



Food and Agriculture  
Organization of the  
United Nations

## ENACT course in nutrition education

# Unit 3: Nutrition education actions

### Student's version

- ▶ Introduction
- ▶ Student's book
- ▶ Resources
- ▶ Printable workbook



# SLIDES TO INTRODUCE UNIT 3



## Nutrition education actions



Food and Agriculture  
Organization of the  
United Nations

# UNIT 3



- You will be looking at various different types of nutrition education actions that cover any planned action aimed at nutrition education or with a nutrition education component.
- You will also explore the local context, and looking to see where nutrition education is missing and the opportunities for including it.

# THE GUIDING QUESTIONS



Discuss the guiding questions now:

- What are typical nutrition education actions? In what sectors?
- What are the main nutrition education actions in your own country?
- Where is nutrition education most needed and why?
- What do you think are the priority areas for action?



# LEARNING OBJECTIVES/OUTCOMES

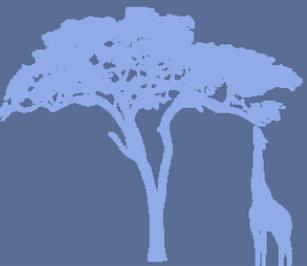


## **Main objective:**

Review the need for nutrition education actions in different contexts

## **This unit will help you to:**

- become familiar with different types of nutrition education action and some well-known examples
- recognize the different roles of nutrition education in national programs
- identify the main nutrition education actions in your own country
- determine where nutrition education is needed in given interventions and why
- suggest and justify priorities for national nutrition education programs



# OUTSIDE ACTIVITY

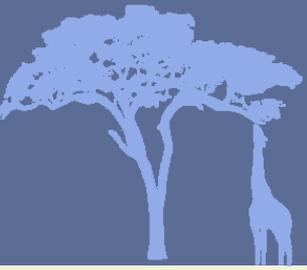
## NUTRITION EDUCATION ACTIONS IN YOUR COUNTRY



The outside activity can be done at any time with your partner, but it should be completed before you and your friends reach Section 5.

The purpose of the outside activity is to find out what nutrition education activities are going on in your country or community. Make sure they do actually involve nutrition education and are not purely nutrition or food security initiatives.

Further instructions at the end of the Student's Book.



# OUTSIDE ACTIVITY (cont.)



Choose one of the following options (from 1-4)

1. Nutrition education activities - find and describe some nutrition education activities in the country (interview or observation. If you are really unable to do an interview/observation, you need to find out about two activities, rather than just one). OR
2. Local maternity services (interview a new mother). OR
3. Nutrition education at school – experience and opinion (interview a school student). OR
4. Public nutrition education & influences – observe the environment.

After the activity, individually write a short report on the form at the end of your selected activity.

NB for options 1 and 4 partners must NOT write about the same activity.

Further instructions at the end of the Student's Book.

# TUTORIALS



- For the mid-unit tutorial you need to complete Activities 1 to 9
- At the final tutorial you will be:
  - sharing your findings from the outside activity in small groups, discussing the extent and settings of nutrition education activities in your country, and identifying gaps
  - in groups, you will be discussing and selecting your own national priority for nutrition education action

Enjoy your work!





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Student's name:

ENACT course in nutrition education

# Unit 3: Nutrition education actions

Student's book

## Assessment for unit 3

Assessed activities for unit (max 30)

Overall completion of workbook (max 10)

Outside activity (max 20)

Total (max 60)



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## Abbreviations

BCC	Behaviour change communication
ENAs	Essential Nutrition Actions
FBDGs	Food-based dietary guidelines
IEC	Information, education and communication
IYCF	Infant and young child feeding
NRC	Nutrition rehabilitation centre
PLWHA	People living with HIV and AIDS
SUN	Scaling Up Nutrition
TIPs	Trials of Improved Practices
WFP	World Food Programme
WHO	World Health Organization
UNICEF	United Nations Children's Fund (formerly United Nations International Children's Emergency Fund)

# Unit overview

## UNIT SUMMARY

In this unit, the main focus is on the different kinds of nutrition education actions, their importance as integral parts of local or national food, nutrition and health programs and the priority they are given.

The ability to appreciate the range of different types of nutrition education actions, and when and where they can be successfully used, will be useful for you in your future professional life.

- Section 1 '**Introduction**' introduces the main questions we need to ask ourselves with regard to nutrition education actions.
- In Section 2 '**Typical nutrition education actions**' you get an idea of what nutrition education activities are currently going on in your country, and are introduced to some well-known international activities. You will formulate your own initial ideas about priorities for national action.
- Section 3 '**Where is nutrition education needed?**' looks in more detail at nutrition education actions in the four areas: food security initiatives, maternal and child health and nutrition, school-based health and nutrition, and nutrition education actions for the general public.

### What are nutrition education actions?

The title of this unit, 'Nutrition education actions', covers any planned action aimed at nutrition education or with a nutrition education component. This can include

- initiatives such as the SUN ([gloss](#)), the development of training curricula, the creation of new professional associations
- ongoing programs such as Nutrition Rehabilitation Centres ([gloss](#)), Junior Farmer Field and Life schools ([gloss](#)), Essential Nutrition Actions ([gloss](#))
- specific projects (e.g. food security projects, promotions of particular foods, breastfeeding campaigns, school curriculum development)
- specific nutrition education activities and materials such as school lessons, counselling cards, TV spots, FBDGs ([gloss](#)).

You will learn about some of these as you go through the unit.



- In Section 4 '**Identifying where nutrition education is missing**', you practise identifying where nutrition education is missing in common health, food and/or nutrition initiatives. You will suggest what nutrition education activities could be done. (**n.b.** This unit does not require you to carry out an actual needs analysis; you will get the chance to do so as part of your project in Unit 6.)
- In your outside activity, you will explore nutrition education activities locally, finding out about an activity in the local maternity services, in schools, in food security initiatives or public education.
- In Section 5 '**Review & preparation for the tutorial**' you discuss with your friends what they have found out in their outside activity so that you can have a complete picture of activities that are going on in your country. You refine, change or strengthen your ideas about priorities for national action, which you identified in Section 2.

Knowledge and opinions will come together in the final tutorial, where you will discuss what nutrition education activities should head the national agenda.

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## THE GUIDING QUESTIONS

- What are typical nutrition education actions? In what sectors?
- What are the main nutrition education actions in your own country?
- Where is nutrition education most needed and why?
- What do you think are the priority areas for action?

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## LEARNING OBJECTIVES/OUTCOMES

**Main objective:** Review the need for nutrition education actions in different contexts

This unit will help you to

- become familiar with different types of nutrition education action and some well-known examples
- recognize the different roles of nutrition education in national programs
- identify the main nutrition education actions in your own country

- determine where nutrition education is needed in given interventions and why
- suggest and justify priorities for national nutrition education programs.

## OUTSIDE ACTIVITY: NUTRITION EDUCATION ACTIONS IN YOUR COUNTRY

The purpose of the outside activity is to find out what nutrition education actions are going on in your country or community or in a country or community that you know well. Make sure they do actually involve nutrition education and are not purely nutrition or food security interventions. Eventually your whole group's knowledge will be brought together to create a picture of local nutrition education activity. You may carry out your chosen activity at any time with your partner, but it **should be completed before you and your friends reach Section 5.**

You will find further instructions in the section 'Instructions for the outside activity' at the end of this document.



## PROJECT RECRUITMENT (FOR UNITS 6-9)

If you are planning to approach a potential host institution or group you should have prepared a poster advertising a recruitment session. In the mid-unit tutorial you will show your poster and prepare for meeting the manager/leader. Ask your tutor for a Letter of Introduction to take with you.

**n.b.** Managers/leaders may want to know what the recruitment session will consist of. Before meeting them, look through the outline of the proposed recruitment session (the PowerPoint '**Carrot and stick**' and the notes for the session in the Project Folder).

# Main text and study activities

## Section 1. Introduction

Unlike other kinds of nutrition intervention (food aid, food supplements, fortified foods) nutrition education is something that goes through the head and heart on its way to the body. Although it may be more difficult initially, it is a more sustainable way of implementing lasting change. Nutrition education aims to affect people's health and wellbeing through their attitudes, ideas, practices and lifestyles.

Nutrition education is generally lacking worldwide. Is this neglect justified? To answer this question we first need to ask:

- Is it worth doing?
- Where is it most needed and why?

By the end of the unit you should be able to give some well-supported answers to these questions and be able to argue strongly for including nutrition education in many more national activities.



## Section 2. Typical nutrition education actions

What does nutrition education mean on the ground? We will look at some typical nutrition education initiatives: world movements, specific projects, and whatever is taking place in your own context.



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### Activity 1 Snapshot of typical nutrition education actions



Look at the examples below. They all involve nutrition education.

1. **Growth monitoring & promotion** (infant and young child feeding [IYCF, gloss], advice in clinics, hospitals, communities)
2. **Dietary counselling for groups with special needs**
3. **Regular community nutrition education** (e.g. cooking demos, health talks and discussions)
4. **Nutrition education in food and nutrition security projects**
5. **School nutrition education** (curricular or extra-curricular)
6. **School gardens (gloss)** focusing on learning about nutrition
7. **Information, education and communication (IEC) materials** (posters, books, brochures, guidelines, websites) issued by institutions
8. **Public media messages, media programs, articles and single-issue campaigns**
9. **Multi-component interventions with nutritional objectives**, e.g. combining microfinance, agriculture and education to add animal-source foods to children's diet.



Write the numbers of those you are familiar with. This will give you an idea of what is currently going on in your country.

**n.b.** Spend no more than five minutes on this activity!

*You will discuss this in the tutorial*

The document 'Nutrition education actions' (Unit 3 Resources, pp. 3-8) presents well-known activities involving nutrition education. Some are specific initiatives while others are general program types.

**Activity 2**    Nutrition education actions: more details



- a. Skim-read (quickly read) 'Nutrition education actions' in the Unit 3 Resources, pp. 3-8.
- b. Find one example of each of the activity types below and put its number in the box. **n.b.** Some of the activities can belong under more than one activity type.

Activity type	Number
Infant and young child health in the community	
Food and nutrition security interventions	
School activities	
IEC materials and campaigns for the general public	
Specific health initiatives (e.g. HIV/AIDs, diarrhoea)	
Multi-component activities with social, economic and technical dimensions	

- c. Get to know some of the common acronyms that you may meet in your work. Some are given in the table below. Say what they stand for. Give one piece of information for each, just to remind yourself what it is about. Refer back to the document 'Nutrition education actions' (Unit 3 Resources, pp. 3-8) if needed.

You may need to look some up in the Glossary found in the Course Resources.  
The first one has been done for you.

	Stands for	Information
<b>FBDGs</b>	<i>Example: Food-based dietary guidelines</i>	<i>It is a set of easily understood food rules for the general population, based on local needs and practices</i>
<b>IYCF</b>		
<b>BCC</b>		
<b>ENAs</b>		
<b>TIPs</b>		
<b>WFP</b>		



**Activity 3    Selecting initial priorities**
**(a) and (c) assessed**


*Parts a. and c. are assessed and should be done on your own.*

- a. Look again at the 'Nutrition Education Actions' document in the Unit 3 Resources, pp. 3-8. Think back to Unit 1, and the nutrition problems in your country that you identified. On your own, choose the two nutrition education actions which you think are most needed or valuable for your country, and say why in the table below. An example is provided.

Most needed/valuable	Why?
<p><b>Example:</b> Five A day</p>	<p><i>"Most people in my country are ignorant about the importance of fruits and vegetables, they see them as a waste of money. Therefore, this will help them to know their value as well as the right quantities to eat each day." (Nigeria)</i></p>
<p>1.</p>	
<p>2.</p>	

- b. Compare your choices (given above) with those of your partner. Explain to each other why you selected them. What similarities or differences are there between your answers?



Similarities	Differences

- c. Find out a little more about one of the two activities that you selected above. You can use the internet, ask your tutor or another expert. Remember, you must **add** to the information already given in the Unit 3 Resources.



This will give you a first idea of your own priorities, to be developed during the unit.

Initial priority	
Activity name	
More information	
Source of information	



**How to work:**  
while you go through the next sections, think about the priority you have chosen here. You will reconsider your answer later

## SUMMARY OF SECTIONS 1 & 2: INTRODUCTION & TYPICAL NUTRITION EDUCATION ACTIONS

Nutrition education is indeed worth doing, and necessary for the success of food and nutrition interventions in all of the areas we have looked at, i.e. food security initiatives, maternal and child health and nutrition, school-based health and nutrition, and nutrition education actions for the general public. National priorities will depend on what is needed most in your country, and what has most likely chance of succeeding.

### Section 3. Where is nutrition education needed?

Now we will look in more detail at nutrition education actions in the four areas we mentioned before: food security initiatives, maternal and child health, schools, and nutrition education for the general public. There is a brief about each of them in the Unit 3 Resources.

Nutrition education is especially needed when there is a choice of actions, for example, the choice to:

- grow fruit trees instead of cash crops
- eat orange sweet potatoes instead of white ones
- breastfeed exclusively instead of giving formula milk.



