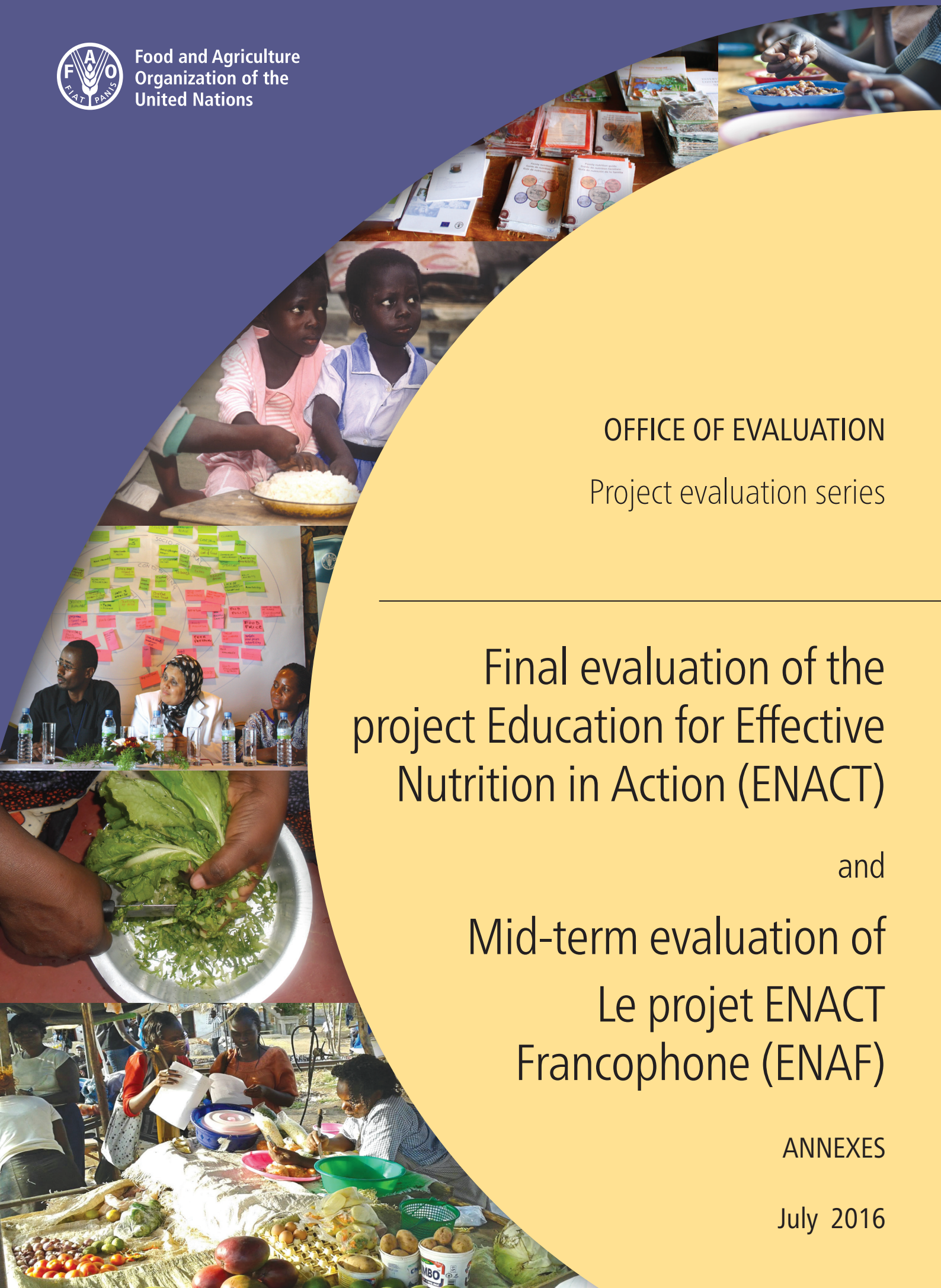




Food and Agriculture  
Organization of the  
United Nations



OFFICE OF EVALUATION

Project evaluation series

# Final evaluation of the project Education for Effective Nutrition in Action (ENACT)

and

# Mid-term evaluation of Le projet ENACT Francophone (ENAF)

ANNEXES

July 2016



**PROJECT EVALUATION SERIES**

**Final evaluation of the project Education  
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**ANNEXES**

**FOOD AND AGRICULTURE ORGANIZATION OF THE UNITED NATIONS  
OFFICE OF EVALUATION**

**July 2016**

Food and Agriculture Organization of the United Nations

Office of Evaluation (OED)

This report is available in electronic format at: <http://www.fao.org/evaluation>

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**GCP/INT/133/GER**  
**GCP/INT/163/GER**

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## Annex 1: Evaluation terms of reference

### Background and context

In 2010, the Food Agriculture Organization of the United Nations (FAO), with the funding support of the German Government, conducted a needs assessment on training for nutrition education in seven African countries<sup>1</sup>, and results showed that suitable approaches and relevant training were lacking or irregularly available in most sectors and settings. To address this need, FAO, with the funding support of the German Government, initiated a three-year project on "*Professional training in nutrition education and communication for strengthening national capacity in nutrition behaviour change*", shortly known as ENACT: *Education for effective nutrition in action*<sup>2</sup>. The initial project timeframe extended from November 2011 to October 2014. However, due to several delays during the pilot-testing and revisions phase (i.e. universities went to strikes), the donor approved an extension until October 2015.

In January 2014, FAO launched the adaptation and French version of the ENACT course: the ENAF<sup>3</sup>. This project, which is expected to end in December 2015, is also funded by the German government and covers six countries of francophone Africa.

The expected long-term impact of ENACT/ENAF projects is to improve people's nutrition practices; primarily by improving, at the intermediate-term, national capacities for planning, delivering and evaluating nutrition education and communication interventions in African countries.

The main expected outcomes of the project include:

- **Outcome 1:** Adoption and effective use of ENACT and ENAF course in African trialling institutions, and further interest in institutional adoption expressed.
- **Outcome 2:** Permanent establishment and application of the ENACT/ENAF training of trainers course in a regional African training centre.
- **Outcome 3:** An actively interacting community of national, regional and international nutrition educators, sharing a common understanding for nutrition education, and experienced for carrying out nutrition education training.
- **Outcome 4:** A greater awareness among governments and relevant international organizations of the need for nutrition education training.

In order to achieve the expected impact and outcomes, the ENACT/ENAF project developed the following outputs:

- **Output 1: Curriculum development package.** A needs analysis and curriculum development package for ENACT/ENAF training, for use by other countries and institutions, available online<sup>4</sup> and on CD.
- **Output 2: Learning materials.** Learning materials for ENACT/ENAF training developed, trialled by national and international course providers online and onsite, revised in line with the principles and processes agreed in curriculum development workshop, and made available online and on CD.
- **Output 3: Trainees.** Students trained in the principles and practice of ENACT/ENAF; tutors and coordinators trained in ENACT/ENAF training.
- **Output 4: Training of Trainers (ToT).** Develop a promotion/orientation package that covers a ¾-day to one day training workshop, and conduct national or regional ToT seminars.

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1 Needs assessment carried out under project GCP/INT/109/GER

2 Project code GCP/INT/133/GER.

3 Project code GCP/INT/163/GER.

4 Curriculum Development package is available at <http://www.nutritionlearning.net/course/view.php?id=11&section=1> or from the FAO website

- **Output 5: Basic Nutrition Course.** Self-teaching ancillary course in basic nutrition (ABC-N), tested with student input and expert advice, as an entry qualification for those who have little or no previous training in nutrition, available on-line and on CD.
- **Output 6: Professional Community.** Develop a professional community of nutrition educators, which can maintain contact through forum discussions and shared training and advocacy activities.
- **Output 7: National NEAC strategy.** Recommendations for core elements of national ENACT/ENAF strategy in developing countries, and adaptations of these core elements to the specific policy contexts of African countries.
- **Output 8: Advocacy and dissemination of lessons learnt.** Lessons learnt on what works in ENACT and ENAF documented and disseminated through advocacy activities, international journals, ENACT website, international meetings and conferences.

The main activities and achievements of the ENACT project are listed in Annex 2.

The project's target beneficiaries are:

- Students of nutrition, agriculture, education, health or community development who will study NEAC as a module in their first degree courses; health workers or government officers who need understanding and experience of the basic principles and practices of effective NEAC; staff of NGOs and aid organizations;
- Tutors/lecturers/trainers involved in delivering the course, who will gain experience of skills based professional training.

As part of the ENACT activities, FAO in collaboration with seven African University partners, developed and pilot-tested a series of modules for providing nutrition education training to nutrition undergraduate students. The seven partner institutions for the project included:

- Hawassa University, Ethiopia
- Makerere University, Uganda
- Michael Okpara University of Agriculture, Nigeria
- Sokoine University of Agriculture, Tanzania
- University of Botswana, Botswana
- University of Ghana, Ghana
- Kenyatta University, Kenya

The piloting under the ENAF project will take place from June to September 2015. The ENAF partner institutions include:

- Université d'Abomey-Calavi, Benin
- Université de Ouagadougou, Burkina Faso
- Université de Ngozi, Burundi
- Université de Dschang, Cameroun
- Centre Régional d'Enseignement Spécialisé en Agriculture (CRESA), Faculté d'Agronomie, Université Abdou Moumouni, Niger
- Université Senghor, Egypt: trains students from francophone African countries at MSc level (for face-to-face and online training)

Under FAO's Strategic Framework, the project contributes to Strategic Objective 1 "**Contribute to the eradication of hunger, food insecurity and malnutrition**". Specifically, the both projects contribute to output 1.1.3 "**Improving capacities of government and stakeholders for human resources and organizational development in the food security and nutrition domain**".

