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REPORT OF THE

ENACT

(EDUCATION FOR EFFECTIVE NUTRITION IN ACTION)

PRE-PILOTING WORKSHOP

Professional Training in Nutrition Education

Kampala, Uganda

22-25 April 2013

Nutrition Education and Consumer Awareness Group
Nutrition Division (ESN), Food and Agriculture Organization of the United
Nations, Rome



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FOREWORD

The ENACT pre-piloting workshop was organized by the Food and Agriculture Organization of the United Nations (FAO) in collaboration with the University of Makerere, Uganda, and with support from the German Federal Ministry of Food, Agriculture and Consumer Protection (BMELV). It was held in Kampala (Uganda) from 22-25 April 2013.

The purpose of the workshop was to familiarize tutors with using the ENACT materials, provide necessary guidance for how the module should be implemented, discuss further revisions needed, and finalize arrangements for piloting the module.

The workshop was attended by twelve tutors from the six partner universities based in Botswana, Ghana, Ethiopia, Nigeria, Tanzania and Uganda, two tutors from a guest university (Kenyatta, Kenya) and a lecturer from the University of Greenwich (UK). In addition, twelve students doing the second-year undergraduate course in Nutrition at Makerere University were invited to take part and test two of the ENACT units.

This report contains the proceedings and the outcomes of the workshop.



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ACKNOWLEDGMENTS

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

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BACKGROUND

Nutrition education is known to contribute to the prevention of malnutrition and the effectiveness of food security interventions, yet training for effective nutrition education is almost non-existent in many parts of the world. In 2010-2011 FAO conducted an assessment of professional training in nutrition education in seven countries in Africa which highlighted the need for capacity development in this field (<http://www.fao.org/ag/humannutrition/29493-0f8152ac32d767bd34653bf0f3c4eb50b.pdf>). Based on these findings, in January 2012 FAO started the ENACT project, which aims at developing, pre-testing and disseminating a basic certificate in nutrition education at undergraduate level, to be delivered both face-to-face and online. During the first half of 2012, principles and practices were defined, a module outline and sample unit were prepared and six African universities were selected as partners for piloting. A curriculum development workshop was held with partners and others in July 2012 in Aburi, Ghana, to develop consensus on the contents and approach of the module (<http://www.fao.org/ag/humannutrition/35313-0654afe67bcc744541cb39f0f6ec87.pdf>).

PRE-PILOTING WORKSHOP IN UGANDA

A second workshop was scheduled to take place immediately before the piloting phase commenced. This workshop was held at Makerere University, within the School of Food Technology, Nutrition and Bio-Engineering. Prof. Archileo Kaaya and Dr. Christine Magala-Nyago took care of local organization. The workshop was attended by 15 participants: 12 tutors from the six partner universities, 2 tutors from a guest university (Kenyatta, Kenya) and a lecturer from the University of Greenwich (UK) who is familiar with African higher education institutions, and facilitated by four members of the ENACT team from FAO headquarters (see Annex 1). Twelve students from the second-year undergraduate course in Nutrition at Makerere University were invited to take part and test two of the ENACT units.



The specific objectives of the workshop were as follows:

1. To familiarize tutors with the new (amended) ENACT course outline and structure of course
2. To review six completed ENACT course units and outlines for remaining units
3. To familiarize tutors with using the ENACT materials and provide necessary guidance for how the module should be implemented
4. To discuss feasibility of the students' nutrition education project
5. To discuss and finalize arrangements for obtaining tutor and student feedback during the piloting, logistics of tutors correcting work books, providing feedback to students, and sending the corrected work books to FAO
6. To collect suggestions for amending the materials
7. Time permitting: to present and/or discuss other components of the ENACT project such as:
 - a) ABC-N course (*preliminary basic nutrition course for those who wish to take the ENACT module but do not have a nutrition background*)
 - b) EAT-course (*training of trainers course on how to facilitate/deliver the ENACT module*)
 - c) Certification for the students participating in the piloting
 - d) Accreditation of the ENACT module by universities
 - e) Learner Profile (*results from the Students' Needs Analysis Questionnaires, completed by students from 5 partner universities and Kenyatta university*)
 - f) Letters of Agreement (LoA) between FAO and partner universities

MAIN FINDINGS

Objectives of the workshop

- The workshop successfully met objectives 1-6, according to participants' evaluation, with at least 13 out of 15 tutors in each case believing that the objectives had been achieved, or "well achieved". In the case of objective 1, 14 out of 15 tutors considered that the objective was "well achieved".
- For objective 7, elements c) to f), were successfully met.
- Lack of time made it impossible to achieve elements a) and b) of objective 7, meaning that further discussion of these issues will be needed.

