

# ONE NUTRITION TOOLKIT

## FACILITATORS GUIDE



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Improved Nutrition

#HealthierDiets4All

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## GLOSSARY

**Codex Alimentarius:** a joint programme of the World Health Organization (WHO) and Food and Agriculture Organization of the United Nations (FAO), committed to protecting consumer health and promoting fair practices in food trade. The programme provides internationally recognised, science-based food standards, guidelines and codes of practice. (1)

**Dietary Diversity:** the variety of foods or food groups that people consume. This is often used as a proxy indicator of diet quality. The Dietary Diversity Questionnaire (DDQ), is a survey tool that scores the diversity of the food people have eaten over, for example, a 24-hour recall period. (2, 3)

**Enabling Infrastructure (Hard and Soft):** this facilitates provision of essential basic services (e.g., water supply, waste management), implementation of best practices, and achieving goals, such as, food safety standards. Hard infrastructure refers to physical assets e.g., market roofs, drains, water taps, dry and cool room storage, and solar energy. Soft infrastructure includes policies, legislative and financial frameworks, information systems, and skilled people. (4, 5)

**Food Environment:** physical place where consumers make food choices about what they buy, prepare and eat; and where these choices are influenced by cultural preferences as well as what is available, affordable, convenient and marketed well. This can be a fresh food market or a neighbourhood comprising street food vendors, supermarkets, kiosks, and a variety of food markets. The food environment encompasses social, cultural, economic and political dimensions. (6, 7)

**Food Markets:** there are a wide variety of food markets, from wet markets to street food culinary centers, open air retail markets and modern wholesale markets.

**Healthy Diets:** are vital for the health and wellbeing of individuals and communities. According to the WHO, a healthy diet comprises safe food, is appropriate to life stage and reflects four core principles i.e., adequacy (having sufficient food to meet energy and macro- and micro- nutrient needs), balance, moderation, and diversity. Healthy diets include a variety of fruits, vegetables, legumes, nuts, whole grains, starchy foods, healthy fats and beverages (for hydration) e.g., water. A healthy diet is also characterised by having less of the unhealthy foods e.g., sugar, salt, saturated fats and ultra-processed food. (16, 17)

What constitutes a healthy diet can look different on a plate and in food routines because of the variety of consumer preferences based on factors such as, culture, faith, region, national dietary guidelines, and traditional and modern lifestyles.

A planetary health diet, encourages consumers to eat food that is healthy for them and the wellbeing of the environment. This diet includes a the routine consumption of a diversity of food groups, of which half should be fruits and vegetables. It explicitly promotes consumption of more plant-based foods and less animal-source foods. (18)

**Malnutrition:** is a lack of adequate nutrition and a key driver of non-communicable diseases like diabetes 2. It presents in many forms i.e., under-nutrition (wasting and stunting), over-nutrition (overweight and obesity), and micro-nutrient deficiency or hidden hunger (lack of essential vitamins and/or minerals). The 'triple burden of malnutrition' refers to the increasingly occurrence of multiple forms of

These can sell fresh produce only or a mix of dried, on ice, frozen, cooked, and processed foods and beverages. Some markets are retail outlets specifically for farmers and/or vendors selling only organic produce. Other markets sell food and non-food items like ice, kitchen pots, mobile air time, clothing and financial services. Markets can be formally recognised or regarded as informal because of the way they operate and/or the status of their official ownership, management and registered operations. (8, 9, 10, 11)

**Food Loss and Waste (FLW):** food produced for human consumption that is not consumed. FLW is what is lost in quantity and/or quality of food. Food loss refers to what is lost - starting at the farm, wild area, or fishery and as food journeys along the supply chain. Food waste is what is lost at point of food retail (e.g., markets, restaurants, and canteens) and in homes. (12)

**Food Security:** is enjoyed when, "all people, at all times, have physical, social and economic access to sufficient, safe, nutritious food that meets their dietary needs and food preferences for an active and healthy life". (13, 14)

**Food Systems:** the full "range of actors and their interlinked value-adding activities involved in the production, aggregation, processing, distribution, consumption and disposal of food products that originate from agriculture, forestry or fisheries, and parts of the broader economic, societal and natural environments" in which these activities are embedded. (15)

malnutrition in the same home or community. (19)

**Systems Thinking:** an approach to understanding complex problems e.g., unsustainable and unjust food systems. Nutrition outcomes e.g., healthy people or unhealthy people who suffer from malnutrition, are the result of many interacting parts of the food system and no single isolated factors. To solve these problems, policies and actions need a 'whole of society' engagement and the address of multiple leverage points simultaneously e.g., food markets and accessibility to foods that can support health diets. (20)

**Vendors: (also known as `traders`):** individuals or groups who buy and then sell food to other food businesses and/or consumers. This is done in formal and informal settings and transactions.



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## 1. INTRODUCING THE ONE NUTRITION TOOLKIT

ONE Nutrition is a systems perspective that recognises the interconnections between people, food as a source of energy and nutrients, and the environment. The ONE Nutrition Toolkit is a training resource designed to help participants connect their food knowledge, culture, and practices with ONE Nutrition information and best practices needed for people to better access and make choices that support safe, healthy diets and the wellbeing of the environment.

Fundamental to the design of this tool is its simplicity, learning flow and dignified experience. The ONE Nutrition tool complements rather than replaces targeted trainings and certification programmes, like that for food safety. ONE Nutrition training offers facilitators and participants the opportunity to respectfully and insightfully learn more about each other's roles, how they are embedded in their food system, and their daily realities. Notably, the design of this tool promotes two-way rather than top down, one-way learning and fosters critical reflection. This approach supports dignified and applied learning during and beyond the training. It also enables facilitators to gain insights into vulnerable groups' (e.g., low-income vendors and women vendors) nutrition realities and aspirations.

The Toolkit comprises a Facilitator's Guide and a slide deck in \*.pdf formats. Toolkit resources offer facilitators guidance, key messages, and feedback and presentation tools. Lead authorities and/or facilitators are encouraged to customise the toolkit to local contexts, such as urban or rural communities, food cultures, local produce, and environmental conditions. The toolkit can also be tailored to different delivery formats e.g., a two day workshop in an event venue or multiple shorter sessions delivered in a market setting. While training can be further adapted to a variety of participant groups e.g., Department of Health officials, indigenous community farmers, or food market vendors; and the slide deck refined to integrate national dietary guidelines, Halal standards, or key policies e.g., food waste management.

### 1.1. Background and Rationale

The Global Alliance for Improved Nutrition (GAIN) is committed to the mission of, improving the 'consumption of healthier diets for all, especially the most vulnerable, by improving the availability, affordability, desirability, and sustainability of nutritious and safe foods, and reducing the consumption of unhealthy and unsafe foods'<sup>1</sup>.

GAIN's Food Systems Governance programme initially developed the ONE Nutrition Toolkit as a programmatic resource to both empower and learn from local government officials, and urban food market committees and vendors. This work builds on our Keeping Food Markets Working intervention implemented in African and Asian countries during and beyond the COVID-19 pandemic<sup>2</sup>. The experience reinforced that local and city government officials, market leaders and vendors need to be active participants in shaping just and sustainable food systems. Supporting the availability and access to diverse, safe and healthy diets for everyone requires more than technical training. Local actors needed to see their

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1. [www.gainhealth.org](http://www.gainhealth.org)

2. To explore this intervention further, see co-designed policy option toolkits:

<https://www.gainhealth.org/resources/reports-and-publications/policy-options-toolkits>

realities reflected in these discussions, understand equity considerations, and contribute meaningfully to decision-making and solutions.

