

# WE, THE CHANGEMAKERS

A Facilitator's Guide to Empowering Changemakers:  
Agroecology Modules for Adolescents and Youth



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# GLOSSARY

1. **Jagrik** - A self aware and awakened citizen.
2. **Agroecology:** Agroecology is an integrated approach that simultaneously applies ecological and social concepts and principles to the design and management of food and agricultural systems. It seeks to optimise the interactions between plants, animals, humans, and the environment while taking into consideration the social aspects that need to be addressed for a sustainable and fair food system.
3. **Biodiversity:** Biodiversity or biological diversity is the variety and variability of life on Earth. Biodiversity is a measure of variation at the genetic, species, and ecosystem level.
4. **Brainstorming:** A method of group discussion to produce ideas or solve problems in an uninhibited way.
5. **Constructivism:** Constructivism is a theory in education which posits that individuals or learners do not acquire knowledge and understanding by passively perceiving it within a direct process of knowledge transmission; rather they construct new understandings and knowledge through experience and social discourse, integrating new information with what they already know (prior knowledge).
6. **Creative Thinking:** Creative thinking is the ability to come up with unique, original solutions.
7. **Critical Thinking:** Critical thinking is the analysis of available facts, evidence, observations, and arguments in order to form a judgement by the application of rational, sceptical, and unbiased analyses and evaluation.
8. **Diet:** In nutrition, diet is the sum of food consumed by a person or other organism. The word diet often implies the use of specific intake of nutrition for health or weight-management reasons.
9. **Food system:** The term “food systems” refers to all the elements and activities related to producing and consuming food, and their effects, including economic, health, and environmental outcomes.
10. **Gender:** Gender includes the social, psychological, cultural, and behavioural aspects of being a man, woman, or other gender identity. Depending on the context, this may include sex-based social structures and gender expression.
11. **Resilience:** Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands.
12. **Smallholder farm:** A smallholding or smallholder is a small farm operating under a small-scale agriculture model. Definitions vary widely for what constitutes a smallholder or small-scale farm, including factors such as size, food production technique or technology, involvement of family in labour, and economic impact.
13. **Supply Chain:** The sequence of processes involved in the production and distribution of a commodity.
14. **Sustainability:** Sustainability is the ability to maintain or support a process over time. Sustainability is often broken into three core concepts: economic, environmental, and social. Many businesses and governments have committed to sustainable goals, such as reducing their environmental footprints and conserving resources.
15. **UNDROP:** The Declaration on the Rights of Peasants and Other People Working in Rural Areas.

# CHAPTER 1

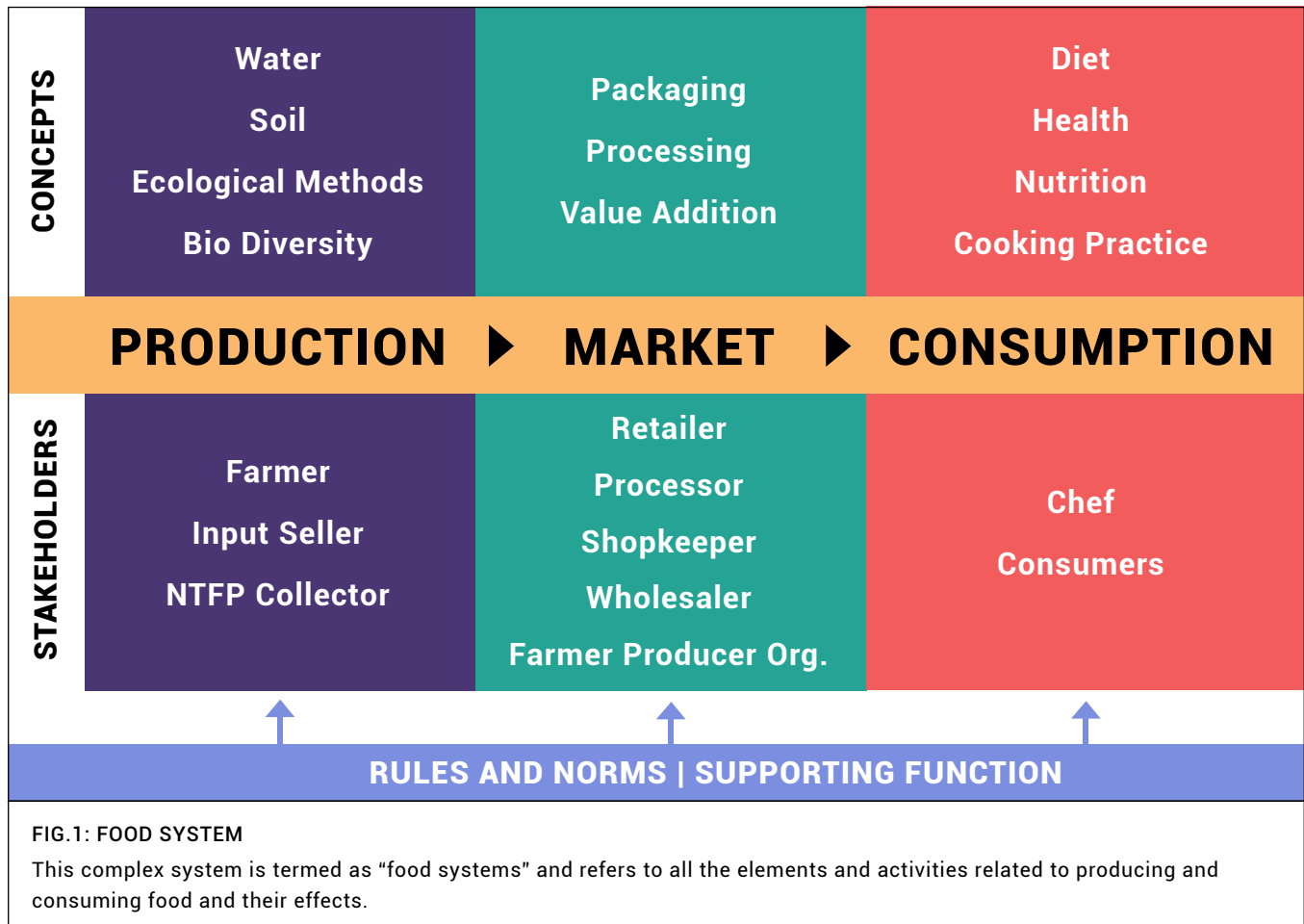
## WHY THIS GUIDEBOOK?



## A. Context

Food defines our lives. It has shaped our history and is an integral part of our culture. Close consideration of food and its production, distribution, and consumption is essential because it impacts a wide range of critical issues, including food security, public health, environmental sustainability, social justice, and economic development.

Agriculture, encompassing all forms of production – livestock, poultry, aquaculture, forestry, and other landscapes – is fundamentally about producing food. However, before it reaches our plates, it passes through at least three nodes, involving various stakeholders, as follows:



Thinking about the food system has become critically important due to global disparities in the availability, access, and utilisation of food, resulting in widespread malnutrition. Additionally, the production of food is under scrutiny as it serves as a major driver of environmental issues such as deforestation, biodiversity loss, greenhouse gas emissions, and water pollution. The food system plays a significant role in the global economy, involving millions of people across various sectors, from farming to processing to distribution.

Agroecology is viewed as a promising approach to transform these compromised food systems. Often perceived as Agriculture + Ecology, agroecology entails applying principles of nature to agriculture to overhaul our food systems. Rather than a rigid definition and prescribed framework for shaping a "new" agriculture, it is better understood as a school of thought and a transformative pathway for food systems.

*Figure 2*, as sourced from TEEB for Agriculture & Food Scientific and Economic Foundations Report, 2018, shows material flows within the food system, but also flows of money and knowledge. Importantly, represented by the figures of humans, it shows how many dynamics are driven by individual and societal choices, rather than impersonal 'principles' or 'laws of nature.' Indeed, next to biological, economic and social systems, the political system is drawn separately to highlight its role in the food system. Understanding the food system by only accounting for the economic flows fails to account for other important driving factors.

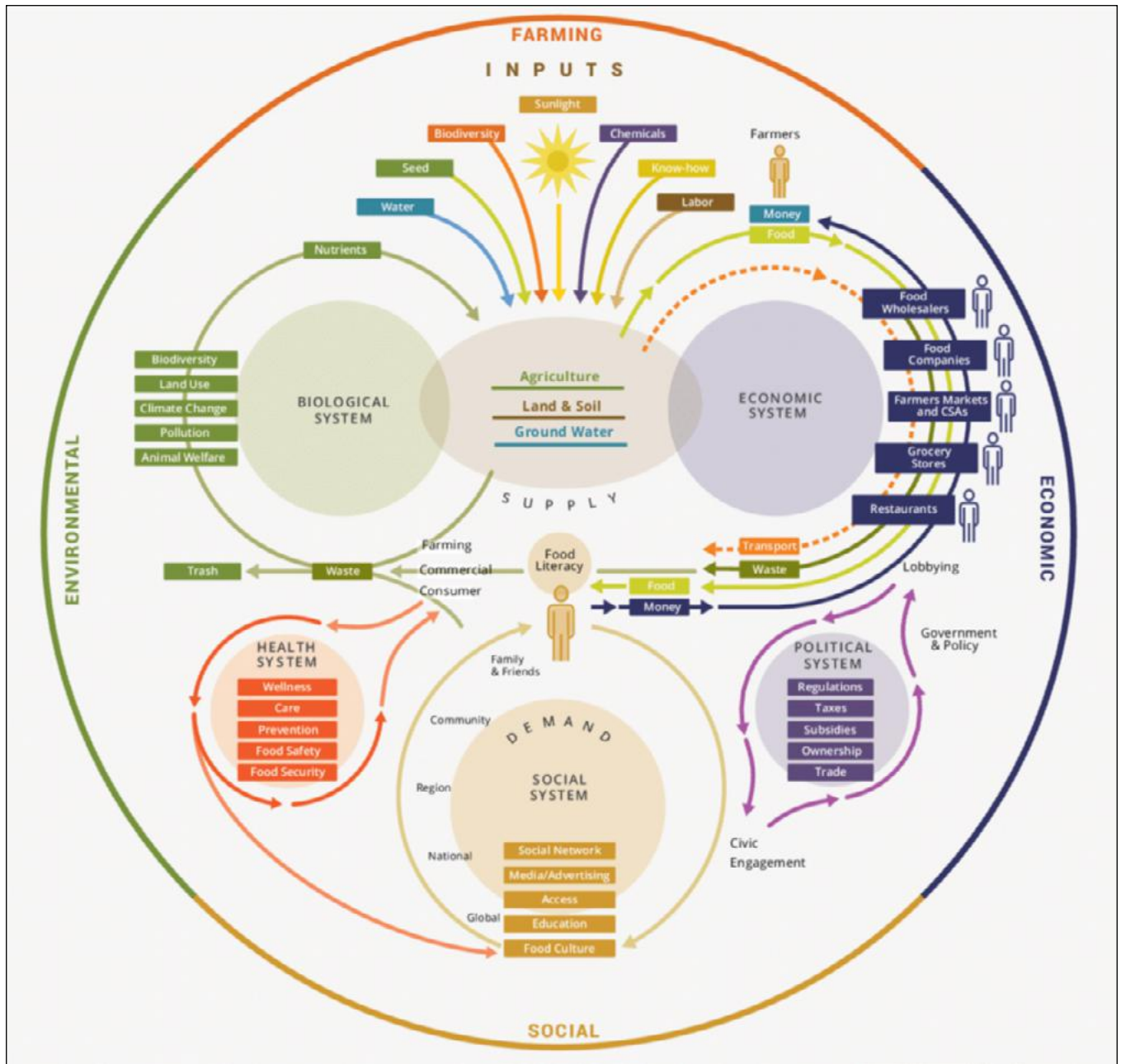


FIG 2: INTERACTION BETWEEN VARIOUS SYSTEMS (SOURCE: TEEB, 2018)

Agroecology is increasingly recognized as a holistic approach to agriculture and food systems, integrating various perspectives and dimensions as depicted in the diagram above. According to the Food and Agriculture Organization (FAO, 2018), agroecology is defined as follows: **“Agroecology is an integrated approach that simultaneously applies ecological and social concepts and principles to the design and management of food and agricultural systems. It seeks to optimise the interactions between plants, animals, humans, and the environment while considering the social aspects necessary for a sustainable and equitable food system.”** (Refer to Annex A for further reference).

## VALUES OF AGROECOLOGY

Cultural Preservation and Community Engagement

Empowerment and Economic Autonomy

Sustainability

Health and Well-being

Biodiversity Conservation

Climate Resilience

Food Security

There are several compelling reasons to transform the food system through agroecology, particularly through smallholder farming:

1. Agroecological smallholder farming **prioritises sustainable practices that minimise harm to the environment**. It promotes mixed/intercropping, crop rotation, and reduced use of chemical pesticides and fertilisers, focusing on the biological nutrient cycle. This helps preserve biodiversity, soil health, and water quality, ensuring that farming remains viable for future generations.
2. Agroecological practices **often sequester carbon and reduce greenhouse gas emissions**. By using diverse crop rotations and incorporating trees or agroforestry into their systems, smallholders can contribute to climate change mitigation efforts, making agriculture more resilient to extreme weather events.
3. Smallholder farmers who embrace agroecological approaches tend to maintain greater biodiversity on their farms. This helps **protect and promote native plant and animal species, essential for resilience building and ecosystem health**.
4. By diversifying crops and using sustainable practices, farmers can **reduce the risk of crop failure due to pests, diseases, or changing weather patterns, ultimately contributing to food security**. Additionally, it provides higher and sustainable yields in the long run.
5. These practices typically **reduce exposure to harmful chemical pesticides for both farmers and consumers, leading to improved health outcomes and a lower incidence of pesticide-related illnesses**.
6. Agroecological farming **empowers smallholders by reducing their dependence on costly external inputs and multinational agri-businesses**, allowing them to retain more control over their farming practices and income.
7. Agroecological practices often align with traditional and indigenous farming methods, **preserving cultural and social identities while promoting community engagement and cooperation among farmers**



Suleman, an agroecology changemaker, is supporting a farmer in Ubhata Chapori, Golaghat, Assam to build biointensive raised beds to grow vegetables, thus facilitating a shift towards nutrition and income security.

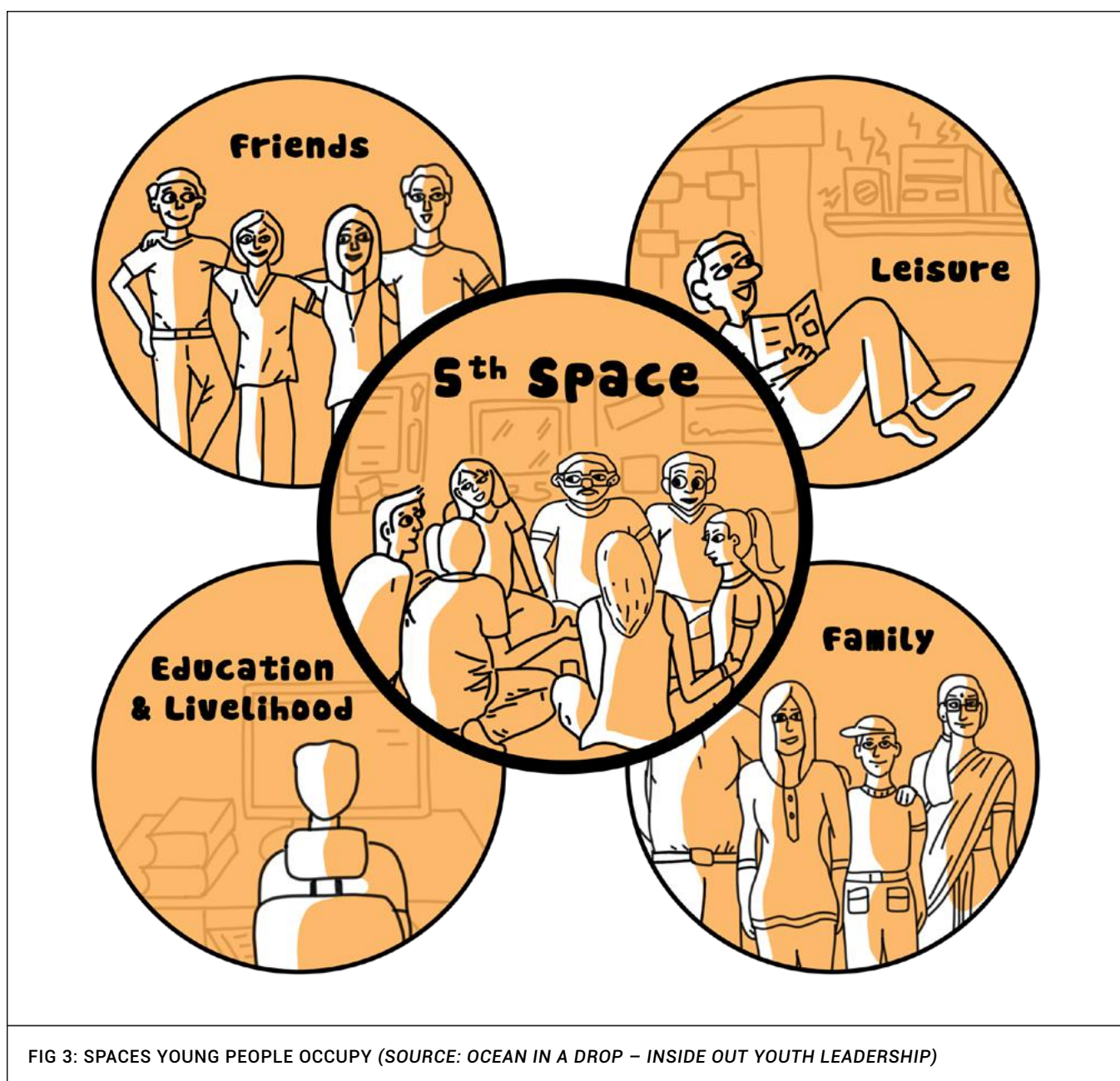


## B. What is the focus of this guidebook?

We often overlook the significance of children and youth as vital stakeholders in our society. The environments we create at home, in school, and within society often discourage children from actively participating in decision-making processes, leaving them uninformed about important decisions. In many cases, the world is owned and governed by adults, with rules set by them even in spaces primarily occupied by young people, who are expected to adhere to these rules without questioning them.