*Nutrition education is needed wherever people need to **change** what they do, what they understand and what they feel about diet.*



For each brief, you need to take a few notes while you read the brief or do an introductory activity, and then apply what you have read in a follow-up activity.

### 3.1 Food security initiatives: where is nutrition education needed?

#### Activity 4 Food security initiatives

Read Brief 1: 'Nutrition education in food security initiatives' in the Unit 3 Resources, pp. 9-11.

Often nutrition status and diet are not improved by interventions which aim at increased food supplies or income generation.

Explain:

- a. Why is nutrition education needed in food security interventions?



b. Why is it important to target women?



What you have read in the brief will help you do the next activity.

**Activity 5**    Learning from mistakes

assessed



The following case study shows how perceptions of the causes of malnutrition changed as a result of evaluating outcomes, and how nutrition education became part of the package. It sums up the history of many projects which only found out the right routes when they were already on their way. Read the case and answer the questions below.

**Case: Learning from mistakes**

- **A food security program** was started to reduce high levels of child malnutrition. The program logic was that by increasing food production, poor households would have more food available and be able to better feed their children.
- **As the program proceeded**, malnutrition rates remained high. After a quick review, management concluded that production levels had not gone up sufficiently and therefore household food supplies were still too low to make a clear difference to child nutrition. The decision was made to increase the distribution of seeds and fertilizers in the hope that this would increase supplies and improve nutrition.



- **A mid-term review of the program** noted that in spite of increased food production, malnutrition rates were still as high as before. It was decided that existing child feeding practices were an important factor: i.e. children were not benefiting from the increased production of food. To overcome this problem the program introduced a nutrition education component focusing on improving child feeding practices.
- **At the end of the program**, the impact assessment showed that food supplies had gone up significantly, child feeding practices had improved and child nutrition status was significantly higher, but malnutrition rates were still higher than the target set.
- **A further assessment** established that the water and sanitation situation in the area was the cause of frequent illness among young children, contributing to malnutrition. The next phase of the program planned to build in this factor.

Modified from the FAO Impact Assessment e-learning course Unit 1.4 (FAO 2012).

Program component (strategies adopted)	What were the outcomes in each case?
Initial efforts to increase food production	
Adding a nutrition education component on infant feeding (while still increasing food supplies).	

a. At the end of the program, what was still needed?

b. Identify two things we can learn from this story



### 3.2 Maternal and child health actions: where is nutrition education needed?

#### Activity 6 Maternal and child health

Look at the Essential Nutrition Actions (ENAs) on Brief 2: 'Nutrition education for maternal and child health' in the Unit 3 Resources, pp. 12-16.

Choose one of the ENAs and say what nutrition education is needed: what do people need to know, understand and do, in order for the ENA to be successful?

Now read the rest of brief. What you have read in the brief will help you do the next activity.

Activity 7 The educational impact of growth monitoring

As you know, the first 1 000 days (**gloss**) from pregnancy to age two are critical to development, and are a vital period for effective nutrition education for parents.



©FAO/Giulio Napolitano

Below are some comments about growth monitoring from a review of community nutrition projects in Uganda, Tanzania and Kenya (LINKAGES et al. 2002). These observations still hold true for many places in the world.

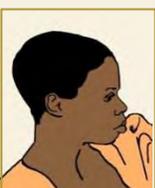
Read the comments and answer the questions.



*“Growth monitoring and promotion is still linked in people’s minds with immunization. Few mothers appreciate its value and most stop with it after the age of six months.”*



*“It seems that the failure of the community-based growth monitoring and promotion is due more to the way it is conducted than to lack of interest from the parents.”*

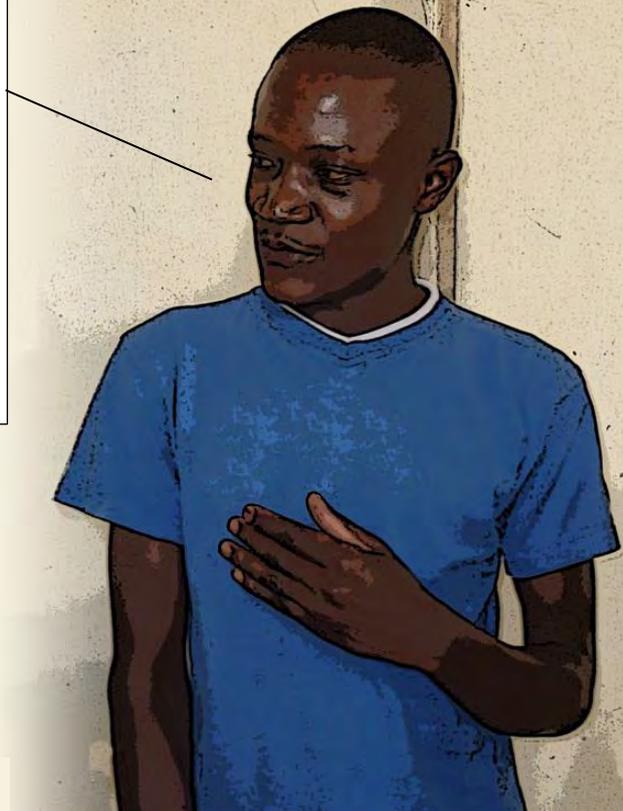


*“Attendance varied from 10% to 60% of total children under five years ...”*



### 3.3 School education: where is nutrition education needed?

*“I remember a certain poem in Swahili that we used to recite about Kwashiorkor. It encouraged us to tell our parents to prepare eggs for us because we were tired of eating ugali and cabbage every day. By reciting this poem to my mother, I got her to vary my diet, so that I would be given a fruit to eat during break time. Our consumption of animal source foods also increased.” (ENACT student, Kenya)*



*“Even though I learnt (at school) that what we eat has an effect on our bodies, it did not shake me in any way.”  
(ENACT student, Botswana)*





**Activity 9**    **Bee, Dee and nutrition education at school**
**assessed**


Think back to the brief you just read, and see how the school can best help Bee and Dee.

Bee and Dee are sister and brother. Bee loves dancing; Dee is passionate about football. They are both struggling a bit at school.

They both need more variety in their diet, a good breakfast to avoid short-term hunger during the school morning, and some way of getting a meal at midday rather than spending their few coins on the sweets and buns sold by the vendors at the school gates. In the longer term, they need to be able to look after themselves and their families when they grow up: plan, shop, cook, bring up children.

They have never thought much about what they eat, or tried to change it. They expect to go on eating the same way when they grow up, and feed their children the same - except that they hope they will be able to afford more chicken, meat and soft drinks.

The school too has not given much thought to the question. Since there are no school meals, it does not have any particular policy on food in school (vendors, lunchboxes, snacks etc.) and the subject does not come up at PTA meetings. The school garden is mostly given over to maize, which is sold for school funds.





**n.b.** Your answer should be specific, e.g. *Information campaigns about ...*, or *National health campaigns to promote ...*, *Local discussion groups for...* etc.

a. What?

b. Why?



### Activity 11 Soft drinks and nutrition education

On the next page are a few facts about soft drinks.



“Sales growth of manufactured snacks, soft drinks and processed foods is fastest in lower and middle income countries. Reasons are rising incomes, greater market integration (more foreign investment), extensive advertising and clever marketing.” (Stuckler et al. 2012)

“Soft drinks are directly driving the obesity epidemic in the developing world.”  
(Cullinan 2005, citing Van der Merwe)

Studies have shown that:

- People who consume sugary drinks regularly— one to two cans a day or more—have a 26% greater risk of developing type 2 diabetes than people who rarely have such drinks.
- Those who averaged one can of a sugary beverage per day had a 20% higher risk of having a heart attack or dying from a heart attack than those who rarely consumed sugary drinks.
- Those who averaged one can of a sugary beverage per day had a 20% higher risk of having a heart attack than those who rarely consumed sugary drinks.

(Harvard School of Public Health 2012)

“Age-related increases in dental erosion have been shown to be greater in those with the highest intake of soft drinks.”  
(FAO/WHO 2003)

“A child's chances of becoming obese increase by 60% with each additional daily serving of sugar-sweetened drinks ...” (Ludwig, D. S., Peterson, K. E., & Gortmaker, S. L. (2001)

a. Why is it bad for the health to drink too many soft drinks?

The following headline was adapted from a Business Monitor website (<http://www.businessmonitor.com/news-and-views/coca-cola-to-double-africa-investment-as-soft-drinks-demand-sizzles>):



- b. What kind of soft drink advertising is common in your country?
- c. Do you think counter-education is needed? If not, say why not. If yes, say what message you would give the public.




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## SUMMARY OF SECTION 3: WHERE IS NUTRITION EDUCATION NEEDED?

- Food security interventions are most effective at improving people's nutritional status when they are accompanied by nutrition education. It may not be enough to grow more food, or better food, or increase income. People need to know what to eat and why, believe that it matters and have



social support. It makes sense especially to target women, who grow food, cook it, preserve it, consume it and feed the family.

- Most programs aiming at women and children's health and nutrition need nutrition education to be successful. Some factors for successful IYCF are community involvement, institutionalization of programs within existing public services, and parental involvement.
- School nutrition education can be very successful if the aim is action and learning. The curriculum should cover all "food activities", including shopping, preparing food, food advertising, food safety etc. Links are needed between classroom teaching, families and communities and the school environment, as school staff and parents also need nutrition education.

Public nutrition education initiatives are important because: they reach a large number of people; people are dangerously unaware of nutrition issues; society and circumstances are changing rapidly; people are encouraged by social support; and (above all) people need to be able to take care of themselves. Education about what to eat is not enough: people also need to learn what to avoid, how to recognize food myths and how to respond to food advertising.

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## Section 4. Identifying where nutrition education is missing

You have seen some of the key areas in which nutrition education can make a difference: food security initiatives, maternal and child health, schools, and education for the general public.

Sadly, nutrition education is often not included or made best use of in some of these areas, even though the evidence shows that nutrition education is essential for success. In the exercise below, you will try to see if you can spot the missing nutrition education components, and suggest what can be done.

## Activity 12 Filling the gap

Three cases are given below (Case 2 is assessed). In all of them nutrition education is not mentioned. In fact, without nutrition education, some of these projects might fail.

Can you see where nutrition education may be needed and for whom?

### Case 1: Rabbitries



©FAO/Ami Vitale

**Problem.** Animal-source foods are scarce in the local diet. Goats and chickens are generally kept to sell for cash, and are only eaten on special occasions. No animal foods are fed to young children (under two years). Rabbits are not a well-known meat in the area.

**Aims.** The project aims to promote backyard rabbit-breeding through micro-projects among small farmers and to improve the household diet through access to fresh rabbit meat.

**Approach.** The project will provide “starter rabbits” to farmers and will train them in housing, raising, feeding and protecting the rabbits, recycling the manure and marketing the meat. Farmers will be expected to pass on their expertise and experience, together with their own “starter rabbits”, to others.

The project designers say:

*You think we need nutrition education in this project? What nutrition education? For whom?*



What's your reply? (Try to justify the need for nutrition education).

*Example: People need to know that it's good food and tastes good or they won't buy it.*



## Case 2: Micronutrient supplementation in Vietnam



Look at the pictures and guess what the action is about and who it targets.



(From a WHO video on ELENA, a database which provides evidence, guidance, case studies, successes and failures showing which nutrition interventions work best: <http://www.youtube.com/watch?v=3jBsLsJvu80&feature=youtu.be>)

- **Either** view the video paying attention to minutes 4:12-4:20,
- **OR** read the script of the video given below.

**Script:** One example of a proven effective action is the weekly iron and folic acid supplementation program that's been running since 2005 in the northern mountainous regions of Yen Bai in Vietnam. Designed to combat high levels of anaemia that result in smaller babies and lower levels of productivity, the program provides weekly iron folic acid supplements through a network of community health workers with the support with the Vietnamese government.

The president of the Women's Union, Yen Bai, says "As promoters for the project, we ourselves started taking these tablets, and mobilizing our friends and colleagues to do the same, according to the schedule. And since then the health workers have been providing us with these tablets on a regular basis."

The health services say:

*You think we need nutrition education in this project? What nutrition education? For whom?*

What's your reply? (Name two things that nutrition education should aim to cover (and for whom), trying to justify the need for nutrition education).



## Case 3: School meals

You can see this case presented in the WFP promotional video 'The happiest children in Malawi': <http://www.wfp.org/videos/happiest-children-malawi>.

