

Nutrition education needs and capacity analysis package

Questionnaire

Food and Agriculture Organization of the United Nations

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1. Part 1: The situation: nutrition, nutrition education and nutrition education training

Section 1.1 country nutrition issues

The questions are:

1. What are the main nutrition issues and their determinants?
2. How are these reflected in dietary practices and attitudes?
3. Which ministries are chiefly responsible for addressing nutrition issues?

* *Check through the following text and make any additions or corrections from your own knowledge and experience.*

*(SURVEYOR OR SURVEY TEAM SHOULD INSERT THEIR OWN DRAFT HERE, 300-400 WORDS)*

Section 1.2 Historical background

The questions are:

1. What have been the significant nutrition-related interventions in your country over the last ten years (including food security)?
2. Has there been any clear progress in that time in improving national nutritional status?
3. Have there been any important changes in policy or strategy regarding nutrition?
4. What have been the main challenges?

* *Check through the following text and make any additions or corrections from your own knowledge and experience.*

*(SURVEYOR OR SURVEY TEAM SHOULD INSERT THEIR OWN DRAFT HERE, 300-400 WORDS)*

Section 1.3 History of nutrition education

The questions are: In your country, in the last ten years -

1. What significant developments have there been in *nutrition education* and in what sectors?
2. Have there been any important changes in policy and strategy on *nutrition education*?
3. What new approaches are there to nutrition education?
4. Has there been any formative research into knowledge, attitudes and practices?
5. Have there been any impact evaluations of nutrition education initiatives?
6. If so, what did they find?

* *Check through the following text and make any additions or corrections from your own knowledge and experience.*

*(SURVEYOR OR SURVEY TEAM SHOULD INSERT THEIR OWN DRAFT HERE, 300–400 WORDS)*

1. Part 2: About nutrition education

Section 2.1 The need for nutrition education

2.1.1 Public awareness of nutrition issues

How much social awareness is there of nutrition issues in this country? (✓*tick*)

|  |  |  |
| --- | --- | --- |
| High | Medium | Low |
|  |  |  |
| Comments | | |

2.1.2 Popular perceptions, attitudes and practices

Identify the main perceptions, food attitudes and practices which in your opinion contribute to poor diet in this country. (NB *Do not include specific food taboos*.)

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

2.1.3 Who needs nutrition education the most?

Which specific target groups are most in need of nutrition education in order to improve their own or their families’ diets?

* *Choose UP TO THREE GROUPS, and explain your choices.*

|  |  |  |
| --- | --- | --- |
| Group | Tick✓ | Reason |
| The general public |  |  |
|  |  |  |
| Rural communities |  |  |
| Urban communities |  |  |
|  |  |  |
| Pregnant women/mothers |  |  |
| PLWHA |  |  |
|  |  |  |
| Schoolchildren |  |  |
|  |  |  |
| Home gardeners |  |  |
| Small farmers |  |  |
| Commercial farmers |  |  |
|  |  |  |
| Other (specify) |  |  |
|  |  |  |
|  |  |  |

2.1.4 Current NE provision

In your own experience

1. In what settings is *nutrition education* mainly taking place?
2. Can you give specific examples of any of these activities?
3. Which of these activities are particularly effective in improving people’s diet and why?

* *Tick twice (✓✓) for “plenty”, once (✓ ) for “some”; otherwise leave blank.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Setting | NE?  *tick✓* | Examples | Effective?  *tick ✓* | Reason |
| *General public* |  |  |  |  |
| NE in workplaces |  |  |  |  |
| Regular media programs |  |  |  |  |
| National IEC campaigns |  |  |  |  |
| National dietary guidelines |  |  |  |  |
| *Communities* |  |  |  |  |
| NE in community groups, clubs etc. |  |  |  |  |
| NE in markets or other food outlets |  |  |  |  |
| *Health sector* |  |  |  |  |
| NE in maternal & child health services |  |  |  |  |
| Hospital counselling |  |  |  |  |
| NE in HIV/AIDS care programs |  |  |  |  |
| NE in treatment of SAM |  |  |  |  |
| *Education* |  |  |  |  |
| NE in elementary schools |  |  |  |  |
| NE in secondary schools |  |  |  |  |
| NE about school food |  |  |  |  |
| NE relating to school gardens |  |  |  |  |
| *Agriculture* |  |  |  |  |
| NE in food security programs |  |  |  |  |
| NE in Farmer Field Schools |  |  |  |  |
| NE relating to home gardening |  |  |  |  |
| NE in agricultural extension |  |  |  |  |
| *Other settings for NE* | | | | |
|  |  |  |  |  |
|  |  |  |  |  |

