



Elevating Nutrition in Pre-Service Education

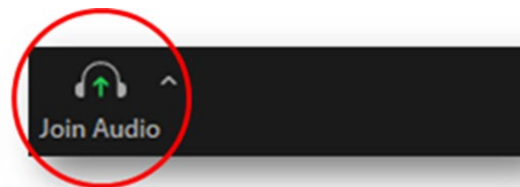
A Global Virtual Event

June 6, 2023

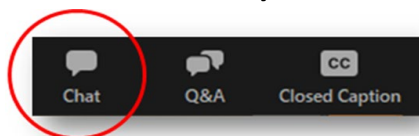


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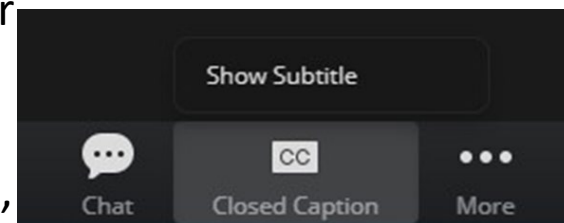


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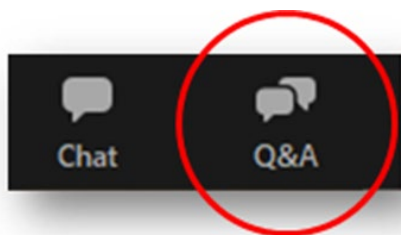
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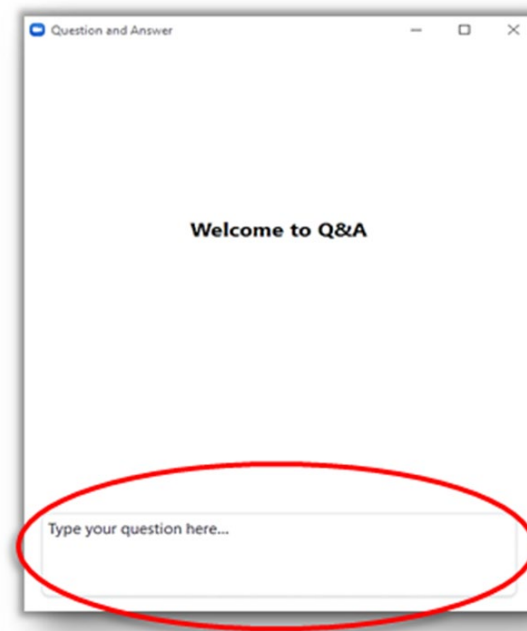
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Zoom Reminders

Please submit your questions for the panelists in the Q&A box.

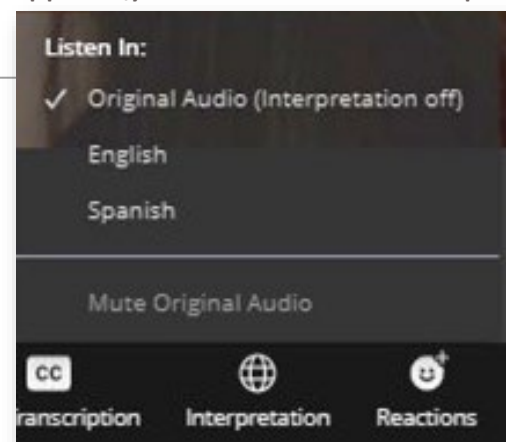
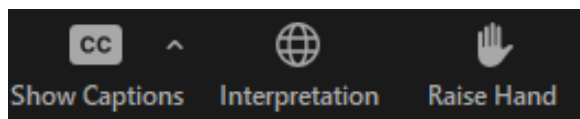


Panelists will either reply back to you via text in the Q&A box or will answer your question during the QA discussion portion of the webinar.



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Agenda

- Opening Remarks
- The Tool: Purpose, Content, Process, and Use of Findings
- Country Experiences:
 - Integrating Nutrition into Pre-Service Training in the Kyrgyz Republic
 - Regularly Reviewing Nutrition Content of Pre-Service Curricula in Malawi
 - The Value of Findings from Pre-Service Curricula Review in Ghana
- Call to Action
- Questions, Answers, Comments, and Discussion
- Closing Remarks



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OPENING REMARKS

Ann Miceli

Technical Director, Capacity Strengthening
USAID Advancing Nutrition





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In a few words, why do you think it is important to cover nutrition topics when training frontline health workers?

