

Capacity Building Workshop

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‘Opportunities to determine the development of standardised, competency based curricula for nutrition programmes in Africa’

PART 1: Where are we now?

What are our current thoughts about nutrition training in Africa?

Strengths

- ✓ Enough Human resources (lecturers)
- ✓ Well trained tutors
- ✓ High level of enrolment in nutrition programme
- ✓ Having institutions dealing with nutrition issues
- ✓ National nutrition policy and national nutrition strategy
- ✓ Relevant to the current state of the country
- ✓ There are very practical examples to be given during learning due to the fact the problem is close
- ✓ Noted improvement of training over the years
- ✓ Good training on nutrition assessment
- ✓ Training has started at undergraduate level
- ✓ Several collaborations with International universities, companies and NGO's
- ✓ Qualified professionals
- ✓ Increased availability across countries
- ✓ Availability of manpower to teach subjects
- ✓ Nutrition is currently receiving a lot of attention in Nigeria
- ✓ Increasing number of people wanting to learn about nutrition
- ✓ Lots of local knowledge exists that can be capitalised on
- ✓ It is expanding and gaining more recognition
- ✓ Implementation of nutrition education into curriculum of medical students
- ✓ Skilled nutritionists with experience
- ✓ Peoples knowledge of healthy eating has greatly increased, reducing ignorance
- ✓ Students exposed to nutrition problems in an African context
- ✓ Nutrition education for communities
- ✓ Availability and recognition of nutrition training
- ✓ Enthusiasm for nutrition education
- ✓ Using local produce to develop specialist foods to be used for food supplements
- ✓ African's becoming conscientious of the importance of nutrition compared to 1990's
- ✓ Many institutions offering nutrition training and employing nutritionist
- ✓ Based on current problems facing Africa
- ✓ Multi-sectoral approaches to addressing nutrition challenges
- ✓ Many trainers from within Africa so an understanding of local level issues
- ✓ Government sponsored programmes

- ✓ Establishment of nutrition societies
- ✓ Conferences and workshops

Weaknesses

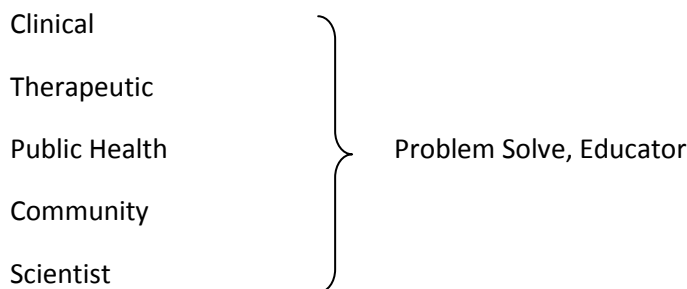
- ✗ Lack of ICT training among nutritionist
- ✗ No scientific experiment
- ✗ No work placement
- ✗ Lack of teachers
- ✗ In Nigeria the job of a nutritionist is usually done by doctors and nurses
- ✗ Unwillingness on the part of students
- ✗ Limitations to nutrition training
- ✗ No policy that ensures the efficiency and effectiveness of the trained nutritionists
- ✗ Lack of resources to facilitate change
- ✗ Lack of openness by some nutrition leaders to bring in new nutritionists
- ✗ No direct link between theory and practical work (classroom based training)
- ✗ Lack of facilities such as nutrition labs
- ✗ Poor infrastructure
- ✗ Low advocacy message to political actors
- ✗ Information & content is not up to date inadequate number of well-trained nutritionists
- ✗ Information is not always well disseminated and sometimes is unclear
- ✗ Need to move beyond traditional training and build in policy/programme skills
- ✗ Not enough time to cover curriculum
- ✗ Focus is weighed heavily under-nutrition growing burden of over-nutrition appears lost on the system
- ✗ Inadequate funding
- ✗ Training not needs based
- ✗ Illiteracy
- ✗ Unfavourable Government policy
- ✗ Lack of facilities, lecturers and new technologies
- ✗ Outreach limited, very city based
- ✗ Lack of dedicated nutrition departments, often housed in medicine or agriculture
- ✗ More theoretical than practical
- ✗ Shallow coverage of core nutrition issues
- ✗ Recent advances in nutrition are not emphasised upon
- ✗ Lack of effective collaboration has reduced impact
- ✗ Poor circulation system for useful information
- ✗ Need to be more inter-disciplinary and pro-active
- ✗ Despite the level of nutrition education training and programmes levels of malnutrition is still high
- ✗ Lack of implementation
- ✗ Some curriculums are borrowed from Western countries so do not address local nutrition concerns
- ✗ Lack of facilities to carry out quality nutrition research
- ✗ Culture and taboos
- ✗ Poor dietetics training
- ✗ Lack of mentorship so limits on publishing and presenting work
- ✗ Lack of both human capital and learning resources
- ✗ Lack of harmony in policy
- ✗ Nutrition training not yet reached the Government policy makers
- ✗ Lack of sponsors