For the purpose of the evaluation, **nutrition education** is defined as "any set of learning experiences designed to facilitate the voluntary adoption of eating and other nutrition-related behaviours conducive to health and well-being" - American Dietetic Association (ADA), 1996).



## Evaluation purpose

As envisioned in the project document, an independent final evaluation was foreseen in the funding agreement between the German government and FAO. The evaluations have a two-fold purpose: while both are forward-looking and seek to provide **accountability** to the donor and other project stakeholders, the ENACT final evaluation has a stronger **learning/summative** focus, while the ENAF mid-term evaluation has a more **formative** focus.

The intended users and uses of the evaluation include:

- ENACT/ENAF **project team** – who will use the findings and lessons identified in the ENACT final evaluation to make corrective actions to the ENAF project, which is currently at early stages of development and implementation.
- **German Government** (donor) – who will use, in consultation with FAO, the evaluation's conclusions and recommendations to inform any strategic decisions on a possible second phase or follow-up intervention.
- **Management of the Nutrition Division** (ESN) in FAO – who will consider the main evaluation findings for their future strategic planning.

## Evaluation scope

The evaluation covers the final evaluation of ENACT's project (GCP/INT/133/GER) and the mid-term evaluation of ENAF's project (GCP/INT/163/GER). The independent final evaluation of ENACT will cover the project's inception and implementation phase until the start of the evaluation (September 2015). The final evaluation of ENACT will assess the progress made and the effectiveness of the project in achieving its expected impact, outcomes and outputs. The mid-term evaluation of ENAF will also cover the inception and implementation phase, until the beginning of the evaluation (September 2015).

For geographical coverage, all seven countries covered by the ENACT will be considered. Missions for data collection purposes will be undertaken in at least two countries-i.e. Kenya and Ghana. For ENAF, the six participating countries will be covered, with one country visit to Cameroon.

The evaluation will cover 1) professors, tutors and students who were involved during the design, delivery and evaluation of nutrition education programmes; and 2) FAO, national, regional and/or international actors that were involved or participated in the ENACT/ENAF projects.

## Evaluation objectives and evaluation questions

The specific objectives of the ENACT final-evaluation are:

- assess the appropriateness of the project's nutrition education approach and process, including its innovative pedagogical aspects;
- assess the project's achievements vis-à-vis its intended objective, outcome and outputs;
- assess the actual and potential impact of the project; and
- identify lessons learned from the ENACT project that could feed into and enhance the implementation of the ENAF project.

Similarly, the ENAF mid-term evaluation has the following specific objectives:

- assess progress made towards achieving project outputs and expected outcomes; and
- identify design and implementation issues that need to be improved to strengthen the project's implementation process (corrective measures).

The evaluation will seek to answer the following key **evaluation questions**:

- 1 How relevant and appropriate was the nutrition education approach<sup>5</sup> of the ENACT/ENAF projects to address the identified need and gap in the piloting countries?
  - a. To what extent is the project aligned and contributes to:
    - i. the national priorities, strategies and policies of the pilot countries' Governments?
    - ii. The FAO Country Programming Framework of the pilot countries?
    - iii. FAO Strategic goals and objectives (SO1)?
  - b. How appropriate was the design (in terms of content, suitability and innovation), development and delivery of the ENACT/ENAF course?
  - c. What mechanism did the project implement to ensure the identified needs and interests of users were considered and incorporated during the course and learning material design? (related to the process)
  - d. How adequate was the capacity development approach<sup>6</sup> implemented by the project to address the beneficiaries' knowledge gaps?
  - e. Did the project adequately adapt to any specific change that occurred during the implementation process?
  
- 6 Has the project achieve(d) its intended outcomes and outputs?<sup>7</sup> (ENACT)/ To what extent has the project achieved its intended outcomes and outputs? (ENAF)

**For outputs:**

- a. To what extent has the project delivered its intended outputs?
- b. How have the corresponding outputs delivered by the project affected the outcomes?
- c. How effective was the development and delivery of the different components from the ENACT/ENAF course?
- d. How useful have the components of the ENACT/ENAF course been for the target audience/beneficiaries?
- e. How effective was the project in ensuring the engagement and participation of the different relevant stakeholders:
  - i. professors, tutors, students in the ENACT/ENAF course components and training activities.
  - ii. members of the professional community of nutrition educators in the forum discussions.
  - iii. national governments of pilot countries.

**For outcomes:**

- f. To what extent have the national and regional community of educators (tutors/lecturers/trainers) improved their understanding of the need of nutrition education, and their capacity for providing trainings in nutrition education?
- g. How did the project contribute to enhance the knowledge and skills of participating nutrition undergraduate students in designing, delivering and evaluating nutrition education programs?
- h. What is the actual and/or potential level of adoption of the ENACT/ENAF course<sup>8</sup> by the partner universities/institutions? In this sense, to what extent have the partner universities/institutions integrated the ENACT/ENAF course to their nutrition undergraduate program curricula (including the factors contributing to this integration)?
  - i. To what extent has the project contributed to the establishment of an active interactive community of practice on nutrition education in the region?

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5 This assessment will cover the innovative pedagogical (educational) aspects of the approach and processes.

6 To consider the capacity development dimensions at the individual, organizational and enabling environment levels.

7 The assessment of outputs achieved to date will consider the quantity, quality and timeliness as compared with the planned outputs in the work plan.

8 The ENACT/ENAF course includes the following outputs/components: curriculum development package, ENACT/ENAF learning materials, Training of Trainers (ToT) orientation package, basic nutrition course.

- j. Has the identified regional African centre expressed interest in permanently adopting the ENACT/ENAF training of trainers (ToT) course? What is the potential level of adoption?
  - k. What factors have contributed to the achievement or non-achievement of the intended outcomes?
- 3 How efficiently has the project used its financial and human resources to attain its expected objective?
- 4 What programmatic and institutional lessons can be derived from the project implementation? (question 2k will contribute to answering this question)

The evaluation will also assess the following aspects:

- **Gender and equity dimensions<sup>9</sup>**
  - Has the project considered the gender and equity dimensions during its design and implementation phase?
  - To what extent did the project support positive changes in terms of gender equality?
  - How did the project take into account the needs of the most vulnerable and disadvantaged populations, during its design and implementation phase?
- **Partnerships and alliances**
  - How did the project engage in partnerships and to what extent were these partnership modalities conducive to the delivery (or non-delivery) of the project outputs?
  - How effective have the project's partnerships been in contributing to the achievement of the outcomes?
  - What are the opportunities, challenges and/or constraints for expanding/strengthening partnerships to sustain and upscale ENACT/ENAF projects-with selected universities, other learning/training institutions, and in other regions (i.e. Asia, Latin America)?
- **Capacity Development**
  - What results has ENACT/ENAF achieved in terms of capacity development at the individual, organizational and enabling environment levels (if applicable)? (questions 2.f and 2.g will contribute to the individual level assessment of this question).
- **Sustainability**
  - Did the project develop and implement an exit strategy?
  - What is the potential uptake of the National NEAC strategy recommendations, by national governments?
  - What are the prospects of sustaining and up-scaling the project's result by the beneficiaries, partner institutions, and national governments after the termination of the project? (questions 2h and 2j above will also contribute to answer this question)

## Methodology

The evaluation will follow a "Theory-based approach", developing the Theory of Change for ENACT<sup>10</sup> to inform the design of the evaluation. Key evaluation questions will be used to guide the overall assessment, and sub-questions will be further elaborated in an *evaluation matrix* to answer the main questions and assess the additional aspects. In addition, the Strengths, Weaknesses, Opportunities and Threats (SWOT)<sup>11</sup> framework will be used to assess project results.

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9 In alignment with FAO Gender Policy, particular attention will be devoted to the four FAO's Gender Equality Objectives attainable at the level of initiative or thematic area: i) Equal decision-making; ii) Equal access to productive resources; iii) Equal access to goods, services and markets; iv) Reduction of women's work burden

10 The TOC was reconstructed based on the project's logical framework and will be validated with the project's stakeholders.

11 SWOT is a widely used strategic planning tool, useful also in the assessment of development interventions, to canvass their strengths and weaknesses, as well as future perspectives. It is particularly used in focus groups, but it can be adapted to individual interviews as well.

The evaluation will use the following tools to collect primary data and evidence that answer the evaluation questions: desk-review of existing project documents and reports, including related FAO nutrition education publications - annex 2, semi-structured interviews with key informants, stakeholders and participants – annex 3 - (face to face for the countries visited and by phone for those not visited), supported by check lists and/or interview protocols to be developed at the beginning of the evaluation mission focus group discussions with students during the field visits, and surveys and questionnaires to lecturers and trained students, to cover all those which were not covered by the field visits.

Considering the limitations in visiting all pilot countries, the evaluation team will conduct *semi-structured interviews* via phone or skype of key informants for those countries which will not be visited during the mission. A *survey questionnaire* will be distributed to the exhaustive list of participating lecturers and trained students to gather their views of the usefulness of the ENACT/ ENAF course and the project's contribution to their work.

Emphasis will be placed on assessing the *Capacity Development dimension* in the design, implementation and results of the project, at individual, organizational and enabling environment levels<sup>12</sup>. This will include CD on both technical and soft-skills, i.e. planning, budgeting, partnering and negotiating.