<https://www.menti.com/alvgaw36g26g>

Code: 6330 9798





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INTRODUCING THE TOOL: PURPOSE, CONTENT, PROCESS, AND USE OF FINDINGS

Sascha Lamstein

Senior Technical Advisor

USAID Advancing Nutrition



Purpose of the Tool

Our overarching goal was to facilitate the review of the nutrition content of pre-service curricula of frontline health workers in order to—

- Draw attention to pre-service education and the nutrition content included.
- Review alignment of pre-service education with national job descriptions.
- Suggest next steps for strengthening the nutrition content of pre-services education.

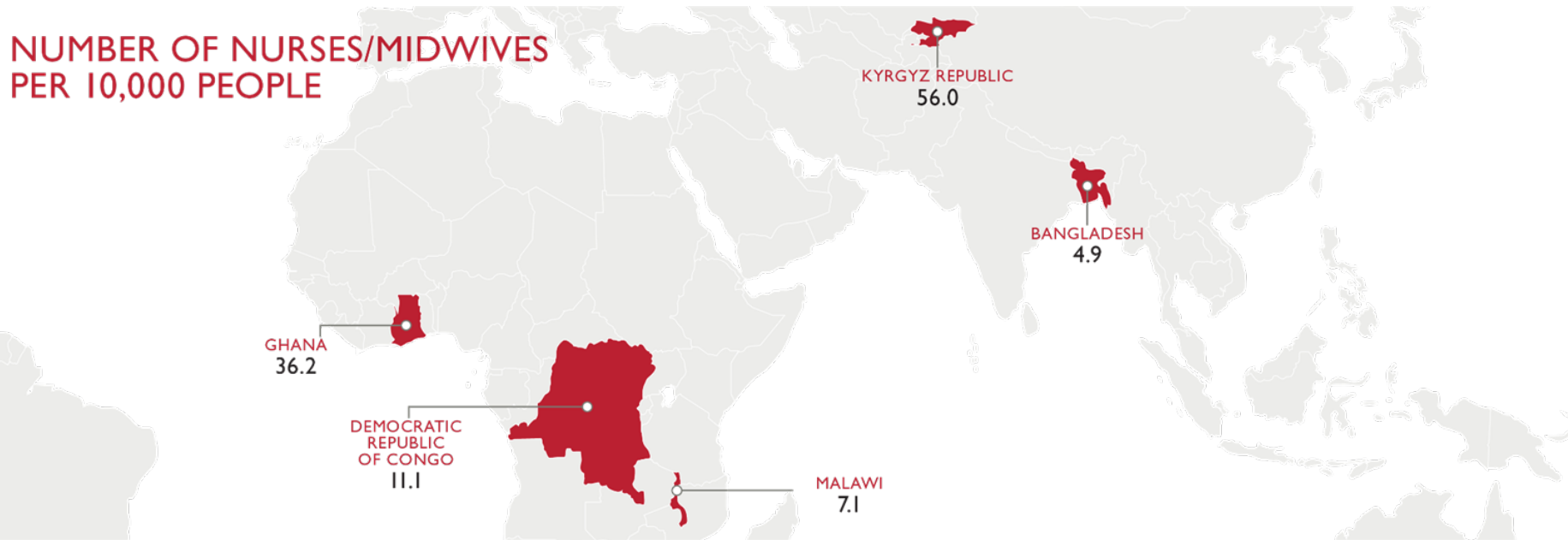
Development of the List of Nutrition Competencies

In 2021, USAID Advancing Nutrition developed a list of competencies for delivery of nutrition services at the primary care level (at the frontline). To develop the list, we—

- reviewed relevant guidance and existing lists of competencies
- consulted with experts in the fields of nutrition and/or capacity strengthening of human resources for health
- asked staff from USAID Advancing Nutrition and experts in several nutrition-related fields to review the list.

Piloting in Five Countries

We piloted the tool (list of competencies and job aids) from October 2021 to September 2022, working with consultants and key stakeholders.



Our Findings

- **A range of cadres** provide frontline nutrition services.
- Nutrition-related job **responsibilities varied significantly** across cadres and countries.
- Job descriptions don't mention some **essential nutrition services**.
- Curricula **do not always align** with job descriptions.
- Pre-service education varies significantly between countries.
- It isn't easy to determine if a curriculum addresses some of the competencies based on the information provided.

