



A Tool for Framing a Discussion between Nutrition and Agriculture Specialists



The TOPS Program
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Discussion between
Nutrition and Agriculture
Specialists

The Technical and Operational Performance Support (TOPS) Program is the USAID/Food for Peace-funded learning mechanism that generates, captures, disseminates, and applies the highest quality information, knowledge, and promising practices in development food assistance programming, to ensure that more communities and households benefit from the U.S. Government's investment in fighting global hunger. Through technical capacity building, a small grants program to fund research, documentation and innovation, and an in-person and online community of practice (the Food Security and Nutrition [FSN] Network), The TOPS Program empowers food security implementers and the donor community to make lasting impact for millions of the world's most vulnerable people.

Led by Save the Children, The TOPS Program draws on the expertise of its consortium partners: CORE Group (knowledge management), Food for the Hungry (social and behavioral change), Mercy Corps (agriculture and natural resource management), and TANGO International (monitoring and evaluation). Save the Children brings its experience and expertise in commodity management, gender, and nutrition and food technology, as well as the management of this 7-year (2010–2017) US\$30 million award.

Disclaimer:

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This document is a work in progress. Please send any feedback, comments, or suggestions on the tool to TOPSNutritionAgricultureTool@gmail.com.

Introduction

Welcome to this *Tool for Framing a Discussion between Nutrition and Agriculture Specialists*.

Agriculture and nutrition staff have unique perspectives and priorities. Uniting these views when designing program activities is a common challenge. By drawing upon their combined analytical skills, this tool supports a dialogue between agriculture specialists and nutrition specialists as they jointly design project interventions aimed at improving nutrition for vulnerable women and children under age two.

The tool provides project staff responsible for agriculture and nutrition with four user-friendly steps through which they combine their skills and expertise to jointly select and prioritize crops to be promoted at household level for a more effective project intervention. The tool enables the two sector teams to clearly articulate their thought processes behind crop selection, better understand the opportunities and challenges from both perspectives, and jointly decide on the best crops to be promoted in a specific project.

Objective: The objective of this tool is to facilitate agreement between nutrition and agriculture staff on the prioritization of a short list of crops to be promoted for the household's main agricultural plot in a project and/or geographic area in order to meet both agriculture and nutrition priorities.

Audience: The target audience is agriculture and nutrition staff involved with planning and/or implementing USAID-funded development programs.

Timing: This tool is most appropriate to use in the design or detailed planning phase of a project.

Before starting to use this tool, it would be ideal if typical agriculture assessment activities (such as study of the agro-ecologic context, existing market opportunities, etc.) and typical nutrition assessment activities (such as analysis of the local diet and nutritional gaps, identification of available and under-utilized foods, constraints to cooking, etc.) had been completed. However, if agriculture staff and nutrition staff know the local context fairly well – or if a brief rapid preliminary assessment has been undertaken by capturing key information through interviews or focus groups – it is recommended to proceed with this exercise. After more thorough assessment activities are conducted, you can return to this tool and see if you wish to make any adjustments to the decisions reached.

This tool does not address other potentially nutrition-sensitive programming and activities, such as livestock/poultry/fish production, improved post-harvest handling and storage, or gender-related actions to promote women's control of crops or household income.

Overview

This tool is organized in four steps. Figure 1 shows the progression of the four steps and specific instructions and hints for each step can be found in the next few pages.

Step 1: Composite Crop List. From knowledge of the local context and/or prior preliminary agriculture and nutrition assessment activities, agriculture and nutrition staff develop a combined list of crops to consider during this activity.

- **Output:** At the end of Step 1, agriculture and nutrition staff will have one composite list of crops to be evaluated by both sector specialists for potential inclusion in the project.

Step 2: Individual Agriculture and Nutrition Evaluations. Agriculture staff and nutrition staff separately rate various crops based on their technical knowledge regarding the potential of each crop to successfully contribute to the project goals.

- **Output:** At the end of Step 2, both agriculture and nutrition staff will have completed sector-specific evaluations which: 1) review each potential crop based on specific criteria; 2) summarize key advantages and disadvantages for each selection from their sector's perspective; and 3) provide a rating of the potential of each crop to contribute to project goals.