Traditionally, society has 'legitimised' four spaces for young people: family, friends, livelihoods/education, and leisure/lifestyle (which encompasses sports, religion, and recreation). Beyond these spaces lies a 5th space<sup>1</sup> where young people engage with society. In development discourse, this 5th space is increasingly referred to as the space of active citizenship. However, active citizenship has often been associated solely with civic engagement.

It's imperative to reposition the 5th space as one that focuses equally on the self-transformation of youth and on transforming society through them. This space should emphasise understanding oneself, developing meaningful



<sup>1</sup>Ocean in A Drop – Inside Out Youth Leadership by Ashraf Patel, Kamini Prakash, Meenu Venkateswaran and Arjun Shekhar (Delhi, Sage Publications, 2013) a collective project of Pravah and ComMunity - The Youth Collective.

relationships, and making a positive impact on society – all of which are crucial for youth development. Through engagement in societal issues, young people not only impact society but also undergo personal growth. When properly facilitated, these experiences foster heightened self-awareness, enhanced leadership skills, and informed perspectives on social issues. Young people who undergo such journeys are called Jagriks - self awakened and aware citizens.

Experience has demonstrated that a thriving 5th space is essential for the holistic development of youth. The skills acquired here are life skills that enable them to navigate other spheres of their lives successfully, including family, friendships, work, and leisure. The 5th space has the potential to make a positive impact on all other spaces and society as a whole.

Children and young people offer unique perspectives distinct from adults. By engaging them in social change initiatives, we can:

- Enhance societal inclusivity and representativeness, embracing the full diversity of people and viewpoints
- Tap into their energy, enthusiasm, and creativity to effect positive change
- Foster a cycle of positive change that reverberates through future generations

This involvement also cultivates critical thinking and life skills, such as problem-solving and decision-making, while nurturing empathy and a sense of communal responsibility.

With the 5th Space approach in mind, this guidebook is intended for facilitators who engage with adolescents and youth (i.e. *Jagriks*) to equip them with 21st-century skills that enable them to address local food system challenges innovatively, promoting both social and economic inclusion. The guidebook outlines step-by-step processes to empower changemakers as catalysts for positive social and environmental change.

The process of developing the manual itself followed an action-reflection based method where 576 number of changemakers given iterative inputs to the tools and processes have been used to uphold the value of cocreation of knowledge.

## While co-developing this guidebook, our goal was to:

- Develop an understanding and appreciation of the local ecology and importance of natural resource management
- Acquaint changemakers with hands-on interactive activities
- Direct all involved stakeholders towards a status of active thinking and active participation in solving local food system related problems
- Involve the facilitator, changemakers and social workers to learn several participatory learning & sharing tools
- Connect classroom knowledge to real life



## C. Who can use this guidebook?

This guidebook is primarily tailored for use in rural areas and is designed to guide the process of identifying challenges within food systems and implementing strategies to address them. The examples provided are based on feedback from changemakers involved in community engagement.

The intended audience for this guidebook includes facilitators who will utilise it to train changemakers. Specifically, this manual is suitable for individuals in the following roles:

1. Social workers seeking to initiate food system transformation within a village
2. School teachers specialising in environmental education
3. Facilitators of Eco Clubs aimed at promoting environmental awareness and action
4. Community leaders interested in spearheading food system transformation within their communities

If you fall into any of these categories and are passionate about fostering positive change within food systems, this guidebook is for you. It provides practical guidance and resources to support your efforts in initiating and implementing transformative initiatives.

# CHAPTER 2

# OVERVIEW



## A. Basic Principle and overall plan

The basic principle of learning outlined in the guidebook is the constructivist approach to education, which emphasises that learners construct knowledge rather than passively absorb information. We have adopted David Kolb’s Theory of Experiential Learning as a framework, in which Kolb proposes that experience plays a crucial role in knowledge development, as learning occurs through discovery and active participation (Refer to Annex 2). Based on this framework, we employ a 3-phase method whereby Changemakers undergo a systematic process of problem-solving.

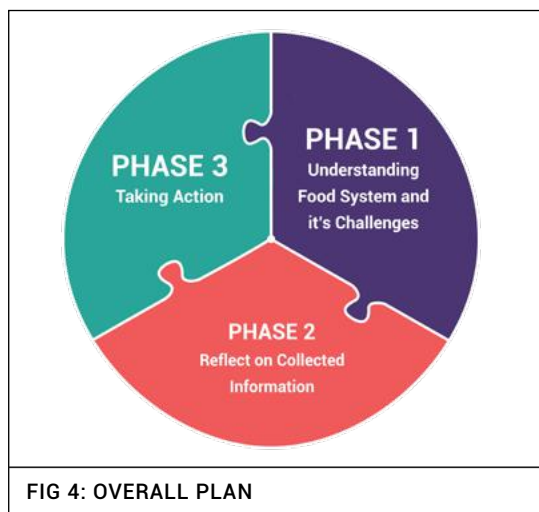


FIG 4: OVERALL PLAN

Phase 1 involves mapping/data collection to understand the food system and its challenges. Changemakers must develop skills in mapping, observation, interviewing, etc., while embodying values such as curiosity, active listening, and empathy.

In Phase 2, Changemakers analyse, review and reflect on the collected data from the previous phase and make decisions for action. Skills needed for this phase include data analysis, critical thinking, and systems thinking.

Phase 3 entails taking action in the local community based on decisions made in the previous phase. Changemakers must cultivate skills in innovation, problem-solving, creative thinking, dialogue, visioning, and communication.

These phases operate in a cyclical manner. After Phase 3, new questions may arise that require changemakers to look for answers. Below is further detail on the intervention logic.

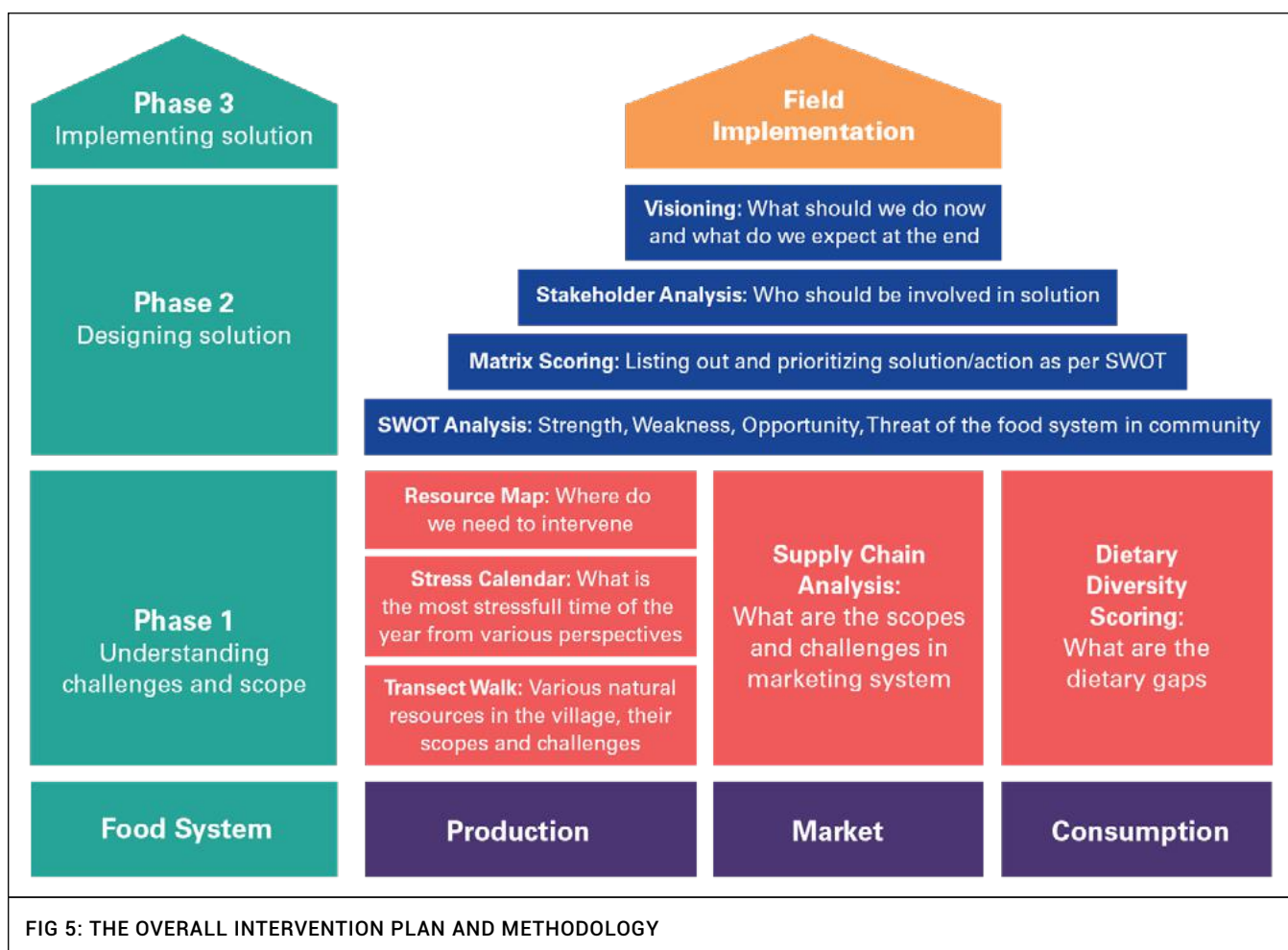


FIG 5: THE OVERALL INTERVENTION PLAN AND METHODOLOGY

## B. How was the guidebook developed?

The conceptual idea of the manual was developed by the ComMutiny-The Youth Collective (CYC) team and DKA Austria. The partners of the South Asia RAISE (Rights-based and Agroecological Initiatives for Sustainability and Equity in Peasant Communities) project convened to brainstorm the concept. The group led by the CYC team engaged with a panel of experts on Agroecology. The method used to develop the manual followed an action-reflection-based approach, emphasising the spirit of co-creation of knowledge. In this method, changemakers, after receiving training from facilitators, experimented with the tools and provided suggestions for improvement. Examples of their work and suggestions have been integrated into the manual. The South Asia RAISE partners remained actively engaged throughout the development process.

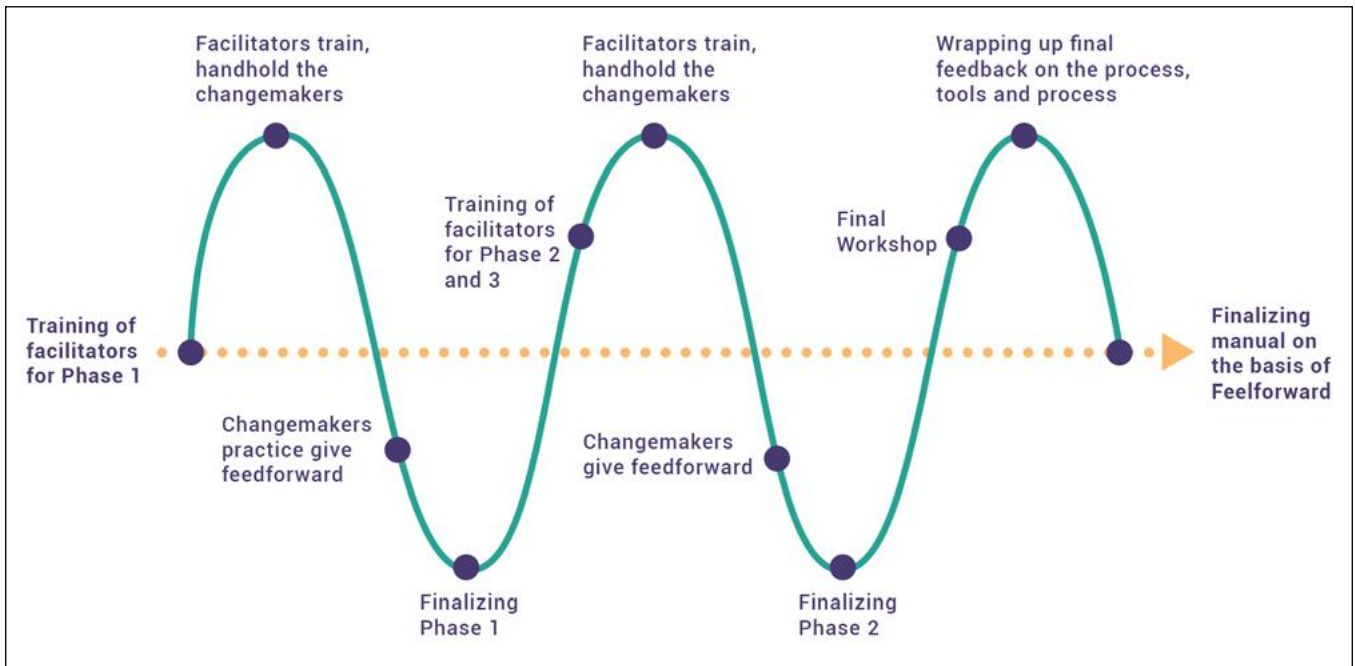


FIG 6: THE GUIDEBOOK DEVELOPMENT PROCESS

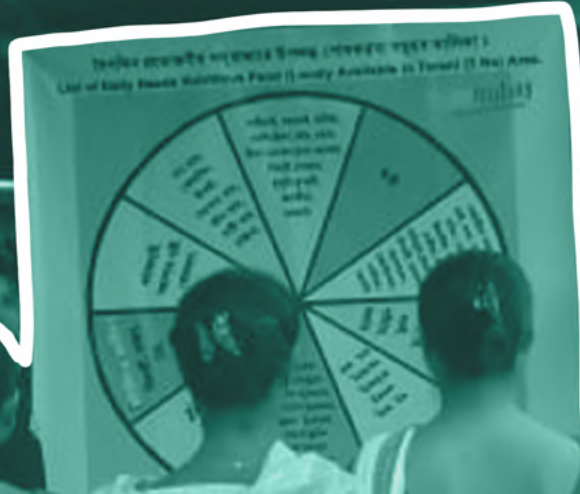


FIG 7: THE GUIDEBOOK DEVELOPMENT PROCESS

# CHAPTER 3

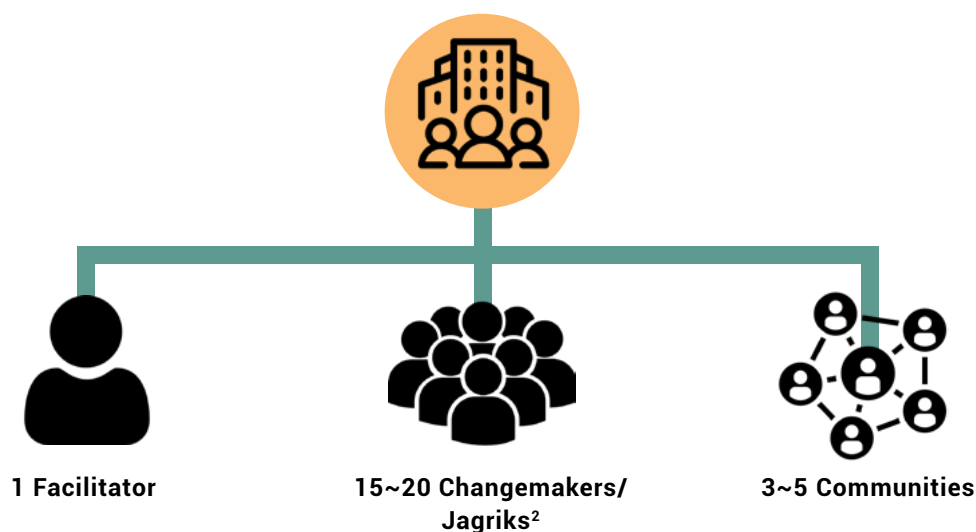
# ROLL OUT PROCESSES

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ଚାହୁଁଛୁ ।



## A. Role of Various Stakeholders Involved in the Processes

### Facilitating Organisation



	Facilitating Organisation	Facilitators	Changemakers/ Jagriks	Community/ Location
<b>NUMBERS</b>	<b>1</b>	<b>2<sup>3</sup></b>	<b>20-24</b>	<b>3-5</b>
	<ul style="list-style-type: none"> <li>• Experience in rural community engagement</li> <li>• Thematic understanding of the food system</li> <li>• Facilitators experienced in working with youth and adolescents</li> <li>• Availability of funds for organising workshops and supporting changemakers with critical input</li> </ul>	<ul style="list-style-type: none"> <li>• Age group: 25-30 years old.</li> <li>• Minimum education: Grade 12 completion.</li> <li>• Access to internet for resource review</li> <li>• Proficiency in reading and understanding basic English</li> <li>• Experience working with youth and adolescents</li> <li>• Preferably possess skills in agriculture, natural resource management, and/or rural development</li> <li>• Willingness to travel for mentoring changemakers</li> <li>• Demonstrated leadership, communication, and training abilities</li> <li>• Motivated toward self-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Age group: 15-23 years old</li> <li>• Proficient in reading, comprehending, and writing in their mother tongue</li> <li>• Basic reading and comprehension skills in English and/or Hindi preferred</li> <li>• Able to dedicate time outside of studies</li> <li>• Demonstrated leadership, communication, and training abilities</li> <li>• Motivated toward self-learning</li> <li>• Driven to enact positive societal change</li> <li>• Possesses rapport with the community</li> <li>• Parents or guardians of changemakers agree to their participation in the program after a dialogue between changemakers, parents and facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• Willing to:               <ul style="list-style-type: none"> <li>» Collaborate and come together as a group</li> <li>» Support the changemakers and allocate time and space for their organised exercises</li> <li>» Actively participate in the changemaking process</li> </ul> </li> <li>• Will be an added advantage if the facilitating institute is active in the location</li> </ul>

<sup>2</sup> A jagrik is a self aware and awakened citizen. For the purpose of this guidebook, we will use it interchangeably with the term - changemaker

<sup>3</sup> If the institution wants to take more facilitators, the numbers of changemakers and community/location will be multiplied accordingly.



