REPORT OF THE
ENACT (EDUCATION FOR EFFECTIVE NUTRITION IN ACTION) TUTOR BRIEFING WORKSHOP FOR WEST AFRICA

Professional Training in Nutrition Education

ACCRA, GHANA
01-05 June 2015

Organized by the Food and Agriculture Organization of the United Nations in collaboration with the University of Ghana, with support from the German Federal Ministry of Food and Agriculture (BMEL)
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Report of the
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(EDUCATION FOR EFFECTIVE NUTRITION IN ACTION)
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-PROFESSIONAL TRAINING IN NUTRITION EDUCATION-
Accra, Ghana
01-05 June 2015

Nutrition Education and Consumer Awareness Group
Nutrition Division (ESN)
Food and Agriculture Organization of the United Nations
Rome, September 2015
FOREWORD

The Tutor Briefing workshop to introduce new tutors to the ENACT module on 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 and Agriculture (BMEL). It was held in Accra, Ghana, from 01-05 June 2015.

The purpose of the workshop was to introduce new universities to the ENACT course, familiarize them with using the ENACT materials, and provide guidance on the implementation of the course module.

The workshop was attended by a total of 27 participants, made up of academics from 10 universities and institutions in Ghana and Nigeria who teach nutrition and nutrition education at undergraduate level, together with representatives from the Ghana Health Service, Women in Agricultural Development (WIAD), FAO Regional Office for Africa and the FAO ENACT team. The first day’s promotion events were attended by additional invited guests from ministries, other university departments, FAO Ghana and the FAO Regional Office for Africa.

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

The Nutrition Education and Consumer Awareness Group would like to extend the warmest gratitude to all the participants in the ENACT training workshop for West Africa for their enthusiastic participation; to the German Federal Ministry of Food and Agriculture (BMEL) for providing the funds to hold the workshop 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 logistical arrangements in the country. We are grateful to piloting tutors from the University of Ghana and from Michael Okpara University of Agriculture, Nigeria, for their expert facilitation and support.

We would also like to thank the 4 ex-ENACT students for coming to share their experiences with the tutors as well as the six University of Ghana undergraduate nutrition and food science students for their participation on the second day of the workshop.

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<td>BMEL</td>
<td>German Federal Ministry of Food and Agriculture</td>
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<td>ENACT</td>
<td>Education for Effective Nutrition in Action</td>
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INTRODUCTION AND BACKGROUND TO ENACT

Many African countries are now grappling with a double burden of undernutrition and overnutrition as well as disease, all of which are influenced by diet. Heavy reliance on starchy staples, low intakes of vegetables and fruits and a limited understanding of the link between diet and health are important constraints to healthy eating. Further the increasing role of oil, meats and sugar in African diets as a result of urbanization is contributing to the growing problem of overweight/obesity in Africa.

To prevent all forms of malnutrition, people need to have access to healthy food. But that is not enough. They also need to learn what a healthy diet is, what nutrition-related problems their communities face, and how to avoid them by eating a good range of locally available foods.

Nutrition education and communication is now recognized as an essential catalyst in the success of food and nutrition security interventions. Nutrition education involves helping people gain the knowledge, attitudes and skills needed to improve their own diets and the diets of their families and communities. Thus, knowing how to promote healthy diets and good dietary practices is a competency that all nutritionists and professionals in the health and food sectors should have. This requires training. Unfortunately, professional training for effective nutrition education is almost non-existent in many parts of the world.

As a direct response to the gap in relevant professional training in this field, revealed by a needs assessment carried out in 2010 in Africa, FAO developed the ENACT undergraduate course, which applies the best practices in nutrition education.

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. The ENACT module was developed during 2012 and the first half of 2013. A pre-piloting workshop was held in April 2013 in Kampala, Uganda, to prepare partners for the piloting of the materials. An additional African partner then joined the project, with the result that over 100 students in seven African universities based in Botswana, Ethiopia, Ghana, Kenya, Nigeria, Tanzania and Uganda successfully piloted the ENACT module between June 2013 and April 2014.

A post-piloting workshop was held in Addis Ababa, Ethiopia in April 2014 where piloting partners shared feedback on the ENACT module and provide recommendations for the final revision of units. The maintenance and extension of the ENACT network was identified as a priority action for the remainder of the project.

In order to introduce ENACT to new universities, a half-day training/course orientation workshop was tried out during the post-piloting workshop in Addis Ababa, Ethiopia. A revised version of this was held as a pre-workshop event during the 6th African Nutrition Epidemiology Workshop.

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1 NB Part of the text is the same or very similar in the current report and in the corresponding report for the Nairobi Tutor Briefing Workshop held from 29 June – 3 July 2015 in Kenya, as the same programme and materials were used at both workshops.
Conference (ANEC VI) in Accra in July 2014. Following expressions of interest and requests for longer training, two regional tutor training workshops were planned; one for West Africa and the other for East and Southern Africa, to be held in Ghana and Kenya, respectively.

**TUTOR BRIEFING WORKSHOP FOR WEST AFRICA**

The first longer training workshop was held in Accra, Ghana from 01-05 June 2015. Due to the Ebola crisis, the workshop was limited to participants from Ghana and Nigeria.

**OBJECTIVES**

*Main workshop objective:* to introduce tutors to the ENACT course, familiarize them with using the ENACT materials, and provide guidance on the implementation of the course module.

*Detailed objectives*

1. To share our idea of nutrition education and how it works
2. To familiarize new tutors with the ENACT course outline and structure of course
3. To share piloting experiences and knowhow of piloting partners
4. To familiarize tutors with assessment principles, including logistics of tutors correcting workbooks and providing feedback to students
5. To provide guidance on conducting tutorials
6. To familiarize tutors with using the ENACT materials and provide necessary guidance for how the module should be implemented, by
   - trying out one unit at home, then sharing the findings
   - working through the first part of unit 1 together, and experiencing a tutorial
   - trying out parts of a project unit (unit 6-9) in tutor working groups
   - observing student at work and during a tutorial
   - assessing students’ course books (time permitting)
7. To discuss course organization and feasibility of student project & outside activities
8. To collect tutor ideas for using the course and integrating ENACT into the university curriculum
9. To collect suggestions for amending/adapting the course materials in order to integrate the course

**EXPECTED OUTCOMES**

The main expected outcome was that new universities would get to know the ENACT course, and thereby be convinced to take up the ENACT module, setting out initial plans to do so, either by replacing their existing nutrition education courses with ENACT or by introducing ENACT to fill curriculum gaps for nutrition education.
PARTICIPANTS

The workshop was attended by a total of 27 participants (see Annex 1), made up of academics from 10 universities and institutions in Ghana and Nigeria who teach nutrition and nutrition education at undergraduate level, together with representatives from the Ghana Health Service, Women in Agricultural Development (WIAD) of the Ministry of Food and Agriculture, FAO Regional Office for Africa and the FAO ENACT team. The first day’s promotion events were attended by additional invited guests from ministries, other university departments, FAO Ghana and the FAO Regional Office for Africa (see Annex 2).
WORKSHOP PROCESS

The structure of the workshop program included a mix of activities such as presentations, plenary sessions, group discussions and group work sessions. Just like the ENACT module itself, the programme was made as interactive as possible to enable maximum participation. The highlight of the first morning’s promotion event was having four ENACT piloting students from the University of Ghana present to share their piloting experiences. Six final-year undergraduate students in nutrition from the University of Ghana were also present on the second day to take part and test one of the course units.

The workshop program is presented in Annex 3.

OPENING

The first day of the workshop began with an opening ceremony chaired by Prof. Onimawo, Professor of Nutritional Biochemistry at the Ambrose Alli University Ekpoma, Edo State, Nigeria, who was one of the ENACT piloting tutors at Michael Okpara University, Nigeria. After welcoming participants to the workshop Prof. Onimawo introduced the special invited guests, Prof. Firibu Saalia (University of Ghana) and Dr. Mohammed AgBendech (FAO-Regional Office for Africa) and other important persons as they arrived.