Our Findings

Many curricula addressed these topics:

- assessment of nutritional status
- management of micronutrient deficiencies
- healthy living
- responsive care
- maternal nutrition
- behavior change communication and counseling.

Our Findings

Fewer curricula addressed these topics:

- management of wasting in children and adolescents
- management of undernutrition or thinness among adults
- breastfeeding
- complementary feeding
- adolescent nutrition
- delivery of nutrition services in the context of common illnesses and nutrition-related noncommunicable diseases
- delivery of nutrition services in the context of emergencies
- management of nutrition services.

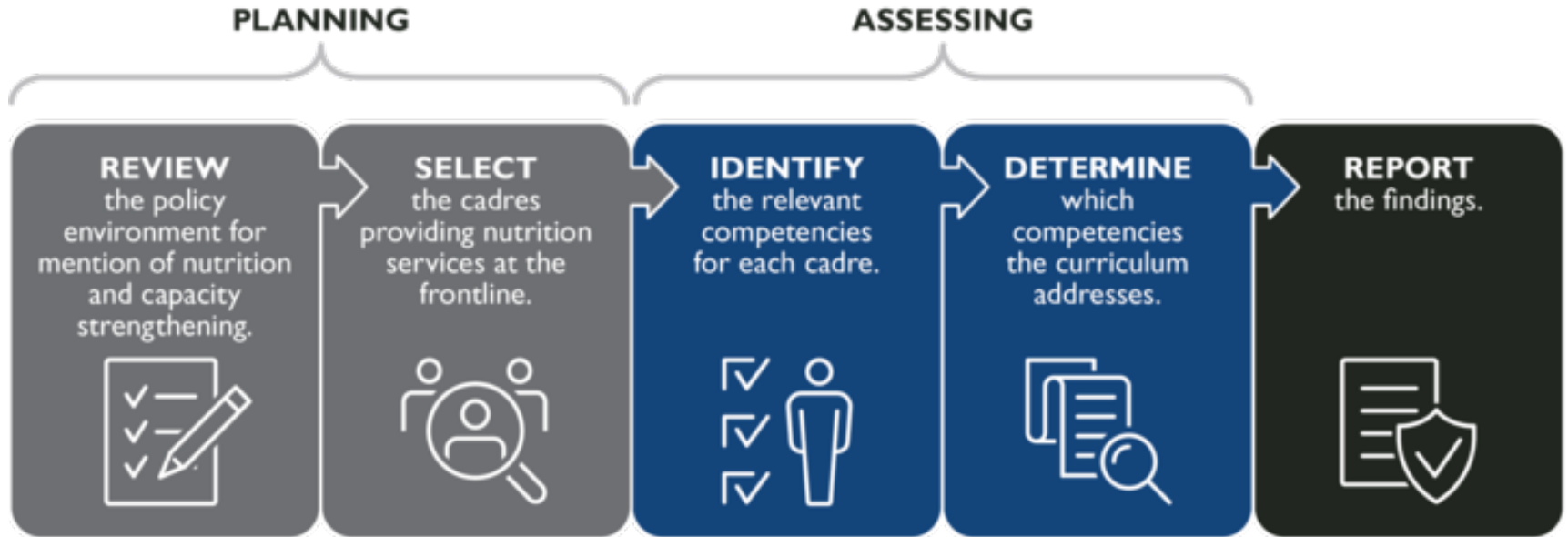
Finalizing the Tool: List of Competencies

- Assessment of nutritional status and growth (5)
- Management of wasting (9)
- Detection and treatment of micronutrient deficiencies (4)
- Nutrition and dietary practices of adults (5)
- Nutrition and dietary practices of pregnant and lactating adolescent girls and women (5)
- Nutrition and dietary practices of people living with chronic diseases (5)

Finalizing the Tool: List of Competencies

- Nutrition and feeding practices of infants (< six months) (10)
- Nutrition and feeding practices of infants and young children (6–59 months) (6)
- Nutrition and dietary practices of adolescents (2)
- Nutrition in the context of emergencies (2)
- Behavior change communication and counseling (7)
- Management of nutrition services (8)

Finalizing the Tool: The Process



Finalizing the Tool: Job Aids

We developed job aids for each step of the review:

Document Title	Is Nutrition Mentioned?	Are Roles and Responsibilities Mentioned?	Is Capacity Strengthening Mentioned?	Is Pre-Service Training Mentioned?	Quotes/ Information Illustrating...