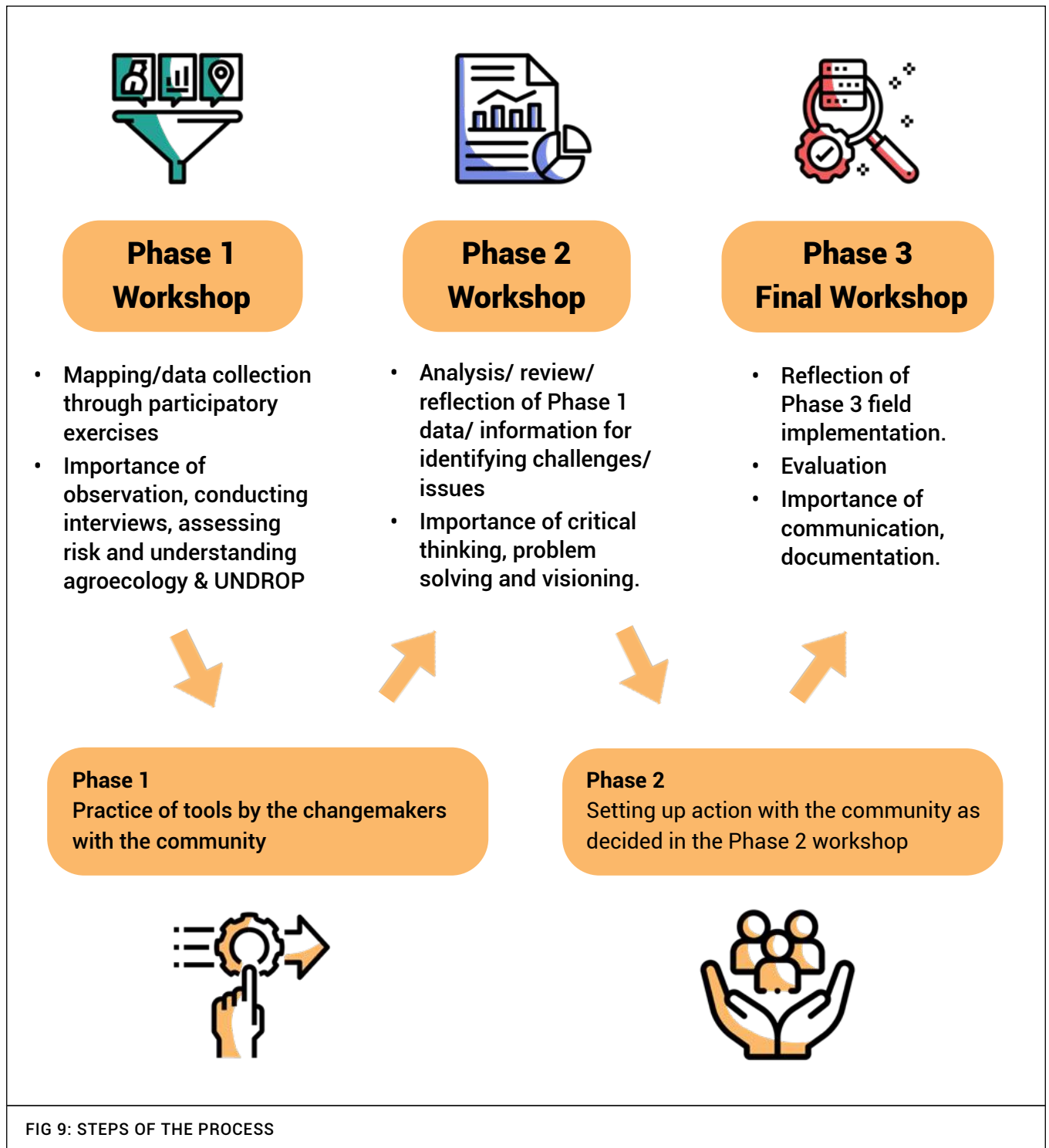
<p><b>THE ROLE</b></p>	<p>Facilitating the program</p> <ul style="list-style-type: none"> <li>• Organising necessary workshops</li> <li>• Providing funding support along with mentoring and guidance to the facilitators</li> <li>• Providing feedback and design support to help the program evolve</li> </ul>	<p>Capacitating Changemakers:</p> <ul style="list-style-type: none"> <li>• Organising workshops</li> <li>• Mentoring and providing ongoing support for the Changemakers' work</li> <li>• Assisting changemakers with documentation</li> <li>• Supporting change-makers in building rapport</li> <li>• Documenting learning outcomes</li> <li>• Identifying the needs of changemakers and arranging necessary support provision</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and conducting community activities as scheduled</li> <li>• Documenting progress and outcomes</li> <li>• Building rapport with the community members</li> <li>• Identifying needs and requesting necessary support from the facilitator</li> <li>• Dedicating a minimum of 7-8 hours per week to the program</li> <li>• Participating in regular meetings with peers and the facilitator</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperating with the changemakers</li> <li>• Taking responsibility for selected actions as chalked out by the changemakers</li> </ul>
<p><b>WHAT IS NOT EXPECTED</b></p>	<p>Providing activity ideas exclusively based on personal expertise</p>	<p>Imposing personal ideas and controlling decision-making of the Changemakers.</p>	<p>Displaying impatience with the community and attempting to implement multiple changes simultaneously.</p>	<p>Neglecting the needs and contributions of the changemakers.</p>



FIG 8: A FOOD WEB ACTIVITY WITH YOUNG COMMUNITY MEMBERS LED BY BEAUTY GOGOI, AN AGROECOLOGY CHANGEMAKER IN NOGABADH, JORHAT, ASSAM

## B. Steps

The processes are divided into the following 5 steps:



## C. Details of each phase

### C1. Suggested Planning for Phase 1 Workshop

<b>Space/Location</b>	Near a village - A central location for changemakers to gather and facilitators to lead sessions
<b>Time</b>	3 Days
<b>Participants</b>	25-30 changemakers and 2 facilitators
<b>Expected Outcome</b>	Changemakers will acquire skills, values, tools, methods, and plans necessary for conducting participatory sessions within their communities, focusing on understanding the challenges and opportunities within the Food System Transformation. Additionally, they will grasp the significance of observation, gender perspectives, and the associated risks and challenges.
<b>Post Workshop Task</b>	Following the workshop, changemakers will be responsible for conducting sessions outlined in Chapter 4 with their respective communities. They may choose to engage with a targeted group or conduct sessions more broadly. Completion of the first set of activities is expected within 2 months post-workshop. Facilitators will maintain regular communication to provide ongoing mentoring support to the changemakers.

Time	Topic	Process	Reference
<b>Day 1</b>			
1 Hour	Introduction to each other	Game: Interview in pairs	Annex B
1.5 Hour	Observation activity	Activity (Shared below this table)	
1 Hour	Introduction to food systems	Facilitators conduct Linkage Game followed by discussion with participants (Facilitators should go through Annex C very well to inculcate the idea of Agroecology and Food Systems)	Annex D
3.5 Hour	Transect Mapping of a village	Facilitators conduct Transect Mapping in the selected village	Chapter 4
1 Hour	UNDROP	Refer to Annex C	Annex C
30 Mins	Complaint Response Mechanism (CRM) and Child Safeguarding Policy (CSGP)	The facilitating organisation gives a short introduction to the organisation's CRM and CSGP and informs about the numbers where they should connect.	Annex F

Time	Topic	Process	Reference
<b>Day 2</b>			
1.5 Hour	Conducting Appreciative Inquiry Interviews	Facilitators conduct an interview session, preferably inviting a resource farmer to participate. Participants share key observations and notable aspects of the interview process. Handouts containing salient features of appreciative interviews are distributed for review. Participants engage in paired practice sessions to gain hands-on experience in conducting interviews.	Chapter 4
3 Hour	Resource Mapping	Conducting resource mapping exercises in selected villages	Chapter 4
3 Hour	Seasonal Calendar of Stress	Conducts Seasonal stress calendar exercise	Chapter 4
<b>Day 3</b>			
2 Hour	Dietary diversity score	Facilitator conducts MDDSW (Minimum Dietary Diversity Score- Woman) assessment with women, followed by participant practice sessions.	Chapter 4
1 Hour	Understanding Gender	Facilitator conducts Good, Better, Best activity	
3 Hour	Supply chain analysis	Conduct supply chain analysis of a locally produced, processed, and sold crop	Chapter 4
1 Hour	Planning for phase 1 application	Changemakers develop individual plans with timelines and required support. Share plans in a larger group for feedback and finalisation.	
30 Mins	Risk Assessment	Facilitator-led discussion on possible risks and challenges during community engagement exercises	



### Observation Game: Awakening Your Senses

#### Objective:

Embark on a journey of discovery, sharpening your observational skills and connecting with nature on a deeper level.

#### Game Instructions:

**1. Preparation:** Prepare yourself mentally for the adventure ahead. Ensure you have a notebook or sketchpad and a writing utensil.

**2. Venture Out:** Leave behind distractions like your phone and head outdoors for 20 minutes. Find a quiet spot where you can immerse yourself in nature.

**3. Observation Challenge:** Engage your senses to uncover hidden wonders:

- Sight: Look for something new – a pattern, colour, or tiny detail you’ve never noticed before.
- Sound: Listen intently for unfamiliar sounds. Can you mimic them? Identify their source and how they’re produced.
- Smell: Take in the scents around you. Describe any new smells you detect and their associations.
- Touch: Close your eyes and explore various textures of trees and leaves. Note the differences in touch.

**4. Documentation:** Record your observations in your notebook. Sketch anything that catches your eye and select an object that reflects your character.

**5. Reflection:** Return from your adventure and share your experience with others. Discuss the importance of keen observation and the insights gained from your sensory exploration.

**Facilitator’s Insights:**

- Observation unveils the hidden beauty of our surroundings.
- It challenges preconceptions and encourages a deeper connection with nature.
- True observation is not merely seeing, it engages all our senses, leading to a richer understanding of the world around us.

Ready to embark on your observation quest? Let the adventure begin!



## Gender Activity: Good, Better, Best

**Objective:**

Explore and challenge gender stereotypes through a card sorting activity and group discussion.

**Materials Needed:**

- Two sets of cards with words related to gender stereotypes (Dependent, Independent, Emotional, Rational, Objective, Subjective, Submissive, Dominant, Passive, Active, Good Business Skill, Poor Business Skill, Competent, Incompetent, Indecisive, Decisive, Ambitious, Unambitious, Diplomatic, Undiplomatic)
- Two envelopes to hold the card sets
- Two large A3 sheets divided into columns: “Feminine” and “Masculine” for Group A, and “Positive/Desirable” and “Negative/Undesirable” for Group B

**Game Instructions:**

1. Divide participants into two groups: Group A and Group B.
2. Provide each group with an envelope containing a set of gender stereotype cards and an A3 sheet.
3. Explain that the activity is about exploring and challenging gender stereotypes.
4. Group A: Arrange the cards on the A3 sheet under the columns labelled “Feminine” and “Masculine” based on group discussions.
5. Group B: Mark each card on the A3 sheet under the columns “Positive/Desirable” or “Negative/Undesirable” as discussed within the group.
6. Allow 10-15 minutes for each group to complete the task.
7. Gather everyone together and share the results.
8. Facilitate a group discussion using the provided questions to reflect on the activity and its implications.
9. Conclude the game by discussing strategies to challenge and mitigate gender stereotypes in society.

**Game Reflection Questions:**

1. How did you feel during the activity? What are your thoughts on the compiled results?
2. Were there any surprising aspects of the results? Why?
3. In which column - feminine or masculine - are there more (-) signs next to the qualities? What insights does this provide?
4. Why are some qualities considered less desirable? How might this perception develop?
5. Do you believe these characterizations of “masculine” and “feminine” qualities accurately apply universally?
6. How are gender stereotypes learned, and how do they influence behaviour and perceptions of others?
7. What are the consequences of gender stereotypes for different genders and non-binary individuals? Can you provide real-life examples?
8. How do gender stereotypes contribute to discrimination, violence, and hate? Can you offer examples? What impact do these issues have on gender equality and human rights?
9. What steps can be taken to avoid gender stereotyping and mitigate its negative effects?

**Risk Analysis<sup>4</sup>**

As the project involves mostly teenagers, there are potential risks and challenges that require precautions. During the session with the facilitators, we identified the following risks:

<b>Risk/ Challenges/ Issues</b>	<b>Potential remedies</b>
<b>Gender discrimination amongst changemakers</b>	Orient changemakers about gender discrimination
<b>Caste discrimination amongst changemakers</b>	Establish a feedback system for reporting caste discrimination issues to the organisation
<b>Teenagers might not concentrate in discussions</b>	Keep discussions concise and engage changemakers actively
<b>Some may feel inhibited in sharing opinions</b>	Facilitate pair and group activities in a supportive environment
<b>Excessive phone usage</b>	Implement peer monitoring
<b>Emotional conflicts between changemakers and community</b>	Address conflicts at the facilitator or organisational level
<b>Lack of parental support</b>	Conduct parent orientation and seek permission before project initiation
<b>Security concerns during travel</b>	Ensure travel in small groups
<b>Risk of sexual abuse by leaders or others</b>	Follow the organization’s anti-sexual harassment procedures

<sup>4</sup>If needed, can look for further tips from the Training Module: Self-care, risk and disappointment management by Kindernothilfe, Germany and Terre des Hommes International Federation

## C2. Phase 1 Practice

After this workshop, changemakers will practise these tools within the community over the next 2 to 3 months. During the exercise, it is best for one changemaker to facilitate the session while the other documents.

Documentation will include:

- Photos taken during the activities
- Outcomes of the activity on chart paper
- Detailed notes on discussions, debates, and questions during exercises
- Number of participants for each activity
- Location, time, and facilitator for each exercise
- Any difficulties encountered during the exercises.



FIG 10: SESSION FACILITATED BY SWI, NEPAL WITH THE SELECTED AGROECOLOGY CHANGEMAKERS

### C3. Suggested Planning for Phase 2 Workshop

<b>Space/Location</b>	A hall (in a school etc.)
<b>Time</b>	3 Days
<b>Participants</b>	25-30 changemakers who completed Phase 1 and 2 facilitators.
<b>Expected Outcome</b>	Changemakers will be equipped with skills, tools, methods, and plans to analyse the tools practised, enabling them to understand the challenges and opportunities in Food System Transformation.
<b>Post Workshop Task</b>	The changemakers will conduct the sessions outlined in Chapter 4 with the same community they previously engaged with. They may choose to work with focused groups of community members or involve the entire community. Facilitators will remain in contact to provide ongoing mentoring support to the changemakers.

Time	Topic	Process	Reference
<b>Day 1</b>			
30 Mins	Introduction	Brief introduction to the session.	
		Select a game from Annex B.	Annex B
30 Mins	Sharing Positivity	Participants share one positive experience from their previous phase of working with the community.	
1 Hour	Understanding Resource Map and Transect Map	Facilitator highlights scopes and challenges from selected maps provided by changemakers.	Chapter 4
		Each changemaker analyses and notes scope and challenges for their own maps.	
1 Hour	Understanding the Stress Calendar	Facilitator identifies stress periods from selected calendars provided by changemakers.	Chapter 4
		Each changemaker analyses and notes scopes and challenges for their own calendar.	
1 Hour	Understanding Supply Chain Analysis	Facilitator points out scopes and challenges from selected supply chains provided by changemakers.	
		Each changemaker analyses and notes scope and challenges for their own supply chain.	



<b>Time</b>	<b>Topic</b>	<b>Process</b>	<b>Reference</b>
<b>1 Hour</b>	Understanding Dietary Diversity	Facilitator highlights gaps in diet and production from selected MDDSW scoring provided by changemakers.	Chapter 4
		Each changemaker analyses and notes gaps for their own MDDS scoring.	
<b>Home-work</b>	Prepare for a Gallery Walk next day	Participants prepare for a gallery walk to showcase their work the following day.	
<b>Day 2</b>			
<b>2.5 Hours</b>	Gallery Walk	Each changemaker displays their 5 tools and shares results with everyone.	
<b>1.5 Hours</b>	SWOT Analysis	Facilitator explains the SWOT analysis process. Changemakers are divided into community-wise groups to conduct analysis together.	Chapter 4
<b>1 Hour</b>	Problem Solving	Various problem-solving games are conducted to encourage out-of-the-box thinking.	Annex E
<b>1 Hour</b>	Matrix Scoring	Facilitator explains the matrix scoring process. Changemakers are divided into community-wise groups to prioritise action points.	Chapter 4
<b>Day 3</b>			
<b>1 Hour</b>	Stakeholder Analysis	Facilitator explains stakeholder analysis for a selected action. Changemakers are grouped by community to conduct the analysis together.	Chapter 4
<b>1.5 Hours</b>	Visioning Exercise	Changemakers engage in a thinking exercise to envision success and determine necessary actions for mission success.	Chapter 4
<b>2 Hours</b>	Sharing and Finalising Plans	Changemakers share and refine their plans in a group session to receive feed-forward from peers.	Chapter 4

#### **C4. Phase 3 Setting up action in the community**

After this workshop, changemakers will:

1. Share the identified challenges, proposed solutions, and vision with the community and solicit their feedback. If necessary, another matrix scoring session can be conducted in the community to refine the solutions based on community input.
2. Finalise the proposed solution.
3. Establish an action plan to achieve the proposed solution with support from both the community and the facilitator.