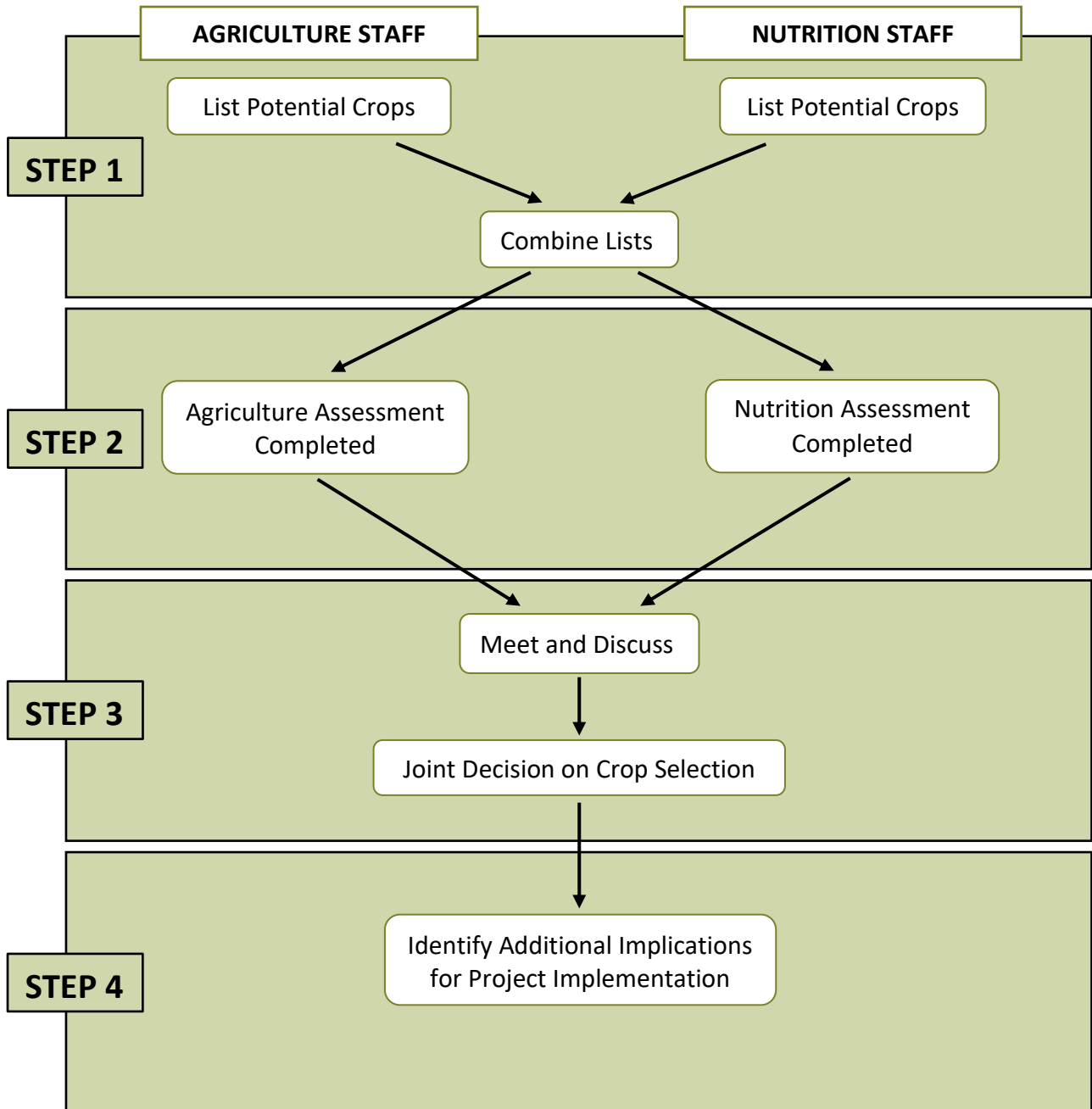
Step 3: Joint Discussion and Prioritization. At this point, agriculture and nutrition staff come together to share, discuss their ratings, and jointly come to an agreement on a short list of selections.

- **Output:** At the end of Step 3, staff produce a final list of crops to be supported in the project.

Step 4: Implications for Project Implementation. Finally, agriculture and nutrition staff identify additional implications for project implementation (for example, a need for agriculture staff to orient farmers to lesser known crops or for nutrition staff to orient households to the nutritional benefits and cooking preparation of lesser known crops) to ensure maximum impact for household wellbeing and improved nutritional status of vulnerable women and children.

- **Output:** At the end of Step 4, staff produce a list of specific staff roles and responsibilities during implementation, to assure success with the final list of crops selected.

Figure 1: Framing a Discussion between Agriculture and Nutrition Specialists



Hints are provided in boxes throughout the document. They provide ideas and considerations to support your individual thinking and group discussions.