The evaluation will adopt a consultative and transparent approach with internal and external stakeholders throughout the evaluation process. Triangulation of evidence and information gathered will underpin its validation and analysis and will support conclusions and recommendations. Finally, the evaluation will follow UNEG Norms and Standards<sup>13</sup> as well as ethical guidelines for evaluations.

## Roles and responsibilities

The **Office of Evaluation** (OED) assists the BH and LTO in drafting the ToR, in the identification of the consultants and in the organization of the team's work; it is responsible for the finalization of the ToR and of the team composition;<sup>14</sup> it shall brief the evaluation team on the evaluation methodology and process and will review the final draft report for Quality Assurance purposes in terms of presentation, compliance with the ToR and timely delivery, quality, clarity and soundness of evidence provided and of the analysis supporting conclusions and recommendations. OED also has a responsibility in following up with the BH for the timely preparation of the Management Response and the Follow-up to the MR.

The **Project team**, which includes the FAO Budget Holder (BH), the Lead Technical Officer (LTO) and the Project Task Force (PTF) of the project to be evaluated, are responsible for initiating the evaluation process, drafting the first version of the Terms of Reference, and supporting the evaluation team during its work. They are required to participate in meetings with the team, make available information and documentation as necessary, and comment on the draft final terms of reference and report. Involvement of different members of the project Task Force will depend on respective roles and participation in the project. The BH is also responsible for leading and coordinating the preparation of the FAO Management Response and the Follow-up Report to the evaluation, fully supported in this task by the LTO and PTF. OED guidelines for the Management Response and the Follow-up Report provide necessary details on this process.

The **Evaluation team** (ET) is responsible for conducting the evaluation, applying the methodology as appropriate and for producing the evaluation report. All team members, including the Team Leader, will participate in briefing and debriefing meetings, discussions, field visits, and will contribute to the evaluation with written inputs for the final draft and final report. The evaluation team will agree on the outline of the report early in the evaluation process, based on the template provided in Annex V of this ToR. The ET will also be free to expand the scope, criteria, questions and issues listed above, as well as develop its own evaluation tools and framework, within time and resources available. The team is fully responsible for its report which may not reflect the views of the Government or of FAO. An evaluation report is not subject to technical clearance by FAO

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12 See: <http://www.fao.org/capacitydevelopment/en/>

13 United Nations Evaluation Group, <http://www.uneval.org/normsandstandards>

14 The responsibility for the administrative procedures for recruitment of the team, will be decided on a case-by-case basis.

although OED is responsible for Quality Assurance of all evaluation reports. The team members will also be responsible of completing an anonymous and confidential questionnaire requested by OED at the end of the evaluation to get their feedback on the evaluation process.

The Team Leader guides and coordinates the team member in their specific work, discusses their findings, conclusions and recommendations and prepares the final draft and the final report, consolidating the inputs from the team members with his/her own and those received by the project team and stakeholders. As a contribution to the OED Knowledge Management System, the Team Leader will be responsible for completing the OED quantitative project performance questionnaire, to be delivered at the same time with the final evaluation report;

*For further details related to the tasks of the Team leader and team members, please refer to template TORs provided in annex.*

## Evaluation team composition and profile

The composition of the evaluation team will be indicated as well as the profile of the team members. Ideally, the Team Leader will have sound evaluation and nutrition education experience.

Mission members will have had no previous direct involvement in the formulation, implementation or backstopping of the project. All will sign the Declaration of Interest form of the FAO Office of Evaluation.

The evaluation team will comprise the best available mix of skills that are required to assess the project, and as a whole, will have expertise in all the following subject matters:

Nutrition and Health

- Education or Capacity Development
- Food Security
- Gender equality and HRBA;
- Conduct of evaluations.

Furthermore, to the extent possible, the team will be balanced in terms of geographical and gender representation to ensure diversity and complementarity of perspectives.

## Evaluation products (deliverables)

One evaluation report will be prepared, which will include the final evaluation of ENACT project and mid-term evaluation of the ENAF project. At the minimum, these products should include:

- **Draft evaluation report:** OED will review the zero draft of the evaluation report submitted by the evaluation team to ensure it meets the required quality criteria. The draft evaluation report will then be circulated among key stakeholders for comments before finalisation; suggestions will be incorporated as deemed appropriate by the evaluation team.
- **Final evaluation report:** should include an executive summary and illustrate the evidence found that responds to the evaluation issues and/or questions listed in the ToR. The report will be prepared in English with numbered paragraphs, following OED template for report writing. Supporting data and analysis should be annexed to the report when considered important to complement the main report. Annexes should include, but are not limited to: TORs for the evaluation, profile of the team members, list of institutions and stakeholders interviewed by the evaluation team, list of project's outputs, and the final evaluation mission schedule. Translations in other languages of the Organization, if required, will be FAO's responsibility.
- **Evaluation brief and other knowledge products** or participation in knowledge sharing events, if necessary.

## Evaluation timeframe

The evaluation will take place from September - November 2015. The main evaluation mission will last approximately 2 weeks, from 10-25 September. This will include a preliminary briefing in Rome<sup>15</sup>, and will continue to the selected pilot countries in Africa.

The timetable in the box below shows a tentative programme of travel and work for the evaluation team. It will be finalised upon the recruitment of the evaluation team.

Task	Dates	Duration	Responsibility
ToR finalization	14 <sup>th</sup> – 29 <sup>th</sup> May	2 weeks	Ellen Muehlhoff, Yenory Hernández, OED.
Team identification and recruitment	1 <sup>st</sup> -26 <sup>th</sup> June	4 weeks	OED, ESN
Mission organization	29 <sup>th</sup> June – 17 <sup>th</sup> July	2 weeks	OED, ESN
Reading background documentation	August	1 week	Evaluation team
Briefing in Rome (or via skype)	10-11 September	2 days	OED, Team Leader, Project team
Mission to African Countries Ghana (3 days) Kenya (3 days) Cameroon (3 days)	12-25 September	2 weeks	
Preparation of first draft report	26 September - 11 October	2 weeks	Team Leader, Evaluation team
Review of first draft report	12-16 October	1 week	OED, Team Leader
Circulation of first draft report for comments from project team (validate preliminary findings and conclusions)	19-30 October	2 weeks	OED
Revision of report & preparation of final draft for circulation	2-6 November	5 days	Team Leader, Evaluation team, OED
Validation of recommendations (stakeholder workshop)	9-11 November		OED, Team Leader
Final Report	12-15 November		OED, Team Leader

15 The Team Leader will visit Rome for 2 days to conduct interviews and the team member will join via skype.

## Annex 2: ENACT Project's main activities and achievements

### Activities

- A pre-piloting workshop was held on 22nd-25th April 2013, in Kampala-Uganda, with the collaboration of Makerere University.
- The first institution started the pilot on the 29th July 2013. All face-to-face piloting was completed in 2014.
- The ABC course for non-nutrition students was piloted in Ethiopia and Nigeria during August 2014.
- A post-piloting workshop was held in Addis Ababa, Ethiopia on 7th-11th April, 2014 in collaboration with the International Livestock Research Institute (ILRI).
- In collaboration with universities in Ghana and Kenya, two Training of Trainers workshops will be run in June/July 2015, one for West Africa and one for East and Southern Africa.

### Achievements

- Completion of a need analysis and curriculum development package for ENACT training
- Learning materials for ENACT training developed, pilot-tested and revised: 1) Student's Book; 2) Answer key to Student's Book; 3) Tutor's Guide; 3) Resources documents, and 4) Instructional PowerPoint presentations.
- ENACT training to 98 students and 12 tutors/coordinators. One regional institute familiar with and promoting NEAC principles and best practices.
- The ABC-N course on basic nutrition tested in Nigeria and Ethiopia, where tutors reported on it positively.
- Lessons learnt on what works in ENACT and ENACT training documented and disseminated through advocacy activities, international journals, ENACT website, international meetings and conferences.
  - 4 newsletters disseminated to a community of 196 professionals, and in the Nutrition Education Division (DINE) Newsletter (<http://www.sneb.org/about/divisions.html>) and on the WPHNA website ("The ENACT Project: Education for Effective Nutrition in Action"). (<http://wphna.org/tag/enact/>).
  - Conference presentations: 1) African Nutritional Epidemiology Conferences in 2012 and 2014; 2) 2014 Annual Conference of the Society of Nutrition Education and Behavior, Wisconsin, USA.

\*ENAF is on early stages to report achievements and results.

## Annex 3: Key stakeholders and partners

### ENACT stakeholders

Name	Function/Organization	Email
FAO ENACT team/FAO HQ (Rome)		
Ellen Muehlhoff	Senior Officer/Team Leader FAO	ellen.muehlhoff@fao.org
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Prof. Joyce Kinabo	Sokoine University of Agriculture, Tanzania	See ENACT Partners below
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## **Annex 4: Brief profile of evaluation team members**

Ms Herma Majoor, the Team leader of this evaluation mission, is educated as economist as well as nutritionist and works as independent expert in nutrition, food security and gender in all stages of the project cycle in developing countries with a focus on evaluation. She works with international and supranational organisations, governments, universities, international and national NGOs and civil society. She has worked as team leader and team member in various long-term and short-term projects. She writes policy paper and is involved as a trainer in gender and nutrition. She has worked over 15 years in Central, Southeast and South Asia, the Middle East and anglophone and francophone Africa.