For documentation, each individual should maintain:

1. Photos taken during the execution.
2. Daily diary detailing the activities.

### C5. Suggested plan for Phase 3 Final Workshop

<b>Space/Location</b>	A hall, school, or a community centre near the village to ensure community participation.
<b>Time</b>	2 Days
<b>Participants</b>	25-30 changemakers from previous phases, 2 facilitators, and community members invited to share their experiences.
<b>Expected Outcome</b>	Changemakers will be equipped with skills, tools, methods, and plans to analyse the tools practised, enabling them to understand the challenges and opportunities in Food System Transformation.
<b>Post Workshop Task</b>	<ul style="list-style-type: none"> <li>• Changemakers share their experiences and results from working with the community.</li> <li>• Further refinement of the actions taken by the changemakers.</li> <li>• Improved presentation and communication skills of the changemakers.</li> <li>• Evaluation of processes for further improvement.</li> </ul>

Time	Topic	Process
<b>Day 1</b>		
30 Mins	Introduction	Selected from Annex B
2.5 Hours	Preparation for market place	<p>Each changemaker will prepare a presentation on chart paper about phase 1 tools, their analysis (Phase 2) and action taken (Phase 3) to elaborate what were the problems and how they try to solve the problems using local resources. They should also plan how community members can express their thoughts about the work. Role plays<sup>5</sup>, puppetry<sup>6</sup> and storytelling are some of the innovative approaches that can also be used by the changemakers for dissemination.</p> <p>During the preparation for this meeting, the facilitators will help the members in script writing, rehearsals, acting, etc.</p>
3.5 Hours	Market Place – Improving projects	<p>Larger community and key stakeholders, e.g. village headmen, government officials, health workers and others can also be invited in the sharing sessions.</p> <p>The changemakers must avoid making flex posters, use plastic or thermocol glasses and plates. They may use locally available resources like saris as backdrop, leaves for decorations, and jute mattresses for seating the attendees, etc, as is locally appropriate.</p> <p>Changemakers will then present the problems in a prioritised manner, how they planned their strategies and how they implemented these strategies.</p>

<sup>5</sup> Role play Manual - <https://files.eric.ed.gov/fulltext/ED075276.pdf>

<sup>6</sup> Puppetry Manual - <https://lhstheatredept.weebly.com/uploads/1/1/9/0/119047293/10.1.1.122.4296.pdf>

Time	Topic	Process
		<p>They will present what resources they were able to access. While sharing the information, the members will make a special mention of the stakeholders who helped with the implementation of strategies. There should be discussion on what was achieved, and what remains to be achieved</p>
<b>Day 1</b>		
2.5 Hours	Working on improving each other's Action (Phase 3)	<p>2 groups of changemakers will be grouped in pairs and discuss about:</p> <ol style="list-style-type: none"> <li>1. Challenges faced during the action of phase 3</li> <li>2. Outcome achieved through the action.</li> </ol> <p>The other group will suggest changes, if any. Each one will present what change they would like to bring in if they do the action again.</p> <p>These will be noted down by the facilitator and included in the adopted manual for the next cycle.</p>
2 Hours	Evaluation	<p>Facilitator will prepare a chart with Figure 5. And ask questions:</p> <ul style="list-style-type: none"> <li>• Can you remember the first workshop (phase 1) we had?</li> <li>• What did you learn from that workshop?</li> <li>• Has learning helped in changing anything in your life?</li> <li>• Is there more you want to learn?</li> <li>• After the 1st workshop, you had practised a few tools with the community (phase 1 practice). What was the most interesting tool? Why?</li> <li>• Following that, we had the second workshop (phase 2). Do you remember that? What did you remember most from that workshop?</li> <li>• What did you learn from that workshop?</li> <li>• You had practised a few tools - what was the most interesting tool? Why?</li> <li>• Is there more you want to learn?</li> <li>• You set up a few actions in the field – what were they? And what was your experience?</li> <li>• Overall, how was the process for you? What did you learn? Will this have any impact in your life?</li> <li>• How could this process be improved? If you planned this again, how differently would you have planned?</li> </ul> <p>The facilitators might plan this discussion as an open session OR in a smaller group.</p>
1 Hours	Future plans	<p>Individual Activity: Provide each changemaker with a piece of white paper and instruct them to draw or write about their vision for the action they have initiated in the community over the next 2 years. Encourage them to reflect on their role and the role of the community in this vision.</p> <p>The workshop concludes with an exhibition of these drawings.</p>

After this workshop, facilitators from each organisation should convene to discuss how to sustain the initiatives launched by the changemakers and integrate the learnings into their future endeavours.

## C6. General Instruction for each workshop

1. Each workshop should have an introduction, daily catch up and energizers<sup>7</sup>.
2. For daily catch up you may take following strategies
  - Have 2 reporters for each day who will present the updates from the previous day.
  - Keep a 'parking lot' – a chart paper, where changemakers can write their comments, learning, and questions – which can be discussed every day.
  - Ask everyone – 'What is your learning from yesterday?'
3. Number of participants should not be more than 25~30.

Stationeries required – chart papers, ropes and cloth-pegs for displaying charts, sketch pens, A4 papers, masking tape, both side gum tape, scissors, stapler and other materials as specified in the exercises.

<sup>7</sup>For more introduction and energizer activity – check

# CHAPTER 4

# MODULES FOR

# CHANGEMAKERS



## A. Mapping/Data Collection Tools

### A1. TRANSECT MAP

#### OBJECTIVES

- To observe and collect information from one end to another of a village to become familiarised with the natural resources (land, water, forest) and agricultural/livestock/fishery, and other production practices of a village.
- To identify the status of available natural resources and production practices.

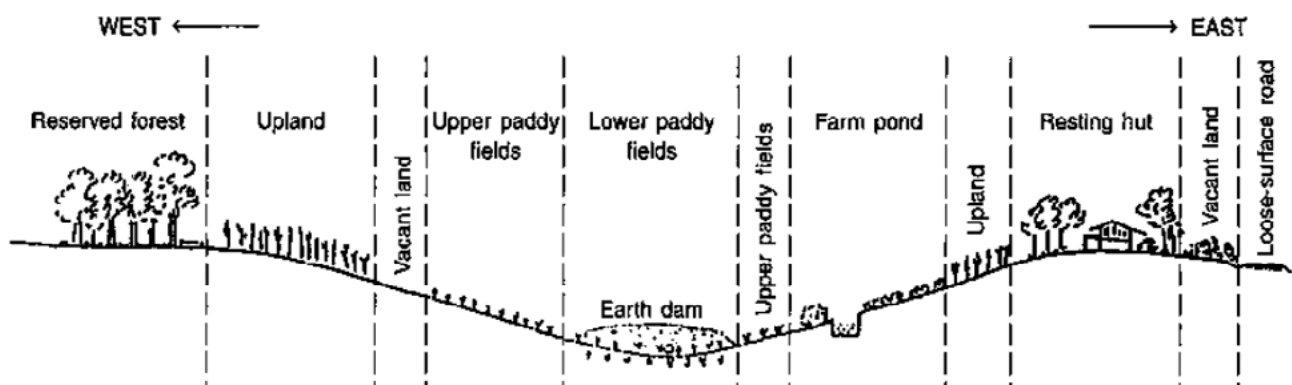
**DURATION**  
3 Hours

**MATERIAL REQUIRED:**  
Chart paper, Markers, Notebook, Pen

#### Process

1. The facilitator, along with the changemakers, village youth, and locals involved in farming, fishing, and animal husbandry, will walk around the village. They'll focus on observing the condition of farming areas and natural resources.
2. Starting from one corner of the village, the group will take a direct route, not following the usual village roads but cutting diagonally across instead.
3. The facilitator will draw a map of the route the group will take (see image below) and note down details about each area they pass through, as described in the table
4. The facilitator will instruct members to identify agriculture fields, homesteads, and common areas suitable for growing food crops, both individually and collectively. They'll also locate water bodies in the vicinity.
5. During the walk, the facilitator will encourage discussion by asking pointed and open-ended questions. This approach aims to prompt the community to address agriculture and food-related issues, uncovering hidden perceptions. The facilitator will take notes on members' responses.
6. Suggested questions during the visit include:
  - Where are the main food crops such as cereals, pulses, and oilseeds grown? (Visit and observe the area)
  - How and where are vegetables grown?
  - What agricultural inputs like seeds, fertilisers, and pesticides do people use, and where do they obtain them?
  - What types of leafy vegetables and fruits are grown in homestead gardens?
  - What uncultivated foods are available in different seasons and from where
  - Is recycling done through composting or other methods?
  - How clean are cowsheds and poultry sheds, and where do they get fodder/feed from?
  - What is the community's primary source of drinking water, and where do they bathe and wash utensils?
  - What water sources are available for agriculture?
  - Is there a nearby forest, and what is its health status and biodiversity?





Niches	Reserved Forrest	Upland	Upper Paddy Fields	Lower Paddy Fields	Farm Pond	Resting Hut	Vacant Land
Soil Type							
Food Grown							
Food Collected							
Water Use							
Good Agricultural Practices, as noted							
Ownership							
Waste							
Problems (e.g., water logging)							
Biodiversity (plants, animals, birds, insects)							
Important Landmarks (villagers are proud of)							

1. The facilitator will draw attention to fallow land suitable for growing food and discuss its potential use.
  - How often do community members use forest produce?
  - The indicators mentioned in the first column can be adjusted as needed.



FIG 11: AN EXAMPLE OF TABLE CREATED DURING THE TRANSECT WALK CONDUCTED BY SWI, NEPAL

✔ DOs	✘ DON'Ts
<ul style="list-style-type: none"> <li>• Be curious. Walk slowly, observe carefully.</li> <li>• Try to include as many villagers, especially elders.</li> <li>• Provide positive reinforcement for observed initiatives in the village during the transect.</li> </ul>	<ul style="list-style-type: none"> <li>• Do not lecture or ask unfruitful questions.</li> <li>• Do not avoid the observation of poorly maintained kitchen gardens</li> <li>• Do not pass judgement on the community at any point.</li> </ul>

FIG 12: DOs AND DON'Ts FOR THE FACILITATORS



FIG 13: DURING THE TRANSECT WALK, SWI NEPAL

#### Discussion and Next Steps:

1. The group members together complete the diagram with the findings while referring to the notes made during the transect walk.
2. At the completion of the transect, the participants will be able to get an overview about their food and natural resource status with regard to their forest, nutrition garden, agriculture fields and / or crop diversity, production problems and some possible solutions, and areas or plots where changes can be initiated.
3. As facilitators, try to understand:
  - The ownership issue – who owns the most degraded land? Whose land has most of the resources (like community tube well)? How are common resources like riverbank, grazing lands managed? Is there a committee who manages it?
  - What is the source of uncultivated food? How is that managed? Have you noted any reduction in the availability of uncultivated food? If yes, why?
4. The good practices can be used as a possible solution in future and should be referred to during phase 2.
5. All of this will occur during the Phase 2 workshop.
6. The outcome table must be shared with the community.

## A2. Resource MAP

### OBJECTIVES

To understand the villagers' perception of the natural resources present in the community, their utilisation, and associated challenges.

**DURATION**  
3 Hours

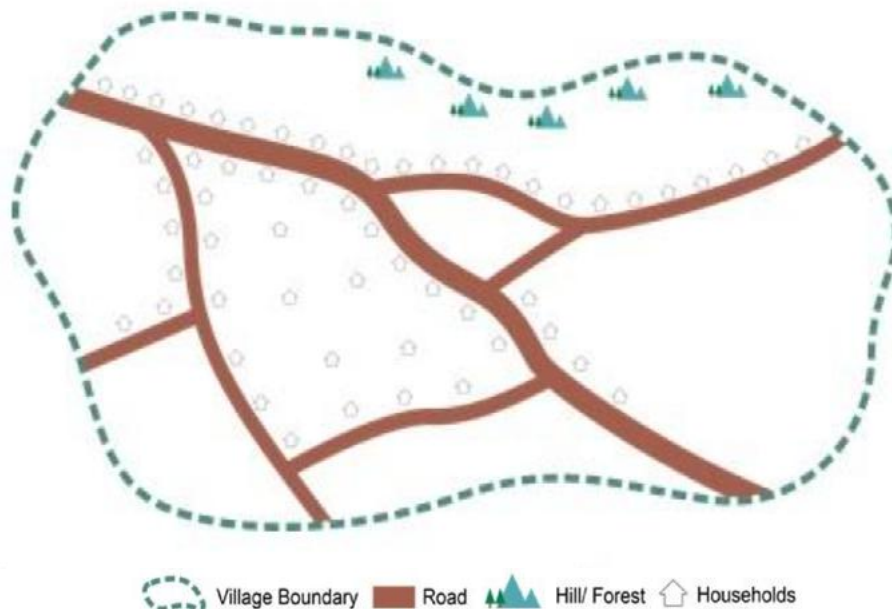
**MATERIAL REQUIRED:**  
Coloured powder/gulal, Chart paper, Markers, Notebook, Pen

### Process

A Resource Map focuses on the natural resources in a community, such as land, hills, rivers, fields, and vegetation, and may also encompass habitation. It is not necessary to draw to scale and is carried out by local people who possess in-depth knowledge of the surroundings they have inhabited for generations. A resource map reflects people's perceptions of the reality of their natural resources rather than precise measurements.

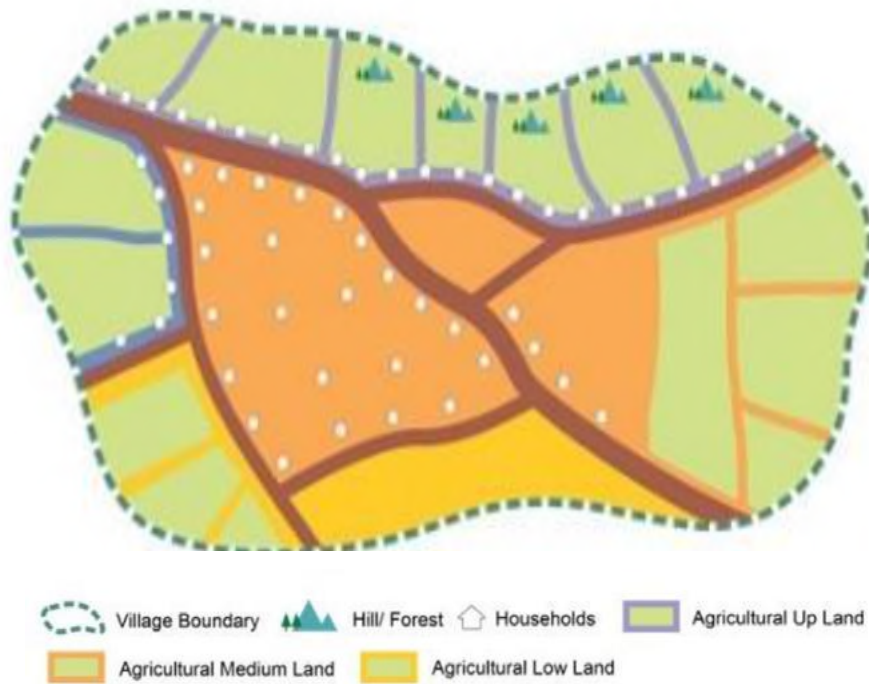
The main steps of the mapping process include:

1. Consultation with the local community members to identify an appropriate time and place for the exercise. Ensure that the time and location are suitable (of adequate size, convenient, and comfortable for all members of society) for as many people as possible.
2. Explain the purpose of the exercise to the participants.
3. Draw the map on the ground, starting from a point where everyone is at that moment. Inquire about significant landmarks such as main roads, rivers, canals, large standing trees, and big ponds, on the left, right, front, and below from the starting point. Represent these using different colours or symbols.
4. Outline the village boundary.



5. Ask them to begin by identifying the major resources:
  - **Land:** including wasteland, grazing land, up/mid/lowlands, single/double crop land, fallow land, crop diversity, slope, degraded land, and soil erosion.
  - **Water:** such as ponds, rivers, channels, water accumulation points, other water sources, and the flow of water during the rainy season.
  - **Trees:** encompassing natural forests, individual trees, and plantation sites.
6. Allow them to use whatever materials they choose, encouraging creativity. This may involve using twigs and rocks or yarn on canvas on the ground, or it may involve markers, depending on the community's resources.

- Observe the process carefully and take detailed notes. Avoid rushing the process. It's important not to disrupt this process—wait for an opportune moment to add or clarify anything, and be patient if participants are not representing points of interest. Ask questions such as, “What about...?” “What does this symbol represent?” “Can you show me...on the map?” etc.



- Information is gathered regarding the types and varieties of crops cultivated on the land, as well as details about the soil composition and the slopes of the terrain.





9. Interview the community by asking specific questions to clarify doubts and gather information about aspects of interest. Pose questions such as: “Can you tell me more about...?” or “This looks very interesting. Can you explain it to me in more detail?” This approach encourages participants to provide further insights and explanations



FIG 14: RESOURCE MAPPING IS BEING PRACTISED IN SWI, NEPAL

### Discussion and Next Steps:

1. Ask them to depict and discuss both the problems and opportunities present in their community. Specific questions to inquire about include:
  - Which areas are monocropped? Is it possible to convert these areas into double-cropped fields?
  - Do they have areas prone to waterlogging? If so, what measures can be taken to alleviate this issue?
  - Are there heavily degraded areas? How can they be rehabilitated or improved?
  - How much rainfall does the community receive? Is rainwater harvesting a feasible option? If so, where?
  - Did the community have forest patches previously? What types of trees were present? How can they regenerate these forests?
  - Where do they currently graze their animals? What do the animals graze on? How can grazing practices be improved?
  - Where do they find uncultivated edible weeds, natural fish, or other sources of food? Have there been any changes in the availability of these resources, and if so, what might be the reasons?
2. Carefully document their responses, and if possible, annotate these details directly on the map itself.
3. Copy the map onto a large sheet of paper with all details, including legends

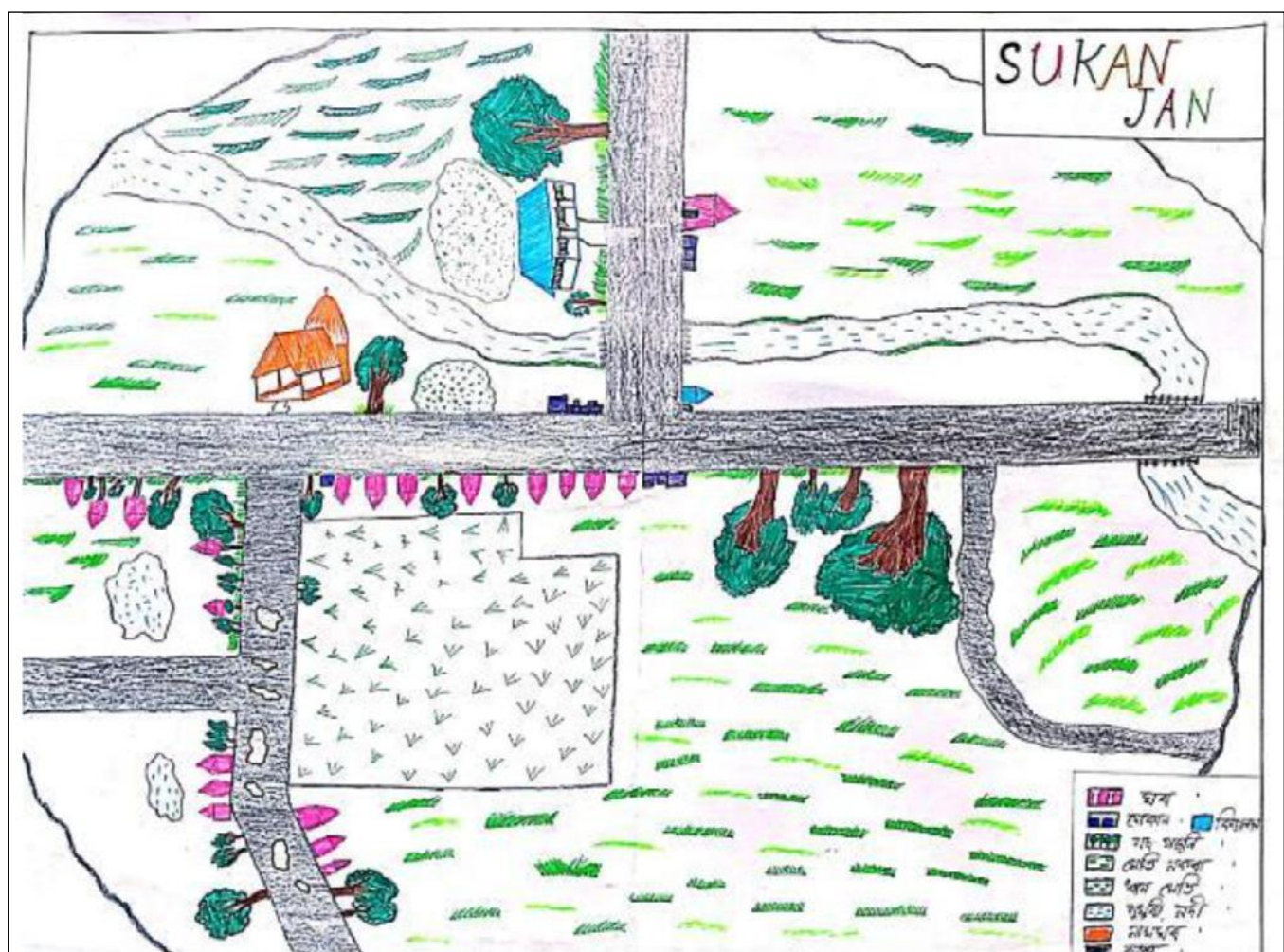


FIG 15: A RESOURCE MAP AS CREATED BY YOUTH LEADERS IN ASSAM, INDIA

In addition to Resource Mapping, SWI Nepal has also conducted **Social Mapping** to comprehend the situation and location of each participating family, along with their social status. Social Mapping can aid in developing individual solutions and solutions beyond natural resource management. Similarly, a **Mobility Map** can assist in understanding the movement of family members for various household and economic activities, and help identify potential solutions.

