

INTRODUCTION OF THE PHILOSOPHY OF THE COURSE

Objectives of this unit are:

- Participants and facilitators introduces themselves
- to understand the background and objectives of this training.
- to motivate training participants to build cooperation's for food security.

Reference: the program background

Duration: 450 min., 7,5 hours, 1,25 days

No.	Subject	Sub-Subject	Objective	Method	Media	Time
1	Self-introduction of participants		Participants get introduced to each other.	Game		120 min
2	The role of the Community Mobilizer		Participants get to know the role and the duty of the community mobilizer	Presentation Group discussion and presentation Game	Flipchart Board marker Meta plan papers White board	90 min
3	The program philosophy	Explanation about the background of the project. What do you know about the objective of the project Why it is important to Identify the rural problems.	Participants should reach a comprehensive understanding what means of the objectives of the project, and who are the target group, why them?	Presentation Group discussion and presentation Game	Flipchart Board marker Meta plan papers White board	240 min

TEAM BUILDING CURRICULUM

Objectives:

At the end of this unit, the participants will be able to:

- form a group of participants in the classroom.
- apply a way to the participants to invite other people to work together.
- get skills to build a group in the community and to maintain them.

Reference: Lesson plan prepared by Emma Kolopita, FSP Baucau- Viqueque

Pretty J et al. (1995): A trainers Guide for Participatory Learning and Action, International Institute for Environment and Development, IIED London, ISBN 1 899 825 00 2

Duration: 750 min., 12.5 hours, 2.5 days

Material: Flipchart, Board markers, Meta plan papers, White board, InFocus, Laptop

No.	Subject	Sub-Subject	Objective	Method	Media	Time
1	Introduction of teambuilding	What does it mean?	Participants understand the principal of teambuilding	Presentation Group discussion		60 min
2	Process of team building	How to form a working group? What kind of structure is needed? Who takes the initiative? What kind of skills is needed to form a group? What is the advantage to work together?	Participants understand what kinds of obstacles are faced and which support it needed to form good working groups. Will understand the effort to work together and how to influence a community to work together.	Presentation Group discussion and presentation Game: Cooperative square Role play	Game preparation	180 min
3	Maintain teams and working groups	How to motivate participants' spirit for working together.	Participants know the ways to maintain good team working.	Presentation Group discussion Game: Policeman	Game preparation	240 min
4	Minimize conflicts	Reduce conflicts by understanding the background of conflicts within family, neighbourhood, community meetings etc.	Participants are able to understand, consider and respect the interest of other people.	Game: win and loss	Game preparation	270 min

BASIC COMMUNICATION CURRICULUM

Objectives:

At the end of this unit, the participants will be able to:

- know the ways how we communicate with other people
- know the elements of the communication
- know all factors, which can support a good communication within the community
- know how they organize a meeting in village and aldeia
- have skills in having a speech

Reference: Lesson plan prepared by Emma Kolopita, FSP Baucau- Viqueque

Duration: 720 min., 12 hours, 2.5 days

Material: Flipchart, Board markers, Meta plan papers, White board, InFocus, Laptop

No.	Subject	Sub-Subject	Objective	Method	Media	Time
	General introduction of communication	Distortion/ obstacle in communication	Participants understand factors that cause miscommunication - understand factors that contribute to good communication - practice good communication	Presentation Group discussion and presentation Singing Game	Game preparation	180 min
		One and two ways communication	Participants understand the weakness in one way communication - realise the strengths of two ways communication and practice it.	Presentation Group discussion and presentation Game	Game preparation	180 min
		Preparation and conduction of meetings	Participants understand and are able to demonstrate the ways of preparation and conduction of a meeting.	Presentation Group discussion and presentation Game	Game preparation	360 min

COMMUNITY PARTICIPATION CURRICULUM

Objectives:

At the end of this unit, the participants will be able to:

- understand the meaning of participation
- get introduced in and know how to apply techniques, which are needed for the participation process in a village
- know the ways of designing a development plan at village level

Reference: Lesson plan prepared by Emma Kolopita, FSP Baucau- Viqueque

Duration: 1080min., and 2 days field study, 27 hours, 5 days

Material: Flipchart, Board markers, Meta plan papers, White board, InFocus, Laptop