Ms. Esther Omosa, team member of this evaluation, is a public health nutrition specialist, has a masters in Public Health and Epidemiology with over 10 years of experience in nutrition programing and capacity development. She has worked as a researcher collaboratively with national, regional and international research organizations and presented papers in international meetings. She has worked extensively in humanitarian settings and in rural development programs. In the past she has conducted evaluation assignments with NGOs and government and other short-term assignments with UNESCO and the Inter-Governmental Authority on Development with 7 member countries. She has taught as a part-time lecturer in universities in Kenya for over 5 years.

## Annex 5: Project outputs

ENACT	ENAF
<p><b>Output 1: A needs analysis and curriculum development package for ENACT training, for use by other countries and institutions, agreed by stakeholders, available online and on CD</b></p> <ul style="list-style-type: none"> <li>• By end 2012, a curriculum development package had been developed complete with survey tools and was presented and ready for use.</li> </ul>	<p><b>Output 1. National enquiries in nutrition education and nutrition education training</b></p> <ul style="list-style-type: none"> <li>- ENACT needs analysis and curriculum development package for nutrition education training available in French</li> <li>- Nutrition education needs analysis and capacity survey of four francophone countries</li> <li>• In June 2015, during the ENAF pre-piloting workshop held in Burkina Faso the partner universities presented their results from individual national enquiries.</li> <li>• By December 2014, the curriculum development package had been translated in French</li> </ul>
<p><b>Output 2: Learning materials for ENACT training, developed, trialed by national and international course providers online and onsite, revised in line with the principles and processes agreed in curriculum development workshop, and made available online and on CD. Adapted versions are produced for specific contexts available as models online.</b></p> <ul style="list-style-type: none"> <li>• From June 2012, a database was developed on existing nutrition education courses. The draft outline and a sample unit of ENACT module were developed for presentation in the pre-piloting workshop. The development continued up to 10 units.</li> <li>• In April 2013, the materials were presented in the workshop and pilot tested by 12 Ugandan students.</li> <li>• In June 2014, a first draft of the online version was piloted in the post-piloting workshop in Ethiopia.</li> <li>• The development and incorporating of feedback was more time consuming than expected. By December 2014, unit 10 still was not ready and as a result, the finalization of the online version needed to be further postponed, as it was based on the face-to-face materials.</li> <li>• By June 2015, the final checks were conducted before ENACT was published on CD. Five online units were ready but the online course has been delayed further due to delays in the formatting and layout process of the face-to-face course.</li> <li>• The piloting of ENACT has taken place in all partner universities and feedback has been taken into account.</li> <li>• Internal piloting of online course will take place in October 2015.</li> </ul>	<p><b>Output 2. Learning materials and trainees</b></p> <ul style="list-style-type: none"> <li>- ENACT learning materials and supporting tools in professional training for nutrition education, translated, adapted, piloted and made available for use on-and offline.</li> <li>• By July 2014, 4 units had been translated; by June 2015 all units were ready.</li> <li>• Cameroon trialed up to unit 5</li> <li>• Piloting for other countries not yet started, expected to complete before the end of 2015.</li> <li>• The French version is being developed</li> </ul>

ENACT	ENAF
<p><b>Output 3:</b> 60 students trained in the principles and practice of ENACT; 6 tutors trained in ENACT training; 6 coordinators familiar with ENACT training and materials; one regional institute familiar with and promoting ENACT principles and best practices.</p> <ul style="list-style-type: none"> <li>• The piloting has been incurred for a month or more in almost all cases after the final planning; in the various universities it was conducted as follows: Uganda, Makerere University: 24 students (mostly MSc) have piloted from 4 29 July 2013 until 23 August 2013.</li> <li>- University of Ghana did the piloting with 12 graduate students from 29 July until 30 November 2013.</li> <li>- The Hawassa University in Ethiopia piloted from 16 November until 29 December 2013 with 10 students.</li> <li>- The Sokoine University in Tanzania piloted from 14 October until 26 December 2013 with 10 graduate students.</li> <li>- The Michael Okpara University in Nigeria piloted from 13 November – 22 December 2013 with 16 students)</li> <li>- The University of Botswana piloted as last one from 2 September – 17 November 2013 with 10 students.</li> <li>- Kenya piloted ENACT with 18 undergraduate students.</li> </ul>	<p><b>Output 2. Learning materials and trainees</b></p> <ul style="list-style-type: none"> <li>- Four francophone piloting institutions familiar with ENACT learning materials for nutrition education training</li> <li>- At least 40 undergraduate students trained in the principles and practice of nutrition education; at least 8 tutors trained and experienced in nutrition education training</li> <li>• In September 2015 Cameroon was halfway the process of piloting with 28 students, the others are supposed to start around October 2015 or shortly after that.</li> </ul>
<p><b>Output 4: Short Training of Trainers course (EAT) for tutors/trainers/lecturers, covering the processes of formative enquiry (E), Adaptation (A) and tutor training (T), developed, piloted, revised and also available on CD.</b></p> <ul style="list-style-type: none"> <li>• Starting in the workshop in December 2012, 14 tutors were trained and the TOT was developed based on feedback trialling; trialling was continued in the pre-piloting workshop in Uganda in April 2013; feedback was incorporated.</li> <li>• In December 13, it was decided to produce and pilot a set of materials for ENACT TOT of varying length. A half-hour presentation for the purpose of publicizing the ENACT course/EAT workshops has also been prepared.</li> <li>• Tutors from Kenyatta University presented the material at the International Nutrition Conference in Mombasa in March 2014.</li> <li>• In April 14, EAT was presented at the post-pilot workshop in Addis Ababa.</li> <li>• A ToT session was presented at the Sixth African Nutritional Epidemiology Conference (ANEC VI), University of Ghana, Legon, on 21 – 25 July 2014.</li> <li>• In December 2013, a promotion/orientation package of ¾ day training was ready and piloted in Addis Ababa in April 2014</li> <li>• By December 2014, 4 tutors (from Kenya, Nigeria, Ghana and Uganda) had experience in facilitating the ¾ day ToT workshop and 6 tutors (from Ghana, Kenya and Nigeria) experienced in facilitating the 4½-day ToT/Course Orientation workshop.</li> <li>• In June 2015, two 4½-day TOT workshops were held. One was in Accra, Ghana from 01-05 June, with 20 participants from 10 universities/institutions from Ghana and Nigeria, and ministry representatives. The second one as from 29 June-03 July in Nairobi with 21 participants (from eight Kenyan universities, MoH, NGO, UNICEF Kenya and KNDI, and ten universities/institutions based in Malawi, Mozambique, Rwanda, South Africa, Zambia and Zimbabwe.</li> <li>• All materials for TOT were published on FAO website.</li> </ul>	<p><b>Output 3. Training of Trainers</b></p> <ul style="list-style-type: none"> <li>- Training of trainers resources available and seminars held</li> <li>Proposals for developing a network of trainer teachers to support the use of ENACT materials in Francophone countries post 2014.</li> <li>• ENAF had to wait until June 2014 for ENACT to finalise the package.</li> <li>• From July until December 2014, the ENACT Orientation Session was translated.</li> <li>• Some of the content was used during the briefing of professors workshop, Rome, 4-6 February 2015</li> </ul>

ENACT	ENAF
<p><b>Output 5: Self-teaching ancillary course in basic nutrition (ABC-N) and test developed, with student input and expert advice, as an entry qualification for those who have little or no previous training in nutrition, available on-line and on CD.</b></p> <ul style="list-style-type: none"> <li>• By June 12, the draft outline and materials had been developed with among others the FAO Family Nutrition Guide as a basis. Finalisation was foreseen from January to June 2013.</li> <li>• June 2013: ABC-N in its existing version could be piloted in August 2013 by Ethiopia and Nigeria.</li> <li>• December 2013: Two tutors in Nigeria and Uganda piloted ABC-N and their feedback led to considerable internal debate within AGNDE. A consultant was hired to revise the existing version of the course on the basis of the feedback received.</li> <li>• In June 2014, tutors in Nigeria and Ethiopia revised and used ABC-N to prepare students without a nutrition background. The suitability for further use needed to be further assessed.</li> <li>• December 2014: FAO planned to use ABC-N more widely with a bit more revision, as an introductory course in nutrition for people working in the agriculture sector.</li> <li>• June 2015. There were plans to revisit the course, which in its current format is more a text book/manual than a self-study course, and make further revisions to the material, while keeping the technical content as it is.</li> <li>• The team hopes that the course will be ready before the end of 2015. It is not clear yet, where it will be placed.</li> </ul>	<p><b>Output 4. Self-teaching ancillary course in basic nutrition (ABC-N) as an entry qualification for those who have little or no previous training in nutrition, available on-line and on CD.</b></p> <ul style="list-style-type: none"> <li>• The course can be translated into French once the English version is finalized; it is unlikely to be piloted externally in the project period.</li> </ul>
<p><b>Output 6: Professional community of nutrition educators developed, involving 60 trained national and international students, 6 trained tutors/lecturers, 6 coordinators, a regional centre, and a number of international organizations, maintaining contact through forum discussions and shared training and advocacy activities. Interest and participation obtained from the international professional community</b></p> <ul style="list-style-type: none"> <li>• June 12: Online platform was developed based on Moodle Learning Management System, to be presented in workshops.</li> <li>• 23 February 2014: Dr. Paul Amuna, Principal Lecturer at Greenwich University and Trustee of the African Nutrition Society, who had been involved in developing the online course, participated in a departmental seminar on "Professional Training in Nutrition Education" was held on 23rd February 2014</li> <li>• December 2014: 98 students were trained, who are envisaged as part of the professional community through Facebook.</li> <li>• There have been expressions of interest from NGOs and The Micronutrient Initiative, interested in exploring possible collaboration for using ENACT in capacity development programs in Africa and Asia, both with universities and for extension training. There was an expression of personal interest from Centre for Development Innovation, Wageningen UR.</li> <li>• FAO Sri Lanka had secured funds to enable a team member to visit Sri Lanka in August 2015, to train three country tutors (from the Health Education Bureau, Ministry of Health) and start the piloting of ENACT at the Postgraduate Institute for Medicine to adapt the ENACT course for use in Sri Lanka under a FAO-funded TCP facility project. The piloting with 30 MSc medical students is on-going, now in unit 5.</li> </ul>	

