Planning for effective communication strategies to improve national nutrition programmes

Facilitator's guide

World Health Organization

Regional Office for the Eastern Mediterranean

Contents

Facilitator's guide

Introduction

Anaemia, obesity, diabetes and vitamin A, iodine and iron deficiency disorders are widely prevalent in the Eastern Mediterranean Region and in many countries there are programmes to address these nutrition problems. The elimination of iodine deficiency diseases through the use of iodized salt has been successful in many countries of the Region. A number of workshops and expert consultations have been held in recent years to focus on, and address, the issue of anaemia, a continuing significant public health problem in many Member States. Vitamin A deficiency disorders, although not as prevalent as iodine and iron deficiency disorders, are a problem throughout the Region, especially in sub-clinical forms, which are known to greatly increase the rates of morbidity and mortality. National governments of Member States have initiated a number of programmes to control and prevent malnutrition in their respective countries based on effective communication strategies, which have been varied in design, scope and in the nature of implementation. The success of a malnutrition control and prevention programme depends largely on an effective, appropriate and realistic communication strategy that is able to reach and educate the community it is addressing.

The training modules were developed with the aim of familiarizing senior and middle-level national health educators and nutrition programme managers with the broad conceptual framework needed to plan effective communication packages for a wide variety of nutrition programmes. The objectives of the course are to:

- introduce the main concepts of health communication;
- explain the role of nutrition communication in controlling and preventing diet-related diseases;
- familiarize the trainee with the broad conceptual framework for designing nutrition communication plans;
- provide the trainee with the knowledge to be able to evaluate and monitor new and on-going national nutrition communication plans;
- introduce important aspects of communication programmes, such as advocacy, social marketing and the development and pretesting of communication materials.

Course methodology

The methodology of this training course relies on the use of Microsoft® Powerpoint presentations, group discussions and practical activities for trainees. Handouts can also be given to trainees. Four groupwork exercises are included in the *Facilitator's guide* (pp. 25–29), which are to be conducted at specified stages of the training course.

Training sessions

Each training session will be facilitated by a workshop coordinator and a number of training facilitators, the number of trainees participating in each session is designed to be between 10 and 20. At the end of each training session, participants will be presented with a certificate of participation if they have attended and participated in all training sessions and interacted and engaged in the group discussions.

In order for training facilitators to be able to organize effective training sessions, a questionnaire should be sent to trainees prior to conducting a course (see Annex 1, Table 1). The data gained from the questionnaire will assist facilitators in selecting appropriate candidates for training based on similar professional backgrounds with similar levels of experience.

Trainees should also be sent the second questionnaire in order that they can apply the new knowledge they gain during the training course to problems which are prevalent in their own countries. Table 2 in Annex 1 provides a list of basic questions that need to be asked in order to collect data on a nutrition problem. Answering these questions can provide a clearer understanding of why a problem is occurring.

The following data sources are useful in accessing information and can be consulted in order to gain information about a community's health and nutritional status.

vital records;	hospital records;
primary care records;	accident reports;
data registries;	surveillance systems;
survey results;	local and population-specific statistics;
national surveys;	reports from studies;
information from epidemiologists;	health policies;
agencies, institutions and organizations who are aware of the problem;	potential partners who are aware of the problem;
reports from various ministries;	newspapers;
records from other agencies and the community;	special studies.

In gathering data it is also important to look at health status indicators, such as morbidity and mortality rates and the causes of death, illness, injury and disability and the rate of access to, and availability of, preventive and curative health care services.

Engaging stakeholders and partners

When planning and implementing a nutrition communication strategy, it is also important to explore all possibilities for cooperation and partnership and identify and approach appropriate stakeholders and partners who can be included in the process as they can often provide invaluable assistance. If other organizations are already addressing a particular nutrition problem, they can be contacted in order to discuss what has already been learned about the problem, what information or advice can be offered to assist in planning and which other interventions or activities may be needed. It is also important to consider other resources which are available to support your communication programme, such as human resources, additional facilities, funds or administrative assistance. The following are examples of relevant stakeholders and partners.

