh
2. Question Type:	3. Question:
Multiple choice	Please provide your overall appreciation of training programme, regarding the training quality.
Multiple choice	Please provide your overall appreciation of the training programme regarding achievement of stated training objectives.
Multiple choice	Please provide your overall appreciation of the training programme in meeting your expectations/needs.
Open-ended	Please explain the reasons behind your appreciation of the training programme, this will help us to improve the training in the future (optional)
Multiple choice	Please show your appreciation of the number of topics relative to the available time
Multiple choice	Please show your appreciation for clarity of presentations and directions
Multiple choice	Please show your appreciation for interaction of facilitators and participants
Open-ended	Please explain the reasons behind your appreciation of the training facilitation, this will help us to improve the course in the future (optional)
Multiple choice	Please rate the session: Food and Nutrition Security in Bangladesh
Multiple choice	Please rate the session: Key concepts of Food and Nutrition Security
Multiple choice	Please rate the session: Interdisciplinary perspectives on Food and Nutrition Security
Multiple choice	Please rate the session: Stakeholder dynamics
Multiple choice	Please rate the session: Gender and Food and Nutrition Security: concepts and strategies
Multiple choice	Please rate the session: Monitoring and Evaluation of Food and Nutrition Security and Gender
Multiple choice	Please rate the group work sessions
Multiple choice	Please rate the session on identifying opportunities and actions
Multiple choice	Please rate the field visit
Open-ended	Please explain the reasons behind your appreciation of the sessions, this will help us to improve the training in the future (optional)
Open-ended	Which topics of the training did you find LEAST relevant and why?
Open-ended	Which topics did you miss in this training or which needed more attention?
Open-ended	What are your main lessons from this training, what do you take home?
Multiple choice	As a result of the training my understanding has improved
Multiple choice	As a result of the training my skills has improved
Multiple choice	As a result of the training my attitude has improved
Multiple choice	As a result of the training my confidence has improved
Multiple choice	To what extent do you now feel confident to identify the differences in and relationship between food security, hunger, malnutrition, and nutrition security using different commonly used frameworks
Multiple choice	To what extent do you feel confident to identify key factors affecting vulnerability to Food and Nutrition security among different groups in Bangladesh
Multiple choice	To what extent do you feel confident that you are familiar with multi partnership dynamics within Food and Nutrition Security in Bangladesh
Multiple choice	To what extent do you feel confident to recognise the strengths and weaknesses of the current Centre in terms of achieving Food and Nutrition Security objectives
Multiple choice	To what extent do you feel confident to apply a broad range of tools to analyse Food and Nutrition Security and gender-based constraint for designing and facilitating partnerships/research for development
Multiple choice	To what extent do you feel confident to apply the training content into your work, including your work with ICF

Open-ended	What positive (good things) and constructive (things to improve) feedback do you have for Diane Bosch.
Open-ended	What positive (good things) and constructive (things to improve) feedback do you have for Nina de Roo.
Open-ended	What positive (good things) and constructive (things to improve) feedback do you have for Professor Dr Rezaul Karim.
Open-ended	What positive (good things) and constructive (things to improve) feedback do you have for Dr. Sadika Hague.

Annex 5 Results of the Individual Training Evaluation

The individual end evaluation is an evaluation which participants can fill them online (survey monkey or socrative) on the spot anonymous, only the facilitator had access to results of the survey. This survey discussed the whole training, from reaching the objectives until lodging and transport. This survey was adapted to the circumstances of the training and venue.

The survey consist out of multiple choice questions and open ended questions. It asks about the how the participants have experience the training and how they feel that the training has contributed to their personal knowledge, skills and attitudes and also how their confident level might have changed as a result of the training. Each multiple choice question has 4 – 5 options ranging from the most negative (e.g. not at all, very poor) to the most positive (e.g. quite a lot, excellent). The open-ended questions are optional and often ask for supporting information on the results of the multiple choice questions.

This evaluation has been adapted to the training. The results are presented based upon the scoring of the participants. In some case the participants only score on two options for that particular question and that is what is presented, although the participant has all options to choice from. The results from the open ended question are listed as they have been received.

