



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)

July 2016



**PROJECT EVALUATION SERIES**

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

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

**July 2016**

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## Acronyms and abbreviations

ABC-N	Ancillary Basic Course in Nutrition
ACF	Action Contre la Faim
ANEC	African Nutritional and Epidemiology Conference
CAADP	Comprehensive African Agriculture Development Program
CPF	Country Program Framework
EAT	Enquiry, Adaptation and Tutor Training
ENACT	Education for Effective Nutrition in Action
ENAF	Le projet ENACT Francophone
ESN	Nutrition and Food Systems Division
FAO	Food and Agriculture Organization of the United Nations
HQ	Headquarters
KNDI	Kenya Nutritionists and Dieticians Institute
LoA	Letter of Agreement
NEAC	Nutrition Education and Communication
NGO	Non-governmental Organization
OED	FAO Office of Evaluation
ProDoc	Project Document
SO	Strategic Objective
SUN	Scaling Up Nutrition
SWOT	Strengths, Weaknesses, Opportunities and Threats
ToT	Training of Trainers
UNICEF	United Nations Children's Fund



## Executive summary

### Introduction

- ES1 This report presents the final evaluation of the project “Professional training in nutrition education and communication for strengthening national capacity in nutrition behaviour change”, also known as “ENACT: Education for effective nutrition in action” (GCP/INT/133/GER), as well as the mid-term evaluation of the project “Le Projet ENACT Francophone (ENAF)” (GCP/INT/163/GER). Both projects were implemented by FAO with the funding support from the German Government.
- ES2 The ENACT and ENAF evaluations had 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 had a stronger learning focus, aiming to draw lessons from the implementation process that could inform future decisions for ENACT and the remaining implementation of ENAF. The ENAF mid-term evaluation had a formative focus. Annex 1 includes the detailed Terms of Reference for the evaluations.
- ES3 The evaluation was conducted by the evaluation team between September and November 2015 (see Annex 4 for a brief profile of the team members), with overall guidance and support from the Office of Evaluation (OED) of the Food and Agriculture Organization of the United Nations (FAO). The field mission took place between 11 and 24 September, including a briefing session in Rome and field visits to three countries (see Annex 7 for the mission schedule). One evaluation report was prepared, which included the final evaluation of the ENACT project and mid-term evaluation of the ENAF project.
- ES4 The final evaluation of ENACT and the mid-term evaluation of ENAF cover the projects’ inception and implementation phases until the start of each evaluation (September 2015). Regarding geographical coverage, each of the seven countries targeted by ENACT were considered. Missions for data collection purposes were undertaken in two countries to ensure geographical representation (West-Africa and East/Southern Africa), namely Kenya and Ghana. Due to financial constraints, not all ENACT countries could be visited. For ENAF, only Cameroon was visited, as this was the only country where the piloting had started at the time of the evaluation.
- ES5 The stakeholders covered by the evaluation included i) professors, tutors and students who were involved in the project at different levels, as well as the design and development of materials for the different components and piloting of the ENACT/ENAF course; and ii) FAO, national, regional and/or international actors that were involved or participated in the ENACT/ENAF projects.
- ES6 The specific objectives of the ENACT final evaluation were:
- 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.
- ES7 Similarly, the ENAF mid-term evaluation had the following specific objectives:
- Assess progress made towards the achievement of the 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).

ES8 The evaluation followed a theory-based approach and used key evaluation questions to guide the overall assessment. In this sense, a Theory of Change for ENACT and ENAF (see Appendix 1 for the Theory of Change of each project) was developed in consultation with the project team to inform the design of the evaluation and better understand the projects' pathway of change. The analysis of the theory of change is presented in the findings, as part of question 1. Sub-questions for each key evaluation question were provided in the ToR and further elaborated in an evaluation matrix (Appendix 4). These were used to ensure all the necessary information was gathered to answer the main questions and assess the additional aspects. In addition, the Strengths, Weaknesses, Opportunities and Threats (SWOT) framework was used to assess project results.

## Main findings

ES9 The main findings of the evaluation are presented below, grouped by evaluation question and key areas of analysis.

### *1. How relevant and appropriate was the nutrition education approach of the ENACT/ENAF projects in addressing the identified needs and gaps in the piloting countries?*

ES10 The content and approach of the ENACT and ENAF courses were considered of excellent quality and appreciated by both tutors and students. The approach was also found relevant to the needs identified in prior needs assessments. The design however had some weaknesses, as it didn't fully consider the local context and constraints of the target audience.

ES11 The selection of universities and students as the main partners was understandable, appropriate and realistic. However, project outcomes could have been improved by involving other partners in supporting a self-sustained network of nutrition educators at an earlier stage.

ES12 On the Theory of Change: the project design was based on the implicit assumption that students would have access to employment, where they could apply their nutrition education knowledge to the benefit of enhancing nutrition behaviour. However, the project did not foresee any activities that could lead to better employment opportunities or the application of the acquired knowledge by students.

### *2. Project/programme management*

ES13 Both ENAF and ENACT struggled with operational delays due to an underestimation of time needed; a disproportional focus on developing and revising the ENACT course at the expense of other activities, such as dissemination and advocacy; and capacity issues with the partners. In the case of ENAF, a large proportion of the delay came as a consequence of the delays faced by ENACT. The lack of a tailored monitoring framework for the project made it difficult to closely monitor the implementation and identify measures to avoid delays.

### *3. How efficiently have the projects used their financial and human resources to attain the expected objective?*

ES14 Both ENAF and ENACT made efficient use of their financial resources, resulting in good value for money. The additional money requested from the donor was justified by the additional technical assistance required. The disproportionately large input of FAO HQ-based consultants may not have been the most efficient solution.

### *4. Has ENACT achieved its intended outcomes and outputs? To what extent has ENAF achieved its intended outcomes and outputs?*

ES15 Four out of five outputs were achieved related to the production and piloting of ENACT. Related courses, such as EAT and ABC-N, were reasonably well achieved; following a significant investment of time and human resources, these courses were emphasised

throughout the duration of the project. Probably as a result of this unbalanced emphasis, the last three outputs, related to advocacy, dissemination and establishment of a professional community, were only partially achieved. A different emphasis is planned for ENAF.

ES16 The first two out of four immediate outcomes, related to finalization and adoption of ENACT, were achieved to a large extent. As a result of the large number of activities and time delays, and the subsequent partial achievement of the outputs, the last two outcomes (in which the professional community and government advocacy activities would have created an enabling environment) were only achieved to a limited extent. In the case of ENAF, a different balance of outcomes is planned.

ES17 Given the partial achievement of the immediate outcomes, the intermediate outcome of “enhanced capacity for nutrition education and communication” will be achieved to a reasonable extent. The contribution to changing nutrition behaviours, however, will be less visible, as this is a longer term process. The lack of engagement with government and limited employment opportunities for students (which was left out as an assumption) will further hinder this contribution.

### *5. Gender analysis*

ES18 Gender equality and the inclusion of women were not sufficiently included in the project design or implementation, and no gender analysis was conducted. As a result, the only potential effect on gender equality was unintended, namely the increase of attractiveness of nutrition studies to future male students.

### *6. Capacity development*

ES19 Capacity development in ENACT and ENAF focused more on the individual level than the organizational/institutional level. Although adoption of the course in pilot universities seems likely at this time, more effort is needed to anchor ENACT approaches within organizations. Thus far, the development of capacities outside of universities (enabling environment) had been minimal.

### *7. Partnership and alliances*

ES20 Although the project design envisaged a wide variety of partnerships, during implementation ENACT focused primarily on universities as its main partners. This resulted in missed opportunities for linking to governments and communities, scaling up, and enabling a lasting impact. ENAF, on the other hand, still has the opportunity to strengthen the engagement with other actors beyond universities.

### *8. Sustainability*

ES21 The sustainability of Outcome 1 (related to the development and adoption of the ENACT and ENAF packages) was found to be very good, especially if FAO persuades more universities and countries to start using the approach. Due to the lack of a proper exit strategy, delays and other issues, and in order to ensure project sustainability, further support to the other project outcomes after the closure of ENACT would be required. For ENAF, it is too soon to judge.

## **Conclusions and recommendations<sup>1</sup>**

**Conclusion 1.** The nutrition education approach of ENACT and ENAF was found relevant and consistent in addressing the needs identified in the NEAC survey. The innovative pedagogical approaches to nutrition education were appropriate in addressing the gaps and needs in the piloting countries and suitable for the target groups. The quality of the approach and materials was rated as excellent.

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1 During the finalization process of the report both projects made some progress in relation to the recommendations. This progress will be reflected in the Management Response to the evaluation report.

**Conclusion 2.** Most of the ENACT outputs were achieved, especially those related to the development of learning materials and course adoption. However, outputs related to the involvement of government and the professional nutrition community received less emphasis and were not fully achieved. As a result, outcomes related to the adoption of ENACT in universities were attained, but the necessary enabling environment was not developed, affecting the long-term impact. ENAF is in its early stages of implementation, and preparation is well underway.

**Conclusion 3.** The implementation of ENACT and ENAF was conducted almost entirely by a group of FAO HQ-based consultants, which may have affected efficiency and sustainability. The turnover of consultants led to a loss of institutional memory, and additional time and effort. Moreover, most consultants will either leave FAO or become involved in unrelated tasks as soon as the projects are over. The increased involvement of staff at country and regional level might have solved some of these issues.

**Conclusion 4.** Governments were insufficiently involved as partners, which lowered the effectiveness and possibly the sustainability of interventions. Further consideration of the local context would have enabled more effective implementation.

**Conclusion 5.** Sustainability was found to be high in relation to the positioning of ENACT and ENAF within universities and building the capacities of tutors and students. On the other hand, the strong focus on this component was at the expense of working with other partners, such as governments, NGOs, UN sister agencies and the nutrition community at large. These partners could have helped link the enhanced capacity at university level to the improvement of the nutrition situation in the countries.

**Recommendation 1. To FAO ESN, project team and HQ: for improving ENACT's sustainability.** FAO should find a way to finalize the project's outstanding work, especially since these activities are highly replicable. A plan to enhance the project's sustainability should be developed and implemented.

ES22 In particular, it is suggested to support the following components after ENACT's closure:

- **ENACT course:** In order to ensure that adoption and institutionalization takes place, consider following up with partner universities to support integration/adoption efforts at the organizational level;
- **Online training:** Consider supporting (financially and technically) the selected hosting institution for a short period before it becomes self-sustaining;
- **ABC-N course:** Consider developing an online version, hosting it and granting free access to a wider audience;
- **Advocacy for nutrition education:** Consider linking the Country Office with tutors to jointly pursue nutrition education advocacy recommendations to governments. In addition, appointing a staff member from HQ with a strong background in advocacy may be beneficial to guide the process.
- **ToT package:** FAO should initially provide financial support to those universities with immediate plans to hold workshops, and jointly advocate to university management to allocate resources for future workshops with reduced budgets;
- **Online professional community:** FAO should consider hosting the online platform until another host from within the community has been identified. The future online training host should have the required technical capacity and experience with online platforms.

ES23 The plan should indicate when and how the activities can be finalized and prioritize the outstanding ones. Conditions permitting, the project team could proactively look for funding for each of the activities, where possible through the FAO 2016/17 Programme of Work and Budget (PWB), through FAO regional and country offices and through partners. For ENAF, these recommendations can be implemented where relevant, while the project is still operational.

**Recommendation 2: To FAO HQ: for improved project design, implementation and sustainability of results:** FAO should ensure robust monitoring and evaluation frameworks

are developed and adhered to during the design and implementation of the project. Moreover, clear and well formulated exit strategies should also be developed and implemented in order to enhance the sustainability of future project interventions.

ES24 For future nutrition education projects, and to the extent possible for ENAF, it is suggested:

- To develop more comprehensive *monitoring and evaluation plans*, reduce delays and implement timely remedial actions. Such plans should include monitoring and evaluation objectives; descriptions of the team's roles and responsibilities; guidelines for monitoring and reporting the progress toward results and specific monitoring exercises, such as quarterly or biannual reviews with field visits when possible, as well as tools for this purpose. Furthermore, the monitoring and evaluation plan should have SMART indicators, including sex disaggregated data and baseline surveys of the capacities of tutors and students, as a standard component of each capacity development intervention. Although ENAF is already underway, a monitoring framework should be developed and followed in order to maximize the delivery of outputs and outcomes.
- To develop an *exit strategy* during the design stage, in consultation with partners at all levels. This should clearly present the roles and responsibilities of FAO and partners after the project's closure; the handover procedures; future funding needs/opportunities; and ways in which FAO can offer support through its network and expertise after the project ends. Although ENAF is already past the design stage, there is ample scope to develop an exit strategy with the partners, and to incorporate and execute it at the right time in the project cycle.

**Recommendation 3. To FAO HQ and ESN: for enhancing the outreach and results of future nutrition education projects:** FAO should ensure that future nutrition education projects consult and involve all relevant partners during the design and implementation phase, strengthening synergies with key partners. The full involvement of partners should be considered during project design and continued throughout project implementation.

ES25 For future projects on nutrition or nutrition education, it is suggested:

- Projects should be developed based on a comprehensive stakeholder analysis and strategy for their engagement throughout project implementation and after the project's closure.
- Ensure that partners and stakeholders, such as FAO decentralized offices and government counterparts, are consulted and involved at all stages.
- For ENAF: Continue strengthening and formalising the efforts to involve other partners.

**Recommendation 4. To FAO ESN, the project team and FAO HQ: for expanding the nutrition education approach, if and when consistent with FAO's strategy and vision for nutrition:** FAO should continue exploring the possibility to further adapt the ENACT/ENAF approach to other contexts and target groups. In doing so, it should also assess the potential for strengthening links at the community level and influencing the enabling environment necessary for improved nutrition practices.

ES26 In order to expand the benefits of the ENACT/ENAF training materials to other audiences and potential target groups, it is suggested:

- Further explore ways of spreading the knowledge and skills contained in ENACT/ENAF. Some possibilities include: adapting and/or developing lighter training packages for various target groups, following the example of the adaptation in Honduras; offering training through NGOs and other partners; and designing social media, radio and television communication based on ENACT and ENAF materials. Students who piloted in or were trained under ENACT and ENAF may be involved in creating such opportunities, which could also help them find employment.

## 1. Introduction

- 1 This report presents the final evaluation of the project “Professional training in nutrition education and communication for strengthening national capacity in nutrition behaviour change”, also known as “ENACT: Education for effective nutrition in action” (GCP/INT/133/GER), as well as the mid-term evaluation of the project “Le Projet ENACT Francophone (ENAF)” (GCP/INT/163/GER). Both projects were implemented by FAO with the funding support from the German Government.

### 1.1 Purpose of the evaluation

- 2 The ENACT and ENAF evaluations had 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 had a stronger learning focus, aiming to draw lessons from the implementation process that could inform future decisions for ENACT and the remaining implementation of ENAF. The ENAF mid-term evaluation had a formative focus. Annex 1 includes the detailed Terms of Reference for the evaluations.
- 3 The evaluation was conducted by the evaluation team between September and November 2015 (see Annex 4 for a brief profile of the team members), with overall guidance and support from the Office of Evaluation (OED) of the Food and Agriculture Organization of the United Nations (FAO). The field mission took place between 11 and 24 September, including a briefing session in Rome and field visits to three countries (see Annex 7 for the mission schedule). One evaluation report was prepared, which included the final evaluation of the ENACT project and mid-term evaluation of the ENAF project.
- 4 For the purpose of the evaluation, nutrition education is defined as “any combination of educational strategies, accompanied by environmental supports, designed to facilitate voluntary adoption of food choices and other food- and nutrition-related behaviours conducive to health and well-being. Nutrition education is delivered through multiple venues and involves activities at the individual, community, and policy levels.” (American Dietetic Association, 1996).

### 1.2 Intended users

- 5 The intended users of the evaluation were:
- The ENACT/ENAF project team will use the findings and lessons identified in the ENACT final evaluation to adapt the ENAF project, which at the time of the evaluation was in the early stages of development and implementation.
  - The German government (donor), in consultation with FAO, will use the evaluation’s conclusions and recommendations to inform any strategic decisions on a possible second phase or follow-up intervention.
  - The management of the Nutrition and Food Systems Division (ESN) in FAO will consider the main evaluation findings for their future strategic planning.

### 1.3 Scope and objectives of the evaluation

- 6 The final evaluation of ENACT and the mid-term evaluation of ENAF cover the projects’ inception and implementation phases until the start of each evaluation (September 2015). Regarding geographical coverage, each of the seven countries targeted by ENACT were considered. Missions for data collection purposes were undertaken in two countries to ensure geographical representation (West-Africa and East/Southern Africa), namely Kenya and Ghana. Due to financial constraints, not all ENACT countries could be visited. For ENAF, only Cameroon was visited, as this was the only country where the piloting had started at the time of the evaluation.

- 7 The stakeholders covered by the evaluation included i) professors, tutors and students who were involved in the project at different levels, as well as the design and development of materials for the different components and piloting of the ENACT/ENAF course; and ii) FAO, national, regional and/or international actors that were involved or participated in the ENACT/ENAF projects.
- 8 The evaluation assessed the following outputs: curriculum development package, ENACT/ENAF learning materials, Training of Trainers (ToT) orientation package and the Ancillary Course in Basic Nutrition (ABC-N).
- 9 The specific objectives of the ENACT final evaluation were:
  - 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.
- 10 Similarly, the ENAF mid-term evaluation had the following specific objectives:
  - Assess progress made towards the achievement of the 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).
- 11 The evaluation sought to answer the following key evaluation questions:

**Evaluation questions**

1. How relevant and appropriate was the nutrition education approach of the ENACT/ENAF projects in addressing the identified needs and gaps in the piloting countries?
2. How efficiently have the projects used their financial and human resources to attain the expected objective?
3. Has ENACT achieved its intended outcomes and outputs? To what extent has ENAF achieved its intended outcomes and outputs?
4. What programmatic and institutional lessons can be derived from the project implementation in both cases?