During the programme inception phase, GAIN needed to decide on whether to deliver a series of thematic trainings on nutrition, food hygiene and safety and food waste with discrete outcomes or to adopt a more integrated approach that aligned better with the goals of locally led action and inclusive food systems governance. This led to the development of our ONE Nutrition training tool. Between 2023 and 2025, GAIN helped officials localise the toolkit and co-facilitated ONE Nutrition trainings of almost 1400 sub-national and local government and urban food market actors, in Kenya, Tanzania, Mozambique and Indonesia (Figure 1).

The tool's technical content is informed by GAIN's nutrition materials, GAIN's USAID EatSafe materials on food safety training, and other referenced literature. While the delivery design is framed by a Participatory Action Research approach - where food systems actors learn together, are attentive to local contexts, and where targeted outcomes include empowered participants who can set and influence agendas (21). For more information on how this tool has been implemented and supports inclusive food systems governance, infrastructure investment, best practices, and network resilience, see our paper, titled, Empowered local agency, infrastructure investment, and governance: a model and case for traditional food markets (4).



**Figure 1. ONE Nutrition activity during trainings session, Bogor (Indonesia).**

### 1.2. Aim

The aims presented here reflect GAIN's interest in local governments and food markets. However, the ONE Nutrition tool is not limited to this interest and can easily be adapted to other focal areas e.g. farmers co-operatives –and include higher levels of government, alongside refined objectives.

This toolkit aims to:

- enhance the ONE Nutrition knowledge and practices of sub-national and local (including city) governments, and food market committee leaders and vendors.
- improve understanding of how these local actors are interconnected within the food system from the viewpoint of the markets, as food environments.
- promote local agency for transformation and more inclusive food systems governance.

### 1.3. Intended Users

The ONE Nutrition toolkit was primarily designed for GAIN programme teams and officials from sub-national and local or city government departments of Health, Agriculture and Trade, as well as other departments with mandates linked to markets. The toolkit can also be used by national government officials, non-government organisations, and researchers.

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For these users the toolkit provides guidance to strengthen their work and prepare them to serve as skilled trainers themselves, and/or equipping them to specifically train government officials, community champions and market leaders in a 'Trainer of the Trainers' format.

Depending on level of adaptation and support provided, including refinements that support varying technical literacy and cultural contexts, the ONE Nutrition toolkit can also be used directly by market committee members, vendor group leaders, women group representatives such as savings, entrepreneurial, or child care groups, and street food vendors and kiosk owners in formal and informal settings.



## **2. LEARNING NUTRITION TOGETHER**

The ONE Nutrition tool combines participants' training with learning about local knowledge, practices and everyday food system relationships from the position of market settings. Delivering this training requires a safe and trusted learning space, where everyone's input is respected. A core principle is to respect diverse ways of knowing and engaging with food, including scientific knowledge, cultural practices and lived experience. The training is also designed to be inclusive, adapting its content and delivery to the needs of different participatory groups. For example, the level of technical detail and balance between presented knowledge and practical should be tailored to the target audience.

Knowledge in this framework isn't about the power dynamics that can be inherent in science versus traditional knowledge or government regulations versus routine practices. The intention is to encourage greater empathy between different actors (e.g., government officials enforcing food safety versus market vendors who lack access to clean water); and to enable everyone to know more about how they can be part of transforming the markets into places that support availability and access to safe, healthy diets, foster livelihoods prosperity, and positively contribute to the wellbeing of the natural environment.

### **2.1. Critical Participatory Action Research**

ONE Nutrition training incorporates principles of Participatory Action Research, which intentionally facilitates participants collaboration (21). This includes discussing policies and regulations, market operations, social and economic resources, and mapping of existing and aspirational food system relationships. These deliberations, co-constructed maps and reflections are then integrated with new learning that aims to empower participants, inform programme interventions and support local action e.g., improved food hygiene practices in the market/s. Furthermore, this participatory process helps make visible views, forms of knowledge, and practices that are often tacit or sensitive. A key targeted outcome of this approach is the mobilisation of participants as champions of healthy diets in their market related activities and in their informed, influencing of decisions and policy (4).

Critical thinking and reflection are important elements in the design of the ONE Nutrition tool. This involves critical listening, sharing and considering what other participants – as individuals or as groups – communicate. For example, what they consider as a typical meal and later an aspirational healthy meal, and why. This helps ground new knowledge about healthy diets in the realities of participants lives. Reflection moments in the training are designed for the same purpose. Both these elements ensure that participants are active learners and are busy sense making through-out the training and beyond.

### **2.2. Who Participants Are and the Local Context**

Those responsible for refining and localising the tool, such as Department of Health officials and training facilitators, must decide on the appropriate level of detail, technical complexity, and use of visual and activity-based methods in the training. They must also determine participant composition and the most suitable delivery format for each target group, whether through a one-day workshop or a series of shorter sessions. These decisions shape the number of slides used and how the content is adapted. Adaptation should reflect local context, including climate, biodiversity, water resources, food production systems, consumption patterns, food waste practices, socio-economic conditions, legislation, culture and religion.

Extensive preparation, including role-play facilitation, is essential before delivering ONE Nutrition training. Facilitators should be thoroughly familiar with the localised version of the tool and skilled in moderating sessions, able to assess when activities require further adaptation, support inclusive participation, ensure informed consent is applied (including when taking photographs and engaging vulnerable communities), and apply best data management practices.



### 3. NAVIGATING THE TOOLKIT

This section provides users with an overview of the core ONE Nutrition training components with reference to the slide deck. Guidance is offered on localising the tool, group size and composition, and facilitation. Starter-kit checklists to help facilitators prepare to deliver ONE Nutrition training (Annex 1) and data management (Annex 2), as well as exemplars of participant arrival and table registration forms (Annex 3), and a feedback questionnaire (Annex 4), are included in this Facilitators Guide.

It is valuable to note that:

- the training is designed for individual and group activities; and can be delivered as a single workshop in a venue or multiple sessions a field context (e.g., a market);
- for training sessions involving more than eight participants, multiple facilitators are needed - and where relevant additional note takers. In these cases, preparation needs to ensure that there is at least one lead facilitator and several other table facilitators; and
- this training requires technical and skilled facilitation as well as thorough preparation - which may also include "role play" practice and setting up data capture files (e.g., excel sheets).

#### 3.1. Training Structure

There are nine key parts to delivering the ONE Nutrition training, starting with participant recruitment, and ending in post training engagement. The slide deck is part of this implementation journey. Further details on how to use the slide deck are presented in Section 4.

The information and activity content in the slide deck provides structure to the training. However, it is the quality of facilitation that enables meaningful engagement and ensures the attainment of learning objectives. Facilitators play a key role in setting clear expectations, creating inclusive and respectful spaces for engagement, guiding participants through activities, and supporting the synthesis of learnings into insights that inform, empower, and drive action.