ENACT	ENAF
<p><b>Output 7: Recommendations for core elements of national ENACT strategy in developing countries, and adaptations of these core elements to the specific policy contexts of at least six African countries</b></p> <ul style="list-style-type: none"> <li>• In June 2012, a comparative analysis of African and Latin American national policies was conducted to assess the contribution of nutrition education, and it was presented in a workshop.</li> <li>• In June 2014, it was acknowledged that because of delays achievement of output 7 was not likely</li> <li>• December 2014: First steps have been taken toward developing a protocol for assessing national policy on nutrition education and capacity building, including a brief comparative analysis of policy documents from a representative global sample. At this point in time though, finalization is already deemed unlikely.</li> <li>• June/July 2015. Participants at the Ghanaian and Kenyan ToT workshops filled out a short questionnaire related to the role of nutrition education in country policies on food and nutrition in their countries. The project team wanted to take the work on national policy further through the D-group, working towards a draft checklist of NE policy essentials and advocacy materials. In this case again, already at this point in time it was deemed unlikely to happen within the project duration.</li> </ul>	<p><b>Output 5. Advocacy for a national nutrition education strategy</b></p> <ul style="list-style-type: none"> <li>- Four sets of recommendations for national strategies for capacity development in nutrition education. - Advocacy materials for nutrition education available in French and tailored to the needs of Francophone Africa.</li> <li>• Groundwork of national nutrition strategies started during expert consultations as part of national enquiries by March-April 2015</li> </ul>

ENACT	ENAF
<p><b>Output 8: Lessons learnt on what works in ENACT and ENACT training documented and disseminated through advocacy activities, international journals, ENACT website, international meetings and conferences. Until June 2013, advocacy activities had been limited, with the exception of the article posted on the WPHNA website and networking with selected communities of practice.</b></p> <ul style="list-style-type: none"> <li>• An article "Profiles of potential students for the ENACT undergraduate module on nutrition education and communication in six African countries" was published in the African Journal of Food, Agriculture, Nutrition and Development in June 2014.</li> <li>• An article on ENACT published in African Nutrition Matters (African Nutrition Society) in December 2014</li> <li>• 28 Jun- 2 Jul 2014: Participation in and information sharing with the Society for Nutrition Education and Behavior, USA Conference, with follow up to Cornell, University of Wisconsin, who have links to African Universities. Ellen Muehlhoff held a presentation entitled: "The Food and Agriculture Organization's ENACT Project: Capacity building and professional training approaches in nutrition education".</li> <li>• Melissa Vargas has completed her Master's thesis on students' perceptions of effective nutrition education. She analysed the feedback received from 28 ENACT piloting students, and developed a tool that can be used by future ENACT tutors.</li> <li>• ENACT has delivered a symposium session during the main ANEC IV conference in Ghana (July 2014).</li> <li>• Nigerian ENACT tutors presented the project at the last 44th Annual Conference of the Nutrition Society of Nigeria held in Owerri in September 2014.</li> <li>• March 2015: Two ENACT Team members participated at the International Federation for Home Economics conference "Action for family and consumer wellbeing", held in Malta.. A Keynote address was made on ENACT.</li> <li>• A parallel Session was held on ENACT at the Federation of Africa Nutrition Societies (FANUS) Conference in June 2015 in Arusha, Tanzania. Over 80 people attended the session. ENACT tutors from Tanzania, Nigeria and Kenya participated in this session, together with Dr. Paul Amuna from Greenwich University (UK), who advises the ENACT team. ENACT piloting students from Tanzania also spoke about their experiences.</li> <li>• 4 newsletters disseminated to a community of 196 professionals, and in the Nutrition Education Division (DINE) Newsletter (<a href="http://www.sneb.org/about/divisions.html">http://www.sneb.org/about/divisions.html</a>) and on the WPHNA website ("The ENACT Project: Education for Effective Nutrition in Action"). (<a href="http://wphna.org/tag/enact/">http://wphna.org/tag/enact/</a>).</li> </ul>	<p><b>Output 6. Dissemination of lessons learnt</b> - Related dissemination and advocacy products (website, communication materials).</p> <ul style="list-style-type: none"> <li>• Dissemination through ENAF workshops</li> </ul>
<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• ENACT Stakeholder workshop, Aburi, Ghana, 16-20 July 2012</li> <li>• ENACT Pre-piloting workshop, Kampala, Uganda, 22-25 April 2013</li> <li>• ENACT Post-piloting workshop, Addis Ababa, Ethiopia, April 2014</li> <li>• ENACT Teacher training workshop 1, Accra, Ghana, June 2015</li> <li>• ENACT Teacher training workshop 2, Nairobi, Kenya, June-July 2015</li> <li>• ENACT Action for family and consumer wellbeing, Malta 18-23 March 2015</li> </ul>	<p><b>Workshops</b></p> <ul style="list-style-type: none"> <li>• ENAF, Briefing workshop, Rome, 4-6 February 2015</li> <li>• 5 national expert consultations, partner countries, March-April 2015</li> <li>• Pre-piloting workshop, Ouagadougou, Burkina Faso, 9-12 June 2015</li> </ul>



## Annex 6: Survey questionnaires

### Questionnaire for professors/tutors

#### Introduction

Thank you for agreeing to take part in this important survey- Final Evaluation of the "Education for Effective Nutrition in Action - ENACT" project (GCP/INT/133/GER).The goal is to assess its effectiveness: strengths as well as gaps and needs related to the program components and activities. This questionnaire should take you approximately 15 minutes to complete. We value your honest and detailed response. All information will be confidential.

#### Background Information

Please specify your country:

#### ENACT project

1 Did you participate or were consulted during the design phase of the project?

Yes

No

If yes, how did you participate?

2 How would you rate the technical support provided by the FAO ENACT project team (based in Rome) throughout the project implementation?

Very poor

Poor

Inadequate

Adequate

Good

Very good

Comments: .....

#### ENACT course

3 How would you rate the **quality** of the different components of ENACT?

ENACT component	Very poor	Poor	Good	Excellent	Not familiar with this component
ENACT learning materials for the different units					
Tutor orientation session materials (ToT)					

Comments: .....

4 How would you rate ENACT's **pedagogical approach**?

<b>Approach/ Innovation</b>	<b>Very useful</b>	<b>Useful</b>	<b>Somewhat useful</b>	<b>Not useful at all</b>	<b>Not applicable</b>	<b>If not useful, please explain</b>
Tutorials						
Role plays						
Practical outside activities (project activities)						
Assignments						
Self-study						
Group work						
Case studies						
Other (please specify)						

5 Did you use your previous professional experience during the ENACT course?

6 Do you feel your views and opinions were sufficiently taken into account during the design and delivery of the ENACT course?

- Yes
- No

7 Do you still have needs or interests that were not considered and incorporated during the course and learning material design?

- Yes
  - No
- Please specify:

8 What sort of adaptations would you suggest FAO (the project) team to still apply?

**Relevance of the ENACT course**

9 How relevant would you consider the ENACT course for your university?

- Very irrelevant
- Irrelevant
- Moderately irrelevant
- Moderately relevant
- Relevant
- Very Relevant

10 How relevant would you consider the ENACT course to your country's national strategies, priorities and policies?

- Very irrelevant
- Irrelevant
- Moderately irrelevant
- Moderately relevant
- Relevant
- Very Relevant

- 11 To which national strategies, priorities and policies do you think the ENACT course contributes to the most?

### Results of ENACT

- 12 Please specify your level of agreement with the following statement:

“The ENACT course has enhanced our appreciation and improved our capacities on Nutrition Education”.

Result	Strongly disagree	Disagree	Agree	Strongly agree
Enhanced our appreciation on Nutrition Education				
Improved our capacities on Nutrition Education				

- 13 Has there been any significant change in your work as a result of the ENACT course?

Yes

No

- 14 If yes, can you specify which changes have taken place?

- 15 To what extent has your capacity improved in the following aspects:

Aspect	Greatly improved	Improved	Somewhat improved	Not changed at all	Not applicable
Designing and/or improving a Nutrition education training course					
Delivering a Nutrition education training course					
Evaluating a Nutrition education training course					

### Future of ENACT

- 16 What is the actual and/or potential level of adoption of the ENACT course by your university?

Level of adoption	Very unlikely	Unlikely	Likely	Very likely	Reasons
Actual adoption					
Potential adoption					

If “very likely or likely” to be adopted in your University:

- 17 How will you integrate the ENACT course into your curriculum? You can select multiple options.
- Do ENACT as an elective course
  - Replace your Nutrition Education course with ENACT course
  - Introduce ENACT course as a new course
  - Adopt components of ENACT into existing Nutrition Education courses

- e. Use it as an external in-service course (e.g. for NGO staff, government extension workers in the area of nutrition)
- f. Other (please specify)

Comments: .....

18 Do you see the possibility of your university organizing and running a ToT workshop for other university tutors?

- Yes
- No
- Not applicable
- If yes, what would it take?