Speeches/Messages by Special Invited Guests

Prof Firibu Saalia welcomed the participants to Ghana and the workshop on behalf of Professor Emmanuel Afoakwa, the head of the Nutrition and Food Science Department at the University of Ghana. In his address, Prof. Saalia expressed appreciation to FAO for the opportunity afforded the Nutrition and Food Science Department to participate in both the preliminary research and planning processes leading to the development of the ENACT module and its piloting. He stated that given the department’s mandate to train Nutrition and Food Science professionals for the country, the ENACT module is a very welcome prospect that the department is looking forward to mainstreaming within its curriculum. He also alluded to the Head of Department’s expressed vision to see the module evolve from being offered as only a departmental course to becoming a Nutrition Education programme of specialization within the department. In closing, Professor Saalia congratulated the FAO team for their good work and wished the participants a successful workshop (See Annex 4 for full speech).
The FAO Regional Representative for Africa Dr. Mohamed AgBendech, gave opening remarks on behalf of Dr. Lamourdia Thiombiano, the FAO Deputy Representative for Regional Office for Africa. After providing a brief overview on the consequences of malnutrition, Dr. AgBendech highlighted the relevance of food and nutrition education and communication as a vital catalyst in the success of food and nutrition security interventions to address malnutrition. He said that while improvements in food production and productivity are clearly essential for generating income and employment and reducing poverty, they do not necessarily translate to improvements in good nutritional status. He emphasized that FAO believes that countries need to educate their people about eating the right foods which, means that everyone needs to know what constitutes a healthy diet and how to make good food choices. Achieving this, according to Dr. AgBendech would necessitate enhancing capacities for effective nutrition education and dietary promotion throughout the higher, tertiary education and professional training systems in Africa. He said these capacities were currently limited in many countries and that urgent action was needed to fill the gap and suggested that the ENACT course was a contribution to achieving this. Dr. AgBendech explained that the workshop was an opportunity to learn more about the FAO ENACT course, become familiar with using the ENACT materials, and receive guidance on adopting the course to train future nutrition educators. He ended his remarks by declaring the workshop officially opened and wished the participants fruitful deliberations. (See Annex 4 for full speech.)

A goodwill message was delivered on behalf of the Nutrition Department of the Ghana Health Service by Mrs. Kate Quarshie, the Deputy Chief Nutrition Officer. She also welcomed the participants to the workshop and Ghana and expressed her enthusiasm to participate in the workshop. She echoed the speakers’ recognition of the importance of nutrition education and said she looked forward to learning more about the ENACT module during the workshop.
WORKSHOP SESSIONS

DAY ONE: PROMOTION SESSION AND TRYING OUT UNIT 1

The first half-day’s programme was dedicated to promotion of the ENACT module. This session was attended by invited guests (Annex 2).

During this session the participants first shared their expectations for the course, were given a brief introduction to the course, and heard about the piloting experiences from Ghanaian students and tutors. In the afternoon, the participants tried out the first unit of the course.

a) ENACT Promotion session

**Participant Expectations:** The participants were given the opportunity to share their expectations for the workshop. Most of them expressed excitement about the opportunity to participate in the workshop and said they looked forward to learning about the ENACT course and ultimately implementing the course as part of their training programmes. Some also had expectations of increasing their own awareness and knowledge on nutrition education and improving on their teaching methods to facilitate effective student learning.

**Introduction to ENACT:** Dr. Ramani Bettoni gave a brief overview of ENACT by first outlining the literature review, formative research and stakeholder consultations that informed the development of the course. She mentioned the piloting and revision process involved in the course development. She stated that the course is “aimed at developing capacity through a practical, work-oriented hands-on approach” and explained the delivery approach as a “blended learning approach”. She highlighted some of the main features of the course which includes independent learning and emphasis on experience and practice. As a taster of ENACT activities, participants tried out a short activity, where they had to reflect on one experience they had had – formal or informal - of nutrition education or learning about healthy eating, and share it with the workshop.

**Piloting Experiences:** Piloting experiences were shared by the Ghanaian students who completed the pilot and their tutors, and by the Nigerian tutors. In sharing their experiences, the Ghanaian tutors attested that the blended learning approach used by the ENACT course was superior to the lecture method of teaching in empowering students to actively participate in their own learning. The tutors indicated that the course has a good balance between theory and practice, and is relatable. The tutors said that although the course material is voluminous, the mixed methods learning approach allowed for sharing of the workload between students and tutors.

“I remember our grandmothers used to let us eat very early so by 4pm supper would be eaten and your stomach wouldn’t hurt you --- the reason was not there but the idea was there, about not eating too late.” Dr. Reginald Annan
The students agreed that the workload was heavy, especially since they completed the pilot alongside their regular university courses. However, there was general sentiment that going through the course was a very worthwhile experience. In describing what they gained from doing the course, they said that the practice-based learning approach helped them become more confident, creative, organized and better able to communicate nutrition messages to their peers and others. They also developed leadership skills through the project work. Additionally they said the course helped them better understand other nutrition courses they were taking. The students were particularly appreciative that the interactive nature of the course had led to a more cordial and less formal relationship with the lecturers who tutored the course; this sentiment was also shared by the tutors!

Deciphering nutrition education: The facilitators guided the participants through some presentations and interactive sessions aimed at arriving at a common understanding of the concept of Nutrition education. Participants appreciated the holistic concept of nutrition education encompassed by Isabel Contento’s definition of nutrition education\(^2\), although there was some debate on what did or did not constitute effective nutrition education. This was followed by a braining storming session to bring out problems in food and eating habits in Ghana and Nigeria. Participants then discussed in groups the determinants on eating habits.

Under the guidance of Dr. Esi Colecraft, participants categorized the various influences identified under the topics of biological, conditioning, sociocultural, and environmental influences, and discussed the role nutrition education plays or

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\(^2\) “Nutrition education is any combination of educational strategies, accompanied by environmental supports, designed to facilitate the voluntary adoption of food choices and other food- and nutrition-related behaviours conducive to health and well-being.” (Contento 2007).
can play on these influences. Participants also discussed training needs for nutrition education in their countries and institutions.

**b) Participants take on role of students to try out unit 1**

After lunch, the workshop participants were given the opportunity to become more familiar with the ENACT course materials. The participants were divided into 4 working groups and after receiving a brief overview of the contents of UNIT 1, the participants were asked to take on the role of students to work through selected sections of the unit. In addition to trying out selected activities from UNIT 1, participants prepared a presentation illustrating the need for nutrition education and highlighting the nutrition situation in their respective countries, following instructions given in the unit. A tutorial session for Unit 1 was modelled by one of the facilitators.

![Group discussing activities in unit 1](image1)

![Gloria checking on groupwork](image2)

**Evaluation of day 1: some comments received**

- “The interactive nature of presentations which is a shift from the usual teaching approach”
- “I have learnt under a conducive environment despite the tired journey. The skill of knowledge transfer without stress has been impacted.”
Day Two: Trying out Unit 2 and observing tutorial with visiting students

On day 2 of the workshop participants continued to get to know the ENACT material better, by trying out Unit 2 and getting a better understanding of how tutorials for the course are done.

a) Briefing the students- trying out Unit 2

Briefing for unit 2 with students: Third year Nutrition and Food Science students from the University of Ghana who had volunteered to participate in the programme were welcomed and given a briefing on the course, after they introduced themselves. Some short activities were carried out to introduce the course and identify the students’ level of awareness of nutrition education. A brief presentation was made to the students and participants to introduce Unit 2 to them. The students formed 2 groups of 3 students while the participants worked in separate groups.

Trying out Unit 2: Participants and students worked on selected sections of the Unit 2 Student’s Book while, the facilitators moved from group to group answering questions and making suggestions as needed.

Participants and students working on Unit 2

Tutorial and role plays for Unit 2: At the end of the day, two participants, Prof. Olayiwola Ibiyemi Olasunbo and Mr. Gabriel Alatiah, took on the role of tutors and conducted a mini-tutorial with the students. The other workshop participants played the role of observers. As part of the tutorial, the student and participant groups performed the role play activity in the unit.

Unit 2 tutorial

Student Feedback: The students gave feedback on their participation and what they had learned going through the Unit 2 activities. They remarked that the course material was interesting and that they had enjoyed meeting the participants and working on the role-play and outside activity, which involved interviewing an older person about changes in their eating habits over time (the students had interviewed some of the participants for this activity).
Participants and students doing role plays during the unit 2 tutorial

Evaluation of day two: some comments received

“The tutorial approach to teaching and learning is what is needed in nutrition education if we intend to have sustainable nutrition behavior change in populations”

“The demonstration of tutorial activities was exciting and the role plays were good take home guides”

**Day Three: Tips for Conducting Tutorials, Assessment Principles, Trying Out Units 3, 4, 5 and 10**

Mr. Charles Nkwoala was the lead facilitator for day 3.

*Feedback/discussion on Unit 2 student book and tutorial by volunteer tutors:* Participants comments regarding Unit 2 were generally positive. Participants also provided feedback on the tutorials led by the two volunteer tutors the previous day. One participant pointed out that the set-up of the tutorial (with the tutor standing in front of the students) was more similar to the lecture method rather than the student-centered approach that he had imagined the tutorial method would use. However it was recognized that this was more an issue with the workshop setting and that the ideal set-up would be for the tutor and students to sit together as a group.
Other key observations about the tutorial method were that it made students take up responsibility for their own learning and facilitated participation by all students, even the shy ones.