#### 3.2. Content Flow

ONE Nutrition training comprises five content sections which are clearly signposted in the slide deck. Each section has information and activity slides (see Section 3.3). It is important to note that activities are paired with complementary information, either before or after, depending on the learning objectives for that section. In some instances, information slides are presented first, followed by an activity to explore concepts in greater depth e.g., the market as a hub in the food system. Elsewhere, an activity may be used to connect participants realities ahead of sharing information slides that also provide further context and aim to expand understanding. This approach ensures that learning is active e.g., sparking sense making with participants realities and is engaging.

#### 3.3. Information and Activity Slides

The slide deck has information and activity slides. For both, there are opportunities to localise the slides by inserting photographs, pictures and/or mention of local foods. These inputs need to be aligned with best practice e.g., references. Guidance on how and what to insert is provided in pink action boxes on the relevant slides. Slides 27 and 111 are examples of slides which can be localised.

Information slides, present key concepts, knowledge, and practices related to food systems, nutrition, food hygiene and safety, and food waste. Throughout each of the core sections, these slides enable facilitators and participants to dive into the new learning content. Examples of information slides are slide 20 and 72.

In addition to verbally presenting these slide, where appropriate and time permitting, facilitators should include brief prompts for discussion to further support understanding. How much detail and what type of contextual information (e.g., Halal guidelines) needs to be included (or not) in these slides is a key localisation activity for officials and facilitators.

Activity slides, are designed to further activate two way learning and more deeply connect with participants sense making. There are a variety of activities, with clear instructions on the slides - from mapping food systems to critical reflection questions. These activities also help participants feel seen, heard, and valued. Slides 14 -16 and 92 are examples of activity slides.

Facilitators are encouraged to clearly explain activity instructions and to support participants during the activity without unduly influencing them or inferring a bias to any 'interpretations' as well as asking follow-up and probe questions. Ensuring sufficient time to complete the activity/ies, and to synthesise insights with participants.

In localising the delivery of the ONE Nutrition training, officials and facilitators need to consider whether and which activities should be individual or group activities. This is in part determined by who the participants are, what the learning objective is, and how much time there is for each activity in the context of the training programme e.g., a one day workshop programme has less available activity time than that of a two day workshop; and trainings that preference activities over detailed information slides, offer more available activity time. TIP: It is useful, to come to the training session prepared with printouts of the activity instructions and the necessary materials such as A3 paper, pens, felt pens, and sticky notes.

Further guidance: on facilitating the activities in the slide deck is provided in Section 5; and additional notes on ONE Nutrition facilitation can be found in Section 6.

### **3.4. Flow of the Slide Deck**

ONE Nutrition training has a particular flow that is reflected in the sequence of different topic and activity slides in the slide deck. This design engages participants, and connects systems learning to their lives and the environment. It also avoids top down learning by not, for example, introducing national dietary guidelines or the scientific details about a healthy diet, at the start of the training. In adapting the slides and delivery programme, it is important to remain consistent with this flow and to ensure the pacing of the training balances time for participants to share their existing realities and views and to co-construct maps with new information and critical reflection.

Smooth transitions between slides and activities, by skilled facilitators maintains the session flow, and should be supported by verbal cues and/or sense-making statements.

"Thank you for sharing this plate drawing of what you usually eat. Now, we will explore what a planetary health diet is and what that could look like for you if there were no barriers to accessing any food."

### 3.5. Localising ONE Nutrition Training

The ONE Nutrition Toolkit is designed to be localised to the delivery context including nutrition priorities, languages, cultures, available and preferred foods, and market places while maintaining the integrity of key learning objectives. Careful adaptation helps ensure that sessions are relevant, engaging, and actionable for diverse participants.

**Language:** Where meaningful, offering the toolkit in one or more local languages can significantly enhance understanding, inclusion, and the potential to scale or transfer the training e.g., to other cities and markets. This includes language versions of the Facilitators Guide and the slide deck and the main delivery training language.

Language choices should also be sensitive to local phrases and names e.g., local names of particular foods, how markets are referred to, and policy names etc. These adaptations can be integrated directly into the slide content or added as clarifying notes or footnotes, where helpful.

**Target users and participants:** The Toolkit is designed to be used by and to engage a wide range of food systems actors across urban and rural contexts, and across a range of socio-economic settings. Training champions and participants may include small-scale local farmers, Micro, Small, and Medium Enterprises, community health workers, market vendors, non-governmental organisations, government officials and policymakers. Those who localise the toolkit and deliver the training need to consider participants' roles, gender (and other social identities), knowledge, and priorities when localising the slides.

**Culture, faith and practice:** Food culture and faith based preferences and practices should guide some of the detail of the content and how it is delivered in the training session. This includes consideration of fasting periods, celebratory foods and meal customs, alongside the principles of what constitutes a healthy diet.

**Checkpoints:** when localising this tool - and mindful of time and targeted participant group - inserting additional checkpoints in the slide deck can add to the energy of the learning and support further insights. Checkpoints can be done by quick polls, quizzes and word clouds etc. – by display of raised hands, verbal responses and where technology permits, use of Mentimeter, Kahoot, Slido or similar digital sharing platforms.

Tips for adapting the tool:

- Maintain the integrity of the slide sequence: While adapting content for local context is important, the order of slides should generally remain the same. Adding content may be appropriate, but removing key information pieces or reordering slides is not advised.
- Use locally relevant examples and visuals: Incorporate images of foods, markets, or food preparation practices that resonate with participants. Ensure you have the necessary permissions, or use your own photographs. Even when taking your own photographs, consider your role as a co-designer of localised versions and the contributions of others.
- Apply culturally and contextually appropriate scenarios: Enhance activities (and probes) to ensure the learning experience is more meaningful to participants.
- Align content with participants' prior knowledge and local priorities: Adjust language, examples, and delivery to suit the targeted participant group while maintaining the overall learning objectives.
- Have someone else review your localised toolkit (including the slide deck). Does it make sense to them as a first-time viewer? Is there anything they would modify or add, and why?

### 3.6. Data Management

#### Variety of data

A lot of data is produced, in various forms, from preparation, through to conducting the training itself and post session feedback engagements. How users view data, what it will be used for (e.g., inform an action plan or governance multistakeholder platform deliberations), analytical approach and reporting style influences what data is used, how and when. The specifics of these choices are for those who use this toolkit to make. A checklist to help manage the variety of data is provided in Annex 2.

Data as interpreted in the ONE Nutrition tool comprises the following:

- process information e.g., recruitment mapping and consent.
- basic demographic (descriptive) information e.g., arrival and table registration forms. where roles, gender and age groups of participants can be found (Annex 3).
- annotated co-designed products. This includes tables and maps of food system relationships (e.g., Figure 2) and typical and aspirational (healthy diet) plates of food (e.g., Slides 18 and 32).
- facilitator notes including reflection journals.
- photographs of the drawings (e.g., maps and plates of food) and participation.
- survey data from the end of training feedback questionnaire (Annex 4). Facilitators can choose to conduct a baseline survey at the start of the training although this is not advised (unless conducted outside of the session and to a wider population sample). This is because ONE Nutrition starts with activities that acknowledge participants understanding of how they are embedded in the food system.
- narrative and/or survey feedback from report back (“insight”) sessions following the training/s.



