

# Nutrition Program Planning and Supervision for Health and Agriculture Program Managers

## Learner's Guide

July 2013

# **Nutrition Program Planning and Supervision for Health and Agriculture Program Managers**

## **Learner's Guide**

**Empowering New Generations to Improve Nutrition and  
Economic Opportunities (ENGINE)  
A Project of the US Global Health Initiative and  
Feed the Future Initiative**

The development of this nutrition program planning and supervision Learner's Guide was made possible by the generous support of the American people through the United States Agency for International Development (USAID) under Agreement No. AID-663-A-11-00017. The contents of this document are the sole responsibility of Jhpiego and Save the Children and do not necessarily reflect the views of USAID or the United States Government.

## **ACKNOWLEDGEMENT**

Jhpiego and Save the Children would like to thank all the respondents, woreda health and agriculture managers, nutrition focal persons, consultants and nutrition experts who gave us their precious time and literature and enthusiastically expressed their views and shared their experiences.

## TABLE OF CONTENTS

INTRODUCTION.....	1
<b>MODULE ONE: WHY NUTRITION MATTERS.....</b>	<b>5</b>
Exercise 1.1: Interventions and Sector Roles (small group activity).....	5
<b>MODULE TWO: PREVENTIVE NUTRITION INTERVENTION IN ETHIOPIA.....</b>	<b>7</b>
Exercise 2.1: Preventive Nutrition Interventions in Ethiopia (small group activity).....	7
Exercise 2.2: Triple-A (Assess, Analyze, Action) Community-Based Nutrition (CBN) Cycle (small group activity) .....	8
<b>MODULE THREE: NUTRITION HEALTH AND AGRICULTURE LINKAGES AND MULTISECTORAL COLLABORATION.....</b>	<b>9</b>
Exercise 3.1: Nutrition-Sensitive Agriculture Interventions (small group activity).....	9
Exercise 3.2: Multisectoral Collaboration for Nutrition (small group activity).....	9
<b>MODULE FOUR: GENDER AND NUTRITION.....</b>	<b>11</b>
Exercise 4.1: Implications of Gender Relations on Women's Nutrition (small group activity).....	11
<b>MODULE FIVE: BEHAVIOR CHANGE COMMUNICATION IN NUTRITION.....</b>	<b>12</b>
Exercise 5.1: Strategies and Tools for Effective BCC in Nutrition (small group activity).....	12
<b>MODULE SIX: NUTRITION PROGRAM PLANNING AND SUPERVISION.....</b>	<b>14</b>
Exercise 6.1: Identify the Stages/Steps in Program Planning (individual exercise).....	14
Exercise 6.2: Why Managers Fail in Planning (post-it exercise).....	14
Exercise 6.3: Planning an Integrated Nutrition Program (case study).....	15
Exercise 6.4: Supervision and Mentoring Skills (role play).....	17
<b>MODULE SEVEN: MONITORING &amp; EVALUATION OF A NUTRITION PROGRAM.....</b>	<b>18</b>
Exercise 7.1: Data Quality Concepts (small group activity).....	18
Purpose of this exercise: To help participants understand and discuss data quality concepts.....	18
Exercise 7.2: Data Presentation (small group activity).....	18
Exercise 7.3: Reporting Format for Nutrition Programs (individual exercise).....	19
<b>PRETEST QUESTIONS.....</b>	<b>20</b>

## ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ASF	Animal-Source Food
BCC	Behavior Change Communication
CBN	Community-Based Nutrition
CHD	Community Health Days
CMAM	Community-Based Management of Malnutrition
CSA	Central Statistical Agency
DHS	Demographic and Health Survey
EBF	Exclusive Breastfeeding
EDHS	Ethiopia Demographic and Health Survey
ENA	Essential Nutrition Action
EOS	Enhanced Outreach Service
FMOH	Federal Ministry of Health
GDP	Gross Domestic Product
GMP	Growth Monitoring Project
GNP	Gross National Product
HEP	Health Extension Package
HEW	Health Extension Worker
HIV	Human Immunodeficiency Virus
IMCI	Integrated Management Child Illness
IYCF	Infant and Young Child Feeding
MDG	Millennium Development Goals
NGO	Non-Governmental Organization
NNCB	National Nutrition Coordination Body
NNP	National Nutrition Program
NNS	National Nutrition Strategy
ORS	Oral Rehydration Salt
OTP	Outpatient Therapeutic Program
PCM	Project Cycle Management
PSNP	Productive Safety Net Program
SC	Stabilization Centre
TFP	Therapeutic Feeding Program
TSF	Targeted Supplementary Feeding
UN	United Nations
VCHW	Voluntary Community Health Worker
WASH	Water, Sanitation and Hygiene
WHO	World Health Organization

## INTRODUCTION

Welcome to the Learner's Guide for training in Planning and Supervision of an Integrated Nutrition Program for Program managers. This package, developed specifically for training of Program managers at zonal and woreda levels, offers exercises to develop your knowledge, skills and attitude in relation to integrated Program planning and supervision. You will work with the facilitator and participants during the training in realizing the attainment of core competencies through various competency-based training, assessments and exercises.

