REPORT
of the
ENACT
CURRICULUM DEVELOPMENT WORKSHOP
Aburi, Ghana
16-20 July 2012

Organized by the Food and Agriculture Organization of the United Nations with the support of the Federal Ministry of Food, Agriculture and Consumer Protection of Germany, and the Flemish International Cooperation Agency

Rome, 2012
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Report of the

ENACT
(EDUCATION FOR EFFECTIVE NUTRITION IN ACTION)
CURRICULUM DEVELOPMENT WORKSHOP
PROFESSIONAL TRAINING IN NUTRITION EDUCATION

Aburi, Ghana
16–20 July 2012

Nutrition Education and Consumer Awareness Group
Nutrition and Consumer Protection Division
Food and Agriculture Organization of the United Nations
Rome, 2012
FOREWORD

The workshop on Curriculum Development for Professional Training in Nutrition Education was organized by the Food and Agriculture Organization of the United Nations (FAO) in collaboration with the University of Ghana and with support from the German Federal Ministry of Food, Agriculture and Consumer Protection (BMELV), and the Flemish International Cooperation Agency (FICA). It was held in Aburi (Ghana) from 16-20 July 2012.

The purpose of the workshop was to meet project partners in Africa and discuss the future development of the ENACT project\(^1\), and in particular the preparation and piloting of learning materials for professional development in nutrition education.

Thirty six participants including academics, nutrition education experts, NGO personnel, FAO staff and consultants from fifteen countries (Botswana, Egypt, Ethiopia, France, Ghana, Guatemala, India, Italy, Kenya, Malawi, Nigeria, Sierra Leone, South Africa, Tanzania and Uganda) attended the workshop.

This report contains the proceedings and the outcomes of the workshop. A full version of the report including related documents (e.g. discussion and reference documents, extended summaries of sessions, presentations) can be found on the project website:

http://www.nutritionlearning.net/moodle2/course/view.php?id=6

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\(^1\) GCP/INT/133/GER – Education for Effective Nutrition in Action
ACKNOWLEDGMENTS

The Nutrition Education and Consumer Awareness Group would like to extend the warmest gratitude to all the participants in the ENACT workshop for their contributions, insights and inspirations; to the BMELV and the FICA for providing the funds to hold the meeting and make the project possible; to the FAO Regional Office for Africa for the support given in the preparation of the meeting; and to the University of Ghana for the invaluable help provided with the workshop organization and logistics.

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INTRODUCTION AND BACKGROUND TO ENACT

Background

Problems of undernutrition, vitamin and mineral deficiencies, obesity and diet-related chronic diseases increasingly exist side by side across the world. There are almost 900 million people who are undernourished in the world, while 171 million children under 5 years of age are chronically malnourished (stunted) and almost 104 million are underweight. Those who do not get enough energy or key nutrients cannot sustain healthy, active lives. The result is poor physical and mental development, devastating illness and death, as well as inestimable loss of human potential and social and economic development. At the same time, hundreds of millions of people suffer from diseases caused by excessive or unbalanced diets and many developing nations are now dealing with severe health issues at both ends of the nutritional spectrum. Countries still struggling to feed their people face the costs of preventing obesity and treating diet-related non-communicable illness. This is the “double burden” of malnutrition.

Nutrition education and communication is now recognized as an essential catalyst in the success of food and nutrition security interventions. Focusing solely on food security is unlikely to solve global malnutrition: improvements in food production alone do not necessarily translate to improvements in nutritional status. To prevent all forms of malnutrition, countries need to educate their people about eating the right foods – not just more or less food. People need to know what constitutes a healthy diet and how to make good food choices. Promoting healthy and sustainable diets for all consumers is a major aim of FAO and is a vital part of the UN’s overall efforts to improve the health and wellbeing of populations and foster social and economic development.

FAO has often found that dietary promotion strategies within food security interventions are compromised by weak capacity at country level. Few countries offer professional training in this field (in some it is unknown) and familiarity with behaviour change approaches is generally lacking. District and community services in health and agriculture are generally understaffed, and the limited staff available often have little training in nutrition, and usually none at all in nutrition education and dietary change. As a result, they believe that their job is simply to pass on information and advice, and this is what they do, often to little effect. The nutrition professions themselves often do not recognize the need for action-oriented nutrition education, or promote it. Strong advocacy is needed to establish dietary promotion strategies that are sustainable and eco-friendly in national policy and institutions, and there is a great need for professional capacity to integrate these strategies into health, agriculture, education and community services. Capacity for effective dietary promotion needs to be built throughout the system.