- 12 The evaluations also assessed the following aspects: gender and equity dimensions, partnerships and alliances, capacity development and sustainability. Full detail of the key evaluation questions, sub-questions and aspects covered by the evaluation can be found in Annex 1. Terms of Reference (ToRs).

## 1.4 Methodology

- 13 The evaluation followed a theory-based approach and used key evaluation questions to guide the overall assessment. In this sense, a Theory of Change for ENACT and ENAF (see Appendix 1 for the Theory of Change of each project) was developed in consultation with the project team to inform the design of the evaluation and better understand the projects' pathway of change. The analysis of the theory of change is presented in the findings, as part of question 1. Sub-questions for each key evaluation question were provided in the ToR and further elaborated in an evaluation matrix (Appendix 4). These were used to ensure all the necessary information was gathered to answer the main questions and assess the additional aspects. In addition, the Strengths, Weaknesses, Opportunities and Threats (SWOT) framework was used to assess project results.

- 14 The evaluation used the following tools to collect primary data and evidence to answer the evaluation questions:

#### **Prior to the evaluation mission**

- Desk-review of existing project documents and reports, including related FAO nutrition education publications (see Appendix 3 for the list of documents consulted);

#### **During the evaluation mission**

- Semi-structured interviews with key informants, stakeholders and participants (see Appendix 2 for the list of people consulted): face to face interviews were conducted in the visited countries and phone/skype interviews for those not visited. The interviews were guided by key informant interview questionnaires developed at the beginning of the evaluation mission. The evaluation team followed a participatory approach and made an effort to interview each direct partner, considering the limited number for both projects (16 tutors and 126 students in total). Feedback from some government staff, FAO staff at country and regional level, and non-governmental organizations (NGOs) was limited considering their minor involvement in the project design and implementation phase.;
- Focus group discussions with participating students during the field visits (12 students for ENACT and 13 for ENAF);
- Observations at field level for ENAF; and
- Survey questionnaires for students and professors: in order to reach a wider set of stakeholders, including those in the countries not visited by the evaluation team, two survey questionnaires were distributed, one for students and another for tutors (see Annex 6 for the survey questionnaires). For ENACT, 31 out of 77 (40 percent) students responded to the survey, while for ENAF 13 out of 28 (46 percent) students responded. For the tutors, 12 out of 16 (75 percent) tutors responded to the survey, while for ENAF only seven tutors responded. The surveys recorded their views on the usefulness of the ENACT/ ENAF course and the project's contribution to their work, as well as any observations or recommendations they shared (see Annex 8 for the analysis of survey results).

For the ENACT students, a survey was conducted through a self-administered online questionnaire using Survey Monkey. The ENAF students answered their questionnaires via email. Considering the limitations in visiting all pilot countries, this tool came in handy to gather the feedback of those students and professors who were not interviewed by the evaluation team. The survey for professors was also administered online for ENACT, while for ENAF it was sent via email.

- 15 The evaluation followed the United Nations Evaluation Group Norms and Standards<sup>2</sup> as well as ethical guidelines for evaluations. It adopted a consultative and transparent approach with internal and external stakeholders throughout the evaluation process. Triangulation of evidence and information gathered underpinned the analysis, and supported the conclusions and recommendations made. Validation of preliminary recommendations took place through a debriefing session with the project team at FAO headquarters (HQ) in Rome, after circulation of the first draft of the report for comments.

## **1.5 Limitations**

- 16 The evaluation faced several limitations and constraints:

- Having to evaluate two projects at different stages of implementation (final and mid-term evaluation) presented some challenges to the evaluation team in terms of analysing and presenting the findings in a structured and readable manner. Nonetheless, this approach presented the opportunity to analyse lessons learned from ENACT for use in ENAF.
- Since both projects were delayed, a number of ENAF activities were still in the planning stage at the time of the evaluation. The feedback as to how and when the activities would be implemented differed at times between tutors and the project team members, for example, on time of piloting and signing the Memorandum of Understanding. This

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



made it challenging for the evaluation team to collect credible information on achieved outcomes and sustainability. As ENAF had only just begun at the time of the evaluation, it was difficult to derive findings other than those related to the relevance of the project. For instance, the team could only assess the status of implementation in Cameroon, where the piloting was ongoing at the time of the evaluation.

- Given the limited time and resources for the evaluation, not every pilot country was visited for in-depth data collection purposes. As a result, the evaluation team designed extensive survey questionnaires to ensure the views of all direct partners were considered.
- New partners (e.g. Zimbabwe) who joined the ENACT project later were doing commendable work in enhancing sustainability; however they could not be comprehensively evaluated, as they were not funded by the ENACT project.

## **1.6 Structure of the report**

- 17 The report is structured as follows: Chapter 1 introduces the evaluation and presents its purpose, scope, objectives and methodology. Chapter 2 provides the context relevant to the evaluation and describes the evaluation itself. The main findings of the evaluation are presented in Chapter 3, based on the identified evaluation questions, while Chapter 4 provides an assessment of the cross-cutting issues and the project's sustainability. Chapter 5 presents the main lessons drawn from project implementation, followed by conclusions and recommendations in Chapter 6.

## 2. Background and context

### 2.1 Description of the nutrition education context

- 18 Development partners worldwide acknowledge that improving food security and increasing incomes does not automatically lead to a reduction in undernutrition; a specific focus on nutrition is needed to achieve that. Simultaneously, education is recognized as an essential tool for improving nutrition awareness and knowledge.
- 19 For nutrition education to be effective, however, increasing awareness and knowledge is not enough, as it does not necessarily lead to a behavioural change. Thus, using an appropriate approach is very important. Many organisations are active in this field, building on the existing experience and knowledge base in this area.
- 20 A literature review by FAO suggested that effective nutrition education is rarely part of health and food security interventions, and is often weak or absent in professional training. In response to this gap, the “Nutrition Education and Communication” (NEAC) project was initiated by FAO’s Nutrition Education and Consumer Awareness Group (in the Nutrition and Consumer Protection Division) in September 2010 to assess the need for professional training in NEAC, with a focus on Africa. Subsequently, surveyors undertook case studies which included desk reviews and interviews with stakeholders in Botswana, Egypt, Ethiopia, Ghana, Malawi, Nigeria and Tanzania.
- 21 The results showed that suitable approaches and relevant training were lacking or irregularly available in most sectors and settings. High levels of child malnutrition were found in the countries where ENAF and ENACT were implemented. Although poverty played a role, lack of awareness seemed to be a major reason. Many people acknowledge the need for good nutrition, but the majority equated nutrition with food security, in particular the access to and availability of food, thus ignoring the importance of other factors such as breastfeeding, complementary feeding, hygiene and health.
- 22 Some countries had adopted nutrition as a national level priority. However, NEAC generally had a low profile, focused mostly on the health sector, and was poorly coordinated. If NEAC existed in a given country, its level of effectiveness was generally low. Furthermore, it was rarely evaluated, lacked effective approaches, and focused on technical knowledge and professional skills development without emphasising the need for behaviour change communication at field level. Where good NEAC existed, it was often externally funded and/or donor driven, often leading to lack of sustainability and inability to scale up.
- 23 When assessing the need for NEAC and NEAC training in the project countries, surveyors found that nutrition educators were poorly trained and that they had learned limited skills only on the job. In universities, nutrition education was mostly academic and lecture based; in-service training was frequently designed for specific interventions. Nutrition educators did not use participative methods very often, and focused on technical aspects instead of supporting behaviour change.
- 24 Professional skills training resources were therefore considered necessary to produce competent practitioners capable of handling NEAC effectively in local settings. Health professionals, schoolteachers and extension workers in agriculture and community health were found to be most in need of NEAC training. Though a postgraduate/in-service course and an extension course were considered, as well as an undergraduate/basic NEAC course, only the latter was selected for support by the project under evaluation, since it was identified as the best entry point to establish basic principles at a relatively low cost. This intervention became the “Education for effective nutrition in action” or ENACT project.
- 25 In 2014, an inventory of existing nutrition training programmes in Francophone West Africa found serious gaps, more so than in Anglophone African countries. In general, there were fewer recent programmes established in Francophone West Africa countries than in

Anglophone Africa countries. The programmes did not provide comprehensive coverage of all essential aspects of human nutrition, and 46 percent of the programs were heavily oriented toward food science. In-service training programs on nutrition education existed in less than half of the countries. To address this gap, FAO developed and implemented the “Projet ENACT Francophone” or ENAF project, which included national needs assessments in the partner countries (Benin, Burkina Faso, Burundi, Cameroon and Niger) to complement Sodjinou et al. (2014), and to assess needs in terms of nutrition education and professional training in nutrition education<sup>3</sup>.

## 2.2 Description of the ENACT and ENAF projects

- 26 In response to the gaps and needs identified by the NEAC project, FAO, with funding from the German Government, initiated a three-year project on “Professional training in nutrition education and communication for strengthening national capacity in nutrition behaviour change”, also known as “ENACT: Education for effective nutrition in action”. The initial project duration was from November 2011 to October 2014. However, due to several delays during the pilot-testing and revision phase, the donor approved two extensions until October 2015 and December 2015, respectively. The initial project budget was USD 1 215 260, which was increased to USD 1 564 147 by 24 September 2014.
- 27 In January 2014, FAO launched the adaptation and French version of the ENACT course: “Le Projet ENACT Francophone (ENAF)”, which was also funded by the German government and covered six countries of francophone Africa. The project’s total budget was USD 1 068 017 and its initial time frame was 1 November 2013 to 31 December 2015. In 2015, the donor approved an extension until 30 June 2016. Another extension will be requested by the project until 31 October 2016, including a budget increase of USD 100 000.
- 28 ENACT and ENAF were designed to translate and adapt, in collaboration with national institutions in African countries and international institutions, an undergraduate-level training course in nutrition education (with some postgraduates), to be made available for face-to-face delivery, online delivery, and as source material for blended learning. The course would be accompanied by training of trainers, and by an entry course in basic nutrition knowledge for those who had no previous nutrition training. The following materials were to be produced per project, all initially developed for ENACT, then translated and adapted for ENAF:
  - A curriculum development package, including a needs analysis protocol;
  - A central NEAC course at undergraduate level, consisting of 30 hours tuition and 30 hours independent study and practice (referred to as ENACT course);
  - A supplementary self-study course in basic nutrition (ABC-N), as an entry qualification for those with little or no previous training in nutrition;
  - A three-day training of trainers course (the Enquiry, Adaptation and Tutor Training (EAT) course) covering the processes of formative enquiry (E), course adaptation (A) and tutor training (T).
- 29 It was foreseen for the project to be implemented in three phases, starting with the preparation phase for identification of partners, negotiation of agreements, development and finalization of the curriculum development package, and dissemination in a workshop. The second phase would focus on trialling the NEAC course, delivering the EAT ToT, and improving EAT and ABC-N. The final phase would include finalizing and disseminating the materials, and a course evaluation.
- 30 The ultimate beneficiaries of the project would be the communities in pilot countries targeted by health and nutrition interventions, including an actual or potential education component. The direct beneficiaries of the project would be:
  - Students of nutrition, agriculture, education, health or community development who will study NEAC as a module in their first degree courses (at least 10 per university);

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3 At the time of the evaluation, the national needs assessments were being conducted; results for all countries were not yet available though.

- Tutors/lecturers/trainers involved in delivering the course and gaining experience through skills-based professional training (two per university);
- Health workers or government officers who need to understand and experience the basic principles and practices of effective NEAC, and the staff of NGOs and aid organizations.

31 The main stakeholders of the project included:

- Partner institutions (students/tutors) involved in piloting the materials;
- Ministries, NGOs, institutions, aid organizations and course providers who wish to develop or adapt their own NEAC training using the curriculum development package and the generic course materials produced by the project;
- Agencies and aid organizations working on nutrition and nutrition education;
- Donors seeking effective interventions for long-term capacity building in nutrition and NEAC.

32 The key partners of ENACT and ENAF were universities in various countries. They were responsible for piloting and revising the learning materials and providing feedback, with the aim of adopting the course into the regular curriculum. The table below presents the universities engaged in each projects. Annex 3 presents the list of key stakeholders and partners involved in the projects.

33 The intervention was very much welcomed by the partner universities. It sought to allow university tutors to benefit from appropriate approaches to effective nutrition education and build the capacity of students to design, deliver and evaluate nutrition education interventions. Furthermore, it envisaged making non-nutrition students interested in undertaking a nutrition education course, and other lecturers/tutors interested in introducing the ENACT course in their universities. It also expected to provide a platform for nutrition education professionals (tutors, students and other nutrition practitioners) to share and exchange ideas on nutrition education issues. Advocacy for NEAC recommendations to government was another output that the students and tutors would contribute to in this intervention.

**Table 1.** Key national partners of ENACT and ENAF projects

ENACT partner universities	ENAF partner universities
<ul style="list-style-type: none"> <li>• Hawassa University, Ethiopia</li> <li>• Makerere University, Uganda</li> <li>• Michael Okpara University of Agriculture, Nigeria</li> <li>• Sokoine University of Agriculture, Tanzania</li> <li>• University of Botswana, Botswana</li> <li>• University of Ghana, Ghana</li> <li>• Kenyatta University, Kenya<sup>4</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Université d'Abomey-Calavi, Benin</li> <li>• Université de Ouagadougou, Burkina Faso</li> <li>• Institut de Développement Rural, Université polytechnique de Bobo-Dioulasso, Burkina Faso</li> <li>• Université de Ngozi, Burundi</li> <li>• Université de Dschang, Cameroun</li> <li>• Centre Régional d'Enseignement Spécialisé en Agriculture (CRESA), Faculté d'Agronomie, Université Abdou Moumouni, Niger</li> <li>• Université Senghor, Egypt: trains students from francophone African countries at MSc level (for face-to-face and online training)<sup>5</sup>.</li> </ul>

34 The initiative fits within FAO's mandate of "raising the levels of nutrition, improving agricultural productivity, bettering the lives of rural people and contributing to the growth of the world economy". Regarding FAO's Strategic Framework, the project contributes to Strategic Objective 1: "Help eliminate hunger, food security and malnutrition", in particular by offering nutrition education with a view to reducing malnutrition.

<sup>4</sup> The Kenyatta University was not in the initial list and joined at a later stage due to their interest.

<sup>5</sup> Cooperation with the Egyptian University had not started at the time of the evaluation.

### 3. Evaluation questions: key findings

#### 3.1 Assessment of project's concept and design

35 The assessment of the project's concept and design was guided by the following key question:

**Question 1. How relevant and appropriate was the nutrition education approach of the ENACT/ENAF projects in addressing the identified needs and gaps in the piloting countries?**

**Finding 1:** The content and approach of the ENACT and ENAF courses were considered of excellent quality and appreciated by both tutors and students. The approach was also found relevant to the needs identified in prior needs assessments. The design however had some weaknesses, as it didn't fully consider the local context and constraints of the target audience.

**Finding 2:** The selection of universities and students as the main partners was understandable, appropriate and realistic. However, project outcomes could have been improved by involving other partners in supporting a self-sustained network of nutrition educators at an earlier stage.

**Finding 3:** On the Theory of Change: the project design was based on the implicit assumption that students would have access to employment, where they could apply their nutrition education knowledge to the benefit of enhancing nutrition behaviour. However, the project did not foresee any activities that could lead to better employment opportunities or the application of the acquired knowledge by students.

36 ENACT and ENAF were found fully relevant to the needs of the target countries. Prior to ENACT, and separately funded through FAO, needs analyses were conducted in seven countries. Without exception, these analyses showed not only high rates of malnutrition, but also serious gaps in the number and quality of existing nutrition education and communication courses, notwithstanding the fact that in some countries nutrition was a high priority on the political agenda. Existing nutrition education was frequently based on simple information provision, and often either strongly related to health, or to food security. None of the existing nutrition education trainings were focused on behaviour change communication or interactive approaches. Moreover, the majority of nutrition educators appeared poorly trained. Therefore, improving the quality and approach of nutrition education would potentially improve the important link between nutritionists trained in universities and the communities in need of improving their nutrition status.

37 As shown in the Theory of Change for each project (see Appendix 1), ENACT/ENAF aimed at contributing to the long-term impact of improved nutrition understanding, attitudes and practices. This would be accomplished after achieving the intermediate outcome of improved capacity for conducting situation analysis, planning, and delivering and evaluating nutrition education interventions in pilot countries. Considering that the needs analyses highlighted limited capacities as a major gap in selected African countries, this intermediate outcome was highly relevant. The needs analyses, however, focused largely on the nutrition education situation and did not explore how the acquired skills and knowledge could be used in the various contexts (the enabling environment).

38 In terms of targeted countries, ENACT deviated slightly from the countries targeted in the initial project document. Malawi, for instance, was not selected as target country, since universities in that country failed to submit a proposal. On the other hand, Kenya was added as a partner at a later stage based only on their interest in participating in the project. There is no reason to assume that these two countries have different needs in the area of nutrition education.