The course is designed to be completed in a reasonably short period of time, so your full and active participation is essential. This guide contains all the necessary instructions and individual and group exercises needed to effectively train you to achieve the desired objectives.

This is a flexible Program that encourages you to suggest or make, with your facilitator's input, modifications and changes in the content. The contents are taken, for the most part, from the Nutrition Program Planning and Supervision for Health and Agriculture Program Managers Reference Manual. The Learner's Manual covers the essential exercises of the seven modules in the Reference Manual.

The essential subject matter in this training includes:

- Overview of malnutrition globally and in Ethiopia
- Key preventive nutrition interventions and the National Nutrition Program (NNP) and National Nutrition Strategy (NNS)
- Multisectoral collaboration for nutrition and agriculture, nutrition and health
- Gender and nutrition
- Behavior change communication in nutrition
- Nutrition-Program planning and supervision
- Monitoring and evaluation (M&E) of nutrition Programs

You will acquire basic information on the above topics through interactive learning techniques, including reading and completing exercises individually or in groups, and apply the information in your work. Your progress will continually be assessed and you will be given feedback by facilitators and participants.

This course is designed for:

- Health Program managers working at regional, zonal and woreda levels
- Agriculture Program managers working at regional, zonal and woreda levels
- Health facility managers who plan and supervise nutrition Programs at facility and community levels

## Course Syllabus

### Course Description

This course is designed to teach health and agriculture Program managers like you the basics of nutrition, the NNP and National Nutrition Strategy (NNS) and to help you jointly plan nutrition Programs and conduct supervision and coaching to improve the performance of nutrition service in your workplace.

### Learning Objectives (LO)

Course Objectives: After completing this course, the participants will be able to effectively plan, implement and monitor integrated nutrition Programs.

### Specific Objectives: To attain this objective, the participants will be able to:

- Describe the causes, trends and impacts of malnutrition in Ethiopia
- Discuss preventive nutrition intervention and its multisectoral nature based on NNS/NNP
- Recognize key gender and development concepts to make nutrition interventions gender-sensitive
- Discuss the linkages amongst agriculture, nutrition health and other related sectors Conduct planning and supervision of integrated nutrition Programs
- Design behavior change communication (BCC) strategies to promote nutrition
- Conduct M&E of integrated nutrition interventions

### Participant Selection Criteria

Participants in this course should be Program managers at regional, zonal or woreda levels who are involved in nutrition Programs planning and supervision. Health facility managers and woreda agriculture office are also eligible for the course. Participants should be interested in working jointly with staff from other sectors working on nutrition.

### Course Logistics

This is a four-day, group-based course, involving discussion, reading and small-group works, with guidance and feedback from facilitators. You are responsible for moving through the various learning activities on schedule with input from facilitators, who will help guide you, answer questions and facilitate your learning.

### Teaching/Learning Methods

The learning methods used in this course include:

- Illustrated lectures
- Brainstorming and case studies
- Individual exercises
- Small and large group work (discussions, Q & A sessions)
- Role plays/simulation exercises
- Guided practice activities

## **Training/Learning Materials**

- Reference Manual: Nutrition Program Planning and Supervision Manual
- Facilitator's and Learner's Guides
- Skills learning materials (planning worksheets, formats, supervision checklists, etc.)
- Audiovisual aids (computer, LCD, DVD/CD)
- Stationery (writing pad, pen, cards, post-it note, flip chart, markers, etc.)

## **Course Assignments**

There will be reading assignments after completing each module in the manual. Together participants from the health and agriculture sectors will develop a joint plan for integrated nutrition service provision. This will help you start working together so you will collaborate when you return to your workplaces.