19 Would you be able to mentor other teachers on an individual basis? Please explain why you would or would not be able to be involved.

- Yes
- No
- Reason .....

20 How useful do you think the recent establishment of the professional network on nutrition education (e.g. the food educator's network – FEDS) will be for you?

- Very useful
- Useful
- Somewhat useful
- Not useful at all
- Comments: .....

21 Do you think you will have sufficient time and capacity to participate in the network?

- Enough time and/or capacity
- Not enough time and/or capacity
- Too early to say

22 In which way could you contribute to the food educator's network – FEDS ?

.....

23 What would you like to get out of the food educator's network – FEDS?

.....

24 What key elements would you like to see in the food educator's network (FEDS) for it to be sustainable?

25 Have you engaged/do you engage with local institutions, national or regional partners to promote and disseminate ENACT?

- Yes
- No

26 If yes, with which partners?

27 Any additional comments on ENACT you want to share with the evaluation team:

## 2. Questionnaire for students

### Introduction

Thank you for agreeing to take part in this important survey- Final Evaluation of the “Education for Effective Nutrition in Action - ENACT” project (GCP/INT/133/GER). The goal is to assess its effectiveness: strengths as well as gaps and needs related to the program components and activities. This questionnaire should take you approximately 15 minutes to complete. We value your honest and detailed response. All information will be confidential.

Please specify your country:

- 1 To what extent has your capacity improved in the following aspects as a result of your participation in the ENACT course:

Aspect	Greatly improved	Improved	Somewhat improved	Not changed at all	Not applicable
Conducting situation analysis on Nutrition Education					
Designing a Nutrition education intervention					
Implementing a Nutrition education intervention					
Evaluating a Nutrition education intervention					

- 2 Which of the following approaches of delivering nutrition education was useful for you during the ENACT course?

Approach/ Innovation	Very useful	Useful	Somewhat useful	Not useful at all	Not applicable	If not useful, please explain
Tutorials						
Role plays						
Practical outside activities (project activities)						
Assignments						
Self-study						
Group work						
Case studies						
Other (please specify)						

- 3 Which type of materials did you prefer using and why

Course materials	Prefer	Did not prefer	Reasons
Soft copies			
Hard copies			
Online materials			

4 With your involvement in ENACT, are you competent and capable of handling NEAC effectively in all local settings?

Yes

No

Explain .....

5 Was it feasible and useful to organise outreach activities?

Yes

No

Comments.....

6 Did the approach used in delivering the ENACT course improve you in the following aspects?

Aspect	Yes	No	How
Confidence			
Presentation skills			
Creativity			
Read more on your own			
Leadership/interpersonal skills			
Better understand other nutrition courses			

7 In your opinion what are the weaknesses of ENACT Course, if any?

8 How useful do you think the ENACT students' network on social media (whatsapp or facebook) is for you?

Very useful

Useful

Somewhat useful

Not useful at all

Comments: .....

9 In which way do you contribute to the ENACT students' social network?

.....

10 What would you like to get out of the ENACT students' social network (Face Book and or whatsapp)?

.....

11 What key elements would you like to see in the ENACT students' social network (Face Book and or whatsapp) for it to be sustainable?

1.....

2.....

3.....

## Annex 7: Mission schedule for country visits

### 12-23 September 2015

Time	Activity	Location
<b>Ghana, 12 - 16 September, 2015</b>		
<b>Saturday 12.09.2015</b>		
1200-2100	Consultants' arrival in Ghana	Hotel
Sunday 13.09.2015		
0900-1700	Finalization of tools and preparation for meetings	Hotel
<b>Monday 14.09.2015</b>		
09.00 – 09.30Hrs	Courtesy call to FAOGH	FAOGH office
1000-1100	Meeting with team at RAF: Mohamed Ag Bendech Mawuli Sablah Laouratou Dia	RAF office
1300-1430	Meeting with Dr. Colecraft and Dr. Otoo	University of Ghana
1500-1730	Focus groups discussions with students who participated in the ENACT pilot-testing project	University of Ghana
<b>Tuesday 15.09.2015</b>		
0800-0900	Meeting with Ms Paulina Addy – Ministry of Food and Agriculture (MoFA)	Ministry of Agriculture office
1000-1100	Meeting with Ms Dorcas Hushie, School Health Program (SHEP) – Ghana Education Service	Ministry of Education office
1300-1400	Meeting with Ms Kate Quarshie – Nutrition Department, Ghana Health Service	Nutrition office- Ghana Health services
<b>Wednesday 16.09.2015</b>		
0900-1030	Meeting with Ms Lilian Selenje – UNICEF	Unicef office
1400-1500	Debrief with RAF team	RAF offices
2100	Depart for Nairobi, Kenya	
<b>Kenya, 17 -19 September</b>		
Thursday 17.09.15		
6.00am	Arrival in Nairobi	Nairobi
11-12.00	MoH-Head of Nutrition Mrs Gladys Mugambi	Division of Nutrition
1.00-1.45 pm	ACF-Head of Nutrition Department-Jacob Korir	UN Complex, restaurant
2.00 - 3.00 pm	Interview Unicef Nutrition Officer- Olivia Agutu	Unicef Offices, Nairobi
4.00-5.00	Interview FAOKE Nutritionist-Joyce Mukiri	FAO, Offices
Friday 18.09.2015		
9.00hrs-10.00hrs	FAOKE Deputy Rep	FAO offices
11.00-12 noon	Interview Prof Judith and Dorcus	Judith's Office
12.30-1.30 pm	FGD -Kenyatta University (KU)former ENACT students	Nutrition Dpt. Boardroom
3.30-4.30.00	Kenya Nutrition and Dietetics Institute officials- Prof. Julia Ojiambo, Dr Okeyo and Ruth Akelola	KNDI offices
<b>Saturday 19.09.2015</b>		
9.00am-4pm	Working from Hotel room and mission wrap-up	Hotel

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<b>Time</b>	<b>Activity</b>	<b>Location</b>
<b>Cameroon, 20-24 September</b>		
<b>Sunday 20.09.2015</b>		
12.10 pm	Herma Arrival in Cameroon	
<b>Monday 21.09.2015</b>		
	Meeting with FAOR and staff working in nutrition, MoA, MoH, MoE, UNICEF	Yaounde
<b>Tuesday 22.09.2015</b>		
	Université de Dschang (professors and students).	
<b>Wednesday 23 09.2015</b>		
	Herma departs for Brussels	Home



## Annex 8: Analysis of survey results

### Survey 1. ENACT professors/ tutors

#### Response rate:

ENACT tutors: 12 out of the possible 16 tutors responded (75% response rate)

ENAF tutors: 7 tutors completed the questionnaire. There was feedback from all countries, as in three countries the tutors had filled out the questionnaire together)

*Note: Sokoine University, Tanzania however did not respond; they did not share their email address with the evaluation team.*

Q1. Did you participate or were consulted during the design phase of the project?

- Yes 75% (9)
- No 25% (3)

Q2. How would you rate the technical support provided by the FAO ENACT project team (based in Rome) throughout the project implementation?

- Very good 90.91%
- Adequate 9.01%

Q3. How would you rate the quality of the different components of ENACT?

	Very poor	Poor	Good	Excellent	Not familiar with this component	Total
ENACT learning materials for the different units	0.00% 0	0.00% 0	45.45% 5	54.55% 6	0.00% 0	11
Tutor orientation session materials (ToT)	0.00% 0	0.00% 0	54.55% 6	45.45% 5	0.00%	

Q4. How would you rate ENACT/ENAF's pedagogical approach?

Approach	Very useful	Useful	Somewhat useful	Not useful at all –	Not applicable –	Total –
Tutorials	63.64% 7	27.27% 3	0.00% 0	0.00% 0	9.09% 1	11
Role plays	54.55% 6	27.27% 3	18.18% 2	0.00% 0	0.00% 0	11
Practical outside activities (project activities)	81.82% 9	18.18% 2	0.00% 0	0.00% 0	0.00% 0	11
Assignments	72.73% 8	27.27% 3	0.00% 0	0.00% 0	0.00% 0	11
Self-study	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
Group work	63.64% 7	27.27% 3	9.09% 1	0.00% 0	0.00% 0	11
Case studies	63.64% 7	36.36% 4	0.00% 0	0.00% 0	0.00% 0	11
Other (please specify)	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.00% 0	

Q5. Did you use your previous professional experience during the ENACT course?

- Yes 90.91%
- No 9.09%

Q6. Do you feel your views and opinions were sufficiently taken into account during the design and delivery of the ENACT course?

- Yes 90.91%
- No 9.09%

Q7. Do you still have needs or interests that were not considered and incorporated during the course and learning material design?

- Yes 27.27%

Q8. What sort of adaptations would you suggest FAO (the project) team to still apply?

- The best learning aids/materials in the communities are real foods, not pictures.
- There is still need to capture some country specific issues so that the tutors who do not have not been exposed to many nutrition related programmes can have as a working guide.
- Having piloted the ENACT module we (i) gave numerous suggestions am not sure I should list all here - time will not allow but key was finding a way of reducing the time taken to undertake each of the 10 Units, such as reduction of activities. Another was reduction of cross-referencing several documents in the course of study.
- Repertoire of case studies to choose from depending on local context
  1. Reduce activities. 2. increase marks for the assessable activities
- more time allocated for outside activities
- None
- N/A

Q9 How relevant would you consider the ENACT course for/to:

	Very irrelevant	Irrelevant	Moderately irrelevant	Moderately relevant	Relevant	Very Relevant	Total
Your university	45.45% 5	0.00% 0	0.00% 0	9.09% 1	9.09% 1	36.36% 4	11
Your country's national strategies, priorities and policies	45.45% 5	0.00% 0	0.00% 0	9.09% 1	9.09% 1	36.36% 4	11

Q10. To which national strategies, priorities and policies do you think the ENACT course contributes to the most?