- ✗ Inadequate funding of nutrition training programme and ill equipped food labs
- ✗ No nutrition registration body for graduates
- ✗ Inadequate opportunities for conferences
- ✗ Difficult to get study materials
- ✗ No opportunities for nutrition application in course work
- ✗ Stability of programmes
- ✗ Not competency based

PART2: What we should be?

Roles

What is a nutritionist?



Common aspects of the curricula we agree training should contain?

'Know How' to.....

What our training should contain in relation to knowledge base & skills

Group 1

- Nutrient composition of foods
- Human Anatomy, physiology & Biochemistry
- Diet therapy
- Nutrition in the life cycle
- Nutrition & Infection
- Nutrition & Drug Interactions
- Nutrition & Policies
- Health
- Promotion/Education/Communication
- Burden of malnutrition
- Nutritional Assessment
- Recent advances in nutrition
- Nutrigenomics

Group 2

- Basic & social sciences
- Advocacy & policy making
- Epidemiology
- Multi-versatility of nutrition
- Local food composition
- Principles of nutrition
- Psychology
- Nutritional anthropology (custom & culture)
- Biochemistry/Physiology/Anatomy
- Economics of nutrition
- Human Rights approach to food & nutrition
- Environmental issues
- Biostatistics
- Basic IT & computer skills

Group 3

- Background knowledge of basic nutrition
- * *What is nutrition*
- * *Importance of nutrition*
- * *What are nutrients, types, sources?*
- Malnutrition & Over-nutrition
- * *Nutrient deficiencies, causes, impacts etc*
- Physiology & Biochemistry
- Nutritional Assessments
- Nutrition communication skills

Group 4

- Define nutrition as the science of food in relation to health and disease
- Prepare, process and handle food to maximise utilisation of nutrients
- Communicate nutrition information to a variety of groups
- Draw upon knowledge obtained from other related disciplines such as biochemistry, anatomy, physiology, social sciences to achieve optimum nutrition.
- Advocate for good nutrition policy formulation

Group 5

- Take theory into practice
- * Case Studies
- * Demo Course
- * Participatory approach

Group 6

Course should include:

- Biochemistry
- Agriculture
- Public Health Nutrition
- Community Nutrition
- Anatomy & Physiology
- International Nutrition
- Nutritional Assessment
- Food Science
- Nutritional Education
- Diet Therapy
- Clinical Nutrition
- Nutritional research
- Biostatistics

Group 7

- Basic Nutrition
- Core Nutrition
- * Physiology, biochemistry etc
- * Economics, statistics, microbiology etc
- Nutritional Assessment & Interpretation
- Practical Nutrition

Group 8

- How to manage severe acute malnutrition
- HIV nutrition
- Different policies to nutrition
- Psychology
- Counselling/communication skills
- What a nutritionist is expected to know and do
- Social aspect of food
- Knowledge of food groups
- Nutrition & information technology
- Dietetics practices
- Food Science

'Show how' to.....

What training means graduates should be able 'to do'

Group 1

- Designing food menus
- Planning diet for different diseases
- Designing & implementing different interventions
- Report writing & presentation skills
- Use of visual aids

Group 2

- Professional Internship
- Community Extension Project
- Short Professional Courses

Group 3

- Socio-cultural aspects
- Advocacy skills/communication skills
- Biostatistics

Group 4

- Apply knowledge obtained in study and translate to individuals/population in a manner they will understand.
- Encourage clients to stick to good nutrition principles at all times
- Use good nutrition policy to enhance development at all levels

Group 5

- Need confidence in:
 - * Advocacy
 - * Mentoring
 - * Research

Group 6

- Food Analysis
- Nutritional Surveillance
- Monitor & Evaluate
- Advocate for Nutrition Policy

Group 7

- Advocacy skills
 - * Education
 - * Behaviour change
- Nutrition Education
 - * Food models
 - * Food demonstration
- Planning, Design, Implementation, Monitoring & Evaluation

Group 8

- Competence
 - * Nutritional status
 - * Nutritional assessment
 - * Dietary Assessment
 - * Nutrition Counselling
- Having a proper practice setting