39 Donor funding, human resources and institutional resources were used to develop a set of outputs based on a prior needs analysis. The development and iterative revision of materials, and the organization of workshops and platforms were intended to result in

ready-to-use ENACT student training materials, Ancillary Basic Course in Nutrition (ABC-N) course materials, and Enquiry, Adaptation and Tutor Training (EAT) course materials. Similarly, publications, orientation sessions and the organization of platforms and promotional workshops were intended to result in the establishment of a professional community. And finally, the establishment of a professional community and the sharing of experiences and lessons learned, together with the analysis of existing policies and strategies (linked to nutrition education and communication), were planned to develop into a draft document for assessing national policies.

- 40 Based on the above outcomes, the pilot universities and/or regional institutes were expected to adopt and use the ENACT/ENAF, EAT and ABC-N courses, guided by the improved materials and support from FAO. The established professional community and the draft policy document would ensure that the global professional community and governments became interested in and aware of the need for ENACT/ENAF-related approaches. These immediate outcomes would then facilitate an enabling environment for improving capacities to conduct situation analysis, planning, delivering and evaluating nutrition education interventions in pilot countries, and ultimately contribute to improved nutrition understanding, attitudes and practices in general.
- 41 There was an evident logic to the intended approach regarding the ENACT/ENAF logical framework and Theory of Change. The ENACT project design was based on the findings of the preceding needs assessment, which helped stakeholders anticipate the bottlenecks to effective nutrition education. Some national surveyors were again used as tutors/coordinators in the ENACT project, thereby enhancing the course's continuity and clarity. The use of National Academic Institutions in piloting the course ensured that individual capacities were adequately developed to later cascade the course to other universities, as opposed to bringing in non-academic institutions which might not be sufficiently knowledgeable on education fundamentals in a formal structure.
- 42 On the other hand, a number of weaknesses in the design phase were notable. The assumption of sufficient internet connectivity and capacity in the pilot countries, especially for those of ENAF, did not hold true and represented constraining factors for student participation, as well as scaling up the project's approach. Although ENAF, through the LoA (Letters of Agreement) with partner universities, allocated funds to facilitate internet access for students and professors during the course, students still faced limitations after the end of their studies. This limited access thus reduced the possibility of students participating in the project's Facebook group, and of maintaining a professional community. This issue was reflected in the student survey conducted by the evaluation team, where seven out of the twelve surveyed ENAF students preferred hard copies, rather than soft copies or online materials. Some ENAF students also highlighted that many of the online materials and videos were in English, a language they rarely master, and that subtitles were not available. In ENACT, on the other hand, 64 percent of the students liked soft copies due to their convenience, being less bulky and of easy access on the phone/laptop, while 48 percent also wanted hard copies because they came in handy during practical exercises, were easy to read, and did not require them to have a laptop. One issue related to hard copies was the cost of printing, which was resolved by providing a cheap "answer book" for students; hard copies, on the other hand, were found particularly useful for the group work.
- 43 The link between intermediate outcomes and possible impact appeared weak when developing the Theory of Change. The establishment of a nutrition education professional community was insufficiently linked to the dissemination of nutrition education experiences, and not well aimed at Government and international organizations interested in supporting nutrition education. The time frame for establishing the platform and conducting meetings for information dissemination was not predetermined. Having an "improved capacity for conducting situation analysis, planning, delivering and evaluating nutrition education interventions" would not necessarily translate into "improved nutrition understanding, attitudes and practices" unless there was an "enhanced enabling environment supporting Nutrition Education" in the countries. This enhanced enabling environment would be fostered not only from the interest and awareness of the professional communities and governments, as foreseen by ENACT, but more importantly from their action and commitment, which was not fully considered during the project design.

- 44 ENACT and ENAF intended to contribute to the long-term impact of improved nutrition understanding, attitudes and practices. The project document (ProDoc) stated: "training in nutrition education will strengthen the link between scientific knowledge and interventions in the field". However, this link would not follow directly from the intermediate outcome of improved capacities, even if the intermediate outcome is achieved. In order to improve nutrition education understanding, attitudes and practices beyond participating students and tutors, a link needs to be established, placing the trained students in relation with the communities. This link was not supported by post-training activities that would enhance the opportunity of students to bring their capacity and skills into practice. The assumption was made that they would be able to do so, once educated, but this assumption was not phrased as such.
- 45 For the ENACT project, the fact that mainly university lecturers were involved as NEAC surveyors may have brought in a bias regarding the choice among the types of courses proposed. Involving other stakeholders like NGOs and government as NEAC surveyors would have brought in a broader mix of perspectives in data collection tools. Even though several stakeholders were interviewed, there was a risk that the university tutors would have focused more on ENACT course content. Some respondents felt that university lecturers alone could not develop an in-service course for other sectors; others felt lecturers were not on the ground, and therefore were not aware of the real programme issues.
- 46 The identification of stakeholders and other university beneficiaries was considered good. FAO selected universities based on proposals submitted using predefined criteria. Only proposals that complied with the criteria were selected, and all of the universities appear to have performed well. The students for piloting the course were selected by some tutors based on their general interest and dedication to studies; in others the whole class for the year was selected. All ENACT students had a basic nutrition background while ENAF students were not necessarily nutrition majors, but needed to have undergone at least one nutrition course. All students were sufficiently knowledgeable and able to pilot the course and come up with useful feedback. Moreover, during interviews, lecturers indicated that the students were very enthusiastic and became advocates for ENACT/ENAF approach to nutrition education; the students also confirmed this.
- 47 The project design had also foreseen participation of other stakeholders such as government, NGOs and other development actors working in nutrition. The Government was brought up in the project design as a direct beneficiary and stakeholder, and was also included as part of some outcomes and outputs. Nonetheless, the design did not clearly contain specified activities for government involvement, which led the project team to understand that government involvement was limited to dissemination of information.
- 48 The piloting of ENACT/ENAF was done inside the universities and the professors/tutors were responsible for the direct management of the piloting. This was found suitable and appropriate, since it ensured the best possible adaptation to the context and needs of both the students and the university, and increased ownership of ENACT/ENAF. It also ensured that the needs and interests of tutors and students were directly considered and incorporated. The original design was developed by FAO using information from other existing normative materials; tutors and students had extensive opportunities to contribute to the final product as well.
- 49 The development and piloting of ENACT materials was a straightforward activity; based on the feedback received from tutors and students during the piloting workshops (three in total), many major adaptations were made to the text. In the case of ENAF, FAO staff had to translate all materials into French, then pilot them and adapt them to the different Francophone Africa contexts. It is still too early to say whether this adaptation had been optimal, but in Cameroon, where the piloting had already started, the feedback was positive.

## 3.2 Assessment of project implementation

### 3.2.1 Project/programme management

**Finding 4:** Both ENAF and ENACT struggled with operational delays due to an underestimation of time needed; a disproportional focus on developing and revising the ENACT course at the expense of other activities, such as dissemination and advocacy; and capacity issues with the partners. In the case of ENAF, a large proportion of the delay came as a consequence of the delays faced by ENACT. The lack of a tailored monitoring framework for the project made it difficult to closely monitor the implementation and identify measures to avoid delays.

- 50 The project team was based in FAO HQ and consultants travelled to selected countries to participate in and contribute to workshops and conferences. The project was managed from HQ directly with the partner institutions. LoAs were signed with the institutions and the tutors/coordinators received the funds in instalments. The funds were used to cover fees for their input; purchase equipment and print materials; strengthen internet connectivity; and, in some cases, to pay incentives to students. The tutors submitted reports directly to HQ and received feedback directly from HQ; reports were not shared with regional or country offices.
- 51 The ProDoc foresaw the establishment of a Steering Committee, which would meet twice a year to review the project's progress, based on reports provided by the FAO consultants. In the progress reports and the interviews, no indication was found that a Steering Committee had been formed, or that these meetings had actually taken place. The consultants took the full responsibility for implementation and monitoring, under the supervision of a senior officer/team leader from ESN.
- 52 Project reports were well documented, but often delayed. Tutors justified their delays in submitting the reports as a result of slow feedback from students, slow/erratic internet connectivity and high workload. On some occasions, this also caused a delay in other activities. Monitoring by FAO Rome was done remotely and without the support of a structured monitoring framework. Although the ProDoc included regular monitoring of project activities by the FAO consultants, there was no structured field monitoring, mostly due to limited funds for this purpose. Participation in the various workshops may have provided the team with field observations, but these were not part of a monitoring and evaluation framework or planning.
- 53 Most of the technical support for the piloting provided by FAO Rome was done over Skype, email and by phone. The guidance and feedback provided were found timely, and were applauded by the tutors. Eleven out of twelve of the ENACT tutors/lectures rated the technical support provided throughout the project implementation as 'very good' while only one rated the support as 'adequate'. For ENAF 86 percent of tutors rated the support as 'very good' and 14 percent as 'adequate'. Consultants from FAO Rome participated in workshops, but they rarely visited the universities, which was brought up as a constraint by some of the tutors. The financial allocations were cited to be sufficient. Even though there were delays, the extensions were deemed enough to accomplish most of the intended outputs and outcomes.
- 54 There were various causes of delays in delivering outputs and outcomes. The development of the course material and feedback process took much longer than expected. The feedback from tutors was slow and extensive; to collect, analyse and revise, as well as to do the course formatting and illustration seemed to be a time-consuming process. In terms of progress, the ENACT course has been finalized, while the ENAF course is being piloted and will be adapted to Francophone Africa.
- 55 The development of the course materials in ENACT had not been finalized before the start of trialling/piloting. This delayed the process, as the tutors were also unclear of the final products and felt obliged at times to request additional feedback from FAO.



- 56 The online course has yet to be finalized and a permanent host was not identified and contracted at the time of this evaluation. The conversion process of ENACT to an online version faced some initial delays and ultimately took more time than expected. The essential stages of online course design were planned from the first year of ENACT, but were never carried out as planned. Thus designing the online course started only after the face to face course was completed. Given that the interactive activities of the ENACT course, such as student activity and participation, discussion and exploration, were not compatible with traditional online self-paced courses, the development was more of a challenge than expected. According to the project team, many factors impeded the achievement of this result: none of the team members were online course designers by profession, the FAO Capacity Development Unit did not have access to a Moodle platform and its experience was not aligned with the design of the online course, as proposed for ENACT. The team now hopes that a first version will be ready by the beginning of November 2015. With regard to finding a host, there are a few possible candidates, but there was no certainty at the time of the evaluation.
- 57 Due to these delays, the project team will only be able to complete one round of internal piloting for the online course, which will be finalised before mid-November 2015, leading to a fully revised version being available around the beginning of December 2015. External piloting, which has to be accomplished before the course can be officially launched, will have to take place after the end of the ENACT project, and FAO will have to either find funding for it or find a partner who is willing to conduct the external piloting free of cost. A French version will be developed once the English version has been externally piloted, and though its development was planned in parallel with ENAF, a start date has not yet been established. If all goes well, the (francophone) Senghor University in Alexandria will host this French version.
- 58 The development of the EAT ToT faced some delays at the onset, as no regional institution willing to host it could be identified. Tutor orientation was found difficult to institutionalize since universities did not budget for funding to pay the tutors. Attention was therefore turned to developing reusable materials for use by trained tutors in regional and local workshops. The materials had to be pilot tested in various workshops instead, and are only now almost ready, apart from minor revisions and formatting.
- 59 The development of the ABC-N also faced delays, because there were differences in opinion as to who should be the main target audience. In the ProDoc, it was foreseen "as an entry qualification for those students with little or no previous training in nutrition", and since all piloting students had a grounding in nutrition, they could not pre-test the course. Piloting tutors suggested that the materials ought to present a solid core of nutrition knowledge, rather than be designed exclusively to prepare students without a background in nutrition. Though it has been considered to broaden the ABC-N course to other students interested in nutrition education, finally it was agreed to adhere to the original target audience in the ProDoc, namely agriculture students who want to take the ENACT course. There are currently three versions of the ABC-N course, one of which was piloted in Nigeria, and the team hopes that the final version will be ready by the end of November 2015.
- 60 The establishment of the Professional Community was considerably delayed due to other priorities, and was established very recently in the form of a discussion group network, which at the time of the evaluation had 154 members. The members consist of FAO staff, NGO staff, professors and ex-students from ENACT and piloting partners. They are expected to update the group on developments in nutrition education and set up a working group for policy discussion. As a result, no substantial input had been developed for policy recommendations, other than a draft of activities to be carried out on policy at the time of the evaluation.
- 61 ENAF faced delays as well, since for each activity to start the team had to wait for the finalised product of ENACT. The selection of partner universities was completed in July 2014 and the pre-pilot workshop was conducted in Burkina Faso in 2015. Of the five ENAF countries, only Cameroon had started piloting at the time of the evaluation, whereas the other universities had postponed the start until next month or later. Delays in the start of piloting were faced in both ENACT and ENAF for various reasons, including political unrest in some of the countries, university strikes and tutors' illnesses.

### 3.2.2 Financial resources management

The analysis in this section was based on the following evaluation question:

**Question 2. How efficiently have the projects used their financial and human resources to attain the expected objective?**

**Finding 5:** Both ENAF and ENACT made efficient use of their financial resources, resulting in good value for money. The additional money requested from the donor was justified by the additional technical assistance required. The disproportionately large input of FAO HQ-based consultants may not have been the most efficient solution.

- 62 In general, it was found that efficient use was made of financial resources, and that the funds were well spent in a transparent manner; in most cases, there was no cheaper alternative. ENACT and ENAF mostly made use of consultants as a human resource input. Although these consultants appeared very knowledgeable and experienced, for ENACT at least, there was a relatively high turnover among them. Only two main consultants were involved from the beginning until the time of the evaluation, while the rest changed throughout the project. Additional time and effort was required to get the new consultants acquainted with the project's activities. Retaining selected interns as consultants provided some level of continuity. The proportion of the budgets dedicated to the payment of consultants was therefore very high. Especially in ENACT, the budget for consultants changed from an initial 38 percent to 49 percent.
- 63 With almost all consultants based in Rome, travel was required in case of on-site support, such as for workshops. Building the capacity of staff in country offices together with university tutors and regional offices, and partly outsourcing the work to them could have increased efficiency. Moreover, they could have been used to support other activities related to advocacy and working with partners outside universities. None of the consultants was specifically tasked to pursue the advocacy component, whilst this was an important aspect.
- 64 Another budget line was dedicated to contracts with universities. A study of the LoAs did not enable a clear understanding of how these contracts had been agreed. Whereas within the ENACT universities, there was a large variation, all ENAF universities signed a contract of USD 30 000, with exactly the same budget lines and amounts. Although each ENACT university, was supposed to deliver the same services with a similar size group of pilot students, not only were the amounts different (see Table 2), but also the number of tutor hours, student honoraria and provision of equipment varied. According to the project team, ENACT's budgets were based on a competitive tender, in which value for money was used to assess the proposals. The higher budgets were reportedly due to an increased cost and number of piloting students (e.g. Nigeria and Tanzania).

**Table 2.** Total budget for ENACT pilot universities

Country	Total budget (US\$)
Botswana	37 000
Ethiopia	20 200
Ghana	20 000
Kenya	5 000
Nigeria	42 085
Tanzania	50 000
Uganda	34 000

- 65 The tutors indicated that funding had been sufficient for a good quality implementation, except for the Kenyatta University, which joined ENACT at a later stage and funded the project largely independently. However, budget shortages were faced for outside activities and printing.
- 66 The distribution of the budget differed between both projects. ENACT course materials were already fully developed and revised, and to a large extent ready for use by ENAF. However, a large amount of money had to be spent on translation, which had to be re-estimated after major changes in the ENACT course. The needs assessments for ENACT was conducted under prior separate funding; in ENAF, the universities did the assessments, which was included in the sum of USD 30 000 in the LoAs.
- 67 Apart from the no-cost extensions, the donor also approved a budget increase of USD 1 215 260 to USD 1 564 147 by 24 September 2014. An additional USD 112 000 was needed for consultants (apart from additions from other budget lines up to a total of USD 277 000), mainly caused by overly optimistic financial planning and a longer period of technical assistance than foreseen. Regarding contracts, USD 30 000 in total was added for LoAs to institutions piloting the online version of the ENACT course. Furthermore, there was an additional USD 100 000 foreseen for organising, funding and delivering two regional teacher training workshops on ENACT in Africa. The external piloting of the online version will most probably not take place before the end of ENACT, so it is not clear whether the USD 30 000 will be spent or used to fund other activities. The two workshops were held in Accra (1-5 June) and Nairobi (29 June-3 July) at a cost of roughly USD 50 000 each, of which USD 20 000 was spent for transport and lodgings for each workshop.

### 3.2.3 Institutional arrangements including Government participation

- 68 The project team, including the budget holder for both projects, was based in ESN in FAO HQ. The project team was responsible for providing technical and administrative assistance to the projects, and stayed in regular contact with the universities in the pilot countries. The project was implemented almost entirely by consultants, working part-time or full-time in the Nutrition Division, who travelled to selected countries to participate in and contribute to workshops and conferences, when needed.
- 69 The project was managed from HQ directly with the partner institutions. LoAs were signed with the institutions and the tutors/coordinators received the funds in instalments to cover fees for their input; purchase equipment and print materials; strengthen internet connectivity; and, in some cases, to pay incentives to students. The tutors submitted reports directly to HQ and received feedback directly from HQ; reports were not shared with regional or country offices. FAO country offices were involved only to a minimal extent, mostly for logistical support.
- 70 The university partners voiced a high level of appreciation for the support provided, and no issues were reported. The country offices were only involved in providing logistical support for workshops in their respective countries. The regional office in Accra started providing some technical assistance more recently, with a focus on ENAF. The presence of a nutritionist, who speaks English and French fluently, facilitated the involvement of the regional office.
- 71 The universities and tutors were directly responsible for the deliverables defined in the LoAs, including the development and revision of course materials (and adaptation in the case of ENACT), piloting the course, and assessing and promoting the integration of ENACT and ENAF as a permanent element of their academic curriculum.
- 72 FAO did not make sufficient efforts to engage with other stakeholders, other than the universities. In the selection of countries for ENAF, participation of countries in the Scaling Up Nutrition (SUN) initiative was included as a factor; however, it remains unclear how this criterion brought any comparative advantage. In practice, there was limited participation from actors in the field of nutrition outside the university area. Regarding ENACT, although Ministry staff was invited to workshops, governmental decision-makers often attended

only for ceremonial purposes. Otherwise, they sent lower ranking staff in their place and had little involvement in project activities. The same observation was made for NGOs and UN sister agencies. In the visited countries, government staff were hardly aware of the initiatives. In ENAF, on the other hand, government officials took part in the two-day expert consultations and advocacy workshops. Additional involvement is planned at a later stage.

