Enabling Factors and Challenges in Capacity Building For Nutrition Education & Behavior Change (NEAC):
Some Experiences From India

By:
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PRESENTATION OUTLINE

- Process of strengthening NEAC training in academic settings
- Enabling factors
- Some challenges faced and overcome
- Making NEAC theory and field work meaningful
- Some suggestions for way forward for ENACT project
The process of integrating NEAC courses in the overall curriculum - Advocacy

1. Educate thyself first: NEAC knowledge-practice, when assimilated within oneself, is spread meaningfully to others - consultancies, projects, student dissertation guidance. Proper documentation is important.
2. The 'global and national environment' supports NEAC - national policies; international recommendations, published reviews and papers (eg lancet)
3. Both the above are shared among staff at all available opportunities - seminars, staff meetings, visiting faculty
4. Head of dept and other seniors give academic freedom

CHALLENGES
1. Some may perceive a 'threat' - dilution of long standing (favorite) courses when NEAC courses are introduced or allocated more credits - opposition may exist
2. The infrastructure or budget to make NEAC happen maybe inadequate
Course content - credits - theory/ practicals

1. Deciding on critical areas /themes in NEAC relevant to local /regional policies/ priorities - easier said than done!
2. For field exposure/practice - link up with Program implementers: existing programs in NGO / Govt
3. Preparation of teaching materials / guidelines: modules. Especially useful for new staff if assigned this course
4. For PG - dissertation topics could include NEAC
5. Link up with other courses for comprehensive understanding: eg - introduced courses on ‘gender and nutrition’ and ‘nutrition anthropology’; added QL / PR tools in Res. Methods courses

CHALLENGES
1. Number of available credit hours maybe limited
2. Even if hours are limited; use available ‘flexibility’ to ensure that important components of course are adequately covered; Possible if staff is well versed with current issues and priorities / best practices in NEAC
3. Building trust and credibility with NGO/Govt; assurance that students will do what is expected of them; win-win
Using Mamta Card (growth chart) to explain to the mother her child’s weight and growth. One of the rare observations.

Only in one area (tribal), active worker was seen taking weight of pregnant mother, recording in Mamta Card & comparing with previous month’s weight.

Quality of NEAC: Direct observations
Crowded posters with small font and displayed high above on a wall...its use were not seen.

Torn and badly displayed posters
Course evaluation: aims and outcomes

1. Guidelines for student evaluation criteria developed and shared: class and field.
2. Supervisors make field visits; NGO-GO partners also evaluate and hand in grades/marks: for them, giving them a ready format helps.
3. Where field visits are limited; role plays by students
4. May have students pool their respective data sets/experiences of field project; analyse pooled data and present- give common tools
5. May pool field work of different courses - get more time
6. Give templates of reports - documentation skills imp

CHALLENGES
1. Partner NGO-GO maybe too busy to evaluate students
2. Soft skills (eg nature of counseling) - a challenge to assess
Undergraduate or postgraduate?

UG: ADVANTAGES
• Can reach many more
• A good foundation can be built; helps in PG program
• Interest in NEAC can be created

UG: DISADVANTAGES
• Exploratory stage: may not show interest in NEAC; hence effort-output ratio may not be satisfactory
• More difficult to find the credit hours to do justice to NEAC vs. PG
Undergraduate or postgraduate?

PG: ADVANTAGES

- More clear about career goals; may take more interest in NEAC
- Effort may yield more lasting benefits
- Possible to integrate NEAC in dissertation research - first hand experience
- Easier to allocate more credit hours vs. UG
- More mature; eg at field work

PG: DISADVANTAGES

- May be working and studying; but this may not be true for many
- Reach more limited vs. UG
<table>
<thead>
<tr>
<th>Food Supplements</th>
<th>Monitoring registers - At AW, block and district level</th>
<th>Purpose of the register</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balbhog</td>
<td>-THR distribution register (6-36mths)</td>
<td>To record distribution to beneficiaries</td>
</tr>
<tr>
<td>Premixes - Sheero- Upma</td>
<td>-THR distribution register (P,L &amp; Adol. Girls)</td>
<td>To monitor utilization of the ration</td>
</tr>
<tr>
<td>Fortified Atta; oil, chana</td>
<td>Utilisation register (For onsite preparation-serving-hot snacks)</td>
<td></td>
</tr>
</tbody>
</table>

**MIS audit:** Little focus in monitoring on ensuring compliance and the activities required for this purpose; eg. Home visits, BCC strategies

*Kanani and Gandhi, 2010*
<table>
<thead>
<tr>
<th>Activities (time activity audit)</th>
<th>Average days spent in Oct, 2010</th>
<th>Percent days (out of 24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Office work (compilation of records, Stat. asst work, stock checking)</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Meetings (cluster, block, others; trainings)</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td>Other events - attendance, admin work</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>Monitoring at field level (mostly AWC visit, Home visit - rare)</td>
<td>10</td>
<td>41</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>100</td>
</tr>
</tbody>
</table>

* Kanani and Gandhi, 2010  
Note: Community contacts are negligible
Capacity building of NGO-GO functionaries by students

- Sensitization of nutrition topics
- Formative research; needs assessment (QL /QN/PR tools, TIPS)- make them partners
- Counseling and group discussion skills
- Communication material development: IPC, Mass media, folk media
- Supervision skills
- Example: Home visit manual
Training strategies and focus

- Based on the curriculum and aligned with expected job functions
- Built in review and feedback mechanism
- Training of Trainers: cascade approach
- Effective use of job aids
- Stand alone NEC and/or integrated into existing programs
- Training for effective supervision/MIS: result oriented monitoring; and evaluations (processes, impact)
Encouraging faculty to focus on NEAC: teaching and research

- Promotions; workload to recognize contribution to Nutr/NEAC capacity building
- Research topics; papers; seminars - reasonable focus on nutrition/NEAC
- Timetables in tune with program personnel availability in NGO-GO
- Student motivation / awards
- Consultancies and joint projects
Thank You......