Hint: Several points to consider in individual evaluations and joint discussion throughout Step 1 through Step 3 include:

- Is there a need to extend the availability of staple crops throughout the year?
- Is there a need for the introduction of “improved” staple crops (for example, biofortified, drought resistant)?
- If new crops are introduced, will they be consumed by pregnant/lactating women and children under age two?
- Can agriculture household production be diversified with crops that contain key nutrients likely to be lacking in the local diet?
 - dense calories (for example, oils/fat)
 - protein (for example, legumes)
 - vitamin A (precursors)
 - iron
 - other nutrients
- Are there crops that might not be among the highest in nutrients lacking in the diet but they contain moderate amounts of needed nutrients and have the potential to be consumed in high volume?
- How do different crops affect women’s workload and time available for child care and feeding?

Guidance for additional planning for project implementation in Step 4 should focus on roles and responsibilities for agriculture staff and for nutrition staff to assure the following expectations for **indirect** nutrition pathways:

- Diversified production will contribute to increased household income and some of this increased household income will be used for the purchase of nutritious foods that meet the nutritional needs of women and children under age two.
- Value chain activities will have a defined pathway that leads to improved nutritional status for women and children under age two.

In Step 4 other roles and responsibilities for agriculture staff and for nutrition can be noted to support **direct** nutrition pathways if a crop is new, unfamiliar, or not typically consumed by pregnant/lactating women and children under age two.

Spreadsheets for all steps are available for download via [this link](http://www.fsnnetwork.org/tool-framing-discussion-between-agriculture-and-nutrition-specialists) (http://www.fsnnetwork.org/tool-framing-discussion-between-agriculture-and-nutrition-specialists).

Step 1: Composite Crop List

Objective: The objective of Step 1 is to create one composite list of crops to be evaluated by both agriculture and nutrition specialists for potential inclusion in the project.

Instructions: The agriculture and nutrition teams should meet separately in Step 1A and share their outputs in Step 1B. Any piece of paper can be used for Step 1A.

- A. Select at least five crops (including tree-crops) that you think the project should consider promoting.** Teams are encouraged to include at least one crop in each of the following categories: Staples, Legumes or Nuts, Vegetables, and Fruits. In this way, the list can assure a good range of foods which can contribute to the diet, along with a range of opportunities related to farming (such as intercropping). List crops individually in order to facilitate the next step of evaluation and rating, only grouping crops together when they are variations with similar agricultural and nutrition considerations (for example, dark green leafy vegetables).

Hint: Neither team needs to include a consideration of the other team's objectives at this point in time. Agriculture staff should list any crops that they think the project should promote based upon agricultural technical considerations. Nutrition staff should list any crops that they think the project should promote based upon the potential contribution to improved nutrition for women and children during the first 1,000 days (for example, pregnancy to age two).

- B. Create one composite list.** Share your initial crop list with the other team and add any crops that are not currently included on yours. Transcribe this composite list of crops to Appendix A, if you are an Agriculture Specialist, and Appendix B if you are a Nutrition Specialist.

Hint: Sharing at this point is solely to ensure that you can compare evaluations later. Do **not** discuss or debate the selections at this point in time. Simply include a complete list of crops for rating individually by both the agriculture and nutrition teams.

Step 2: Individual Agriculture and Nutrition Evaluations

Objective: The objective of Step 2 is to create two prioritized lists of crops: 1) one from the agriculture perspective; and 2) one from the nutrition perspective.

Worksheet(s):

- Step 2: **Agriculture** Staff Evaluation (See [Appendix A, Part 1](#))
- Step 2: **Nutrition** Staff Evaluation (See [Appendix A, Part 2](#))

Instructions:

The agriculture and nutrition teams should work separately throughout Step 2. At the end of Step 1, the teams should have transcribed the composite list of crops jointly developed in Step 1 to the appropriate worksheet (Appendix A, Part 1 for Agriculture Staff and Appendix A, Part 2 for Nutrition Staff).

- A. Evaluate each crop based on the criteria included in the Green section of the evaluation tool.** If evaluation and rating would vary across different geographic areas within the project, create additional worksheets as needed and label by geographic area. Adapt the worksheet as necessary to capture important criteria in your decision making; if a criterion is not considered important for a specific project, it can be left blank; if more criteria are deemed essential, you can add rows at the bottom of the Green section.

Hint: If in-depth agriculture or nutrition assessment(s) have not yet been carried out, this information can come from staff knowledge of the local context and/or key informant interviews or focus groups. After more in-depth assessment is conducted (for example, market opportunities), it would be good to review final decisions and see if any adjustments are needed.

- B. Summarize the advantages and disadvantages for each crop in the Blue section of the evaluation tool.** Include any key advantages or disadvantages noted in the Green section, as well as other pertinent information, that will influence the crop selection from your sector perspective.