- 73 As the Government had not been sufficiently involved in the design and implementation of ENACT, no government budget was made or planned to be made available to support current or future interventions in the pilot countries. Government staff of the countries visited demonstrated acknowledgement of the need and enthusiasm towards the approach of ENACT and ENAF, but they had no clear demarcated role or responsibilities and had not been requested to provide specific contributions. Nonetheless, the Ministries of Education (for their mandate in higher education) and Ministries of Agriculture and Health (for the importance of nutrition in those sectors) could have been involved in the ENACT countries to a much greater extent throughout the process.

### 3.3 Assessment of the project's contribution to results

- 74 The assessment of the project's contribution to results focuses on the following key evaluation question:

**Question 3. Has ENACT achieved its intended outcomes and outputs? To what extent has ENAF achieved its intended outcomes and outputs?**

**Finding 6:** Four out of five outputs were achieved related to the production and piloting of ENACT. Related courses, such as EAT and ABC-N, were reasonably well achieved; following a significant investment of time and human resources, these courses were emphasised throughout the duration of the project. Probably as a result of this unbalanced emphasis, the last three outputs, related to advocacy, dissemination and establishment of a professional community, were only partially achieved. A different emphasis is planned for ENAF.

**Finding 7:** The first two out of four immediate outcomes, related to finalization and adoption of ENACT, were achieved to a large extent. As a result of the large number of activities and time delays, and the subsequent partial achievement of the outputs, the last two outcomes (in which the professional community and government advocacy activities would have created an enabling environment) were only achieved to a limited extent. In the case of ENAF, a different balance of outcomes is planned.

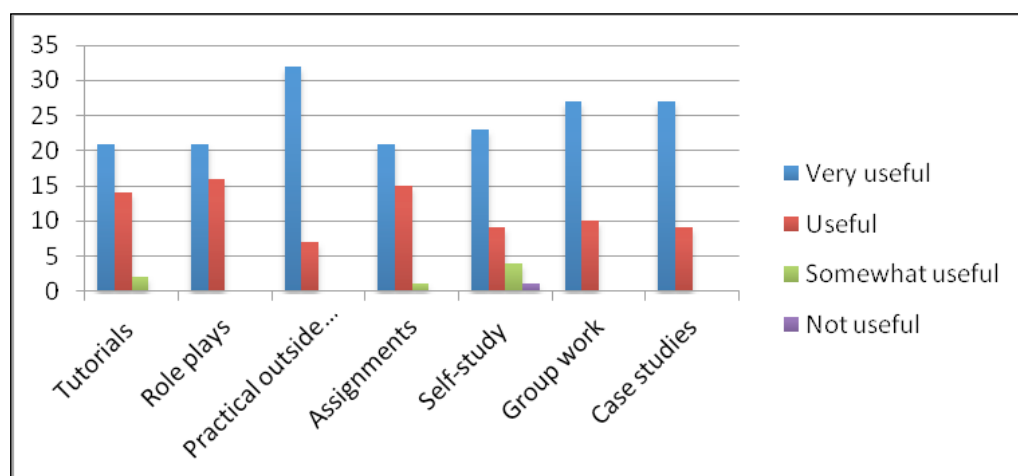
**Finding 8:** Given the partial achievement of the immediate outcomes, the intermediate outcome of "enhanced capacity for nutrition education and communication" will be achieved to a reasonable extent. The contribution to changing nutrition behaviours, however, will be less visible, as this is a longer term process. The lack of engagement with government and limited employment opportunities for students (which was left out as an assumption) will further hinder this contribution.

#### 3.3.1 Assessment of results per output

- 75 Output 1 was to produce a curriculum development package for ENACT/ENAF. This output was fully achieved for ENACT in December 2012. The materials were translated and used by the ENAF partners to conduct the national needs assessments. In ENAF, conducting needs assessments was also incorporated into Output 1. At the time of the evaluation, national needs assessments were being conducted in the ENAF partner countries (Benin, Burkina Faso, Burundi, Cameroon, and Niger) to complement Sodjinou et al. (2014), and to assess needs in terms of nutrition education and professional training in nutrition education. Results were therefore not yet available.
- 76 Output 2 was to develop learning materials for ENACT/ENAF training, and have them trialled by national and international course providers online and onsite. The output was fully achieved with regard to the face-to-face version of ENACT. All units were fully revised

and formatted, and are now ready to be adopted by the universities. The revision and formatting, however, required more time than expected. For ENAF, as shown in Annex 5, learning materials and trainees were grouped under Output 2 for the sake of structure, while the ENAF achievement related to the trainees has been reflected under Output 3. Regarding the learning materials, the ENAF units still need to be trialled. This will be less time consuming in view of the full revision performed by ENACT. Cameroon was trialling unit 5 at the time of field mission; other universities had not even started yet. As the project will continue until the end of June 2016, achievement of this output is considered likely, provided no major disruptions take place in the target countries.

- 77 The English online version is likely to be ready and internally piloted before the end of 2015. External piloting and placing it in a hosting institution before ENACT finishes is far less likely; therefore this output will only be partly achieved. The possibility to develop and publish a French online version relies to a large extent on the results of the English version.
- 78 In terms of quality, students as well as tutors judged the form and content of the ENACT/ENAF materials highly suitable and of good quality. 54 percent of the ENACT tutors and 57 percent of ENAF tutors rated ENACT/ENAF learning materials for the different units as 'excellent'; the rest considered them 'good'. As for ToT materials, 56 percent of the ENACT tutors and 57 percent of the ENAF rated them as 'good', the others selected 'excellent'.
- 79 All students and tutors brought up the innovative pedagogical aspects of the interactive approach focused on participatory learning as a main positive feature. Other interviewees, shared the acknowledgement of the need and the appreciation of this innovative approach. Students found most approaches very useful or useful; the practical outside activities, such as working with various target groups on collecting nutritional data, and awareness raising as required for mini-projects, were rated highest. Therefore, even though in interviews the students complained about the time necessary to complete the course, it was worth doing. The details can be found in Figure 1 below.



**Figure 1.** Usefulness of pedagogical approaches by ENACT and ENAF students

Source: The evaluation team, ENACT and ENAF student's survey, 2015

- 80 Tutors were also enthusiastic about the practical outside activities, as 82 percent of the ENACT tutors and 86 percent of the ENAF tutors indicated that practical outside activities were 'very useful'. Role-plays, however, seemed less popular among both students and tutors. 18 percent of the ENACT tutors even thought that role-plays were only 'somewhat useful'. Similar sentiments about role-plays were echoed during interviews. Overall, the majority of students and tutors were satisfied with the different approaches.
- 81 Output 3 was to train 60 students and 12 coordinators/tutors in the principles and practice of ENACT, and to ensure one regional institute is familiarized with and promoting ENACT principles and best practices. This output was more than achieved. Apart from Botswana, Ethiopia, Tanzania and Ghana, all universities trained more students than minimally

required. In Uganda, 24 students were trained, in Nigeria 16 and in Kenya 18. In Cameroon, 28 students were trained and in Burkina Faso, 23 students would be trained.

- 82 Moreover, the Nigerian piloting university has already started training a new group of 90 students. New universities have joined based on their appreciation of the approach, without funding from ENACT or ENAF. The Ibadan University of Agriculture in Nigeria has started implementing the whole package with 70 students, the Federal University of Agriculture in Nigeria is training 79 undergraduate students and 15 master students, and the Midlands State University in Zimbabwe has independently started training 31 students so far. In Sri Lanka, with funding support from the FAO country office, three tutors have been trained and 28 students (medical doctors) have successfully completed ENACT as part of a Master of Nutrition (MSc) study course at the Postgraduate Institute of Medicine, Colombo.
- 83 With two tutors involved in each country, three Sri Lankan tutors and new universities introduced through the promotional workshops, this part of the output focusing on training tutors was achieved as per plan. As for the independent regional institute to promote ENACT, none had been found at the time of the evaluation. The regional office in Accra, however, even if not directly involved in hosting EAT, has now undertaken the role of regional promotion and communication with universities to involve them in ENACT and ENAF. For example, there are plans to engage with the Agence Universitaire de la Francophonie (AUF) to further promote ENAF.
- 84 Output 4 (Output 3 for ENAF) was the development, piloting and revision of a short Training of Trainers course (EAT) for tutors to train other colleagues, covering the processes of formative enquiry (E), Adaptation (A) and tutor training (T), and also made available on compact disc. This output was achieved. The ENACT materials, which were originally developed for a three-quarter day workshop, were extended for a course orientation workshop of 4.5 days, and piloted in workshops in Nairobi and Accra. Instead of publishing the course on compact disc, it was launched on the FAO website. The short training package was also translated into French for ENAF.
- 85 Nonetheless, as already mentioned in section 3.2.1, ENACT faced difficulties in identifying a regional African centre to get involved in the curriculum development, and to offer and host the EAT course. The African Medical and Research Foundation International Training Centre in Kenya and the South African Institute for Distance Education (SAIDE) had expressed interest at the beginning, but in the end, they did not formalise their commitment for various reasons. Since ultimately no partner could be identified, the project team decided to develop the materials in-house. The materials would be piloted in workshops and made available to participants.
- 86 In Output 5 of ENACT, the development of a self-teaching ancillary course in basic nutrition (ABC-N) and test was envisaged. This output has not been fully achieved yet. The course needed to be revised from a text book/manual format to a self-study course, and it is expected to have the final revisions and formatting done before the end of the project.
- 87 Output 6 was the development of a professional community of nutrition educators, with participants from various backgrounds. At the time of the evaluation, an online network (discussion group) composed of participants with a nutrition education background had been recently established, thus being too early for the evaluation team to produce a reliable assessment on its value and results. The same can be said about various Facebook Groups. Although both groups have many participants and "likes", most of the participants don't seem very active in the discussion yet, and feedback, especially on policy issues, is infrequent. Between 21 September and 2 October 2015, the main input came from FAO, namely 69 percent of all email contributions. Advocacy is a time consuming process though, and the project team did not initiate it at an early enough stage to enable FAO to support it for a sufficient time period. The large work burden of developing and revising the course shifted this activity even further towards the end of the project.
- 88 In Output 7, the plan was to develop recommendations for ENACT strategies in at least six African countries, including adaptations to the specific policy contexts. This output will not be achieved due to the lack of a clear definition of roles and responsibilities. FAO has started

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. In the Accra and Nairobi workshops, some participants provided an assessment of the situation in their countries, but not all participants responded. As the analysis of the available information and collection of input from partners is a long-term iterative process, it is unlikely that this output will be achieved.

- 89 Output 8 (Output 6 for ENAF) was focused on the dissemination of lessons learned through various channels. This was achieved by publication on FAO's website; the Society of Nutrition Education and Behaviour (SNEB) International Division Newsletter; African Nutrition Matters article 5; project newsletters; United Nations Systems Standing Committee for Nutrition; SCN News issue no. 41, June 2015; press releases; a paper in a peer-reviewed journal; and on the WPHNA website ("The ENACT Project: Education for Effective Nutrition in Action"). Lessons learned were also disseminated in workshops related to ENACT and ENAF, as well as in other workshops and conferences. ENACT tutors also gave presentations at national conferences, such as the International Nutrition Conference held in Kenya in 2014; the 44th Annual General Meeting and Scientific Conference of the Nutrition Society of Nigeria in 2014; and the Federation of Nigerian Nutrition Association's 42nd Annual General Meeting and Scientific Conference in 2012.
- 90 Furthermore, the ENACT module has been presented at various conferences, including:
- The Federation of Africa Nutrition Societies conference in Tanzania in June 2015: a symposium session involving ENACT piloting partners from three countries and piloting students from Tanzania, attended by over 80 participants;
  - Africa Nutritional Epidemiology Conference (ANEC) in Ghana in July 2014: a symposium session involving piloting partners from five countries, piloting students from Ghana and ENACT team members;
  - Society of Nutrition Education and Behaviour (SNEB) Conference in the United States;
  - ANEC in South Africa in 2012. Members of the ENACT team organized a symposium dealing with the role of nutrition education and the work of the ENACT project, attended by 100 participants;
  - International Home Economics Conference held in Malta in March 2015
- 91 Annex 5 presents a complete list of outputs for both ENACT and ENAF, including the main activities which have led to the achievement of the specific outputs. The list also gives more details of some of the delays that were incurred by the project team

### 3.3.2 Assessment of results per outcomes

- 92 The outputs were linked to four outcomes. Outcome 1 was "adoption and effective use of the ENACT course in at least four of the six trialling institutions, further interest in institutional adoption expressed and enrolment by individual online learners". This outcome was achieved to a large extent, especially for ENACT.
- 93 Though all universities were positive on their plans to adopt ENACT and ENAF in one form or another, the process is time consuming. There is an existing protocol to be followed and approval from certain bodies within Education Ministries and universities must be obtained before adoption is possible. Moreover, many tutors and students shared that they found the workload of ENACT very heavy, possibly too heavy to include it as an undergraduate course with a duration of one semester. According to the project team reports, the workload was envisaged as 100-120 hours, which would mean an average of five hours per week. Many ENAF students from Cameroon also reported, that the time available for piloting the course had been far too short.
- 94 The universities had found various solutions for this workload to be incorporated in their future curricula. In Ghana, for instance, the university considered splitting up the course into a lecture part of 2 hours a week and a lab part of 3 hours; if 5 hours per week could be secured in the weekly schedule, that would be sufficient to teach ENACT as a course with a duration of one semester. In Cameroon, ENAF would be adopted as a Master's course,

targeting students with a good basic knowledge, who would need less time to complete it. In Kenya, parts of ENACT will be introduced into the curriculum; the university found that not only would the course be less time consuming this way, but it would also avoid the lengthy and complex approval procedure.

- 95 The piloting university in Nigeria had already fully integrated ENACT into its curriculum. The other partner universities had concrete plans to adopt ENACT or ENAF in one or more formats; the ENACT universities had already taken some preliminary steps in this regard. Even the ENAF universities expressed their sincere interest in adopting the course, although most have yet to begin the piloting.
- 96 The tutor's survey indicated that all university partners considered the potential of adopting the course; 70 percent of those stating that they would actually adopt the course indicated that their level of adoption was very likely and the others found it likely. The formats proposed by FAO to adopt the course included the replacement of an existing course, or introduction of an in-service short course, a course with stand-alone certificate or an online certified course. Most universities selected either replacing an existing course or a standalone course; Kenyatta University planned to adopt the whole course but was prevented by the Kenya Nutritionists and Dieticians Institute ruling, while Niger selected none of the proposed formats and planned to use only certain components of ENACT. Table 3 below displays how universities plan to incorporate ENACT/ENAF. For all universities, the earliest adoption time will be the next academic year. Although universities had expressed interest to incorporate a shorter duration in-service training, no further steps have been taken to that end.