Materials and revision

- General satisfaction with the materials presented was expressed by both workshop participants and students from Makerere University, who tried out two of the units.
- Feedback was gathered for revision of the six units presented and for the outline of the remaining four units.



- Tutors pointed to the need to simplify the units by reducing the number of activities to a manageable level, and by revising the packaging to make it easier to use.
- Apart from questions of length, the contents of Units 1-5 were approved without further recommendations. For unit 6 further recommendations were made.
- Timing for delivery of revised materials to piloting partners was established. The first batch of materials will need to be ready by the beginning of June.

Adaptation of materials

- Tutors will be invited to adapt materials to the local context, while bearing in mind that the Ugandan piloting students showed a strong interest in finding out about the nutrition situation outside their own country.

Assessment

- Marking schemes were finalized. Tutors are in favour of more comprehensive assessment than originally foreseen. Some activities will be assessed individually, while others are for discussion. The balance between coursework and exams was established at 60/40. Although most African universities adopt a 40/60 ratio, the eminently practical objectives of the ENACT module should suffice to justify the change.
- Recommendations were given about marking students' project work.
- Various options for collecting, marking and returning completed student books were discussed.
- Both students and tutors expected tutors to provide answers to all activities, rather than students self-correcting most of the questions. This implies reconsidering the packaging and strategies (i.e. possibility of adding an extra tutorial to allow more time to go through students answers and including a full copy of the student's book with answers in the tutors guide).

Objectives of the ENACT module

- Course objectives were discussed, revised and finalized. Objectives for uncompleted units 7-10 will be provisional, as they may need to be altered as these materials are developed.

Piloting feedback

- All but one of the partners will send the student's book in soft copy to FAO, so the final formats and feedback mechanisms should allow for this. Hawassa University (Ethiopia) will send hard copies, and will need a budget modification in their LoAs to ensure that resources are available for copying, printing and scanning.
- Other forms of feedback required from tutors were also discussed, and templates for completing the unit reports and the final report given.

Summaries of the tutors' and students' evaluation of the workshop can be found in Annexes 3 and 4, respectively.



FUTURE ACTIONS

- Forward FAO nutrition education materials to participating students from Makerere University by June 2013
- Revise first six ENACT units presented in line with comments received, by June 2013
- Develop remaining four ENACT units by August 2013
- Develop an assessment scheme following recommendations received, by May 2013
- For each unit, develop a more detailed Tutor's Book that includes instructions on how to conduct the mid-unit tutorial (which has the purpose of checking how far students have got, problems encountered etc.) and the final tutorial for that unit, and prepare for the next unit.
- For each unit, develop an answer key to the Student's Book and a Powerpoint presentation to introduce the next unit, to accompany the Tutor's Book.
- Deliver materials to partners for piloting, between June 2013 and October 2013
- Finalise LoA with Hawassa University according to revised indications, by June 2013
- Collect and analyse feedback on piloting from partners between June 2013 and February 2014
- Start revision of piloted materials for face-to-face version of module by December 2013
- Produce template/sample unit for online version of module and circulate to existing partners and online partners for review by February 2013
- Finalize the ABC-basic nutrition course by November 2013
- Produce first draft of EAT (training of trainers) module by December 2013
- Finalize and submit a paper to a peer-reviewed journal on the Learner Profiles entitled "*Profiles of potential students taking the ENACT undergraduate module on nutrition education and communication in six African countries*" by August 2013



ANNEX 1: LIST OF PERSONS INVOLVED

Workshop participants from partner universities

SURNAME	NAME	COUNTRY	INSTITUTION	EMAIL
BEKELE	ESAYAS KINFE	Ethiopia	Hawassa University	esukin2@gmail.com
BUNDALA	NYAMZI HASHIM	Tanzania	Sokoine University	nyamizi80@yahoo.com
COLECRAFT	ESI	Ghana	University of Ghana	colecrafft_s@hotmail.com
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KINABO	JOYCE LUDOVICK	Tanzania	Sokoine University	joyce_kinabo@yahoo.com
MAGALA-NYAGO	CHRISTINE SOLOMYM	Uganda	Makerere University	mulagecm@agric.mak.ac.ug
MARUAPULA	SEGAMETSI DITSHEB	Botswana	University of Botswana	maruapu@mopipi.ub.bw
NKWOALA	CHIAKA CHARLES	Nigeria	Michael Okpara University	nkwoalacece@yahoo.com
NNYEPI	MARIA SENNYE	Botswana	University of Botswana	nnyepims@mopipi.ub.bw
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OTOO	GLORIA	Ghana	University of Ghana	geotoo@yahoo.com
TESHOME	GETENESH BERHANU	Ethiopia	Hawassa University	geteneshbt@yahoo.com