No.	Subject	Sub-Subject	Objective	Method	Media	Time
1	Participation	What is participation?	Participants understand and having consensus of the meaning of participation	Brainstorming Group discussion and presentation	Paper	90 min
2	The principles of community participation	How do we get the participation from people?	Participants know the principles of community organisation.	Presentation Group discussion and presentation Game	Game preparation	180 min
3	PRA techniques to reach better community participation	Village mapping Identify resources in community	Participants understand that there are tools/ techniques needed to get community participation. Participants understand and practice the techniques.	Presentation Group discussion and presentation Field visit	Writing Books White papers Pencils	90 min and 1 day field study
4		Seasonal calendar Identify resources in community	Participants know the local resources that are available in villages and aldeais.			90 min and 1 day field study
5		How to organise community	Participants understand and are able to demonstrate how to organise community.	Presentation Game	Game preparation	270 min
6	Working plan activities	Introduction of making use of the results from seasonal calendar and village mapping	Participants know the ways of designing a development plan at village level	Preparation of a working plan in groups		360 min

NUTRITION AND HEALTH CURRICULUM

Objective:

At the end of this unit, the participants will be able to:

- explain and demonstrate 6 food groups (staple food, vegetable, beans and nuts, fruits, meat and fish, fat)
- understand how to mix foods to get a good nutrition for children under 5 years, pregnant and breastfeeding women
- demonstrate the advantage of food combination to increase protein, Vitamin A, iron and absorb iodium
- practice healthy recipes for different target groups
- understand the special care for pregnant and breastfeeding women
- introduce knowledge of symptoms and prevention of infectious diseases in the community
- understand the important use of baby weighing chart and the sign of malnourished children

Reference: Lesson plan prepared by Emma Kolopita, FSP Baucau- Viqueque

Manual - Basic knowledge in nutrition, health, hygiene and sanitation, AMBau, GTZ 2000,

F.S. King and A Burgess: Nutrition for developing countries, Oxford Medical Publication, Oxford University Press, New York 1996

Duration: 1890min., 31.5 hours, 5.25 days plus 1.5 hours cooking lesson in the afternoon

Material: Flipchart, Board markers, Meta plan papers, White board, InFocus, Laptop

NO	SUBJECT	SUB-SUBJECT	OBJECTIVE	METHOD	MEDIA	TIME
	Basic Understanding of Nutrition	1. Explanation on 6 components of food stuffs.	Participants will be able to explain and demonstrate 6 components of food stuffs.	Presentation Group discussion and presentation	Colour pencils Materials for practicing.	360 min
		2. The advantage of food combination to increase protein, Vitamin A, absorbs iodium, and supreme substance.	Participants will be able to explain and demonstrate the advantage of food combination to increase protein, Vitamin A, Supreme substance, and absorb iodium.	Field work practice		
		3. The way to mix food stuffs all together in order to obtain meals that contain nutrient.	Participants will be able to explain and demonstrate the way to mix food stuffs all together in order to obtain meals that contain nutrient			

	Useful Recipes and amount and quality of food	Infants up to 6 months Children 6-12 months Children under 5 years Schoolchildren Pregnant and breastfeeding women	Participants will be able to explain in which age groups who should get what kind of food (quantity and quality of food).	Presentation Group discussion and presentation Field work practice	Kitchen equipment and food	450 min
		How and what to feed children during sickness	Participants understand that sick children need different care to healthy children	Presentation Group discussion		180 min
	Cooking lesson in the afternoon	Useful recipes Snacks to sell in a kiosk	Participants are able to cook useful recipes and explain it to others.	Demonstration	Kitchen equipment and food	Every afternoon from now
	Pregnant and breast feeding women.	Nursing pregnant and breast feeding mothers. Supreme nutrient that needs during pregnancy. Health risk and anemia (lack of blood). The way to take care of foods to keep clean and safe from the diseases.	Participants will be able to explain in their own words: a) The important things that need to be considered by breast feeding and pregnant women. b) Nutrient that needs during pregnancy. c) Health risk like anemia (lack of blood) for breast feeding and pregnant women.	Presentation Group discussion and presentation		300 min
	Introduction of infectious diseases and prevention strategies in the community	Symptoms and the prevention of diseases, ISPA (Severe Respiratory Problem)	Participants will be able to explain in their own words: a) Various diseases that infect towards up respiratory system. b) Infection symptoms towards up respiratory system. c) Prevent infection towards up respiratory system	Presentation Group discussion and presentation		120 min