PART 2 – SUMMARY

Practice opportunities → Work based learning

Principles of nutrition science { Physiology
Biochemistry
Genetics
Microbiology

Nutrients { Diet
Food

Research → Guidance based practice

Assessment { A
B
C
D

Advocacy Skills { Oral
Written

Education → Nutrition Programmes

Behaviour Change { Individual people
Professionals ← Solve Problem

PART 3 – THE FUTURE

How do we move the outcomes forward (nationally/regionally)? Key considerations:

- ✓ Collaboration
- ✓ Engagement
- ✓ Development

- **WHO?**

Government- need for greater focus on nutrition; teaching institutions; involve all stakeholders (student's, lecturers, government etc.); academics; sector associations; qualified, experienced professionals in nutrition; NGO's; companies.

Who is responsible?

AGS-Net coordinators; Educational Institutions; all stakeholders in the field of nutrition need to meet and take decisions/steps to effect changes in curriculum; Regionally the African Nutrition Society, Nationally the nutrition association in collaboration with health services; collaboration between nutritionists and other professionals such as socio-scientists, political scientists etc.

Who will lead us/facilitate this?

Experts within AGS-Net; our leaders; nutritionists.

- **WHAT?**

Curriculum review; capacity building; advocacy; establishment of core competencies for nutritionists and dieticians; focus more on commitment, honesty & gain; standardise curriculum and number of years spent at university for nutrition degree; review of syllabus; importance & relevance of qualitative nutrition training; creating awareness.

What else do we need to help along the journey?

Interaction & ongoing training; Centres for excellence; Core nutrition; education of public through TV, radio & newspapers; effective communication & training; public-private sector partnership.

- **WHEN?**

Now; from today; the time is now, this conference is an avenue to meet and effects change; workshops, seminars, classroom; within an agreed time frame.

- **WHERE?**

Universities; research institutions; funding organisations; anywhere necessary; rural communities, village squares, visit by extension workers etc; starting from the home>local groups> workplace>community>nationwide.

- **HOW?**

Gap analysis; needs assessment; private partnership; more emphasis on application of nutrition knowledge through practice; through communication skills, media, relationships with friends etc; proposal writing, advocacy & lobbying; ensure that regional nutritionists collaborate with each other; funding & opportunity for employment; creating an enabling environment.

How will we engage with those who will be asked to deliver?

Through collaborating; individual commitments at national & regional levels; implementation of decisions; practical demonstrations.

How can we help each other?

Networking; develop competencies in collective effort; networking & collaboration.

How/when will we know we have been successful (review)?

Outcome orientated review of curriculum; reduced malnutrition level; number of peer reviewed publications; general behaviour change in the community; when everybody everywhere practices good nutrition we know we have been successful; competence & consistency of graduates; graduates ability to handle cases (skills portrayed); when we have reached set goals such as nutrition related MDG's; engaged innovative nutrition rather than 'business as usual'; when all short-comings are identified and are improving.

PART 4 – EVALUATION OF WORKSHOP

Very good exercise that helped us think broadly about the nutrition situation in our setting - what we have done & what we can do better

The workshop was very good

'Eye opening!'

Participatory approach made it wow!!

'Very informative & challenging'

'The session was enlightening & it reminded me of all the important nutritional advancements I seemed to have lost touch with – GREAT JOB!'

Very important and informative - Well done and keep up the good work!!

'Well organised and educative presentation'

'Well delivered, coordinator was able to lead the session well and facilitated a robust participation by members present'

'Interesting & Educating'

I am fulfilled I have learnt a lot, particularly about ability to work together with other professionals - THANK YOU!!

'Informative, however the choice of venue was not appropriate so there were lots'

'Interesting, informative & challenging'

'This workshop has been able to shed more light on what it entails to be a nutritionist. How versed a nutritionist should be in knowledge & how to pass'

'The participatory aspect enables all participants to make their contributions'

'Helpful discussion around other areas of nutrition in different African countries was an eye-opener'

I have learnt that it is not just the 'know how' that is important but also the 'show how'- We need to repeat this more often and even at a national level!

This workshop has been very useful; I have learnt a lot & am looking forward to a change in continent nutrition programmes.

The group could benefit from the involvement of decision makers from our nutrition societies

Good facilitator in difficult environment

The facilitators were very knowledgeable and the participants were passionate. However time was limited

'I like the energy of the facilitators and learned a lot including how to facilitate similar workshops. A certificate of attendance would have been an advantage'

Should seek views of more educators & programme personal for complete perspective