Types of Health Facilities	Number in Country	Typical Location	Types of Services Provided	Types of Cadres Who Work There	Source(s) of Information

Characteristics of [CADRE OF HEALTH WORKER]	Findings	Source(s) of Information
Number graduated		
Number registered		
Number of positions created by the government		
Number of vacant positions		

Finalizing the Tool: Job Aids

Section 1: Description of the Curriculum

Title of the curriculum: _____

Degree/certificate: _____

Time to complete requirements of curriculum: _____

Objectives of the curriculum: _____

Additional requirements for completion of the curriculum: _____

Content of the curriculum: _____

None, some, very much, don't know

Section 2: Courses included in the Curriculum

Course No. and Title	Required	Amount of Nutrition Content	Objectives	Length (Hours)	Teaching Method(s) Used

Not relevant, somewhat relevant, definitely relevant, assumed relevant, and unable to determine

Section 3: Nutrition-Related Competencies

I. Assessment of Nutritional Status and Growth

Competencies	Relevance of Competency to the Cadre's Responsibilities*	Justification for Decision of Relevance (optional)	Course(s) Addressing Competency and Relevant Objectives and/or Topics**	Extent Course(s) Address Competency***	Explanation of Decision of Extent Competency is Addressed (optional)
I. Knowledge of the operational guidance for assessing and					

Not applicable, not addressed, somewhat addressed, well addressed, and unable to determine

Using the Tool

1. As part of a **larger effort** to update the entire pre-service training curricula, not only one technical area
2. As a **focused effort** to look specifically at the nutrition content of pre-service training curricula.

But **not** for final decisions and updates to curricula...



A Tool for Reviewing the Nutrition Content of Pre-Service Training Curricula

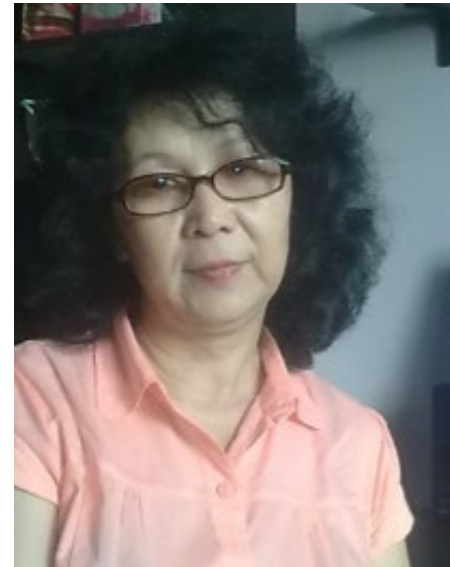


MAY 2013



INTEGRATING NUTRITION INTO PRE-SERVICE TRAINING IN THE KYRGYZ REPUBLIC

Tursun Mamyraeva
Professor
Kyrgyz State Medical Academy



The Kyrgyz Context

- 2,176 family doctor positions and 6,164 family nurse positions created
- 81.8 percent of the family doctor positions and 92.7 percent of the family nurse positions filled
- Pre-service education of family doctor is 6 years + 2 years of residency + 2 years for the family doctor diploma
- Pre-service education of family nurse is 2 years + 10 months of practicum + 3.5 years for the family nurse diploma

Percent of children born with a low birthweight: 4.5%

Percent of children under five who are stunted: 11.8%

Percent of children under five who are overweight: 6.9%

Percent of non-pregnant women who are anemic: 35.8%

Percent of women of reproductive age who are overweight: 50.8%

Percent of children (6–23 months) that consume the minimum dietary diversity: 59.8%