**Figure 2. Women participants working together on ONE Nutrition activities in Arusha (Tanzania).**

### Data quality

Another key task for facilitators is to maintain the quality of the captured data. This includes making sure required details include signatures (or versions thereof) have been inputted by participants (mindful of their right to decline). It also encompasses labelling activity sheets with the Table number, and taking two photographs of each of the output/s once the activity is complete – and then immediately checking on the camera or mobile phone screen that details are in focus. Facilitators need to pro-actively and consistently review the drawings and writing quality of participants to ensure these can be easily read and understood. If not do ask participants to write more notes for clarification on a drawing and/or assign additional participants to the writing task if legibility of the handwriting is a challenge.

TIP: Value the data every moment of the training. Clearly assign data management roles to specific facilitators and analysts. Training and field work like ONE Nutrition is an invaluable opportunity to gather data from key actors in the local food system. However, this data can easily be lost or compromised e.g., a beverage spills on a drawing or a laptop; participants move drawings from one table to another and they are either mislaid or it cannot later be determined which drawing was from which table as no labels; a bag or mobile phone with training data is stolen.

### Informed consent and confidentiality

Informed consent and confidentiality are requirements that cannot be overstated – especially in Participatory Action Research frameworks and when engaging vulnerable communities – including children and youth under 18 years of age. The duty of care requires a greater effort to ensure these requirements are met. When using the ONE Nutrition tool, GAIN has paid extra attention to consent and confidentiality communications during recruitment, arrival registration, the opening by the facilitator of the training session and by way of the table facilitators and the table registration forms (Annex 3, Table 2).

It is always important to let participants know they can opt out at any point of the training session; and that they can choose not to answer a question, not to participate in a co-designing activity and/or not to be photographed. Facilitators can offer participants the option to have their faces blurred in photographs or only hands included e.g., to show co-development of a food systems map. As participants are also working in a co-design and sharing learning space facilitators should stress the need to respect all participants which extends to not specifically identifying an individual/s inputs to those outside of the training session.

When labelling activity sheets such as those with drawings of participants plates of food (e.g. Activity 3, Slide 32), with table numbers, Facilitators must take care to attend to confidentiality requirements. This extends to separating out where table registration forms are kept from a table's activity products developed in the training. When transferring data such as registration form data into excel files confidentiality continues in the form of use of codes or pseudonyms instead of participant names. Facilitators note-taking should also use pre-agreed upon role descriptions (e.g., 'local government representative' or 'market actor' etc.) unless there is agreement to use institutional and market names and other details. Where participants hold highly visible public roles (e.g., mayor, a particular senior

department official), facilitators need to confirm whether that role may be referenced externally or should be generalised under a title like, 'local government leader'. When expecting to use quotes in internal and/or external reports and presentations, facilitators should explain that these will be anonymised (potentially also paraphrased to ensure confidentiality is maintained) - unless explicit permission is given.

For organisations based in the European Union – and even when operating in countries outside of this area, activities must be compliant with the General Data Protection Regulation (GDPR). This privacy law governs the responsible and transparent use of personal data and address data collection, use, secure storage and protection.

Data which will be used for journal articles must be covered by a recognised form of ethics approval (received before conducting ONE Nutrition training) from bodies like an Institutional Review Board, or Independent Ethics Committee or similar (e.g., country specific ethics or research review body, a university, the Helsinki Declaration etc.)

### **3.7. Post Training Report Feedback**

Once the training report is almost finalised or is completed, it is important to provide feedback to participants as well as those who direct and facilitate the ONE Nutrition training. This is fundamental to the participatory approach and ensures a form of social justice and on-going reflective learning. Often this feedback only involves those who directed and/or facilitated the training and not the participants. This is in part due to logistic, time and budget considerations but also a lack of recognition of the importance of involving participants in the report back.

Notably, the goal of this feedback is not to confirm or verify 'facts', but to help participants recognise their views, realities, aspirations and learnings in the report. It also provides an opportunity to clarify perceived misinterpretations, further explore new connections, and encourage critical reflection that can extend into daily practices, decision-making and inputs into inclusive governance processes like multistakeholder engagements.

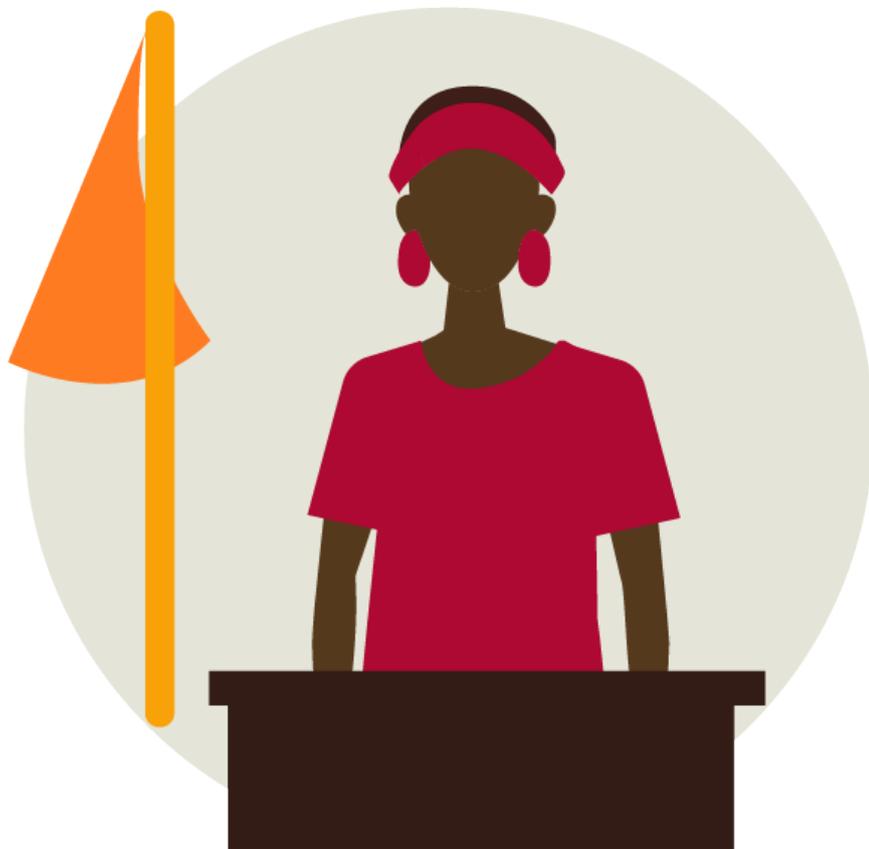
### **3.8. Facilitators**

Lead and table (or group) facilitators have many tasks. They primarily help localise, prepare and deliver the training and might also be involved in data analysis, reporting and post training feedback. These varied activities encompass fostering a safe and respectful learning engagement, time management, helping participants better understand activity instructions and reflection questions, moderating engagements in an inclusive way, probing meaning and clarity, note-taking, photography, and managing the data (e.g., registration forms, original food systems maps that participants draw and photographs thereof, photographs of training session, and feedback questionnaires). Budgets permitting and with access to additional team members (e.g., students), note-takers who observe, take notes and photographs are an optional resource as they provide valuable support, especially when training large numbers of people.

Well trained and prepared facilitators and note-takers are essential to the success of the ONE Nutrition training. This type of training requires familiarisation with the toolkit and pre-training practice as well as enhanced moderation skills. It is worthwhile reviewing the literature on qualitative focus groups (not group interviews) to appreciate how to use skills such as, managing dominant and less heard from participants, and nurturing an engagement where participants feel their inputs are respected and without judgement.