- Government ministries can add credibility, support research and provide access to information and funding.
- Universities may be able to provide graduate students to assist in conducting low-cost research and in providing additional expertise and computer support to conduct statistical analyses.
- Community-based organizations and nongovernmental organizations can provide access to opinion-leaders and may have intimate knowledge of the target community and be able to provide connections to key people and working networks.
- Media gatekeepers can provide visibility, access to communication channels, and offer a perspective on how messages may appear in the media and be able to translate scientific information into effective communications.
- Business leaders and private industries can provide financial contributions, access to distribution and dissemination channels, assistance with budget planning and add corporate credibility.
- Public officials can provide access to policy-making channels and encourage public support for a programme.
- Community leaders can provide expertise and contact with the target audience.

Annexes

The trainee questionnaires (Tables 1 and 2) are included as Annex 1. Lesson plans for training facilitators and groupwork exercises are included as Annexes 2 and 3, respectively.

Annexes

Annex 1

Trainee questionnaires

Table 1. Trainee questionnaire

Name:		
Title:		
Region/governorate:		
What are the main health problems (nutritional or diet-related) in your region? Please list the problems.		
Who is most affected by these problems? (Please tick all of the answers that apply.)	infants	
	children	
	male adolescents	
	female adolescents	
	adult women	
	pregnant or lactating women	
	adult men	
	older people	
How did you obtain information on the health problems? (Please tick all of the answers that apply.)	vital records	
	primary health care records	
	reports and surveys	
	questionnaires	
	surveillance systems	
Which health indicators are used to identify the health problem? (Please tick all of the answers that apply.)	mortality	
	morbidity	
	disability rates	
	anecdotal evidence	
Are any interventions undertaken to address the health problem? Please list these interventions.		
What do you know about health and nutrition communication?	I do not know anything about health/nutrition communication.	
	I have a basic knowledge of health/nutrition communication.	
	I have an understanding of health communication but have never used it in my work.	
	Health communication is an aspect of my work.	

Table 2. Trainee questionnaire to identify prevalent nutrition problems

Questions	Answers
What is the nutrition problem to be addressed?	
Who is affected by it?	
How many people are affected by it?	
In what ways are people affected by the problem?	
How is the problem viewed by different groups? Are people aware that the nutrition problem could affect them?	
How common is the problem?	
How severe is the problem?	
What general health, environmental or social conditions are connected to the problem?	
In which areas does the problem exist specifically?	
Which trends have been identified in relation to the problem? Is the problem increasing, decreasing or has it reached a plateau?	
When did the problem first occur, or when did it become significant? Is this a new problem or an old one?	
At what time of the year is the problem more or less prevalent?	

Annex 2

Lesson plans

Module 1 Chapter 1: Health communication in nutrition (1 hour)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to explain the:				
Health communication	importance of health education and health communication	Participants will be able to define health communication and explain the importance of health education and health communication	Lecture and discussion	Powerpoint presentation	10
The role of health communication	role of health communication in disease prevention and control	Participants will know which objectives health communication can or cannot achieve, and which other interventions can be combined with health communication to maintain sustained behavioural change	Lecture and discussion	Powerpoint presentation	20
Health policy and enforcement					
Health engineering strategy					
Health-related community service intervention					
The need for nutrition communication	need for nutrition communication	Participants will be able to explain why nutrition communication is important and will be able to list the main steps that should be taken in order to encourage behavioural change	Lecture and discussion	Powerpoint presentation	20
			Discussion on evaluation relevance		10