**Guidelines for conducting tutorials:** Mr. Nkwoala gave a presentation on guidelines and tips for conducting successful tutorials based on his experiences from piloting the course and from using the course as one of his regular university courses. In his presentation he discussed the various factors that may influence a tutorial session including the environment, class type and the type of students. He also highlighted the importance of recognizing strengths and weaknesses of different types of students to know how to encourage each student’s full participation during tutorials. The presentation elicited questions from the participants on how to mainstream the tutorial-based method into the existing lecture-based structure of their training curricula. There was also some discussion on how to handle large classes with suggestions such as dividing large classes into groups and limiting class size if the course is offered as an elective.

**Assessment principles:** This was followed by a presentation on guiding principles for assessing students. It was stressed that although this was the recommended scheme, universities were free to change it, although it is preferred that the practical component is assigned more marks.

The participants then worked in groups to practice marking Unit 2 activities completed by the volunteer students the previous day. Participants commented that some of the student responses were incomplete and superficial. The facilitators responded that this was one of the observations during that piloting and that students need to be guided right from the beginning to give complete answers when they do their assignments. Some participants shared preliminary ideas on how they plan to use the course, such as ideas to replace course content of existing nutrition education courses with the
ENACT course content, try the course with some selected students as an elective initially, introduce the course as a new course and incorporate aspects of the course into an existing course.

**Units 3, 4, 5, 10 working groups:** The participants had been divided into 4 working groups before the workshop and each group assigned homework tasks based on selected activities from one of 4 units (3, 4, 5 or 10). The groups met for about one and a half hours to discuss their units and prepare presentations to the entire group. Each group highlighted the main features of their assigned unit and responded to questions.

![Participants working in groups](image1)

**Nutrition Education in Country Nutrition Policies:** A short questionnaire was sent out to participants before the workshop, asking them to do some research on country policies which relate to food and nutrition, to see what role nutrition education plays in these policies. Participants assembled relevant national policy documents and searched for references to nutrition education under its various names (e.g. nutrition education, IEC, information dissemination, knowledge building, awareness-raising, BCC, SBCC, health promotion, social marketing, counselling etc.). Nutrition policy documents brought in by the participants were posted. The idea was to assess the level of coverage of Nutrition Education in these country nutrition policy documents. The information and impressions collected are summarized in Annex 5.

Evaluation of day three: some comments received

“Sessions are participatory and interactive which keep participants engaged throughout. I never felt tired or sleepy at any time.”

“I enjoyed the session because of the use of the group presentation method. Now I will add role play to it.”
DAY FOUR: GETTING TO KNOW THE PROJECT UNITS; PILOTING PARTNERS SHARE PLANS FOR INTEGRATING THE COURSE

Before participants started group work, Mr Charles Nkwoala made a brief presentation covering the project units (Units 6-9) and the student project.

Units 6, 7, 8, 9 working groups: Participants in their working groups worked on selected activities from the remaining Units 6-9, and as with day 3, each working group presented on and answered questions related to their assigned unit. Participants largely agreed that the contents of the units were adequate, user friendly, adaptable and appropriate for undergraduate students from second year upwards and could be used even for postgraduates and professionals. They also felt that the units would help students develop important skills for planning, preparing and carrying out field work in nutrition.

Blessing and Paul leading energizers

Plans to integrate the ENACT course: The piloting partners from Ghana and Nigeria shared their plans for integrating the course into their institutions’ nutrition programmes.

The Ghana partners reported that there was no existing nutrition education course in their programme, and that therefore the intention was to introduce the ENACT course as a new course for the department. They had already started the process of getting the course approved for the department.

The course will be offered as a level 300 elective course initially. It would be offered as a course with lecture and laboratory credits giving 5 hours weekly contact time with students to allow for sufficient time for the tutorials and for students to complete the activities. They said future plans were to make the course a core departmental course and to transform the course into a modular certificate short course for current professionals that will run for several two-week periods during university vacations.

Nigerian partners reported that the ENACT course content has replaced the course content for existing nutrition education courses taught at Michael Okpara University. This integration has already happened. They assured the participants that the ENACT course content is very comprehensive and covers all topics that should be covered in a nutrition education course.
They felt that ENACT can be adopted in Nigerian universities without any modification to content except perhaps to make the case-study examples provided in the course more context-specific if necessary.

Evaluation of day four: some comments received

“Really liked the monitoring and evaluation elements of today’s program.”

“... lively, informative and very educational.”

**DAY 5: PARTICIPANTS SHARE IDEAS AND PLANS FOR USING THE ENACT MODULE**

The day began by going through the expectations the participants had at the beginning of the workshop. It was gratifying to note that all participants agreed that their expectations had been met.

**Reactions to the ENACT course and workshop:**

Participants indicated having a better understanding of the concept or nutrition education and were very appreciative of the course content and workshop. Many participants recognized that the course methodology was an improvement over nutrition education courses they were teaching.

“We haven’t been doing NE. We just teach students how to take notes! That’s it!”

“We don’t need to teach students Nutrition, instead we should be teaching them NE!”

“We mustn’t just train nutritionists, have to train anybody who is a potential nutrition educator- public health people, nurses, medical doctors, agriculture extension workers...”
Plans for using the ENACT course: Participants were asked to share their plans to use the ENACT course in their institutions (See Annex 6). All participants expressed enthusiasm in adopting the ENACT course in various ways. A few participants suggested that they would use the ENACT course as part of an existing NE course, where parts of some units would be adopted. Other participants intended to start implementing the course right away by incorporating some aspects of the ENACT course into an existing community nutrition programme initially and then eventually going through the process of getting the ENACT course accredited/approved for use as NE education course in the programme. For participants with an existing NE course, some intended to replace the course content with the ENACT course, which they agreed was more elaborate and comprehensive. There was some discussion also about expanding or opening up the course to students from other disciplines (e.g. Biochemistry, Agriculture, Nursing etc.) or to adapt it as short courses (fee-paying) for nutrition professionals. Other institutions were ready to run the ENACT course as is (without changing anything).

However, there was general consensus among participants that adopting the ENACT in their institutions would require more capacity and resources. Suggestions to address this need included i) train other nutrition lecturers and post graduate students to help supervise the tutorials and outside activities, ii) train/teach past students to help run the course, iii) look for funding to support some aspects of the course, such as the outside activities and project work and also to organize seminars and training sessions for new tutors. Many requested help with printing library copies of the ENACT materials for their students to borrow and use each year, and with funding/expertise to conduct workshops for their institution/region (See Annex 7).

There were also suggestions for changes needed in order to accommodate ENACT into the existing structures of participants’ training institutions. For example, the tutorial method was not used by most institutions and therefore tutors would have to find creative ways to do this; additionally, ways in which to accommodate the outside activities. Another important issue was how to adapt the student assessment processes to conform to the grading systems (particularly the percent distribution for continuing assessment and examinations) used by participants’ institutions.

Closing of workshop: The participants were unanimous that the ENACT training workshop had been educative, informative and exciting. One participant said, “It has also been an eye opener to a better way of teaching nutrition. It will not only affect NE but will also affect other courses that we teach to boost the confidence of the students”. Participants agreed to keep in touch with each other and share their experiences with adopting the course. Finally certificates were presented to participants and the workshop was officially closed.
MAIN OUTCOMES:

This workshop was the first long tutor briefing workshop to be held for ENACT. The workshop programme was found to be realistic (only small revisions will be necessary for future workshops) and the material and methodology effective. The participatory approach used was well received by the participants. The level of interaction and motivation remained high throughout the 4.5 days. The huge demand for the ENACT course was evident. As the workshop progressed, it was interesting to see how some participants’ views changed from thinking of nutrition education as information transfer only, to knowledge, attitudes and behaviour (KAB), and then finally to appreciating the need to understand the determinants of food choices, including the person’s context and knowledge, attitudes, practices and perceptions, and appreciate the practical aspects required.

On the last day, participants were given a short questionnaire asking them about their views on who could use the ENACT module in their country, the suitability of the course (in terms of the study format and activities) for their institution and any adaptations needed in order to use the course. They were also asked to put down any actions they planned to take towards using the module. Each university then presented their plans to the workshop. The participants shared their plans to use the course, with all stating that they would use the course in one form or the other. See Annex 6 for details.

Many of the participants presented plans to return home and organize seminars for their departments, followed by workshops to train colleagues who can help them implement the module, since one of the major constraints identified was the very large class sizes, which can make holding tutorials challenging.

Many said they would also be using the ENACT methods (student self-study, outside activities and tutorial method) even when teaching their other courses.
In addition to covering the workshop objectives, other relevant topics such as certification and accreditation of the ENACT module by universities were briefly discussed, and the RED ICEAN website shown as a possible model to follow to create a network of ENACT practitioners. Requests for external support that would facilitate the adoption of the ENACT module by the universities present were recorded (Annex 7).