In selecting facilitators it is important to consider who they are and efforts made to sensitise them to the delivery context e.g., consider their possible connections to participants as well as how they might be viewed by participants. Think about: gender dynamics, culture, power relationships, and socio-economic backgrounds. This doesn't necessarily exclude a facilitator but does require attention to how to practically bridge any such connections or perceptions, and to be explicit in the reporting about this.

A feature of ONE Nutrition is for facilitators and programmes to learn from participants. Facilitators can contribute to this by making brief notes, in a reflection journal, from the start to the end of their engagement. These notes are part of the data and should be considered during analysis and/or reporting.



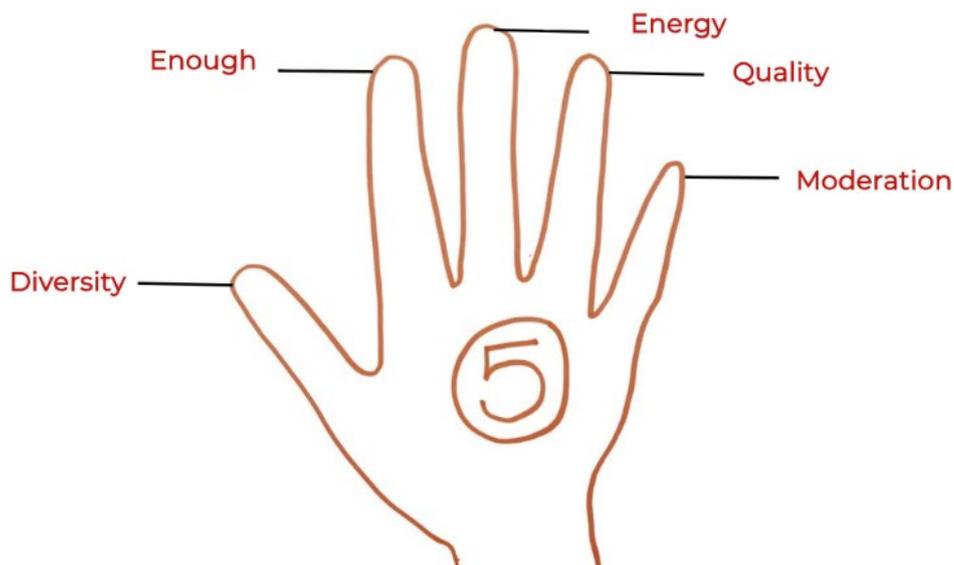
#### 4. CORE SLIDE SECTIONS AND ACTIVITIES

The accompanying ONE Nutrition training slide deck is the backbone of the training session. It offers key content, instructions, visual prompts, and structured activities. Facilitators can approach this training as an integrated learning journey, with each section building on the previous one to foster systems understanding, reflection, and practical application across food systems actors.

Across five core sections (Tables 1 - 5), the slide deck addresses a selection of food system considerations. This is done through the lens of accessible nutrition in food markets. These five sections are:

- introduction to food systems and the food environment;
- nutrition;
- food hygiene and safety;
- food waste; and
- concluding comments and feedback.

The sections on nutrition, food hygiene and safety, and food waste are structured according to an easy to recall Hand Rule of 5. Figure 3 provides an example of the Nutrition Hand Rule – displaying 5 key learning points.



**Figure 3. Nutrition Hand Rule of 5, as used in the slide deck.**

**Table 1: Overview of ONE Nutrition sections**

Section	Slides	Slide Themes and Learning Goal
1 - Introduction: Food Systems	6 - 16	Understanding food systems and food environments in theory and in daily realities, including the many and varied food system relationships of participants.
2 - Nutrition	17 - 63	Section 2 aims to connect with participants knowledge of healthy diets, roles and food practices as well as sharing new information about nutrition e.g., types of food, water, macro and micro nutrients and vitamins. The Hand Rule of 5 points are: Diversity, Enough, Energy, Quality and Moderation.
3 - Food Hygiene and Safety	64 - 90	This section is about learning more about everyday realities, science based standards and best practices regarding food hygiene and safety to ensure the wellbeing and health of communities. The focus is on the marketplace. Learning in Section 3 encompasses consideration of the journey food sold in the market makes from source/s e.g., farms and fisheries to handling and storage in the market and thinking about how food is managed beyond the market e.g. by vendors and consumers. Food hygiene and safety are also about maintaining the nutrient quality of food, extending shelf life, livelihoods of vendors and reducing food waste. The Hand Rule of 5 points are: Clean(lines), Use, Separate, Store, and Communicate.
4 - Food Waste	91 - 118	Section 4 covers food loss and food waste. There is an emphasis on creating more awareness of food waste in markets. The section connects positive nutrition outcomes and income benefits to people with positive environmental outcomes that result from reducing and valorising food waste. The Hand Rule of 5 points are: Manage, Handle, Store, Value, and Share.
5 - Concluding comments and feedback	119 -121	This section provides facilitators and any high level (or designated) officials as well as participant representatives the opportunity to provide closing and thank-you comments; and possibly also to mention next steps. The training concludes with participants completing an (individual) feedback questionnaire - see Annex 4 for an example.

**Table 2: Overview of activities in the Introduction section**

Slide Numbers	Activity	Facilitator Notes
14 - 16	<p><b>Activity 1:</b></p> <p>Identify and describe your local food environment. What foods, actors, and spaces make it up from the view of the market?</p> <p><u>Overview:</u></p> <p>Participants draw or tabulate a map of their food systems interrelationships. This is done from the viewpoint of a market and participants particular food system roles e.g., Community Health Workers or Market vendor. The market is considered a food environment in itself. The maps include one- and two- way and multidirectional relationships that exist before food reaches the market, in the market, and after the food leaves the market (e.g., for human consumption, animal compost etc.)</p> <p>Participants add explanatory notes and add particular details (e.g., local names of foods, other food systems actors and places) on the map</p>	<p><u>Aim of the activity:</u></p> <p>To show facilitators and participants themselves, how they are embedded in their food environment and the wider food system.</p> <p><i>Consider:</i></p> <p>Encourage participants to think beyond physical food flows to address aspects such as social capital, finance, technology, financial, cultural, gender, and power dynamics in their maps.</p> <p>Prompt reflection on differences in market experiences e.g., women vendors and small-scale farmer vendors.</p> <p>Note: The co-created maps developed in Activity 1 are the foundation for later activities in the nutrition, food hygiene and safety, and food waste sections.</p>

**Table 3: Overview of activities in the Nutrition section**

Slide Numbers	Activity	Facilitator Notes
18	<p><b>Activity 2: Draw your typical meal</b></p> <p><u>Overview:</u></p> <p>Participants draw a plate of food that represents a main meal they would typically eat (e.g., Figure 4). To incorporate varying forms of this meal participants can annotate the diagram further. These notes can include insights into the food choices. Drawings should include local food names (with English names – if relevant – in brackets next to the local name).</p> <div data-bbox="479 794 786 1134" data-label="Diagram"> <p>The diagram is a circle titled 'Typical daily Meal'. It is divided into four sections by lines. The top-left section is labeled 'Stiff Pombege (Ugali)'. The top-right section is labeled 'Sardine (Dagaa)'. The bottom-left section is labeled 'Amarantha Vegetables (Mchicha)'. The bottom-right section is labeled 'Beans'.</p> </div> <p><b>Figure 4. Drawing of typical daily meal by women vendors from a market in Arusha (Tanzania)</b></p>	<p><u>Aim of the activity:</u></p> <p>To critical think about what a typical meal is – and make tacit knowledge and practices evident. This activity also aims to respectfully recognise and connect participants dietary realities to learning new knowledge about healthy diets (which follows next in the slide sequence).</p> <p><u>Consider:</u></p> <ul style="list-style-type: none"> <li>• Creating a respectful and safe (non-judgmental) engagement.</li> <li>• Encourage participants to focus on what they actually eat rather than what they think they should eat or say ‘correctly’.</li> <li>• Be attentive to cultural, religious, seasonal, and economic influences on food choices.</li> <li>• Support participants who may be less comfortable with drawing by reinforcing that simple sketches are sufficient.</li> </ul> <p>Note: Activities 2, 3, and 4 are connected.</p>