Percent of children (6–23 months) that consume the minimum meal frequency: 75%

The Kyrgyz Context

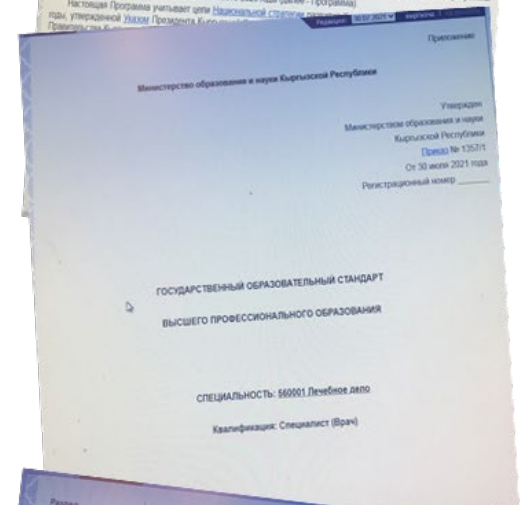
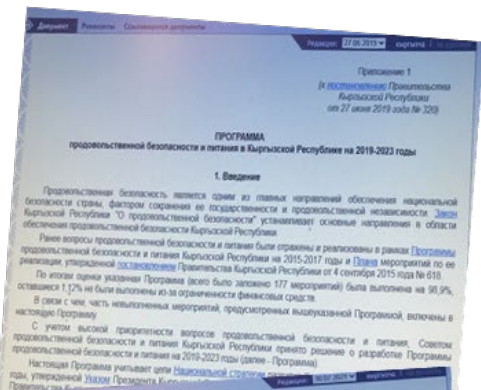


Consultations Conducted as Part of the Curriculum Review

- Ministry of Health of Kyrgyzstan, head of Department of Human Resources
- Ministry of Health of Kyrgyzstan, Department of Medical Care, Chief Specialist in Nursing
- Akhunbaev Kyrgyz State Medical Academy departmental staff
- B. N. Yeltsin Kyrgyz State Medical University departmental staff
- Bishkek Medical College departmental staff
- Kyrgyz State Medical Institute of Retraining and Professional Development, vice-rector, dean of SM faculty, head of department (retraining of family nurses)
- Professional associations

Analysis of National Programs, Policies and Protocols

- National nutrition programs and strategies
- Orders of the Ministry of Education and Science
 - Standards of Higher Professional Education
 - Functional responsibilities of doctors and nurses
 - Service delivery protocols
- Course curricula and syllabi



Раздел	Нормативный правовой акт
Наименование документа	Приказ Министерства образования и науки Кыргызской Республики от 15 мая 2019 года № 56/11 "Об утверждении государственных образовательных стандартов по специальности среднего профессионального образования"
Код документа	200134
Вид документа	Приказ
Орган	Министерства и государственные комитеты Министерства образования и науки КР
Дата принятия	15.05.2019
Номер	56/11
Статус	Действует
Дата включения в Госреестр НПА	07.06.2019
Дата опубликования	30.05.2019
Источник публикации	Печатное издание Республиканское агентство "Эркин Тоо"
Номер публикации	45
Общепринятый классификатор	
Ключевые слова	

Factors for a Successful Curriculum Review



Photo credit: Maxime Fossat/USAID Advancing Nutrition

- The Ministry of Health of the Kyrgyz Republic supported this review
- Orders, work programs, syllabuses were available on the website of organizations
- Key informants provided good support for the review
- Several meetings were held during the review process about the progress of the review

Challenges Conducting the Curriculum Review

- It was difficult to sort out orders regarding job descriptions of primary healthcare specialists. There are several orders where job descriptions are not clear; earlier orders are not cancelled when new ones are adopted.
- General competencies are indicated in the work programs,
- Training curricula do not always indicate learning outcomes.
- In some higher professional education institutions, are not publicly available and are difficult to obtain.

Next Steps after the Curriculum Review

- Revise the key functional responsibilities of family medicine professionals to take into account those nutrition competencies not reflected in existing regulations.
- Revise the learning outcomes of state pre-service training standards to take into account those nutrition competencies not reflected in existing curricula.
- Curriculum revision is included in the draft Kyrgyz Republic Food Security and Nutrition Program for 2023-2027.
- Teachers are currently being trained on infant and young child feeding. They will be involved in the process of updating curricula.



Nurses &
Midwives
Council of
Malawi

REGULARLY REVIEWING NUTRITION CONTENT OF PRE-SERVICE CURRICULA IN MALAWI

Dorothy Matiki Chizimba

Director of Education and Training
Nurses and Midwives Council of Malawi



The Malawi Context

- Community Health Nurse: three-year Diploma in Nursing (Generic) and one-year Diploma in Community Health Nursing
- Health Surveillance Assistant: one-year training program for earning a Certificate in Community Health

Percent of children born with a low birthweight: 13.9%

Percent of children under five who are stunted: 35.5%

Percent of children under five who are underweight: 12.8%

Percent of women of reproductive age: pregnant who are anemic: 33%

Percent of adolescent girls (15–19 years) who are thin: 13%

Percent of children (6–23 months) that consume the minimum dietary diversity: 17.3%