Section 2.2 How nutrition education is developed and carried out – general impressions

2.2.1 Common processes

From your experience of nutrition education programs, which of the following processes are commonly carried out in developing and running the program? (*tick*✓)

|  |  |
| --- | --- |
| Formative research (e.g. needs analysis, KAP surveys, student profiles) | |
| Training of educators |  |
| Impact assessment |  |

2.2.2 Common approaches

From your experience of nutrition education programs, which approaches are most frequently used? (*tick*✓). (NB *These descriptions are very over-simplified and do not allow for the many blends/variations being practised.*)

|  |  |
| --- | --- |
| IEC (usually informative materials, posters, pamphlets, guidelines etc.) | |
| Information transfer (mainly talks/presentations and question-and-answer) |  |
| Behaviour change communication (strong focus on behavioural messages and media campaigns with specific target audiences) |  |
| Participatory (based on dialogue, demonstration, practice, feedback, self-monitoring) |  |
| Other |  |

2.2.3 Possible improvements (*not in* funding, logistics, admin etc.)

How do you think current NE could be improved so as to achieve better diets?

|  |
| --- |
|  |

Section 2.3 How nutrition education is done – specific programs

* *Please give details (if possible) of* ***TWO*** *nutrition education programs you are familiar with.*

2.3.1 Details of nutrition education programs

|  |  |  |
| --- | --- | --- |
|  | Program 1 | Program 2 |
| Name of program |  |  |
| Organization responsible |  |  |
| Target group |  |  |
| The duration and frequency |  |  |
| The main learning objectives |  |  |

2.3.2 Experience and training of the nutrition educator

Is/was the educator trained in doing nutrition education (as opposed to having training only in nutrition)? Yes/No

If Yes -

|  |  |  |
| --- | --- | --- |
|  | Program 1 | Program 2 |
| How long was the training? |  |  |
| What organization was responsible? |  |  |
| What was the main learning content? |  |  |

2.3.3 Development and evaluation of the program (*tick*✓)

|  |  |  |
| --- | --- | --- |
|  | Program 1 | Program 2 |
| Was there any needs analysis? |  |  |
| Did the clients/learners make an input to developing the program? |  |  |
| Was the effectiveness of the program assessed? |  |  |
| If so, how? |  |  |

2.3.4 Educational activities in the program

What were the main learning activities? What did the learners do? (*some =*✓, *a lot* =✓✓)

|  | Prog 1 | Prog 2 |
| --- | --- | --- |
| Read about good nutrition |  |  |
| Listen to talks and ask questions |  |  |
| Look at posters, view TV shows, listen to radio programs |  |  |
|  | | |
| Attend regular group meetings |  |  |
| Talk about their own experiences |  |  |
| Describe others’ practices (e.g. families, children, peers) |  |  |
| Observe and discuss dietary practices in the community |  |  |
| Watch demonstrations |  |  |
|  | | |
| Have one-to-one counselling sessions |  |  |
| Make decisions about how to start new practices |  |  |
| Talk about changes they have made and discuss difficulties |  |  |
| Practise food preparation/shopping/gardening or other hands-on activity |  |  |
| Taste and eat good healthy food |  |  |
| Keep records of actions/make measurements or observations |  |  |
|  | | |
| Share experiences with others |  |  |
| Teach or demonstrate to others |  |  |
|  | | |
| Other (*specify*) |  |  |
|  |  |  |
|  |  |  |

2.3.5 Lessons learned from the program

|  |  |  |
| --- | --- | --- |
|  | Program 1 | Program 2 |
| Is/Was the program successful in  improving diet? |  |  |
| In what other ways is/was the program  successful? |  |  |
| What are/were the difficulties/obstacles? |  |  |
| How could the educational quality of the  program be improved? |  |  |
| Other lessons learned |  |  |

2.3.6 Empowerment

Is there evidence that this program helped people to (*tick*✓)

|  |  |  |
| --- | --- | --- |
|  | Prog 1 | Prog 2 |
| become more capable of looking after themselves and their families? |  |  |
| become more confident in their food choices? |  |  |
| explain to others what they themselves do and think? |  |  |
| help others to do the same? |  |  |
| sustain their changes in behaviour? |  |  |

1. Part 3: About nutrition education training

Section 3.1 The general need for nutrition education training

3.1.1 Which professional groups need a better understanding of nutrition and NE?

Some professions have more impact on nutrition and diet than others. In your view, which groups need a better understanding of nutrition and nutrition education? (*Tick* ✓*3 or 4*)

|  |  |  |
| --- | --- | --- |
|  | Need to understand nutrition | Need to understand NE |
| Policymakers |  |  |
| Ministry staff in health, agriculture, education |  |  |
| The media |  |  |
| Health professionals (doctors, nurses, nutritionists, health workers) |  |  |
| Schoolteachers |  |  |
| Curriculum developers & writers of educational materials |  |  |
| Extension workers in agriculture |  |  |
| Project staff in food security initiatives |  |  |
| Food aid staff (incl. school feeding staff) |  |  |
| Other |  |  |
|  |  |  |

3.1.2 General need for nutrition educators

In what settings would you say trained nutrition educators are most needed?