**Table 3.** Adoption status of ENACT/ENAF in the pilot countries

Country	Proposed format 1	Proposed format 2
ENACT		
Botswana	Integration with modification at undergraduate level	Working on a proposal to offer it as a short course for in service
Ethiopia	Replacement of existing course at undergraduate level	As a certificate in-service course in shortened version, and as a distance-learning course for 1 year.
Ghana	New elective course at undergraduate level	In two years, adoption as "core" nutrition course
Kenya	Incorporate components into existing nutrition course	
Nigeria	ENACT has replaced existing course at undergraduate level and is fully integrated	
Tanzania	Partial replacement of existing course at undergraduate level	Investigating incorporation as standalone course
Uganda	Replacement of existing course at undergraduate level	
ENAF		
Benin	Cut in two parts and integrate in undergraduate or MSc level	
Burkina Faso	Replacement of existing course	Replace components of existing course
Burundi	Incorporate as a new course	
Cameroon	Integrate ENACT as a new course at Master's level	Replace components of existing course at undergraduate level
Niger	Incorporate components into existing nutrition course	

Source: Evaluation team / ENACT and ENAF tutor's survey, 2015



- 97 The development of the ABC-N course was almost ready, but the prospect audience still wasn't clearly determined. Though the contents have been tailored to future students with little or no knowledge of nutrition, at the time of the evaluation no firm links had been established with institutes for future use. Some universities have shown interest during the workshops, but since the material was not ready yet, no concrete plans have been made for further follow up. In the LoAs, it was mentioned that tutors should facilitate the self-study ABC-N course for students requiring a basic introductory course in nutrition. Given that all students were selected for their nutrition background, they did not need to take the ABC-N course. Nonetheless, Nigeria still piloted one version of the ABC-N course and Ethiopia trialled it with Agriculture students.
- 98 Since the online version is unlikely to be finalized under this project, there will be no online learners yet. Various options are being considered. After the internal piloting, the revised online course may be hosted by FAO and offered to a number of interested NGOs and development partners for testing. Another option considered was to request FAO Regular Programme funds to support the "external piloting" by providing one or two tutors at 2-3 hours a week for 12 consecutive weeks. At the same time, a long-term partner still needs to be secured to host the course. Discussions were held with the University of South Africa and Wageningen University to explore the possibility of them adopting the online course, but at the time of the evaluation nothing had materialized.
- 99 Outcome 2 envisaged a "permanent establishment of the EAT training of trainers course in a regional African training Centre", to be achieved through the piloting institutions and tutors, providing them with materials and support as necessary, and exploring other means of support for regional and national workshops beyond the project life.
- 100 Since it was found impossible to identify a partner to host the ENACT EAT course, FAO decided to make the training materials widely available and encourage partners to disseminate information at conferences or hold training sessions for their own staff. The survey indicates that the tutors were willing and ready to make themselves available as nutrition education mentors. Every tutor indicated that they would be ready to train and mentor colleagues; in interviews they brought it up as their obligation. Although the survey results indicated a willingness to host the ToT course, the workshop costs were mentioned as a hindrance; in interviews, logistics, equipment and facilitation fees were cited as difficult to fund. The project team hopes that universities will consider other low-cost ways to train new tutors, such as co-tutoring, mentoring or doing the course themselves.
- 101 Packages of materials and explicit instructions were developed to hold similar orientation and training sessions and workshops; these were piloted in workshops and subsequently made available to workshop participants. Based on this awareness raising and availability, the Federal University of Agriculture, Abeokuta, Nigeria has already started using the course, and the Kwame Nkrumah University of Science and Technology Ghana and Kintampo Rural Health Training School in Ghana are planning to start in the second semester of 2015.
- 102 While this achievement is very encouraging, no structural solution has been explored or identified to support regional and national workshops beyond the project life. It may be difficult for the partner universities and others to organise EAT workshops, since their funding is limited; payment by participants is not expected and there is no direct compensation for the university.
- 103 Outcome 3 planned for an "actively interacting community of educators, sharing a common understanding of the need for ENACT and experienced in developing and testing tools for carrying out ENACT training". As mentioned earlier, the professional community was not fully established at the time of the evaluation, and it was difficult for the evaluation team to assess if this outcome would be achieved by the end of the ENACT project. A number of tutors mentioned that they were very busy and often received many emails and requests for participation or contribution to similar platforms. Due to this time constraint, they did not expect to be able to participate in a significant manner. In the tutor survey, 44 percent of the ENACT tutors found the D-group very useful, 33 percent useful and 22 percent somewhat useful. Nonetheless, 30 percent of

the respondents stated they were too busy to actively participate, while 60 percent felt that it was too early to know if they would have sufficient time and capacity to participate in the network. Furthermore, some tutors expressed the need for more moderation and a better focus/consistency of issues discussed within the network.

- 104 Most students had set up and were enthusiastic about Facebook groups (40 percent of ENACT students indicated it was 'very useful' to them, 36 percent indicated 'useful' and only 16 percent thought it was 'somewhat useful'). When asked what they would like to get out of the network, they answered: "New ideas on the techniques of nutrition education that are evidence-based"; "I would like for us to help each other develop professionally. We could also share any job opportunities that may arise so that we could all try our luck". In ENAF, only one student found the Facebook group 'somewhat useful', all others selected 'very useful' or 'useful'. The students were not sure however about the benefits and participation in such a group outside their circle. In the francophone countries, students expected to be no longer able to use Facebook on a regular basis after they had left the university.
- 105 Outcome 4 was meant to create "greater awareness among governments and relevant international organizations of the need for ENACT and ENACT training". Governments and international organisations were invited to workshops and asked for input on their policy backgrounds. Since they only participated in a few workshops, their input was obtained on an irregular basis only, with a short duration and mostly towards the end of ENACT. Since it was not envisaged for ENAF to invest so much time in developing the material (as ENACT), it gave ENAF more focus on the advocacy aspect. ENAF may perform better, provided it follows the planning of four advocacy workshops to be organised after the piloting of the materials. There is still ample scope, however, to extend the effort beyond workshops, for example, by establishing direct contact with government counterparts and organizing targeted meetings.
- 106 Input from the professional network established by ENACT combined with analysis of the questionnaires, which government staff was supposed to hand in during workshops, should have led to the development of recommendations and advocacy materials on nutrition education and communication in policies and strategies. According to the project team, not many feedback forms were received from the government. Furthermore, since the network had only been set up toward the end of ENACT and the analysis had not been conducted yet, production of recommendations and advocacy materials before the end of the project were not finalized at the time of this evaluation.
- 107 In the Theory of Change, the outcomes were grouped to better reflect the main focus areas. Outcomes 1 and 2 were on the adoption and use of ENACT and related ABC-N and EAT courses, whereas Outcomes 3 and 4 reflect the increased interest of the professional community and governments. From the analysis above, it becomes clear that FAO was more successful in the first outcome related to the development and use of nutrition education training courses, but that achieving an increased level of interest with the professional community in general and with governments did not receive the necessary attention. Even though universities, as part of the professional community, have shown interest, the same does not apply to governments and other international organisations. This represented a missed opportunity to further enhance the enabling environment and ultimately, contributing to the ultimate impact.
- 108 The immediate outcomes were intended to improve nutrition understanding, attitudes and practices through the intermediate impact of improved capacities. The direct beneficiaries of ENACT and ENAF were university students and tutors. The students were educated to become future nutrition educators at various levels. As mentioned in the ProDoc, health professionals, schoolteachers and extension workers in agriculture and community health are most in need of NEAC training. The ProDoc also stipulated that improved education and counselling from better nutrition educators will result in improved dietary practices and increased long-term understanding of the health benefits of a good diet. The underlying assumption of the projects was that the educated students would play a pivotal role in either educating people who work at field level, or they would work at field level themselves.

109 The majority of students reported, however, that they were either jobless or working in a totally different sector. In Ghana, students were unable to find even a volunteer job with NGOs, since many more experienced volunteers were available. In Cameroon, a large number of students had graduated between 2009 and 2014, and most were unemployed. Only two of them worked in the health sector, although in a job that was related to nutrition.

110 The findings of the past section were summarised in the SWOT table below.

**Table 4.** Strengths, weaknesses, opportunities and threats of ENACT/ENAF

<b>Strengths</b> <ul style="list-style-type: none"> <li>• Excellent quality material and technical support</li> <li>• Intervention based on systematic needs assessment</li> <li>• Innovative pedagogical approach</li> <li>• Participative process through feedback from students/tutors and workshops</li> </ul>	<b>Opportunities</b> <ul style="list-style-type: none"> <li>• High replicability of ENACT/ENAF, can be used in other universities/countries</li> <li>• Adaptation for various target groups</li> <li>• FAO can promote, with universities and other organisations, the use of ENACT/ENAF</li> <li>• Continuous advocacy by FAO with stakeholders such as development partners, universities and governments</li> </ul>
<b>Weaknesses</b> <ul style="list-style-type: none"> <li>• Project design too ambitious with too many different activities</li> <li>• Multiple delays hampered the achievement of all outcomes</li> <li>• Relevant partners were insufficiently involved (e.g. governments, NGOs, UN)</li> <li>• Involvement of FAO Country offices only for logistical support</li> </ul>	<b>Threats</b> <ul style="list-style-type: none"> <li>• Partners lose interest or fail to provide feedback</li> <li>• Electricity and internet situation in certain countries impose constraints to using online courses</li> <li>• Deteriorating employment opportunities of nutrition graduates in the countries</li> <li>• Deteriorating budget situation in target countries</li> </ul>

Source: Evaluation team

111 Overall, most of the expected outputs contributed to the project outcomes; however, Outputs 6, 7 and 8 did not contribute to the intended outcome. The establishment of a professional network and advocacy to governments (to engage their interest in supporting nutrition education) did not produce an enabling environment. The advocacy and dissemination of lessons learned in conferences and workshops, however, did raise interest among the participants, mainly universities, and some initiated ENACT courses in their home institutions.

## 4. Cross-cutting issues and sustainability of results

### 4.1 Gender analysis

**Finding 9:** Gender equality and the inclusion of women were not sufficiently included in the project design or implementation, and no gender analysis was conducted. As a result, the only potential effect on gender equality was unintended, namely the increase of attractiveness of nutrition studies to future male students.

- 112 Gender was scarcely considered in the project. Aside from addressing women's needs in nutrition as part of the course materials, gender issues were not reflected in the design or in any of the objectives, outcomes or outputs. Gender sensitivity had been raised during the proposal review process, and the project team had responded that gender sensitivity would be ensured not only in the preparation of course materials (which is attested by the gender stocktaking carried out in the Nutrition Division), but also in the selection of project partners and trainees, benefiting from FAOs expertise on nutrition and gender. However, gender equality was rarely considered by project management; the project team was selected based only on their suitability. There were no efforts reflected in the ProDoc to improve gender equality in management or in the nutrition situation in communities. For instance, although gender was not deliberately factored in during student recruitment, there were more females than males in most of the piloting countries. The initiative is not expected to have any influence on gender equality or women's inclusion.
- 113 Moreover, no independent gender analysis was conducted at the beginning of ENACT or ENAF, and gender was not included in the overall needs analyses. There were more women than men among tutors/coordinators, piloting students and consultants, however, aside from the students, this was largely by coincidence.
- 114 Almost all universities have more females than males admitted to the nutrition/food science degree program, except for Ethiopia, and deliberate efforts were made by the tutors to have a gender balance among students. This was not entirely successful, as shown in Table 4, as 63 percent of both students and tutors were female. As for the project team consultants, 80 percent of them were female, probably also as a result of more women studying nutrition around the world.

**Table 5.** Sex disaggregated data of students and tutors in ENACT and ENAF

Institution	Students		Tutors	
	Female	Male	Female	Male
University of Ghana	8	2	2	0
Kenyatta University, Kenya	15	2	2	0
University of Botswana	10	1	2	0
Hawassa University, Ethiopia	5	5	1	1
Sokoine University, Tanzania	5	5	2	0
Makerere University, Uganda	13	11	1	1
Michael Okpara University, Nigeria	13	5	0	2
Université de Dschang, Cameroon	11	17	0	2
<b>Total</b>	<b>80 (63%)</b>	<b>48 (37%)</b>	<b>10 (63%)</b>	<b>6 (37%)</b>

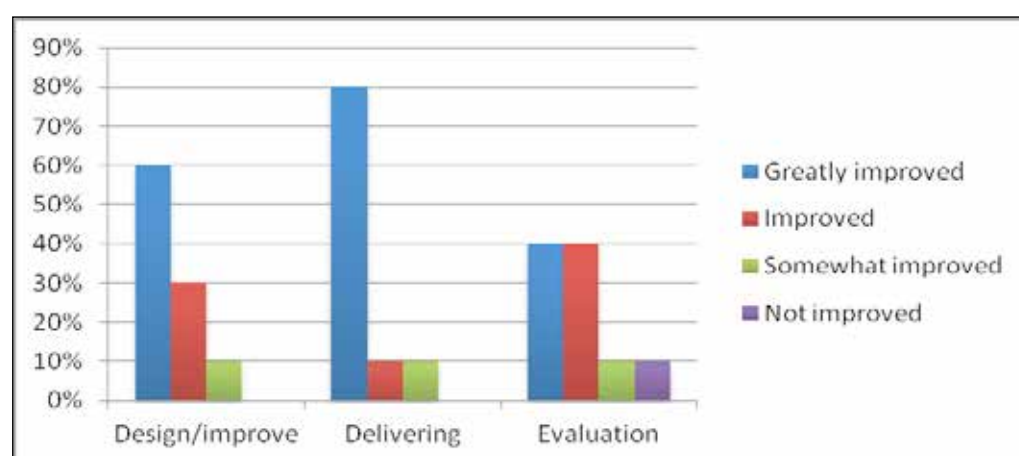
Source: Evaluation team based on feedback from tutors

- 115 Being involved in food and nutrition was perceived as a female issue in the three countries visited (until recently, it was often called “home economics”). As a consequence, food science and nutrition degree programs attract more women than men, although slowly the balance is slightly shifting toward gender equality. Since there is already a majority of women in nutrition studies, there was no need to enhance the inclusion of women. The course could have addressed in a better way the link of women to management or leadership positions, as many end up as nurses, provided they find employment at all.
- 116 Interviewees from various backgrounds found that ENACT would make nutrition education more professional, which could result in the course becoming more attractive to men.
- 117 The course materials include information on the link between malnutrition and gender issues, and the course content adequately addressed women’s health and nutrition issues, including maternal nutrition needs. The case studies confirmed the existing gender dynamics, upholding the role of women in food decisions. In addition, there was a good gender and age balance throughout the course content.
- 118 As the nutritional status of women is generally worse than that of men, gender equity may slightly improve if the projects contribute to the intended impact of improving nutrition behaviour.

## 4.2 Capacity Development

**Finding 10:** Capacity development in ENACT and ENAF focused more on the individual level than the organizational/institutional level. Although adoption of the course in pilot universities seems likely at this time, more effort is needed to anchor ENACT approaches within organizations. Thus far, the development of capacities outside of universities (enabling environment) had been minimal.

- 119 Capacity development comprises a large proportion of ENACT and ENAF, and is the major focus of the intermediate outcome. In FAO’s corporate Strategy on Capacity Development (2010), capacity development is defined as “the process whereby individuals, organizations and society as a whole unleash, strengthen, create, adapt and maintain capacity over time”.
- 120 During the design stage of capacity development, it should be acknowledged that capacity is related to people, organizations and enabling environment, and that these dimensions are interdependent and synergistic. Furthermore, capacity development is an endogenous process led by national actors and agencies with FAO’s support, involving not only technical, but also social and political aspects. Countries must be assigned the lead role in enhancing their systems, structures and institutions to enhance sustainability of the initiative. Lastly, interventions need to be tailored to the context of the particular country.
- 121 The project satisfactorily developed capacities at the **individual level**; the tutors and students who were interviewed acknowledged and appreciated the extent to which their capacities had been developed in nutrition education training and programming. On the other hand, no pre-learning assessment was conducted on the knowledge of participants at the beginning of ENACT piloting. This impeded the assessment of actual knowledge gained and capacity increase. The replies of the students on the questionnaire can be seen as the best proxy to measure the increase in capacity development, or at least the satisfaction with the training.
- 122 The tutors acknowledged that their capacity had improved, with 90 percent of them citing a significant change in their work as a result of the ENACT course. Aspects where their capacity had improved included designing and/or improving a nutrition education training course, and delivering and evaluating a nutrition education course. Figure 2 below shows where and how ENACT tutors saw their capacity improved. Four out of seven ENACT tutors strongly agreed that their capacities had increased, whereas the others agreed. As ENAF had only started in Cameroon, the question asked was slightly different, namely whether the tutors agreed that their capacity had increased as a consequence of being involved in ENAF.



**Figure 2.** Areas of capacity increase observed by ENACT tutors

Source: The evaluation team, ENACT tutor's survey, 2015

- 123 Many students expressed that they had also acquired additional knowledge and skills beyond those purely related to nutrition education, thanks to the ENACT/ENAF approach. For example, they were able to use the approach in many other areas of their daily lives, and they felt their communication skills in general had improved. They also found that ENACT and ENAF had considerably contributed to their self-confidence, creativity, presentation skills, understanding of others and leadership skills. All ENACT students indicated that their creativity skills had improved, and over 90 percent indicated that the course had improved their confidence, presentation skills, reading process, interpersonal skills and understanding of other courses. The ENAF students were extremely positive as well; only one out of thirteen felt that his creativity had not improved, whereas three out of thirteen perceived no improvement in their reading skills (since they were avid readers to begin with). All others replied "greatly improved" to each of the categories. In all face-to-face interviews in the countries visited, the students highlighted how ENACT had changed the relationship between themselves and their tutors. They felt they were on a more equal footing, and that the mutual exchange allowed them not only to benefit more from ENACT and ENAF, but also to learn more from the tutors on other topics.
- 124 Some of the NEAC surveyors were used as tutors/coordinators in the ENACT project; this ensured consistent capacity development from design stage through implementation, resulting in enhanced outputs. Some of the interviewed tutors said that they were students and tutors at the same time, as they learned a lot about nutrition education in addition to effective pedagogical approaches. Most students felt comfortable in implementing a nutrition education program in their local setting without external technical support. They expressed confidence in planning, delivering and evaluating a nutrition education intervention.
- 125 **Organizational capacities** however were less well developed by the projects. The ENACT course has not been formally institutionalized yet into university documents such as mandates, objectives or strategic plans. Most of the efforts were channelled toward individual capacity development. This was mostly due to the extensive time invested in developing and revising the materials, other office demands on the tutors, and the brief piloting phase. In addition, the finalized ENACT course material was not ready in time for presentation to the university administration; this would have been a good opportunity for universities to provide feedback and guidance to inform engagements for future institutionalization. With these materials now finalized, those tutors can engage their administrations for potential course institutionalization. Most universities are in the process of formalizing the adaptation, which is expected to take some time. The TOT course, once available, is viewed as a possible in-service course for staff in different sectors. Although some institutions expressed interest, no concrete plans have been developed.