EVALUATION OF THE WORKSHOP

Participants comments were received via a Daily Evaluation Sheet passed round at the end of each day for Days 1-4, and a final Workshop Evaluation Form completed during the final session. Analysis of Workshop Evaluation Forms completed by 19/21 participants and the Daily Evaluation Sheets showed that:

- Objectives of the workshop: from the final evaluation forms, nearly all the participants who answered the question said that the main workshop objective was well achieved, with most of the specific objectives also well achieved. The only two exceptions were part of objective 6 (assessing students' course books (time permitting)) (Could have been better) and objective 9, where half the respondents chose “could have been better”.
- All the participants said that they would definitely recommend this workshop to others.

Further information is given in Annex 8 (Extracts from participants’ final evaluation forms) and Annex 9 (Extracts from participants’ daily evaluation forms).

CONCLUSIONS

The workshop allowed academics from 11 institutions in Ghana and Nigeria to come together and learn about the ENACT materials and methodology, and share their experiences and needs. Participants were generally very satisfied with the workshop. All participants by the end of the conference came to appreciate the ENACT methodology and many found that it would be very helpful to provide such training to not only nutritionists but to other health professionals.

FOLLOW-UP

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

- To prepare and share the workshop report with participants and other stakeholders
- To send the ENACT CDs (when available) to participants' institutions
To prepare a mini-pack of materials that participants can use to conduct internal tutor briefing workshops to train colleagues in their departments. The pack will contain soft copies of all the material used for the workshop once the programme and material have been revised and finalized, instructions for printing, and additional material such as the ENACT flyer and publicity articles, which they can use for advocacy in their institutions.

For FAO to write to the departmental heads of the lecturers present, sending the workshop report and future plans, in order to help the lecturers buy in support from their departments.

For participants to stay in touch with FAO in order to share progress made in using ENACT.

FAO together with FAO RAF to explore the possibility of providing support to new universities taking up the course.

To explore the possibility of setting up a network of interested people who can keep the enthusiasm and support going for ENACT, perhaps similar to the RED ICEAN.
## ANNEXES

### ANNEX 1. LIST OF PARTICIPANTS, FACILITATORS AND HELPERS FOR THE MAIN WORKSHOP

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Dr. Ibeanu, Vivienne Nkiru</td>
<td>University of Nigeria, Nsukka</td>
<td><a href="mailto:vivienneibeau@yahoo.co.uk">vivienneibeau@yahoo.co.uk</a></td>
</tr>
<tr>
<td>2 Dr. Chikwendu, Justina Ndirika</td>
<td>University of Nigeria Nsukka</td>
<td><a href="mailto:dirikwendu@yahoo.com">dirikwendu@yahoo.com</a></td>
</tr>
<tr>
<td>3 Prof. Asinobi, Chinagorom Onyemaechi</td>
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<td><a href="mailto:coasinobi@yahoo.com">coasinobi@yahoo.com</a></td>
</tr>
<tr>
<td>4 Dr. Okeke, Philomena Ngozi</td>
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</tr>
<tr>
<td>5 Mrs. Blessing Nwofia</td>
<td>Michael Okpara University, Nigeria</td>
<td><a href="mailto:blessingnwofia@gmail.com">blessingnwofia@gmail.com</a></td>
</tr>
<tr>
<td>6 Dr. Fadupin, Grace Tanimowo</td>
<td>University of Ibadan, Nigeria</td>
<td></td>
</tr>
<tr>
<td>7 Dr. Ariyo Oluwaseun</td>
<td>University of Ibadan, Nigeria</td>
<td><a href="mailto:ariyoseun@gmail.com">ariyoseun@gmail.com</a></td>
</tr>
<tr>
<td>8 Prof. Olayiwola, Ibiyemi Olasunbo</td>
<td>Federal University of Agriculture, Abeokuta</td>
<td><a href="mailto:ibisumbo@yahoo.com">ibisumbo@yahoo.com</a></td>
</tr>
<tr>
<td>9 Mrs. Opeyemi, Bolajoko</td>
<td>Federal University of Agriculture, Abeokuta</td>
<td><a href="mailto:opebolajoko@gmail.com">opebolajoko@gmail.com</a></td>
</tr>
<tr>
<td>10 Prof. Ignatius Onimawo</td>
<td>Ambrose All University, Ekpoma</td>
<td><a href="mailto:onimawoig@yahoo.co.uk">onimawoig@yahoo.co.uk</a></td>
</tr>
<tr>
<td>11 Dr. Abizari Abdul-Razak</td>
<td>University of Development Studies, Temale</td>
<td><a href="mailto:abizaria@yahoo.com">abizaria@yahoo.com</a></td>
</tr>
<tr>
<td>12 Dr. Paul Aryee</td>
<td>University of Development Studies, Temale</td>
<td><a href="mailto:paaryee@yahoo.com">paaryee@yahoo.com</a></td>
</tr>
<tr>
<td>13 Dr. Reginald Annan</td>
<td>Kwame Nkrumah University of Science and Technology</td>
<td><a href="mailto:reggie@imtf.org">reggie@imtf.org</a></td>
</tr>
<tr>
<td>14 Ms Marina Tandoh</td>
<td>Kwame Nkrumah University of</td>
<td><a href="mailto:mtandoh@yahoo.com">mtandoh@yahoo.com</a></td>
</tr>
<tr>
<td></td>
<td>Science and Technology</td>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Mr Gabriel Alatiah</td>
<td>Kintampo Rural Health Training School</td>
</tr>
<tr>
<td>16</td>
<td>Ms Gifty Febiri</td>
<td>Kintampo Rural Health Training School</td>
</tr>
<tr>
<td>17</td>
<td>Dr. Norbert Amuna</td>
<td>University of Health and Allied Sciences, Volta</td>
</tr>
<tr>
<td>18</td>
<td>Mr. Prince Appiah Kubi</td>
<td>University of Health and Allied Sciences, Volta</td>
</tr>
<tr>
<td>19</td>
<td>Mr. Peter Aboagye,</td>
<td>Agriculture Officer, Ministry of Food and Agriculture (Women in Agricultural Development)</td>
</tr>
<tr>
<td>20</td>
<td>Mrs. Kate Quashie</td>
<td>Deputy Chief Nutrition Officer Ghana Health Service</td>
</tr>
<tr>
<td>21</td>
<td>Mrs. Laouratou Dia</td>
<td>FAO RAF</td>
</tr>
</tbody>
</table>

**FACILITATORS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Dr. Esi Colecraft</td>
</tr>
<tr>
<td>23</td>
<td>Dr. Gloria Otoo</td>
</tr>
<tr>
<td>24</td>
<td>Mr. Charles Nkwoala</td>
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</tbody>
</table>

**WORKSHOP ASSISTANTS**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>25</td>
<td>Ms. Claudia Ewa</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
</tr>
<tr>
<td>-----</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>26</td>
<td>Ms. Millicent Asaah Asante</td>
</tr>
<tr>
<td>27</td>
<td>Dr. Ramani Wijesinha-Bettoni</td>
</tr>
<tr>
<td>28</td>
<td>Ms. Elma Kontor-Manu</td>
</tr>
<tr>
<td>29</td>
<td>Ms. Laureen Lomotey</td>
</tr>
<tr>
<td>30</td>
<td>Mr. Albert Owusu Gattor</td>
</tr>
<tr>
<td>31</td>
<td>Ms. Lovemark Anyomi</td>
</tr>
<tr>
<td></td>
<td>Ms. Alberta Achondo</td>
</tr>
<tr>
<td></td>
<td>Mr. Curtia Mintah</td>
</tr>
<tr>
<td></td>
<td>Ms. Rose Otema Baah</td>
</tr>
<tr>
<td></td>
<td>Mr. Richard Nkornu</td>
</tr>
<tr>
<td></td>
<td>Ms. Priscilla Adjei</td>
</tr>
</tbody>
</table>
# Annex 2 List of Invited Guests Present for the First Morning’s Promotion Event

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Dr. Mohamed AgBendech</strong></td>
<td>Senior Nutrition Officer, FAO RAF</td>
<td><a href="mailto:Mohamed.AgBendech@fao.org">Mohamed.AgBendech@fao.org</a></td>
</tr>
<tr>
<td><strong>2. Prof. Firibu Saalia</strong></td>
<td>Department of Nutrition and Food Science, University of Ghana</td>
<td><a href="mailto:fsaalia@yahoo.com">fsaalia@yahoo.com</a></td>
</tr>
<tr>
<td><strong>3. Ms. Sophie Tandria</strong></td>
<td>FAO Ghana</td>
<td><a href="mailto:Sophie.Tadria@fao.org">Sophie.Tadria@fao.org</a></td>
</tr>
<tr>
<td><strong>4. Dr. Paulina Addy</strong></td>
<td>Deputy Director Ministry of Food and Agriculture Women in Agricultural Development Directorate</td>
<td><a href="mailto:addypolly@yahoo.com">addypolly@yahoo.com</a></td>
</tr>
<tr>
<td><strong>5. Dr. Sam Adu-Kumi</strong></td>
<td>Ministry of Environment, Science, Technology and Innovation</td>
<td><a href="mailto:adkumisam@yahoo.com">adkumisam@yahoo.com</a></td>
</tr>
<tr>
<td><strong>6. Dr. Fred Nimoh</strong></td>
<td>Department of Agriculture Economy, AgriBusiness and Extension, Kwame Nkrumah University of Science and Technology</td>
<td><a href="mailto:frediemoh@yahoo.com">frediemoh@yahoo.com</a></td>
</tr>
<tr>
<td><strong>7. Dr. Seth Boateng</strong></td>
<td>Head of Department of Agriculture Extension, University of Ghana</td>
<td><a href="mailto:sdboateng@ug.edu.gh">sdboateng@ug.edu.gh</a></td>
</tr>
</tbody>
</table>
### ANNEX 3. PROGRAM