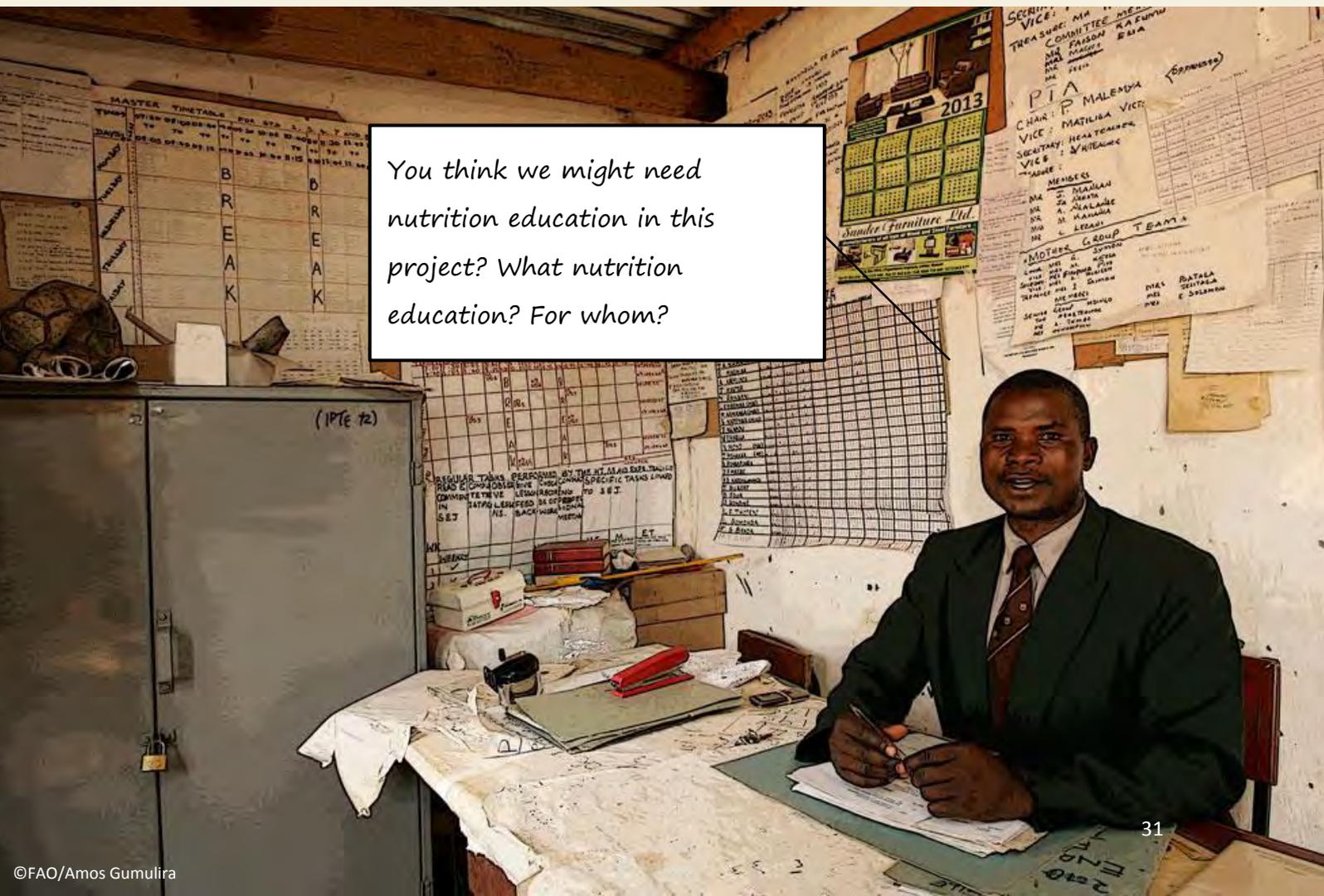
**Problem.** School attendance and drop-out figures need improving. One reason is that many children do not have a good diet. They come to school without breakfast and find it hard to study.

**Aims.** The plan is to give schoolchildren one good nourishing meal a day during term, with the hope of increasing attendance by providing an incentive to come to school. The program is hoping especially to improve girls' attendance, and to raise children's academic performance.

**Approach.** WFP delivers rations to selected schools. A thick porridge is prepared by school cooks and given out to all the children at break time. Girls who have high attendance are all given take-home rations.

*The school is hoping that this program will actually improve students' nutrition in the long run.*

The schools say:



You think we might need nutrition education in this project? What nutrition education? For whom?

What's your reply? (Try to justify the need for nutrition education).



## SUMMARY OF SECTION 4: IDENTIFYING WHERE NUTRITION EDUCATION IS MISSING

Nutrition education is an essential element for the success of food security initiatives, maternal and child health initiatives and school food and nutrition programs. In each of these areas, it is necessary first to consider the groups of people who will be affected by the program or who can influence the program, and target these groups accordingly. For example, in schools, this will include: children, parents, school staff (including head teacher, teachers, school cooks and serving staff).







**Activity 14** Choose your top priority

assessed



These are some of the areas of nutrition education activity the unit has discussed:

**A. Nutrition education complementing food security initiatives, including**

- home gardens and homestead food production
- targeting women

**B. Nutrition education for maternal and young child nutrition (counselling on essential nutrition actions), including**

- growth monitoring
- dietary counselling on breastfeeding and complementary feeding

**C. School nutrition education**

- involving family, community and school environment
- using school gardens for nutrition education
- taking an educational approach to food consumed in school

**D. Public nutrition education (PNE)**

- various kinds of PNE, such as FBDGs, national campaigns, discussion groups etc. to build wider public understanding and help people obtain the knowledge and skills they need to make wise food choices
- nutrition education in social protection programs
- the need for counter-education to combat dangerous influences

You have also looked at a number of well-known specific actions involving nutrition education ('Nutrition Education Actions' in the Unit 3 Resources, pp. 3-8), and you have explored one area of activity in your own country.

- a. Choose your top priority for investment or government action in nutrition education.
  
  
  
  
  
  
  
  
  
  
- b. Give a reason for your choice.

*Examples: Neglect, immediate impact, long-term impact, urgency.*

- c. Make a realistic suggestion for increasing activity in this area.



*You will  
discuss this  
in the  
tutorial*

In the tutorial, you will be asked to work as a group to decide what your country's priorities should be.

**This is the end of unit 3.**

# Instructions for outside activity



## Purpose

The purpose of the outside activity is to find out what nutrition education activities are going on in your country or community. Make sure they do actually involve nutrition education and are not purely nutrition or food security initiatives. Eventually the whole group's knowledge will be brought together to create a picture of local nutrition education activity.



## Timing

You may carry out your chosen activity at any time, *but it should be completed by the time you come to the final tutorial.*

## Instructions

With a partner, choose **one** of the four activities below. Your choice will probably depend on what is most convenient:

1. **Nutrition education activities:** find and describe a nutrition education activity in the country, interviewing someone involved/observing the activity, OR
2. **Local maternity services:** interview a new mother, OR
3. **Nutrition education at school:** interview a school student, OR
4. **Public nutrition education and influences:** observe the environment.

After you have carried out the activity with your partner, **individually** write a short report on the form at the end of your selected activity.

## Tips for interviews and observations

You will see that some of the options (1, 2 and 3) involve carrying out an interview, and some involve making observations (1 and 4). Option 1 offers a choice.

- For interviews, refer to the interview guidelines in Unit 2 (see box 'Guidelines' in 'Instructions for outside activity' Unit 2, p 65) and check through the tips in the 'Probing' box below.
- For observations, see the box on 'Observation tips' below.

Then read the detailed instructions for your task.

### Probing responses

By “probing”, you can clarify what your interviewee says or get more information from them. The main technique is just to show that you are interested and ready to hear more. Probing should always be non-threatening, non-judgemental, and non-directive/suggestive, to avoid leading people to specific answers.

a. When you want more detail, try one of the following:

- “Can you tell me more about that?”
- “What did you do next?”
- “Please explain a little more about ...”
- Summarise what has been said as a question, e.g. “You say you enjoy working in the school garden?”

b. To clarify vague answers:

- “I don’t think I quite understand ...”
- “Could you explain again what you meant by ...”
- “So what you are saying is ...” (repeat or reword or summarize)

c. To break a silence: repeat the last phrase or sentence the person has said, as a question. For example,

- “I enjoy working in the school garden.”  
- “You enjoy working in the school garden?”

d. Other common probes

- “Go on - ”
- “Oh?”
- “I see.”
- “Really?”
- “I understand, Mrs X. Please continue.”
- “That’s interesting!”

Or nod, lean forward, or give a questioning look.

(Adapted from “Communication and Education Skills for Dietetics Professionals” 5<sup>th</sup> Edition, by Holli et al. 2008).

## Observation tips

Before the observation session:

- Get a brief description of the whole program and its aims and what has happened so far.
- Find out the objectives of this particular session.
- Become familiar with the setting beforehand, either by going early or going the day before to see the setting.
- Divide up the things to look for between you and your partner.
- Make sure you have a pen plus extra paper to record on.

At the observation session:

- Explain briefly to participants what you are doing.
- Don't bring attention to yourself in the way you dress or behave.
- Don't intervene in the session unless directly asked (i.e. you play the invisible observer).
- Keep the observations short at first to keep from becoming overwhelmed.





## Option 1: Nutrition education activities in the country

Find out about a nutrition education activity in your country or community. Consult the internet, your tutor or another expert, your family and friends. Try to find someone who is involved in the activity (either as a participant or as an organizer) to get their direct views on how useful the activity is, how successful they think it is, and what challenges it is grappling with. Also, try to go and observe the activity happening.

Selected activities can be:

- local activities that involve nutrition education
- regular educational activities carried out by your country's nutrition agency or institute, if there is one
- activities involving professional training in nutrition education (not in nutrition alone) for health workers, nutritionists, agriculturists, teachers, managers, university teachers etc.

For this option, you may **either**:

- A. Look at one activity and do one interview/observation OR
- B. Look at two activities, deskwork only (if it is really impossible to find someone to interview or to observe the activity).

If you choose A, continue reading.

If you choose B, go to B on p.45 below.

## A. Look at one activity and do one interview/observation

### 1. Background information

Find out about your selected activity and fill in the table below:

Activity
Name of intervention and where it's located
The sector (health services, community, food security, schools etc.)
The main aim
Who it's aimed at and how many people (i.e. the target group)
Type of activities carried out
Source of information (e.g. internet site/ lecturer/program organizer etc.)





- What challenges (if any) are there?

**b. Observation**

Observe (see what's happening), record (take notes) and review (read through your notes).

Activity observed:

Date of observation:

Number of  
participants:

Setting (where the  
activity was held):

**Notes on the activity:**

**n.b.** Divide these observation tasks with your partner beforehand.

Include some of the following:

- Brief description of target audience and needs or problems
- Targets/objectives/expected outcomes
- Brief description of content/focus
- Brief description of activities
- Who speaks most? (Facilitator? Participants?)
- Any interesting reactions/attitudes/perceptions observed?



How successful was the activity in your opinion and why? (Possible criteria: Lively and engaging? Likely to improve diet? Focused? Relevant?)

### 3. Write the report

To write the report, go to Part C on p. 47 below. Do not do Part B.

**B. Look at two activities, deskwork only (if it is really impossible to find someone to interview or to observe the activity).**

**1. Gather information on nutrition education activities**

Activity 1
Name of intervention and where it's located
The sector (health services, community, food security, schools etc.)
The main aim
Who it's aimed at and how many people (i.e. the target group)
Type of activities carried out
Chances of success
Source of information (e.g. internet site/lecturer/program organizer etc.)

Activity 2
Name of intervention and where it's located
The sector (health services, community, food security, schools etc.)
The main aim
Who it's aimed at and how many people (i.e. the target group)
Type of activities carried out
Chances of success
Source of information (e.g. internet site/lecturer/program organizer etc.)

## 2. Write the report

Write the report in Part C below.



### C. Write the report (individual)

Write a short report. **n.b.** The report must be written on your own. If you did two activities instead of an interview/observation, partners must **not** write about the same activity.

- Give a summary description of the activity, following the model given by the examples in the document 'Nutrition education actions' in the Unit 3 Resources, pp. 3-8. Say what the activity is, who it targets, and specific activities carried out under the activity.
- Explain why this activity is relevant to your country's needs.



## Option 2: Local maternity services

Interview a young mother with an infant/young child to find out

- a. what information, advice and support mothers get from the local health services in the critical 1000 days
- b. what guidance on diet and nutrition is given.
  - Refer to the interview guidelines in Unit 2 as your preparation for the interview (see box 'Guidelines' in 'Instructions for outside activity' Unit 2).
  - Explain the purpose of the interview.
  - Partner 1 asks the questions.
  - Partner 2 records the answers on the questionnaire below.

**n.b.** All the answers recorded need to be those given by the mother, and not your own opinions!
  - Individually write a short report on the form at the end of this section.

### 1. The interview

#### Recording sheet

Explain the purpose of the interview.

Start off by asking the mother to tell you something about her family (*e.g. how old her children are*).

As a mother, what information and support do you think new mothers need the most?

Is there a government or private clinic where you go regularly to have your baby weighed? (i.e. a national growth monitoring and promotion program?)

If so, do you receive advice on what to feed your baby and what to eat yourself?



Can you remember what you were advised to eat while you were pregnant?

What advice and help have you received about breastfeeding your baby?

What information/advice have you received about introducing solid food to your baby?

As a mother, how do you think the information/advice and support given to new mothers can be improved?

## 2. Write the report (individual)

Write a short report describing your findings on:

- the information, advice and support mothers get from the local health services
- the guidance they receive on diet and nutrition.

Also answer these questions:

- What is your opinion about the current provision to young mothers?
- Can you make a suggestion as to how the provision could be improved? How could the provision be improved??