1. General questions on the course

Figure 1 Overall appreciation of training programme, regarding the training quality (n=19)

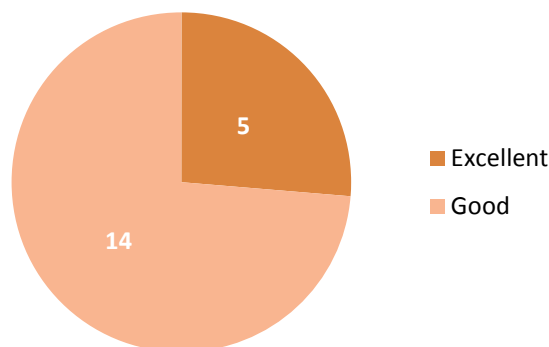


Figure 2 Overall appreciation of the training programme regarding achievement of stated training objectives (n=19)

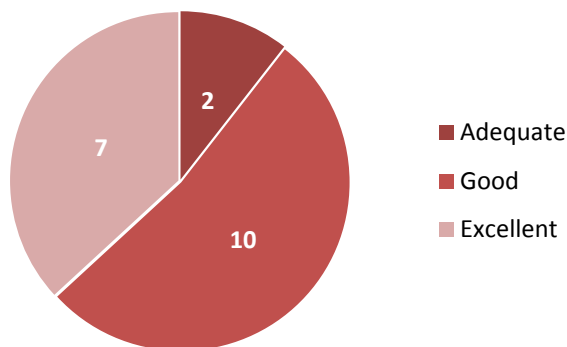
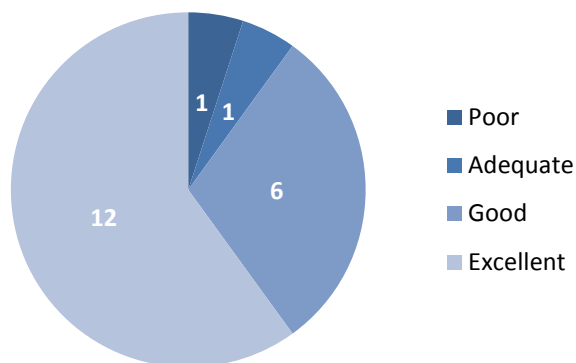


Figure 3 Overall appreciation of the training programme in meeting participants expectations/needs (n=20)

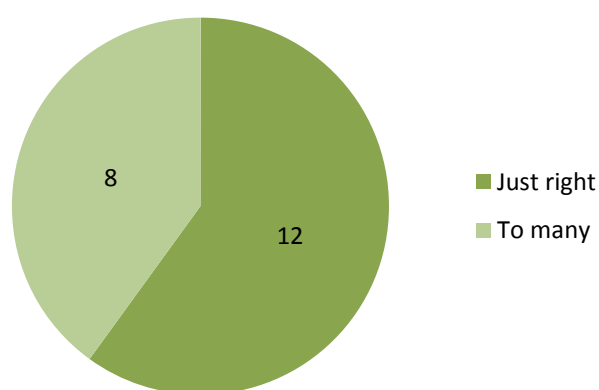


Please explain the reasons behind your appreciation of the training programme, this will help us to improve the training in the future

- Reasons: I had limited concepts on gender and food security but through this training, I got very clear concept on this aspect. Beside this, I got very clear idea on some specific concepts such as women empowerment, interdisciplinary, transdisciplinary, rich picture and matrix ranking
- Because the program was so much live due to active participation between resource person and participant through frequent exercise.
- Live participation between participants and resource persons through several exercise.
- It enhanced my knowledge on practical level like nutrition, gender, different stakeholders etc.
- Understand few basic of food and nutrition security and applied by exercise.
- Some new knowledge and skills on food and nutrition security along with gender involvement have been acquired. Rich picture, stakeholder analysis, influence importance matrix, application of gender lens are very useful.
- It helped increase our knowledge of Food and Nutrition Security
- It was very comprehensive
- Very much participatory
- Learning by doing
- Over all time management was good
- Overall it is a well-organized training and informative training but, starting day I will suggest you to introduce some fun item specially for the introduction section as well as every ice breaking session. In addition, organized lecture with a proper balance of group exercise.
- Food safety and security issue is first for me

- Knowledge on food nutrition and gender
- I have learnt a lots about food and nutrition, food security
- The courses or class should be more specific and more group work of innovative things should be done
- Improvement of my knowledge on FNS
- Introduction to the concepts and dimensions of food and nutrition security as well as gender and their application in research and education
- Actually nutrition related issues were not know to me previously and the frameworks that I have learnt will be very effective in adopting my teaching and research activities
- This training make me clear about multi -inter- trans disciplinary and which one is more important to achieve food and nutrition security.
- The training topic was very new and informative. Besides, the trainer presented the topics very nice and attractive way.