Hint: This is a good time to consider any implications related to gender empowerment, workload, and/or women's time for child care and feeding.

- C. Provide a final rating for each crop as a potential choice for project promotion in the Grey section of the evaluation tool.** Based on the preceding evaluations, each crop should be rated as High, Medium or Low. Please note that the rating is subjective and not rigid; it is based upon your team's general perspective after discussion and can be changed following discussion with the other team.

Step 3: Joint Discussion and Prioritization

Objective: The objective of Step 3 is to produce one final list of crops to be promoted by the project.

Worksheet(s):

- Step 3: Joint Decisions (See [Appendix B](#))

Instructions:

- A. Share and review Step 2 worksheets.** In Steps 1 and 2, each team developed and rated a list of crops based upon their technical knowledge and perspective for contribution to the project goals. Each team should now take time to review the evaluation and ratings of the other team.
- B. Meet together to discuss the outputs from Step 2.** Transcribe your individual team ratings from Step 2 into the Grey rows of the form for Step 3. Explain your thought process and the reasons behind your ratings to the other team.

Hint: This discussion is a great opportunity for nutrition specialists to learn more about the challenges for certain crops from their agriculture colleagues, while agriculture specialists can learn about specific nutrient gaps in the diets of vulnerable women and children.

- C. Agree on and record the main advantages and disadvantages for each crop from the project perspective** in the Green rows of the Step 3 worksheet. As you discuss, jointly fill in what you see as the main advantages and disadvantages for each crop from the perspective of the project.

Hint: The advantages and disadvantages marked down should not be a repeat of the individual assessments, but rather a summary of the most important points that emerged from discussion in relation to the project as a whole.

- D. Record the key contribution of each crop to household wellbeing in the Light Brown rows.** This contribution can be in terms of: a) Indirect - Improving household (HH) income for purchase of nutritious foods; b) Directly improving nutrient consumption by infants (6 – 24 months); c) Directly improving nutrient consumption by pregnant women; and/or d) Directly improving household food security throughout all seasons.

Hint: Use these distinctions to ensure that your final selections are balanced across these various contributions. It is hoped that the final list of crops will include at least one or two crops that directly contribute to improved diet through consumption by women and children during the first 1,000 days.

E. Record a joint decision on whether to include or exclude each crop in the Blue row of the evaluation tool (Step 3 worksheet). Consider the outcome of all discussion to date and jointly agree on whether each crop should be included or excluded for promotion in the project. The two teams should agree upon the number of crops included in the final list based on what is manageable within project resources.

Hint: The final list of crops does NOT have to include only those rated **High** by both teams – the list can include a mix of High and Medium ratings.

The following guidance is provided to assist with situations where team ratings differ.

If the **Nutrition** team rates a crop as **High**, but:

<p>the Agriculture team rates it as Medium:</p>	<p>Discuss further any potential challenges identified by the agriculture team and reconsider whether any of these crops are worth prioritizing due to their potential nutrition contribution. Nutrition staff should be sensitized to the agricultural risks involved.</p>
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If the **Agriculture** team rates a crop as **High**, but:

<p>The Nutrition team rates it as Medium:</p>	<p>Discuss and reconsider if any of these crops could make a contribution to the diet of women and children during the first 1,000 days:</p> <ul style="list-style-type: none"> • through extra efforts for promotion (if it is a new crop to be consumed); • through promotion of consumption in greater volume (if it is a crop with Medium nutrient content); or • by filling a seasonal gap (particularly if it is a staple crop).
<p>The Nutrition team rates it as Low:</p>	<p>Consider for inclusion if the agriculture team’s rating is based on potential contributions to household income and:</p> <ul style="list-style-type: none"> • plan activities to promote the use of household income for improved nutrition for women and children; and • create a mechanism to monitor and ensure the proposed linkage is taking place.

Step 4: Implications for Project Implementation

Objective: The objective of Step 4 is to produce a list of specific staff roles and responsibilities for project implementation to ensure maximum impact for household wellbeing and improved nutritional status of vulnerable women and children.

Worksheet(s):

- Step 4: Implications for Project Implementation (See [Appendix C](#))

Instructions:

- A. Transcribe the crops selected in Step 3 into the Green row in the Step 4 worksheet.**
- B. Record implications for project implementation with a focus on roles and responsibilities for agriculture and nutrition staff.** Many of these implications may have emerged in Step 3 discussions. (If not, some guidance to further discussion is provided below.) Record them in the **Blue** row of the Step 4 worksheet to guide your final project design.
- C. Use the Grey row of the Step 4 worksheet to record any additional notes or comments.**

The following guidance is provided to assist with discussion around the implications related to the contribution to household wellbeing. This guidance can help to define strategies and activities needed to take place along the pathway from agriculture production to consumption by vulnerable women and children. This guidance can help to identify roles and distribute responsibilities among the agriculture specialists and the nutrition specialists, to ensure successful outcomes for the project.