* *Select three priority areas and give reasons for your choices.*

*N.B. You may want to look back at your answers to question 2.1.4.*

| Setting | Priority  (1, 2, 3) | Reason |
| --- | --- | --- |
| *General public* | | |
| Workplaces |  |  |
| Regular media programs |  |  |
| National IEC campaigns |  |  |
| National dietary guidelines |  |  |
| *Communities* | | |
| Community groups, clubs etc. |  |  |
| Markets and other food outlets |  |  |
| *Health sector* | | |
| Maternal and child health services |  |  |
| Hospital counselling |  |  |
| HIV/AIDS care programs |  |  |
| Treatment of SAM |  |  |
| *Education* | | |
| Elementary schools |  |  |
| Secondary schools |  |  |
| School food |  |  |
| School gardens |  |  |
| *Agriculture* | | |
| Food security programs |  |  |
| Farmer Field Schools |  |  |
| Home gardening |  |  |
| Agricultural extension |  |  |
| *Other* | | |
|  |  |  |
|  |  |  |

3.1.3 Current provision of nutrition education training (NET)

How many nutrition education training programs do you know of? (*tick*✓)

none

one

two

three

more than three

Section 3.2 How nutrition education training is done (general)

3.2.1 Program details

* *Please give details of up to 3 nutrition education training programs you know well.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | 1 | 2 | 3 |
| Name of program/course |  |  |  |
| Target group & setting |  |  |  |
| Trainee group |  |  |  |
| Level of course |  |  |  |
| Organization responsible |  |  |  |
| Length |  |  |  |
| Frequency (e.g. one-off, twice a year, occasional) |  |  |  |
| Certification |  |  |  |
| Main learning objectives |  |  |  |

3.2.2 Experience and qualifications of nutrition education trainers (e.g. lecturers, trainers of trainers, mentors)

In the three programs described above

What is the background/discipline of the trainers? (e.g. health, education, agriculture, community work, social welfare)

|  |  |  |
| --- | --- | --- |
| Program 1 | Program 2 | Program 3 |
|  |  |  |

Do the trainers usually have (*tick*✓)

|  |  |  |  |
| --- | --- | --- | --- |
| Program | 1 | 2 | 3 |
| Qualifications in nutrition? |  |  |  |
| Specific training in nutrition education? |  |  |  |
| Field experience of nutrition education? |  |  |  |
| Field experience of nutrition education program development? |  |  |  |
| Knowledge of nutrition education theory? |  |  |  |
| Experience of training professionals (in any field)? |  |  |  |

3.2.3 NE training program: needs analysis

Is/was there a needs analysis? Yes/No

If so, what did it explore? (*tick*✓)

|  |  |  |  |
| --- | --- | --- | --- |
| Program | 1 | 2 | 3 |
| Working needs of practitioners |  |  |  |
| Gaps in existing courses |  |  |  |
| Students’ existing knowledge/understanding/experience of nutrition education |  |  |  |
| Existing demand for nutrition education training (e.g. student interest, jobs) |  |  |  |
| Other (*specify*) |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

3.2.4 NE training program: student assessment and course evaluation

Are/were there student tests/assignments/ assessments? Yes/No

If Yes -

|  |  |  |  |
| --- | --- | --- | --- |
| Program | 1 | 2 | 3 |
| How are/were the students assessed? |  |  |  |
| Does/did the assessment relate mainly to knowledge or to practice? |  |  |  |

Is there/was there a course evaluation - Yes/No

If Yes -

|  |  |  |  |
| --- | --- | --- | --- |
| Program | 1 | 2 | 3 |
| How was the course evaluated? |  |  |  |

3.2.5 Nutrition education training: approach

Are/were the main training activities (*tick*✓)

|  |  |  |  |
| --- | --- | --- | --- |
| Program | 1 | 2 | 3 |
| Mostly receptive (talks, presentations, lectures, note-taking, reading and writing) |  |  |  |
| Mostly practice and outreach (e.g. role-play, case studies, surveys, interviews, observation, hands-on practice, discussion of experience, experimentation) |  |  |  |
| Approximately half and half ? |  |  |  |