#### MONDAY 1st June – DAY 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td>Formal opening and welcome, followed by participants introducing themselves and saying what they expect to get from the workshop.</td>
</tr>
<tr>
<td>10:00</td>
<td>TOPIC 1.1: A. ENACT: IN A NUTSHELL (Introduction to ENACT)</td>
</tr>
<tr>
<td>10:15</td>
<td>B. PILOTING EXPERIENCES (Ghanaian facilitators and exENACT students share their experiences of outside activities and project)</td>
</tr>
</tbody>
</table>

**GROUP PHOTO**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45</td>
<td>Coffee break</td>
</tr>
<tr>
<td>11:00</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Topic 1.2 NUTRITION EDUCATION: WHAT IS IT? DO WE NEED IT?</td>
</tr>
<tr>
<td></td>
<td>A) OUR IDEA OF NUTRITION EDUCATION (10min)</td>
</tr>
<tr>
<td></td>
<td>B) WHAT ARE THE PROBLEMS? Brainstorming session on determinants and influences on eating habits (1hr)</td>
</tr>
<tr>
<td></td>
<td>C) NUTRITION EDUCATION TRAINING NEEDS IN YOUR COUNTRY/INSTITUTION (20 min)</td>
</tr>
<tr>
<td>12:45</td>
<td>TOPIC 1.3 CAN ENACT FILL THIS GAP?</td>
</tr>
<tr>
<td>12:45</td>
<td>Lunch break</td>
</tr>
<tr>
<td>13:45</td>
<td>TOPIC 1.4 GETTING TO KNOW THE MATERIALS – UNIT 1</td>
</tr>
<tr>
<td>14:15</td>
<td>(Introduction to group work + simulation of 1st meeting with students)</td>
</tr>
<tr>
<td>14:15</td>
<td>TOPIC 1.5 HOW WOULD STUDENTS TAKE TO THIS? TRYING OUT UNIT 1</td>
</tr>
<tr>
<td>15:30</td>
<td>(Groups work on Unit 1, preparing the presentation if possible)</td>
</tr>
<tr>
<td>16:30</td>
<td>Coffee break</td>
</tr>
<tr>
<td>16:30</td>
<td></td>
</tr>
<tr>
<td>16:30</td>
<td>TOPIC 1.6 TUTORIAL FOR UNIT 1, delivered by facilitators</td>
</tr>
</tbody>
</table>

#### TUESDAY 2nd June – DAY 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
<td>TOPIC 2.1 Introduction to ENACT course and briefing for Unit 2 with students (10 students University of Ghana students who are new to the course will be attending)</td>
</tr>
<tr>
<td>10:30</td>
<td>Coffee break</td>
</tr>
<tr>
<td>10:45</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>TOPIC 2.2 TRYING OUT UNIT 2 – part 1 (Selected Unit 2 self-study activities, students and tutors separately)</td>
</tr>
<tr>
<td>12:45</td>
<td>Lunch break</td>
</tr>
<tr>
<td>13:45</td>
<td>TOPIC 2.3 TRYING OUT UNIT 2 – part 2 (Selected Unit 2 self-study activities, students and tutors separately)</td>
</tr>
<tr>
<td>15:30</td>
<td>Coffee break</td>
</tr>
<tr>
<td>Time</td>
<td></td>
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</tr>
<tr>
<td>16:00</td>
<td>18:00</td>
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</tbody>
</table>

**WEDNESDAY 3rd June – Day 3**

| Time  |  | Agreement |
|-------|--------------------------|
| 8:30  | 9:00 | **TOPIC 3.1** Feedback/discussion on Unit 2, including tutorial. Some guidelines for conducting tutorials, presented by Nigerian ENACT tutor. |
| 9:00  | 10:30 | **TOPIC 3.2** Assessment principles |
| 10:30 | 11:00 | Coffee break |
| 11:00 | 12:15 | **TOPIC 3.3** Units 3, 4, 5 and 10 group work |
| 12:15 | 13:15 | Lunch break |
| 13:15 | 14:45 | **TOPIC 3.4** Presentations by working groups of Units 3, 4, 5 + 10 |
| 14:45 | 14:55 | **TOPIC 3.5** Investigating NE in country N policies (Documents prepared at home are pinned up on wall) |
| 14:55 | 15:15 | Coffee break |
| 15:15 | 17:30 | (Free for sightseeing/going to the beach) |

**THURSDAY 4th June – Day 4**

| Time  |  | Agreement |
|-------|--------------------------|
| 9:00  | 11:00 | **TOPIC 4.1** Group work - trying out selected activities of Units 6-9 |
| 11:00 | 11:15 | Coffee break |
| 11:15 | 12:45 | **TOPIC 4.2** Group work cont. + preparing presentation of assigned unit |
| 12:45 | 13:45 | Lunch break |
| 13:15 | 14:45 | **TOPIC 4.3** Presentations by working groups of Units 6-9 |
| 14:45 | 16:00 | **TOPIC 4.4** Discussion of course organization and feasibility of student project & outside activities. |
| 16:00 | 16:30 | Coffee break |
| 16:30 | 17:30 | **TOPIC 4.5** Planning to integrate the course – Piloting partners share their plans |
| 17:30 | 17:30 | BBQ dinner |

**Friday 5th June – Day 5**

| Time  |  | Agreement |
|-------|--------------------------|
| 9:00  | 9:30 | **TOPIC 5.1** Summarizing tutor responsibilities + local documentation to gather |
| 9:30  | 9:45 | Coffee break |
| 9:45  | 11:45 | **TOPIC 5.2** How will I use the ENACT course? – Tutors note down ideas on using the course at their universities |
| 11:45 | 12:00 | Closing of the workshop |
| 12:00 | 13:00 | Lunch and good byes |
ANNEX 4. OPENING SPEECHES

Opening Remarks by Prof. Firibu Saaliah
Department of Nutrition and Food Science,
University of Ghana

The University of Ghana, the Nutrition and Food Science department which has partnered with the Food and Agriculture Organization from the early days of the inception of the Education for Effective Nutrition in Action (ENACT) course. The Department participated in the initial data collection that contributed to the evidence for the need for professional training in Nutrition Education and Communication across the African continent.

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. To this end the Department periodically reviews its programmes to ensure that the training it provides is responsive to trends in the disciplines of nutrition and Food Science.

The department was therefore very pleased to have had the opportunity to pilot the Education for Effective Nutrition in Action (ENACT) curriculum under the leadership of Drs Esi Colecraft and Gloria Otoo. I understand this was a very rewarding opportunity for the students and two faculty members involved. The piloting experience was shared at a seminar last year and all faculty members enthusiastically supported the idea to mainstream this course into our curriculum. In fact, at the time Professor Afoakwa, our current head of department expressed hope that not only will the department adopt the course but that it will evolve into a program that students can specialize in and we are certainly aiming for that. The truly welcomes this opportunity to enrich the training we provide our students and I am sure all of you here will come to the conclusion. The department is very proud to be hosting this work shop.

On behalf of my head of Department, Professor Emmanuel Afoakwa, I would like to say kudos to the team at FAO for this work and I welcome all of you to Accra and wish you a very successful workshop.
Opening Remarks by Dr Mohamed AgBendech
Senior Nutrition Officer, on behalf of Lamourdia Thiombiano, Deputy Representative, Regional Office for Africa
Food and Agriculture Organization of the United Nations

Excellencies, Distinguished guests

Ladies and Gentlemen

It is my great pleasure to welcome you to Ghana and to this Curriculum Development Workshop!

Many of you are aware that Africa faces urgent challenges such as addressing the injustice of chronic hunger and stunting and the need for sustainable food and nutrition security. In spite of advances in science and technology and improvements in food production and productivity during the last decades, high levels of undernourishment and malnutrition persist. The result is irreversible damage to physical and mental development as well as loss of human potential and social and economic development. Countries still struggling to feed their people now face the costs of preventing obesity and treating non-communicable illness.