Slide Numbers	Activity	Facilitator Notes
32	<p><b>Activity 3: Draw a typical meal that you would prefer to eat</b></p> <p><u>Overview:</u></p> <p>Having learnt about what constitutes a healthy diet including a Planetary Health Diet, participants then draw a plate of food that represents a main meal they would like to/aspire to eat. To incorporate varying food choices participants should annotate the diagram further. These notes should also include insights into the food choices. Drawings should include local food names (with English names – if relevant – in brackets next to the local name).</p>	<p><u>Aim of the Activity:</u></p> <p>To apply new knowledge about a healthy diet and Planetary Health Diet to local food preferences and aspirations. This helps concretise learning and reinforces participants agency in sustainable, healthy diets.</p> <p><u>Consider:</u></p> <ul style="list-style-type: none"> <li>• The drawings do not need to be exhaustive in detail.</li> <li>• Allow time for sharing and discussion, prompting reflection on differences between existing typical meals and this aspirational meal, and how these choices relate to availability, cost, accessibility and cultural norms.</li> </ul>
33	<p><b>Activity 4: Reflection Questions</b></p> <p><u>Overview:</u></p> <p>From the position of their food systems role, participants reflect on: barriers to eating a healthy diet; how access to a healthy diet might differ by gender, age, community displacement, health status, or other circumstances; consumption of unhealthy foods; and what they could do to support the consumption of healthy diets.</p>	<p><u>Aim of the Activity:</u></p> <p>Reflection activities aim to deepen learning through critical thinking and connecting new knowledge to participants lives.</p> <p>This activity can be a silent moment (e.g. 5 – 10 minutes) of personal reflection or a group discussion or a combination of silent reflection and then sharing in a plenary open engagement.</p>

Slide Numbers	Activity	Facilitator Notes
34	<p><b>Activity 5: Let's explore together, examples of foods for health diets and how they support health</b></p> <p><u>Overview:</u></p> <p>In this activity, facilitators teach participants about nutrition and the diversity and dietary value of different food groups. This activity involves a series of information slides including slides which have been customised with photographs or pictures of local foods.</p>	<p><u>Aim of the Activity:</u></p> <p>To learn about nutrition and the healthy dietary value of different food groups and foods.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> <li>• Be sensitive to participants' dietary restrictions, cultural preferences, and economic constraints.</li> <li>• Draw attention to market realities where most fresh products do not have nutrition labels on them.</li> <li>• Emphasise practical application: how participants can use this knowledge to make healthier food choices for themselves, their families, or their customers.</li> <li>• Reinforce connections between nutrient-rich foods, daily dietary habits, and broader food system practices.</li> </ul> <p>Note: Activities 5, 6, and 7 complement and build off of each other.</p>
56 - 59	<p><b>Activity 6: Let's explore together the variety of vitamins and minerals needed for a healthy diet</b></p> <p><u>Overview:</u></p> <p>In this activity, facilitators teach participants about nutrition and micronutrients e.g., essential vitamins and minerals. This activity involves a series of information slides including slides which have been customised with</p>	<p><u>Aim of the Activity:</u></p> <p>To learn about nutrition and the healthy dietary value of micronutrients like essential vitamins and minerals and food sources of these nutrients.</p> <p><i>Consider:</i></p> <ul style="list-style-type: none"> <li>• Allow time for sharing and discussion, prompting The activity highlights the concept of 'hidden hunger,' emphasising the effects of micronutrient deficiencies on health outcomes.</li> </ul>

Slide Numbers	Activity	Facilitator Notes
	<p>photographs or pictures of local food sources of vitamins and/or minerals.</p>	<ul style="list-style-type: none"> <li>• Emphasise that even though you can't usually 'see' vitamins and minerals in the food, they are very important to the health and wellbeing of people.</li> <li>• Draw attention to market realities where most fresh products do not have nutrition labels on them.</li> <li>• Depending on available time and the training participant group, decisions need to be made about how much detail is focused on in this section. Facilitators could keep the information detailed but then choose only a few vitamins and minerals to highlight; and prompt questions like 'can anyone think of a local example of food where they could get X vitamin or mineral?'</li> <li>• Highlight the differences between macronutrients and micronutrients and their unique roles in health.</li> <li>• Be sensitive to participants' dietary restrictions, cultural preferences, and economic constraints.</li> <li>• Emphasise practical application: how participants can use this knowledge to make healthier food choices for themselves, their families, or their customers.</li> <li>• Reinforce connections between nutrient-rich foods, daily dietary habits, and broader food system practices.</li> </ul>

Slide Numbers	Activity	Facilitator Notes
60	<p><b>Activity 7: Reflection questions</b></p> <p><u>Overview:</u></p> <p>From the position of their food systems role, participants reflect on: their observations of people with vitamin and/or mineral deficiencies in their community, market and home; and what they can do to support healthy diets that include foods that can provide sufficient vitamins and minerals.</p>	<p><u>Aim of the Activity:</u></p> <p>Reflection activities aim to deepen learning through critical thinking and connecting new knowledge to participants lives.</p> <p>This activity can be a silent moment (e.g. 5 – 10 minutes) of personal reflection or a group discussion or a combination of silent reflection and then sharing in a plenary open engagement.</p>

**Table 4: Overview of activities in the Food Hygiene and Safety section**

Slide Numbers	Activity	Facilitator Notes
68 - 69	<p><b>Activity 8: Applying a food hygiene and safety lens to your food environment</b></p> <p><u>Overview:</u></p> <p>Participants revisit the food systems map they co-created in Activity 1. In Activity 8 they then review this map and apply a food hygiene and safety lens to it i.e., consider the identified and possibly additional food systems relationships that come into focus when thinking about market relationships and food hygiene and safety.</p> <p>Using a different colour pen/ sticky note participants should update their maps.</p>	<p><u>Aim of the Activity:</u></p> <p>To help participants understand how food hygiene and safety are integrated into the food system and market environment, identify critical points for intervention, and reflect on the responsibilities of various stakeholders in promoting safe and healthy food practices.</p> <p><u>Consider:</u></p> <ul style="list-style-type: none"> <li>• Remind participants to consider not only the relationships they previously identified and why but also potentially other yet unidentified relationships linked to food hygiene and safety.</li> <li>• Knowledge of relationships might only be partial – which is understandable. Where there are gaps, partial information and/or uncertainties these should be recognised and supported with additional notes.</li> <li>• Prompt reflection on how hygiene and safety practices might differ for people based on gender, age, socio-economic status, or other factors.</li> <li>• Support discussion on formal and informal roles and responsibilities.</li> <li>• Reinforce the link between hygienic food handling, safe food and consumer health.</li> </ul>