Percent of children (6–23 months) that consume the minimum meal frequency: 36.8%

Introduction

- A workforce that lacks adequate skills to deliver nutrition services can hamper efforts to alleviate malnutrition in low-income countries like Malawi
- Several recent studies have linked poor nutrition service delivery to inadequate pre-service training of health professionals.
- Key challenges identified:
 - Outdated curricula
 - Impractical approach to implementation
 - Misaligned with national policy priorities
 - Resource constraints

The Value of Regular Reviews

- Updated content
- Practical approach
- Alignment with national nutrition policies
- Lobby for resources

Updated Curriculum Content

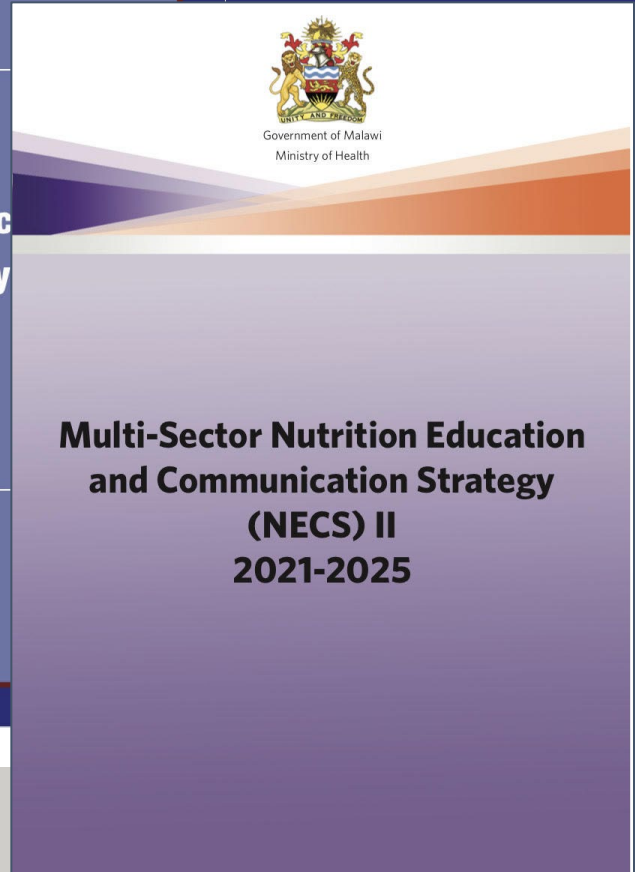
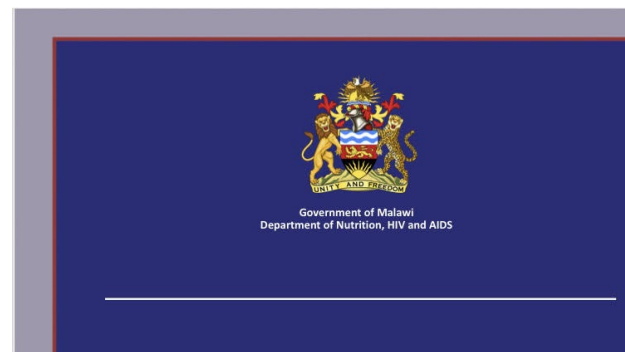
- Identify gaps and outdated information
- Update the content following the evidence
- What works in our setting?
- Low cost, high-impact interventions

Practicality

- Competency based
- Define the responsibilities and corresponding competencies of each frontline health care provider
- Compare the training curricula with the defined nutrition competencies for each program
- Assessment and follow-up

Align with National Nutrition Policies

- Forms a basis for review
- Policies and guidelines must be up to date
- Evidence-based on country experiences and international standards



Lobby for Resources

- Standardized teaching aids and resources
- Minimum requirements for each facility

This Tool Can Help

- Competency-based
- Context-specific
- Progression can be followed



THE VALUE OF FINDINGS FROM PRE-SERVICE CURRICULA REVIEW IN GHANA

Veronica Quartey
Nutrition Division Director
Ghana Health Services



Overview of the Nutrition Situation in Ghana

Nutritional Status:

Children under Five:

- Stunting: 17.5%
- Wasting: 6.8%
- Underweight: 12.6%
- Low birth weight: 14.2%
- Overweight: 1.4%
- Obesity: .3%

Women of Reproductive Age:

- Anemia: pregnant women 47.2%, non-pregnant women 34.5%
- Underweight (women 18+): 6.6%
- Overweight (women 18+): 43.3%
- Obesity (women 18+): 19.3%

Infant and Young Child Feeding Practices:

Breastfeeding Practices:

- Children ever breastfed: 98.7%
- Children exclusively breastfed: 42.9%
- Children still breastfed at 1 year: 90.4%
- Children breastfed within 1 hour of birth: 52%

Complementary Feeding Practices (6–23 months):

- Minimum dietary diversity: 23%
- Minimum meal frequency: 40.7%
- Minimum acceptable diet: breastfed children 14.1%; non-breastfed children 6.1%

Background: Nutrition Service Provision in Ghana



Photo credit: CoH, Kintampo

Background: Nutrition Service Provision in Ghana

Cadres of Health Workers Who Deliver Nutrition Services

- Midwives
- Public health nurse
- Community health nurse
- Medics (e.g., pediatrician, obstetricians-gynecologists)
- Nutrition technical officers, Nutrition officers
- Physician assistants
- Dietitians

Most Services Remain at the Community level Delivered by—

- Community health nurse
- Public health nurses
- Nutrition technical officers (Diploma)
- Nutrition officers

Training Institutions

- Nursing and Midwifery schools
- Ministry of Health
- Colleges of Health
- Universities

National Efforts at Improving Pre-Service Curricula

Assessment of Curriculum of Nursing and Midwifery Training and College of Health and Well-Being

- Inadequate coverage of ongoing interventions in curriculum (e.g., community-based management of acute malnutrition, infant and young child feeding)
- Outdated content

Assessment of Competencies of Nursing, Midwifery, and Nutrition Schools/Tutors

- 15 performance standards assessed
- Results showed lack of key competencies among tutors
- Training aids inadequate

Development of Content

- Developed for all cadre, including clinical nurses

Training of Nutrition Tutors in Midwifery, Nursing, and Nutrition Training Institutions

Curriculum Assessment with USAID Advancing Nutrition Pre-Service Training Review Tool



Tool assessed 84 competencies—knowledge, skills, and attitudes—that are relevant to the delivery of frontline nutrition services

Determined if competencies are addressed in pre-service training curricula

- Relevance of competency to the cadre's responsibilities
- Justification for decision of relevance
- Course(s) addressing competency and relevant objectives and/or topics
- Extent course(s) address competency
- Extent of competency is addressed

Photo credit: CoH, Kintampo

Value of Findings—Help with Targeting

2013

- Focused on staff competencies
- Content of training materials at the time

2020—Included new areas

- Focused on policy content covering nutrition education
- Appropriate cadre to provide nutrition staff and what competencies they require
- Coverage of global and national recommendations in curricula

Regular reviews—

- **Identify uncovered grounds**, whilst taking a peek into how already covered grounds are being implemented for strengthening
- **Support case for provision of additional content for specific cadre of staff—adding content where none appeared to exist (e.g., content on the provision of nutrition services in the context of emergencies)**

Value of Findings—Improves Enabling Environment and Promotes Efficiency

2013

- Didn't look at mechanisms for curriculum review, funding mechanisms, coordination etc.

2020

- Focused on policy content covering nutrition education to determine gaps in training vrs service delivery
- Looked at coordination mechanisms for curricula review and proposed solutions

Regular reviews—

- Helps to identify gaps between service delivery direction and pre-service training direction—improve the environment and mechanisms by which such reviews can be done efficiently.

Value of Findings—Helps with Job Scheduling

2013

- Some professional councils did not exist and their roles were not factored into training

2020

- Reviewed duties and responsibilities of specific cadre—adding competencies explicitly related to the delivery of nutrition services provided by the cadre based on job description

Regular reviews—

- Clarify qualifications and better align them with national curricula and their corresponding certifications (diplomas, degrees).
- Help to continuously refine job descriptions to improve efficiency and effectiveness.
- May even contribute to decisions on staffing norms.

Value of Findings—Helps to Know Who and What Else to Add

2013

- First comprehensive assessment after breastfeeding content addition early 2000s

2020

- Identified competencies that have not been addressed—the need to expand the curriculum to address and build more nutrition-related competencies.