If a crop has the potential to **directly** contribute to improved household consumption by women and children under age two **but also has a high market value**, there is a **risk that farmers will sell the entire harvest**, thus negating the crop's potential nutrition benefits for the household. Implications for project design would include any strategies to ensure that a portion of the crop is maintained for household use.

Examples of potential roles and responsibilities include:

- Agriculture staff set agreements with male farmers to reserve a portion of the harvest for consumption by women and children in the household.
- Agriculture staff set agreements with farmers' associations to reserve a portion of the harvest for sale in local markets in small quantities that can be purchased by vulnerable households.
- Nutrition staff develop an approach to orient farmers on the nutritional needs of women and children during the first 1,000 days.

If a selected crop has the potential to **directly** contribute to improved household consumption by women and children but is either **new/being introduced** to the area or is not typically consumed by women and children under age two, there is a **risk that it will not readily be accepted and consumed**.

Examples of potential roles and responsibilities include:

- Nutrition staff assist agriculture staff to develop promotional materials that communicate the nutritional benefits of the crop.
- Nutrition staff work with women's groups to promote new cooking techniques and/or simple recipes that contribute to increased consumption by women and children under age two.

If a crop has an **indirect** potential contribution to household wellbeing through a **portion of increased household income being used to purchase nutritious foods**, implications for project implementation would be to ensure this occurs.

Examples of potential roles and responsibilities include:

- Nutrition staff and agriculture staff decide upon activities and responsibility for these activities to encourage households to utilize a portion of increased income for the purchase of nutritious foods (for example, activities could include sensitization of income-earners to the nutritional needs of women and children and/or capacity-building in household budget management). Decisions on what proportion of increased income should be used for purchase of nutritious foods should be made jointly (agriculture specialists and nutrition specialists) and joint suggestions should be developed to promote the most cost-effective way to select available nutritious foods that meet gaps in the diet.
- Project management and monitoring and evaluation staff monitor the proposed link between improved household income and improved nutrition for women and children.

Appendix A: Worksheets for Step 2

For digital insertion, spreadsheet versions of all worksheets are available [here](http://www.fsnnetwork.org/tool-framing-discussion-between-agriculture-and-nutrition-specialists) (<http://www.fsnnetwork.org/tool-framing-discussion-between-agriculture-and-nutrition-specialists>). The spreadsheet versions can also be adapted to fit your needs as you use this tool. You may wish to add or subtract criteria and/or add or subtract the number of columns in which you list crop names.

For Agriculture Staff



Framing a Discussion Between Nutrition and Agriculture Specialists

Step 2: Agriculture Staff Evaluation



Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Staples 1	Staples 2	Staples 3
Crop Name	Description	<i>Green peas</i>			
Already grown locally	By almost everyone/By many/By a few	<i>By a few</i>			
Local availability of seeds	Easy/Moderate/Difficult to access	<i>Moderate, may need to purchase.</i>			
Need for water	Low/Moderate/High	<i>Moderate</i>			
Able to be grown with available inputs	By almost everyone/By many/By a few	<i>By many, if land available.</i>			
Labor intensiveness of crop	Easy/Moderate/Intensive	<i>Moderate, may need to stake plants.</i>			
Length of time to produce	In weeks or months	<i>14 weeks</i>			
Extends the growing season	Yes/No	<i>Yes, with irrigation.</i>			
Ease of post-harvest handling/storage without spoilage, loss, or contamination	Easy/Moderate/Difficult	<i>Moderate</i>			
Market opportunity (info from separate market assessment)	Yes/Maybe/No	<i>Yes, with focus on quality.</i>			
Value chain opportunity (info from separate assessment)	Yes/Maybe/No	<i>Maybe</i>			
Already consumed by households	By almost everyone/By many/By a few	<i>By a few</i>			
Advantages for agriculture	Describe key advantages	<i>Will fill a gap in available foods and is not too difficult to grow or store.</i>			
Disadvantages for agriculture	Describe key disadvantages	<i>May need some type of irrigation; need to identify quality seeds.</i>			
Rating as potential crop choice for agriculture	Low/Medium/High	<i>High to medium high</i>			