Against this background, in 2010 FAO asked for financial support from the BMELV to carry out an assessment of needs for professional training in nutrition education and communication in Africa. The assessment involved a review of the literature and case studies in seven African countries (Botswana, Egypt, Ethiopia, Ghana, Malawi, Nigeria and Tanzania), including extensive interviews with over 100 experts. It was found that suitable approaches and relevant training are lacking or irregularly available in most sectors and settings and for most professional groups, and that the felt need for capacity development and advocacy in this field is high. Respondents saw an urgent need for developing and adopting a suite of professional training courses at undergraduate, postgraduate and extension levels as a framework for comprehensive capacity building.
ENACT project

On the basis of these findings, FAO requested the BMELV to support a follow-up project under the acronym ENACT [Education for Effective Nutrition in Action], which was approved in 2011 and began in January 2012. As a key to future capacity development, the project will produce, pre-test and disseminate a basic certificate on nutrition education at undergraduate level which will implement the best practices of professional training in dietary promotion and also satisfy local demand. The materials will be available for online, face-to-face or blended use and will be piloted in all these formats with both national and international partners, in order to adapt them to local context and consumer need. The module will be accompanied by an optional preliminary course in basic nutrition (ABC-N) for those who lack the essential nutrition knowledge. A training of trainers’ course will also be developed and hosted permanently by a regional partner. The final products will all be available and disseminated on the project website and through partner institutions.

THE WORKSHOP

Following the assessment of needs for professional training in nutrition education, a curriculum development workshop was held in Aburi (Ghana) from 16-20 July 2012.

OBJECTIVES

The purpose of the workshop was to meet project partners in Africa and discuss the future development of the ENACT project, and in particular the preparation and piloting of learning materials for professional development in nutrition education.

Specific objectives of the ENACT workshop included:

- sharing ideas and experiences on nutrition education and nutrition education training and on the policy context which conditions their effectiveness;
- reporting on the findings of the needs analysis for professional training in nutrition education and communication in Africa;
- approving a generic package of curriculum development documents for nutrition education training [e.g. instruments, outlines of approved principles and practices in nutrition education and nutrition education training];
- reviewing, amending and approving an outline of a module in nutrition education suitable for students of nutrition/public health/agriculture, as well as teachers and managers, a sample unit for this module, and a basic entry course in nutrition (ABC-N) for students without a nutrition background; and
- discussing and finalizing partnership arrangements for developing and piloting the module.

EXPECTED OUTCOMES

The main expected outcome was increased consensus on the content, approach and framework of professional nutrition education training.
Specific expected outputs were an approved curriculum development package, agreed guidelines for the further development of the nutrition education module and some recommendations for national nutrition policy and advocacy.

**PARTICIPANTS**

The workshop was attended by 36 participants from Botswana, Egypt, Ethiopia, France, Ghana, Guatemala, India, Italy, Kenya, Malawi, Nigeria, Sierra Leone, South Africa, Tanzania and Uganda. These included the seven experts previously involved in carrying out country surveys of nutrition education capacity in Africa; coordinators and tutors from the six collaborating institutions, namely the University of Botswana, the University of Ghana, Hawassa University (Ethiopia), Michael Okpara University (Nigeria), Sokoine University (Tanzania) and Makerere University (Uganda); academics from other universities and representatives of prospective online partners, namely the University of South Africa (UNISA) and the People’s University, as well as nutrition education experts and FAO nutrition personnel from Headquarters and the Regional Office for Africa. Unfortunately representatives from AMREF (African Medical and Research Foundation) from Kenya were unable to attend the workshop.

The opening ceremony was also attended by Prof. Daniel Asiedu, Dean of Science, University of Ghana; Mr Musa Sainou Mbang, FAO Deputy Regional Representative for Africa; Prof. Wilhelmina Okwabi, Head, Nutrition Department, Ghana Health Services; and Ms Pauline Addy, Deputy Director, Women in Agricultural Development Directorate, Ministry of Food and Agriculture.

The list of participants is given in Annex 1.