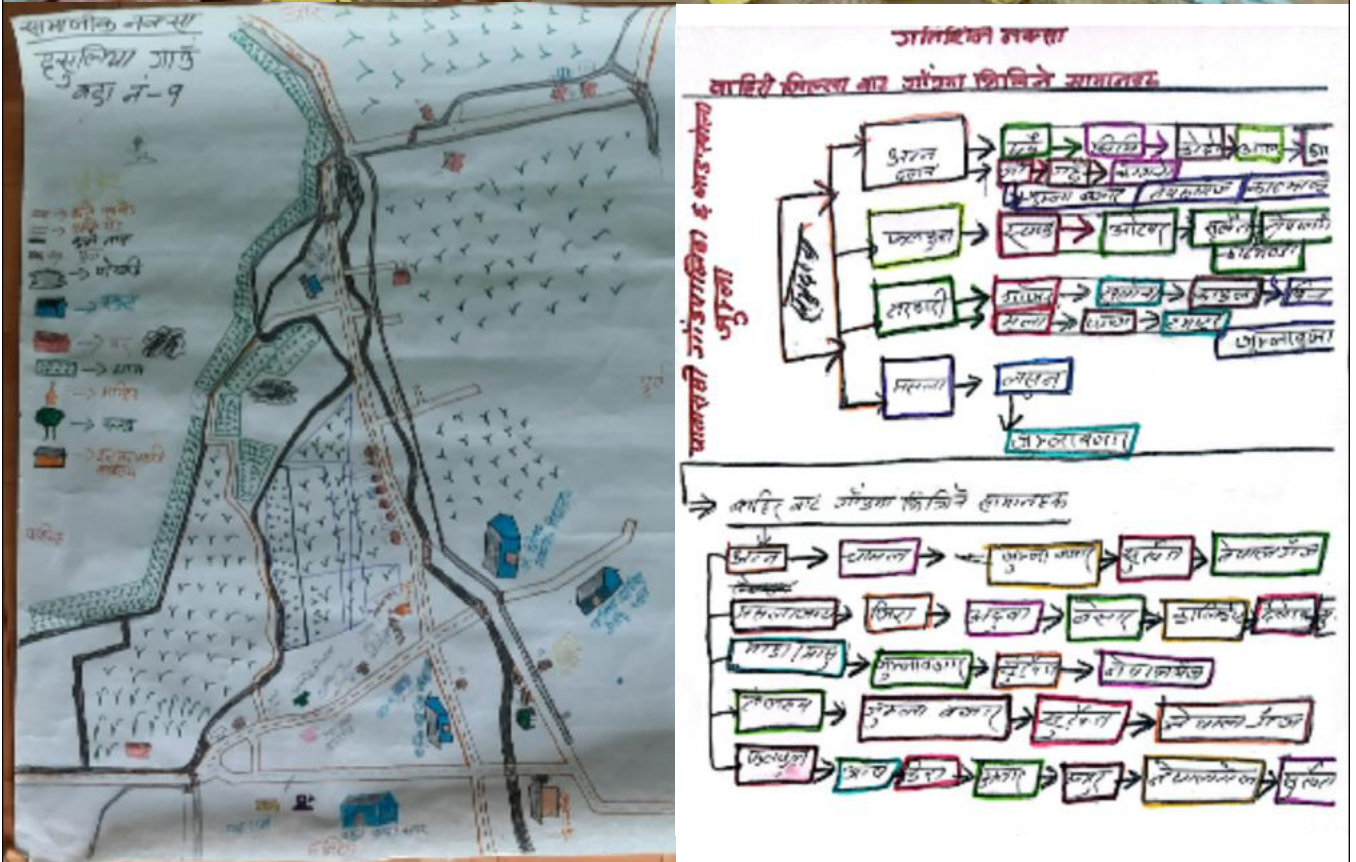


FIG 16: SOCIAL MAPPING AND MOBILITY MAPPING AS CONDUCTED BY SWI NEPAL

### A3. SEASONAL CALENDAR OF STRESS

#### OBJECTIVES

To understand stress periods related to weather, food, fodder, drinking water, irrigation water and income from primary production.

To identify probable causes of the stress.

#### DURATION

2 Hours

#### MATERIAL REQUIRED:

Chart Paper, Markers, Notebook, Pen

#### Process







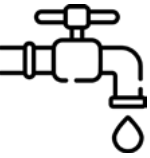



Food and farming systems are closely connected with seasonality. Seasons bring about changes in climatic conditions, crops grown, prices, availability of water, food, fuel, and fodder, which in turn influence living conditions in various localities and areas. Season timings may vary according to location, but the majority of farming seasons in South Asia are Summer, Monsoon, and Winter. They are referred to differently in different local languages.

Various aspects of local life can be depicted through seasonal diagrams. Local people create diagrams and charts using local materials to illustrate activities, livelihood patterns, food, disease patterns, rainfall, etc., according to seasons, months, and days. Here, we will focus on the seasonality of stress on food and farming systems.

The main steps of the process include:

1. Consultation with the local community is essential to determine the most suitable time and location for the exercise. It's important to ensure that the chosen time and location are appropriate in terms of size, convenience, and comfort for all members of society, maximising participation.
2. An effective discussion can occur if the community members participating are limited to between 20 to 40 individuals, with representation from various professions, genders, and age groups.
3. Before commencing the activity, it's crucial to explain the purpose of the exercise to all participants.
4. To facilitate the exercise, draw a table on the ground or on chart paper. The symbols in the first row represent the summer, rainy, and winter seasons, each divided into early and late stages. Encourage community members to choose the symbols they want to use during the activity. (Refer the table on next page)
5. In the first column, the symbol signifies food, fodder, drinking water, irrigation water, income from primary production, rainfall, and weather stress.
6. For each topic in the column, we will seek to understand the scarcity, gap, or stress of each component throughout three different seasons. Scarcity or gap can be denoted by “-”, “-”, or “-” (very high, moderate, low). Alternatively, availability can be denoted by “+++”, “++”, or “+”.
7. Participants may also suggest other symbols.
8. For each symbol in first column, facilitators can pose the following questions:
  - **Food:** When do you experience shortages of cereals, pulses, and vegetables? How do you cope? What do you grow or purchase (with a focus on what is grown)? Is the scarcity due to food production limitations or are these items unavailable in the market? Is there potential to address this issue?
  - **Fodder:** When do you experience shortages of green and dry fodder? How do you cope with these shortages? What types of fodder do you grow or purchase? Is there potential to address this issue?
  - **Drinking and irrigation water:** When do you experience scarcity of drinking and irrigation water?
  - **Income:** What do you sell in the market? What are the processes involved in selling? When do you encounter gaps in income? What challenges do you face in selling your produce?
  - **Rainfall and weather:** What is the rainfall pattern like? What weather-related stresses do you experience, such as droughts, floods, or forest fires? Have you noticed any changes in rainfall patterns or weather conditions over the past 30 years?
9. During these discussions, you may refer to the transect and resource map. Be sure to carefully note down all discussion points.



**Discussion and Next Steps:**

1. Facilitators can ask the following questions for better understanding:
  - How do you cope with the scarcity? What can be the options? Can we initiate any new intervention together to address this?
  - What are the most difficult months/seasons and why? Do these link to weather or climatic patterns?
2. This activity helps in understanding when we should intervene and with which activities. For instance, in the above diagram, food scarcity is visible in the rainy season, irrigation water in winter. While designing action plans we need to keep these in mind.

**প্রকৃতিজ্ঞান (বোকাশি)**








	সূর্য. কাল		শস্য. কাল		শস্য. কাল	
	+	-	--	---	+++	++
	++-	---	+++	++	++	--
	+	++	+++	+-	---	--
	+	++	+++	+-	---	--
	++	--+	-	+-	+++	+ -
	+	++	+++	+-	---	--
	+++	+++	++	+++	++	---

FIG 17: A RESOURCE MAP AS AS CREATED BY YOUTH LEADERS IN ASSAM, INDIA

## A4. DIET DIVERSITY SCORE<sup>8</sup>

### OBJECTIVES

MDD-W is an indicator used to assess whether women aged 15–49 years have consumed at least five out of ten defined food groups during the previous day or night.

### DURATION

20 Mins for one individual survey

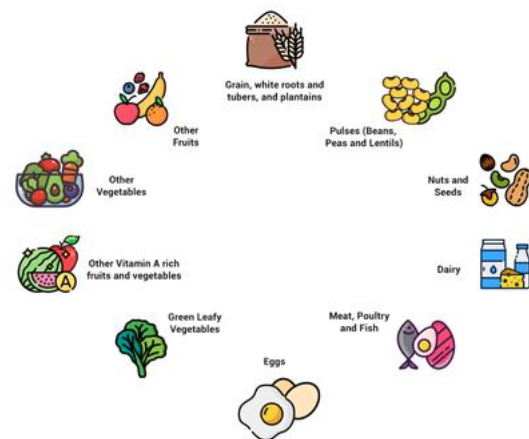
### MATERIAL REQUIRED:

The DDS format

### Process

1. The household dietary diversity questionnaire serves as a rapid, user-friendly, and easily administered low-cost assessment tool. Scoring and analysing the information collected with the questionnaire is straightforward. It primarily involves the woman of the household, operating under the assumption that as the caregiver, she typically eats after everyone else and receives a lesser quantity and quality of food.
2. The household dietary diversity score outlined in the guideline is based on a simple count of food groups consumed by a household over the preceding 24 hours. This scoring system focuses on 10 food groups, which include:

- Grains, white roots, and tubers, and plantains
- Pulses (beans, peas, and lentils)
- Nuts and seeds
- Dairy
- Meat, poultry, and fish
- Eggs
- Dark green leafy vegetables
- Other vitamin A-rich fruits and vegetables
- Other vegetables
- Other fruits



3. Ask the respondent to recall all the food (including meals and snacks) consumed during the previous day, both during the day and at night.
4. This qualitative open 24-hour recall, referred to as an “open recall,” involves the enumerator asking a series of standard probing questions to aid the respondent in remembering all food and beverages consumed during the previous day and night. The enumerator also probes for the main ingredients in mixed dishes. The recall period spans from when the respondent woke up the previous day until the end of the night, covering a 24-hour period. The term “open” indicates that the enumerator does not read out predefined food groups to the respondent. A typical questionnaire format is as follows:

Now, I'd like you to recall everything you consumed yesterday, both during the day and at night, whether at home or elsewhere. Please include all food and drinks, including snacks, small meals, and main meals. Remember to include any food you may have eaten while preparing meals or food for others. Additionally, include any food consumed outside of your home.

Let's begin with the first food or drink you consumed yesterday.

- *Did you have anything to eat or drink when you woke up? If yes, what? Was there anything else?*
- *Did you consume anything later in the morning? If yes, what? Was there anything else?*
- *Did you have anything to eat or drink at mid-day? If yes, what? Was there anything else?*
- *Did you consume anything during the afternoon? If yes, what? Was there anything else?*
- *Did you have anything to eat in the evening? If yes, what? Was there anything else?*
- *Did you consume anything else before going to bed or during the night? If yes, what? Was there anything else?*

<sup>8</sup> <https://www.fao.org/3/i1983e/i1983e.pdf>

Note: For each eating episode, after the respondent mentions foods and drinks, probe further to ask if she consumed anything else. Continue probing until she confirms that she consumed nothing else by saying “no, nothing else.” If the respondent mentions a mixed dish, such as a soup or stew, ask for all the ingredients in the mixed dish. For mixed dishes where it is possible to identify individual ingredients or consume only the broth, inquire whether she consumed each ingredient or only had the broth. Keep probing about ingredients until she confirms that there is nothing else.

5. With each food item mentioned, ask whether it is produced entirely on her farm or if it is partially produced.



FIG 18: A DIET DIVERSITY SCORE SESSION CONDUCTED BY YOUTH LEADERS IN ASSAM, INDIA

Record all these in the following format.

	Item Eaten	Produced Partly / Fully in Own Farm
Early morning		
Breakfast		
Before Lunch		
Lunch		
Tea Time		
Snacks		
Dinner		

### Analysis

1. After the respondent recalls all the food and beverages consumed, underline and find out the corresponding food in the list under the appropriate food group. Write “1” in the column next to the food group if at least one food in this group has been consumed. Otherwise, mention “0”.
2. Similarly, for the production score, mark either 0 or 1 to indicate whether the food item is produced on the respondent’s farm or not.
3. If the same food or drink is mentioned more than once, you do not need to mark it again after the first occurrence. The aim is to measure the occurrence of food consumption and production.

Food Groups	DDS Score	Production Score
Grains, White Roots and Tubers, and Plantains		
Pulses (Beans, Peas and Lentils)		
Nuts and Seeds		
Dairy		
Meat, Poultry and Fish		
Eggs		
Dark Green Leafy Vegetables		
Red/Orange/Yellow Fruits and Vegetables		
Other Vegetables		
Other Fruits		
<b>TOTAL SCORE</b>		

Please note that this exercise should not be conducted on a day of festival in the village. Additionally, anything eaten in quantities less than 15 grams or 3 tablespoons will not be considered as consumption.

### Discussion and Next Steps:

1. Nutrition plays a crucial role in agroecology, with the Dietary Diversity Score (DDS) serving as a tool to understand household food habits and food sovereignty.
2. With a DDS score of 6, it indicates that the dietary practices of the family are good. However, it’s essential to ascertain whether this was a special day or if this reflects their regular dietary pattern.
3. The production score is 4, suggesting that the family has a dependency on the market for their food needs. Upon closer observation, it appears that they may not raise chickens or consume their own produce.
4. By conducting DDS scoring for the majority of families in the village, we gain insights into the dietary gaps within the community, enabling us to take appropriate actions.
5. However, it is important to note that DDS is not suitable for making decisions regarding medical interventions

<b>DDS during workshop as conducted by a South Asia RAISE partner</b>		
	<b>Item Eaten</b>	<b>Produced Partly / Fully in Own Farm</b>
<b>Early morning</b>	Water, Turmeric Juice	
<b>Breakfast</b>	Banana, Roti, Tea	Banana
<b>Before Lunch</b>	Tea, Cake	
<b>Lunch</b>	Rice, Pulses, Ladies Finger + Potato, Mango Pickle, Cucumber	Lady Finger, Cucumber
<b>Tea Time</b>	Biscuit, Tea	
<b>Snacks</b>	Mango	Mango
<b>Dinner</b>	Rice, Curry with Fish + Tomato + Potato	Fish, Rice

<b>Food Groups</b>	<b>DDS Score</b>	<b>Production Score</b>
<b>Grains, White Roots and Tubers, and Plantains</b>	1	1
<b>Pulses (Beans, Peas and Lentils)</b>	1	0
<b>Nuts and Seeds</b>	0	0
<b>Dairy</b>	0	0
<b>Meat, Poultry and Fish</b>	1	0
<b>Eggs</b>	0	0
<b>Dark Green Leafy Vegetables</b>	0	0
<b>Red/Orange/Yellow Fruits and Vegetables</b>	1	1
<b>Other Vegetables</b>	1	1
<b>Other Fruits</b>	1	1
<b>TOTAL SCORE</b>	<b>6</b>	<b>4</b>

## A5. SUPPLY CHAIN ANALYSIS

### OBJECTIVES

To understand gaps and challenges in supply chain of food, starting from production to market  
To find out scope of the intervention

**DURATION**  
2 Hours

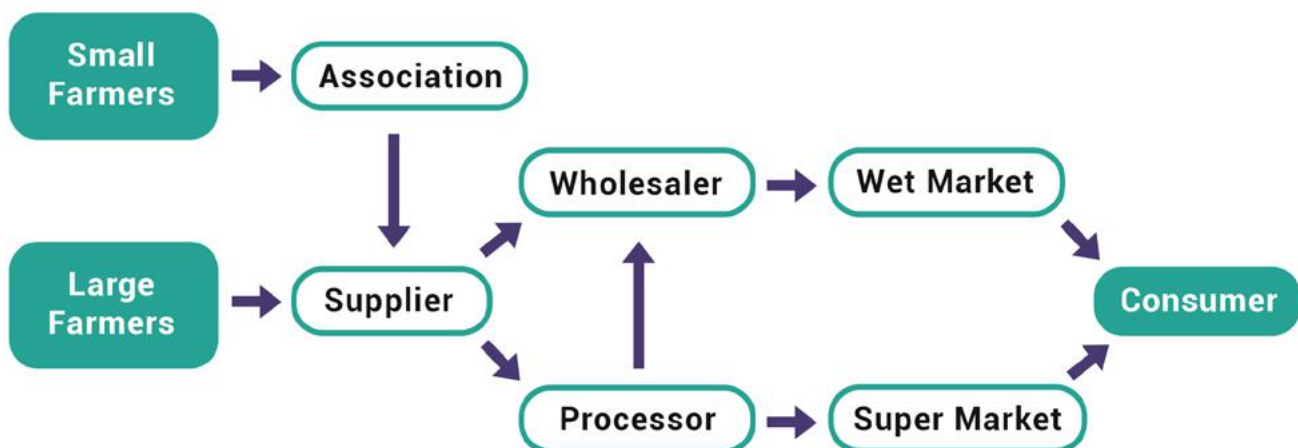
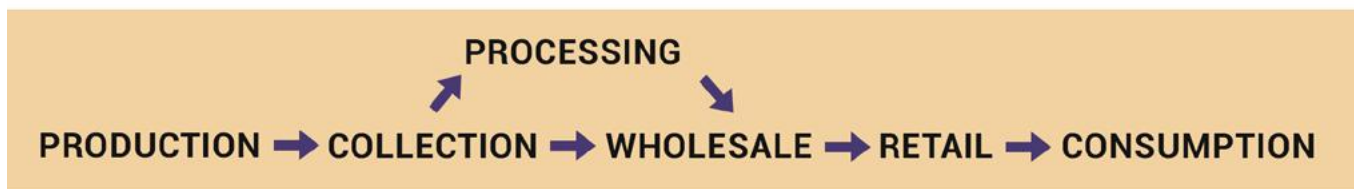
**MATERIAL REQUIRED:**  
Chart Paper, Markers, Notebook, Pen

### What is a Supply Chain?

A supply chain encompasses all activities involved in transforming raw materials into a product ready for sale and consumption. These activities include primary production, collection, processing, wholesaling, and retailing, as well as supporting functions like input supply, financial services, transport, packaging, and advertising. It's important to remember:

1. **Functions** of the market chain include production, collection, processing, wholesale, retail, and consumption.
2. **Actors** in the supply chain refer to specific stakeholder groups within each function category.
3. **Product flows** within the supply chain denote the movements of the product between economic actors.

