Various forms of malnutrition persist in many developing countries;
- Increasing levels of stunting in the under-fives
- Increasing prevalence of overweight and obesity
- Increasing prevalence of household food insecurity

The focus of Nutrition Education and Communication (NEAC) is to address nutrition problems

The presence of NEAC, Educators, Trainers and Training institutions in African Countries is unclear

Survey was carried out in 7 countries to
- examine existence of NEAC, Educators, Trainers, Training programs in African countries.
- Establish perceived need of NEAC
- Establish the types of NEAC programmes needed or currently existing
Methodology

- Data collection included

- Interviews
  - 2 key informants experienced with nutrition issues in each country (academic and policy level)
  - Government staff (programme officers) Health, Education, Agriculture
  - 4 experienced nutrition educators
  - 4 NEAC trainers/ facilitators
  - NEAC students (one or more classes)

- Media Audit
  - Audit of Radio, TV, Print media for nutrition issues over a 7 day period
Perceived Need of NEAC

OBSERVATIONS
Social Awareness of Nutrition Issues

The chart illustrates the social awareness of nutrition issues across different categories:
- **High**
- **Medium**
- **Low**
- **Total**

The chart uses two indicators:
- **N** (number of respondents)
- **%** (percentage of respondents)

The data shows a significant difference in awareness levels among the categories.
Who Needs NEAC the Most?

- pregnant women & mothers
- schoolchildren
- general population
- people living with HIV/AIDS
- men/fathers
- farmers
- home gardeners
- old people
- caregivers
- adolescents
- adolescent girls
- diabetics
- health workers
- other

[Bar chart showing the percentage of each group needing NEAC the most]
Which professions are most in need of nutrition and NEAC?

- doctors and health professionals
- schoolteachers
- agricultural extension workers
- community health workers
- policymakers
- the media
- government staff
- food aid staff
- other
Common Process Used in NEAC

- Training of Educators: 60%
- Formative Research: 20%
- Evaluation: 10%

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Based on a decision of the Parliament of the Federal Republic of Germany
MOST FREQUENTLY USED NEAC APPROACHES FOR NEAC

- IEC
- Information transfer
- Participatory
- Behaviour change communication
- Other

Bar chart showing the distribution of approaches.
How can NEAC be improved?

- More NEAC training (including in service)
- Capacity building and training of trainers
- Monitoring and evaluation
- Practical/participatory approach
- Communication and involvement of media
- Funding
- Better materials and teaching aids
- More coordination of programmes, inc cross-sectoral
- Advocacy and political commitment
- Behaviour based approach
- Formative research
Which course is of most value to your country/institution?
Desired or Essential Competencies in …?

- Finding and creating educational resources and materials
- Planning, designing, implementing and evaluating nutrition education interventions
- Skills in facilitating learning and promoting changes in practice
- Training of trainers
- Analysing nutrition education needs
- Assessing existing nutrition education interventions and programs
- Advocating for nutrition education

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Desirable/ Essential Knowledge/Understanding of ..? (N)

- the nutrition education needs of particular groups
- the country’s main nutrition needs and issues
- the particular challenges of behaviour change
- the education requirements of nutrition and food security interventions
- the theoretical foundations of nutrition education

- desirable
- essential
Desirable or essential
Awareness of...?
Which approach would you find desirable?
Desirable Delivery Options

- Blended learning: 60
- Traditional face-to-face: 30
- IT-based, offline distance learning: 10
- Web-based online distance learning: 5
- Paper-based distance learning: 1
CONCLUSIONS

• Existing forms of NEAC are weak; adhoc, lack coordination across and between sectors
• No clear NEAC policies that drive NEAC interventions and programmes
• Existing NEAC interventions often not adequately evaluated and therefore impact is not easy to ascertain
• Lack of NEAC training programmes or trainers in most institutions in surveyed countries
• In-service NEAC is provided occasionally on adhoc basis to address programme specific challenges; e.g. management of SAM
• Great need for training in NEAC and NEAC programmes with greater emphasis on practical skills.
Common Approaches In Use

- IEC
- Information transfer
- Participatory
- Behaviour change communication
- Other

N and %