3.2.6 Possible improvements (*not in* funding, logistics, admin etc.)

How do you think current nutrition education training could be improved to make nutrition education more effective in improving diets?

|  |
| --- |
|  |

Section 3.3 Nutrition education training – desirable content, approach and local value

3.3.1 Curriculum content

Which of the following elements would you regard as desirable or essential in the training of nutrition educators?

|  |  |
| --- | --- |
|  | *✓ = desirable*  *✓✓= essential*ic |
| *Knowledge and understanding of...* | |
| the country’s main nutrition needs and issues |  |
| the nutrition education needs of particular groups |  |
| the education requirements of nutrition and food security interventions |  |
| the theoretical foundations of nutrition education |  |
| the particular challenges of behaviour change |  |
| best practices in nutrition education through the world |  |
| other (*specify*) |  |
| *Competences* | |
| Analysing nutrition education needs |  |
| Planning, designing, implementing and evaluating NE interventions |  |
| Skills in facilitating learning and promoting changes in practice |  |
| General communication skills |  |
| Assessing existing nutrition education interventions and programs |  |
| Finding and creating educational resources and materials |  |
| Training of other educators |  |
| Advocating for nutrition education |  |
| Other (*specify*) |  |
| *Awareness* | |
| Familiarity with national/international professional communities |  |
| Familiarity with international associations and development organizations  involved in nutrition and nutrition education initiatives |  |
| Acquaintance with web sources of usable learning resources and materials |  |
| Other (*specify*) |  |

3.3.2 Approach

What approach would you see as most desirable in professional nutrition education training? (*Tick* ✓*ONE only*)

|  |  |
| --- | --- |
| a) A practical orientation aiming at working competence, with hands-on assignments and exercises, some work experience or a work placement, illustration from real-life cases, worked case studies, and analysis of working problems |  |
| b) An academic orientation aiming at understanding principles, with extensive reading and lectures, a research element and assessment by coursework or dissertation and/or exams. |  |
| c) A mix of (a) and (b), with priority given to (a). |  |
| d) A mix of (a) and (b), with priority given to (b). |  |
| e) An equal mix of (a) and (b). |  |

3.3.3 Local value

In the Annex COURSE OPTIONS there are outlines of four kinds of course:

1. An extension course
2. An undergraduate course module
3. A postgraduate module/in-service course
4. An advocacy workshop at policy level

* *Please read them and answer the questions.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 | Reason |
| Which would be most useful to this country? |  |  |  |  |  |
| Which would be of interest to your own institution? |  |  |  |  |  |

**Annex: course options**

This annex contains outlines of four hypothetical NEAC training courses with different target audiences.

A Extension course

A possible training course for extension workers could look at the relevant areas of NE practice and work through the process of developing an intervention, alternating between the classroom and the field, as below. A course diary, blog or oral recording would be one of the main assignments, and some mentoring would be part of the assessment. The course could include:

1. Establishing the need
2. Identifying the problems
3. *What do we actually do?* Together with the clients, looking at practices in each problem area and establishing some simple benchmarks for evaluation
4. *Why do we do it like that?*  Looking at the determinants of practices and exploring obstacles to change
5. *What could we do differently? What do others do and why?*  Looking at desirable changes (e.g. finding models, demos, role-models, sources of information)
6. Devising appropriate messages for change
7. Looking at the path to change, together with examples of good practices in different fields at community level
8. Working out ways of approaching change together with the clients (e.g. through discussion, experimentation, mutual encouragement, self- monitoring, self-evaluation etc.)
9. Putting plans into practice, reporting back and modifying approaches
10. Evaluating progress
11. Mentoring colleagues and passing on what has been learned
12. Establishing the criteria for NE approaches and evaluating other NE activities

B Undergraduate course module

This course would relate to core nutrition learning in the undergraduate curriculum. It would present, reinforce and practise a few basic principles of nutrition education: for example, seeing nutrition issues in terms of practices, looking at determinants, thinking how to tackle them and recognizing how people change their diets. It would apply this understanding to the process of developing or evaluating a nutrition education intervention.

PART 1 NATURE OF NUTRITION EDUCATION, PRINCIPLES AND MODELS:

* Names and terms, the various forms of NE and how to recognize them;
* Nutrition needs; nutrition practices and their determinants;
* The role of NE in nutrition and food security interventions and standing alone;
* The development of NE and its changing models;
* The process of nutrition learning;
* Acquaintance with NE interventions in the students’ own country;
* An introduction to the professional community.