		Symptoms and prevention towards Diarrhoea diseases.	Participants will be able to explain in their own words: a) Various diseases that categories as DIARRHOE. b) DIARRHOEA symptoms c) DIARRHOEA prevention	Presentation Group discussion and presentation		120 min
		Knowing symptoms and prevention towards Malaria's diseases.	Participants will be able to explain in their own words: a) Malaria's symptoms b) Malaria prevention	Presentation Group discussion and presentation		120 min
		Knowing symptoms and prevention towards Worm's diseases.	Participants will be able to explain in their own words: c) Worm's symptoms d) Worm's prevention	Presentation Group discussion and presentation		120 min
	Introduction of the baby weighing chart, and the sign of malnourished children		Participants will be able to explain in their own words about the objective and the advantage of baby weighing chart, and knowledge for identifying the malnourished children	Presentation Group discussion and presentation	Buku Livirinho Saude Inian ho Oan (Book on Mother's and Child's Health) Pencils and erasers Flipchart Board markers.	120 min

HYGIENE AND SANITATION CURRICULUM

Objective:

At the end of this unit, the participants will be able to:

- recognize the water comes from which water sources
- understand the risk of water borne diseases
- know how to maintain clean water sources
- know the meaning of sanitation and using latrines
- introduce hygiene behaviour to other people in the community
- understand solid waste and waste water management
- conduct assessment techniques for hygiene and sanitation in the community

Reference: Lesson plan prepared by Carlito Alves, Domingos Pinto, Sonia Freitas Moreira, FSP Baucau and Viqueque

Duration: 840 min, and one field day, 20 hours 3.5 days

Material: Flipchart, Board markers, Meta plan papers, White board, InFocus, Laptop

No	Subject	Sub-Subject	Objective	Method	Media	Time
1	Introduction Hygiene, clean water	Definition and the importance of clean water. Definition and the difference between clean water and drink water.	Participants get introduced to: - importance of using clean water. -water sources and where to take it -difference between clean water and drinking water	Explanation, questions, and discussion	Meta papers and whiteboard	30 min
2		Water sources and risk of borne diseases	Participants understand and may identify risk of dirty water sources	Explanation, drawing pictures, Discussion	Drawing tank	60 min
3		Waterborne diseases	Participants identify and know the behaviour which may cause diseases.	Explanation, drawing pictures , Question, Discussion	Board and Focus	30 min

4		How to prevent diseases	Participants identify and know the good health behaviour that prevents them from sickness.	Explanation, drawing pictures , Question, Discussion	HVS papers, Pictures, board and focus	120 min
5		Use clean water and conduct maintenance to the clean water system.	Participants know how to use clean water and will understand the importance of maintenance clean water system.	Explanation, drawing pictures , Question, Discussion		60 min
6	Introduction Sanitation	The definition of sanitation, the importance of latrines	Participants understand the meaning of sanitation. Participants get introduced to latrines.	Explanation, Question, Discussion	Board and focus	30 min
7		Diseases when latrines are not build properly.	Participants understand and identify diseases which are born by bad sanitation. .	Explanation, Question, Discussion	Pictures, board and focus	30 min
8		Disease prevention	Participants understand how to prevent diseases.	Explanation, Question, Discussion	Board and focus	60 min
9		The type of latrines and its components	Participants know the types of latrines and how and where to build latrines.	Explanation, Question, Discussion	Pictures, board and focus	90 min
10		Use latrines and conduct maintenance to the latrines	Participants understand how to conduct maintenance to the latrines.	Explanation, Question, Discussion		30 min
11		Hygiene behaviour	Participants know that wash hands are very important to our health.	Explanation, Question, Discussion		30 min
12		Solid waste management	Participants know how disease are caused to people and the important of waste management	Explanation, Question, Discussion		30 min

13		Waste water management	Participants understand how to manage waste water and solid waste and make use of it.	Explanation, Question, Discussion		60 min
14		Drama		Explanation, Question, Discussion		60 min
15	Assessment techniques for hygiene and sanitation	The process of 3-H (See, Think/analyse, Action) = (Hare, Hanoin/analiza, Halo/asaun)	Participants practice village mapping to identify water sources and risks for dirty water. Participants understand how to make problems reports. Participants know how to make proposals. Participants will know how to fill the forms of survey on hygiene and sanitation promotion.	Explanation, Question, Discussion	Models	120 min
16	Field Study	Practice the need assessment in the villages concerning hygiene and sanitation situation	<ol style="list-style-type: none"> 1. Participants filling the forms properly according to the process that already taught them. 2. Participants identify problems, about hygiene and sanitation. 3. Participants analyse the problems that already been identified. 4. Participants make reports about the problems that already being identified. 5. Participants develop a plan in solving the problems. 	Practice in local areas	Format-Model about hygiene and sanitation	One day