Other invited participants

SURNAME	NAME	COUNTRY	INSTITUTION	EMAIL
AMUNA	PAUL	UK	University of Greenwich	p.amuna@gmail.com
KIMIYWE	JUDITH ONGAJI	Kenya	Kenyatta University	jokimiywe@yahoo.com
MBITHE	DORCUS	Kenya	Kenyatta University	dorcusmbithe@yahoo.com



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FAO consultants attending/facilitating the workshop

SURNAME	NAME	COUNTRY	INSTITUTION	EMAIL
ÁLVAREZ	CRISTINA	Italy	FAO-HQ	Cristina.Alvarez@fao.org
JENNINGS	ANTHONY	Italy	FAO-HQ	a.jennings.it@gmail.com
SHERMAN	JANE	Italy	FAO-HQ	Shermanjane4@gmail.com
WIJESINHA-BETTONI	RAMANI	Italy	FAO-HQ	Ramani.Wijesinha-Bettoni@fao.org

Students involved in piloting materials at the workshop

SURNAME	NAME
ASIIMWE	ROSTA
BUMBA	ERNEST
HASSAM	ABDULLAH
IDA HAROLDS	OGWA
JJUUKO	ALLAN
KABUYE	ANDREW
KUSURO	ESTHER
MWOGIZA	GRACE
NABUSIITA	JOLLY
NANNONO	ANGELLAH



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NYANGOMA	JANET
YEEKO	ESTHER

Other persons met

SURNAME	NAME	TITLE	COUNTRY	INSTITUTION	EMAIL
PROFESSOR MUYONGA	JOHN H.	Dean, School of Food of Food Technology, Nutrition & Bio-Engineering, Makerere University	Uganda	Makerere University	muyongaj@agric.mak.ac.ug/ hmuyonga@yahoo.com
DR. TURYASHEMERERWA	FLORENCE	Lecturer in nutrition	Uganda	Makerere University	
DR. ACHAM	HEDWIG	Lecturer in nutrition	Uganda	Makerere University	

ANNEX 2: WORKSHOP PROGRAMME

ENACT PRE-PILOTING WORKSHOP - KAMPALA 22nd-25th APRIL 2013

SUNDAY 21st APRIL			facilitator
		Arrival and check in	
18:00	20:00	Informal welcome	Jane Sherman
		Instructions for login to Moodle platform	Anthony Jennings
		Objectives of the workshop	Jane Sherman, Esi Colecraft
		Brief outline of the workshop program	Anthony Jennings
		Distribution of tasks	Ignatius Onimawo
		Formulation of learning objectives	Jane Sherman, Paul Amuna
		Organisation and preparation of Working Groups	Anthony Jennings
		Homework and housekeeping	Cristina Álvarez
MONDAY 22nd APRIL			
7:45		Transfer from hotel to workshop venue	
8:15	8:45	Formal opening and welcome	Prof. John Muyonga (Dean), Archileo Kaaya, Jane Sherman
8:45	10:00	Introduction to ENACT course and Unit 1 (with students)	Charles Nkwoala, Archileo Kaaya
10:00	10:30	Coffee break	
10:30	13:00	Simulation and review of Unit 1 self-study activities	
13:00	14:00	Lunch break	
14:00	16:00	Simulation of tutorial part one (tutors only) for Unit 1	Anthony Jennings
16:00	16:30	Coffee break	
16:30	17:30	Tutorial part two: presentations from Unit 1 by tutors	Segametsi Maruapula, Paul Amuna, Esi Colecraft
17:30	18:00	Presentation of learner profiles	Ramani Wijesinha-Bettoni
TUESDAY 23rd APRIL			