Questions to aid the respondent in remembering all food and beverages consumed during the previous day and night. The enumerator also probes for the main ingredients in mixed dishes. The recall period spans from when the respondent woke up the previous day until the end of the night, covering a 24-hour period. The term “open” indicates that the enumerator does not read out predefined food groups to the respondent. A typical questionnaire format is as follows:



**PROCESS**

1. Select one prominent product from your village which is produced and processed locally. For instance – paddy which is processed to rice, puffed rice, popped rice, flattened rice etc., or a fruit which is processed to jam.
2. Use this tool to reflect what value is added at each point in the chain, the technologies employed, waste generated and challenges encountered at each point.
3. Track the movement of the food and understand the above aspects using the following diagram, demonstrating the functions, economic actors and product flow along the value chain - from small-scale producers through to end consumers and other aspects.

<b>Amount / Rate</b>					
<b>Value</b>					
<b>Raw Products</b>					
<b>What is done with what technology and energy</b>					
<b>Problems and Challenges</b>					
<b>Waste product and how it is used</b>					

4. Some guiding questions for analysing the supply chain of the chosen product are:
  - What are the main stages in the supply chain for the product?
  - Who are the main actors at each point in the supply chain?
  - What is the flow of the product (and by-products) between different actors?
  - Where and to what degree is value added, or value lost, as the product moves along the chain?
  - What are the challenges faced by the actors in each step?
  - What waste is generated in each step? How is the waste utilised?
  - What technology is used in each step? What is the source of energy for this technology at each step? Is there any energy loss?

**Discussion and Next Steps:**

1. Recycling of agricultural by-products is a crucial principle of agroecology, which can be addressed using this tool.
2. Introducing efficient technology, minimising waste, ensuring the rights of workers, and establishing fair pricing are all significant concepts in agroecology, which can be implemented through the application of this tool.
3. This tool identifies waste products, current management practices, and potential improvements (for example, using rice husk as feed). Energy wastage can be minimised through improved ovens or enhanced parboiling processes. (Source: [Sara Usna - Rice Per-boiler Innovation](#)).



— डेयरी उत्पादन से संबंधित जानकारी के अनुसार —

विवरण, उम्र	श्री 1000	श्री 2000	श्री 3000	
पुल	22 टन	30 टन	35 टन	
दूध आयी →	डेयरी (श्री 1000, श्री 2000, श्री 3000)	डेयरी (श्री 1000, श्री 2000, श्री 3000)	डेयरी (श्री 1000, श्री 2000, श्री 3000)	दूध → डेयरी
एक	एक	एक	एक, श्री 3000	
उत्पादन लागत	— कर्म, कर्म, कर्म, कर्म	— कर्म, कर्म, कर्म, कर्म	— कर्म, कर्म, कर्म, कर्म	
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उत्पादन लागत	— कर्म, कर्म, कर्म, कर्म	— कर्म, कर्म, कर्म, कर्म	— कर्म, कर्म, कर्म, कर्म	— कर्म, कर्म, कर्म, कर्म

FIG 19: SUPPLY CHAIN ANALYSIS AS CONDUCTED BY A SOUTH ASIA RAISE PARTNER

## A6. APPRECIATIVE INTERVIEWS

Main source of collecting data is to note the experience of local experts – typically, individuals who are elderly and experienced in various professions. Remember:

- The interviewee often possesses more knowledge on a particular topic than the interviewer. Therefore, questions should be asked with due respect to the interviewee.
- Generally, questions should be prepared well in advance of the interview. However, in some cases, they may be modified depending on the location and situation.
- The interviewer should be a good listener.
- Not all points of the interview can be expressed in words. Some aspects must be inferred from the surrounding environment and through the expressions of the interviewee.
- The interview should be conducted in a relaxed atmosphere, which makes it easier for the interviewee to answer the questions.

### Why Appreciative Interviews (AI)?

- Appreciative Interviews are implicitly positive
- They gather fresh information about what is already working well and contributing to the success.
- By valuing individuals' experiences and contributions, Appreciative Interviews boost morale and encourage openness to change.
- They cultivate a sense of 'possibility' by envisioning an ideal scenario.
- As participants share their positive experiences, they are more likely to offer insightful perspectives that can benefit the interviewers.

### Remember

- Non-verbal cues such as tone of voice, body language, and the interview environment convey a “meta-message” that influences participants' emotional responses and perceptions of the exercise's value and authenticity.
- Genuine focus and interest from the interviewer lead to the interviewee feeling heard and understood, fostering rapid empathy.
- Encourage interviewees to vividly recall and share their experiences and emotions rather than analysing them in a detached manner. This builds rapport and trust, resulting in authentic exchanges.

## B. Analyze/ Review/ Reflection Tool

### B1. SWOT ANALYSIS

#### OBJECTIVES

From the results of the tools in Phase 1, the aim is to understand the strengths, weaknesses, opportunities, and threats of the food systems within a particular community.

The objective is to find out how strengths and opportunities can be utilised to address the weaknesses of that particular community.

#### DURATION

1 Hour

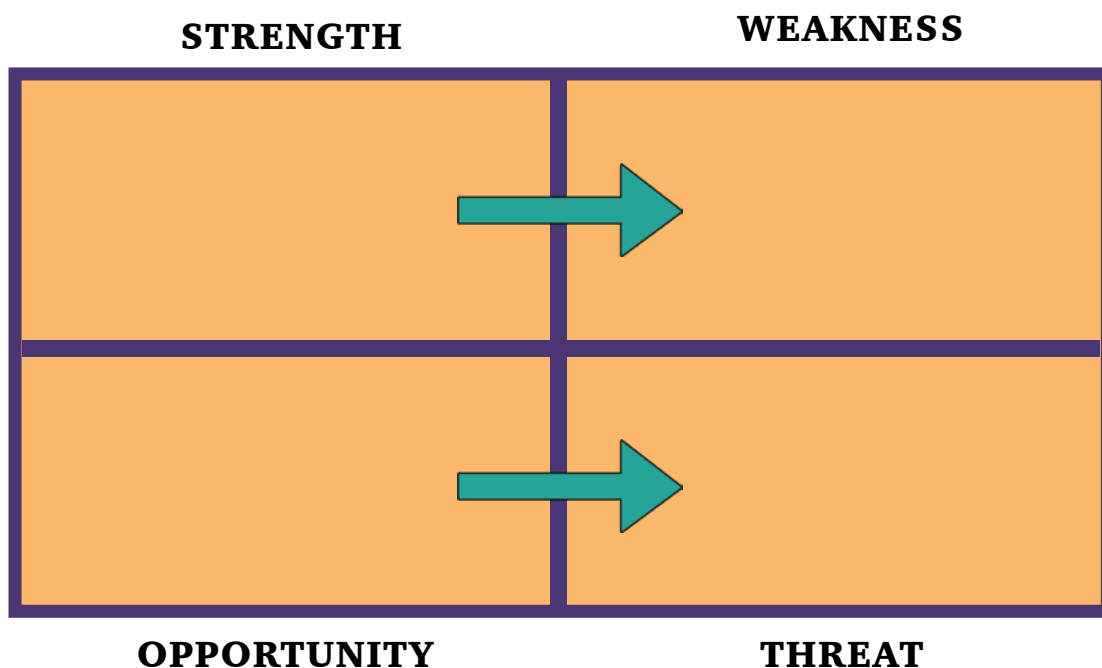
#### MATERIAL REQUIRED:

Chart Paper, Markers, Notebook, Pen

#### Process

SWOT analysis is a tool for analysing the current situation both internally (Strengths and Weaknesses) and externally (Opportunities and Threats). It provides the baseline for any group that wants to envision the future or analyse a problem. Some people use the term “problems” instead of “weaknesses”, and call the process “SPOT analysis.” SWOT Analysis is most effective when it involves an interactive group process; that is, group members work together to identify and discuss internal and external circumstances. The process is usually as shared below:

1. It is a group task. Changemakers from similar geographical regions can be asked to sit together to conduct a SWOT analysis.
2. After analysing the tools in Phase 1, we will gain a thorough understanding of the strengths of the community (which may include resources, knowledge, and capacities) and the weaknesses of the community (such as dietary gaps and shortages of food/fodder/seed/irrigation water). We will discuss and record these in the designated boxes.
3. Opportunities and threats are more external. Opportunities could include new government schemes, good rainfall this year, or new markets set up nearby, while threats, beyond our control, might involve poor rainy seasons or disease outbreaks among poultry birds. These will be discussed within the group and recorded in the designated boxes.



4. After completing the SWOT format, the aim is to discuss how we can leverage our strengths and capitalise on the opportunities to address our weaknesses. Throughout this process, we must also consider and mitigate any potential threats.

#### Discussion and Next Steps:

This is the SWOT analysis from the exercise conducted during facilitators' training. The poor nutritional awareness and dietary diversity score demands action on nutrition, which can be addressed by:

- Improving kitchen gardens (strength)
- Implementing water storage through rainwater harvesting (opportunity and weakness)
- Protecting community lands to enable the collection of more uncultivated vegetables for better nutrition (strength and weakness)
- Establishing a local seed bank (strength and threat)
- Planting fodder trees (weakness), and so on.

<p><b>STRENGTH</b></p> <ol style="list-style-type: none"> <li>1. Every family has a kitchen garden</li> <li>2. There are community land in the village</li> <li>3. Elderly people have knowledge of agriculture</li> <li>4. Receives good amount of rainfall in rainy season</li> <li>5. Every Family raise one of the other livestock</li> </ol>	<p><b>WEAKNESS</b></p> <ol style="list-style-type: none"> <li>1. Dietary diversity is poor</li> <li>2. Poor nutritional awareness, protein intake is less</li> <li>3. Agricultural waste, particularly rice husk from rice mill is under utilized</li> <li>4. Irrigation water is a challenge in winter, even after good rainy season</li> <li>5. Green fodder is not available during summer</li> </ol>
<p><b>OPPORTUNITY</b></p> <ol style="list-style-type: none"> <li>1. Good rainfall in rainy season</li> <li>2. Government has made road connection to the nearby town</li> <li>3. Seeds are available from the local panchayat department</li> </ol>	<p><b>THREAT</b></p> <ol style="list-style-type: none"> <li>1. Fast food is available very easily</li> <li>2. Government is promoting hybrid seeds</li> <li>3. Local seeds are not available</li> </ol>

## B2. PAIRED MATRIX SCORING

Paired Comparison Analysis is useful for weighing up the relative importance of different options. It's particularly helpful where priorities aren't clear, where the options are completely different, where evaluation criteria are subjective, or where they're competing in importance. The tool provides a framework for comparing each option against all others, and helps to show the difference in importance between factors.

Paired Comparison Analysis (also known as Pairwise Comparison) helps you work out the importance of a number of options relative to one another. This makes it easy to choose the most important problem to solve, or to pick the solution that will be most effective. It also helps you set priorities where there are conflicting demands on your resources.

### PROCESS

To use the technique, follow these steps:

1. Make a list of all the options you want to compare.
2. Create a table.
3. Use the options as both the row and column headings on the table for comparison.
4. Block out the cells where an option is compared with itself or if the comparison would be a duplicate.
5. In the remaining blank cells, compare each option in the row with the option in the column. Determine which of the two options is most important and note down the score accordingly. For instance, assign a score of 2 if the option is very important, 1 if it is somewhat important, 0.5 if it is slightly important, and 0 if they are equally important.
6. Finally, consolidate the results by adding up the scores.

### DISCUSSION

Let's take 5 actions from the SWOT analysis. The result may look like this.

1. On the 2nd row, cell 2: Kitchen Garden as an option can not be self compared
2. 2nd row, cell 3: Rain water harvesting is preferred over Kitchen garden - but the difference between these is medium (1) in terms of preference.
3. 2nd row, cell 4: Kitchen garden is preferred over Community land protection – but the difference of preference is high (2).
4. 2nd row, cell 5: Kitchen garden is preferred over seed bank, but the difference is very less (.5).
5. 2nd row, cell 5: Kitchen garden is preferred over fodder tree plantation, but the difference is medium (1).
6. 3rd row, cell 2: kitchen garden and rain water harvesting is already compared
7. Complete the matrix accordingly.

The scoring results are as follows: Kitchen Garden = 3.5, Rainwater Harvesting = 5, Community Land Protection = 0, Seed Bank = 6, Fodder Tree Plantation = 1. Therefore, the preferences in order of priority are seed bank, rainwater harvesting, and kitchen garden.

As an action, the changemaker might consider implementing rooftop rainwater harvesting at the school to irrigate the school garden.

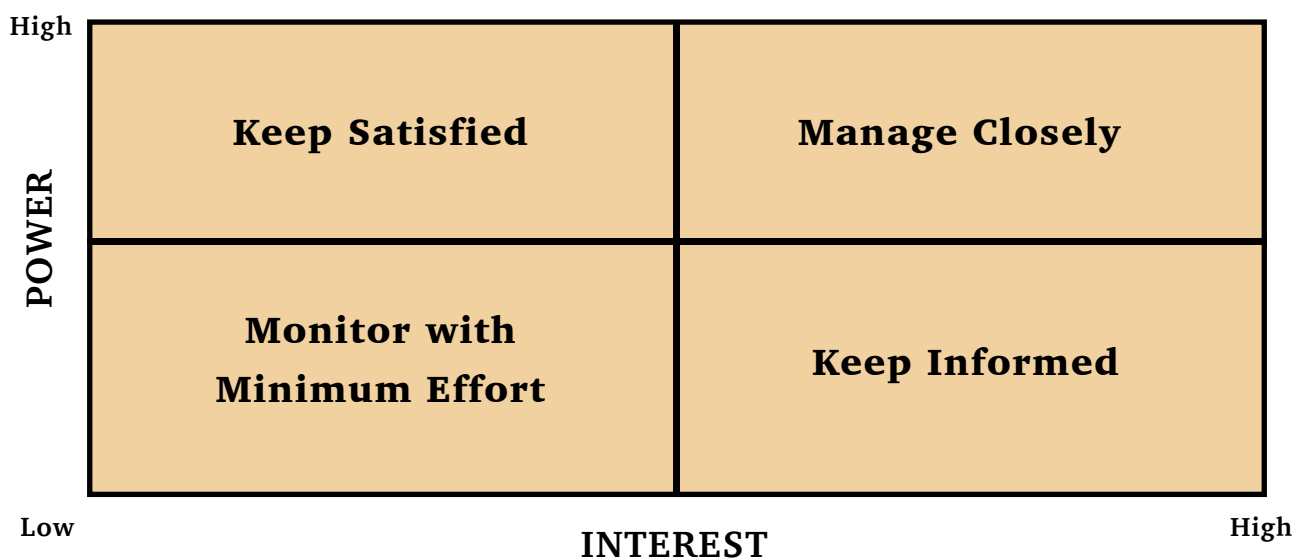
	<b>Kitchen Garden</b>	<b>Rainwater Harvesting</b>	<b>Community Land Protection</b>	<b>Seed Bank</b>	<b>Fodder Tree Plantation</b>
<b>Kitchen Garden</b>	<b>X</b>	Rainwater Harvesting, 1	Kitchen Garden, 2	Kitchen Garden, 5	Kitchen Garden, 1
<b>Rainwater Harvesting</b>	<b>X</b>	<b>X</b>	Rainwater Harvesting, 1	Seed Bank, 2	Rainwater Harvesting, 1
<b>Community Land Protection</b>	<b>X</b>	<b>X</b>	<b>X</b>	Seed Bank, 2	Fodder Tree Plantation, 1
<b>Seed Bank</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	Seed Bank, 2
<b>Fodder Tree Plantation</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>

### B3. STAKEHOLDER ANALYSIS

#### PROCESS

Stakeholders are individuals or organisations that the changemaker should involve during the implementation of an action. There are three steps to follow in Stakeholder Analysis:

1. **Identify Stakeholders:** Begin by brainstorming potential stakeholders. Consider all individuals who are impacted by your work, possess influence or authority over it, or have a vested interest in its success or failure. Stakeholders can include both organisations and individuals, but it's essential to identify the specific individuals within stakeholder organisations. For the selected action plan, which was determined through matrix scoring, stakeholders could include students, mothers of students, fathers of students, teachers, principals, gardeners, cooks of midday meals, village leaders, and vegetable vendors.
2. **Prioritise Your Stakeholders:** After compiling a list of affected individuals and organisations, prioritise them based on their level of influence over your work and their interest in it. Some stakeholders may have the power to support or hinder your efforts, while others may have varying levels of interest. You can map out your stakeholders and categorise them according to their power and interest using the Power/Interest Grid shared below.