Slide Numbers	Activity	Facilitator Notes
71	<p><b>Activity 9: Reflection</b></p> <p><u>Overview:</u></p> <p>Participants consider at what point they consider food unsafe and why; how food hygiene leads to safe food; and what they could do to address food safety from the position of their role.</p>	<p><u>Aim of the Activity:</u></p> <p>Reflection activities aim to deepen learning through critical thinking and connecting new knowledge to participants lives.</p> <p>This activity can be a silent moment (e.g. 5 – 10 minutes) of personal reflection or a group discussion or a combination of silent reflection and then sharing in a plenary open engagement.</p>
90	<p><b>Activity 10: Reflection questions</b></p> <p><u>Overview:</u></p> <p>Participants are invited to critically reflect on how they can contribute to a clean, hygienic, and safe market. The reflection encourages consideration of personal roles within the market and the wider food system, as well as how gender and cultural context may influence food safety practices.</p>	<p><u>Aim of the Activity:</u></p> <p>Reflection activities aim to deepen learning through critical thinking and connecting new knowledge to participants lives.</p> <p>This activity can be a silent moment (e.g. 5 – 10 minutes) of personal reflection or a group discussion or a combination of silent reflection and then sharing in a plenary open engagement.</p>

**Table 5: Overview of activities in the Food Waste section**

Slide Numbers	Activity	Facilitator Notes
92 - 93	<p><b>Activity II: Applying a food waste lens to your food environment</b></p> <p><u>Overview:</u></p> <p>Participants build on their earlier food systems map/s (Activity 1 and 8) to identify how and where food is lost and wasted. This activity also involves considering how the nature of various previously and newly identified food systems relationships contribute to or reduce food loss and waste (FLW).</p> <p>This activity encourages systems thinking about FLW across multiple food system elements - with an emphasis on food waste in markets , where most targeted participants have the greatest agency to influence transformation.</p> <p>It is also important for participants to make explicit connections between FLW, food hygiene and safety and nutrition (healthy diets).</p> <p>Using a different colour pen/ sticky note, participants should update their maps.</p>	<p><u>Aim of the Activity:</u></p> <p>To help participants understand how FLW is systemic; to identify critical points for intervention; and to understand how FLW is part of food hygiene and safety and nutrition (healthy diets) – and including vendor livelihoods.</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>• Remind participants to consider not only the relationships they previously identified and why but also potentially other yet unidentified relationships linked to FLW.</li> <li>• Knowledge of relationships might only be partial – which is understandable. Where there are gaps, partial information and/or uncertainties these should be recognised and supported with additional notes.</li> <li>• Prompt reflection on how FLW might differ for people based on gender, age, socio-economic status, or other factors.</li> <li>• Support discussion on formal and informal roles and responsibilities.</li> <li>• Link insights to broader food system sustainability and health outcomes.</li> </ul>

Slide Numbers	Activity	Facilitator Notes
94	<p><b>Activity 12: Reflection questions</b></p> <p><u>Overview:</u></p> <p>Participants consider at what point do they think food becomes waste i.e., inedible or unsuitable for consumption.</p>	<p><u>Aim of the Activity:</u></p> <p>Reflection activities aim to deepen learning through critical thinking and connecting new knowledge to participants lives.</p> <p>This activity can be a silent moment (e.g. 5 – 10 minutes) of personal reflection or a group discussion or a combination of silent reflection and then sharing in a plenary open engagement.</p>
118	<p><b>Activity 13: Reflection Questions</b></p> <p><u>Overview:</u></p> <p>Participants reflect on strategies to reduce food waste in their market or community and explore opportunities to create value from food that would otherwise be discarded.</p>	<p><u>Aim of the Activity:</u></p> <p>Reflection activities aim to deepen learning through critical thinking and connecting new knowledge to participants lives.</p> <p>This activity can be a silent moment (e.g. 5 – 10 minutes) of personal reflection or a group discussion or a combination of silent reflection and then sharing in a plenary open engagement.</p>
120	<p><b>Activity 14: End of Training Feedback Questionnaire</b></p>	<p>See Annex 4 for an example of a feedback questionnaire</p>

Those who localise the slide deck can choose to insert (or not) an additional slide on food waste that highlights the amount of actual country and/or city specific waste and if the data is available to provide an measure (e.g., percentage) of the amount of food produced that is wasted and an estimate of what this translates to financial terms.

The final section involves closing comments, mention of next steps and a feedback questionnaire (and example is provided in Annex 4) of participants - as individuals - to complete before leaving the training session. There is a placeholder for the feedback activity (Activity 14, Slide 120) in the slide deck.

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## ANNEX 1

This Facilitator preparation checklist (Table 1) for ONE Nutrition supports facilitators in preparing for ONE Nutrition delivery. It is not exhaustive but offers a practical starting point. Items can be ticked off as preparation progresses.

**Table 1: Facilitator preparation checklist for ONE Nutrition**

Phase	Preparation Task	Checkbox
Framing and Purpose	Reviewed the purpose of the ONE Nutrition tool and how it links nutrition to the wider food system	
	Prepared a clear explanation of ONE Nutrition as more than “nutrition education” (e.g., links to sourcing, selling, diets, environment, community health, and governance)	
	Considered how to frame nutrition as a shared responsibility across the food system	
	Identified key messages to emphasising sustainability, resilience, and roles different actors within the food system	
Programme Design and Structure	Decided on the delivery format (one-day session, multi-session programme, or modular workshops)	
	Adapted the programme structure to local priorities, capacities, and context	
	Reviewed session timing to ensure activities are realistic and not overly technical or rushed	
	Planned how sessions link together across phases.	
Participant Mapping and Engagement	Mapped who should be invited and why (e.g., farmers, vendors, market managers, policymakers)	

Phase	Preparation Task	Checkbox
	Considered participants' roles, priorities, and levels of familiarity with nutrition topics	
	Checked availability based on market rhythms and daily routines (e.g., time of day, peak selling hours)	
	Planned how participants will be actively engaged during sessions	
	Addressed ethical considerations, including consent, data use, and feedback	
Facilitation Team and Skills	Selected facilitators based on their connection to participants and the local context	
	Considered gender, cultural, and social dynamics when assembling the facilitation team	
	Ensured facilitators understand that facilitation is a skill, not just following slides	
	Scheduled time to rehearse, role-play, or run a short practice session with the facilitation team	
Content Review and Localisation	Reviewed all slides and activities for clarity and relevance	
	Adapted language to be accessible and locally appropriate	
	Applied local food names, examples, and policy references where relevant	
	Checked alignment with cultural, religious, and dietary practices	
	Ensured learning activities come before technical guidance, in line with the ONE Nutrition learning flow	
Translation and Testing	Translated materials into relevant local or regional languages (if needed)	

Phase	Preparation Task	Checkbox
	Tested translated versions with colleagues or local stakeholders	
	Ran through slides with a small group to gather reactions and feedback	
	Adjusted content based on feedback (e.g., too long, unclear, or too technical)	
Logistics and Materials	Confirmed venue, timing, and accessibility	
	Prepared all required materials (printed resources, stationery, visual aids)	
	Checked availability of technology (projector, sound, internet, digital tools)	
	Planned for low-tech alternatives if technology is limited	
Final Readiness Check	Reviewed how learning, discussion outputs, and data will be captured	
	Confirmed roles and responsibilities for facilitators during the session	
	Ensured follow-up steps are clear	
	Allowed time for reflection and adjustment before final delivery	