Regular reviews—

- **Bring to the fore who else is (or should be) included in nutrition service delivery to make service delivery more holistic and universal.**

Value of Findings—Helps to Identify Other Stakeholders

2013

- Some professional councils did not exist and their roles were not factored into training

2020

- Looked at existing professional councils and how they can be harnessed

Regular reviews—

- **Seek to rope in relevant but not yet targeted stakeholders in order to harness their strengths and leverage on them to improve pre-service competency building.**
- **Guide decisions about where to invest time and resources for nutrition capacity strengthening.**

Recommendations

- Focus should be on improving what already exists
- Tools must be simple
- Review results should always be used to engage broader stakeholders



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A CALL TO ACTION TO BETTER INTEGRATE NUTRITION INTO PRE-SERVICE EDUCATION

Katie Beck

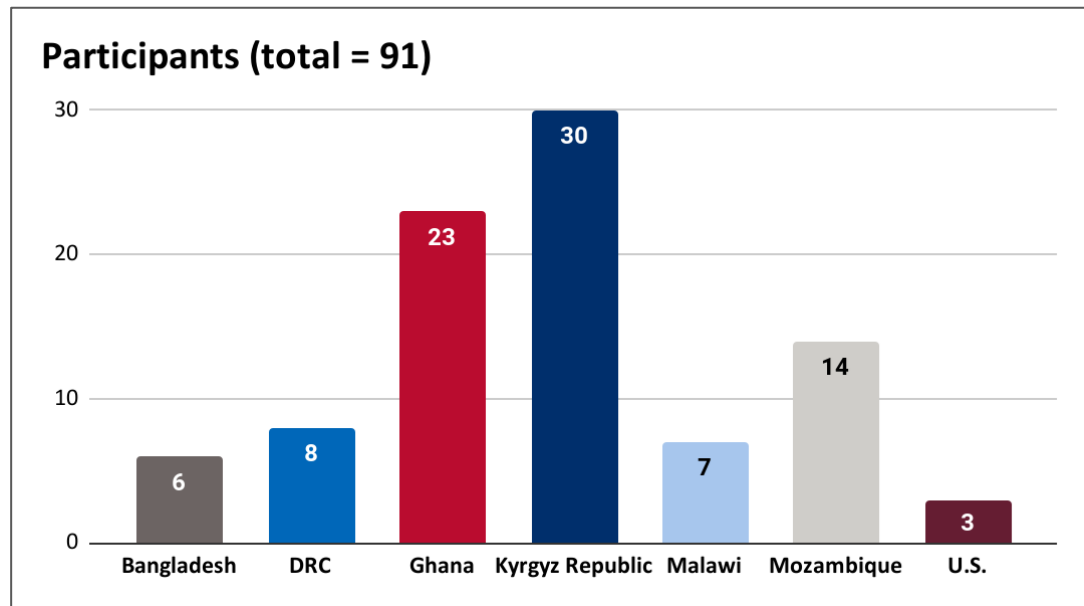
Capacity Strengthening Technical Advisor
USAID Advancing Nutrition



Integrating Nutrition into Pre-Service Training of Frontline Health Workers: A Virtual Meeting

On March 1, we held a virtual consultation to better understand the **challenges** and **opportunities** around strengthening nutrition components of pre-service training for health workers.

Through country-focused breakouts and cross-country discussions, **five prioritized recommendations** came out of this meeting.



Recommendations for Strengthening the Curriculum Review Process

1. Strengthen stakeholder collaboration on pre-service nutrition curriculum review.
2. Ensure alignment between policies, needs, job descriptions, and competencies addressed through pre-service nutrition curricula.
3. Strengthen curriculum nutrition content and training methods.
4. Monitor professional performance for quality nutrition service delivery.
5. Encourage global knowledge exchange.

Call to Action



- Ministry of Health
- Ministry of Education
- Universities and training institutions
- Professional associations
- Donors, implementing partners, and international organizations

Next Steps: An article highlighting the challenges, recommendations, and issuing a call-to-action to these stakeholders is currently underway, with plans to disseminate it widely. It is being co-authored with participants from the consultative meeting.



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QUESTIONS, ANSWERS, COMMENTS, AND DISCUSSION



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CLOSING REMARKS

Katherine Owens

Health Science Specialist

Office of Maternal Child Health and Nutrition

USAID | Bureau for Global Health





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IMPLEMENTED BY:

JSI Research & Training Institute, Inc.
2733 Crystal Drive
4th Floor
Arlington, VA 22202

Phone: 703-528-7474

Email: info@advancingnutrition.org

Internet: advancingnutrition.org

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