1. Uganda Nutrition action plan
  - The first is capacity building of nutritionists to be good advocates, programme planners and be efficient in monitoring and evaluation. ENACT course will also help actualize the item in the national food and nutrition policy which emphasizes on integrating nutrition education and communication into the various activities of the ministries.
  - Nutrition and Nutrition education activities
  - Cross cutting issues - but more in preventing different forms of malnutrition rather than putting more energy in the management. Prevention is better than cure.
  - Relevant to all nutrition related policies and mandates and the institutions that implement them
1. Interventions for malnutrition 2. social benefits programmes with food and nutrition component
  - Ethiopia has already developed National Nutrition program and it is being implemented. It can be one of the means of succeeding the objective of this plan

- National nutrition strategy, capacity building, advocacy and awareness creation.
- National policy on reduction of malnutrition among under fives
- for capacity building and poverty reduction

Q11. Please specify your level of agreement with the following statement: “The ENACT course has enhanced our appreciation and improved our capacities on Nutrition Education”.

	Strongly disagree	Disagree	Agree	Strongly agree	Total
Enhanced our appreciation on Nutrition Education	0.00% 0	0.00% 0	10.00% 1	90.00% 9	10
Improved our capacities on Nutrition Education	0.00% 0	10.00% 1	20.00% 2	70.00% 7	10

Q12 Has there been any significant change in your work as a result of the ENACT course?

- Yes 90%
- No 10%

Q13. To what extent has your capacity improved in the following aspects:

	Greatly improved	Improved	Somewhat improved	Not changed at all	Not applicable	Total
Designing and/or improving a Nutrition education training course	60.00% 6	30.00% 3	10.00% 1	0.00% 0	0.00% 0	10
Delivering a Nutrition education training course	80.00% 8	10.00% 1	10.00% 1	0.00% 0	0.00% 0	10
Evaluating a Nutrition education training course	40.00% 4	40.00% 4	0.00% 0	10.00% 1	10.00% 1	10

Q14 What is the actual and/or potential level of adoption of the ENACT course by your university?

	Very unlikely	Unlikely	Likely	Very likely	Not applicable	Total
Actual Adoption	0.00% 0	0.00% 0	10.00% 1	70.00% 7	20.00% 2	10
Potential adoption	0.00% 0	0.00% 0	0.00% 0	100.00% 10	0.00% 0	10

## Comments

- Since ENACT was piloted in our University, we were motivated to use part of it in our Nutrition education course. However, it was rather big course for the time allocated to one course unit on our University 2. We have revised our nutrition education curriculum and included some units of the ENACT module for teaching. We are awaiting approval from University
- Actual adoption: The ENACT course is now used as the teaching method for nutrition education and communication course in the curriculum. This course is a 2 unit course and offered at the 400 level. Potential Adoption: The ENACT course will be proposed to be offered as a part time certificate/Diploma course for in service training in the University’s Center for Continuing Education (CEC)
- No nutrition education course currently on the curriculum

- It is not quite easy for now to adopt the ENACT module as it is but ENACT content is integrated in other courses. Content delivery techniques can also be applied in other courses.
- Have not actually adopted the course yet but in process of going through my institution's processes for adopting course. Very high potential for adoption as there is support from my head of department and other faculty members for adopting the course
- The potential is there, but cannot comment on actual because it has not happened yet.
- It is likely if the length of the course is minimized. Enact course needs more than one semester and hence if it reduced the actual adoption is high and the potential adoption in the form of short course is also high
- It is very likely to be adopted because we are in the process of reviewing our BSc. Human Nutrition course curriculum and, components of the ENACT course are being suggested for incorporation
- We already adopted and incorporated in the course nutrition education

Q15 If "very likely or likely" to be adopted in your University: How will you integrate the ENACT course into your curriculum? You can select multiple options.

Answer Choices	Responses	Number responses
Do ENACT as an elective course	20.00%	2
Replace your Nutrition Education course with ENACT course	20.00%	2
Introduce ENACT course as a new course	20.00%	2
Adopt components of ENACT into existing Nutrition Education courses	60.00%	6
Use it as an external in-service course (e.g. for NGO staff, government extension workers in the area of nutrition)	70.00%	7
Other (please specify)	0.00%	0

Q16 Do you see the possibility of your university organizing and running a Training of Trainers (ToT) workshop for other university tutors?

- Yes 70%
- No 30%

Q17 Would you be able to mentor other teachers on an individual basis? Please explain why you would or would not be able to be involved.

- Yes 75%
- No 25%

Q18 How useful do you think the recent establishment of the professional network on nutrition education (e.g. the food educator's network – FEDS) will be for you?

- Answered: 9
- Skipped: 3

Answer Choices	Responses	Number respondents
Very useful	44.44%	4
Useful	33.33%	3
Somewhat useful	22.22%	2
Not useful at all	0.00%	0

Q19 Do you think you will have sufficient time and capacity to participate in the network?

Answer Choices –	Responses	Number respondents
Enough time and/or capacity	10.00%	1
Not enough time and/or capacity	30.00%	3
Too early to say	60.00%	6

Q20 In which way could you contribute to the food educator’s network – FEDS ?

- I need to understand its objectives first before I can for sure say how I can contribute
- By providing information from experiences or identifying key areas of research interest that may improve the way nutrition education is delivered.
- Share my experiences with the global nutrition network
- sharing experiences, suggestions
- reading contributions and sharing own experiences or thoughts on issues discussed. Also sharing lessons learned in nutrition education activities related to teaching, research etc.
- I have been transition from one hectic middle management position that is also coupled with teaching to a less demanding one and has no teaching requirement. My plan then is to use ENACT as my primary link to the profession. I intend to then do impact assessment studies for all those NGOs and extension workers with training on ENACT. I would then share lessons learnt on the FEDs I would share experiences
- Answer questions; share materials; formulate policy briefs; propose issues for research; share information about initiatives and research calls, research finding
- Sharing information on nutrition activities in my country including research and dissemination activities

Q21 What would you like to get out of the food educator’s network – FEDS?

- Professional networking
- Good suggestions and opportunities that will help me function better as a nutrition educator
- No
- emails that do not contribute to content such as greetings, thank you etc - some filtering is necessary
- Increased awareness on nutrition education. Networking on NE-related training/teaching and research.
- learn from other tutors insights
- Actually still I did not get in but I want to be part of it. I am tight with different works as a student that is why i didn’t still now
- as in question 20
- Teaming up with professionals to do research; up to date information regarding research findings; calls for proposals; recent publications in nutrition

Q22 What key elements would you like to see in the food educator’s network (FEDS) for it to be sustainable?

- I am yet to be educated about it
- Sharing of resources such as country and regional data.
- Organised themes and sub-themes; e.g. policy - need for nutrition education policy, samples etc.
- periodic seminars
- regional/country moderators
- All that are relevant

Q23 Have you engaged with local institutions, national or regional partners to promote and disseminate ENACT?

- Yes 90%
- No 10%

Q24 Any additional comments on ENACT you want to share with the evaluation team?

- I enjoyed working and corresponding with all the FAO team during the ENACT launch. It was an eye opener for me to become an effective nutritionist. As a result of ENACT, I don't accept any research proposal without the component of nutrition intervention, particularly behaviour and health promotion approaches. Thank you
- There is need for FAO to still sustain the project and create opportunities that will encourage people to be better trained as nutrition educators. FAO can encourage their partners to enrol their staff in the ENACT course in institutions. This way, the Universities will appreciate the relevance of the course and sustain it while well trained nutrition educators will improve the nutritional status of the people in their locations through well designed and implemented programmes.
- ENACT is a very useful module
- I have learned a lot starting from the preparation to the implementation. The implementation was very interesting. students like it
- Need for update soon

## Survey 2. ENACT students

<p><b>Response rate</b></p> <p>ENACT students: 31 out of 77 students responded to the online survey (40% response rate)</p> <p>ENAF students: 12 out of 15 students from Cameroon that had participated in the face-to-face interview responded (80% response rate)</p>
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Q1 Students country

Answer Choices	Responses	Number responses
Botswana	3.23%	1
Ethiopia	25.81%	8
Ghana	9.68%	3
Kenya	29.03%	9
Nigeria	3.23%	1
Tanzania	0.00%	0
Uganda	29.03%	9
Total	100%	31

Q2. To what extent has your capacity improved in the following aspects as a result of your participation in the ENACT course?

- Answered: 26
- Skipped: 6

Q3 How useful were the following approaches of delivering nutrition education for you during the ENACT course?

- Answered: 26
- Skipped: 6

Q4 Which type of materials did you prefer using and why?

- Answered: 26
- Skipped: 6

Answer Choices	Responses	Number responses
Soft copies	65.38%	17
Hard copies	46.15%	12
Online materials	3.85%	1
Total	100%	26

Q5 After your involvement in ENACT, would you need any additional technical support to effectively handle nutrition education interventions in all local settings?

- Answered: 26
- Skipped: 6

Answer Choices	Responses	Number responses
Yes	69.23%	18
No	30.77%	8
Total	100%	26

Q6. Was it feasible and useful to organise outreach activities?