Ladies and Gentlemen

The vision of FAO is to ensure a world free from hunger and malnutrition, where all people have access to adequate food for an active and healthy life. While food security is the cornerstone for improved nutrition and wellbeing, there is new evidence to show that food and nutrition education and communication can be a vital catalyst in the success of food and nutrition security interventions.

There is the growing realization among development agencies the world over that focusing solely on agricultural production may not solve global malnutrition. While improvements in food production and productivity are clearly essential for generating income and employment and reducing poverty, they do not necessarily translate to improvements in good nutritional status. To meet the challenge of preventing all forms of malnutrition, FAO believes that countries need to educate their people about eating the right foods – not just more or less food. This means that everyone needs to know what constitutes a healthy diet and how to make good food choices.
In the words of FAO’s Director General – Jose Graziano da Silva: “We teach people everything including how to drive, why not teach people what and how to eat. We need to urgently to put in place food and nutrition education programs to help families eat better”.

At the recently held International Conference on Nutrition (ICN2), Governments endorsed the Rome Declaration on Nutrition and the ICN2 Framework of Action, which urges them to educate and inform their citizens about healthier eating practices and to build professional skills in nutrition education and dietary promotion strategies.

Ladies and Gentlemen

This requires a range of actions including behavioral and cultural changes and the integration of nutrition as a core concern of every policy directed to sustainable food systems. Gender sensitive nutrition education and information needs to be strengthened to show the links between food production, acquisition, meal preparation, eating, nutrition and health. In turn, nutrition intervention including effective nutrition education has to be better 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 are needed throughout the higher, tertiary education and professional training systems in Africa. These capacities are currently weak or lacking in many countries and urgent action is needed to fill this gap.

Ladies and Gentlemen

As part of the joint ENACT/ENAF initiative, excellent progress is being made in developing capacities in nutrition education in several African countries. As such, this workshop is an important step towards our goal of developing sufficient numbers of well qualified professionals who have the knowledge and skills to implement action oriented nutrition education and work for the establishment of food environments that are more conducive to healthy eating.

Ladies and Gentlemen

This workshop brings together tutors and academics from over several African universities to share their ideas and experiences on professional training for food and nutrition education in action. They will get the opportunity to learn more about the FAO Education for Effective Nutrition in Action (ENACT) course on nutrition education, familiarize them with using the ENACT materials, and provide guidance on the implementation of the course module. This will
enable their universities to introduce ENACT to their curricula, thus producing a cadre of future nutritionists who are well equipped to carry out effective nutrition and integrated nutrition education and make a better contribution to reducing malnutrition in Africa.

The FAO Country and Regional Offices are very pleased to host this event jointly with the University of Ghana and our nutrition colleagues from Nutrition Division/Headquarters in Rome. Africa has been the first region to embark on the process of developing a curriculum on Education for Effective Nutrition in Action and can lead the way for the rest of the world.

I wish you fruitful discussions and an enjoyable stay in Ghana and look forward to the outcomes of the workshop.
ANNEX 5: ANALYSIS OF COUNTRY NUTRITION POLICIES

Some explicit emphasis on nutrition education was seen in the draft National Nutrition Policy Ghana, which has “Promoting appropriate diet and lifestyle” and “Communication to Improve Nutrition for Health and Development” under “Priority Nutrition Issues”; and in Nigeria, where two of the six specific goals of the National Policy on Food and Nutrition implicitly mention nutrition education, while one of the five strategies aimed at effecting the policy objectives deal with nutrition education, with three of the other strategies also mentioning NE either explicitly or implicitly. (See end of current Annex for a detailed analysis of the mention of NE in the National Policy on Food and Nutrition in Nigeria.) However, even in Nigeria, one respondent wrote, “Little emphasis is on nutrition education directly. About 10% of the whole document in Nigeria’s Food and Nutrition policy is directly for nutrition education.”

Nutrition education was also reported to be mentioned in other country policy documents, such as in the concept paper “Imagine Ghana Free of Malnutrition”, the “Ghana School feeding programme”, and in the “Public Health Act, 2012” in Ghana. In Nigeria, nutrition education was reported to be included in the Health Policy, the National School Health Policy—which uses the Focusing Resources on Effective School Health (FRESH) approach and mentions nutrition as one of the skill-based health education and life skills components of the School Health programme—and in the Infant and Young Child Feeding Policy, where three of the nine strategies for achieving the policy goals are related to nutrition education (Information, Education, Communication (IEC); Advocacy and social mobilization; and Counselling and Support Services). Some guidelines in Nigeria also mention nutrition education (“Guideline on Nutritional care and support for people living with HIV in Nigeria” and “National Guidelines on micronutrients deficiencies control in Nigeria”).

The approaches identified were largely knowledge dissemination, IEC and awareness-raising, although the Ghana draft guidelines appear to target changes in behavior as well3. The Nigerian policy mentions “Promote participatory approaches for communities to assess, analyze and take appropriate actions to address food and nutrition problems” under the strategy Improving Capacity to Address Food and Nutrition Problems, although it is not mentioned in the strategy which specifically covers NE (Raising Awareness and Understanding of the Problem of Malnutrition in Nigeria).

Re. capacity building in nutrition education, the Ghana draft documents mention capacity development for nutrition information, education and communication (and gives 2 specific points, “Advocate and support integration of nutrition communication into pre-service training of public health and extension worker training curricula” and “Strengthen community and facility-based service provider skills in nutrition counseling”). Under Adequate and Human Resources Capacity it also mentions “Teaching of nutrition in pre-service public health and other concerned educational institutions will also be reviewed and strengthened in a systematic manner”. The Nigerian policy has “Strengthen and integrate nutrition education into the curricula of….tertiary institutions”, and under the Strategy Improving Capacity to

3 Under Communication to Improve Nutrition for Health and Development “Strategies to affect practices, in addition to knowledge and attitudes, must address these underlying factors and offer feasible, acceptable alternatives in order to achieve long-term, sustainable changes in diet, lifestyle and nutrition. The policy objective is to promote the adoption of positive attitudes and behaviors - for improved nutrition for health and sustainable development through institutionalization and development capacity for nutrition information, education and communication”; and “Healthy nutrition practices shall be promoted through awareness raising, counselling, participatory demonstrations and community support activities implemented through health facilities, media and a variety of community development interventions (literacy, schools, agricultural projects, etc.).”
Address Food and Nutrition Problems, “Undertake skills-gap analysis of those involved in food and nutrition activities in order to identify training needs” (although this does not specifically refer to NE).

Suggestions from participants for improving national policy related to (a) specific target groups for capacity development, (b) getting policy support and budgeting for nutrition education programmes, and (c) ensuring sufficient mention of NE in the policy documents together with measurable indicators and clearly defined tasks and responsibilities (See end of current Annex). All those who returned the questionnaire were interested in joining a working group on national nutrition education policy.

In response to the question “Can you make one suggestion for improving existing NE into your national policy(ies) or introducing it where it is lacking?” suggestions mainly concerned:

a) Target groups for capacity development – e.g. Inclusion of NE curriculum in nursing training/medical schools/public health schools, for extension workers, social workers, directors of media houses

b) policy advocacy and funding– e.g. need for policy support for NE programmes involving agriculture, health, education, social and rural development, to be included as a component of all national development policies in the country; the NE component should be strengthened and costed.

d) Ensuring sufficient mention of NE in the policy documents together with measurable indicators and clearly defined tasks and responsibilities: e.g. “NE activities should also be included in the target sections in the National Policy on Food and Nutrition”; “(Currently) no measurable or specific indicators are towards changes in behaviour”; “The policies should be implemented in ways that their impact can be measured/evaluated to guide the review of such policies where necessary”; “NE for vulnerable groups should be a chapter in the national policy document”; and “The unit, agency and ministries to take specific action to ensure prompt and adequate implementation should be indicated”.

Detailed analysis of NE mentioned in the National Policy on Food and Nutrition in Nigeria

A detailed analysis of the mention of NE in the National Policy on Food and Nutrition in Nigeria was provided by Prof. Ibiyemi Olayiwola in response to the question “Is nutrition education explicitly mentioned in these policy/strategy documents by any name? (e.g. NE, IEC, information dissemination, BCC etc.)?”. The following is what she provided, with a few additions from the FAO ENACT team.

YES , NFN, Chapter 2: Section Goals and Objectives, under “Specific goals”:

- Promote habits and activities that will reduce the level of Malnutrition and improve the nutritional status of the population;
- Promote good, indigenous food cultures and dietary habits of Nigerian people for healthy living and development.

Chapter 2: Section Goals and Objectives, under “Specific objectives”:

- To raise understanding of the problems of malnutrition in Nigeria at all levels of especially with respect to its causes and possible solutions.