Figure 4 Appreciation of the number of topics relative to the available time (n=20)



2. Course Facilitation

Figure 5 Appreciation for clarity of presentations and directions (n=20)

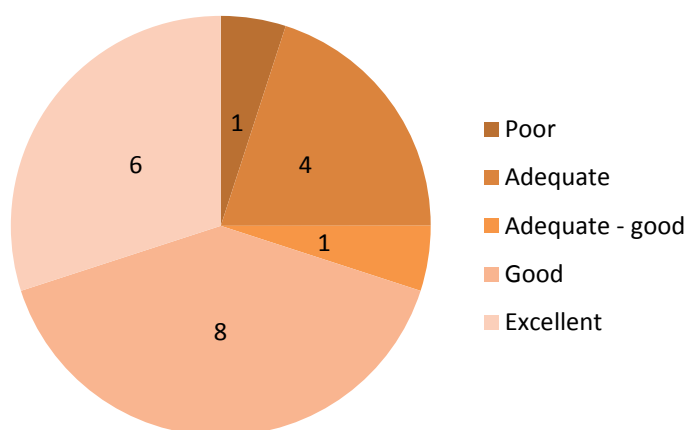
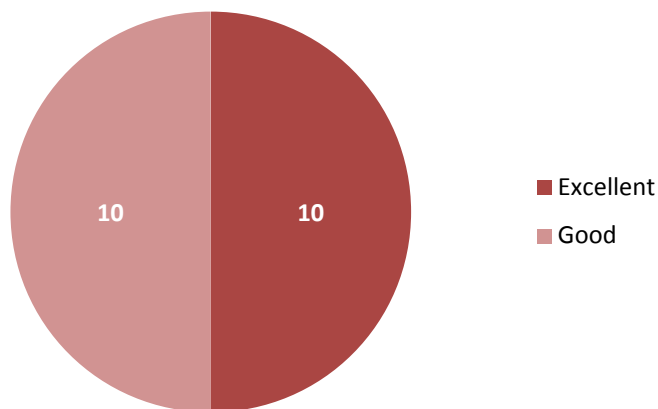


Figure 6 Participants appreciation for interaction of facilitators and participants (n=20)

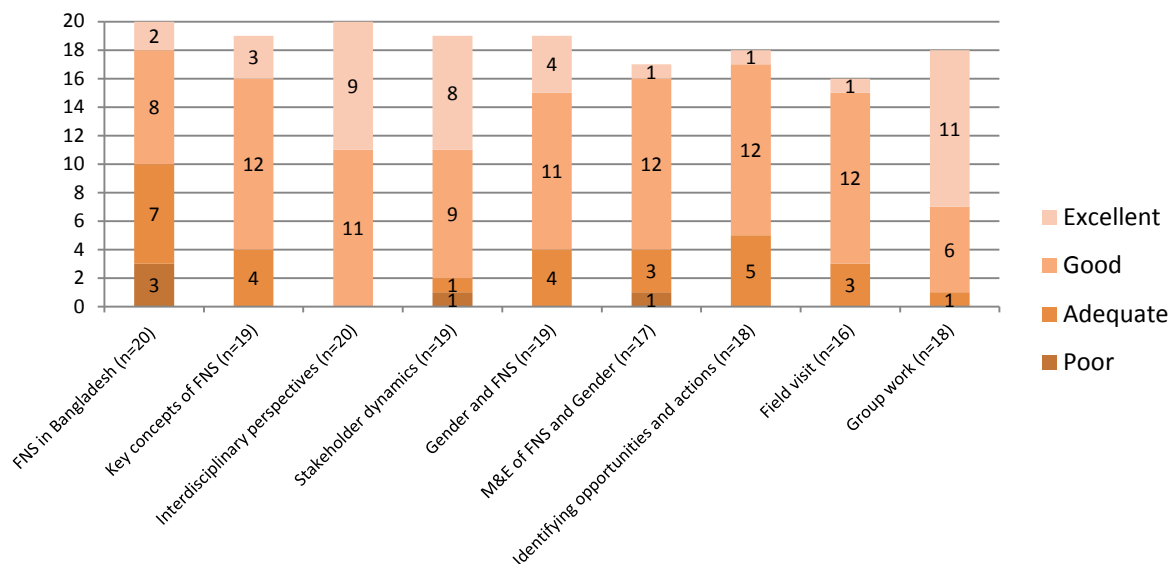


Please explain the reasons behind your appreciation of the training facilitation, this will help us to improve the training in the future

- This training program was conducted in a very disciplined way and the trainers and the facilitators were very friendly and helpful for us to provide clear concept on specific aspect.
- Create opportunity for active participation of all participants.
- More practical oriented courses should be offered.
- The trainers are well I experienced and knowledge able and friendly
- Practical exercises, field visits, participatory, timely.
- We need more result based FNS studies
- They were very active and have much managerial ability to handling the adult audience
- More balanced lecture and group work, nice strategy for ice breaking session, half day training specially for the professional target group.
- Several group work discussion
- Informative
- Need based selection of topics,
- Facilitators are very friendly which helps us to get a very good learning environment and also helps to question them so much so that by this we get clear concept
- Well presented with body movement
- Clear conception and attractive presentation and facilitation
- The facilitators we very scholar and way of involving the participants were innovative.
- Facilitator was use different way to teach us. we did several group work and finally individual presentation, answer the question etc. which make me so confident about the topic.
- The topics were very new and applicable. I could learn some new things.