## Option 3: Nutrition education at school – experience and opinion

Interview a child who is either in the final year of primary school or at secondary school.

Fill in the questionnaire below.

- Refer to the interview guidelines you received in Unit 2 as preparation for the interview (see box 'Guidelines' in 'Instructions for outside activity' Unit 2).
- Partner 1 asks the questions.
- Partner 2 records the answers on the questionnaire spaces given below.
- Individually write a short report on the form at the end of this section.

### 1. The interview

Explain the purpose of the interview.

Information about the student:

*Age*

*Grade*

Do you eat or drink when you are at school?

*Yes*

*No*

If yes, where do you get/buy this?

*Example: Lunchbox from home, school meals, snacks, food bought from the tuckshop, street vendors etc.*



What is the food?

**Examples:** *School lunch of maize and beans, sandwiches, sweets, soft drinks, water etc.*

Are there any rules (or policies) about food at school? What are they?

**Example:** *Some foods such as sweets and soft drinks cannot be brought to school, vendors can sell only certain foods etc.*

Tell us three things you have learned about food, healthy eating or nutrition at school.

Is there a school garden? If yes, what is grown there?

Are you involved with the garden? If so, in which way?

Is the school garden used to teach you about eating healthily? How?



Have you ever changed what you eat at home or at school because of something you learnt at school? (If yes, please explain).

## 2. Write the report (individual)

Summarize your findings from the interview. Include:

- How much does the school appear to be concerned with food, eating and good nutrition?
- What is the extent of nutrition education?
- Are the school gardens (if any) used for nutrition education?
- Suggest how the provision could be improved.

## Option 4: Public nutrition education & influences

Identify two specific examples of public nutrition education in your own country/community (see Brief 4: 'Public nutrition education' in the Unit 3 Resources, pp. 21-25). An example is given in the table below.

**Tip:** Try walking around your city, examining current newspapers or magazines, or watching TV/listening to the radio, to see if any you can identify some information campaigns or national health campaigns.

Example	
Name of campaign/ activity/product and brief description	<i>"If you feel tired now, wait 'til the baby arrives"- Iron supplementation program for pregnant women</i>
How is it being promoted? (e.g. posters, lessons etc.)	<i>Posters at health centres and hospitals</i>
Who is it aimed at (i.e. the target group)?	<i>Pregnant women and women of child-bearing age</i>
How widespread/ frequent/long-term is it?	<i>Countrywide. Part of 5-year national campaign</i>

### 1. Finding out

Find out the information requested in the following tables.

Activity 1	
Name of campaign/ activity/product and brief description	
How is it being promoted? (e.g. posters, lessons etc.)	



### Activity 1

Who is it aimed at (i.e. the target group)?

How widespread/  
frequent/long-term is it?

### Activity 2

Name of campaign/  
activity/product and brief  
description

How is it being promoted?  
(e.g. posters, lessons etc.)

Who is it aimed at (i.e. the target group)?

## Activity 2

How widespread/  
frequent/long-term is it?

### 2. Write the report (individual)

Choose one of the two activities above.

**n.b.** Partners must **not** write about the same activity.

Summarize your findings:

- Describe the activity briefly, following the format given in Brief 4: 'Public nutrition education' in the Unit 3 Resources, pp. 21-25.
- Do you think the issue being tackled is a priority area for your country? Explain.
- In your opinion, has this activity had (or is it likely to have) the desired effect? Explain your answer.

# Student's Key

## Key to Activity 1 Snapshot of typical nutrition education actions

*All of the above are nutrition education actions, but not all may be happening in your country.*

You will discuss this in the tutorial.

## Key to Activity 2 Nutrition education actions: more details

- a. Reading task.
- b. See table below.

Activity type	Number
Infant and young child health in the community	1,2,5,6,12,13
Food and nutrition security interventions	(9),10
School activities	3,4
IEC materials and campaigns for the general public	(1),7,8
Specific health initiatives (e.g. HIV/AIDs, diarrhoea)	11
Multi-component activities with social, economic and technical dimensions	9, (10)

**n.b.** The activity number within brackets indicates an alternative classification, which would also be correct.

- c. See table below.

	Stands for	Information
<b>FBDGs</b>	<i>Food-based dietary guidelines</i>	<i>It is a set of easily understood food rules for the general population, based on local needs and practices.</i>
<b>IYCF</b>	<i>Infant and Young Child Feeding</i>	<i>IYCF focuses on the impact that feeding practices have on the nutritional status, growth and development, health (and thus the survival) of infants and young children.</i>
<b>BCC</b>	<i>Behaviour Change Communication</i>	<i>BCC uses communication to promote and support positive health outcomes, which often requires changes in behavior. This includes changes in individual behaviors of (for example) women, their family members, and health providers; changes in related socio-cultural practices; and creating a supportive environment.</i>
<b>ENAs</b>	<i>Essential Nutrition Actions</i>	<i>The ENAs are a package of preventive nutrition actions aimed mainly at women and young children during the first 1000 days. They promote a “nutrition through the life cycle” approach.</i>
<b>TIPs</b>	<i>Trials of Improved Practices</i>	<i>TIPs is a formative research process. It aims to identify do-able, acceptable and effective strategies to improve child feeding practices.</i>
<b>WFP</b>	<i>World Food Programme</i>	<i>WFP is the food assistance branch of the United Nations. School feeding is among its many activities.</i>

### Key to Activity 3      Selecting initial priorities

Answers to questions a. and b. will be subjective or personal. Questions a. and c. are assessed.

- a. This activity is assessed; feedback will be provided by your tutor. Make sure the reasons given are specific, as in the example below, and not general.



#### Good answer from a student

"I-Life program: Agriculture is highly practised in Ghana. If farmers are educated in planting crops, how to incorporate what they plant into their diet and they know the benefits of the crops they are growing, they will be able to appreciate and continue making healthy food choices. This can increase healthy eating practices in various communities."

#### Poor answer from a student

"Essential Nutrition Actions: to reduce maternal deaths due to micronutrient deficiencies".

- b. Personal/subjective answer.
- c. This activity is assessed; feedback will be provided by your tutor.

### Key to Activity 4      Food security initiatives

- a. Why is nutrition education needed in food security interventions?

*Evidence shows that just producing food, producing more nutritious foods or increasing income (through FS initiatives) does not necessarily lead to improved diets or reduced malnutrition. The following conditions can ensure that nutrition education in food security interventions is successful:*

- *the change is small, for example if the food promoted substitutes easily for one which is already there*
- *it is something which people already value (such as meat and fish)*
- *it does not mean changing the eating patterns that people are used to*
- *it does not mean changing the staple food, which everyone associates with being well-fed.*

- b. Why is it important to target women? Possible reasons:

- *Women produce most of the food eaten in Africa.*
- *Women farmers grow food, consume, cook, preserve and feed the family.*
- *Women can influence their husbands and children.*

See FAO 2011 and Meinzen-Dick et al. 2011, for more information.

### Key to Activity 5      Learning from mistakes

This activity is assessed; feedback will be provided by your tutor.

### Key to Activity 6      Maternal and child health

Answers are subjective or personal but try to be specific, identify various groups and what they need to learn.

### Key to Activity 7      The educational impact of growth monitoring

a. What is going wrong with this program and why?

- *Attendance is low although parents are interested. The problem appears to be with the way the sessions are conducted.*
- *Parents stop coming, because they seem to assume that only very young babies need the service, and bring children only while they need immunisations.*
- *Parents don't understand and appreciate the value of growth monitoring.*
- *Health workers are not well trained: they are not giving proper feedback to parents.*
- *Health workers are not taking remedial action even when they find a child is malnourished, i.e. there is no follow up, and no counselling and nutrition education to parents.*

b. What nutrition education is needed, for whom, about what? Think about what people need to know and do.

- *Parents/caregivers should:*
  - *know the need for/importance of growth monitoring after six months*
  - *understand the process, the purpose and the growth card*
  - *know how to feed the child a nutritious diet, using family foods that are available to them*
  - *understand the need for variety in the diet, and how to prepare complementary food with the right consistency (i.e. not watery)*



- *know and use hygienic practices, like handwashing.*
- *Health workers need to themselves value the growth monitoring sessions and know how to get the maximum benefit out of the sessions. They must:*
  - *learn ways in which to involve the parents and caregivers more to ensure greater participation*
  - *be able to analyse the causes of poor growth*
  - *know what to do when they find a child is malnourished (e.g. refer them on to health services and/or supplementary feeding programs; negotiate with families about the options for action)*
  - *know how to give good explanations so that parents understand.*

c. This question will be discussed in the tutorial.

Key to Activity 8      Nutrition education in schools

Answers are personal and will be discussed in the tutorial.

Key to Activity 9      Bee, Dee and nutrition education at school

This activity is assessed; feedback will be provided by your tutor.

Key to Activity 10      Public nutrition education

Answers are subjective or personal but try to be specific e.g. *Information campaigns about ...*, or *National health campaigns to promote ...*, *Local discussion groups for ...* etc.



### A good answer from an ENACT student

“**What:** Local classes or discussion groups and social programs for adults (both men and women) on care and feeding practices for infants and young children, combined with cooking lessons/testing recipes. **Why:** This is because some homes are headed by women while others are headed by men. So both men and women need to be equipped with knowledge/skills on good nutritional habits and the content of good meals, how to cook and what to feed infants and children. They need to learn what to avoid and how to recognize myths surrounding food, and how to respond to food advertising. Only then will there be a positive impact.”

### A poor answer

“**What:** The public should be educated on good eating habits. **Why:** This will change their attitudes and perceptions of food. They now eat to be full; they don't realize that what they eat affects their health.”

## Key to Activity 11    Soft drinks and nutrition education

- a. Why is it bad for the health to drink too many soft drinks?
- *They are high in sugar, and one serving a day increases the chances of a child becoming obese by 60%. They are said to be directly involved in driving the obesity epidemic in the developing world.*
  - *Sugary drinks increase the risk of diabetes, heart disease and gout.*
  - *They cause tooth decay.*
  - *They contain empty calories (i.e. provide energy only and no other nutrients). In addition, they may take the place of more nutritious foods, and may stimulate the appetite for other sweet, high-carbohydrate foods. (Not mentioned here, but students may know this from their other courses.)*
- b. What kind of soft drink advertising is common in your country?  
Answers will vary.



- c. Do you think counter-education is needed? If not, say why not. If yes, say what message you would give the public.

Answers will be subjective or personal.

*If you think counter-education is not needed, make sure a good justification is provided. Messages to the public could involve making them more aware of the facts i.e. why it is bad for your health to drink too many soft drinks (see answers to question a.) or how much sugar is present in soft drinks. For an example of the latter, see the “How sweet is it?” nutrition education factsheet from The Nutrition Source, Harvard University, which tries to make consumers aware of how many teaspoons of sugar there are in soft drinks and other beverages. The traffic light colour code (red, yellow, green) shows which drinks should or shouldn't be drunk in excess. <http://cdn1.sph.harvard.edu/wp-content/uploads/sites/30/2012/10/how-sweet-is-it-color.pdf>*

## Key to Activity 12 Filling the gap

### Case 1: Rabbitries

You think we might need nutrition education in this project? **For whom? What nutrition education?**

*We need nutrition education in this project because people are not used to eating rabbit meat. Complementary feeding of young children does not include any animal foods at all. Without nutrition education, there is a good chance that keeping rabbits won't lead to any improvements in nutritional status of the people.*

- *(Possibly) Families need to be convinced that animal-source foods are a valuable addition to the diet.*
- *(Possibly) They may need to get used to the taste of rabbit meat.*
- *Mothers/senior women may need to be convinced that young children need animal-source foods and that rabbit meat (or eggs or goat's milk) will do.*
- *Family cooks may need to learn how to cook rabbit meat and how to incorporate it into complementary foods.*



**A good reply from a student** (which looks at the case at a slightly different angle)

“It is important to first identify what the needs of the community are, prioritize them and to promote what the community values. For the project to succeed, you need to first establish whether the beneficiaries accept the rabbit meat in their diets. YES, you do need nutrition education, but it may be better to promote what the community already has. Goat and chicken meat are very rich in nutrients like iron and vitamin B12 and goat milk is a good source of calcium and protein. These are resources that already exist amongst the people, which if utilized, would help to make meals more nutritious. Since rabbit meat is not well known in the area, the project might not succeed. The nutrition education is important to all members of the community as they should be able to recognize the healthy foods within their reach, appreciate their value, know how to prepare them and also how to feed others (infants and young children, elderly etc.)”

**Case 2: Micronutrient supplementation in Vietnam**

Case 2 is assessed; feedback will be provided by your tutor.