Step 2 (continued): Agriculture Staff Evaluation

Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Legumes/Nuts 1	Legumes/Nuts 2	Legumes/Nuts 3
Crop Name	Description	<i>Green peas</i>			
Already grown locally	By almost everyone/By many/By a few	<i>By a few</i>			
Local availability of seeds	Easy/Moderate/Difficult to access	<i>Moderate, may need to purchase.</i>			
Need for water	Low/Moderate/High	<i>Moderate</i>			
Able to be grown with available inputs	By almost everyone/By many/By a few	<i>By many, if land available.</i>			
Labor intensiveness of crop	Easy/Moderate/Intensive	<i>Moderate, may need to stake plants.</i>			
Length of time to produce	In weeks or months	<i>14 weeks</i>			
Extends the growing season	Yes/No	<i>Yes, with irrigation.</i>			
Ease of post-harvest handling/storage without spoilage, loss, or contamination	Easy/Moderate/Difficult	<i>Moderate</i>			
Market opportunity (info from separate market assessment)	Yes/Maybe/No	<i>Yes, with focus on quality.</i>			
Value chain opportunity (info from separate assessment)	Yes/Maybe/No	<i>Maybe</i>			
Already consumed by households	By almost everyone/By many/By a few	<i>By a few</i>			
Advantages for agriculture	Describe key advantages	<i>Will fill a gap in available foods and is not too difficult to grow or store.</i>			
Disadvantages for agriculture	Describe key disadvantages	<i>May need some type of irrigation; need to identify quality seeds.</i>			
Rating as potential crop choice for agriculture	Low/Medium/High	<i>High to medium high</i>			



Framing a Discussion Between Nutrition and Agriculture Specialists



Step 2 (continued): Agriculture Staff Evaluation

Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Vegetables 1	Vegetables 2	Vegetables 3
Crop Name	Description	<i>Green peas</i>			
Already grown locally	By almost everyone/By many/By a few	<i>By a few</i>			
Local availability of seeds	Easy/Moderate/Difficult to access	<i>Moderate, may need to purchase.</i>			
Need for water	Low/Moderate/High	<i>Moderate</i>			
Able to be grown with available inputs	By almost everyone/By many/By a few	<i>By many, if land available.</i>			
Labor intensiveness of crop	Easy/Moderate/Intensive	<i>Moderate, may need to stake plants.</i>			
Length of time to produce	In weeks or months	<i>14 weeks</i>			
Extends the growing season	Yes/No	<i>Yes, with irrigation.</i>			
Ease of post-harvest handling/storage without spoilage, loss, or contamination	Easy/Moderate/Difficult	<i>Moderate</i>			
Market opportunity (info from separate market assessment)	Yes/Maybe/No	<i>Yes, with focus on quality.</i>			
Value chain opportunity (info from separate assessment)	Yes/Maybe/No	<i>Maybe</i>			
Already consumed by households	By almost everyone/By many/By a few	<i>By a few</i>			
Advantages for agriculture	Describe key advantages	<i>Will fill a gap in available foods and is not too difficult to grow or store.</i>			
Disadvantages for agriculture	Describe key disadvantages	<i>May need some type of irrigation; need to identify quality seeds.</i>			
Rating as potential crop choice for agriculture	Low/Medium/High	<i>High to medium high</i>			

Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Fruits 1	Fruits 2	Fruits 3
Crop Name	Description	<i>Green peas</i>			
Already grown locally	By almost everyone/By many/By a few	<i>By a few</i>			
Local availability of seeds	Easy/Moderate/Difficult to access	<i>Moderate, may need to purchase.</i>			
Need for water	Low/Moderate/High	<i>Moderate</i>			
Able to be grown with available inputs	By almost everyone/By many/By a few	<i>By many, if land available.</i>			
Labor intensiveness of crop	Easy/Moderate/Intensive	<i>Moderate, may need to stake plants.</i>			
Length of time to produce	In weeks or months	<i>14 weeks</i>			
Extends the growing season	Yes/No	<i>Yes, with irrigation.</i>			
Ease of post-harvest handling/storage without spoilage, loss, or contamination	Easy/Moderate/Difficult	<i>Moderate</i>			
Market opportunity (info from separate market assessment)	Yes/Maybe/No	<i>Yes, with focus on quality.</i>			
Value chain opportunity (info from separate assessment)	Yes/Maybe/No	<i>Maybe</i>			
Already consumed by households	By almost everyone/By many/By a few	<i>By a few</i>			
Advantages for agriculture	Describe key advantages	<i>Will fill a gap in available foods and is not too difficult to grow or store.</i>			
Disadvantages for agriculture	Describe key disadvantages	<i>May need some type of irrigation; need to identify quality seeds.</i>			
Rating as potential crop choice for agriculture	Low/Medium/High	<i>High to medium high</i>			