Chapter 3: Strategies Achieving Food and Nutrition Policy Objectives, under “Improving food security”
• Strengthen and improve farmer education with regard to food crops.
• Improving Food Harvesting, Processing and Preservation & Introduce and expand such technologies through training and their inclusion in the curricular of schools and training institutions.
• Develop standardized recipes using indigenous foods for all age groups

Chapter 3: Strategies Achieving Food and Nutrition Policy Objectives, under “Enhancing Care-Giving Capacity”

• Promote, encourage and support exclusive breastfeeding for the first six months and promote the continuation of breastfeeding well into the second year of life,
• Promote the introduction of nutritionally adequate complementary foods at six months of age.
• Promote regular de-worming of pre-school and primary school children.
• Develop a national nutrition education programme which would be targeted at mothers, fathers, other child care-givers, health workers and communities to increase awareness of the proper care and feeding of children.
• Promote adequate (both quantity and quality) food intake and adequate rest by and lactating women.

Chapter 3: Strategies Achieving Food and Nutrition Policy Objectives, under “Enhancing provision of Human Services”

• Preventing and Managing Nutrition-Related and Infectious Diseases: Increase access to and improvement of quality of services to provide essential maternal and child health care (e.g., Ante- and post-natal clinics, family planning, Immunization, micronutrient supplementation, oral rehydration therapy, nutrition education, growth and promotion, etc.);
• Preventing Micronutrient Deficiencies:
  o Control vitamin A deficiency (VAD) by instituting short-term and long-term, sustainable interventions promoting dietary diversification and food fortification;
  o Control iron deficiency anaemia (IDA) through the provision of iron and/or folate supplements to pregnant women, regular deworming of pre-school and primary school children, and an information/education/communication (IEC) campaign to encourage food choices that favour iron consumption;
• Protecting the Consumer Through Improved Food Quality and Safety:
  o Establish, disseminate and enforce guidelines for safe street food practices;
  o Establish standards for nutrition labelling of locally prepared, indigenous foods (cuisine);
  o Strengthen consumer education;

Chapter 3: Strategies Achieving Food and Nutrition Policy Objectives, under “Improving Capacity to Address Food and Nutrition Problems”

• Promote participatory approaches for communities to assess, analyze and take appropriate actions to address food and nutrition problems.
• Undertake skills-gap analysis of those involved in food and nutrition activities in order to identify training needs

Although this may not include nutrition knowledge but may just mean with regard to production issues.
Investigate potential mechanisms by which the different training needs identified from the skill-gap analysis can be met through existing institutions in the country (tertiary institutions, private sector, and NGOs) and/or by external assistance.

Review existing nutrition curricula in tertiary institutions to incorporate relevant aspects of food and nutrition issues.

Chapter 3: Strategies Achieving Food and Nutrition Policy Objectives, under “Raising Awareness and Understanding of the Problem of Malnutrition in Nigeria”

1. Information, Education and Communication
   - Design, prepare and produce advocacy and IEC materials or campaigns aimed at different target groups to increase awareness of the malnutrition problem and promote appropriate changes in behaviour.
   - Strengthen and integrate nutrition education into the curricula of primary, secondary, and tertiary

2. Promoting Healthy Lifestyles and Dietary Habits
   - Develop and disseminate dietary guidelines for all age groups;
   - Implement and support the design of appropriate based nutrition education programmes.

Chapter four: Institutional arrangement, under “National Focal Point for Food and Nutrition - Mandate of the National Planning Committee (with regard to the National Food Nutrition and Policy its programmers):

   - To maintain ongoing advocacy for food and nutrition issues

Chapter four: Institutional arrangement, under “National Committee on Food and Nutrition (NCFN)”

   - Supporting the NPC in the maintenance of ongoing advocacy for food and nutrition issues;

Chapter six: Relationships with States, International Agencies, CBOs and NGOs, under “Private sector”

   - ... fortification of certain identified foods with vitamin A and/or iron; development of low cost, nutritious complementary foods; promotion of nutrition education that complies with quality control standards;

List of relevant policy documents policies relating to food and nutrition collected or mentioned by the workshop participants:

Ghana

2. Public Health Act, 2012
4. Ghana School Feeding Programme

Nigeria

2. National Plan of Action for Food and Nutrition in Nigeria, 2005
   (https://extranet.who.int/nutrition/gina/en/node/7943)
4. Health sector policy: Nigeria Primary health care policy
5. Agricultural policy
6. Science and Technology Policy
7. National policy on education
8. Social development policy
9. Rural development policy
10. Draft policy on food safety
11. National Guidelines and standards of Practice Orphans and Vulnerable children
12. Guideline on Nutritional care and support for people living with HIV in Nigeria
13. National Guidelines on micronutrients deficiencies control in Nigeria
15. National strategic framework for health and development.
16. National Policy on Infant and Young Child Feeding in Nigeria
ANNEX 6: PARTICIPANTS’ PLANS FOR USING THE ENACT MODULE

What participating universities/institutions hope to do with ENACT
This summary is based on questionnaires submitted and presentations made on Day 5.

OAs = Outside Activities  N = Nutrition  NE=Nutrition Education  FS = Food Security  ST=Short-term  LT=Long-Term  HOD = Head of Department  CA=Continuous assessment

<table>
<thead>
<tr>
<th>Name and institution</th>
<th>How could ENACT be used?</th>
<th>Suitable? (format, OAs, activities, project)</th>
<th>Adaptations needed?</th>
<th>Actions planned (short-term &amp; long term)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Ibeanu, Vivienne Nkiru</td>
<td>They incorporate some tutorials and outside activities to their current community nutrition course</td>
<td>Outside activities are suitable because community nutrition course involves sending students out into the community</td>
<td>Can use some tutorials and outside activities</td>
<td>ST: Will discuss ENACT with our HOD so that more lecturers will be trained to deliver the course</td>
</tr>
<tr>
<td>Dr. Chikwendu, Justina Ndirika</td>
<td></td>
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<td></td>
<td>LT: Once have built some capacity (lecturers and post graduate students) can fully adopt the course.</td>
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<tr>
<td>University of Nigeria Nsukka</td>
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<tr>
<td>Prof. Asinobi, Chinagorom Onyemaechi</td>
<td>Could be used for Nutrition, Agriculture and Food Science students if it is &gt;70% similar to existing nutrition courses already being taught.</td>
<td>All suitable</td>
<td></td>
<td>ST: Compare ENACT course content with existing NE course and meet with HOD to talk about ENACT</td>
</tr>
<tr>
<td>Dr. Okeke, Philomena Ngozi</td>
<td></td>
<td></td>
<td></td>
<td>LT: Have seminar to introduce ENACT to other schools in the area</td>
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<tr>
<td>Imo State University, Nigeria</td>
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<tr>
<td>Mrs. Blessing Nwofia</td>
<td>Charles has replaced course content of an existing NE course with the ENACT content. Intend to split ‘teaching’ the course with</td>
<td>All suitable</td>
<td>Because of difficulty monitoring large class size, students were required to submit pictures of their group</td>
<td>ST: Integrate course into curriculum (already teaching the course, but course description has not yet been changed)</td>
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<td>Mr. Charles Nkwoala</td>
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<tr>
<td>Michael Okpara University,</td>
<td></td>
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</tbody>
</table>

This summary is based on questionnaires submitted and presentations made on Day 5.
**Nigeria**

| **Dr. Fadupin, Grace Tanimowo**  
| **Dr. Ariyo Oluwaseun**  
| **University of Ibadan, Nigeria** | Blessing | Course will be used in future by integrating it into regular university courses. Will learn from Charles on how to do this. | LT: Offer ENACT as short course (online or institution-based, in-service training certificate programme) |
| **Prof. Olayiwola, Ibiyemi**  
| **Olasunbo**  
| **Mrs. Opeyemi, Bolajoko**  
| **Federal University of Agriculture, Abeokuta** | Will be used for 2 undergraduate courses (NE and community nutrition) | Part of the course will be used for level 300 students as an introduction during their industrial studentship before doing the whole module in level 400 | ST: Hold departmental meeting to discuss with all lecturers and then all interested persons  
LT: Ultimately adopt and integrate the course into the curriculum. |
| **Prof. Ignatius Onimowo**  
| **Biochemistry Department, Ambrose Alli University, Ekpoma**  
| (piloting tutor, at Michael Okpara previously) | Adopt ENACT as is | Good NE module | ST: Have put in a proposal for Nigerian University Commission to use ENACT as the NE component. |