## **Assessment: Participants' Assessment**

- Formative assessment
- Based on drills (short question-and-answer sessions) and your participation
- The group's and your outputs in role playing, case study and group exercise
- Summative assessment
- Pre- and post-course testing for knowledge and competencies
- The group mini-project
- Assessment: Course Assessment
- Daily evaluation
- End-of-course evaluation
- Informal feedback from participants



## Course Schedule

TIME	DAY 1	DAY 2	DAY 3	Day 4
8:30– 10:30	Welcome & opening (90 minutes) - Welcome & introduction - Participant expectations, goals and objectives - Group norms, review of workshop materials and schedule - Pretest	Warm up, recap and agenda (10 min) Module Three: Nutrition Agriculture, Health Linkages & Multisectoral Collaboration (90 minutes)	Warm up, recap and agenda (10 min) Module Six: Planning & Supervision: Program Planning (100 minutes)	Warm up, recap and agenda (10 min) Module Seven: Monitoring & Evaluation of Nutrition Programs (100 minutes)
<b>10:30-10:50</b>	<b>Tea Break</b>			
10:50-12:30	Module One: Why Nutrition Matters (100 minutes)	Module Three cont'd Group work (90 min)	Module Five cont'd Group work (90 min)	Module Seven cont'd: (40 minutes)
<b>12:30-2:00</b>	<b>Lunch</b>			
2:00 – 3:30	Module Two: Preventative Nutrition Interventions (90 minutes)	Module Four: Gender and Nutrition (90 minutes)	Module Six cont'd Supervision (80 min)	Post-test Action Plan Closing of workshop
<b>3:30-3:50</b>	<b>Tea break</b>			
3:50-4:50	Module Two cont'd Group activity (60 min)	Module Five: Behavior-Change Communication in Nutrition (30 min) Group activity (30 min)	Module Six cont'd Group activity (90 min)	
4:50-5:00	Review, daily evaluation and assignment	Review, daily evaluation and assignment	Review, daily evaluation and assignment	

## MODULE ONE: WHY NUTRITION MATTERS

**Main Objective:** After completing this module, the participants will be able to describe the causes, trends and impact of malnutrition in Ethiopia.

### Exercise 1.1: Interventions and Sector Roles (small group activity)

The purpose of this exercise is to help you recognize possible interventions aimed at the immediate, underlying and basic causes of malnutrition and to identify the potential roles of your respective sectors.

**Instructions:** Using the template below, list the possible interventions at each level and potential role(s) of each sector.

- List possible interventions against malnutrition at each level of cause using Template 1.1.
- Identify potential role(s) of your sector and give specific examples.
- At which level can your zone/woreda contribute most?

**Template 1.1**

Causes of Malnutrition	Possible Interventions at Each Level	Your Sector's Role(s) and Specific Contribution(s)
Immediate Causes		
Underlying Causes		
Basic Causes		

### Exercise 1.2: Impact of Malnutrition (small group activity)

**Purpose of this exercise:** To help you understand and discuss the impact of malnutrition at individual, community and country levels.

**Instructions:** Consider the social, political, and economic impact of malnutrition and summarize your answer using the following format. (Do not refer to the Reference Manual before completing this exercise!)

#### Template 1.2

Impact of Malnutrition at Individual, Community and Country Levels	
Individual Level	Community and Country Level

## MODULE TWO: PREVENTIVE NUTRITION INTERVENTION IN ETHIOPIA

**Learning Objective:** After completing this module, the participants will be able to describe the national nutrition strategies and Program, and discuss preventive nutrition interventions and their multisectoral nature.

### Exercise 2.1: Preventive Nutrition Interventions in Ethiopia (small group activity)

**Purpose of this exercise:** To help you understand and discuss preventive nutrition interventions.

**Instructions:** In your small group, discuss the topics presented below. In your discussion, focus on some key points (benefits, practices, etc.) and the body responsible for the nutrition practices.

- Split into four groups and each should nominate a chairperson and secretary.
- Each group should take one of the sub-topics listed in the table below.
- Read the reference material and make notes on the topic you have picked.
- Identify key points to teach others.
- The group working on nutrition and water, sanitation and hygiene (WASH) will demonstrate proper hand-washing technique.
- Each group should also identify the responsible sector(s) in their respective woredas.
- Present your group work to the audience, i.e., your facilitator(s) and other participants.