For Nutrition Staff



Framing a Discussion Between Nutrition and Agriculture Specialists



Step 2: Nutrition Staff Evaluation

Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Staples 1	Staples 2	Staples 3
Crop Name	Description	<i>Green peas</i>			
Caloric content	Low/Medium/High	<i>Medium</i>			
Protein content	Low/Medium/High	<i>High</i>			
Contribution for vitamins or other nutrients	List nutrient and rate contribution to the diet (Low/ Medium/ High)	<i>Iron/Medium</i>			
Cultural acceptability	By almost everyone/By many/By a few/ Not part of typical diet	<i>Not part of typical diet</i>			
Ease of cooking without too much firewood, water, labor, etc.	Easy/ Moderate/ Difficult	<i>Easy when green, moderate when dry.</i>			
Consumed by pregnant women?	By almost everyone/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by pregnant women, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Consumed by infants age 6 months to 12 months?	By all infants/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by infants, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Could it be consumed in volume?	Yes/Maybe/No; explain	<i>Maybe</i>			
Will it fill seasonal gaps in the diet?	Yes/Maybe/No; explain	<i>Yes, for protein.</i>			
Advantages for nutrition	Describe key advantages	<i>Contributes protein and some iron; easy to mash for small children.</i>			
Disadvantages for nutrition	Describe key disadvantages	<i>Not a part of the typical diet.</i>			
Rating as potential crop choice for nutrition	Low/ Medium/ High	<i>Medium to medium high</i>			



Framing a Discussion Between Nutrition and Agriculture Specialists



Step 2 (continued): Nutrition Staff Evaluation

Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Legumes/Nuts 1	Legumes/Nuts 2	Legumes/Nuts 3
Crop Name	Description	<i>Green peas</i>			
Caloric content	Low/Medium/High	<i>Medium</i>			
Protein content	Low/Medium/High	<i>High</i>			
Contribution for vitamins or other nutrients	List nutrient and rate contribution to the diet (Low/ Medium/ High)	<i>Iron/Medium</i>			
Cultural acceptability	By almost everyone/By many/By a few/ Not part of typical diet	<i>Not part of typical diet</i>			
Ease of cooking without too much firewood, water, labor, etc.	Easy/ Moderate/ Difficult	<i>Easy when green, moderate when dry.</i>			
Consumed by pregnant women?	By almost everyone/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by pregnant women, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Consumed by infants age 6 months to 12 months?	By all infants/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by infants, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Could it be consumed in volume?	Yes/Maybe/No; explain	<i>Maybe</i>			
Will it fill seasonal gaps in the diet?	Yes/Maybe/No; explain	<i>Yes, for protein.</i>			
Advantages for nutrition	Describe key advantages	<i>Contributes protein and some iron; easy to mash for small children.</i>			
Disadvantages for nutrition	Describe key disadvantages	<i>Not a part of the typical diet.</i>			
Rating as potential crop choice for nutrition	Low/ Medium/ High	<i>Medium to medium high</i>			



Framing a Discussion Between Nutrition and Agriculture Specialists



Step 2 (continued): Nutrition Staff Evaluation

Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Vegetables 1	Vegetables 2	Vegetables 3
Crop Name	Description	<i>Green peas</i>			
Caloric content	Low/Medium/High	<i>Medium</i>			
Protein content	Low/Medium/High	<i>High</i>			
Contribution for vitamins or other nutrients	List nutrient and rate contribution to the diet (Low/ Medium/ High)	<i>Iron/Medium</i>			
Cultural acceptability	By almost everyone/By many/By a few/ Not part of typical diet	<i>Not part of typical diet</i>			
Ease of cooking without too much firewood, water, labor, etc.	Easy/ Moderate/ Difficult	<i>Easy when green, moderate when dry.</i>			
Consumed by pregnant women?	By almost everyone/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by pregnant women, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Consumed by infants age 6 months to 12 months?	By all infants/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by infants, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Could it be consumed in volume?	Yes/Maybe/No; explain	<i>Maybe</i>			
Will it fill seasonal gaps in the diet?	Yes/Maybe/No; explain	<i>Yes, for protein.</i>			
Advantages for nutrition	Describe key advantages	<i>Contributes protein and some iron; easy to mash for small children.</i>			
Disadvantages for nutrition	Describe key disadvantages	<i>Not a part of the typical diet.</i>			
Rating as potential crop choice for nutrition	Low/ Medium/ High	<i>Medium to medium high</i>			