HOME GARDENING CURRICULUM

Objectives:

1. Participants understand the principles of utilization farm and yard land
2. Participants understand and are able to demonstrate to build a home garden/ back yard garden
 - to provide the participants with a comprehensive knowledge in Home Gardening
 - to increase their food crops and health
 - to utilize local resources sustainable
 - to get introduced which kind of animals could be raised with success
3. Participants understand how to maintain a home garden and get output from it

Reference: Manual by Mr. Ego Lemos, PERMATIL, Dili, Timor Leste

Duration: 3990min., 66,5 hours, 11.0 days

Material: Flipchart, Board markers, Meta plan papers, White board, InFocus, Laptop

No	Subject	Sub subject	Objective	Method	Media	Time
1	Introduction of home gardening	Differentiation between back yard/ kitchen garden and farmland	Participants understand to different use of kitchen garden and farmland Participants realize their resources to have a home garden and integrate a animal system	Brainstorming Presentation Group discussion		360 min
2.	Soil management System	Multiply effective Micro organism (EM4)	Participants learn how to multiply micro organism to use it and manage the land	Explanation Compost practicum Working Group	EM4, red sugar/honey/coco nut water/etc, aqua empty bottles	90 min
		Making dry compost	Participants demonstrate how to use local resources to make and use dry fertilizers for soil management	Explanation Compost practicum Working group	Grasses/ dry leaves, husks, faeces (Dropping animals), ashes, empty bags, machete and shovel	180 min

		Making wet fertilisers	Participants know how to make and manage wet fertilisers.	Explanation Compost practicum Working group Field study	Empty drum, leaves/green grasses, faeces (dropping animals), shovel, machete, ashes	180 min
		How to utilize different mulch	Participants know how to make and manage mulch and not burn the ground.	Explanation Compost practicum Working group Field study	Plant the vegetables/ burning place, leaves/dry grasses, machete, crowbar, hoe, and shovel	360 min
	Irrigation	Drops technique	Participants understand the techniques during dry session.			360 min
4.	Pesticide Control	Integrated pests control	Participants learn how to control pests and diseases not use the poisons	Explanation Group discussion Presentation		120 min
		Traditional system	Participants learn to use traditional knowledge of the community to control pests	Explanation Group discussion Presentation		120 min
		Making organic pesticide	Participants understand how to use local sources to make organic pesticide and to reduce expenses	Explanation Practicum Working group	leaves of bitter trees	120 min
5.	Natural Models of Gardens	Mandala Fish bound garden Round pith garden	Participants learn the different models of garden beds/ plot.	Explanation Practicum Working group	place of paddock, hoe, machete, shovel and crowbar	360 min

	Crop diversification	Multi cropping for home gardens and farmland	Participants understand how and what to plant in their home garden	Explanation		90 min
		Herb cultivation	Participants understand the usefulness to have herbs in their home garden	Explanation		90 min
	Productive living fence		Participants know and are able to build a living fence	Explanation Practicum		180 min
6.	Local seeds management	Local seeds selection	Participants learn how to choose local seeds	Explanation Group discussion		60 min
		Seeds maintenance applying traditional knowledge	Participants understand the importance to save their own seed production (traditional community knowledge)	Group discussion Identify local sources		60 min
7.	Livestock	How to integrate the animals into home gardening	Participants get introduced to the utilization of domestic animals	Explanation Group discussion		120 min
		Disease prevention Introduction of vaccination management	Participants get introduced to livestock disease prevention and vaccination management	Explanation Group discussion		120 min
		Feeding	Participants understand what kind of food should be fed to livestock	Explanation Group discussion		180 min
		Place to keep domestic animals	Participants get introduced to build a place to domestic animals	Explanation Group discussion		120 min
8.	Post harvest analysis	Budget planning for cropping	Participants understand and are able to calculate a budget plan for cropping	Explanation Group discussion		360 min
		Analysis of harvest	Participants how to calculate the outcome of their work from the field.	Explanation Group discussion		360 min