**Case 3: School meals**

*We know that the program will probably succeed in increasing student attendance and improving study capacity in the short term. The questions are whether this program will improve students' nutrition in the long run, whether it's worth the price and whether the food is actually "a good nourishing meal" (often it isn't). As it currently stands, there is no education element at all. Nothing is learnt by anyone, except how to organize school meals, and the great educational potential is lost. However, we are told that the school hopes this program will lead to improved students' nutrition in the long run. For this to happen, nutrition education is definitely needed.*

*The school curriculum, environment and school food all need to play a role in encouraging healthy eating. Strong links are needed between school food and nutrition education so that children and their families can begin to improve their diets themselves. Nutrition education is needed by the children, parents, and school staff (including head teacher, teachers, school cooks and serving staff).*



**A good reply from a student, who makes specific suggestions:**

“The families need to understand the importance of feeding their children breakfast before school and how a good breakfast can help a child pay attention and learn better. They also need to learn about the importance of feeding their children well in general. There should also be some nutrition education in the schools. Perhaps the school could make use of the FAO Curriculum Planning Guide to help teach the children the importance of eating well.”

**Key to Activity 13** Information about your country

Your answers will be shared and discussed in the tutorial.

**Key to Activity 14** Choose your top priority

Answers will be subjective or personal. Make sure suggestions given are specific like in the example below, and not general. This is an assessed activity; however, a model answer is given to guide you.

**Model answer from a student:**

<i>a. Priority activity</i>	<i>b. Reasons for choice</i>	<i>c. Suggestion</i>
“Nutrition education complementing food security initiatives, including home gardens and homestead food production, targeting women.”	“The women folk in Nigeria handle food from the planting through to the consumption stages, and they determine to a large extent the quality of food to be consumed in the family. However, when programs on agriculture come up they are not allowed to participate. Nutrition education should be added to the agricultural development projects, and the women targeted.”	“These women can be reached through their various community associations and meetings, for example, the annual August meeting in Nigeria, where they come together to discuss matters that affect them.”

Be prepared to discuss your answers in the tutorial.



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# Glossary

You will find longer explanations of many of these items in the main course glossary.

**Essential Nutrition Actions (ENAs).** The ENAs are a package of preventive nutrition actions aimed mainly at women and young children during the first 1000 days. The ENA framework promotes a “nutrition through the life cycle” approach.

**Food-based dietary guidelines (FBDGs).** FBDGs give a set of easily understood food rules for the general population, based on local needs and practices.

**Infant and young child feeding (IYCF).** IYCF interventions focus on the impact that feeding practices have on the nutritional status, growth and development, health, and thus the survival, of infants and young children.

**Junior Farmer Field and Life schools.** These have been set up to address youth unemployment. Here young people (15-18) learn to grow healthy crops in the field while making informed decisions for leading healthy lives. There is also a nutrition education component, although this component is not as extensive or as hands-on as the agricultural one.

**Nutrition rehabilitation centres.** Centres where malnourished children convalesce and build their strength before returning home. Their two aims are to correct children’s weight deficits and to teach mothers to feed and care for children better.

**Scaling Up Nutrition (SUN).** SUN is a country-led movement with hundreds of national and international organizations and groups working to improve health through better nutrition. SUN’s main focus has been on reducing stunting and on maternal and child health.



**School gardens.** School gardens can be a powerful tool to improve the quality of nutrition and education of children and their families in rural and urban areas, if they are well integrated with agricultural, nutrition and education programs. The main benefit of school gardens is that children learn how to grow healthy food and how to use it for better nutrition.

**The 1 000 days.** The 1 000 days from the start of pregnancy, until the child's second birthday is known as the window of opportunity to shape healthier and more prosperous futures. The right nutrition during this 1 000 day window can have an enormous impact on a child's ability to grow, learn, and rise out of poverty. It can also have a profound effect on the long-term health, stability, and development of entire communities and nations.



Food and Agriculture  
Organization of the  
United Nations

ENACT course in nutrition education

# Unit 3: Nutrition education actions

Unit resources



# Contents

## Unit resources

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## Nutrition education actions

### 1. Alive and Thrive: Ethiopian TV spots on complementary feeding

For Ethiopia, Alive and Thrive has developed social marketing TV spots aimed at men, to promote good complementary feeding for young children. In one television spot an extension worker explains to a group of farmers that crops need rotating, just like children need variety in their diet. As he walks home, one farmer says: “I knew about crop rotation but I thought that a child grows up no matter what you feed it”.

The extension worker explains why young children need a variety of foods and, once home, shows what his wife is preparing for their child (egg, vegetables etc.). The farmer is impressed.

[http://www.youtube.com/watch?v=AR\\_07ZbeDPw&feature=bf\\_next&list=UUjxNXgEFmwcVib2nOeXimxQ](http://www.youtube.com/watch?v=AR_07ZbeDPw&feature=bf_next&list=UUjxNXgEFmwcVib2nOeXimxQ)



*Still from Alive and Thrive Ethiopia TV spot*

### 2. Baby-Friendly Hospitals

The Baby-Friendly Hospitals ( **gloss**) initiative was launched by WHO and UNICEF in 1991 and mainly aims to promote exclusive breastfeeding. More than 152 countries and thousands of



*Estate of Pablo Picasso.  
Artists Rights Society (ARS), NY*

hospitals are implementing the initiative. The initiative is backed by in-service training materials for hospital staff and monitoring and evaluation tools.

For more information see the WHO site

<http://www.who.int/nutrition/topics/bfhi/en/>.

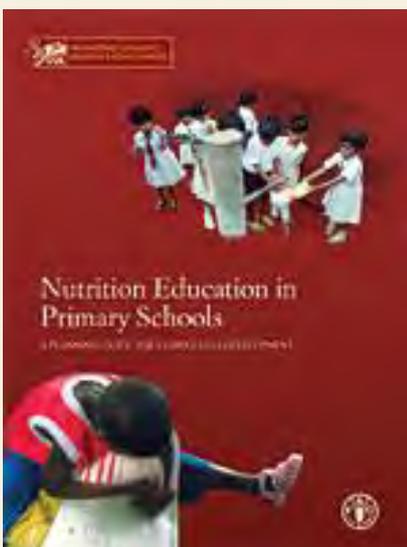
### 3. Children learn by doing: Sligoville School action

“Children learn by doing” is the motto of Sligoville School, which has been called the “most environmentally aware” school in Jamaica. Most of the staff are experienced gardeners and there is an active parent-teacher association. Each grade manages a plot with a few crops such as carrots, corn and thyme. The older children have an acre with a variety of vegetables and rows of plantain, banana and cocoa. There are chickens, rabbits and goats. The children eat the garden food and take some home; some food is cooked in the canteen and some sold in the community.

Each year a cross-curricular project focuses on one food. One year they researched corn, grew samples, and produced songs, puppets and poems. Their book “Corn in the Classroom” was translated into 84 languages and featured on the radio (Power 2003 & Bruce 1998, cited in FAO 2009).

See <http://www.farmradio.org/radio-resource-packs/package-48/corn-in-the-classroom/>.

### 4. Curriculum planning guide



School nutrition education seems an obvious thing to do but it is difficult to do it well and to develop approaches that will guarantee impact and show results in action. For this reason the FAO has developed ‘Nutrition Education in Primary Schools: a planning guide for curriculum development’, which makes use of some of the secrets of success: for example, a full participatory needs assessment; involvement of the family, the community and the whole school environment; hands-on approaches and full engagement; outreach activities in the school and community; passing on learning (FAO 2005).

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## 5. The “positive deviance” Hearth Model

PD Hearth is a successful approach to decreasing malnutrition. It is based on the idea that some solutions to community problems already exist within the community and just need to be discovered (The CORE Group 2003). Thus it focuses on the people in poor communities who are raising healthier children by practising more successful behaviours than the rest of the community, although with the same resources as everyone else. The idea is that by sharing these “positive deviance” behaviours the community can educate itself.

“A hearth is a home fireplace / kitchen suggesting feelings of warmth, cosiness, home, and family.” [www.positivedeviance.org/pdf/hearth\\_book.pdf](http://www.positivedeviance.org/pdf/hearth_book.pdf)

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## 6. Essential Nutrition Actions (ENAs)

The ENA framework is an operational framework for advocating, planning and delivering a package of preventive nutrition actions for infant and young child feeding (IYCF) ([gloss](#)), micronutrients and women's nutrition (Guyon & Quinn 2011). Using multiple contact points, it targets health services and behaviour change communication support (BCC, [gloss](#)) to women and young children during the first 1 000 days of life. This is the time when nutrient requirements are increased, the risks of undernutrition are great, and the consequences of deficiencies most likely to be irreversible. The ENA framework promotes a “nutrition through the life cycle” approach and has been implemented across Africa and Asia since 1997.

[http://www.coregroup.org/storage/Nutrition/ENA/Booklet\\_of\\_Key\\_ENA\\_Messages\\_complete\\_for\\_web.pdf](http://www.coregroup.org/storage/Nutrition/ENA/Booklet_of_Key_ENA_Messages_complete_for_web.pdf)

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## 7. Five A Day

Five A Day is the name of a number of programs in countries such as the USA, the UK and Germany, to encourage the consumption of at least five portions of fruit and vegetables each day, following a recommendation by the FAO/WHO (2005) that individuals consume at least 400g of fruit and vegetables daily.

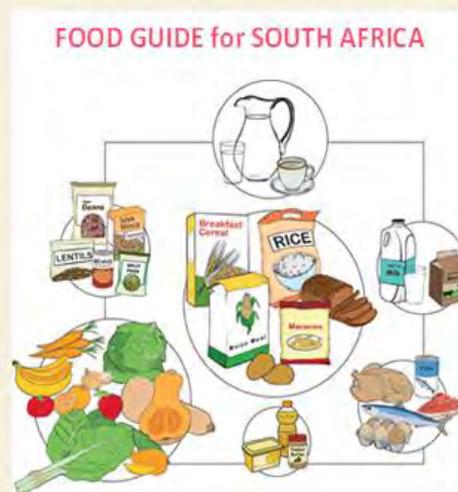
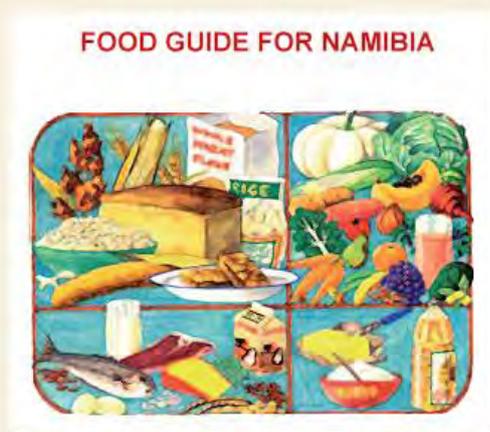


Some Five a Day campaigns have had good results, but others have not had much success in increasing the consumption of fruit and vegetables.

## 8. Food-based dietary guidelines (FBDGs)

Food-based dietary guidelines take the form of a set of simple behaviour messages, often accompanied by a visual showing the food groups, in the appropriate proportions. You looked at some of these in Unit 2. For more information, see:

<http://www.fao.org/ag/humannutrition/nutritioneducation/49741/en/>



## 9. I-Life

The I-Life program in Malawi was a large food security project with a mix of activities including agricultural training, reforestation, irrigation, village savings and loan, growing and marketing legumes and oilseeds, rearing poultry and infrastructure construction, and with a social welfare component including community nutrition education and home-based care. The nutrition education focused on breastfeeding and complementary feeding, reaching nearly 10 000 children in 109 care groups.

<http://www.care.org/careswork/projects/mwi017.asp>

## 10. Junior Farmer Field and Life Schools

To address youth unemployment, Junior Farmer Field and Life Schools (JFFLS) have been established in 15 African countries. Here young people (15-18) learn to grow healthy crops in the field while making informed decisions for leading healthy lives. For a whole school year, they study agriculture and life skills in the field or classroom two or three times a week after school. Activities include growing crops and medicinal plants to generate income; local theatre, art, dance or song; and discussion of issues such as gender sensitivity, child protection, health, hygiene, sanitation and business skills. There is also a nutrition education component dealing with food composition and the importance of good diet.

<ftp://ftp.fao.org/docrep/fao/012/i1208e/i1208e00.pdf>



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## 11. Nutrition Counselling Cards for people living with HIV/AIDS

Good diet can help to delay the onset of AIDS and make life easier for people living with HIV and AIDS (PLWHA). Communication materials with a focus on Uganda have been developed by the Regional Centre for Quality of Health Care for use by counsellors to support nutrition care for people living with HIV/AIDS. They consist of a set of display flipcharts, with clear pictures on the front and notes on the back, for use with groups or individuals. Aside from nutrition, the materials also deal with health related issues such as loss of appetite, diarrhoea and mouth sores as well as providing practical tips on keyhole gardening for fresh vegetable production. Each session sets up a useful discussion with questions, exchange of information and explanations.

<http://www.enonline.net/fex/25/local>

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## 12. Nutrition Rehabilitation Centres

Many countries have set up Nutrition Rehabilitation Centres (NRCs) where malnourished children convalesce and build their strength before returning home. NRCs are also “schools for parents”. Mothers stay there with their children or attend daily, help to grow foods in the garden, prepare meals and learn about nutrition, mixed meals, child care, farming, poultry-raising and sanitation and/or good hygiene practices. On their return to the community they sometimes take on the role of community advisers on child feeding. Results of NRCs are excellent, but costs are high.