Module 1 Chapter 2: Building background information on a community (1 hour)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to explain the:				
Determining a community's nutritional needs	importance of determining a community's nutritional needs	Participants will appreciate the importance of building background information on a community and their nutrition issues before planning a nutrition communication strategy	Lecture and discussion with examples	Powerpoint presentation	10
Key information How to collect information	key issues for consideration when compiling information on a community	Participants will be able to identify key issues for consideration while compiling information on a community	Lecture and discussion with examples and exchanges of experience	Powerpoint presentation Flip chart	40
			Discussion and question and answer session		10

Module 1 Chapter 3: Planning a nutrition communication strategy (1 hour)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to explain the:				
The importance of planning	importance of effective planning in nutrition communication strategies	Participants will understand the importance of effective planning in nutrition communication strategies	Brainstorming	Powerpoint presentation Flip chart	20
Planning steps	steps involved in planning an effective nutrition communication strategy	Participants will be aware of, and be able to follow, the necessary steps involved in planning an effective nutrition communication strategy	Lecture and discussion	Powerpoint presentation Flip chart	30
			Discussion and question and answer session		10

Module 2 Chapter 1: Defining a nutrition problem (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (mins)
	By the end of this chapter, participants will be able to:			[Present the planning steps on a screen using a transparency or Powerpoint slides in order to illustrate the order of that session in the planning steps]	
Identifying a nutrition problem	identify and describe a nutrition problem	Participants will understand what is meant by a nutrition problem	Lecture and discussion	Powerpoint presentation	15
Defining a nutritional health problem	identify which data sources are useful to consult	Participants will be able to identify which data sources are useful to consult	Lecture and discussion with examples	Powerpoint presentation	20
Stakeholders and partners / Reviewing available data (secondary research) / Collecting new data (primary research)	explain the differences between primary and secondary research	Participants will know how to access data on a nutrition problem in order to be able to plan for a nutrition communication strategy and will also be able to collect their own data regarding a nutrition problem	Lecture and discussion	Powerpoint presentation	30
Contacting other organizations / Identifying stakeholders and partners	identify appropriate stakeholders and partners	Participants will be able to identify appropriate partners and stakeholders to work with during the planning and implementation phases of a nutrition communication strategy. They will also understand the importance of identifying existing gaps and activities in the work of their own organization and that of other organizations to save time and resources	Brainstorming / Lecture and discussion	Powerpoint presentation / Flip chart	15
Identifying subgroups / Describing subproblems	explain the meaning of subgroup and subproblems	Participants will know how to subdivide an affected/target population based on particular characteristics and will learn how to write a problem statement	Lecture and discussion	Powerpoint presentation / Flip chart	30
			Discussion on evaluation relevance		10

Module 2 Chapter 2: Analysing a nutrition problem (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to:				
Analysing a nutrition problem	explain what is meant by analysis of a nutrition problem	Participants will understand what is meant by analysis of a nutrition problem	Lecture and discussion with examples	Powerpoint presentation	20
Identifying direct and indirect causes	determine the direct and indirect causes of a nutrition problem	Participants will be able to apply the use of various tools to analyse a nutrition problem	Lecture and discussion	Powerpoint presentation	30
Developing an etiology chart			Brainstorming to practise the "But why?" technique	Flip chart	
			Example demonstration of Figure 4		
Understanding health behaviour	explain the importance of understanding health behaviour	Participants will be able to identify and understand health behaviour	Lecture and discussion with examples	Powerpoint presentation	30
Changing health behaviour				Flip chart	
Prioritizing and selecting subproblems	prioritize and select subproblems	Participants will be able to prioritize subproblems requiring a nutrition communication intervention	Lecture and discussion	Powerpoint presentation	10
			Demonstration of prioritization worksheet	Transparency	
Undertaking a SWOT analysis	undertake a SWOT analysis	Participants will know how to perform a SWOT analysis of their organization and of their nutrition communication intervention	Lecture and discussion	Powerpoint presentation	20
			Brainstorming	Flip chart	
			Demonstration of different tables of SWOT worksheet	Transparency	
			Discussion on evaluation relevance		10