Part 2 Developing a nutrition education intervention

* Formative research (what, why and how);
* Objectives and content;
* Strategies and best practices;
* Approaches in different settings;
* Evaluation.

The basic Reader (on CD or in print) would include essential articles and simple outlines of standard NE interventions, and would serve as a practical handbook for future professional life. There would be extensive illustration from real life, including examples of best practices in many settings. Addition of national documents (e.g. national nutrition policy, project outlines, interviews with nutritionists) would be recommended.

There would be no full-time practicum, but learning would be applied in a choice of outreach assignments in real-life contexts (e.g. observing actual practices, exploring group attitudes, experimenting at changing practices) and some peer exchanges and discussions. A portfolio would contain all worked assignments. For lecturers, there would be notes, some Powerpoints and one or two film clips to show how the course works.

C Postgraduate course module/in-service course

This postgraduate unit could have two sets of modules:

1 THE FIELD OF NUTRITION EDUCATION

1. **How important is nutrition education**? Nutrition needs and the various approaches to them, with the actual and potential role of nutrition education.
2. **What are we talking about?** Nutrition education: forms, settings, names – examples and definitions
3. **What are we aiming at**? The various goals of nutrition education: knowledge and understanding, changes in practice, nutrition literacy and the capacity for change
4. **How is good eating learnt**? Different models of nutrition education: Information delivery, KAB, behaviour change, skills learning, behaviour change communication; integrated model. Strengths and weaknesses of different approaches and suitability for different settings
5. **What are the recipes for success?** Best practices in a range of settings
6. **What medium?** Selecting appropriate media; appraising existing approaches; designing materials
7. **What is the existing capacity?** Appraising the current state of awareness worldwide, nationally and in participants’ own professional circles and institutions.

There may be extra modules on, for example, policy development, advocacy, materials development, training of nutrition extension workers, setting up open and distance learning; or on special areas of work such as young child feeding, nutrition education in schools, people living with HIV/AIDS, national campaigns, nutrition in food security projects, home gardens for nutrition etc.

2 Developing an intervention and assessing existing interventions

1. **What are the nutrition issues?** Establishing nutrition needs in terms of dietary practices.
2. **Who is involved?** Identifying, researching and describing target groups and their relationships; also relevant institutional resources, capacity and structures.
3. **What do people know?** How do they see things? Exploring existing knowledge, attitudes, practices and perceptions (KAPP studies) and establishing the means for ongoing exploration
4. **What are we aiming at?** Formulating and improving learning objectives/outcomes; aligning objectives with activities and evaluation targets; establishing indicators
5. **How do we go about it?** Choosing approaches and strategies, including metastrategies (e.g. for sustainability, economy, long-term capacity building and community development); recognizing where existing approaches need reinforcement and extension
6. **What materials do we need?** Developing materials and assessing existing materials
7. **How do we train the trainers?** Introducing and practising approaches
8. **What are the problems in** **implementation?**  Establishing habits, monitoring and self-monitoring, getting feedback, trouble-shooting, encouraging peer support
9. **What’s been achieved?** Evaluation and using the evaluation to improve the intervention
10. **How can it be maintained?** Maintenance strategies, including sustainable education activities, training of trainers, breeder effects, maintaining networks, newsletters and professional associations, proposals for upscaling etc.
11. **Who shall we tell?** Reporting, advocacy and promotion (local, regional and national), including setting up and maintaining information sources, and networking

Module Components For flexibility in implementation, each module would have four separate components:

1. **Tutorials** on concepts, practices and processes, with real-life examples, illustrations and cases, and suggestions for core reading.
2. **Exercises and activities** to apply, practise and extend the concepts, some paper-based, some outreach exercises and some involving discussions with tutors and other students.
3. **A resource bank** containing core texts, links to further illustrations, research and survey instruments, professional reference sources, professional organizations, further reading, a glossary and a full bibliography. Local material can be added by local course developers.
4. **A “self-application track”**  in which participants are called on to apply their learning to their own situations, e.g. designing an intervention, carrying out local research, doing a case study, designing policy, appraising and assessing existing interventions.

D Advocacy workshop at policy level

A short workshop in which participants are required to be active and contribute, and which they themselves can easily repeat, is more effective than just creating advocacy material or making presentations. The proposed one-day advocacy workshop has these features. The package would include guidelines for the facilitators; some striking presentations and videos; workshop activities; some memorable mnemonics, slogans and anecdotes; discussion on how to get beyond the point of making recommendations; proposals from participants for improving existing NEAC and introducing it where it is lacking; and a practice session in repeating the workshop using all the given materials.