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## 13. Trials of Improved Practices (TIPs)

TIPs is a formative research process where families learn how to enrich young children’s diets using locally available nutrient-dense foods. The TIPs field work consists of several home visits. The family food security situation, feeding behaviours and dietary intake are analysed in the first visit. In later visits the current feeding practices are evaluated, and targeted changes in behaviour and feeding practices are discussed and negotiated with the family, who then try out one or two new practices. Community cooking demonstrations are also carried out. TIPs follow a repeated process of trial and evaluation within the family setting, the goal being to identify feasible, acceptable and effective strategies to improve feeding practices. These messages and practices are then disseminated throughout the community.

[http://www.manoffgroup.com/approach\\_developing.html](http://www.manoffgroup.com/approach_developing.html)



©FAO/Ivan Grifi

## Brief 1: Nutrition education in food security initiatives

### The big questions

Can food security interventions alone improve nutrition outcomes? Many people believe this, and act on the belief.

But will people's diets really improve if they

- produce more food?
- produce more nutritious foods?

Do they also need nutrition education?

Which of the people in the picture below could benefit from nutrition education?

The answer is all of them. Nutrition education may be needed in any part of the food cycle – people need to know what foods to grow or buy, how to process foods, how to cook, and how to eat or feed others.



## Missing the target

In fact, increasing food production, producing more nutritious food, or even increasing income, **may not actually improve people’s diet or reduce malnutrition** (World Bank 2007) - even when improved nutrition is the intention.

It is not enough to aim at improved nutrition: we still need to know how to achieve it – how to make sure that foods which improve the diet are

- produced
- made accessible, affordable and available to people
- actually eaten by those who need them.

Several strategies may be needed. Nutrition education is one of the most important.

“While increased production of nutritious foods may have some independent impact on dietary consumption and micronutrient status in theory, the evidence shows that **nutrition education around those foods strongly enhances the effect**” (World Bank 2013).

To spell it out:

**If we want to improve people’s diets, it may not be enough to grow more food, or better food, or increase income. We need to educate people.**

## How can nutrition education help?

Nutrition education can make sure that:

- people **see the need for better food at home** – they will then keep that extra produce for family consumption instead of selling it all for cash (ACC/SCN 2001), and any extra income will be spent on good food. It is especially important to empower and educate women, as they usually decide what food is eaten, cooked, preserved and fed. Women are more likely than men to invest in their children’s health, nutrition and well-being. Hence, enabling women to have some control in the family income (or at least in what to grow) is very important.
- people **start to demand nutritious foods**, which farmers will then want to grow more of.

### Increased income = better food???

People usually assume that with increased income, nutrition improves, but people with more income may buy other luxury items instead of better foods for the family.



Adapted from The CORE Group (2003)

### Egg production in Bangladesh

A homestead food production project which increased egg production in Bangladesh led to increased egg consumption by children and women.

This was mainly because poultry-producing families were counselled that it was important for children and women to eat more eggs (USAID 2011).

### Some successes

One of the best places to begin to improve diet with agriculture and nutrition education is through home food gardens (or homestead food production). This is because they are traditionally kitchen gardens, producing food for home consumption, and because they are run by the women who cook and feed and care for the family.

See the Helen Keller video (<http://www.youtube.com/watch?v=wMLLbfq5V64>) to learn about programs that help families grow vitamin A-rich orange-fleshed sweet potato ([gloss](#)) at home.



©Hellen Keller International

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## Brief 2: Nutrition education for maternal and child health

### The first thousand days

The first 1 000 days of life are the critical “window of opportunity” in a child’s mental and physical growth (1,000 Days 2014). In this period it is essential that the messages for infant and young child feeding (IYCF) and child health which reach parents and health workers are correct and consistent. This is the purpose of the Essential Nutrition Actions (Guyon & Quinn 2011).

Seven action areas for ENAs



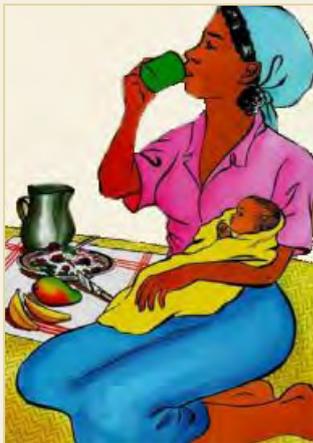
Breastfeeding



Complementary feeding



Feeding of sick children



Women's nutrition



Vitamin A



Anaemia

Community nutrition and health programs therefore focus on these areas, together with growth monitoring, hygiene and disease prevention.



AED/LINKAGES

Iodine

## Where is nutrition education needed?

Nutrition education is needed for the success of all of the ENA areas mentioned above.

Breastfeeding and complementary feeding are priorities for education. Exclusive breastfeeding up to six months, and complementary feeding which contains legumes, some animal foods and vegetables are the basis for growth, development and diet through life. Millions of children are not getting these benefits, even in places where these foods are readily available. Nutrition education – for mothers, for communities and for health workers – is essential for bringing this about.



©FAO/Ivan Grifi

Education is needed even in more direct nutrition actions. For example, women need to take some important micronutrient supplements during pregnancy, such as iron and folate. Supply and delivery of the supplements have to work well, but making sure that women take them also depends on education: training of health workers and counselling of mothers so that they are aware of benefits, motivation, challenges and barriers (ACC/SCN 2001, Cordero et al. 2008, Schüth et al. 2005).

*Child health is largely a matter of education, particularly of nutrition education*

## Improving IYCF programs

Some ways to improve child feeding are to involve the family and community more closely and to make sure that health services become more competent in nutrition and nutrition education.

### A. Community involvement

- fits solutions to problems
- reaches more people
- gives people more control
- establishes sustainable changes
- establishes new social norms (values, beliefs, attitudes and behaviours of society), so that families feel supported.



### Ways to Involve the community more deeply

#### Community groups

- “Care groups” (**gloss**) can be formed for self-help and mutual support. Groups of households elect “lead mothers” or “lead fathers” who meet regularly with a “promoter” and then themselves meet with the parent groups.
- Mother-to-mother support groups (**gloss**) follow the same model.
- Initiatives can use the influence of community leaders and community groups, facilitators from the community and outreach from local hospitals.

#### Participatory research

Some programs try to find solutions from within the community. For example:

- In Trials of Improved Practices (TIPs) (**gloss**) parents try out recommended complementary feeding recipes and report on their success. These tested recipes are then used more widely.
- In the “positive deviance” Hearth Model (PD Hearth) (**gloss**) the best feeding practices of the community are researched and spread more widely.

## B. Institutionalizing education

Short-term independent projects can show success but in the end it is the national services that have to make IYCF work well to produce healthy children. Since nutrition education has such an important role to play, educational activities must be integrated into existing public services. This may mean dealing with problems like lack of staff, low morale, lack of knowhow/capacity, resources and coordination.

Capacity development in health and nutrition education is one of the answers. Some of the courses which are coming into the field are the WHO Complementary Feeding Training course ([gloss](#)), the TOPS training course on behaviour change ([gloss](#)), the Baby-Friendly Hospital in-service training – and the ENACT course too.

## C. Parental involvement

Parents have a natural interest in how well their children are developing. Routine weighing and measuring do not always rouse parents' interest. But growth monitoring can be a great opportunity for learning if parents understand what it means and how to help their children grow better (LINKAGES et al. 2002). Care groups and Mother-to-mother support groups are also ways of involving parents.



## Brief 3: Nutrition education in schools

### Why is school nutrition education important?

It is often said that schools are the perfect place for nutrition education (Brown & Summerbell 2009, FAO 2005). Many reasons are given (see box).

#### Why do nutrition education in school?

- Schools reach the greatest number of children, for a number of years and on a regular basis
- Positive effects can spread to families and the community
- Schools deal in food, through school meals, snacks, vendors and food gardens
- Schools can prevent nutritional problems, e.g. overeating and lazy lifestyles
- Schoolchildren are at a crucial age when eating habits are being developed.



©FAO/Giulio Napolitano

## What kind of nutrition education is needed?

To change schoolchildren’s dietary behaviour needs a many-sided approach: aiming for action, linking up with health education, involving families and the community, involving the whole school and all its food events.

A. The first requirement is a good methodology.

B. Then the circumstances need to be right:

- children must have control over food
- they need access to the right foods
- they should not have easy access to the wrong foods
- social and commercial influences should be supportive.

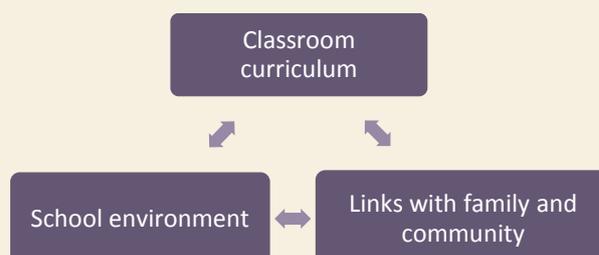
The school environment in particular must encourage healthy eating through its policy on school meals, snacks, school garden, water supply etc.

C. The curriculum itself must help children not only with nutrients and meal planning, but to become aware of and deal with all their “food activities” in the community (see box).

### Did you learn any of these at school?

- |  |   |
|--|---|
| • studying food advertising                    | • looking at how people feed their children                 |
| • observing hygiene in food outlets            | • practising nutrition-sensitive shopping (within a budget) |
| • evaluating diets                             | • growing micronutrient-rich foods at home                  |
| • getting the habit of experimenting with food | • learning to change your own practices                     |
| • knowing local foods and their values         | • discussing food with your family                          |

D. And finally, it is essential to involve families and the community – as they also need to learn.



*“Children learn eating habits, practices and attitudes outside the school. To change them, we need to involve the families and the community.”*



### **Involving families and the community through homework**

Parents need nutrition education too: facts about food and nutrition and ideas about good meals. They need to get into the habit of observing what their children eat and talking about food at home.

Ordinary homework is a simple way to involve families in nutrition questions. Here are two homework exercises at three levels.

#### **Grade 2: Kinds of food**

Choose two foods you eat. What kind of food are they? (e.g. fruit, vegetable). Ask your family. Tell the class at the next lesson.

#### **Grade 4: Diet messages**

Choose two of the diet messages you have studied. At home, write them out in big letters and stick them on the house walls. See what your family says. Explain them to your friends. Report at the next lesson.

(Zambia Ministry of Education & FAO 2005)

## Opportunities around schools

**School curriculum** development needs a special intersectoral effort, involving education, health, agriculture and community services. Problems are that the education service is overburdened, feels that children's health and diet are not their business, and often does not know much about good nutrition.

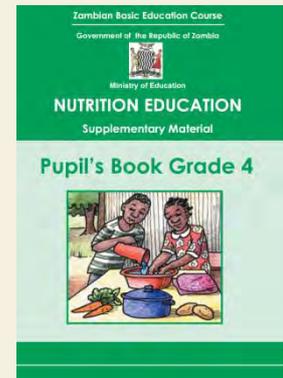
**School gardens** ([gloss](#)) can teach children to grow nutritious food and provide healthy food for the school. They should include educational goals to help students, school staff and families make the connection between growing food and good diets. They need to be strongly linked to nutrition education so that children learn to plan, grow, prepare, enjoy and expect a good diet (FAO 2009). Model projects (e.g. El Salvador, Belize) are leading the way (FAO 2010).

**School food** (e.g. meals, lunchboxes, snacks, tuck shops, hospitality food) Children, parents, school staff, even school cooks often do not think much about what the children are eating at school. Stronger links are needed between school food and nutrition education so that children and their families can begin to improve their diets themselves (WFP 2009). The movement for home-grown school feeding ([gloss](#)) can also educate food producers and schools as well as children and their families.

**Peer education.** There has been long experience of promoting health education between children and between children and their families (e.g. Child-to-Child Movement [gloss](#)). Much of this could be applied to nutrition education.

**Talking about food.** There is not enough talk about food and good eating! Schools can, at no cost, raise the topic of good eating regularly in school assemblies, classrooms, PTAs and Open Days.

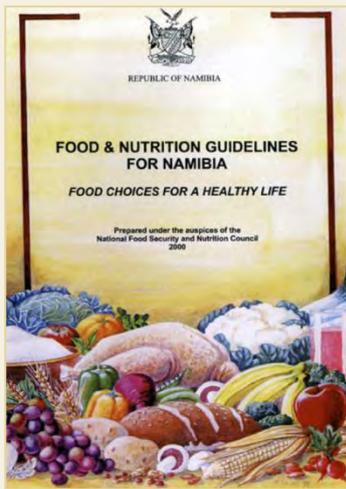
For **organizations and initiatives, manuals and websites** that support school nutrition education please see course glossary items School Nutrition Education International Websites and School Nutrition Education Organizations and Initiatives.



## Brief 4: Public nutrition education

### What is public nutrition education?

Public nutrition education activities aim to reach a large proportion of the population and are usually carried out by or with the support of the government.



- Many focus on particular issues (e.g. information campaigns about food labelling or iodized salt, media programs or TV spots about child feeding, websites on traditional food).
- Some are dietary guidelines for the nation, based on extensive research.
- Some are national health campaigns, for example to promote breastfeeding or fruit and vegetable consumption.
- Some are information, education and communication (IEC) (**gloss**) materials which supply essential information (e.g. recipes or food tables).
- Some are local classes or discussion groups and social programs for adults and old people.