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5 We are very happy to report that the Federal University of Agriculture started using ENACT at the end of June with a batch of 79 level 400 students. At the beginning of August, they also started the course with a group of MSc students.
<table>
<thead>
<tr>
<th>Dr. Abizari Abdul-Razak</th>
<th>Plan to use units 4, 5, 9 immediately, to substitute topics on BCC and M&amp;E covered in an existing course. But won’t be able to run tutorials</th>
<th>Won’t be able to run tutorials because of large class (140 students).</th>
<th>ST: Integrate some selected units into an existing course LT: Put in proposal to add NE (ENACT) to curriculum. Possibility of a Short course that can target past students employed as N officers.</th>
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<tbody>
<tr>
<td>Dr. Paul Aryee</td>
<td>For masters (MSc N communication) And 4th year biochemistry students.</td>
<td>Activity based modules are encouraged in the department so ENACT is a good fit</td>
<td>ST: Request permission from HoD to use ENACT immediately LT: Offer as Short course to determine interest.</td>
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<tr>
<td>University of Development Studies, Tamale</td>
<td></td>
<td>Assessment will need to be adapted, we use a 30% (CA) and 70% 30% Final examination) split. May try to have a lab/lecture sections as proposed by UG.</td>
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<tr>
<td>Dr. Reginald Annan</td>
<td>Use ENACT as part of a Nutrition Diploma programme</td>
<td>No adaptations needed</td>
<td>ST: Brief director and other lecturers and develop work plan to train other lecturers, apply for funding to organize workshop</td>
</tr>
<tr>
<td>Ms. Marina Tandoh</td>
<td>Have support from their department head (Dr Francis Zotor) to adopt the course</td>
<td>Won’t need to change much to adapt</td>
<td>ST: Start off training colleagues who can assist in teaching</td>
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<tr>
<td>Kwame Nkrumah University of Science and Technology</td>
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<td>Mr. Gabriel Alatiah</td>
<td>Agree in principle that this course can be used but need to think of the how…look at possibility of training regional and district officers down to the farmers.</td>
<td></td>
<td>ST: Try to get support from his institution to train regional and district officers on the extension side. LT: Push for ENACT to be included in the curriculum of the colleges run by the</td>
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<td>Ms. Gifty Febiri</td>
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<td>Kintampo Rural Health Training School</td>
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<td>Dr. Norbert Amuna</td>
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<td>Mr. Prince Appiah Kubi</td>
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<td>University of Health and Allied Sciences, Volta</td>
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<td>Mr. Peter Aboagye</td>
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<tr>
<td>Agriculture Officer Ministry of Food and Agriculture Women in Agricultural Development</td>
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<tr>
<td>Dr. Esi Colecraft</td>
<td>Have proposed a new course, elective, level 300 for graduate students. Open to non-N majors as well. Prerequisite will be basic 1200 nutrition course</td>
<td>Suitable</td>
<td>Presented course as lectures (tutorials) + lab (OAs). Gets more credit hours that way. Contact hours 5 per week. 13 week semester, so longer units can get a bit more time</td>
</tr>
<tr>
<td>Dr. Gloria Otoo</td>
<td>Nutrition &amp; Food Science Dept. University of Ghana Legon</td>
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</table>
ANNEX 7: EXTERNAL SUPPORT REQUESTED BY PARTICIPANTS, IN ORDER TO FACILITATE THE ADOPTION OF THE COURSE:

- “Technical support in production of Behavior Change Communication (BCC) materials as well as support in production of manuals (hard copies of course materials) and CDs”
- “We require correspondence between our Principal and FAO, to drive the process towards the adoption of the course”
- “Financial and other aid to organize workshops (to train departmental colleagues)”
- “Organizing workshop for other tutors in our institution”
- “Continuous communication with the ENACT unit for advice, and to communicate my achievements”
- “Computers and online support”
- “Information of the ENACT course should be sent to all the universities offering nutrition and dietetics”
- “External funding and technical expertise to pilot the course in my institution and amongst nutrition”
- “Support our institution with hard copies of the module”
- “(Support from?) The National Universities Commission; (support from?) FAO within Nigeria”
- “For WIAD, a) technical support to train at least regional officers and district officers; b) technical support to help the colleges adopt the course and train tutors”
- “A need for an enabling environment in the Department, College and university community to pass on the ToT to all nutrition lecturers”
- “Expertise from FAO and piloting universities for initial training of others”
- “Logistical support in the form of reference materials (articles, books, CDs, videos, etc) on the topics and other related fields that may be relevant and fundamental for the students. For some poor institutions helping in any form to set up tutorial friendly environment would be appreciated.”
ANNEX 8: EXTRACTS FROM PARTICIPANTS’ FINAL EVALUATION FORMS

Memorable moments/what will you remember of this workshop
- “The collective need for a change in the teaching of nutrition education”
- “This workshop has exposed me to understand the power of students’ personal study and tutorial, and these will be adapted for my classes”
- “Dr Mohamed’s speech on the efforts FAO is putting to get nutrition education to the ordinary person in society, to address nutrition and food security”
- “The tutorials with the students”; “The students’ demonstrations, because they gave me an idea of what to do with my own students”
- “Charles’s presentation using animals to depict behaviours of some students during tutorials…”
- “The shared experiences of the piloting teams”
- “The various stories participants shared about their childhood memories of things that shaped their nutritional habits”
- “Energizers, especially spelling ‘Nutrition’ with our body movements”
- “Before you attempt to change someone’s eating habits, try to change a habit yourself to appreciate the challenges…”
- “The role plays by the students and the participants”

On group work to try out the units
- “Group work and presentation times were serious but also full of fun”
- “Group presentations and discussions definitely enriched the whole process”
- “The group assignments for Units 6-9 could be given as homework the previous day, to allow more time for discussion the next day”

General
- “The programme is laudable and should be extended to other areas, especially Northern Nigeria, where malnutrition burden is presently highest”
- “The ENACT module is a very welcome innovation that is commendable. It will improve competence of tutors…”
- “The contribution of all the participants reflected the importance and relevance of ENACT”

Organization
- “The organization of the workshop is excellent. I will take this opportunity to commend FAO and the facilitators.”
- “I will remember the exciting time I have had with Ramani, Gloria and Esi because they made the workshop interesting”
- “Overall excellent workshop”
Suggestions/improvements for the future or important omissions

- “More time should have been given to the training”; “Number of days for the workshop to allow more detailed discussions”
- “Overly packed menu: only 2 meals with one snack and per diem would be better”;
  “Supper could have been provided as money”
- “Logistics- in terms of timing of flight for arrivals and departure”
- “There should be a follow-up report from the tutors and universities that had the training”
- “Skills for planning, designing and implementation of nutrition intervention programs”
- “I recommend that this workshop should be extended to schools offering certificates and diploma courses in nutrition and health promotion.”
- (Cover supporting policies for Nutrition Education, using the free afternoon in the programme to do this)

Anything learnt that will useful for your future professional work

- “To use the ENACT delivery approach in teaching other nutrition courses as well”
- “Giving more time for independent study than for giving lectures/tutorials”
- “The tutorial method of teaching and learning will actually help me to reduce my workload in terms of how much material I will have to search for students”
- “Skills for facilitation of tutorials will be used in teaching nutrition education and other lectures”
- “This workshop has exposed me to understand the power of students’ personal study and tutorials, and these will be adapted for my classes”
- “Keeping the message simple and the language devoid of technicality will help me to better communicate with people”; “The need to leave out professional jargon”
- “Nutrition behavior change and communication is now being repositioned as effective nutrition education”
ANNEX 9: EXTRACTS FROM PARTICIPANTS’ DAILY EVALUATION SHEETS FOR DAYS 1-4

Day 1:

Enjoyed/learned/liked

“I have learnt under a conducive environment despite the tired journey. The skill of knowledge transfer without stress has been impacted”

“The interactive nature of presentations which is a shift from the usual teaching approach”

“I have had a clarified understanding of nutrition education”

Could have gone better/ things that were missing

“The limited time handling each session”

“Too compact”

“We should have been empowered to decide on our own meals especially the dinner”

Day 2:

Enjoyed/learned/liked

“The tutorial approach to teaching and learning is what is needed in nutrition education if we intend to have sustainable nutrition behavior change in populations”

“The demonstration of tutorial activities was exciting and the role plays were good take home guides”

“Today’s program was highly participatory”

Could have gone better/ things that were missing

“None—only role plays need to be short”

Day 3

Enjoyed/learned/liked

“Today’s tutorial and presentation were fantastic”

“The idea of learning how to communicate nutrition is quite exciting. It is good and refreshing, considering my background in nutrition education”

“The program is packed and therefore prevents idleness and boredom. Sessions are participatory and interactive, which keep participants engaged throughout. I never felt tired or sleepy at any time. The in between breaks are many, and keep us refreshed throughout.”

Could have gone better/ things that were missing
“These should have been room to discuss the policy assignment”

“Tutorial tips may be included in the nutrition education package”

“Suggestions of how countries/universities can adapt the course should have been included on the materials.”

**Day 4**

**Enjoyed/learned/liked**

“Focusing on another unit today has deepened the understanding of the structure of the course and the inherent continuum”

“I love the ENACT course modules!”

“The program has exposed me to a wider view of nutrition education”

“The program has been very educative and informative. It is worth the time”

**Could have gone better/things that were missing**

“Harmonization of nutrition terminologies among professionals”