- 126 The development of capacities for an **enabling environment** was not sufficiently targeted by the project. A contributing factor was the lack of involvement by governments, NGOs, UN agencies and FAO country offices. The project focused more on the technical soundness of the course at the expense of social and political aspects, which affected the enabling environment level of capacity development.
- 127 The capacity of country office staff could have been developed in along with tutors and students. This would have been empowered staff to liaise with governments, as they often have direct connections to government partners, especially with the Ministries of Agriculture. Since capacity development is a continuous process, they could have also helped to support capacity building after the end of the project, as part of their regular contacts.
- 128 The lack of synergies with NGOs also represented a missed opportunity, as NGOs in most countries support national priorities and would have been valuable partners for government advocacy. Engaging NGO staff as students, for example, would have enhanced capacity development at the enabling environment level. Partnerships with UN agencies, in particular the United Nations Children's Fund (UNICEF), could have also contributed to the upscaling of the project by establishing linkages to the community and advocating with their main government partners, often the Ministry of Health.
- 129 Similarly, including nutrition educators already working with communities during the piloting phase would have given the project team an opportunity to incorporate actual field situations and examples into the course.

### 4.3 Partnership and alliances

**Finding 11:** Although the project design envisaged a wide variety of partnerships, during implementation ENACT focused primarily on universities as its main partners. This resulted in missed opportunities for linking to governments and communities, scaling up, and enabling a lasting impact. ENAF, on the other hand, still has the opportunity to strengthen the engagement with other actors beyond universities.

- 130 For ENACT, no staff members from FAO's country office and very few staff members at regional level were involved as partners, meaning that all contacts, activities and follow up were entirely under FAO HQ's oversight. The only role the Country Offices played was in providing logistical support. For ENAF, RAF was more involved in the project implementation and, as mentioned earlier, is now supporting regional promotion and some funding to continue expanding ENAF. There appeared to be no link between the projects and the Country Programming Frameworks (CPFs) of the different country offices. Incorporating the project into the different CPFs would have given the project an opportunity increase country office involvement, create opportunities for sustainability at country level, and enhance linkage to the local governments.
- 131 Increased involvement of the FAO Country Office staff during implementation could have led to stronger links and follow up with governments on NEAC recommendations. Even though opportunities were available for them to participate in some activities, aside from the occasional attendance at workshops, this was not foreseen. As a result, FAO Country Offices felt little ownership or even understanding of ENACT and ENAF, and were generally ill prepared to continue on after the projects ended.
- 132 The project document outlined partnerships with three national and three international universities, and with governments, NGOs and aid organizations, including the UN. In reality however, partnerships were mainly formed with national partner universities. Thus far, 18 universities have partnered with ENACT/ENAF. These partnerships provided an excellent delivery modality for technical outputs and outcomes at the expense of real impact at the community level. If the trained students, however, manage to enter the labour market and work directly in the field of nutrition education with communities, an impact might be seen in the long run.

- 133 Two regional academic institutions had expressed interest at the design stage to host regional ToT centres, but partnerships could not be established until now. As a result of the narrow partnership focus, most of the achievements are within academia. Although it was found to be valuable that a group of students and tutors were trained, and that learning materials are ready for delivery, a broader partnership would have enabled a larger and longer lasting impact on nutritional behaviour.
- 134 Some partners suggested opportunities to link students with a nutrition degree to the labour market and communities. Universities could have provided some of the students with voluntary or assistant positions. The Ministry of Agriculture in Kenya suggested that it could offer some students an internship. In Ghana, all students have to work in the compulsory National Service Scheme for one year after graduation. In this scheme, space could have been created for the involvement of nutrition trainees. Furthermore, some students indicated, that they would like to start their own projects, and a number of NGOs would have been able to support them on a voluntary basis. None of these possibilities, or other opportunities with partners, were envisaged or further explored by the project. Specific efforts have been made with FAO Kenya and FAO RAF to sponsor interns.

#### 4.4 Sustainability

**Finding 12:** The sustainability of Outcome 1 (related to the development and adoption of the ENACT and ENAF packages) was found to be very good, especially if FAO persuades more universities and countries to start using the approach. Due to the lack of a proper exit strategy, delays and other issues, and in order to ensure project sustainability, further support to the other project outcomes after the closure of ENACT would be required. For ENAF, it is too soon to judge.

- 135 The sustainability of the ENACT course was found to be good. The materials are of excellent quality and easily replicable. Most of the pilot universities are convinced that they will adopt the course in one way or another, and some have taken the first step toward adoption or even fully adopted the course. Considering that more universities are expected to join the group, this will enhance sustainability by increasing the core group of trained tutors and students throughout many countries. Though students complained that the ENACT certificate they received was unknown to the world outside ENACT, this may change if FAO and partners manage to reach a wider circle of students and institutions.
- 136 The choice of low-cost online materials and soft copies enhances the likelihood that national universities may carry ENAF and ENACT forward, also positively contributing to environmental sustainability. Even if students with a degree are not easily employed, the capacity and knowledge of students and tutors is sustainable, and the more people who are trained, the more they will use that knowledge in their circles, enabling it to spread further.
- 137 In Honduras, for example, FAO worked in partnership with the Universidad Pedagógica Nacional Francisco Morazán to pilot an adapted and summarized version of ENACT with in-service staff. This is being done through a FAO Technical Cooperation Programme (TCP) project. In Burkina Faso, with funding support from the FAO regional office, FAO has started working with the Institut de Développement Rural, Université Polytechnique de Bobo-Dioulasso, to test to what extent the ENAF course would need to be adapted for agricultural students, who have little or no background in nutrition. In addition, ENACT has been piloted with medical doctors and students from the Postgraduate Institute of Medicine in Sri Lanka's MSc in Human Nutrition. Plans are in place to adapt ENACT to the local context and make it available to other universities teaching nutrition in the country. Although this activity will not be funded by the project, it will build on its achievement and add to the sustainability of results.
- 138 The multi-sectoral character of nutrition was not well addressed by the project, except in the learning materials, which cover all the sectors concerned. This could have been accomplished by acknowledging the role of nutrition in multiple sectors (and vice-versa), and by working with relevant stakeholders. During the workshop in Rome, professors from the francophone countries suggested the possibility of establishing multi-sectoral committees, but this proposal was not followed up.



- 139 The sustainability of the EAT course is less well ensured since a long-term partner was not identified and established, as was foreseen in the design stage. Although the ToT package has been finalized and is available, it is not clear by whom or where it will be used. Universities verbally expressed interest, but organizing workshops may be too expensive for them. The workshops organized by FAO, for example, cost between USD 30 000 and USD 50 000. While savings may be foreseen if participants are invited only from one region, it is highly unlikely that universities have the budget to organize such workshops or to pay for their tutors to participate. Having a growing pool of capable tutors is very important to ensure the optimal use of and replicability of the ENACT/ENAF materials, and mainstreaming in other universities.
- 140 The sustainability of the professional nutrition education community is not sufficiently ensured either. Participants complain that it is too time consuming, and that it is difficult to distinguish what is of interest to them from the large body of text and emails. The D-Group is still largely FAO-driven and only limited feedback is offered from outside FAO. Even if the participants became more active in their responses, strong moderation and leadership would still be needed at the end of the project, as no other participants are interested to take it over. FAO has not demonstrated that it has any structured plans to maintain the group.
- 141 The approach of having an online course is very suitable from a sustainability standpoint, as it may be more cost-effective to run compared with a face-to-face course. Although some options have been considered by the project team, at the time of the evaluation no institution had agreed to offer the online course, which would be a first condition to making it sustainable. Even if an institution is identified, FAO's technical support and tutoring will be indispensable to ensure quality delivery in the long run. The project team considered hosting the online course on FAO's platform as an alternative, but there were no concrete plans at the time of the evaluation.
- 142 The overall sustainability of the project outcomes were compromised due to the insufficient involvement of governments. A supportive policy environment is an important condition to any nutrition intervention. Without the government as a key partner, the efforts will remain at the level of graduated university students. Unless the government fully adopts nutrition education and communication in their policies and strategies, they will not employ more nutritionists in their ranks, and neither will they require others to do so. Moreover, due to various delays, recommendations for incorporating nutrition education and communication have not been produced by the project as planned. Even if they had been produced, it is not at all certain that the government would have easily adopted the recommendations, considering that they had not even been consulted at the design stage and were not involved in the implementation stage.
- 143 Although the approach and quality of the initiative contributed to the sustainability of the project's results, there was no exit strategy designed and integrated, despite the fact that this is a regular procedure in the project design cycle. This oversight limited the possibility of project partners taking ownership and responsibility after the end of the project. As a result, sustainability was achieved on an almost coincidental basis for some components, whereas other components have very little sustainability.

## 5. Lessons Learned

**Question 4. What programmatic and institutional lessons can be derived from the project implementation in both cases?**

- 144 **FAO's expertise and experience in the field of food security and nutrition interventions was key to developing innovative approaches to nutrition education.** FAO has an excellent reputation in food security and nutrition, a mandate relevant to nutrition and a large group of knowledgeable and experienced staff and consultants. This creates the opportunity for FAO to develop innovative approaches such as the ENACT approach to nutrition education, with a high replicability, very good quality materials and good technical support.
- 145 **FAO's worldwide network facilitated/will facilitate replication and scale up of the intervention.** As a result of FAO's network on a worldwide scale, it appears possible to spread ENACT and ENAF beyond the original pilot countries. FAO can continue using this network to ensure further scale up and sustainability after the end of ENACT and ENAF.
- 146 **The use of mixed learning approaches, including internet and social media, motivated and kept students engaged.** The use of computer-based programmes and approaches made participating more interesting for students. Equally, they very much liked the use of social media to share their views, which added to their enthusiasm, even though internet access issues (both within and outside of universities) affected the ENAF students' use of information and communication technology, and social media.
- 147 **Behaviour change communication proved to be a suitable approach to influence behaviour.** Behaviour change communication is becoming acknowledged worldwide as a valuable approach to influence behaviour, and as a better approach than information provision only. By implementing ENACT and ENAF, which include many aspects of behaviour change communication, FAO demonstrated that using a similar approach at university level is possible and replicable, laying the basis for its use at a larger scale.
- 148 **Implementing similar projects side by side, with one following the other, offers opportunities for replication as well as improvement.** As seen with the ENACT and ENAF example, having one project follow the other offers both challenges and tremendous opportunities. Although this modus operandi can delay the implementation of the second project, it can also allow for the project to benefit from the materials and approaches developed by the previous one. Moreover, the second project can learn from the hardships of the first and take corrective measures to improve the results achieved.
- 149 **Relevant partnership engagement during the design, implementation and evaluation stages is crucial for achieving project outcomes and sustainability.** ENACT performance could have been better if a broader group of stakeholders had been involved, as rightly foreseen in the ProDoc. Different partners have different strengths and roles in achieving the project outcomes and eventual sustainability of the project components. Some components of the project were not optimally achieved due to lack of engagement of relevant partners.
- 150 **Strict planning and adherence to a robust monitoring and evaluation framework is essential.** ENACT has encountered multiple issues because strict planning, adherence to timeframes and robust monitoring had not been followed. Problematic activities were postponed until the last moment, only to find that an extension was warranted or a solution was no longer available. In ENAF, work plans can be developed and adhered to on a more regular basis, and therefore remedial actions can be taken in a timely manner. The ENAF project team needs to follow the work plans and use a monitoring and evaluation framework. More effort is also needed to ensure that partners (with both ENACT and ENAF) adhere to the time plan.

- 151 **An exit strategy is crucial to ensure the complete sustainability of project results.**  
ENACT did not achieve its full potential, mainly because a sustainability plan was not defined in the exit strategy. Although an exit strategy ideally should be part of the design phase, the remaining implementation of ENAF leaves enough room to develop an exit strategy in a participative manner with the partners.

## 6. Conclusions and recommendations

- 152 Based on the evidence gathered during the evaluation and the identified lessons learned, the evaluation team developed the following conclusions and recommendations. The recommendations aim to provide guidance for future projects designed and implemented by FAO, as well as the formulation of potential follow-up interventions.

### 6.1 Conclusions

**Conclusion 1. The nutrition education approach of ENACT and ENAF was found relevant and consistent in addressing the needs identified in the NEAC survey. The innovative pedagogical approaches to nutrition education were appropriate in addressing the gaps and needs in the piloting countries and suitable for the target groups. The quality of the approach and materials was rated as excellent.**

- 153 Every tutor and student praised the high quality and suitable approach of the ENACT and ENAF courses. ENACT and ENAF addressed the need for nutrition education, with the aim of contributing to the behaviour change gap, which was identified in an evidence-based manner and continued to exist throughout the project periods. The introduction of ENACT/ENAF courses into universities and the simultaneous capacity building of students and professors were found to be an appropriate way of addressing this need. The projects planted the first seeds toward closing the gap, provided adoption by the pilot universities is accomplished as planned. Since the project materials are of good quality and not very susceptible to change, replicability is feasible. If replication and/or adaptation will be achieved, leading to scale up at other universities, target groups and countries, the impact may be considerable.

**Conclusion 2. Most of the ENACT outputs were achieved, especially those related to the development of learning materials and course adoption. However, outputs related to the involvement of government and the professional nutrition community received less emphasis and were not fully achieved. As a result, outcomes related to the adoption of ENACT in universities were attained, but the necessary enabling environment was not developed, affecting the long-term impact. ENAF is in its early stages of implementation, and preparation is well underway.**

- 154 A large number of ENACT outputs were achieved; ENAF is still at a very early stage, but it was well under way. Although the production, revision and use of learning materials for ENACT received sufficient emphasis, this was not the case with regard to the involvement of government and the establishment of a professional education community. As a result, the related outputs and outcomes were achieved only to a limited extent, which may affect sustainability, ownership and ENACT's ultimate impact.
- 155 The objective of improving nutrition practices as a result of improved capacities for planning, delivering and evaluating NEAC interventions in developing countries was achieved only for universities. However, the development of an enhanced enabling environment for nutrition education (which was supposed to be brought about by working with governments on policies and provision of recommendations) was less successful.
- 156 Moreover, the objective of improving nutrition practices may not contribute significantly to the intended long-term impact of improved nutrition understanding, attitudes and practices. The assumption that students would become teachers at the community level was hampered by local constraints, especially related to lack of employment opportunities. In addition, there was insufficient focus in the project design and implementation on the utilization of student knowledge and skills by governments and/or NGOs. Almost all students, even the ones who had obtained their master's degree in nutrition years ago, reported that it was or would be almost impossible to find a job that links them to the nutrition situation at community level.

- 157 ENACT and ENAF included advocacy activities focused on communicating the importance of NEAC in relation to improving nutritional behaviour, and on the wider distribution of ENACT. This was found necessary and valuable, but the description of activities and responsibilities needed more detail and structuring. During project implementation the focus was mostly on course development and adoption. Developing policy recommendations was treated as the final element of the intervention, whereas it is a complicated process in need of multi-stakeholder input, and should have started at a much earlier stage.

**Conclusion 3. The implementation of ENACT and ENAF was conducted almost entirely by a group of FAO HQ-based consultants, which may have affected efficiency and sustainability. The turnover of consultants led to a loss of institutional memory, and additional time and effort. Moreover, most consultants will either leave FAO or become involved in unrelated tasks as soon as the projects are over. The increased involvement of staff at country and regional level might have solved some of these issues.**

- 158 ENAF and ENACT were implemented almost entirely by FAO HQ-based consultants. There was a high turnover of consultants and no physical presence of staff members supporting the projects in the piloting countries. Very few consultants were involved from the beginning, leading to a loss of institutional memory, since new consultants had to become acquainted with the projects. This also affected project efficiency, as the process of acquainting new consultants with the job required additional time and money, and consultants had to travel from Rome to the region, although only for workshops.

- 159 When the projects end, there will be no FAO staff at country level to ensure that universities carry out the planned activities, including the adoption of the courses. Since the adoption is planned to take place well after the projects' end for both ENACT and ENAF, this is a missed opportunity with regard to sustainability. Moreover, having dedicated staff closer to the geographical area of implementation, with regional or multi-country coverage, might have reduced costs and provided more personalized technical support, closer monitoring and more regular contact with universities and other stakeholders.

**Conclusion 4. Governments were insufficiently involved as partners, which lowered the effectiveness and possibly the sustainability of interventions. Further consideration of the local context would have enabled more effective implementation.**

- 160 The lack of consultation with and involvement of government bodies in the pilot countries may lower the possibility of sustaining and scaling up the results; governments are indispensable to ensuring that nutrition education and communication becomes a priority at national level, thus facilitating increased education for various target groups, more employment for people with nutrition training and a stronger link to the communities.

- 161 Adaptation to the local context and target groups is still a matter of concern, as well as an opportunity to expand ENACT's reach. In countries with a less reliable electricity infrastructure and lower financial allocations to education, external support may be needed to provide students and tutors with printed materials and equipment. Moreover, in order to facilitate adoption or adaptation, ENACT and ENAF may need further shortening or breaking down into parts. Students complained about the length of the courses and universities struggled with adopting ENACT as an independent course. Similarly, adaptation to other target groups, such as health or extension staff, presents an opportunity that will require the development of a much more comprehensive training package. In this regard, the project team has already initiated support for related initiatives in additional countries such as Honduras and Sri Lanka.