**WORKSHOP PROCESS**

The structure of the workshop program included presentations and plenary discussions in addition to group activities. There was also space for various other activities including improvised dramatization of real nutrition education stories; video interviews of participants on key nutrition education issues, and a display of nutrition education materials. Furthermore, the workshop provided a forum for consultation/discussion with piloting institutions and tutors to finalize partnership arrangements for piloting the module.

The workshop program is presented in Annex 2.
OPENING SESSION

Opening statements from FAO and the University of Ghana

A short summary of key points mentioned by each speaker is given here.

Professor Anna Larkey, Associate Professor and Head of Department, Nutrition and Food Science, University of Ghana, and President-elect International Union of Nutritional Sciences, acted as Master of Ceremonies.

The FAO Deputy Regional Representative for Africa and FAO Representative for Ghana, Mr Musa Saihou Mbenga, welcomed the participants to Ghana and spoke of the importance of nutrition education. In spite of major advances in science, technology and agricultural productivity, Africa is still facing a high burden of undernutrition. At the same time, changes in dietary habits and reduction of physical activity are resulting in a dramatic increase in overweight, obesity and non-communicable diseases in the continent. There is growing realization that increases in agricultural production per se may not translate into nutritional improvements; besides making food accessible, it is essential to empower people to make adequate food choices. Nutrition education should be integrated into agricultural policies and programs, as well as into health, education and community services. To enable these actions, capacities for effective nutrition education and dietary promotion need to be strengthened. Africa is the first region to embark on the process of developing a curriculum on Education for Effective Nutrition in Action and can lead the way.

On behalf of the University of Ghana, Prof. Daniel Asiedu, Dean of Science, expressed his satisfaction that the university will pilot the ENACT course. The Department of Nutrition and Food Science has the mandate to train Nutrition and Food Science professionals for the country. Accordingly, the department’s vision is to be ‘A sustainable centre of excellence in teaching, research and extension in the two disciplines of Nutrition and Food Science and to develop programs for teaching and research that meet national needs and are competitive to global standards.’ With this vision, the Department strives to be innovative and adapt itself to the changing needs in the training of nutrition professionals relative to the nutrition issues of concern in the country and indeed globally, and for this reason it welcomes this opportunity to enrich the training offered to students.

Ms Ellen Muehlhoff, Senior Nutrition Officer, Nutrition Education and Consumer Awareness Group, FAO, recalled how 20 years ago, in the first International Conference on Nutrition (ICN), 159 countries pledged to end hunger, reduce malnutrition and improve dietary and sanitation practices. Now, 20 years later, on the eve of the ICN+21, which will be held in Rome in 2013, it is time to review the progress made and the opportunities that have arisen. Nowadays nutrition is in the public eye, and this poses an excellent opportunity to highlight the important role and need for effective nutrition education. FAO’s ENACT project aims to reinforce country efforts to scale up nutrition interventions. It will run for three years and work with six national partner institutions in Africa, one regional and one international distance learning university and draw on the expertise, experiences and lessons from many more.
WORKSHOP SESSIONS

DAY ONE: NUTRITION EDUCATION IN CONTEXT

Most of Day One was devoted to a discussion of the role of nutrition education as a response to malnutrition.

The workshop opened with an introduction of the workshop objectives and program by Ellen Muehlhoff (Session 1). This was followed by a detailed review of the nutrition situation in sub-Saharan Africa from Mohammed AgBendecheh, Senior Nutrition Officer, from the FAO Regional Office for Africa (Session 2), who highlighted the challenges faced. In sub-Saharan Africa, there has been little progress in reducing child undernutrition and overall rates have remained stagnant during the last decade; chronic undernutrition or stunting continues to be unacceptably high at just under 40 percent. The number of undernourished people has increased from 170 million in 1990-92 to 234 million in 2010-12. There has been only a small increase in per capita dietary energy supply which has been insufficient to bring nutritional benefits to the large majority of poor people. Eastern Africa and the Sahel Region are threatened with starvation. Increasing food price volatility, urbanization, climate change and population growth pose risks and can worsen the picture in the coming decades.

This is the context in which the FAO ENACT project has been conceived. The history of the project to date and its purposes were briefly described by Anthony Jennings, FAO Consultant (Session 3). He explained that there is evidence to show that food production alone cannot entirely solve problems of food insecurity and that nutrition education is an essential complement to food security interventions. It is being recognised that nutrition education must be an integral component in food production to enhance agriculture’s impact on nutrition. However, the lack of local capacity has frustrated FAO’s efforts to go beyond the pilot stage and achieve significant upscaling of nutrition education actions. The ENACT project is an attempt to enhance the capacity of African countries to develop a cadre of expertise in this area.