### Social protection and nutrition education

Many governments have “social protection” programs, in which very poor or deprived households are given regular cash handouts or food handouts to help them cope. These are proving very effective in building livelihoods and supporting communities and are becoming more common in Africa (<http://www.fao.org/economic/ptop/home/en/>).

One of the things that people do with this extra money is to buy better food for their children. But if they do not know about good diet, the extra food they buy may not do the children much good. In social protection programs, therefore, nutrition education is often included to make sure the money goes in the right direction (see for example the US SNAP-ED program <http://snap.nal.usda.gov/>).

## Is it worth doing?

We often do not know how much nutrition education actually reaches the public and what effect it has. In fact, as with other nutrition education,

- some public nutrition education does not show much impact
- some public nutrition education is both successful and cost-effective (Joy et al. 2006).

Most countries have limited resources for nutrition and nutrition education, so the urgent political question is whether public nutrition education is worth spending money on.

What are the reasons for providing nutrition education for the public?

*“The real secret is not just to hand out information. Information needs to be activated with some kind of educational activity.”*



©FAO/Cristina Álvarez

## Reason 1: public nutrition awareness is low

There are many misconceptions about good diet. The most serious is that good diet only means **enough** food: that it is quantity, not quality, that counts.

These food perceptions are constantly reinforced by families and friends.

Some of these mistaken food beliefs can have serious consequences (see box). Great numbers of young children die because their parents do not realize that feeding them maize-based porridge alone (without other micronutrient-rich foods) is inadequate.

Adults too are at risk: for example the belief that obesity is something to be proud of, or at least not a problem, is endangering the lives of millions of Africans.

### Some examples of wrong food beliefs

- Good eating means feeling full, OR eating a lot of meat, OR eating imported foods
- Vegetables are food for the poor, OR disliked by children, OR not for pregnant women
- Eggs are bad for children and pregnant women, OR eating eggs will turn children into thieves.



Mariama says:

*“Day after day if there’s food I’ll eat it. I want to maintain my weight because it doesn’t disturb me. I feel better than thin women, I feel sorry for them. My babies have always been big and healthy.”*

*(Webb & Prentice 2006)*

NESA Sokoine University of Agriculture

## Reason 2: people should be able to control their own health

As far as possible, people should be able to control their own health. In the case of food and diet, there is a great deal that people can do for themselves. But many skills needed to manage a good diet are lacking.

### Some skills needed for a good diet

#### Recognizing

- the values of foods
- the content of good meals
- nutritional value for money at the market

#### Knowing

- how to cook
- what to feed infants and children



*Recognizing which foods are good nutritional value for money*

These are all public education needs.

### Reason 3: life is changing

In Africa, with increasing urbanization, people

- are cut off from traditional food sources
- lose traditional knowhow
- become more dependent on shops and street food
- are misled by food advertising.



*The meeting of two worlds: how to adapt?*

They need to know how to adapt.

These days, education about good eating is not enough! We also need **counter-education** so that people learn:

- what to avoid
- how to question food myths
- where to get reliable information
- how to interpret food advertising.

### Reason 4: The Right to Food

Countries are actually under an obligation to provide public education on all aspects of good diet and food safety. This is one meaning of the Right-to-Food framework ([gloss](#)).



### Reason 5: creating a supporting social context

Changes can only be maintained in a nutrition-literate society. Individuals are more easily influenced if people around them are well-informed about nutrition and share good dietary outlooks and habits. This is the long-term social goal of “nutrition literacy” ([gloss](#)) (FAO 2005). Public nutrition education can help to bring this about.

### Opportunities in public nutrition education

**Web Two.** The internet space for discussing good eating (blogs and chat groups) is already very busy. People who want to speak up for good diet need to enter these discussions.



©FAO/Jane Sherman

#### **The workplace and institutions.**

These have high potential for improving nutrition. Employers have generally found that their workers are more productive and less often absent if they feed them well or help them to improve their diet (Wanjek 2005).

**Local radio.** This can be a good means of community outreach, and has been used successfully in many countries. For example, in Luapula, Zambia, radio programmes (with accompanying leaflets) have been used to promote good dietary practices, health and sanitation at household and community level and schools (FAO 2007).

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## Glossary

You will find longer explanations of many of these items in the main course glossary.

**Baby-Friendly Hospitals.** This is a global effort launched by WHO and UNICEF in 1991. Hospitals join the scheme and undertake to implement practices that protect, promote and support breast-feeding. The initiative is backed by in-service training materials for hospital staff and monitoring and evaluation tools.

**Behaviour change communication (BCC).** BCC uses communication to promote and support positive health outcomes, which often requires changes in behaviour. It calls on behaviour change theory (see Unit 5A) to explain the motivations and pressures that influence people to change their health behaviour.

**Care groups.** A care group is a group of 10-15 volunteer, community-based health educators who regularly meet together with NGO project staff for training and supervision. Each of these volunteers then goes out at least monthly to do health promotion with a small cohort of parents of young children.

**Child-To-Child Movement.** “Children changing their lives”. The Child-To-Child Movement is an international network which encourages child-centred, active learning approaches that engage children on health and development issues. Children then disseminate their learning to other children, their families and their wider communities.

**Home-grown school feeding.** This is a program that links school feeding programmes with local small-scale farmer production, thereby creating an ongoing market for small landholders, while at the same time providing locally produced fresh food for school meals.



**Information, education and communication (IEC).** The term IEC was originally supposed to cover all kinds of communication in the field of public education. But it has come to be associated with putting out printed information material (e.g. leaflets, posters), because that is what is mostly done under this heading.

**Infant and young child feeding (IYCF).** IYCF interventions focus on the impact that feeding practices have on the nutritional status, growth and development, health, and thus the survival, of infants and young children.

**Mother-to-Mother Support Groups.** These are groups of women (of any age) who meet regularly to learn about and discuss infant and young child nutrition (IYCN), and also to support each other by caring for young children (0-5 years). These are essentially self-supporting, nutrition education groups.

**Nutrition literacy.** The ability to: apply nutrition principles to one-self; influence others; and act to protect the environment.

**Orange-fleshed sweet potato (OSP).** OSP, rich in vitamin A and vitamin C, is being promoted by aid agencies and NGOs in several African countries as a substitute for the native white-fleshed sweet potato. OSP promotion involves various agricultural inputs and training, market development, and nutrition education.

**“Positive Deviance” Hearth Model (PD Hearth).** PD Hearth is an approach to improving IYCF. It is based on the idea that some solutions to dietary problems already exist within the community and only need to be discovered and shared for the community to educate itself. (A “hearth” is a home fireplace. The word suggests feelings of warmth, food, home, and family).

**Right to food (RtF).** The right to food (RtF) means that all people have the right to feed themselves and their families with dignity. The need for nutrition education has been strongly reinforced by the RtF concept. The public requires information and training to recognize their food rights and to learn how to participate in decisions that affect them. States are under an obligation to provide information and education on good diet etc.



**School gardens.** School gardens can be a powerful tool to improve the quality of nutrition and education of children and their families in rural and urban areas, if they are well integrated with agricultural, nutrition and education programs. The main benefit of school gardens is that children learn how to grow healthy food and how to use it for better nutrition.

**TOPS training course on behaviour change.** A 6-day training curriculum on designing for behaviour change, targeting community development managers, program planners and behaviour change officers.

**Trials of Improved Practices (TIPs).** TIPs is a formative research process with the aim of identifying feasible, acceptable and effective strategies to improve child feeding practices. The TIPs facilitator visits the home, evaluates current feeding practices, and discusses changes in behaviour and feeding practices with the family, who then try out one or two new practices. Successful messages and practices thus identified are then disseminated throughout the community.

**WHO Complementary Feeding Training course.** This course aims to provide knowledge and skills for health workers who work with caregivers of young children from 6-24 months of age.

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## Links - Student's book

- Business monitor website  
<http://www.businessmonitor.com/news-and-views/coca-cola-to-double-africa-investment-as-soft-drinks-demand-sizzles>
- WHO video on ELENA  
<http://www.youtube.com/watch?v=3jBsLsJvu80&feature=youtu.be>
- WFP promotional video 'The happiest children in Malawi'  
<http://www.wfp.org/videos/happiest-children-malawi>
- Harvard fact sheet: How sweet is it?  
<http://cdn1.sph.harvard.edu/wp-content/uploads/sites/30/2012/10/how-sweet-is-it-color.pdf>

## Links – Unit resources

- Alive and Thrive: Ethiopian TV spots on complementary feeding  
[http://www.youtube.com/watch?v=AR\\_07ZbeDPw&feature=bf\\_next&list=UUjxNXgEFmwcVib2nOeXimxQ](http://www.youtube.com/watch?v=AR_07ZbeDPw&feature=bf_next&list=UUjxNXgEFmwcVib2nOeXimxQ)
- Baby-Friendly Hospitals  
<http://www.who.int/nutrition/topics/bfhi/en/>



- Children learn by doing: Sligoville School action  
<http://www.farmradio.org/radio-resource-packs/package-48/corn-in-the-classroom/>
- The “positive deviance” Hearth Model  
[www.positivedeviance.org/pdf/hearth\\_book.pdf](http://www.positivedeviance.org/pdf/hearth_book.pdf)
- Essential Nutrition Actions (ENAs)  
[http://www.coregroup.org/storage/Nutrition/ENA/Booklet\\_of\\_Key\\_ENA\\_Messages\\_complete\\_for\\_web.pdf](http://www.coregroup.org/storage/Nutrition/ENA/Booklet_of_Key_ENA_Messages_complete_for_web.pdf)
- Five A Day  
<http://www.fao.org/ag/magazine/FAO-WHO-FV.pdf>
- Food-based dietary guidelines (FBDGs)  
<http://www.fao.org/ag/humannutrition/nutritioneducation/49741/en/>
- I-Life  
<http://www.care.org/careswork/projects/mwi017.asp>
- Junior Farmer Field and Life Schools  
<ftp://ftp.fao.org/docrep/fao/012/i1208e/i1208e00.pdf>
- Nutrition Counselling Cards for people living with HIV/AIDS  
<http://www.enonline.net/fex/25/local>
- Trials of Improved Practices (TIPs)  
[http://www.manoffgroup.com/approach\\_developing.html](http://www.manoffgroup.com/approach_developing.html)
- Hellen Keller video  
<http://www.youtube.com/watch?v=wMLLbfq5V64>
- Social protection and nutrition education  
<http://www.fao.org/economic/ptop/home/en/>
- Social protection and nutrition education  
<http://snap.nal.usda.gov/>



Student's name:

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# Unit 3: Nutrition education actions

Student's book: printable version for student's answers

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## Contents

Section 2.	Typical nutrition education actions	2
Section 3.	Where is nutrition education needed?	5
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### Assessment

Assessed activities for unit (max 30)

Overall completion of workbook (max 10)

Outside activity (max 20)

Total (max 60)

Criteria for assessment are:

- all activities completed
- clear and comprehensible answers
- honest independent work & no evidence of copying answers
- evidence of careful reading & comprehension
- interest and originality



## Section 2. Typical nutrition education actions

### Activity 1 Snapshot of typical nutrition education actions

Look at the examples on p. 8 of the Student's Book. They all involve nutrition education.

Write the numbers of those you are familiar with. This will give you an idea of what is currently going on in your country.

### Activity 2 Nutrition education actions: more details

- a. Skim-read (quickly read) 'Nutrition education actions' in the Unit 3 Resources, pp. 3-8.
- b. Find one example of each of the activity types below and put its number in the box. **n.b.** Some of the activities can belong under more than one activity type.

Activity type	Number
Infant and young child health in the community	<input type="text"/>
Food and nutrition security interventions	<input type="text"/>
School activities	<input type="text"/>
IEC materials and campaigns for the general public	<input type="text"/>
Specific health initiatives (e.g. HIV/AIDs, diarrhoea)	<input type="text"/>
Multi-component activities with social, economic and technical dimensions	<input type="text"/>

- c. Get to know some of the common acronyms that you may meet in your work. Some are given in the table below. Say what they stand for. Give one piece of information for each, just to remind yourself what it is about. Refer back to the document 'Nutrition education actions' (Unit 3 Resources, pp. 3-8) if needed. You may need to look some up in the 'Glossary', found in the Course Resources. The first one has been done for you.



	Stands for	Information
FBDGs	<i>Example: Food-based dietary guidelines</i>	<i>It is a set of easily understood food rules for the general population, based on local needs and practices</i>
IYCF		
BCC		
ENAs		
TIPs		
WFP		

### Activity 3    Selecting initial priorities

Parts (a) and (c) are assessed and should be done on your own.

- a. Look again at the 'Nutrition Education Actions' document in the Unit 3 Resources, pp. 3-8. Think back to Unit 1, and the nutrition problems in your country that you identified. On your own, choose the two nutrition education actions which you think are most needed or valuable for your country, and say why in the table below. An example is provided.

Most needed/valuable	Why?
<i>Example: Five A day</i>	<i>"Most people in my country are ignorant about the importance of fruits and vegetables, they see them as a waste of money. Therefore, this will help them to know their value as well as the right quantities to eat each day." (Nigeria)</i>



**Most needed/valuable**

**Why?**

1.