Module 3 Chapter 1: Identifying and segmenting audiences (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to:				
Targeting a message Identifying target populations Segmenting target populations	identify and segment target populations and audiences	Participants will understand the difference between an intended population and target audience Participants will be able to segment audiences according to given characteristics	Discussion and examples	Powerpoint presentation Flip chart	20
Selecting target audiences	identify primary, secondary and tertiary audiences	Participants will know what is meant by primary, secondary and tertiary audiences and they will be able to segment audiences according to given characteristics	Discussion and examples	Powerpoint presentation Flip chart	20
Conducting formative research	explain the relevance of communication input variables	Participants will know how to conduct formative research in order to learn more about their audience according to communication input variables	Discussion and examples	Powerpoint presentation	30
Writing an audience profile	write an audience profile	Participants will be able to write an audience profile that summarizes information on possible concepts/messages, settings, channel-specific activities and communication materials	Discussion	Powerpoint presentation	20
Writing a creative brief	write a creative brief	Participants will know how to write a creative brief according to the suggested creative brief template	Lecture and discussion How to complete a creative brief template	Powerpoint presentation Transparency	30

Module 3 Chapter 2: Setting goals and objectives (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to:				
Goals	set goals and objectives for a nutrition communication strategy	Participants will understand the difference between a nutrition communication programme's goals and objectives	Discussion and examples	Powerpoint presentation Flip chart	20
Communication objectives	describe what communication objectives should state	Participants will be able to describe what communication objectives should state	Discussion and examples	Powerpoint presentation Flip chart	20
Types of communication objectives	list basic types of objectives	Participants will be able to list basic types of objectives	Discussion and examples	Powerpoint presentation	30
	understand the importance of setting SMART (specific, measurable, achievable, relevant and time-bound) objectives	Participants will be able to set SMART objectives	Discussion	Powerpoint presentation	20
Creating communication objectives	apply steps to create objectives for a nutrition communication programme	Participants will be able to apply steps to create objectives for a nutrition communication programme	Lecture and discussion Demonstration of how to fill in a communication objectives worksheet	Powerpoint presentation Transparency	30

Module 3 Chapter 3: Developing and pretesting communication materials (3 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to explain the:				
Pretesting messages	purpose and the importance of pretesting	Participants will understand what pretesting is and with whom communications materials should be pretested	Discussion	Powerpoint presentation	15
Developing and pretesting message concepts	importance of developing and pretesting message concepts, messages, settings, channel-specific activities and materials	Participants will know how to develop and pretest message concepts	Discussion	Powerpoint presentation	30
Developing and pretesting messages	characteristics of an effective nutrition message	Participants will know how to develop and pretest nutrition communication materials	Discussion and examples	Powerpoint presentation	30
		Participants will know how to apply the characteristics of an effective message during the development of nutrition communication messages	Discussion and examples	Powerpoint presentation	15
Selecting and pretesting settings		Participants will be able to develop and pretest settings	Discussion and examples	Powerpoint presentation	15
Selecting and pretesting channels		Participants will be able to select and pretest channels	Discussion and examples	Powerpoint presentation	30
Developing and pretesting materials		Participants will be able to develop and pretest communication materials and know how to use existing materials	Discussion and examples	Powerpoint presentation	20
Producing materials for dissemination	importance of producing a variety of materials for dissemination	Participants will be able to produce printed and audiovisual materials for dissemination	Discussion and examples	Powerpoint presentation	15
			Question and answer session		10

Module 4 Chapter 1: Planning for programme monitoring and evaluation (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to explain the:				
What is monitoring?	importance of programme monitoring and evaluation	Participants will be able to state the purpose of monitoring	Brainstorming session	Powerpoint presentation Flip chart	10
What is programme evaluation?	importance of writing an evaluation plan	Participants will be able to explain the importance of producing an evaluation plan	Discussion	Powerpoint presentation	10
Evaluation design	basic steps in planning the evaluation of a nutrition communication programme	Participants will be aware of the different steps involved in planning an evaluation of a nutrition communication programme and will be able to apply these steps when planning an evaluation	Discussion	Powerpoint presentation	90
			Discussion and question and answer session		10

