



FOOD AND NUTRITION EDUCATION IN EMERGENCY AND RESILIENCE



FOOD AND NUTRITION EDUCATION consists of a variety of educational strategies that can be implemented at different levels, aimed at helping people to achieve long-lasting improvements in their diets and eating behaviors.



WHY NUTRITION IN EMERGENCY AND RESILIENCE?

Nutrition-secure individuals and households may better withstand shocks and recover faster.

Strengthening resilience is essential to reduce malnutrition. Improving resilience entails addressing diverse causal factors that contribute to malnutrition.



In emergency and resilience, it is important to undertake a situation analysis, including nutrition, diets and eating-related knowledge, attitudes and practices.

This will enable program planners to also ensure that the food and nutrition education interventions are contextualized to address the nutrition gaps and problems of a community.

WHY IS FOOD AND NUTRITION EDUCATION IMPORTANT IN EMERGENCY AND RESILIENCE?



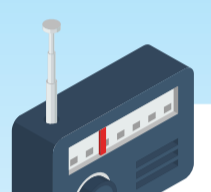
It empowers vulnerable communities to **make the best use of limited food resources** to avail and consume a variety of local nutrient dense foods.



It motivates vulnerable communities to **adopt healthy eating practices** based on what is locally available, including adapting to new food environments in case of displacements. Nutrition knowledge and skills are a mobile asset.



It empowers communities to **demand nutritious and safe foods** even in crises and resilience building contexts, therefore influencing decision makers, program implementers and markets to provide diverse, nutrient dense and safe foods.



It supports communities to **apply local technologies and solutions** to increase availability of and accessibility to diverse nutritious foods throughout all seasons, therefore reducing hunger gaps.



It empowers communities to **make informed decisions** related to nutrition and health that support the prevention of undernutrition in crises, therefore contributing to stabilization or reduction of food insecurity and malnutrition rates.



Examples of food and nutrition education themes and methods used in emergency and resilience:

THEMES	METHODS
<p>Nutrition and social protection (for example cash-based interventions)</p>	<p>Social behaviour change communication (SBCC)</p>
<p>Nutrition-sensitive agriculture production (such as provision of nutrition-sensitive agricultural inputs)</p>	<p>Experiential hands-on learning</p>
<p>Infant and young child feeding in emergencies</p>	<p>Cooking demonstration</p>
<p>Food handling and preservation</p>	

HOW CAN WE INTEGRATE EFFECTIVE FOOD AND NUTRITION EDUCATION IN EMERGENCY AND RESILIENCE INTERVENTIONS?

1. **Ensure that nutrition situation analysis is included** as part of the situation assessments.
2. **Incorporate a nutrition objective** in the emergency or resilience project.
For example, an objective can focus on "improvement of knowledge and practice related to food and nutrition"; or "improvement in diets consumed at individual or household level".
3. Design food and nutrition education activities using a sound behavioural focus and **prioritize the most nutritionally-vulnerable groups** in the affected communities - such as "households with children under two years, pregnant and lactating women, as well as the aged".
4. **Combine the provision of agricultural and livestock inputs and technologies with food and nutrition education sessions** to ensure that nutrition considerations are integrated from the production stage and that vulnerable populations benefit from the nutrition sensitive interventions.
5. **Combine cash-based interventions with food and nutrition education.** This will influence the use of cash or voucher provided to access nutritious foods and other basic services.
6. When preparing **food and nutrition education activities**, ensure that they are **adapted to community nutrition problems** and applicable in real-life settings.
7. **Think beyond food and nutrition education messages, to include activities that involve hands-on learning, observation and discussion, and build on existing experience and expertise.** The activities should be sensitive to the constraints under which the intervention operates.
8. **Develop capacities of stakeholders at the enabling environment, organizational and individual levels** for effective implementation of food and nutrition education activities.

FEATURED FAO PROJECTS IN AFRICA AND THE MIDDLE EAST



Source: Adapted from Map No. 4170 Rev. 19, UNITED NATIONS, October 2020, Office of Information and Communications Technology Geospatial Information Section

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Final boundary between the Sudan and South Sudan has not yet been determined.