2.

b. Compare your choices (given above) with those of your partner. Explain to each other why you selected them. What similarities or differences are there between your answers?

**Similarities**

**Differences**

c. Find out a little more about one of the two activities that you selected above. You can use the internet, ask your tutor or another expert. Remember, you must **add** to the information already given in the Unit 3 Resources.

This will give you a first idea of your own priorities, to be developed during the unit.

**Initial priority**

**Activity name**



**Initial priority**

**More information**

**Source of information**

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## Section 3. Where is nutrition education needed?

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### 3.1 Food security initiatives: where is nutrition education needed?

**Activity 4    Food security initiatives**

Read Brief 1: 'Nutrition education in food security initiatives' in the Unit 3 Resources, pp. 9-11.

Often nutrition status and diet are not improved by interventions which aim at increased food supplies or income generation.

Explain:

a. Why is nutrition education needed in food security interventions?



b. Why is it important to target women?

**Activity 5    Learning from mistakes    assessed**

Read the case on p. 15 of the Student's Book and answer the questions below.

**Program component (strategies adopted)    What were the outcomes in each case?**

Initial efforts to increase food production

Adding a nutrition education component on infant feeding (while still increasing food supplies)

a. At the end of the program, what was still needed?

b. Identify two things we can learn from this story.

1.

2.



## 3.2 Maternal and child health actions: where is nutrition education needed?

### Activity 6 Maternal and child health

Look at the Essential Nutrition Actions (ENAs) on Brief 2: 'Nutrition education for maternal and child health' in the Unit 3 Resources, pp. 12-13.

Choose one of the ENAs and say what nutrition education is needed: what do people need to know, understand and do, in order for the ENA to be successful?

### Activity 7 The educational impact of growth monitoring

Read the comments on pp. 18 and 19 of the Student's Book and answer the questions.

a. What is going wrong with this program and why? (Identify three things)

1.

2.

3.

b. What nutrition education is needed, for whom, about what? Think about what people need to know and do.

c. The following recommendation was made by a student: "To get a high level of attendance, those that participate each day should be given some form of positive reinforcement in the form of a gift". Do you agree or disagree with this statement? Why?



### 3.3 School education: where is nutrition education needed?

#### Activity 8 Nutrition education in schools

a. What do you **personally** remember learning about good/bad eating at either primary or secondary school?

b. What effect did it have on what you ate in later life? (Explain, giving an example if possible).

c. What do you think? Does school nutrition education work:

- in the short-term?
- in the long-term? Why?

*Short term*

*Long term*

#### Activity 9 Bee, Dee and nutrition education at school assessed

a. Who are the people who directly or indirectly affect what Bee and Dee eat?



b. Suggest two ways in which the children's parents/families can help them in order to improve their diet.

1.
2.

c. What school lessons/activities could support the children's and families' efforts in (b)? (Make two suggestions). Refer to Brief 3: 'Nutrition education in schools' in the Unit 3 Resources, pp. 17-20, for practical ideas.

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### 3.4 The public: where is nutrition education needed?

#### Activity 10 Public nutrition education

Read Brief 4: 'Public nutrition education' in the Unit 3 Resources, pp. 21-25.

While reading the brief, find one kind of public nutrition education that you think would be particularly useful in your country. Read the suggested reasons (given under 'Is it worth doing?') and say why you think this is needed (you may find other reasons).

**n.b.** Your answer should be specific, e.g. *Information campaigns about ...*, or *National health campaigns to promote ...*, *Local discussion groups for...* etc.

a. What?

--

b. Why?

--



### Activity 11 Soft drinks and nutrition education

Read the facts about soft drinks on p. 25 of the Student's Book.

a. Why is it bad for the health to drink too many soft drinks?

b. What kind of soft drink advertising is common in your country?

c. Do you think counter-education is needed? If not, say why not. If yes, say what message you would give the public.

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## Section 4. Identifying where nutrition education is missing

### Activity 12 Filling the gap

Look at Case 1 on p. 28 of the Student's Book.

The project designers say:

*“You think we need nutrition education in this project? What nutrition education? For whom?”*

What's your reply? (Try to justify the need for nutrition education).

**Example:** *People need to know that it's good food and tastes good or they won't buy it.*



Look at Case 2 on p. 29 of the Student's Book.

The health services say:

*“You think we need nutrition education in this project? What nutrition education? For whom?”*

What's your reply? (Name two things that nutrition education should aim to cover (and for whom), trying to justify the need for nutrition education).

Look at Case 3 on p. 31 of the Student's book.

The schools say:

*“You think we need nutrition education in this project? What nutrition education? For whom?”*

What's your reply? (Try to justify the need for nutrition education).

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## Section 5. Review & preparation for tutorial

### Activity 13 Information about your country

a. What are the most widespread/common nutrition education activities in your country?



b. What are the main nutrition IEC materials available in the country?

c. Is there a national nutrition institute? What are its main activities?

d. Is there a national growth monitoring and promotion program? What are the main activities carried out under this program?

e. Is there a school garden program/farm or agriculture program in schools? If yes, what are the main activities carried out? Do they involve nutrition education?

f. Are there any agriculture extension programs (e.g. Farmer Field Schools) in the country?



**Activity 14 Choose your top priority**

**assessed**

Look at the areas of nutrition education activity described on p. 35 of the Student's Book.

You have also looked at a number of well-known specific actions involving nutrition education ('Nutrition Education Actions' in the Unit 3 Resources, pp. 3-8), and you have explored one area of activity in your own country.

- a. Choose your top priority for investment or government action in nutrition education.

- b. Give a reason for your choice.

*Examples: Neglect, immediate impact, long-term impact, urgency.*

- c. Make a realistic suggestion for increasing activity in this area.



# Outside activity

## Option 1: Nutrition education activities in the country

### A. LOOK AT ONE ACTIVITY AND DO ONE INTERVIEW/OBSERVATION

#### 1. Background information

Find out about your selected activity and fill in the table below:

Activity	
Name of intervention and where it's located	
The sector (health services, community, food security, schools etc.)	
The main aim	
Who it's aimed at and how many people (i.e. the target group)	
Type of activities carried out	
Source of information (e.g. internet site/lecturer/program organizer etc.)	



## 2. Interview OR observation

Do EITHER the interview (a) OR the observation (b).

- a. **Interview** with a person with first-hand knowledge of the nutrition education activity (participant or organizer).

Role of the interviewee:

How long they have been involved:

In their opinion:

- How useful is the nutrition education activity in question?

- How successful is it? (Possible criteria: Lively and engaging? Likely to improve diet? Focused? Relevant?)

- What challenges (if any) are there?



**b. Observation**

Observe (see what's happening), record (take notes) and review (read through your notes).

Activity observed:	<input type="text"/>
Date of observation:	<input type="text"/>
Number of participants:	<input type="text"/>
Setting (where the activity was held):	<input type="text"/>

**Notes on the activity:**

**n.b.** Divide these observation tasks with your partner beforehand.

Include some of the following:

- Brief description of target audience and needs or problems
- Targets/objectives/expected outcomes
- Brief description of content/focus
- Brief description of activities
- Who speaks most? (Facilitator? Participants?)
- Any interesting reactions/attitudes/perceptions observed?



How successful was the activity in your opinion and why? (Possible criteria: Lively and engaging? Likely to improve diet? Focused? Relevant?)

### 3. Write the report

To write the report, go to Part C on p. 19 below. Do not do Part B.

#### B LOOK AT TWO ACTIVITIES

DESKWORK ONLY (if it is really impossible to find someone to interview or to observe the activity).

##### 1. Gather information on nutrition education activities

###### Activity 1

Name of intervention and where it's located

The sector (health services, community, food security, schools etc.)

The main aim

Who it's aimed at and how many people (i.e. the target group)

Type of activities carried out



Chances of success

Source of information (e.g. internet site/lecturer/program organizer etc.)

### Activity 2

Name of intervention and where it's located

The sector (health services, community, food security, schools etc.)

The main aim

Who it's aimed at and how many people (i.e. the target group)

Type of activities carried out

Chances of success

Source of information (e.g. internet site/lecturer/program organizer etc.)



**C Follow the instructions on p. 47 of the Student's book.**



## Option 2: Local maternity services

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Interview a young mother with an infant/young child to find out

- a. what information, advice and support mothers get from the local health services in the critical 1000 days
- b. what guidance on diet and nutrition is given.
  - Refer to the interview guidelines in Unit 2 as your preparation for the interview (see box 'Guidelines' in 'Instructions for outside activity' Unit 2).
  - Explain the purpose of the interview.
  - Partner 1 asks the questions.
  - Partner 2 records the answers on the questionnaire below.
    - n.b.** All the answers recorded need to be those given by the mother, and not your own opinions!
  - Individually write a short report on the form at the end of this section.

A. The interview

### Recording sheet

Start off by asking the mother to tell you something about her family (*e.g. how old her children are*).

As a mother, what information and support do you think new mothers need the most?

Is there a government or private clinic where you go regularly to have your baby weighed? (i.e. a national growth monitoring and promotion program?)

If so, do you receive advice on what to feed your baby and what to eat yourself?

Can you remember what you were advised to eat while you were pregnant?

What advice and help have you received about breastfeeding your baby?



What information/advice have you received about introducing solid food to your baby?

As a mother, how do you think the information/advice and support given to new mothers can be improved?

**B. Write the report (individual)**

Write a short report describing your findings on:

- the information, advice and support mothers get from the local health services
- the guidance they receive on diet and nutrition.
- Also answer these questions:
- What is your opinion about the current provision to young mothers?
- Can you make a suggestion as to how the provision could be improved? How?



## Option 3: Nutrition education at school – experience and opinion

Interview a child who is either in the final year of primary school or at secondary school.

Fill in the questionnaire below.

- Refer to the interview guidelines you received in Unit 2 as preparation for the interview (see box 'Guidelines' in 'Instructions for outside activity' Unit 2).
- Partner 1 asks the questions.
- Partner 2 records the answers on the questionnaire spaces given below.
- Individually write a short report on the form at the end of this section.

### A. The interview

Explain the purpose of the interview.

Information about the student:

*Age and grade*

Do you eat or drink when you are at school?

*Yes/No*

If yes, where do you get/buy this food?

**Examples:** *Lunchbox from home, school meals, snacks, food bought from the tuckshop, street vendors etc.*

What is the food?

**Examples:** *School lunch of maize and beans, sandwiches, sweets, soft drinks, water etc.*

Are there any rules (or policies) about food at school? What are they?

**Example:** *Some foods such as sweets and soft drinks cannot be brought to school, vendors can sell only certain foods etc.*



Tell us three things you have learned about food, healthy eating or nutrition at school.

1.
2.
3.

Is there a school garden? If yes, what is grown there?

--

Are you involved with the garden? If so, in which way?

--

Is the school garden used to teach you about eating healthily? How?

--

Have you ever changed what you eat at home or at school because of something you learnt at school? (If yes, please explain).

--

**B. Write the report (individual)**

Summarize your findings from the interview. Include:

- How much does the school appear to be concerned with food, eating and good nutrition?
- What is the extent of nutrition education?
- Are the school gardens (if any) used for nutrition education?
- Suggest how the provision could be improved?

--



## Option 4: Public nutrition education & influences

Identify two specific examples of public nutrition education in your own country/community (see Brief 4: 'Public nutrition education' in the Unit 3 Resources, pp. 21-25. An example is given in the table below.

**Tip:** Try walking around your city, examining current newspapers or magazines, or watching TV/listening to the radio, to see if any you can identify some information campaigns or national health campaigns.

Example	
<b>Name of campaign/activity/product and brief description</b>	<i>"If you feel tired now, wait 'til the baby arrives "- Iron supplementation program for pregnant women</i>
<b>How is it being promoted? (e.g. posters, lessons etc.)</b>	<i>Posters at health centres and hospitals.</i>
<b>Who is it aimed at (i.e. the target group)?</b>	<i>Pregnant women and women of child-bearing age</i>
<b>How widespread/ frequent/long-term is it?</b>	<i>Countrywide. Part of 5-year national campaign</i>

### A. Finding out

Find out the information requested in the following tables.

Activity 1	
<b>Name of campaign/activity/product and brief description</b>	
<b>How is it being promoted? (e.g. posters, lessons etc.)</b>	
<b>Who is it aimed at (i.e. the target group)?</b>	
<b>How widespread/ frequent/long-term is it?</b>	



### Activity 2

**Name of campaign/activity/product and brief description**

**How is it being promoted? (e.g. posters, lessons etc.)**

**Who is it aimed at (i.e. the target group)?**

**How widespread/ frequent/long-term is it?**



**B. Write the report (individual)**

Choose one of the two activities above.

**n.b.** Partners must **not** write about the same activity.

Summarize your findings:

- Describe the activity briefly, following the format given in Brief 4: 'Public nutrition education' in the Unit 3 Resources, pp. 21-25
- Do you think the issue being tackled is a priority area for your country? Explain.
- In your opinion, has this activity had (or is it likely to have) the desired effect? Explain your answer.