Learn how to identify who has power over your projects. The position that you allocate to a stakeholder on the grid shows you the actions you need to take with them:

- **High power, highly interested people (Manage Closely):** you must fully engage these people, and make the greatest efforts to satisfy them.
  - **High power, less interested people (Keep Satisfied):** put enough work to keep them satisfied, but not so much that they become bored with your messages.
  - **Low power, highly interested people (Keep Informed):** adequately inform these people, and talk to them to ensure that no major issues are arising. People in this category can often be very helpful with the detail of your project.
  - **Low power, less interested people (Monitor):** again, monitor these people, but don't bore them with excessive communication.
3. **Understand Your Key Stakeholders** - It's crucial to understand how your key stakeholders perceive your project and how best to engage with them. To gain insight into your stakeholders, consider asking the following questions:
    - What financial or emotional interest do they have in the outcome of your work? Is their interest positive or negative?
    - What motivates them most?
    - What information do they require from you, and what is the most effective way to communicate with them?
    - What is their current opinion of your work, and is it based on accurate information?

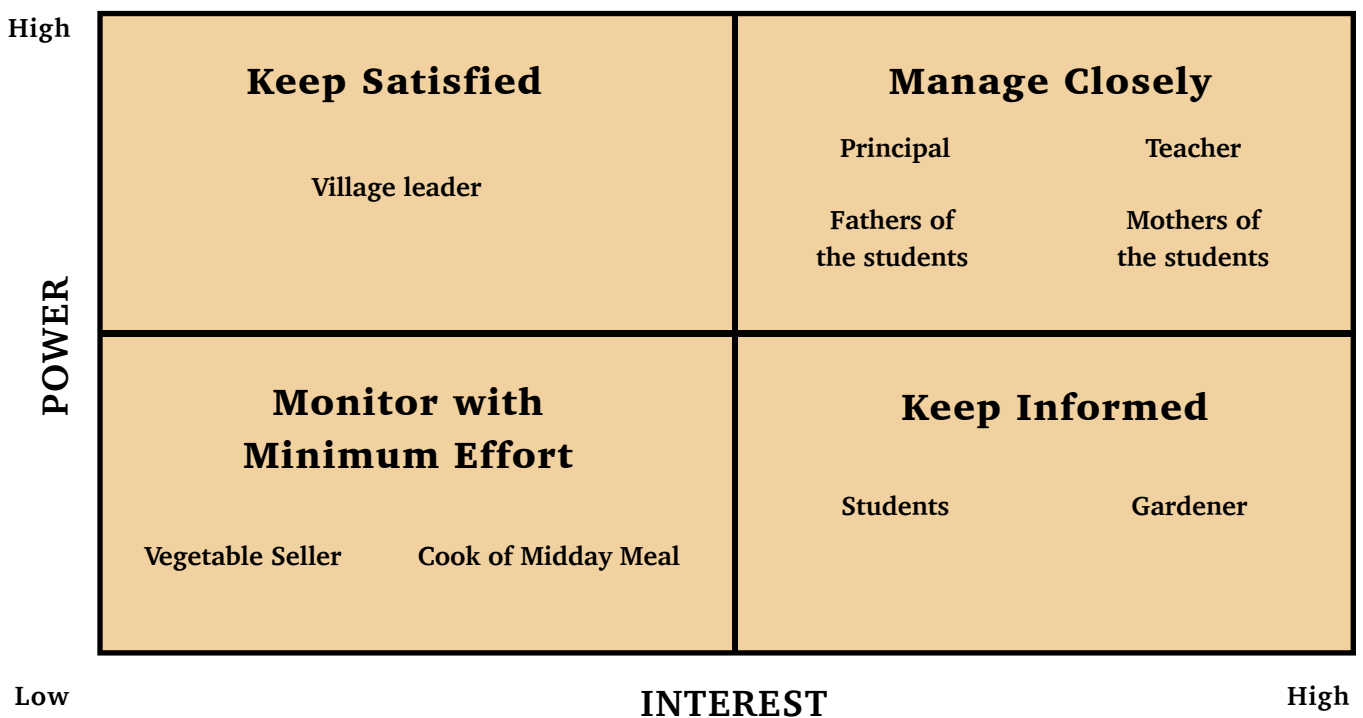
- Who typically influences their opinions, and who shapes their perception of your work? Are these influencers also key stakeholders?
- If their initial stance is not supportive, what factors could persuade them to back your project?
- If you anticipate resistance, how will you manage their opposition?
- Who else might be influenced by their opinions, and do these individuals become stakeholders in their own right?

Directly asking stakeholders these questions can often yield valuable insights. People are generally open about their perspectives, and soliciting their input is an essential step in establishing a positive relationship with them.

#### Discussion:

For the selected project, we can assume the above diagram to be the stakeholder analysis. You can involve them in the following way:

1. Principal and Teachers: Collaborate with them to plan the project, seek their input and suggestions, establish a monitoring committee with their participation, and engage them in informing the village leader about the project's progress.
2. Parents: Conduct regular meetings with parents to keep them informed and involved in the project.
3. Students: Actively involve students in project activities and decision-making processes to foster ownership and engagement.





## B4. VISIONING

### PROCESS

#### 1. Visioning:

- Imagine the future status of the project six months to one year from now, assuming it is highly successful.
- Consider the significant positive effects the successful project would have on the stakeholders.
- Visualise the future scenario and jot down the key points.

#### 2. Future Visualization:

- Draw a detailed picture or scenario of the envisioned future outcome of the project.
- Include the stakeholders and the positive impacts they experience due to the project's success.

#### 3. Action Planning:

- Based on the envisioned future, determine what actions need to be taken now to achieve that success.
- Identify the required budget, personnel who will be involved, monitoring mechanisms, duration of implementation, and the start date.
- Plan the steps in detail to ensure a clear path towards achieving the envisioned success.

### Discussion:

1. For the selected project, facilitators help the community members envision the project's status one year after implementation, considering available resources:
  - The school has a rooftop; the community collects water during the rainy season in a pond nearby the school or in a large tank. When the water overflows, the community creates a structure for groundwater recharge.
  - Even in winter and summer, the community has access to water from the hand pumps near the school due to the recharge.
  - The community does not waste the water from the hand pump; instead, it redirects it to the school garden.
  - The community has planned the school garden to ensure that the school can harvest produce throughout the year. The crop calendar is as follows:

Types of plants	Summer and Monsoon	Winter
Climber for the roof or the fence	Long bean, Pumpkin*, Indian Spinach*, Dioscorea	Hyacinth bean, Bottle gourd*, Bitter gourd*, Pumpkin*
Creeper as mulching	Sweet potato*, Pumpkin*	Pumpkin*
Plants on the boundary	Pigeon Pea, Vasak	
Leafy vegetables on the bed	Amaranth, Jute, Ipomoea, Talinum triangulare/Punjabi Palang (late rainy season), Fenugreek (late rainy season)	Amaranth, Jute, Ipomoea, Talinum triangulare/Punjabi Palang (late rainy season), Fenugreek (late rainy season)
Legumes on the bed		French Beans, Peas*
Fruit vegetables on the bed	1~2 chilli plant to continue	Tomato
Tuber on the bed	Radish* (Late rainy season)	Radish*, carrot
Tree/plant on the fence	Papaya, Drumstick*, Curry Leaf, Lemon, Aloe vera	

\* signifies that the whole plant( almost) is edible

- Parents are supporting the garden by managing and providing seeds.
- The teachers are also very enthusiastic, they visit the garden regularly.
- The story is published in international magazines.

2. Once envisioned, facilitators help them to plan out the activities according to the following table – few suggested activities are given.

Activity	Who will do it?	When
Visit the school to discuss the idea with the principal		
Meeting with principal		
Develop a plan		
Develop a budget		
Sharing the plan with the principal and teachers for changes		
After changes, share it with the students		
Share the plan with the parents		

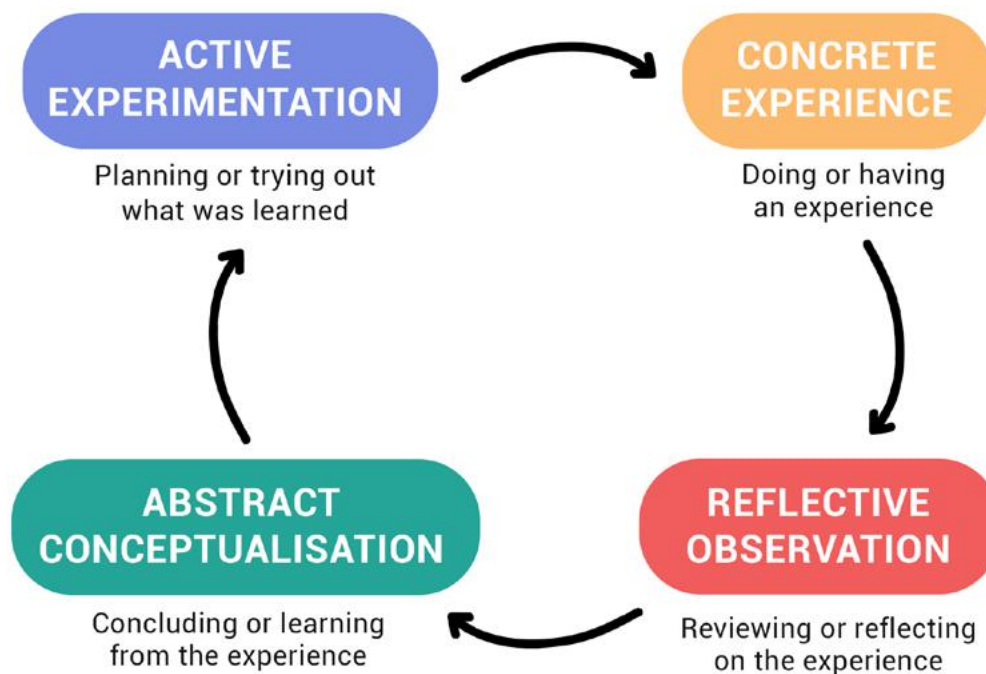
3. Once done, facilitators can encourage the members to continue refining the vision and the plan and start implementing it.

# ANNEXURE: NOTES FOR THE FACILITATORS



## ANNEX A: Learning Theory

As per the Kolb's framework, learning follows a four-stage cycle, as outlined below. Kolb believed that, ideally, learners progressed through the stages to complete a cycle, and, as a result, transformed their experiences into knowledge.



- 1. Concrete Experience:** Kolb's learning process cycle begins with a concrete experience, where each learner engages in an activity or task. Key to the learning is involvement - it is not enough for learners to just read about it or watch it in action.
- 2. Reflective Observation:** After engaging in the concrete experience, the learner steps back to reflect on the task. This stage allows the learner to ask questions and discuss the experience with others. Communication at this stage is vital, as it allows the learner to identify any discrepancies between their understanding and the experience itself.
- 3. Abstract Conceptualization:** The learner attempts to draw conclusions of the experience by reflecting on their prior knowledge, using ideas with which they are familiar to or discussing possible theories with peers. The learner moves from reflective observation to abstract conceptualization when they begin to classify concepts and form conclusions on the events that occurred. This involves interpreting the experience and making comparisons to their current understanding of the concept. Concepts need not be "new"; learners can analyse new information and modify their conclusions on already existing ideas.
- 4. Active Experimentation:** This stage is the testing stage. Learners return to participating in a task, this time with the goal of applying their conclusions to new experiences. They are able to make predictions, analyse tasks, and make plans for the acquired knowledge in the future. By allowing learners to put their knowledge into practice and showing how it is relevant to their lives, it is ensured that the information is retained in the future.

Along with Kolb's learning cycle, there are various other frameworks and principles like MADS<sup>9</sup> and Experiential Learning theory of John Dewey<sup>10</sup>.

These principles form the basis of the planning of this manual.

<sup>9</sup> SParking Wellbeing - Adolescent-Led Enquiry Facilitator's Manual

<sup>10</sup> <https://files.eric.ed.gov/fulltext/ED481922.pdf>

## ANNEX B: Group Game<sup>11</sup>

**Interview in pairs:** Divide the young people into pairs. Ask them to take three minutes to interview each other. Each interviewer has to find 3 interesting facts about their partner. Bring everyone back together and ask everyone to present 3 facts about their partner to the rest of the group. Watch the time on this one, keep it moving along.

**Fact or fiction?:** Ask everyone to write on a piece of paper THREE things about themselves which may not be known to the others in the group. Two are true and one is not. Taking turns they read out the three 'facts' about themselves and the rest of the group votes which are true and false. There are always surprises. This simple activity is always fun, and helps the group and leaders get to know more about each other.

**My name is?:** Go around the group and ask each young person to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the same letter of his name e.g. MAGICAL Mamata, NAUGHTY Navin, DISCIPLINED Dilip. Write them down and refer to them by this for the rest of the evening.

**Conversations:** Each person is given a sheet of paper with a series of instructions to follow. This is a good ice breaking game and conversation starter as each person must speak to everyone else. For example:

- Count the number of brown eyed boys in the room.
- Find out who has made the longest journey.
- Who has the most unusual hobby?
- Find the weirdest thing anyone has eaten.
- Who has had the most embarrassing experience?

**The Question Web:** You will need a spool of string or wool for this game. Ask the young people to stand in a circle. Hold onto the end of the string and throw the ball/spool to one of the young people to catch. Ask him/her one question to answer from the list of 20 sample questions given below (adapt for your group). Once he/she answers, he/she will throw the spool to another participant with a question. This process continues until a web is formed.

1. If you had a time machine that would work only once, what point in the future or in history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try to save?
4. If you could talk to any one person now living, who would it be and why?
5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting), which would it be and why?
6. If you were an animal, what would you be and why?
7. Do you have a pet? If not, what sort of pet would you like?
8. Name a gift you will never forget.
9. Name one thing you really like about yourself.
10. What's your favourite thing to do in the summer?
11. Who's your favourite cartoon character, and why?
12. Does your name have a special meaning, or were you named after someone special?
13. What is the hardest thing you have ever done?
14. If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?
15. What was the best thing that happened to you this past week?
16. If you had this week over again, what would you do differently?
17. What is the first thing that comes to mind when you think about God?
18. What's the weirdest thing you've ever eaten?
19. If you could ask the Prime Minister to change one problem of your country today, what would you like him to change?
20. What book, movie, or video have you seen/read recently that you would recommend? Why?


<sup>11</sup> More games: [https://insight.typepad.co.uk/40\\_icebreakers\\_for\\_small\\_groups.pdf](https://insight.typepad.co.uk/40_icebreakers_for_small_groups.pdf)

## ANNEX C: UNDROP

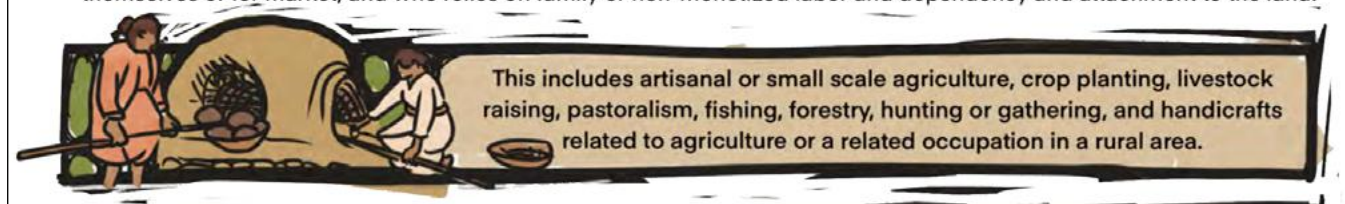
### United Nations Declaration on the Rights of Peasants and Other People Working in Rural Areas

We can print all these images as cards and use it to initiate discussion. You can download the book from here for further information: <https://viacampesina.org/wp-content/uploads/2020/04/UNDROP-Book-of-Illustrations-1-EN-1-Web.pdf>.

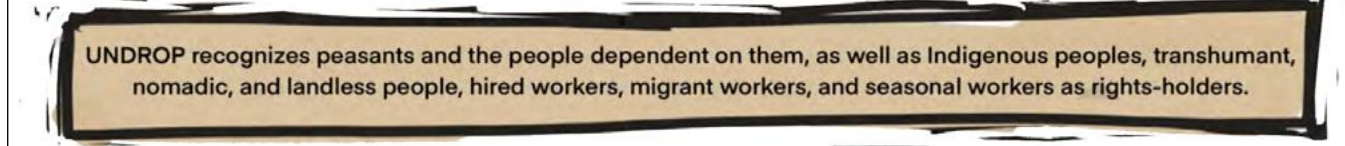
Who are rural communities? Who are peasants?



In Article 1, UNDROP defines a peasant as someone who does small-scale agriculture by themselves or in community, for themselves or for market, and who relies on family or non-monetized labor and dependency and attachment to the land.



This includes artisanal or small scale agriculture, crop planting, livestock raising, pastoralism, fishing, forestry, hunting or gathering, and handicrafts related to agriculture or a related occupation in a rural area.



UNDROP recognizes peasants and the people dependent on them, as well as Indigenous peoples, transhumant, nomadic, and landless people, hired workers, migrant workers, and seasonal workers as rights-holders.

What are the challenges they are facing?