In order to clarify the causes of the problems outlined by Mohammed AgBendecheh, and to reach a better understanding of the potential role of nutrition education as one solution to these problems, a brainstorming session followed aiming to identify and distinguish between various determinants of dietary behaviour. The session was conducted by Esi Colecraft, Lecturer in Nutrition at the University of Ghana (Session 4). Though some of the determinants identified fell into areas which are difficult to influence through education (biologically determined food preferences on the one hand, or the macro-
economic climate on the other), a large number of factors determining an inadequate diet were also identified within the areas of early conditioning, socio-cultural influences and environment that seem to be legitimate targets of an educational process in the broad sense.

What should this process consist of? Under what conditions can Nutrition Education be an effective solution? Ellen Muehlhoff’s presentation [Session 8] showed ample evidence that in some cases it can be effective and even essential to the success of a nutrition intervention, but emphasized that it is not always clear what factors contribute to the success or failure of nutrition education actions. It is likely to be a question both of educational design and of integrating education with complementary changes in the food environment. FAO’s mandate is to act on both of these axes, promoting effective nutrition education in tandem with policies to improve access to healthy diets.

What do we mean by effective Nutrition Education? The inadequacy of information transfer alone as a methodology was illustrated by participants in a short dramatic sketch, and analyzed more theoretically. Two case studies, concerned respectively with infant and young child feeding [Session 7] and indigenous green leafy vegetable production and consumption [Session 11] gave examples of nutrition education in action, and illustrated effective combinations of nutrition education and environmental supports. The first employed effective short videos to communicate key messages, and showed how support from the media and from politicians could be mobilized. The second case study showed that there is a complex interaction between education and environmental constraints, and suggested that nutrition education having too exclusive a focus on the household level and on women has produced disappointing results in many African countries, because it fails to consider the heterogeneous information and educational needs of a wide variety of stakeholders. In this project, it was found that nutrition education could be more effective in promoting the production and consumption of indigenous leafy vegetables if appropriately tailored education, inputs and training were provided to a range of stakeholders rather than to households alone (i.e. consumers, producers, street vendors, operators of popular eating places, etc.).

The status of nutrition education and professional training in nutrition education in Africa was explored in a survey of seven African countries carried out by FAO in 2011. The findings were briefly presented in Session 9 by Maria Nyepi, Professor of Nutrition at the University of Botswana. The surveys demonstrated a serious lack of capacity and a need for training with greater emphasis on practical skills. These findings were reinforced by a series of quotations from interviews carried out during the survey, which were presented by Deirdre McMahon, FAO Consultant.
**Day Two: What are ENACT and ENACT training?**

Day Two continued the investigation into effective nutrition education, looking at different forms of nutrition education and at the principles underlying effective nutrition education and training of nutrition educators.

Jane Sherman, FAO Nutrition Education Consultant, drew distinctions between information delivery, behaviour change and behaviour-oriented health promotion (Session 13). The aim was to identify characteristics of “effective education for nutrition in action”, in order to establish a consensus on the basic principles underlying the course to be developed. Principles derived from the literature were discussed in groups (Sessions 16-19) and endorsed by the participants. These principles stressed the importance of practice, of real input, formative research and evaluation, and of an active role for learners. This is true not only of nutrition education, where the learners are the targeted consumers, but also of training for ENACT, where the learners are the trainee nutrition educators.

Two further case studies illustrated different attempts to achieve effectiveness under the pressure of real life constraints. In the illustration of distance learning for nutrition education in Central America (Session 14), Verónica Molina, FAO Consultant, highlighted the challenge of scaling up the training of trainers through a distance learning approach, without losing sight of the principles outlined above. The design succeeded in bringing about an improvement in professional practice among participants as well as in knowledge. In the case of the ENAM (Enhancing Nutrition through Animal Food Management) project in Ghana, presented by Esi Colecraft (Session 15), which focused on the promotion of animal-source foods in children’s diets, the constraints on the effectiveness of nutrition education derived from the poverty of the participants, which threatened to put healthy diets beyond their reach. In this case the solution was to empower women to generate income through microfinance and entrepreneurial training in combination with nutrition education to improve children’s nutrition.