Module 4 Chapter 2: Tools of research (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to:				
Methods of data collection	describe different methods of research	Participants will be aware of different methods of research	Discussion	Powerpoint presentation	15
Quantitative and qualitative research	list the differences between quantitive and qualitative research methods (see Table 12)	Participants will be able to explain the differences between quantitive and qualitative methods of research	Discussion Brainstorming session	Flip chart Transparency	30
Review methods	describe selected methods of research (qualitative and quantitative)	Participants will be able to apply different methods of research during the planning phase of nutrition communication programmes	Discussion	Powerpoint presentation	60
	apply different tools of research during the planning phase of a nutrition communication programme				
			Discussion and question and answer session		15

Module 5 Chapter 1: Advocacy (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to:				
Advocacy	define advocacy	Participants will be made aware of the various definitions of advocacy	Brainstorming session	Powerpoint presentation Flip chart	20
Planning stages of advocacy	apply the planning stages of an effective advocacy strategy to inform and persuade policy-makers and other organizations of important nutrition issues	Participants will be able to plan an effective advocacy strategy to inform and persuade policy-makers and other organizations of the need to take action regarding important nutrition problems	Discussion	Powerpoint presentation	50
Advocacy messages	develop and deliver effective advocacy messages, in particular, the one-minute message	Participants will be able to develop and deliver effective advocacy messages and understand what is meant by the one-minute message	Discussion	Powerpoint presentation	30
			Discussion and question and answer session		20

Module 5 Chapter 2: Social marketing (2 hours)

Contents	Learning objectives	Learning outcomes	Group activities	Teaching resources	Time (minutes)
	By the end of this chapter, participants will be able to:				
What is social marketing?	define social marketing	Participants will understand what is meant by social marketing	Brainstorming session	Powerpoint presentation Flip chart	10
Comparative differences between social and commercial marketing	identify the main differences between social marketing and commercial marketing (see Table 22)	Participants will be able to explain the differences between social and commercial marketing	Discussion	Powerpoint presentation Flip chart	10
Why is social marketing important?	explain the importance of social marketing	Participants will be able to explain why it is important to conduct social marketing	Discussion	Powerpoint presentation	10
Implementing a social marketing campaign	conduct a social marketing campaign (see Table 23)	Participants will know how to conduct a social marketing campaign	Discussion	Powerpoint presentation	30
Stages of change	list the stages of change arising as a result of social marketing efforts (see Table 24)	Participants will understand the stages of change produced through social marketing efforts	Discussion	Powerpoint presentation	30
Basic principles of social marketing	explain the basic principles of social marketing: product, price, place and promotion	Participants will understand the importance of the basic principles of social marketing: product, price, place and promotion	Discussion	Powerpoint presentation	20
			Discussion and question and answer session		10

Annex 3

Groupwork exercises

Exercise 1: Writing a problem statement

Objective	To write a problem statement on a nutrition problem.
Method	Group work.
Total time	(1 hour)
	Introduce the exercise (5 minutes).
	Conduct group work session (20 minutes).
	Present the group work and conduct discussion (20 minutes).
	Trainer's comments and feedback (15 minutes).
Materials	Flip charts, markers, trainee questionnaires.
When to use	Use after a presentation of Chapter 1, Module 2.
Instructions to the trainer	Introduce the exercise.
	After the groups have completed the group work, ask them to present their work.
	Briefly discuss the problem statements that have been presented.
	Ask the groups about their sources of information for each nutrition problem they have identified.
	Present one of the problem statements which are included in the modules as case studies or examples and collect their notes regarding them.

