ENACT TRAINING
Principles and practices

What the literature has to say
What we’ve seen

THE WORLD DESERT

– Role of NE not perceived
– No formative enquiries
– No assessment or evaluation
– No follow-up (black box)
– All theory and no practice – see Dewey!
The default approach – what is already in place?

“That education is not an affair of telling and being told, but an active and constructive process is a principle almost as generally violated in practice as conceded in theory” (Dewey 1910)
- **Ghana** extension TNA* became a 3° year course “Assessing nutrition issues in a livelihoods framework”

- **Ethiopia** Masters TNA* canvassed nutrition professionals: top curriculum demand was for “nutrition education and training”

- **Malawi** nutrition and NE two-week extension course brought together health, agriculture and community workers

- **Cameroon** health district managers drew up own professional profiles and developed their own learning objectives

* On your data sticks – authors please take a bow. **WHAT OTHERS??**
What can we do?

• Collect more experiences (please supply)
• Devise an assessment/design tool
• Think of where and how it can be used

NB The literature is
• not extensive
• mostly western
• all in the report NEAC traininneeds in the literature*
SEVEN MESSAGES
FROM THE LITERATURE
ABOUT NET
(NE Training)

All obvious, but
almost never done (AND)
or not done enough (NDE)
MESSAGE 1: LOOK AT THE JOB

NET IS JOB- & PRACTICE-DRIVEN = X DOES Y IN Z CONTEXT

- Do a task analysis
  - do a problem analysis AND
  - look at working discourse AND
  - look at working relationships AND

- Do an overall situation analysis

- Aim at working competence and practise it AND
MESSAGE 2:
LOOK AT LEARNERS AND TEACHERS

➢ What do they do, think and feel (KAP) – e.g.
  ➢ What needs do they perceive? What behaviour?
  ➢ What’s their experience, personal & professional?
  ➢ How are they “doing” education now? AND
    (look at the default practices – almost never done)

➢ What’s their interest & capacity? (TPD/profile)
  ➢ Motivation? Reward? Incentive? AND
    (People/self/professional advancement /attention/
     encouragement/ results / spirit of enquiry?)
“One of the commonalities in “excellent” health professional learning programmes was the connection made between personal health issues and the health of the population” (Richards 2001)
MESSAGE 3:
LOOK AT EFFECTS

Try to do

✔️ on-the-job assessment
  – e.g. train supervisors  AND
  – Involve them in assessment  AND

✔️ impact evaluation  AND
  - Some improved practices quite easy to measure
  - Build evaluation outlook at all levels
  - Must have  SOME clear results
MESSAGE 4
REAL LIFE OR REALISM AS INPUT

➢ Use real-life experience
  - observation, demonstration, practitioners’ experience, AND
  - practice, experimentation, reflection
  - Bad practice as well as good NDE

➢ And/OR use realistic experience
  - e.g. stories, simulations, case studies, videos NDE
MESSAGE 5
PRACTICE IS THE HEART

➢ Build in high level of hands-on practice with feedback NDE
  ○ Full supervised practicum if possible (expensive?)
➢ Take out “teaching”, bring in guidance AND
➢ Support with practice in
  ○ behaviour change
  ○ adult learning
  ○ communication skills (many)
MESSAGE 6
Develop the habit of finding out

➤ Decide what knowledge is needed of
  – nutrition
  – nutrition issues
  – nutrition practices, harmful and beneficial
  – nutrition education activities, successes & failures
  – nutrition myths and misinformation

➤ Open up sources of information
  – Give practice in finding out and interpreting
  – Make information sources permanently available
MESSAGE 7
Build up to bigger things

Establish a learning hierarchy

Complex higher-level tasks are
- Designing /managing projects
- Advocacy and policy
- Curriculum development
- Developing national messages
- Formal evaluations and surveys

They demand experience and competence.
• Sessions 22-23
• Sessions 24-5

LUNCH

• Sessions 20 – 2 parallel sessions – SNA TNA
• Session 21 – experience from India + Moodle

As scheduled
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