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8:00		Transfer from hotel to workshop venue	
9:25	11:00	Tutorial for Unit 1 delivered to students	Esi Colecraft, Dorcus Mbithe
11:00	11:30	Coffee break	
11:30	12:30	Tutorial for Unit 1 & briefing for Unit 2 delivered to students	Esi Colecraft, Judith Kimiywe
12:30	13:30	Lunch break	
13:30	14:00	Discussion of principles for assessment of students' work	Ramani Wijesinha-Bettoni
14:00	15:40	Assessment of workbooks for Unit 1	Jane Sherman, Anthony Jennings
15:40	16:10	Coffee break	
16:10	17:45	Simulation and review of selected Unit 2 self-study activities	Ramani Wijesinha-Bettoni, Judith Kimiywe
WEDNESDAY 24th APRIL			
7:45		Transfer from hotel to workshop venue	
8:30	9:30	Discussion of feedback mechanisms	Cristina Álvarez
9:30	11:30	Tutorial for Unit 2 delivered to students	Maria Nnyepi, Gloria Otoo
11:30	11:40	Coffee break	
11:40	13:30	Tutorial for Unit 2 (contd.)	
13:30	13:40	Presentation of certificates, thanks and farewell to students	
13:40	14:40	Lunch break	
14:40	14:50	Protocol for group work	Ramani Wijesinha-Bettoni, Anthony Jennings
14:50	17:10	Group work: analysis of Units 3, 4, 5 and 6	
17:10	17:30	Coffee break	
17:30	18:30	Group work: analysis of Units 3, 4, 5 and 6	
THURSDAY 25th APRIL			
8:00		Transfer from hotel to workshop venue	
9:00	11:00	Presentations by working groups of Units 3-6	Working groups
11:00	11:15	Coffee break	
11:15	12:45	Discussion of feasibility of student project	Jane Sherman



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12:45	13:15	Online nutrition education: The Kenyan experience	Dorcus Mbithe
13:15	14:15	Lunch break	
14:15	15:10	Letters of Agreement and sustainability of the project	Anthony Jennings, Paul Amuna, Jane Sherman
15:10	15:10	Revision of course objectives	Paul Amuna
15:10	15:30	Closing of the workshop	

ANNEX 3. FEEDBACK FROM WORKSHOP PARTICIPANTS (EXCLUDING STUDENTS)

Total responses: 15

1. Meeting the workshop objectives (choice of well achieved, could have been better, or not achieved)

- i. **To familiarize tutors with the new (amended) ENACT course outline and structure of course:** 14/15 tutors said that this objective was well achieved.
- ii. **To review 6 completed ENACT course units and outlines for remaining units:** 7/15 thought that objective was well achieved, and 7/15 chose could have been better.
- iii. **To familiarize tutors with using the ENACT materials and providing necessary guidance for how the module should be implemented...):** The majority thought that this objective, which had 4 sections, was well achieved.
- iv. **To discuss feasibility of project activities (for project units):** 9/15 thought objective 4 (could have been better, 2 people said it had been well achieved.
- v. **a) To discuss and finalize arrangements for obtaining tutor and student feedback during the piloting:** 6 people said objective was well achieved, 7 people said could have been better,
b) Logistics of tutors correcting work books, providing feedback to students, and sending the corrected work books to FAO: 11 people said could have been better, 3 said well achieved.
- vi. **To collect suggestions for amending the materials:** 8 said could have been better, 7 said well achieved
- vii. **Time permitting: to discuss other components of the ENACT project such as**
 - o ABC-N course (Not covered due to lack of time)
 - o EAT-course (Not covered, although mentioned in brief)
 - o Learner Profile (findings from the students' needs analysis questionnaire): 5 people said it had been well achieved, 2 people said it could have been better, most (7) left it blank.
 - o Certification for the piloting: Most people left this blank, they appeared not to have understood what was being referred to. (One person wrote "meaning what?").

2. How tutors found the plenary sessions to review two entire units, including tutorials:

Comments in common

- i. **Needed more time/material was too much** 12 tutors

"Time was not enough, there was too much pressure to accomplish the work within a short period of time."

Two tutors commented that the workshop should have run for 5 days.

- ii. **The time was enough/the time was well managed.** 3 tutors

"We managed the time well"

- iii. **Learned how to carry out tutorials** 7 tutors

"Simulations of tutorial gave me more clear ideas on the responsibilities I will have as a tutor."

3. How tutors found the working group sessions to review their assigned unit:

Comments in common

- i. **Interaction with other tutors/learning from one another** 5 tutors

"It was very good and the different views, interactions, disagreements and contributions helped a lot."

- ii. **More time needed, especially to cover all activities** 8 tutors

"Each group member looked at a few assigned items simply because if each member went through the same items we would not have finished the unit. While this worked, it didn't allow us to use our collective abilities."

- iii. **Time was enough/good time management** 6 tutors

"Not having too much time helped everyone to focus and be disciplined in getting through the tasks."

4. How tutors found the experience of taking on a student's role (carrying out activities, participating in/conducting tutorials, assessing course books and observing students):

Comments in common

- i. **Found it useful to experience** what students go through/see what difficulties learners might have/appreciate amount of work required from learners 12 tutors

"It was good to experience what it is like to take the role of a student and to have a feel of the activities undertaken by the students."

"This was a very wonderful session!"

- ii. **Assessing course books** 4 tutors

(Mixed comments were received. While one tutor commented that this was not very clear, two said that it had been very useful (made the practicalities clearer), and one person commented on how it had revealed the need to define the marking scheme).