**Day Three: The design of an undergraduate module in ENACT training**

A number of elements of the proposed ENACT undergraduate module had been developed before the workshop. These included the instruments for needs analysis, the online learning platform (Session 26), the outline of the introductory course (ABC-N) for students without the necessary grounding in basic nutrition (Session 27), the outline of the undergraduate module (Session 20) and a sample unit from the module itself (Sessions 22 and 23). Day Three was devoted to a participant review of these elements, with suggestions for improvements.
The day’s sessions provided a series of indications for the template for the materials to be developed, though further consultation will be needed.

In general the sample module was felt by some to be a bit lengthy for undergraduates, and difficult to fit into the format proposed [three hours of independent work by students including exercises and outreach activities, followed by a 2-3 hour tutorial/seminar]. Suggestions were made for streamlining the structure and avoiding overlaps with other materials and/or course contents. Practice of communication for nutrition education and familiarity with the project cycle were identified as elements that should recur throughout the course.

The activities were considered feasible, relevant and generally well thought out. To cut down on the time required, it was suggested that “outreach” activities could be distributed among groups of students, and that role-plays could sometimes be offered as a substitute for class visits.

**Day Four: Policies for ENACT**

Day Four returned to the opening theme of creating a supportive environment for dietary change, looking at national policies and at what can be done to advocate for better policies and more effective interventions. It was agreed that much needs to be done to create a more supportive political context for effective nutrition education to enable healthy food choices.

A comparative analysis of a small selection of policy and strategy documents, presented by Cristina Álvarez, FAO Consultant [Session 28], showed that food and nutrition education receive little attention in policies, and that there is no clear understanding or common consensus of what nutrition education is really about. The emphasis is still on information transfer, and there is little encouragement of approaches involving action, practice, demonstration and imitation. Nutrition education is not integrated in all relevant sectors (e.g. education, agriculture, social development) and rarely integrated in other initiatives such as food security programmes.

What can be done about this situation? Paul Amuna, Senior Lecturer in Nutrition at the University of Greenwich [Session 29], put forward the example of the 1993 FAO Asian workshop on nutrition education to show that effective advocacy by experts in the field can bring the need for better nutrition education to the forefront of the political agenda and result in improved policies and more conducive settings. The same process must be followed in Africa, and the participants in the workshop are ideally qualified to make this happen. Effective professional training is essential, while professional associations must put their weight behind the movement.

In the final brainstorming session [Session 30] participants identified specific advocacy actions to raise the profile of nutrition education and lobby for more effective interventions. These included developing and sharing improved tools for advocacy such as standard templates, materials, examples; strengthening the interaction among ENACT network members; exploiting the media; and building a more solid knowledge base about nutrition education, through research and content development.
After the formal closure of the workshop, consultations were held with the project partners. Subjects discussed were budgets, target student groups, start dates and duration of piloting, scope for outreach activities and field visits, and eventual accreditation possibilities. With potential online partners (UNISA and the People’s University) further subjects were the learning platform, tutoring and fees.

An extended version of the report that includes longer summaries of the sessions can be seen in the ENACT project website http://www.nutritionlearning.net/moodle2/course/view.php?id=6. A list of other documents available on the website is presented in Annex 3.

CONCLUSIONS AND FOLLOW-UP

The workshop allowed nutrition and nutrition education experts from many countries to get together for four days. A strong consensus emerged regarding the need for better nutrition education, for more and better training and more effective advocacy and better networking among experts in this field. Moreover, the workshop allowed participants to develop increased consensus on the contents, approach and framework of good nutrition education and professional nutrition education training. In the course of the week, suggestions were made for the content of the basic course in nutrition (ABC-N), the outline of the nutrition education module was revised and endorsed by participants, and feedback was given on the sample unit. This will allow for the completion of the sample unit and the development of the remaining units. On the final day, advocacy actions and recommendations for nutrition education in policies were analysed, and arrangements for collaboration with piloting institutions were discussed.

A series of follow-up actions were agreed on. These include:

- To prepare and share the workshop report with participants and other stakeholders.
- To present the outcomes of the workshop to members of the FAO Nutrition and Consumer Protection Division.
- To finalize and disseminate the curriculum development package according to recommendations made by participants in the workshop by October 2012.
- To finalize the module outline and the sample unit in line with comments from participants by December 2012.
- To develop the remaining units of the nutrition education module and pilot it by December 2013.
- To finalize the ABC-N and the training of trainers’ courses and pilot them through the selected institutions by December 2013.