**Conclusion 5. Sustainability was found to be high in relation to the positioning of ENACT and ENAF within universities and building the capacities of tutors and students. On the other hand, the strong focus on this component was at the expense of working with other partners, such as governments, NGOs, UN sister agencies and the nutrition community at large. These partners could have helped link the enhanced capacity at university level to the improvement of the nutrition situation in the countries.**

- 162 There was a strong emphasis on capacity building at the individual level and a focus on universities as partners. Although the strengthened capacity within universities is valuable, a better result and a larger scale could have been achieved by also linking with NGOs, other government partners and development actors. Involving UN sister agencies (e.g. UNICEF) and NGOs (e.g. Save the Children International and Action Contre la Faim) and other partners could have improved government engagement and community outreach, thus enhancing the sustainability of the intervention.
- 163 Sustainability was found to be high with regard to the ENACT/ENAF courses and adoption of the ENACT approach by a growing body of universities. Sustainability of other components was found to be suboptimal, however, due to the delayed start-up of activities and lack of involvement of a broader partnership. Given the strong focus on developing and revising the materials, ENACT missed the opportunity to establish an active professional community, which could have supported linking the approach to the communities. If no further action is undertaken, a large body of nutritionists may be trained in the ENACT approach, but without sufficient further benefit for the community at large.

## 6.2 Recommendations<sup>6</sup>

### **Recommendation 1. To FAO ESN, project team and HQ: for improving ENACT's sustainability.**

FAO should find a way to finalize the project's outstanding work, especially since these activities are highly replicable. A plan to enhance the project's sustainability should be developed and implemented.

- 164 In particular, it is suggested to support the following components after ENACT's closure:
- **ENACT course:** In order to ensure that adoption and institutionalization takes place, consider following up with partner universities to support integration/adoption efforts at the organizational level;
  - **Online training:** Consider supporting (financially and technically) the selected hosting institution for a short period before it becomes self-sustaining;
  - **ABC-N course:** Consider developing an online version, hosting it and granting free access to a wider audience;
  - **Advocacy for nutrition education:** Consider linking the Country Office with tutors to jointly pursue nutrition education advocacy recommendations to governments. In addition, appointing a staff member from HQ with a strong background in advocacy may be beneficial to guide the process.
  - **ToT package:** FAO should initially provide financial support to those universities with immediate plans to hold workshops, and jointly advocate to university management to allocate resources for future workshops with reduced budgets;
  - **Online professional community:** FAO should consider hosting the online platform until another host from within the community has been identified. The future online training host should have the required technical capacity and experience with online platforms.
- 165 The plan should indicate when and how the activities can be finalized and prioritize the outstanding ones. Conditions permitting, the project team could proactively look for funding for each of the activities, where possible through the FAO 2016/17 Programme of Work and Budget (PWB), through FAO regional and country offices and through partners. For ENAF, these recommendations can be implemented where relevant, while the project is still operational.

**Recommendation 2: To FAO HQ: for improved project design, implementation and sustainability of results:** FAO should ensure robust monitoring and evaluation frameworks are developed and adhered to during the design and implementation of the project. Moreover, clear and well formulated exit strategies should also be developed and implemented in order to enhance the sustainability of future project interventions.

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<sup>6</sup> During the finalization process of the report both projects made some progress in relation to the recommendations. This progress will be reflected in the Management Response to the evaluation report.

166 For future nutrition education projects, and to the extent possible, for ENAF, it is suggested:

- To develop more comprehensive *monitoring and evaluation plans*, reduce delays and implement timely remedial actions. Such plans should include monitoring and evaluation objectives; descriptions of the team's roles and responsibilities; guidelines for monitoring and reporting the progress toward results and specific monitoring exercises, such as quarterly or biannual reviews with field visits when possible, as well as tools for this purpose. Furthermore, the monitoring and evaluation plan should have SMART indicators, including sex disaggregated data and baseline surveys of the capacities of tutors and students, as a standard component of each capacity development intervention. Although ENAF is already underway, a monitoring framework should be developed and followed in order to maximize the delivery of outputs and outcomes.
- To develop an *exit strategy* during the design stage, in consultation with partners at all levels. This should clearly present the roles and responsibilities of FAO and partners after the project's closure; the handover procedures; future funding needs/opportunities; and ways in which FAO can offer support through its network and expertise after the project ends. Although ENAF is already past the design stage, there is ample scope to develop an exit strategy with the partners, and to incorporate and execute it at the right time in the project cycle.

**Recommendation 3. To FAO HQ and ESN: for enhancing the outreach and results of future nutrition education projects:** FAO should ensure that future nutrition education projects consult and involve all relevant partners during the design and implementation phase, strengthening synergies with key partners. The full involvement of partners should be considered during project design and continued throughout project implementation.

167 For future projects on nutrition or nutrition education, it is suggested:

- Projects should be developed based on a comprehensive stakeholder analysis and strategy for their engagement throughout project implementation and after the project's closure.
- Ensure that partners and stakeholders, such as FAO decentralized offices and government counterparts, are consulted and involved at all stages.
- For ENAF: Continue strengthening and formalising the efforts to involve other partners.

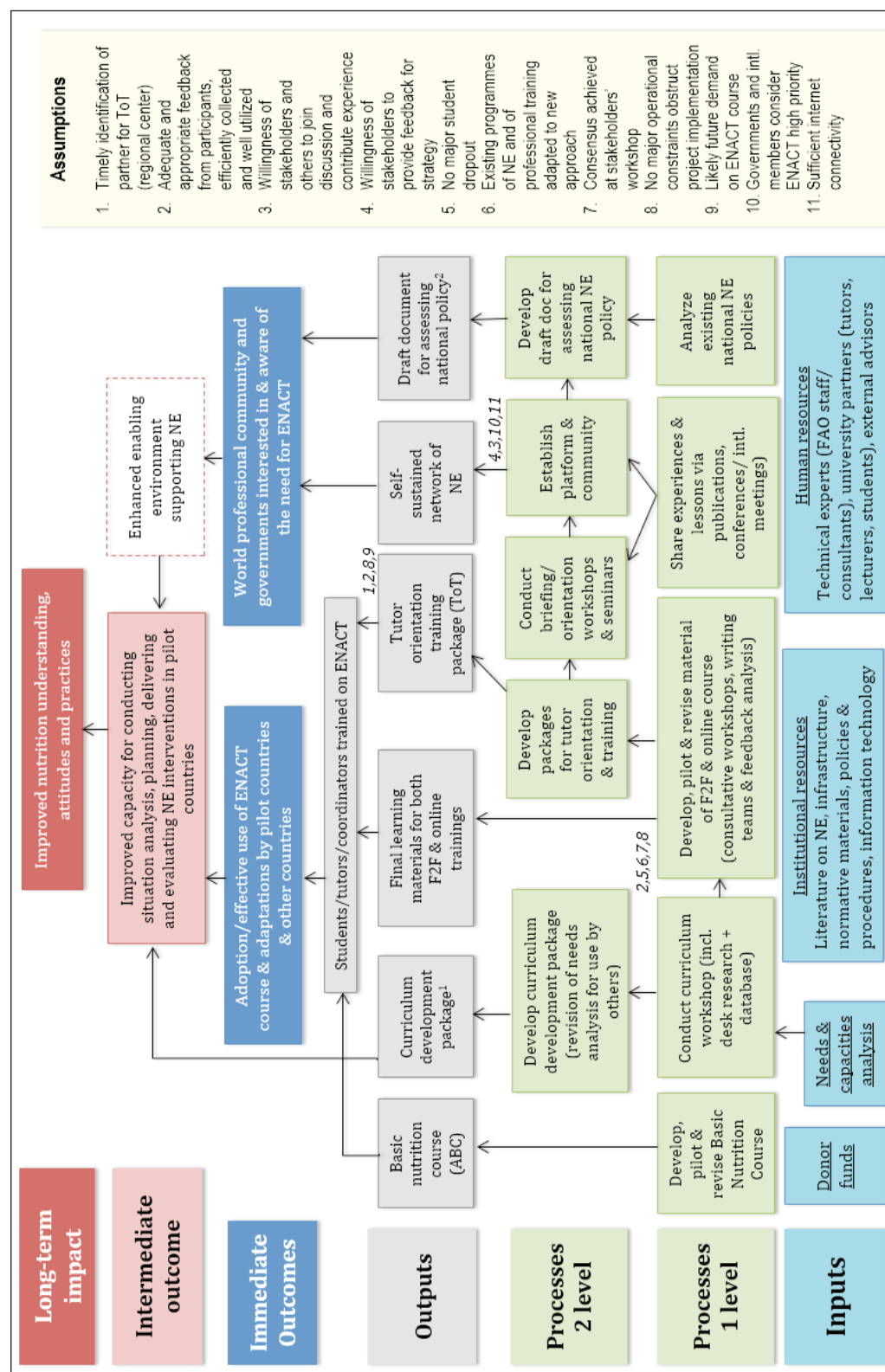
**Recommendation 4. To FAO ESN, the project team and FAO HQ: for expanding the nutrition education approach, if and when consistent with FAO's strategy and vision for nutrition:** FAO should continue exploring the possibility to further adapt the ENACT/ENAF approach to other contexts and target groups. In doing so, it should also assess the potential for strengthening links at the community level and influencing the enabling environment necessary for improved nutrition practices.

168 In order to expand the benefits of the ENACT/ENAF training materials to other audiences and potential target groups, it is suggested:

- Further explore ways of spreading the knowledge and skills contained in ENACT/ENAF. Some possibilities include: adapting and/or developing lighter training packages for various target groups, following the example of the adaptation in Honduras; offering training through NGOs and other partners; and designing social media, radio and television communication based on ENACT and ENAF materials. Students who piloted in or were trained under ENACT and ENAF may be involved in creating such opportunities, which could also help them find employment.

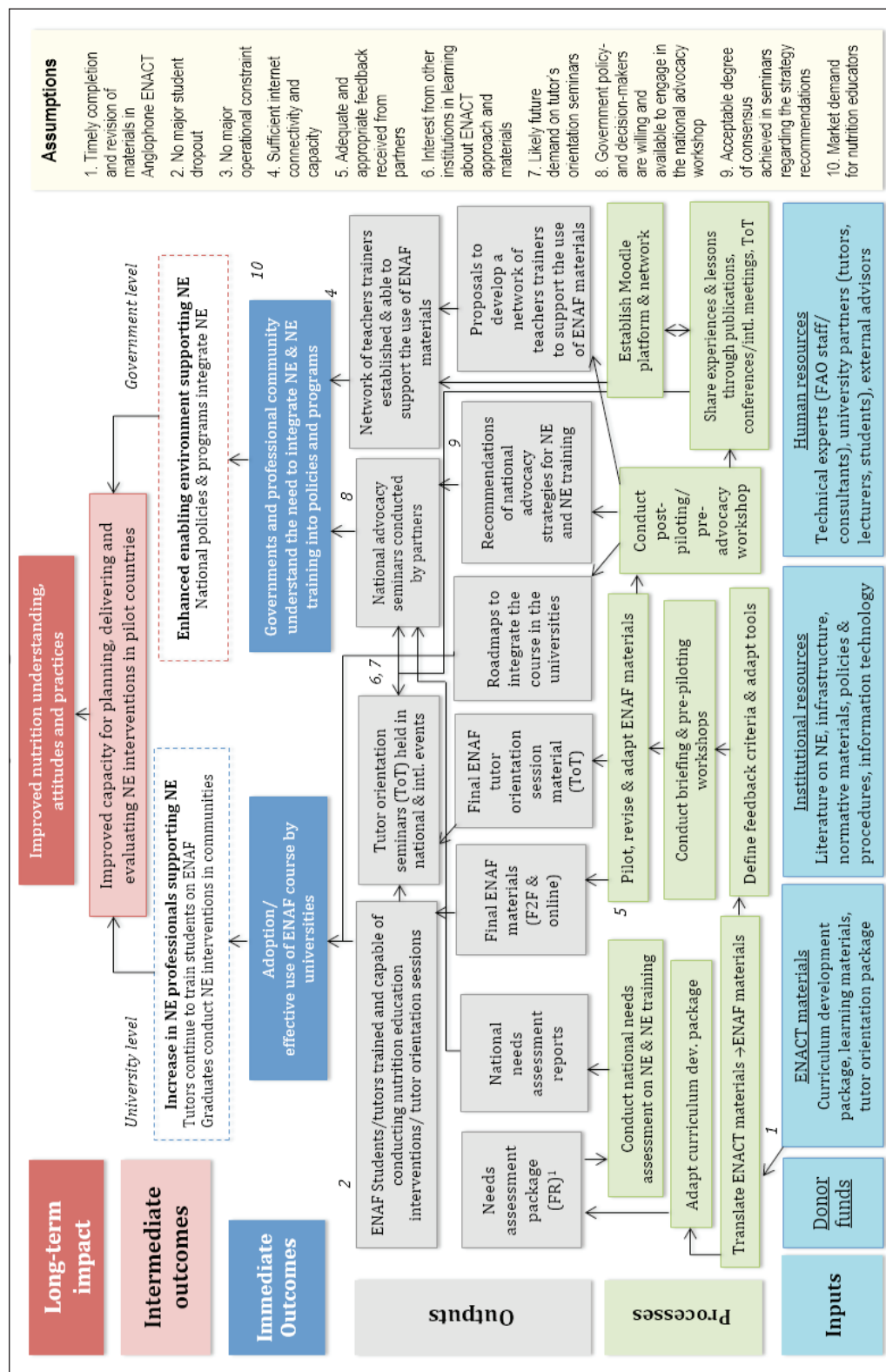
## Appendices

### Appendix 1a. Theory of Change ENACT





## Appendix 1b. Theory of Change ENAF



## Appendix 2. People consulted

Name	Designation	Organisation
<b>FAO ENACT and ENAF teams/FAO HQ (Rome)</b>		
Ellen Muehlhoff	Senior Officer/Team Leader, ESN	FAO
Jane Sherman	Consultant, ESN	FAO
Yvette Fautsch	Nutrition Officer, ESN	FAO
Melissa Vargas	Nutrition Consultant, ESN	FAO
Ramani Wijesinha-Bettoni	Consultant, ESN	FAO
Cristina Alvarez	Consultant, ESN	FAO
Bianca Carlesi	Nutrition Consultant, ESN	FAO
Doris Rittenschober	Nutrition Consultant, ESN	FAO
Florence Tonnoir	Nutrition Consultant, ESN	FAO
Nataschia Alessi	Clerk, ESN	FAO
<b>Non-HQ FAO consultant</b>		
Deirdre McMahon	Consultant	FAO
<b>FAO RAF (Accra)</b>		
Mawuli Sablah	Chief Technical Advisor (CTA) on Mainstreaming Nutrition in CAADP and Agriculture policies and Programmes in Sub-Saharan Africa Project	FAO
LaouratouDia	Nutrition Consultant	FAO
<b>FAO Ghana</b>		
Benjamin Adjei	Head of Programme/Assistant FAO Rep (Ad interim)	FAO
Sophie Tadia	Food Security and Nutrition Officer	FAO
<b>FAO Kenya</b>		
Joyce Mukiri	Nutrition Officer	FAO
Robert Allport	Assistant FAO Representative (Implementation)	FAO
<b>FAO Cameroon</b>		
Mai Moussa Abari	Country Representative	FAO
<b>Tutors</b>		
Dr.Esi Colecraft	Tutor/lecturer	University of Ghana, Ghana
Dr. Gloria Otoo	Tutor/lecturer	University of Ghana, Ghana
Dr.DorcusMbithe	Tutor/lecturer	Kenyatta University, Kenya
Prof. Judith Kimiywe	Tutor/lecturer	Kenyatta University, Kenya
Mr. EsayasKinf Bekele	Tutor/lecturer	Hawassa University, Ethiopia
Ms. Getenesh Teshome	Tutor/lecturer	Hawassa University, Ethiopia
Prof. Joyce Kinabo	Tutor/lecturer	Sokoine University of Agriculture, Tanzania
Mr. Charles Nkwoala	Tutor/lecturer	Michael Okpara University of Agriculture, Nigeria
Prof Maria Nnyepi	Tutor/lecturer	University of Botswana, Botswana
Emmanuel Ngameni	Dean of the Science Faculty	University of Dschang
Jules Roger Kuiate	Department Head Biochemistry Faculty	University of Dschang
Hilaire Macaire Womeni	Associate Professor Department of Biochemistry	University of Dschang
François ZambouNgoufack	Associate Professor Department of Biochemistry	University of Dschang

Name	Designation	Organisation
<b>Ex-ENACT students, Ghana</b>		
Isaac Agbemafle	Piloting student	University of Ghana
Sarah Hajar	Piloting student	University of Ghana
Claudia Ewa	Piloting student	University of Ghana
Elma Kontor-Manu	Piloting student	University of Ghana
Albert O. Gattor	Piloting student	University of Ghana
<b>Ex-ENACT students, Kenya</b>		
Edith Muthoni	Piloting student	Kenyatta University
Raphael Onduso	Piloting student	Kenyatta University
Catherine Mutio	Piloting student	Kenyatta University
Milkah Muthoni	Piloting student	Kenyatta University
Mercy Murugi	Piloting student	Kenyatta University
Joycelyn Kathembe	Piloting student	Kenyatta University
<b>ENAF students, Cameroon, Dschang</b>		
Emmanuel Ngameni	Dean of the Science faculty	University of Dschang
Jules Roger Kuiate	Department Head Biochemistry Faculty	University of Dschang
Hilaire Macaire Womeni Faculty of Sciences	Associate Professor Department of Biochemistry	University of Dschang
François Zambou Ngoufack	Associate Professor Department of Biochemistry	University of Dschang
Ngueoy Kuob Francois Roger	Nurse St Vincent Hospital	Piloting student University of Dschang
Dongmo Zafack Guylene Laure	Nurse Des Plaies Hospital	Piloting student University of Dschang
Tsoplifak Kenfackcarine	Infirmier Hôpital de district de Dschang	Piloting student University of Dschang
Messe Nguengang Therese	Infirmière Hôpital de district de Dschang	Piloting student University of Dschang
Fotso Jimmy	Charge de données et statistique au projet Mingha	Piloting student University of Dschang
Kemeza Guimo Christian	Sans emploi	Piloting student University of Dschang
Ateufack Donfack Herve	Sans emploi	Piloting student University of Dschang
Folack Tiwaurine Vitrine	Sans emploi	Piloting student University of Dschang
Ndomou Houketchang Serge	Registered for PhD nutrition and food security	Piloting student University of Dschang
Foko Kouam	Registered for PhD nutrition and food security	Piloting student University of Dschang
Maffo Tazoho Ghislain	Registered for PhD nutrition and food security	Piloting student University of Dschang
Bemmo Kamdem Ulrich	Registered for PhD nutrition and food security	Piloting student University of Dschang
Suffo Kamela Arnaud	Registered for PhD nutrition and food security	Piloting student University of Dschang
Dounge Tsafack Hermine	Student	Piloting student University of Dschang
Cheumeni Tchamani Joelle Gide	Registered for Master degree	Piloting student
Singuissi Barnabas (Nationalité Tchadienne)	Registered for Master degree	Piloting student