"The practice with assessing the workbooks was great and all the discussion around that was very useful."

5. Memorable moments:

Comments in common

- | | | |
|------|---|----------|
| i. | Students' role play or presentations | 9 tutors |
| | <i>"Excellent, inspiring!"</i> | |
| ii. | Ice breakers/energizers | 5 tutors |
| | <i>"The icebreaker sessions were especially fun, to be able to stretch muscles that have not seen such activity, and to observe other colleagues attempt them."</i> | |
| iii. | Students' active involvement in discussions/interest and participation/level of knowledge | 3 tutors |
| iv. | Story telling/family food story | 2 tutors |

6. Other comments

- | | | |
|------|--|----------|
| i. | General | |
| | <i>"This workshop was very effective in terms of fulfilling my expectations"</i> | |
| | <i>"Everything went well— appreciate all the effort that went into this"</i> | |
| ii. | Logistics/accommodation good/adequate | 7 tutors |
| | (Only one tutor said that the food towards the last two days, especially the meat, was very poor.) | |
| | <i>"The coffee breaks and lunch was quite a good a good avenue to appreciate the local foods in Uganda"</i> | |
| | <i>"It was a good idea to organize the workshop at the university, where classroom interactions were performed!"</i> | |
| iii. | What's needed? | |
| | <ul style="list-style-type: none"> ● Need to look at the packaging and organization of the material | 3 tutors |
| | <i>"Look at the packaging of the material (tutor's book, student's book, resources), so easier to find our way round the pieces of paper"</i> | |
| | <i>"In the present state the units are difficult to use"</i> | |
| | <ul style="list-style-type: none"> ● Need to reduce the activities | 2 tutors |
| | <i>"(The activities)" can be reduced to a manageable level. However, final decisions can be reached after the piloting."</i> | |
| | <ul style="list-style-type: none"> ● More time needed (including to review documents brought by tutors and to do some sightseeing) | 5 tutors |
| | <i>"Wished for an open afternoon mid-week. Appreciated that the facilitators accommodated this at the end"</i> | |
| | <ul style="list-style-type: none"> ● Other | |

“Hope participants inputs and suggestions will be reflected in final documents. People and institutions prefer to be active, rather than passive participants/end-users”

iv. FAO/organization of the workshop

“Really enjoyed how lively the programme was. Facilitators were great and seemed genuinely interested in our opinions...The flexibility exhibited was good, with time given to discuss topics originally not on the agenda but that were raised by the tutors”

“Quality of organization was good”

“The FAO team was receptive to ideas, although not always”

“ENACT should have one course director (instead of everybody being able to make changes easily in the program or the content)”

“Time management can be improved on. Overall, the workshop was well organized”

ANNEX 4. FEEDBACK FROM STUDENTS ON TRYING OUT UNITS 1 AND 2

Total responses: 11

Comments in common

Enjoyed the experience	11
Learnt a lot	11
Needed more time	9

Some individual comments

General

- *"It was an eye-opener"*

What we enjoyed

- The creativity
- *"I could find out that we are all (all countries) facing the same malnutrition problems"*
- *"It helped me to meet new people from all areas of the world"*
- *"It was nice because I came to know people and exchange knowledge about a wide range of nutrition and feeding problems in their home countries"*

Memorable moments

- The stories (*"really educative"*)
- The stories in Unit 1
- The role-plays and the stories (*"If such activities could be added to the NE syllabus it would change people's mindsets"*)

What we learnt

- *"Different approaches for NE and its importance"*
- *"I think the most valuable lesson was how to give nutrition advice"*
- *"Learning how to do role-plays, creating posters for presentations"*
- *"I really enjoyed (it) because the learning I got was more interpreting so that I can apply the nutrition I have got"*
- *"I learnt that NE is a worldwide need"*
- *"I learnt a lot: food groups, diets, meals, the importance of NE, that NE is multisectoral"*
- The nutrition transition in Uganda
- Drawing up dietary guidelines for Uganda



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What's needed (NB students only covered parts of units 1 and 2)

- *"Need to incorporate other sectors like agriculture and poverty eradication strategies"*

Outside activities

- *"The outside activity questions need to be simpler for understanding by ordinary people."*
- *"Needed more time for outside activities – five days would have been OK"*

FAO

- Most thanked FAO warmly for the experience.
- *"It gave me confidence to find out that FAO is fighting hard to cope with nutrition problems."*
- *"I hope and wish we can be given an opportunity to carry out more workshops"*

The tutors

- *"Most of the tutors were friendly but I wish some of them had been more approachable and less serious"*