WORKSHOP CLOSURE

In closing the workshop, Ellen Muehlhoff and Mohamed AgBendeck thanked the participants and partner universities for their active participation and thoughtful comments and congratulated all on an intensive and highly productive week’s work. FAO looks forward to a fruitful collaboration with all partners and hopes to build up a community of practice in nutrition education in Africa.
EVALUATION OF THE WORKSHOP

Participants evaluated the workshop through an emailed questionnaire which asked them to assess how far the workshop succeeded in meeting its objectives; which sessions were of most value to them; which subjects and discussions needed more time; what in their opinion could have been improved and how; and which were the most memorable moments. Participants’ comments and suggestions were thought provoking and insightful, and will help to improve future ENACT workshops. Their feedback is summarized below.

Participants indicated that most workshop objectives had been well achieved, in particular the sharing of ideas and experiences during workshop sessions and breaks, which helped them learn about what others are doing. It was noted though, that the review of the proposal for the basic module in nutrition education could have been done better if more time had been allotted to it.

Sessions that were of most value for the majority of respondents included the review of the nutrition education module and sample unit (since this was considered the “core” of the workshop), “NEAC principles and practices in ENACT training” and “What do we mean by Nutrition Education?”, as this one helped clarify what nutrition education is and create a common ground for participants coming from different backgrounds. Single sessions mentioned as valuable included the presentation of case studies, training needs in nutrition education and the outcome of the assessment of needs for professional training in nutrition education in seven African countries.

When asked which subjects and sessions needed more time, most respondents indicated the revision and discussion of the outline of the nutrition education module and the sample unit, as this would have allowed participants to give more input, and also increase their sense of ownership of the process and programme, and thus help them “to sell the programme better to their institutions”.

In terms of how things could have been done better, several participants agreed that the most relevant documents should have been sent to them prior to the workshop for revision. It was also noted that it would have been beneficial to present the nutrition education module earlier in the programme.

Memorable moments cited were the drama presentations, the interviews of participants and in general, the opportunity to meet many professionals who are working together towards the goal of nutrition education.

It was suggested that a nutrition education and communication network be created to establish the process more fully. Through an online forum, trainers, researchers, practitioners and other experts could share information and materials and seek advice in aspects related to the field of nutrition education. This would also increase publicity and tools for advocacy.

The workshop appears to have met its objective of laying the basis for a community of good practice in nutrition education and nutrition education training. It made it possible to collect very useful input to develop the nutrition education module and the basic course in nutrition (ABC-N), to discuss arrangements for the piloting with partners, and to design an approved package of curriculum development documents.
EXTRA ACTIVITIES

Nutrition Education Story Book and Drama Representations

In the workshop, a book of real-life nutrition education stories was presented. The stories, in total 20, represent aspects of “positive” and “negative” nutrition education and nutrition education training taking place in everyday life. The stories were initially conceived to be used in the classroom by tutors and students. They have the same function as case studies but are briefer and more varied. The book includes questions to analyze every story and get the person into the habit of identifying potential nutrition education teaching/learning opportunities.

The book was deliberately left unfinished so that it could be expanded with more stories emerging during the workshop and the piloting of the module. As a matter of fact, several participants have already contributed their own stories that will become part of the book.

Two of the stories, A boy going to school and Mothers at the clinic were rehearsed and presented by workshop participants. The discussion that followed highlighted nutrition education and nutrition education training opportunities that very often go unnoticed and proved that everyday stories and dramatization can be used as a way of importing field experience into the classroom.

It goes without saying that the actors had a fantastic time rehearsing the sketches and that the mini-plays brought much enjoyment to the audience.

Nutrition Education Book of Quotations from a Case Study Survey in Africa

A book of quotations from the FAO needs assessment in nutrition education and communication, which interviewed over 100 people from 7 African countries, was presented. The purpose of the book is to give a snapshot of the need for nutrition education in Africa by giving voice to the interviewees who participated in the study.
Teaching by example: *Healthy food in all meals!*

The organizers wanted to ensure that only healthy and nutritious food was provided at the workshop, including at the breaks. This involved meeting with the hotel management and the cook to revise the proposed menus, and making changes such as eliminating sodas and fatty snacks and replacing them with fresh fruit, sandwiches and home-made cakes. The revision of the menu raised questions from the management side which served as an opportunity to provide them with some “nutrition education”.