Name	Designation	Organisation
<b>Other respondents</b>		
<b>Ghana</b>		
Ms Paulina Addy	Deputy Director Women in Agriculture Development Directorate	Ministry of Food and Agriculture
Lilian Selenje	Nutrition Manager	UNICEF
Ms Kate Quarshie –	Deputy Chief Nutrition Department	Ghana Health Service
Ms Dorcas Hushie	Education Office	UNICEF
<b>Kenya</b>		
Gladys Mugambi	Head of Nutrition,	Ministry of Health
Jacob Korir	Head Nutrition Department	ACF-Kenya
Olivia Agutu	Nutrition Officer	UNICEF
Dr. Teresa N Tumwet	Senior Assistant Director	Ministry of Agriculture
Mrs Jane Wambugu	Officer	Ministry of Agriculture
Dr. David Okeyo	CEO,	Kenya Nutritionists and Dieticians Institute (KNDI)
Prof. Edward Karuri	Chair Accreditation Board	Kenya Nutritionists and Dieticians Institute (KNDI)
Ruth Akelola	Technical Officer	Kenya Nutritionists and Dieticians Institute (KNDI)
<b>Cameroon</b>		
Nicolas Foudama	Coordinator of the Programme National de Sécurité Alimentaire (PNSA)	Ministry of Agriculture
Ines Lezama	Nutrition Specialist	UNICEF

## **Appendix 3. Documents consulted**

### **ENACT**

ENACT. Project proposal, 1 November 2011 Professional training in nutrition education and communication for strengthening national capacity in nutrition behaviour change: development of a work-oriented basic course at undergraduate level, with complementary training of trainers and basic nutrition courses

#### **Main documents**

- Guidelines for carrying out the needs analysis
- What Is Nutrition Education?
- Questionnaire for Expert Consultation
- Briefing for Interviewees
- Briefing for Workshop Participants

#### **Other documents and reports**

- ENACT online options final report, 4 Sept 2014
- List of stakeholders
- PPRC Final Document
- PPRC Final Document - Comments on GCP/INT/133/GER

#### **Reference documents**

- Malawi National Nutrition Education And Communication Strategy 2010 (draft)
- Nutrition Education in a Sample of Food and Nutrition Policies
- Nutrition Education stories

#### **Enact publications, bulletins, newsletters**

- ENACT Newsletter 1 (September 2013)
- ENACT Newsletter 2 (November 2013)
- ENACT Newsletter 3 (June 2014)
- ENACT Newsletter 4 (December 2014)
- ENACT Newsletter 5 (August 2015)

#### **Tutor's reports**

- Tutors' report on Unit 1-8, University of Botswana
- Tutors' report on Unit 1-10, Hawassa University, Ethiopia
- Tutors' report on Unit 1-10, University of Ghana
- Tutors' report on Unit 1-10, Kenyatta University
- Tutors' report on Unit 1-10, Michael Okpara University, Nigeria
- Tutors' report on Unit 1-10, Sokoine University, Tanzania
- Tutors' report on Unit 1-10, Makerere University, Uganda

#### **NEAC country reports**

- Botswana, Egypt, Ethiopia, Ghana, Malawi, Nigeria, Tanzania

#### **NEAC reports**

- Case Study Report
- The Need for Professional Training in Nutrition Education and Communication (Final Report)

#### **NEAC papers**

- NEAC needs in the literature
- NEAC training needs in the literature

### **Letters of agreement**

- 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

### **Progress reports**

- 1st project report - Jan-June 2012
- 2nd project report - July-Dec 2012
- 3rd project report - Jan-June 2013
- 4th project report - July-Dec 2013
- 5th project report - Jan-June 2014
- 6th project report - July-Dec 2014
- 7th project report - Jan-June 2015
- ENACT expenditure transactions list

### **Budget revisions**

- 20 Oct 2011 - Original Budget
- 03 Jan 2012 - Revision A, R - Re-Allocation and timing
- 14 Aug 2013 - Revision B, P - Re-Allocation
- 13 Jun 2014- Revision C, Z - Re-Allocation and Extension and Other
- 20 May 2015 - Revision D, P - Re-Allocation

### **Back to office reports**

- ENACT team - Aburi, Ghana 12- 21 July 2012
- Bettoni-Wijesinha, Ramani – Rome, 06-08 May 2015
- Bettoni-Wijesinha, Ramani – Rome, 18-21 Nov 2014
- ENACT team - Accra, ANEC Conference, 20-25 July 2014
- Muehlhoff, Ellen - SNEB\_ Milwaukee, USA, 27 Jun-3 Jul 2014
- ENACT team - ENACT Workshop, Addis Ababa, 7-11 April 2014
- ENACT team - Kampala, Uganda, 22-25 April 2013
- Sherman – Kenya, 25 June 05 July 2015
- Sherman, Bettoni – Malta, 18-23 March 2015
- Bettoni-Wijesinha, Ramani - Accra, Ghana, 28 May- 5 June 2015

### **Workshop reports**

- Stakeholder workshop, Aburi, Ghana, 16-20 July 2012
- Pre-piloting workshop, Kampala, Uganda, 22-25 April 2013
- Post-piloting workshop, Addis Ababa, Ethiopia, April 2014
- Teacher training workshop 1, Accra, Ghana, June 2015
- Teacher training workshop 2, Nairobi, Kenya, June-July 2015
- Action for family and consumer wellbeing, Malta 18-23 March 2015

### **Consultants' reports**

- Technical reports, Marco Loche
- ABC Course review: Christine Magala-Nyago
- ABC Course review: Charles Nkwoala

### **ABC course**

- ABC Course: Version 1 (Anthony)
- ABC Course Version 2 (Carol Brown)
- ABC Course Version 3 (Melissa and Cristina)

### **Introductions**

- ENACT-Introductory slides
- ENACT-Student\_briefing\_intro\_Unit\_1, ENACT-Student's introduction,
- ENACT-Tutor\_briefing\_intro\_Unit\_1, ENACT-Tutor's Introduction,
- ENACT-User\_manual
- ENACT-Acknowledgements

### **Project folder**

- ENACT-Carrot\_ & \_Stick, ENACT-Flyer\_outline\_mini-project,
- ENACT-Guidelines\_meetings,
- ENACT-Letter\_Introduction\_students\_University,
- ENACT-Poster\_recruitment\_meeting,
- ENACT-Recruitment\_instructions

### **Course resources**

- Book of Quotations from a case study survey in Africa,
- Main\_Glossary,
- NEAC needs in the literature,
- NEAC training needs in the literature,
- The Need for Professional Training in Nutrition Education and Communication\_FINAL REPORT

### **Tests and keys**

- ENACT-Keys\_to\_tests
- ENACT-Test\_1-5A
- ENACT-Test\_6-10

### **Units 1-10**

- Introduction
- ENACT - Student's\_Book
- ENACT - Printable\_workbook
- ENACT - Resources
- ENACT - Tutor's\_Guide
- ENACT - Full\_answer\_key
- Unit 1 - simulated presentation: The need for nutrition education (video)
- Unit 6 - ENACT-VAD project in Niger
- Unit 6 - Boys Club (audio)
- Unit 7 and 9 - Extra\_Section and Printable\_workbook\_Extra\_Section
- Unit 8 - The case of Dr Muxi's leaflets
- Unit 10 - Recipes-for-success

### **EAT course**

- Package of materials for workshops (in revision) S:\ENACT\EAT\EAT for ANEC\JUNE 2014\_Final Reports on short promotional sessions (PowerPoints and handouts – Ramani to select a fairly final bunch) + a list of venues
- Capacity building training of Trainers Completion Report, 2013 Margaret Barron.

## **ENAF**

- Project proposal, 1 November 2013. Professional training in nutrition education and communication for strengthening national capacity in nutrition behaviour change: adaptation and translation of a work-oriented basic course at undergraduate level (ENACT course), with complementary training of trainers and basic nutrition course.

## **Budget revisions**

- 24 Oct 2014 Revision

## **Progress reports**

- 1st project report - Jan-June 2014
- 2nd project report - July-Dec 2014
- 3rd project report - Jan-June 2015
- ENAF expenditure transactions list

## **Back to office reports**

- Tonnoir, Florence and Fautsch, Yvette, 19 June 2015, Burkina Faso

## **Training reports**

- ENAF. 4-6 February 2015. Formation professionnelle en éducation nutritionnelle pour le renforcement des capacités nationales dans les changements de comportement en nutrition. Atelier de briefing des professeurs

## **Needs assessment**

- Enquête sur les besoins et capacités du Cameroun en éducation nutritionnelle et formation en éducation nutritionnelle. Rapport Rédigé par Pr Zamou Ngoufack François et Pr Womeni Hilaire Macaire

## **Letters of agreement**

- 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

## **Other references**

- Sodjinou, R. Region-wide assessment of the capacity for human nutrition training in Africa: current situation, challenges, and way forward
- Capacity Development for nutrition in emergencies; beginning to synthesis experiences and insights
- Colecraft, E. G. Ersino, J. Kinabo, B. Mtimuni, M. Nnyepi, I. Onimawo, S. Tawfik. Country case studies. Needs assessment project: Professional training in nutrition education and communication, 2011
- Communication for Behaviour Change in Nutrition Projects, A Guide for World Bank Task Managers by Michael Favin and Marcia Griffiths, 1999
- DFID Theory of Change
- Enquête sur les besoins et capacités du Cameroun en éducation nutritionnelle et formation en éducation nutritionnelle
- FAO capacity development manuals
- Ford Foundation MENA Office: Outcome harvesting May 2012 by Ricardo Wilson-Grau and Heather Britt.
- How Nutrition Improves: Communication that improves Nutrition. Nutrition policy discussion paper 15 ACC/SCN- state of the art nutrition paper 15, 1999
- Improving Nutrition: Issues in management and capacity development HNP Discussion paper World Bank
- The need for professional training/education in Nutrition Education and Communication (NEAC) in Botswana, Maria S Nnyepi, 2011.



## Appendix 4. Evaluation matrix

Evaluation questions	Sources of verification	Respondents	ENACT	ENAF
<b>1. How relevant and appropriate was the nutrition education approach of the ENACT/ENAF projects to address the identified need and gap in the piloting countries?</b>				
1.1 Was the project design consistent with needs of key stakeholders and beneficiaries?	Situation analyses from FAO and others Needs assessment reports per country ProDocs / Progress reports 7 country case studies (need reports) 2011 Aburi workshop report July 2012 Uganda –Pre-pilot workshop report 04/13 Addis Post Pilot workshop report April 2014 Interviews with key informants	FAO country staff Project tutors Students UN agencies and others working in nutrition and education Government staff Ministry of Health Ministry of Agriculture	✓	✓
How adequate were the needs analyses for developing the current interventions?			✓	✓
How adequate was the capacity development approach implemented by the project to address the beneficiaries' knowledge gaps at individual, organizational and enabling environment levels?			✓	✓
How appropriate was the design (in terms of content, suitability and innovation), development and delivery of the ENACT/ENAF course?			✓	✓
How appropriate were the innovative pedagogical aspects?			✓	✓
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?	Country nutrition and education strategies FAO Strategic Framework Needs assessment reports per country FAO Country Programme Frameworks FAO policies and strategies on nutrition gender, capacity building Interviews with key informants		✓	✓
Did the project adequately adapt to any specific change that occurred during the implementation process?			✓	✓
1.2 Relevance to existing systems, policies and strategies	Situation analyses from FAO and others Needs assessment reports per country ProDocs, progress reports Curriculum development workshop report Newsletters Pre-piloting workshop report Interviews with key informants		✓	✓
a. To what extent is the project aligned and contributes to the national priorities, strategies and policies of the pilot countries' Governments?			✓	✓
b. To what extent was the intervention relevant to FAO Strategic goals and objectives (SO1)?			✓	✓
c. To what extent was the intervention relevant to the FAO Country Programming Frameworks of the pilot countries?			✓	✓

Evaluation questions	Sources of verification	Respondents	ENACT	ENAF
<b>2. 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)</b>				
2.1 What outputs have the project attained or will be attained?	ProDocs LogFrames Work plans Six-monthly reports Back to Office reports Newsletters Pre-pilot workshop reports Post-pilot workshop reports Facebook Web logs and websites Interviews with key informants	Professors, tutors, students in the course components and training activities. Members of the professional community of nutrition educators in the forum discussions Members of D-list National government staff of pilot countries Project team Staff of NGOs and aid organizations	✓	✓
a. To what extent has the project delivered its intended outputs?			✓	✓
b. How have the corresponding outputs delivered by the project affected the (future) 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?			✓	✓
2.2 To what extent has the project attained its expected outcomes?			✓	
a. 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?			✓	
b. How did the project contribute to enhance the knowledge and skills of participating nutrition undergraduate students in designing, delivering and evaluating nutrition education programs?			✓	
c. What is the actual and/or potential level of adoption of the ENACT course by the partner universities/institutions? <i>(to contribute to the assessment of Sustainability – 4)</i>			✓	
d. To what extent have the partner universities/institutions integrated the ENACT course to their nutrition undergraduate program curricula? <i>(to contribute to the assessment of Sustainability – 4)</i>			✓	
e. To what extent has the project contributed to the establishment of an active interactive community of practice on nutrition education in the region?			✓	
f. How have the corresponding outputs delivered by the project affected the (future) outcomes?			✓	✓
g. How effective was the development and delivery of the different components from the ENACT/ENAF course?			✓	✓
How useful have the components of the ENACT/ENAF course been for the target audience/beneficiaries?			✓	✓
2.3 What factors have affected the effectiveness of the intervention?			✓	✓
a. Can specific factors be identified, which contributed positively or negatively to the effectiveness of the intervention?			✓	✓
b. How effective was the project in ensuring the engagement and participation of the different relevant stakeholders?			✓	✓

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

Evaluation questions	Sources of verification	Respondents	ENACT	ENAF
<b>3. How efficiently has the project used its financial and human resources to attain its expected objective?</b>				
3.1 Financial efficiency	Six-monthly reports Back to office reports Budgets and budget revisions Expenditure reports Curriculum packages Tutors reports Staff profiles No-cost extension justification Budget revisions Interviews with key informants	FAO staff at regional and country level Project team Professors, lecturers, students	✓	✓
a. Was funding sufficient? How adequate was the funding allocated? How well were the funds utilised across various parts of the intervention and activities? Were there any major imbalances (under or over allocations) that led to poor outcomes?			✓	✓
b. Based on a basic analysis of cost data, what conclusions can be drawn regarding “value for money”?			✓	
c. Have additional costs been incurred or savings made compared to planning?			✓	
3.2 Efficiency related to time and human resources			✓	
a. How far did the technical assistance offered by FAO meet expected quality standards?			✓	
b. Were there delays or postponements and how have these impacted the results?			✓	
c. How efficient have human resources been used? Were appropriate human resources continuously and sufficiently available?			✓	
<b>4. Sustainability of the project</b> * Questions 2.2.c and 2.2d will contribute to this assessment				
a. Did the project develop and implement an exit strategy?	Six monthly reports / Training reports Back to Office reports Technical/consultant reports Course materials Universities’ strategies and action plans Interviews with key informants	FAO staff Professors, tutors, lecturers University staff from regional university Students in the course components and training activities	✓	
b. What are the prospects of sustaining and scaling up the project’s result by the partner institutions and national governments after the termination of the project?			✓	
c. What is the potential uptake of the National Nutrition Education strategy recommendations, by national governments?			✓	

Evaluation questions	Sources of verification	Respondents	ENACT	ENAF
5. Cross-cutting issues				
5.1 Gender and equity	Progress reports Back to Office reports MOUs and contracts with universities Gender analyses of FAO and others Student data in reports Interviews with key informants	FAO staff Professors, tutors Gender focal points Other development actor	✓	✓
a. Has the project considered the gender and equity dimensions during its design and implementation phase?			✓	✓
b. Was sex-disaggregated data captured?			✓	
c. To what extent did the project support positive changes in terms of gender equality?			✓	
d. How did the project take into account the needs of the most vulnerable and disadvantaged populations, during its design and implementation phase?			✓	✓
5.2Partnerships and alliances			✓	✓
a. 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?			✓	✓
b. How effective have the project's partnerships been in contributing to the achievement of the outcomes?			✓	
c. 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?			✓	✓
5.3Capacity development			✓	✓
a. 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?				
b. What results has ENACT/ENAF achieved on capacity development at individual, organizational and enabling environment levels? <i>(questions 2.2.a/b will also contribute)</i>			✓	✓
7. Lessons learned				
7.1 What programmatic/institutional lessons can be derived from project implementation?			✓	





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