Exercise 2: Analysing the direct and indirect causes of a nutrition problem

Objective	To analyse the direct and indirect causes of a nutrition problem.
Method	Group work.
Time	(1 hour)
	Introduce the exercise (5 minutes).
	Conduct group work session (20 minutes).
	Present the group work and conduct discussion (15 minutes).
	Trainer's presentation (20 minutes).
Materials	Flip chart pads, markers, trainee questionnaires.
When to use	Use after a presentation of Chapter 2, Module 2.
Instructions to the trainer	Choose a prevalent nutrition problem.
	Introduce the exercise.
	After the groups have finished the group work, ask them to present their work.
	Hold short discussions about the presentations.
	Present Figure 4 An example of an etiology chart as an example for analysing a nutrition problem.

Exercise 3: Beliefs versus behaviour

Objective	To discuss people's beliefs, knowledge and health behaviour.
Method	Group work.
Time	(20 minutes)
	Introduce the exercise (5 minutes).
	Group work (5 minutes).
	Trainer's comments (10 minutes).
Materials	Flip charts, markers.
When to use	Use after a presentation of Chapter 2, Module 2.
Instructions to trainer	Create three posters displaying each of the statements on behaviours and beliefs below. Choose three places around the room to tack up the three posters. In each spot, tack the poster displaying the statement on behaviour under the poster displaying the statement on belief.
	Explain that you are going to read three statements regarding beliefs about exercise to the group and you will point to each poster as you read the corresponding statement. Ask them to decide which of the statements best represents their own beliefs. Read the statements a second time. Ask the participants to stand under the statement that best represents their own belief.
	Discuss with the group whether the groupings appear to follow any particular pattern in terms of gender, age, cultural background, etc.
	In each group, ask the participants to remove the top sheet, displaying the behaviour statement underneath. Read the three behaviour statements out loud. Ask the participants to stand under the statement that best represents their own behaviour.
	Discuss with participants whether there is a correlation between their beliefs and their behaviour.
	If there is sufficient time you can also pin up three additional statements next to poster III, displaying the statement on behaviour which read:
	• I feel that I will never be able to exercise regularly. • I intend to exercise regularly some day. • I have attempted to exercise regularly in the past.
	These can be used to further divide the group. They illustrate the concepts of self-efficacy, intention to act and trial of behaviour. This illustrates "stages of change" as a way to segment audiences, as well as the concepts of self-efficacy and intention.

Instructions to trainer (cont.)	Belief–behaviour pairs **I.** **Belief** I believe that regular exercise is a good idea for everyone. It reduces stress, keeps the heart and body fit and reduces mortality. **Behaviour** At least 4 days each week I undertake at least 30 minutes of moderate aerobic or muscle strengthening activity. **II.** **Belief** I believe that regular exercise is good for people with a history of heart disease or for those who are dieting. For others, occasional exercise is fine. **Behaviour** I sometimes take exercise, maybe about once a week. I might swim, walk, jog or play sports with my friends or family. **III.** **Belief** I generally believe in the concept of regular exercise but think a healthy, active person gets all the exercise s/he needs without a formal routine. **Behaviour** I do not exercise regularly. I walk to the refrigerator, around the house and to the corner shop for emergency snacks, etc.

Exercise 4: Pretesting communication materials

Objective	To highlight the importance of pretesting nutrition communication materials.
Method	Group work.
Time	(30 minutes) Introduce the exercise (5 minutes). Group work (10 minutes). Present the work and conduct discussion (10 minutes). Trainer's comments (5 minutes).
Materials	Communication materials in the form of posters, leaflets and brochures.
When to use	Use after a presentation of Chapter 3, Module 3.
Instructions to the trainer	Divide the trainees into three or four groups with four trainees in each group. Distribute the communication materials, one for each group. Explain the exercise. Tell trainees to write comments on each set of communication materials to include positive and negative points taking into consideration the target audiences for each. After the groups have finished their group work, ask them to present their work. Discuss their comments and ideas. Collect their comments concerning the possible modifications that could be made to the materials after the discussion.