3. Training Relevance

Figure 7 Please rate the sessions of the training



Please explain the reasons behind your appreciation of the sessions, this will help us to improve the training in the future:

- In this training there was many practical session and this practical knowledge is helpful to understand very clearly.
- Active participation.
- Good facilitation and participant response
- They are need of the time. However, the food safety issues and the present status of food safety in Bangladesh are not adequately addressed. Some more updated reference materials would be useful.
- Need more field visit
- Take care about downloading the online video clips where there is a doubt in internet speed
- More group and practical session
- Cooperation of wv
- More practical oriented field visit makes the participants more expert
- Its good overall
- It was her practical exposure
- It helps the practical issues that we have actually learnt from the training sessions
- Actually I did not feel boring within five days. there are presentation - group work- then participant presentation etc. facilitators were always busy to teach us, try to make us more clear which really make us interesting.
- The topics were informative and group works were very interactive.

Which topics of the training did you find LEAST relevant and why?

- All topics were relevant with my field and was very important to me.
- No topics I found.
- All the topics were very much relevant to the FNS training
- None
- I found every topic very relevant
- All are relevant.
- Not applicable
- Too many food and nutrition frame work which was not clear to me
- Conceptual frame work because it might be not applicable or understandable for every discipline
- "food safety and nutrition"
- All relevant
- Stakeholder Analysis
- Different disciplinary which can relates my field animal nutrition with different sectors
- None
- Evaluation and monitoring. As this was more on evaluation of a project or program instead of evaluation of food and nutrition security situation
- Nothing I found irrelevant
- I think all are relevant with the training no doubt.
- Not applicable.

Which topics did you miss in this training or which needed more attention?

- Monitoring and evaluation in FNS and gender. This was difficult rather than other topic to understand.
- Matrix (4)
- Nutritional quality of different food items
- Gender status in Bangladesh
- I missed the stakeholder analysis
- Impact assessment, evaluation and monitoring.
- Result based country-wise evidences of the relationship between FNS and gender
- Climate change issues
- I didn't miss any topic but I would like to know more about how to incorporate nutrition topic
- Gender issue
- nutrition security
- Food Safety
- gender involvement
- None
- Cross cutting issues
- None
- Part of monitoring.

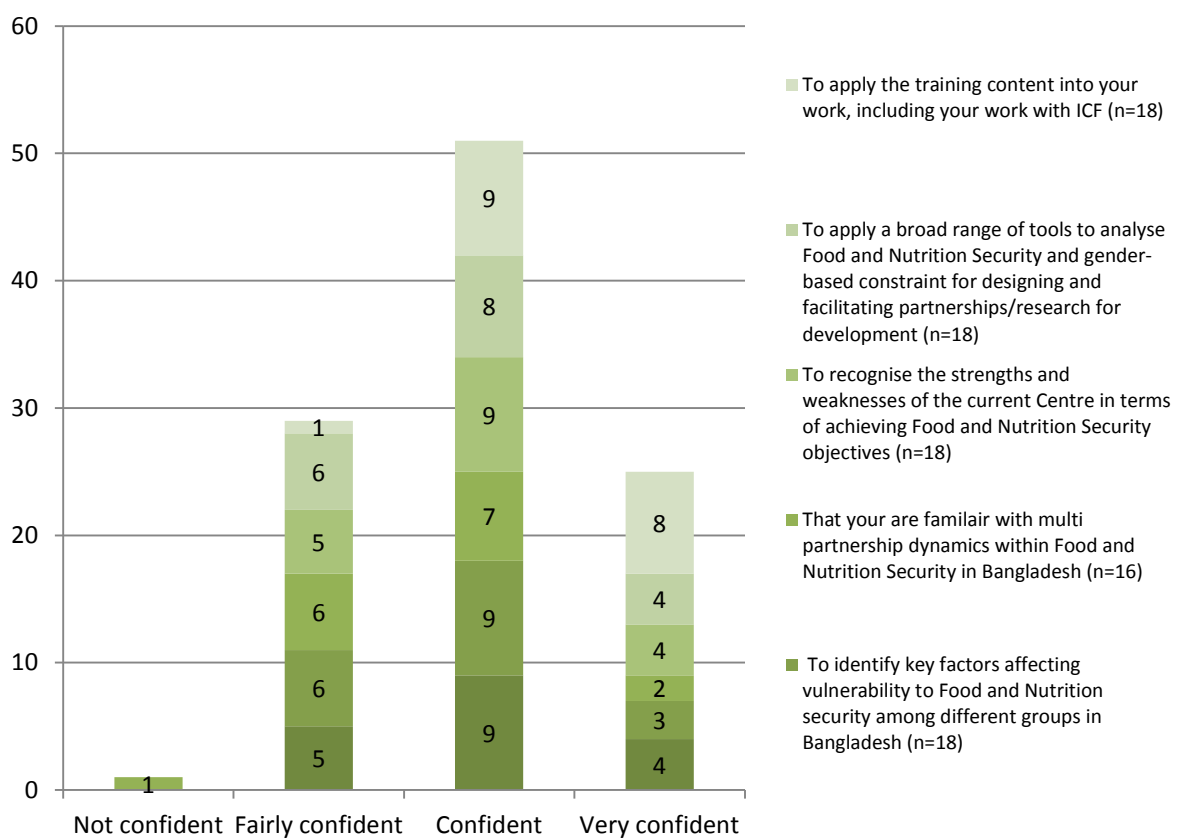
What are your main lessons from this training, what do you take home?