By doing this FAO set an example for other meetings about nutrition, and participants were able to enjoy a healthy varied assortment of Ghanaian dishes (e.g. gari foto, kelewele, red red), lots of seasonal fruits and vegetables and local fish.

Display of Good Nutrition Education Training Materials

Throughout the workshop there was a display of good nutrition education training materials that were collected in advance by the ENACT team or provided by participants. The display included outlines of courses, manuals, videos and guidelines, and was expanded with materials brought by participants. For some of the materials displayed, participants had the option of requesting for copies to be sent to them.
**ANNEXES**

**ANNEX 1. LIST OF PARTICIPANTS**

<table>
<thead>
<tr>
<th>Last name</th>
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ANNEX 2. PROGRAM

Monday 16th July: OPENING
16:00-18:00  Registration of participants
18:00-18:30  Opening Ceremony
18:30         Welcome dinner

Tuesday 17th July: NUTRITION EDUCATION IN CONTEXT
9:00-9:15    Official announcements
9:15-9:30    1. Introduction: the workshop objectives and program
            Ellen Muehlhoff, FAO, Rome
9:30-10:05   2. Review of the nutrition situation in Sub-Saharan Africa: initiatives,
            tendencies, gaps
            Mohammed AgBendech, FAO, Regional Office for Africa, Ghana
10:05-10:35  3. The ENACT project: background and brief description, presentation of
            workshop plan
            Anthony Jennings, FAO, Rome
10:35-10:55  Coffee break
10:55-11:50  4. The determinants of dietary behaviour
            Brainstorming session
            Facilitator: Esi Colecraft, University of Ghana
11:50-12:10  5. Nutrition education stories
            Jane Sherman, Cristina Álvarez, FAO, Rome
12:10-12:35  6. What do we mean by Nutrition Education?
            Jane Sherman, FAO, Rome
12:35-13:10  7. Case studies in nutrition education [1]: Promoting Optimal Infant & Young
            Child Feeding in Ethiopia - Experiences of the ‘Alive & Thrive’ Project
            Yewelsew Abebe Keberet, Alive and Thrive Ethiopia project
13:10-14:40  Lunch break
14:40-15:15  8. The need for nutrition education
            Ellen Muehlhoff, FAO, Rome
15:15-16:05  9. Training needs in nutrition education
            Nutrition Education Book of Quotations from a Case Study Survey in Africa
            Panel discussion, Q and A
            Maria Nnyepi, University of Botswana, Deirdre McMahon, FAO, Rome
16:05-16:25  Coffee break
16:25-16:40  10. The revised situation analysis package
            Deirdre McMahon, FAO, Rome
16:40-17:15  11. Case studies in nutrition education [2]: Enhancing Production and
            Consumption of Indigenous Vegetables for Better Nutrition and Health through
            Nutrition Education and Communication: Lessons from ‘Recipes for Success’
            Joyce Kinabo, Sokoine University, Tanzania
17:15-17:30  12. Distribution of sample unit for preparation by participants
            Jane Sherman, FAO, Rome

Wednesday 18th July: WHAT ARE ENACT AND ENACT TRAINING?
9:00-9:15    Housekeeping and review
9:15-10:00   13. Models and Theories of Nutrition Education
            Jane Sherman, FAO, Rome
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<tr>
<td>10:00-10:35</td>
<td>14. Case studies in nutrition education (3): Distance Education for In-Service Training - Experiences from Latin America</td>
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<td><em>Verónica Molina, FAO, Latin America</em></td>
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<td>10:35-11:10</td>
<td>15. Case studies in nutrition education (4): The ‘Enhancing Child Nutrition through Animal Source Food Management [ENAM]’ project</td>
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<td><em>Esi Colecraft, University of Ghana</em></td>
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<td>11:10-11:30</td>
<td>Coffee break</td>
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<td>11:30-12:25</td>
<td>16. Principles and good practices in ENACT training: group discussion and input from the literature review</td>
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<td>Group work</td>
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<td><em>Facilitator: Jane Sherman, FAO, Rome</em></td>
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<td>12:25-13:10</td>
<td>17. Review and approval of summary document &quot;Principles and good practices in nutrition education&quot;</td>
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<td><em>Facilitator: Jane Sherman, FAO, Rome</em></td>
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<td>13:10-14:40</td>
<td>Lunch break</td>
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<td>14:40-15:40</td>
<td>18. Principles and good practices in ENACT training: group discussion and input from the literature review</td>
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<td>Brainstorming and short presentation</td>
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<td><em>Facilitator: Jane Sherman, FAO, Rome</em></td>
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<td>15:40-16:00</td>
<td>Coffee break</td>
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<td>16:00-17:00</td>
<td>19. Review and approval of summary document Groupwork and plenary discussion</td>
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<td><em>Facilitator: Jane Sherman, FAO, Rome</em></td>
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**Thursday 19th July: THE DESIGN OF AN UNDERGRADUATE MODULE IN ENACT TRAINING**