Framing a Discussion Between Nutrition and Agriculture Specialists



Step 2 (continued): Nutrition Staff Evaluation

Project: _____

Region/Geographic Area: _____

Criteria	Evaluation	Example	Fruits 1	Fruits 2	Fruits 3
Crop Name	Description	<i>Green peas</i>			
Caloric content	Low/Medium/High	<i>Medium</i>			
Protein content	Low/Medium/High	<i>High</i>			
Contribution for vitamins or other nutrients	List nutrient and rate contribution to the diet (Low/ Medium/ High)	<i>Iron/Medium</i>			
Cultural acceptability	By almost everyone/By many/By a few/ Not part of typical diet	<i>Not part of typical diet</i>			
Ease of cooking without too much firewood, water, labor, etc.	Easy/ Moderate/ Difficult	<i>Easy when green, moderate when dry.</i>			
Consumed by pregnant women?	By almost everyone/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by pregnant women, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Consumed by infants age 6 months to 12 months?	By all infants/By many/By a few/Not consumed; If no, explain	<i>No, but other legumes are consumed.</i>			
If not consumed by infants, easy to introduce?	Yes/Maybe/No; explain	<i>Yes, see above.</i>			
Could it be consumed in volume?	Yes/Maybe/No; explain	<i>Maybe</i>			
Will it fill seasonal gaps in the diet?	Yes/Maybe/No; explain	<i>Yes, for protein.</i>			
Advantages for nutrition	Describe key advantages	<i>Contributes protein and some iron; easy to mash for small children.</i>			
Disadvantages for nutrition	Describe key disadvantages	<i>Not a part of the typical diet.</i>			
Rating as potential crop choice for nutrition	Low/ Medium/ High	<i>Medium to medium high</i>			

Appendix B: Worksheets for Step 3 (for All Staff)



Framing a Discussion Between Nutrition and Agriculture Specialists



Step 3: Joint Decision

Project: _____

Region/Geographic Area: _____

Criteria	Staples 1	Staples 2	Staples 3
Crop Name			
Agriculture Rating (From Step 2)			
Nutrition Rating (From Step 2)			
Key Advantages			
Key Disadvantages			
Key Contribution to Household (HH) Wellbeing: A. Increased HH income for purchase of nutritious food B. Directly improve nutrient consumption by infants C. Directly improve nutrient consumption for pregnant women D. Directly improve household food security throughout all seasons			
Comments or Notes			
Joint Decision: Include / Do Not Include			

Project: _____

Region/Geographic Area: _____

Criteria	Legumes/Nuts 1	Legumes/Nuts 2	Legumes/Nuts 3
Crop Name			
Agriculture Rating (From Step 2)			
Nutrition Rating (From Step 2)			
Key Advantages			
Key Disadvantages			
Key Contribution to Household (HH) Wellbeing: A. Increased HH income for purchase of nutritious food B. Directly improve nutrient consumption by infants C. Directly improve nutrient consumption for pregnant women D. Directly improve household food security throughout all seasons			
Comments or Notes			
Joint Decision: Include / Do Not Include			



Framing a Discussion Between Nutrition and Agriculture Specialists



Step 3 (continued): Joint Decision

Project: _____

Region/Geographic Area: _____

Criteria	Vegetables 1	Vegetables 2	Vegetables 3
Crop Name			
Agriculture Rating (From Step 2)			
Nutrition Rating (From Step 2)			
Key Advantages			
Key Disadvantages			
Key Contribution to Household (HH) Wellbeing: A. Increased HH income for purchase of nutritious food B. Directly improve nutrient consumption by infants C. Directly improve nutrient consumption for pregnant women D. Directly improve household food security throughout all seasons			
Comments or Notes			
Joint Decision: Include / Do Not Include			

Step 3 (continued): Joint Decision

Project: _____

Region/Geographic Area: _____

Criteria	Fruits 1	Fruits 2	Fruits 3
Crop Name			
Agriculture Rating (From Step 2)			
Nutrition Rating (From Step 2)			
Key Advantages			
Key Disadvantages			
Key Contribution to Household (HH) Wellbeing: A. Increased HH income for purchase of nutritious food B. Directly improve nutrient consumption by infants C. Directly improve nutrient consumption for pregnant women D. Directly improve household food security throughout all seasons			
Comments or Notes			
Joint Decision: Include / Do Not Include			

Appendix C: Worksheet for Step 4 (for All Staff)



Framing a Discussion Between Nutrition and Agriculture Specialists
Step 4: Implications for Project Implementation



Project: _____
 Region/Geographic Area: _____

	1	2	3	4	5
List Final Crops					
Crop Name					
Roles and Responsibilities: Agriculture Staff					
Roles and Responsibilities: Nutrition Staff					
Other Notes					