Land expropriation, evictions and forced displacement



Gender discrimination

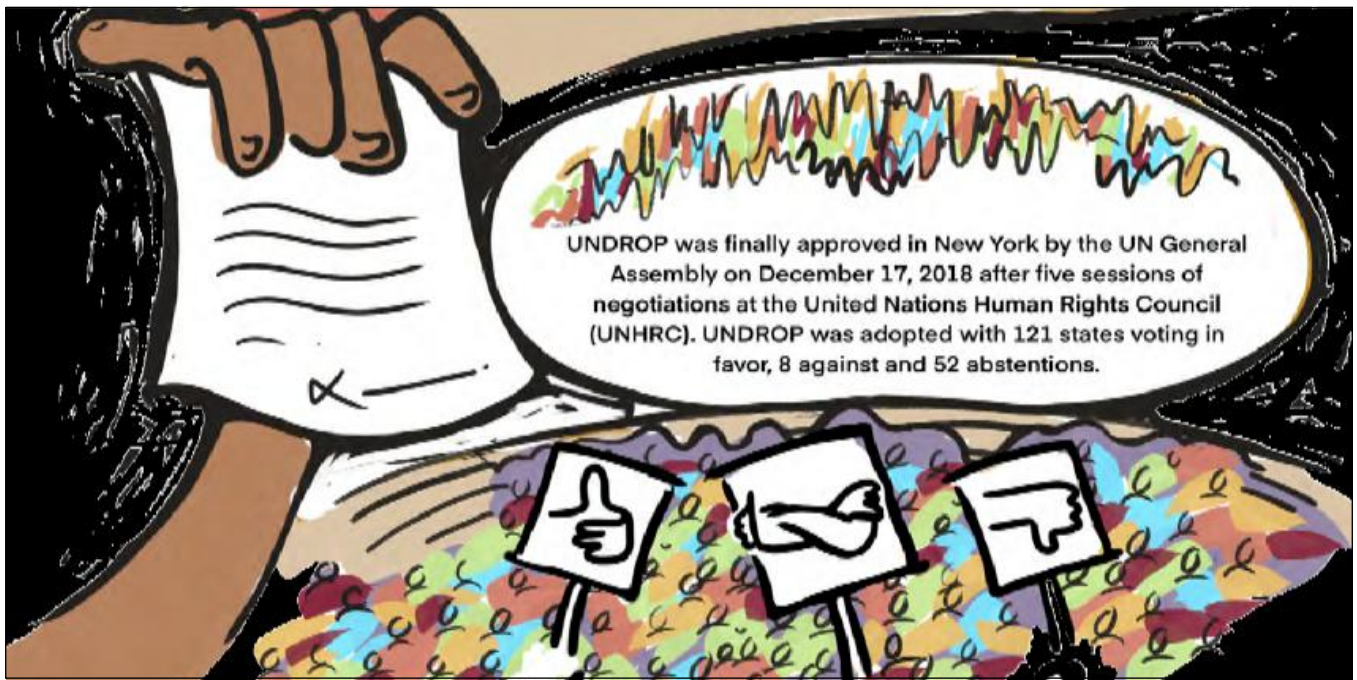


Absence of agrarian reform and rural development policies



Absence of minimum wages and social protection

## What is UNDROP?



## What are rights given to the peasant?

UNDROP is historic because for the first time, peasants are internationally recognized as political, rights-holding subjects, emphasizing the challenges they face and the special relationship they have with nature. Importantly, UNDROP explains the international community's commitment to protect, fulfill, and respect peasants' human rights, including the recognition of:

- The rights of peasant women and other women working in rural areas.
- The right to seek, receive, develop and impart information, among others, about processing, marketing and distribution of their peasants' products.
- The right to access to justice.
- The rights to land, seeds, biodiversity, water, and other natural resources.
- The right to food and the right to be free from hunger.
- The right to food sovereignty and the collective right to a healthy environment.
- The right to an adequate standard of living.
- The right to social security, the right to health and the right to housing.
- The right to education, and the right to adequate training suited to the specific agroecological, sociocultural and economic environments in which peasants' find themselves.
- The right to enjoy culture and pursue cultural development freely.

## ANNEX D: AGROECOLOGY AND FOOD SYSTEM TRANSFORMATION

Agroecology as defined by FAO, is an integrated approach that simultaneously applies ecological and social concepts and principles to the design and management of food and agricultural systems. It seeks to optimise the interactions between plants, animals, humans and the environment while taking into consideration the social aspects that need to be addressed for a sustainable and fair food system.

The agroecological approach is described through 13 principles.



Among these 13, seven are embedded into production and production management at the agroecosystem level (further clubbed into improving resource efficiency and strengthening resilience). Rest of the 6 are at the food system level and ensuring social equity and responsibility of groups and individuals.



Principle	What does it mean	Example
<b>Improve resource efficiency</b>		
<b>1. Recycling</b>	Preferentially use local renewable resources and close resource cycles of nutrients and biomass as far as possible.	<ul style="list-style-type: none"> <li>• Nitrogen- fixing cover crop and leguminous green manures, crops sown for mulch</li> <li>• Recycling domestic, municipal, industrial wastewater, use of desalinated water</li> <li>• Bioenergy from corn stalk, rice husk, slaughter waste, third generation biofuels</li> <li>• Biogas from manure, organic agricultural waste</li> <li>• Mulching</li> </ul>
<b>2. Input reduction</b>	Reduce or eliminate dependency on purchased inputs and increase self-sufficiency	<ul style="list-style-type: none"> <li>• Improved monitoring, precision agriculture to reduce synthetic fertiliser</li> <li>• Compost, manure, cow dung</li> <li>• Cover crop for weed suppression</li> <li>• Use of insect sex pheromone, plant extract that attract insect pests to traps, neem spray, wood ashes</li> <li>• Mixed cropping, crop rotation</li> </ul>
<b>Strengthen resilience</b>		
<b>3. Soil health</b>	Secure and enhanced soil health and functioning for improved plant growth, particularly by managing organic matter and enhancing soil biological activity	<ul style="list-style-type: none"> <li>• Cover crops to reduce soil erosion, run-off, improve soil drainage, increase soil organic matter</li> <li>• Reduced tillage: conservation or no-till practices, direct seeding</li> </ul>
<b>4. Animal health</b>	Ensure animal health and welfare	<ul style="list-style-type: none"> <li>• Species-appropriate husbandry</li> <li>• Improved monitoring, vaccines that reduce the need for antibiotics</li> <li>• Animal breeding using conventional breeding</li> <li>• In-situ fodder/feed preparation</li> <li>• Increasing free grazing and improved shelter</li> </ul>
<b>5. Biodiversity</b>	Maintain and enhance diversity of species, functional diversity and genetic resources and thereby maintain overall agroecosystem biodiversity in time and space at field, farm and landscape scales.	<ul style="list-style-type: none"> <li>• Development of local breeds/varieties, local seed system, seed banks, participatory breeding</li> <li>• Conservation of forest fragments around agricultural lands</li> <li>• Pollinator friendly flower strips</li> <li>• Sustainable shifting cultivation, management of heterogeneous landscape</li> <li>• Agroforestry</li> </ul>

Principle	What does it mean	Example
<b>6. Synergy</b>	Enhance positive ecological interaction, synergy, integration and complementarity among the elements of agroecosystems (animals, crops, trees, soil and water).	<ul style="list-style-type: none"> <li>• Agroforestry: diversified farming system integrating crop production and trees</li> <li>• Integrated crop-livestock systems: fish-duck-rice system, silvopasture</li> <li>• Reforestation/restoration/ preservation of natural habitats with clear benefits for agricultural production, diversified land-use or alternate flowering at the landscape level to improve pollination services, windbreaks, soil erosion control e.g. using hedgerows, half-moon, terracing, stone bunds, contour bounding</li> </ul>
<b>7. Economic diversification FA, FO</b>	Diversify on-farm incomes by ensuring that small-scale farmers have greater financial independence and value addition opportunities while enabling them to respond to demand from consumers.	<ul style="list-style-type: none"> <li>• Project exploring diversification of the production (temporal, nutritional), diversification of work type, access to markets, impact of access to local food on farmers' resilience.</li> <li>• Other topics: interactions between agriculture and the wider economy, agritourism</li> </ul>
<b>Secure social equity/responsibility</b>		
<b>8. Co-creation of knowledge</b>	Enhance co-creation and horizontal sharing of knowledge including local and scientific innovation, especially through farmer-to-farmer exchange.	<ul style="list-style-type: none"> <li>• Farmer-to-farmer programmes, farmers' groups to share experiences, bottom-up models of technology transfer (participatory ICT tools), social media groups, community of practices</li> <li>• Farmer field schools, climate field schools, participatory research designs, integrate producer's knowledge of agricultural biodiversity and management experience (to research)</li> <li>• Reducing gap between universities and practice</li> </ul>
<b>9. Social values and food traditions</b>	Build food systems based on the culture, identity, tradition, social and gender equity of local communities that provide healthy, diversified, seasonally and culturally appropriate diets.	<ul style="list-style-type: none"> <li>• Diversification of crop production with a nutrition focus</li> <li>• Collective action targeting women, creating opportunities for commercialization, participation in producer groups &amp; education, developing higher levels of autonomy</li> <li>• Self-organisation, associations, capacity to stand for labour rights, land rights, strengthen self-empowerment</li> </ul>
<b>10. Fairness</b>	Support dignified and robust livelihoods for all actors engaged in food systems, especially small-scale food producers, based on fair trade, fair employment and fair treatment of intellectual property rights.	<ul style="list-style-type: none"> <li>• Policies making rural areas and professions more attractive for youth, structural transformation to boost youth labour demand, promote entrepreneurship and access to productive resources</li> <li>• Policies and programmes that promote inclusive market systems, fair trade, fair employment, fair treatment of intellectual property rights</li> </ul>

Principle	What does it mean	Example
<b>11. Connectivity</b>	Ensure proximity and confidence between producers and consumers through promotion of fair and short distribution networks and by re-embedding food systems into local economies.	<ul style="list-style-type: none"> <li>• Community-supported agriculture (CSA), re-localisation of food systems and markets within same territories, engagement of communities and businesses in sustainable operations.</li> <li>• Common Facility Centre for processing food locally</li> <li>• New innovative markets, participatory guarantee schemes (PGS), ecommerce schemes</li> <li>• Local producers' markets/more traditional territorial markets,</li> <li>• Denomination of origin labelling and certification</li> </ul>
<b>12. Land and natural resource governance</b>	Strengthen institutional arrangements to improve recognition and support of family farmers, smallholders and peasant food producers as sustainable managers of natural and genetic resources.	<ul style="list-style-type: none"> <li>• Payment for ecosystem services, biodiversity-friendly agricultural regulation and subsidies</li> <li>• Recognition of traditional rights over natural resources</li> </ul>
<b>13. Participation</b>	Encourage social organisation and greater participation in decision-making by food producers and consumers to support decentralised governance and local adaptive management of agricultural and food systems.	<ul style="list-style-type: none"> <li>• Evidence-based policy planning, support and strengthen science-policy interfaces</li> <li>• Self-organisation, associations, capacity to stand for labour rights, land rights, strengthen self-empowerment</li> <li>• Support multi-stakeholder policy dialogues (integrate CSO/farmer's organisations' demands)</li> </ul>

To understand farm interaction, we can play the game below with the changemakers.

1. Stand in a circle, and each person must choose the name of something found in the garden or something that could potentially be in the garden. Remember the chosen name. Ensure that most of the food groups are covered, assigning one as the kitchen and another as the market.
2. Next, take a rope and tie it to the finger of one participant (for example, moringa). Ask that person if they can name someone in the group to whom they could offer something (for instance, moringa leaves for a goat as fodder). Connect the rope to the second person (the goat), and then repeat the process by asking the second person to name someone else in the group. Continue connecting the rope in this manner to create a network.
3. Now, discuss the following questions:
  - Who is considered the most important in the network, and how is this determined? Why are they considered important?
  - What feelings arise from observing the network?
  - Can this concept be applied to our daily lives?

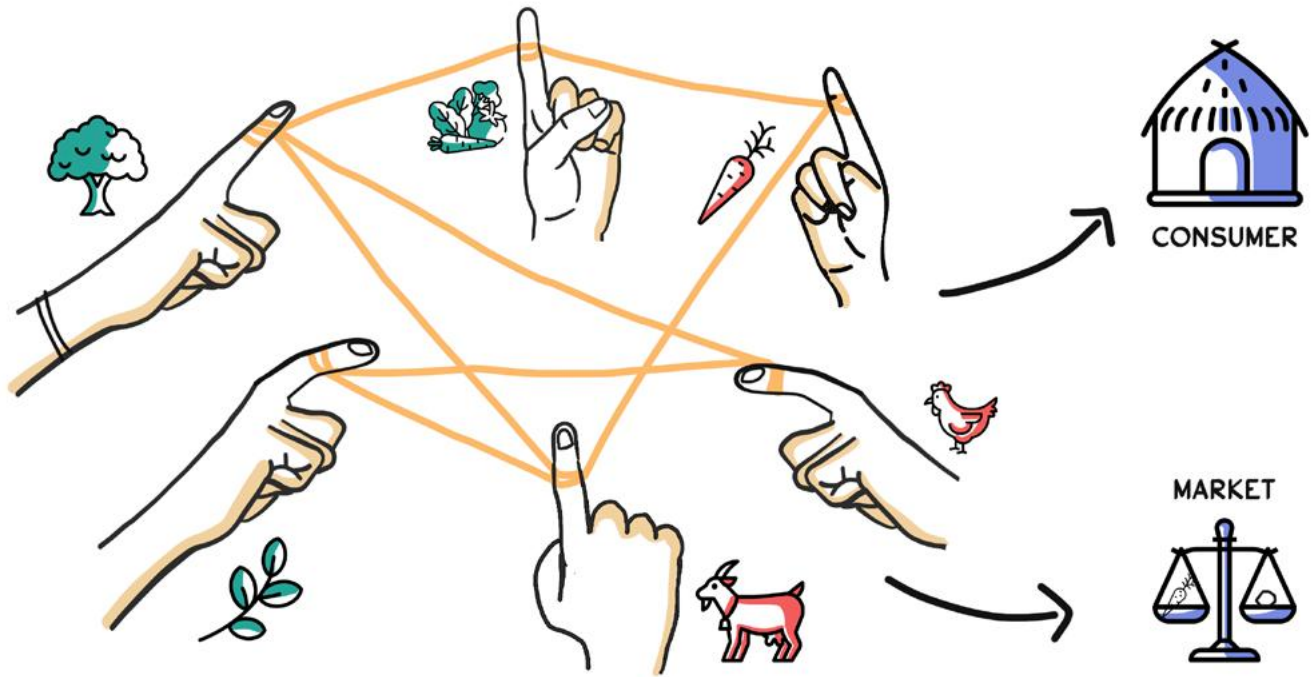


FIG 20: FARM INTERACTION GAME AS CONDUCTED BY SWI, NEPAL

## ANNEX E: PROBLEM SOLVING THROUGH CREATIVE AND CRITICAL THINKING

You can try these games, and then discuss – why it is important to think out of the box.



### Paper clip test

The paper clip test is a thinking exercise that is usually done with multiple people at a time. In this activity, groups receive a box of paper clips and find as many uses for them as possible, apart from holding papers. Groups then share their ideas with the rest of their coworkers. This innovation can lead to an increased number of original ideas on work projects.



### If You Build It

It is a very flexible game that allows students to think creatively. To start this activity, divide students into groups. Give each group a limited amount of resources such as pipe cleaners, blocks, and marshmallows etc. Every group is supposed to use these resources and construct a certain item such as building, tower or a bridge in a limited time. You can use a variety of materials in the classroom to challenge the students. This activity is helpful in promoting teamwork and creative skills among the students.



### Save the Egg

Make groups of three or four in the class. Ask them to drop an egg from a certain height and think of creative ideas to save the egg from breaking. Students can come up with diverse ideas to conserve the egg like a soft-landing material or any other device. Remember that this activity can get chaotic, so select the area in the school that can be cleaned easily afterward and where there are no chances of damaging the school property.

## ANNEX F: SAFEGUARDING CHILDREN AND YOUTH IS EVERYONE'S RESPONSIBILITY

In order for children and youth to actively participate in decision-making processes for agroecological change, their engagements with the adult world must be safe. This is especially so in contexts where youthful idealism and engagement happens vis-à-vis social inequalities. If the special trust of children and youths that has been carefully earned and built is exploited and safeguarding standards fail, immense damage is caused with long-term effects on the lives of children, their families and communities.

### Children are abused in every country in the world!

Children are abused in **all types of organisations:** in relief and development programmes, by peacekeepers, in detention centres, in institutional care, in refugee camps, schools and sporting organisation amongst others

The most **vulnerable children** are the most at risk and least likely to have someone to turn to for help

All organisations have a responsibility to protect children by implementing **international child safeguarding standards**

Most violent acts against children are carried out by **people they know and should be able to trust**

A child dies as a result of **violence every 5 minutes**

All children have a **right to be protected** from abuse under the United Nations Convention on the Rights of the Child

Almost **200 million children** have been victims of sexual abuse



#### What is child safeguarding?

Child safeguarding is specifically focused on preventative actions to ensure that all children are protected from deliberate or unintentional acts that lead to the risk of or actual harm. The goal of child safeguarding is to create and maintain a safe culture that is child-focused and community-driven through sustained and meaningful engagement with children, their families, communities and all representatives.

For organizations child safeguarding is a commitment to be a safe organization for children. Child Safeguarding Policies and Procedures along with a Code of Ethics are the foundation for safe programming and a commitment to first prevent harm and abuse and then report and respond whenever concerns arise.

#### What is the difference between child safeguarding and child protection?

Child safeguarding is about making organizations and their activities safe for children. Child safeguarding refers to an institutionalized mechanism of policies, procedures and practices making the organization safe for all children they work with. Child safeguarding looks at all fields and processes of action done in a project and makes sure that children's rights and well-being are at the center of everything we do.

Child protection is about making the world safe for children. It refers to actions done to protect specific children from concerns of risk or harm beyond or regardless of organization structures.

**How can Child Protection Policies really make a difference?**

- **Development of own child safeguarding policy/Common understanding and commitment within the organization:** A child safeguarding guideline can only be useful and successful if it really fits the reality of the organization and its target group. Therefore, it is important to develop a guideline in a participatory way within the organization (instead of copying another's organization's guideline). Children and Youth shall be heard, integrated and consulted at all stages.
- **Capacity building to empower the people:** Active Child Safeguarding is more than a written document. We understand Child Safeguarding as a tool to empower, raise awareness and build capacities within the organization and its target groups. The guideline should become a living document.
- **Case management:** Clear procedures and clear responsibilities are important to cultivate a culture of transparency and open feedback to learn how to handle cases and how to bring up complaints.
- **Accountability:** The guideline should reflect a process where evaluation and adaptation are part of a living document. To exchange learnings and build up networks is essential for the process.

**How do we get started?**

If you want to set up your own child safeguarding policy you can find some guidance here:

<https://www.keepingchildrensafe.global/wp-content/uploads/2023/09/KCS-Developing-Child-Safeguarding-200218.pdf>

If you feel there is a need to assess your existing policy you find a self-assessment and other tools here:

<https://www.keepingchildrensafe.global/resources/>

## ANNEX G: CAPTURING MOMENTS RIGHT - PHOTOGRAPHY GUIDELINES

1. Ask before you click.
2. Avoid taking photos of children, especially if they are not fully clothed.

Remember:

- Light: Ensure that the light or sunlight falls on the subject and is behind the camera to avoid dark images.
- Focus: Even if your display appears focused, it does not guarantee that the photo will be focused. When using a smartphone, touch the screen where you want the camera to focus.
- While sharing – mention:
  - » Location
  - » Date
  - » One line to describe the photo



Well focused



Wrongly focused



A top view can give full context



Do not click from back



The same picture as one on the right , but is more interesting because all characters are in frame



Do not cut someone out from the frame





Close ups are interesting and help to give importance to the subject of the photo



Action photo is better than a made up photo



Clicking from below ( low angle) tells a story and creates a magnified impression



Focus is on the diversity of food - foreground



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra



DKA Austria  
Hilfswerk der Katholischen Jungschar

**“commutiny”**  
the youth collective

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