- Food and nutrition security under gender aspect. Women are mostly responsible for food and nutrition security at their household level. I want to aware to my family members on food nutrition and safety.
- Main lesson to me is that the food production will be meaningful only when we could maintain proper cooking, food safety, hygiene and nutrition security.
- Status of food and nutrition security in Bangladesh; Stake holder analysis
- Integration of different discipline is required to achieve food and nutrition security in a society. Increase in income does mean nutritional security in a household. Different people think differently on a single issue. Social and personal position of a person influence the official status of a person. Men and women are equally important for the food and nutrition security.
- "Only food security is not enough but nutrition security is important"
- How to conduct group sessions especially on nutrition and food security.
- Stakeholder analysis, gender dynamics, food safety, contribution of nutritionist, nutrition sensitive agriculture, gender sensitive nutrition, inter disciplinary approaches to FNS.
- "Concept of FNS; Concept of multi, inter and transdisciplinary research; Stakeholder's relations, analysis and matrix; Learn: how to incorporate FNS in our research project"
- "Gender and Nutrition aspect and stakeholder analysis
- Gender is beyond the sex and need an extra lens to understand this term
- Food security doesn't indicate the nutrition security"
- Nutrition security which will be help full to my research work
- Stakeholder analysis
- Food & nutrition security and Gender issues
- Food and nutrition security and gender involvement
- Stakeholders analysis
- "Concepts and dimensions of food and nutrition security; Stakeholder analysis; Gender rule"
- Preparation of rich mapping, stakeholder analysis, way of reflection in every morning sessions
- I learned why Bangladesh still suffering from different level of malnutrition, food and nutrition insecure although we are already self-sufficient in food. This is the right time to need to work with different professional like agriculturist-nutritionist together.
- Food safety and stakeholder analysis.

Figure 8 The change in participants understanding, skills, attitude and confidence as result of the training



Figure 9 To what extent does the participants now feel confident to apply, recognise and are familiar with several aspects of the course



To explore
the potential
of nature to
improve the
quality of life



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Report CDI-16-028

The Centre for Development Innovation works on processes of innovation and change in the areas of food and nutrition security, adaptive agriculture, sustainable markets, ecosystem governance, and conflict, disaster and reconstruction. It is an interdisciplinary and internationally focused unit of Wageningen UR within the Social Sciences Group. Our work fosters collaboration between citizens, governments, businesses, NGOs, and the scientific community. Our worldwide network of partners and clients links with us to help facilitate innovation, create capacities for change and broker knowledge.

The mission of Wageningen UR (University & Research) is 'To explore the potential of nature to improve the quality of life'. Within Wageningen UR, nine specialised research institutes of the DLO Foundation have joined forces with Wageningen University to help answer the most important questions in the domain of healthy food and living environment. With approximately 30 locations, 6,000 members of staff and 9,000 students, Wageningen UR is one of the leading organisations in its domain worldwide. The integral approach to problems and the cooperation between the various disciplines are at the heart of the unique Wageningen Approach.