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<tr>
<td>8:30-8:45</td>
<td>Housekeeping and review</td>
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<td>8:45-9:35</td>
<td>20. Review of undergraduate module outline</td>
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<td><em>Panel of tutors from piloting universities</em></td>
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<td>9:35-10:55</td>
<td>21. Feedback from groupwork and revision of module outline</td>
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<td>Facilitated discussion</td>
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<td><em>Facilitator: Jane Sherman, FAO, Rome</em></td>
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<td>10:55-11:15</td>
<td>Coffee break</td>
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<td>11:15-12:15</td>
<td>22. Review of sample unit</td>
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<td>Group work</td>
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<td><em>Facilitator: Jane Sherman, FAO, Rome</em></td>
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<td>12:15-13:15</td>
<td>23. Feedback and discussion on sample unit</td>
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<td><em>Facilitator: Jane Sherman, FAO, Rome</em></td>
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<td>13:15-14:45</td>
<td>Lunch break</td>
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<td>14:45-15:30</td>
<td>24. Tutor and student needs analysis</td>
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<td>Parallel facilitated sessions</td>
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<td>15:30-15:45</td>
<td>25. Enabling Factors and Challenges in Capacity Building For Nutrition Education &amp; Behavior Change (NEAC): Some Experiences From India</td>
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<td><em>Shubhada Kanani, Network for Nutrition Awareness and Advocacy (NETNAAD), India</em></td>
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<td>15:45-16:00</td>
<td>26. Introduction to the online Moodle platform</td>
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<td><em>Anthony Jennings, FAO, Rome</em></td>
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<td>16:00-16:20</td>
<td>Coffee break</td>
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<td>16:20-17:00</td>
<td>27. The ABC-N basic course in nutrition</td>
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<td><em>Anthony Jennings, FAO, Rome</em></td>
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**Friday 20th July: POLICIES FOR ENACT**

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<td><em>Cristina Álvarez, FAO, Rome</em></td>
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<td>Time</td>
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| 9:45-10:25 | 29. Overview of policies for ENACT and ENACT training: what is being done; what needs to be done  
*Paul Amuna, University of Greenwich, England* |
| 10:25-10:45 | Coffee break                                                          |
| 10:45-11:45 | 30. Country strategies for ENACT advocacy  
*Facilitator: Stacia Nordin, Never Ending Food, Malawi* |
| 11:45-12:20 | 31. Closing speeches  
*Ellen Muehloff, FAO, Rome; Mohammed AgBendech, FAO, Regional Office for Africa, Ghana* |
| 12:20     | Lunch                                                                  |
ANNEX 3. LINKS TO DOCUMENTS MENTIONED IN THE REPORT

The following documents referred to in the report are available on the FAO Nutrition Education and Consumer Awareness WebPages (http://www.fao.org/ag/humannutrition/nutritioneducation/).

1. **PowerPoint presentations from the workshop**
2. **The Need for Professional Training in Nutrition Education and Communication: Report on seven case studies carried out in Botswana, Egypt, Ethiopia, Ghana, Malawi, Nigeria, and Tanzania**
3. **Family Nutrition Guide**

The following documents can be found on the project website at:

http://www.nutritionlearning.net/moodle2/course/view.php?id=6

4. **Extended summaries of each session: content & discussion**
5. **Discussion and reference documents:**
   a) NEAC country case studies (Botswana, Egypt, Ethiopia, Ghana, Malawi, Nigeria, and Tanzania)
   b) Draft outline of ENACT module
   c) Draft sample unit
   d) Nutrition Education Stories
   e) Nutrition Education Book of Quotations
6. **Curriculum Development Package**