- Answered: 26
- Skipped: 6

	Yes	No	Total
Feasible	84.62% 22	15.38% 4	26
Useful	100.00% 21	0.00% 0	21

Q7. Did the approach used in delivering the ENACT course improve your:

- Answered: 26
- Skipped: 6

Asnwer options	Yes	No	Total
Confidence	96.15% 25	3.85% 1	26
Presentation skills	92.31% 24	7.69% 2	26
Creativity	100.00% 25	0.00% 0	25
Ability to read more on your own	96.15% 25	3.85% 1	26
Leadership/interpersonal skills	96.15% 25	3.85% 1	26
Understanding of other nutrition courses	92.31% 24	7.69% 2	26

Q8 In your opinion what are the strengths of the ENACT Course? (if any)

- Answered: 24
- Skipped: 8

### Strengths

- Practicability
- It improves a lot of personal skills, and teach a nutritionist how to educate people about nutrition
- Case studies and outside activities were very good approaches in that they helped me to relate what I theoretically learnt and knew to what actually happens in our communities (especially in local settings)
- The course is very practical and all round
- The approach used (self-study with weekly facilitation) was the strongest part. It allowed for self-exploration and discipline (seeking information without being required to do so, reading outside the scope of nutrition and thinking out of the mundane and conventional). The incorporation of outside activities offered hands-on experience that is not often offered in the normal curriculum.
- The course were well destined and arranged, outside activities with food aid, situation analysis, presentation, and role play were very interesting
- It has both theory and practical aspects It is comprehensive and has great lessons
- It has a wide range of materials that is diverse hence not limiting one's mindset about a certain topic. ENACT was able to instil discipline in me in that I could strictly adhere to the time set to read the ENACT course and other units.
- The fact that it gives you the practicality of nutrition education
- The fact that there is a lot of independent study helps the participant grow in learning and doing personal research. Another strength is how the course gives you the opportunity to try out the different concepts on yourself before sharing with your focus group
- It is multi sectoral it brings out the whole picture of a nutrition intervention
- It was able to challenge the students to develop themselves in the area of problem solving and idea generation
- Teaching the nutrition educators how to package and pass out the message to patients in a way they can understand.
- It involved many approaches which enabled us learn and it was so practical
- The courses were well designed and well arranged. the outside activities with the food aide, situation analysis, nutritional education intervention and the evaluation were so interesting
- Lot of sample case studies Field work exposure
- To alleviate malnutrition problem in developing country
- ENACT course give great knowledge about nutrition. It have a lot of strengths, like give awareness about nutrition, about health eating life style, about the usage of fruits and vegetables, and so on.
- It is practical thus making it easy to understand.
- The strengths ENACT is, it helps people to know about nutrition and nutritional food and drinks and these advantage for our body and the reverse is true for non nutritional food and drink like soft drinks
- it was rich in case of materials, the program was fruitful and initiate changes, helps in improving some of our skills a lot and taught us in how to plan a nutrition education intervention and implement it.
- it is 'down to earth.'
- The practicability of the course a lot of outreaches enabled me to get the concepts more and appreciate the class facts
- It offers a comprehensive package on community nutrition approaches

Q9. In your opinion, what are the weaknesses of the ENACT Course? (if any)

- Answered: 24
- Skipped: 8



## Weaknesses

- Bulky course Limited time for course work to be done
- Being a piloting course the ENACT may lose some of its benefits.
- The ENACT project should have designed 2 different courses; one for Nutrition/health students who already have Nutrition knowledge and another for other students from other disciplines, because as a Nutrition student. I already knew most of the content in all the 10 Units before undertaking the course. So I learnt few new ideas and knowledge from the content of the course.
- It should be allocated more time for practical outside activities
- Some of the units were too long to complete within the given week (Unit 7 in particular gave me a hard time). The module (Units 6-9) demanded that we form groups, recruit members and gather them for FGDs. The resources were not adequate e.g. creating a common time, providing refreshments for the recruited members.
- The course were given while the student were busy with the school work, it is better to give the course while the student were free
- Some sections of the course are too bulky and it could be better if they were divided to more sections
- It was bulky thus covering it as a whole in one semester could prove to be difficult
- It was bulky
- It is time-consuming
- limited time
- There were many things to be done in a short while.
- There was no support even for the field activities; something needs to be done on that. a small stipend would have helped cater for the expenses one incurred.
- It does not detail the technical part of nutrition like how to assess and manage malnutrition and it does not also detail the nutrition composition of foods
- The course were given while the students were busy with the school work, it is better if it is given when the students are free of the school work
- Lot of assignment within a short period
- There is no weakness
- It cannot see the life style of developed country as a model.
- It was too much wordy since some information was repeated and others similar.
- The weaknesses of ENACT is, it is given in a specific area for a few people
- As it was for the first time some of the modules include useless portions, incorrect information and heavy to understand activities.
- it is a bit bulky
- The time was short
- it was short, and the modules needed more time. i.e it was done in 8 weeks at my university but i feel like it required double that time for me to completely understand all concepts

Q10 How useful do you think the ENACT students' network on social media (whatsapp or Facebook) is for you?

Answer Choices	Responses	Number responses
Very useful	38.46%	10
Useful	38.46%	10
Somewhat useful	15.38%	4
Not useful at all	3.85%	1
Not applicable	3.85%	1
Total	100%	26

Q11. In which way do you contribute to the ENACT students' social network?

- I am yet to fully engage in the ENACT students' social network due to technology limitations.
- Adding pictures on Facebook and commenting on others outside activities. creating a WhatsApp group to facilitate the contact with our group members
- By sharing what is in my community with others and providing my ideas to any Health and Nutrition related issues raised by other students across the continent.
- Posting nutrition information, commenting , contribution to challenging situation, inviting others
- Currently, I do not contribute anything on the Facebook page. We had a WhatsApp group last year
- Through discussions and networking- sharing experiences Posting new information and practices on nutrition education
- I engage my friends on the challenges that i encounter during my dispensing of nutrition services to my clients that i interact with.
- Not an active participant
- When I was taking the course I posted some pictures and interacted with students from other parts of Africa
- by discussing different issues on nutrition
- in no way
- By getting up to date information in nutrition and communicating same to my fellow student so we can brainstorm on them.
- not an active member
- NESA page was formed under my supervision (it was formed under Makerere University Human Nutrition Student's Association (MUHUNSA) of which i was the president at that time) and am an administrator for this page. All my posts mainly focuses on how we can interact as African young nutritionists in order to improve Nutrition in Africa. i have also invited many people to the page and also encouraged many to join. i ensured that At Makerere University, Every New Nutrition student who joins is informed and encouraged to join this page and i hope this continuity will remain.
- Posting photo, writing message, sharing photo and comments, liking photo and comments
- By calling out for help, in challenging scenarios in regard to nutrition education and implementation.
- By actively participating on the guideline that ENACT gave to me
- If there is group of ENACT students on social network we easy communicate and share idea each other.
- I have not joined any.
- By sharing, posting info about nutrition, using vegetables. Mango, papaya, banana and such like food for our health.
- I contribute in posting some facts happened during our training and useful information in nutrition education intervention on the one of the ENACT students' social network i.e. Facebook.
- I was on of the admin of the Facebook page
- I actually do not follow the social network because of constraints of money to access internet

Q12. What would you like to get out of the ENACT students' social network (Facebook and or WhatsApp)?

- I would like to network with other students and get to learn more and exchange ideas and programs that would help us create more opportunities and experiences for ourselves.
- Other students 'feedback on the course in general and on some activities that looked very interesting/difficult to me in specific.in other word to share our experience together!
- Getting in touch with other students and hence learn how they overcome challenges they meet during interventions in Nutrition education programs (through sharing stories). I then learn different approaches towards dealing with the challenges I would meet in case I get involved in Nutrition Education interventions.

- Just make the page more active
- More activity- The Facebook group is almost silent and the things that are rarely posted receive minimal feedback.
- Posting photo, writing message, liking and sharing photo, comments and others
- More interactions and discussions on how to improve nutrition education
- I would like for us to build each other professionally We could also share any job opportunities that may arise so that we could all try our luck
- Knowledge and networking
- New posts once in a while would be nice
- Opportunities strengthening the bond with nutritionists
- Learn new ways of handling nutrition education as well as ways of finding solutions
- I would want to get ideas and opinion about nutrition from students that will help me improve in my knowledge of nutrition education.
- More learning from others, in different counties and opportunities to practice what I learnt.
- I would like to use these platforms to organize and form an Association or Organization of Young African Nutritionists, which will help in coordination and sharing of different Nutrition implementations and researches in Africa. this association can also promote and advocate for nutrition in Africa. This is because Africa has a grate problem of ordination
- Facebook
- People's views on different experiences in regard to nutrition education and intervention.
- Both
- Updated information and sharing idea on different point about nutrition.
- The progress of the module.
- New information about nutrition and health.
- Nothing
- Experience from different countries
- New ideas on the new techniques of nutrition education that are evidence based

Q13. What key elements would you like to see in the ENACT students' social network (Facebook and or WhatsApp) for it to be sustainable?

- Participation from different groups and different countries demonstrating different type of activities not only the outside types
- Continual communications with other students throughout the continent by sharing our experiences in the ENACT course and share fun and jokes so that we can keep the social network lively and busy but not dormant as it is presently.
- International updates, e.g. the vitamin A. Debates on nutrition standards, course challenges, tutor participation.
- The administrator to the group should post more and highly stimulating content so that the other members can respond and table their opinions.
- problem solving project work which promote& participate the social network of ENACT student,
- Having weekly discussions



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