**ANNEX 2**

**Table 1: ONE Nutrition data checklist**

Data Stage	Data Source	Generated By	Type of Data	Mandatory or Optional	How Captured	Storage Format	Confidentiality Notes
Registration	Workshop Registration Form (Version 1)	Participants	Structured demographic and role data	Mandatory	Paper or digital form completed at arrival	Excel database + scanned PDF copies	Personal identifiers removed in reporting; stored securely
Registration	Table-Level Registration Form (Version 2)	Participants	Structured group composition data	Mandatory	Paper form per table group	Excel consolidation file + scanned copy	Used in aggregate reporting only
Activity	Drawings (meal plates, food system maps, hygiene maps)	Participants	Qualitative visual data	Mandatory (for designated activities)	Photograph immediately after activity (two facilitators verify clarity)	Image files organised by country_city_date_table	No participant names written on sheets; anonymised before reporting
Activity	Written Notes on Activity Sheets	Participants	Qualitative written data	Mandatory (if part of activity)	Captured in photographed activity sheets	Stored with activity image folder	Avoid personal identifiers
Activity	Shared Reflections During Discussion	Participants	Qualitative verbal data	Context dependent	Facilitator written notes	Session summary document	Use role descriptors only (e.g., vendor, health officer)

<b>Data Stage</b>	<b>Data Source</b>	<b>Generated By</b>	<b>Type of Data</b>	<b>Mandatory or Optional</b>	<b>How Captured</b>	<b>Storage Format</b>	<b>Confidentiality Notes</b>
Activity	Internal Personal Reflection Questions	Participants	Internal reflective data	Optional	Not recorded unless voluntarily shared	Not stored unless shared	Facilitators must not require sharing; respect personal reflection space
Evaluation	Participant Feedback Questionnaire	Participants	Structured quantitative and qualitative evaluation data	Mandatory (end of session)	Paper or digital form	Excel database + scanned originals	Reported in aggregate form only
Facilitation	Facilitator Observational Notes	Table facilitators	Observational qualitative data	Recommended	Written notes during activities	Consolidated session notes document	Avoid personal identifiers
Facilitation	Lead Facilitator Post-Workshop Reflection	Lead facilitator	Structured qualitative reflection	Mandatory	Written reflection template	Word document in session folder	Internal programme document
Facilitation	Photographs of Event and Activities	Facilitators	Visual documentation	Mandatory (with consent)	Camera or phone	Organised session photo folder	Respect consent; exclude those who decline photography

<b>Data Stage</b>	<b>Data Source</b>	<b>Generated By</b>	<b>Type of Data</b>	<b>Mandatory or Optional</b>	<b>How Captured</b>	<b>Storage Format</b>	<b>Confidentiality Notes</b>
Data Processing	Scanned Copies of Drawings	Programme team	Digitised qualitative visual data	Mandatory	Scan or photo export	PDF or image files in session folder	Remove identifying marks if present
Data Processing	Redrawn / Digitised Drawings (local language and/or English versions)	Programme team	Cleaned visual reporting outputs	If used in reporting	PowerPoint, Word, Canva or equivalent	Reporting folder	All identifying details removed before publication
Data Processing	Excel Consolidation Files	Programme team	Structured quantitative dataset	Mandatory	Data entry from registration and feedback forms	Secure shared drive	Restricted access
Analysis	Analysis Notes and Thematic Summaries	Programme team	Analytical qualitative and quantitative synthesis	Mandatory	Structured analysis document	Analysis folder linked to raw data	Use anonymised references only

**ANNEX 3**

EVENT: [Title of Workshop e.g., ONE Nutrition, Habara Market]

DATE: [DD, MONTH, YYYY e.g., 23 September 2025]

TIME: [Full day? Half day? Start – End times and note time zone/s e.g., 08:30 – 16:00 EAT]

LOCATION: [Venue name and address]

ORGANISATION LEAD/s: [Name/s of organisation/s who is leading the ONE Nutrition Workshop]

FACILITATOR TEAM: [Lead and table facilitators list by: their initials and surnames, and gender]

PHOTOGRAPHER: [If official photographer present list: initials and surname, and gender]

Title	Names First name, last name	Gender (M/F/ Other)	Name of Organisation/ individual	Position/Role	Age Group Tick one box						Signature
					18- 24	25- 30	31- 40	41- 50	51- 60	60 +	

**Figure 1. Exemplar of a training session arrival registration sheet**

EVENT: [Title of Workshop, e.g., ONE Nutrition, Habara Market]

DATE: [DD, MONTH, YYYY e.g., 23 September 2025]

TIME: [Full day? Half day? Start – End times and note time zone/s e.g., 08:30 – 16:00 EAT]

LOCATION: [Venue name and address]

TABLE 1 Facilitator/s: [Initial and surname of facilitators for this table and their gender]

TYPE OF TABLE GROUP/s: [e.g., Government officials, farmers, vendors, etc.]

Title	Names First name, last name	Gender (M/F/ Other)	Name of Organisation/ individual	Position/Role	Age Group Tick one box						I confirm I am 18 years/older & consent to being recorded & having data used “confidentially”- anonymised & used in reports & external publications. I confirm that I will also keep others' input confidential.  Signature
					18-24	25-30	31-40	41-50	51-60	60+	

**Table 2. Exemplar of a table (or group) registration sheet**

## ANNEX 4

Below is an example of a ONE Nutrition training feedback questionnaire.

### ONE NUTRITION TRAINING: PARTICIPANT FEEDBACK QUESTIONNAIRE

Thank you for your participation in this ONE Nutrition training. We value your time and contributions.

Kindly complete this feedback questionnaire form. Your inputs help us better understand your experience of this training and to inform us of any improvements that might be needed. Please reach out to one of the organisers/facilitators if you need support in completing this form.

Your personal identifying information is confidential. By responding to this feedback, you confirm that you are 18 years or older and consent.

This document has 2 pages.

### PARTICIPANT (Your) DETAILS

Name (initials first then surname): \_\_\_\_\_

Your Role: Please circle the relevant option

- i. Market leader ii) Vendor iii. City government iv. Regional government  
v. Non-government organization vi) Other

Gender: Please circle the relevant option

M / F / other

Age Group: Please circle the relevant option

18-24; 25-30; 31-40; 41-50; 51-60; 61+

**Answer each question that follows by, circling the option/answer that best fits your viewpoint**

1. In your opinion, this training workshop is important for your understanding of food systems and nutrition

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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2. In your opinion, this training is important for your understanding of food hygiene and safety

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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3. In your opinion, this training is important for your understanding of reducing food waste

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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4. During this training workshop, I felt that I could express my views openly.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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5. The information and the material provided in this workshop is relevant and helpful in my professional life.

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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6. I intend to apply what I learnt today at home

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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7. I intend to share today's learnings with those I work with

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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8. I felt that this training and the deliberations we had were gender sensitive

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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9. How did you feel about the following ?

Overall workshop

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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Material/Information Provided

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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Facilitation

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
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10. Briefly list/describe your 3 key take aways from this training

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