### Template 2.1

Preventive Nutrition Interventions		Key Points	Responsible Body Sector(s)
1. Infant and young child feeding practices	a. Breastfeeding		
	b. Complementary feeding		
	c. Feeding of sick child		
2. Nutrition and WASH	Effect of WASH on nutrition		
3. Maternal nutrition (MN)	a. During pregnancy		
	b. During lactation		
	c. Under-nutrition cycle		
4. Micronutrients	a. List the first four MNs of public health importance b. Identify sources of MN c. Identify key prevention and treatment strategies for micronutrients		

**Exercise 2.2:** Triple-A (Assess, Analyze, Action) Community-Based Nutrition (CBN) Cycle (small group activity)

**Purpose of this exercise:** To help you understand and explain the concepts and strategies of CBN interventions.

**Instructions:** Pair up and fill in the details of the Triple-A CBN cycle in each column.

- Read concepts of CBN.
- Review Job Aid 2.1 in the Reference Manual before proceeding to the discussion.
- Review the CBN monitoring tool after completing the exercise.

Assessment	Analysis	Action
What to assess? Who is responsible? How to assess?	What to analyze? How to analyze? Who is responsible?	How to develop an action plan? How to implement? Who are the stakeholders?

## MODULE THREE: NUTRITION HEALTH AND AGRICULTURE LINKAGES AND MULTISECTORAL COLLABORATION

**Learning Objective:** After completing this module, the participants will be able to explain the linkages amongst agriculture, health and nutrition, and the need for multisectoral collaboration in nutrition interventions.

### **Exercise 3.1: Nutrition-Sensitive Agriculture Interventions (small group activity)**

**Purpose of this exercise:** To help you understand and identify nutrition-sensitive agriculture interventions.

**Instructions:** Each group should think about agriculture Programs in their woredas, then proceed to the exercise, using the steps that follow.

#### **Steps:**

1. List five agriculture Programs in your woreda.
2. Based on the nutrition-sensitive agriculture section of module three, evaluate the nutrition sensitivity of these Programs.
3. If not sufficiently nutrition-sensitive, what needs to be done to make them so?
4. If yes, what lessons can you share with others?
5. What are the roles of DAs/model farmers in disseminating nutrition-related information?

### **Exercise 3.2: Multisectoral Collaboration for Nutrition (small group activity)**

**Instructions:** Form a small group of participants from the same woreda and assign a facilitator and secretary. Write the summary of your findings on a flip chart and present in the all-groups session.

#### **Steps:**

1. Identify existing/potential areas of collaboration amongst health, agriculture, education, water and women's affairs sectors to ensure nutrition security.
2. Evaluate effectiveness of the existing collaboration and provide recommendations for better multisectoral integration based on the factors below.

<b>Factor</b>	<b>Current Reality</b>	<b>What Needs To Be Done</b>
Nutrition as a development priority of the sector, and its urgency		
Capacity of the collaborating sectors		
Shared understanding of nutrition amongst members		
Clearly defined nutrition-related roles, responsibilities and accountability for all participating organization(s)		
Nutrition department/unit/focal person assigned		
Planning for nutrition program/projects together		
Working together on nutrition		
Joint monitoring of work together		
Leadership commitment		

3. What other sector(s) do you need to collaborate with for better nutrition outcome?

## MODULE FOUR: GENDER AND NUTRITION

**Learning Objective:** After completing this module, the participants will be able to recognize key gender and development concepts in relation to nutrition and propose gender-sensitive nutrition interventions.

**Exercise 4.1:** Implications of Gender Relations on Women's Nutrition (small group activity)

**Purpose of this activity:** To help you identify men's and women's relative resource use and control over resources, in order to help them identify gender- and nutrition- sensitive Programs.

**Instructions:** Form a small group and assign a facilitator and secretary. The facilitator collects the following materials for the group:

- A pile of smaller index cards for you to draw/name different resources
- Flipchart paper and marker to make two big charts
- Six larger index cards to draw the "header" cards

### Steps:

- List main resources that members of a rural household might use.
- Discuss and agree on who uses and controls or make the final decisions for each resource.
- List main resources that members of a rural household might use.
- Discuss and agree on who uses and who has control over each resource.
- Which resources do women have control over?
  - o Is it women, men or both who make the decisions about resources in general?
  - o What impact does this have on the nutrition status of women, children and the community at large?
- What gender- and nutrition-sensitive Programs need to be implemented to improve the nutrition status of women, children and the community at large?



## MODULE FIVE: BEHAVIOR CHANGE COMMUNICATION IN NUTRITION

**Learning Objective:** After completing this module, the participants will be able to recognize the basic concepts, strategies and tools of behavior change communication (BCC) and design appropriate strategies for nutrition BCC.

### Exercise 5.1: Strategies and Tools for Effective BCC in Nutrition (small group activity)

**Purpose of this exercise:** To help participants identify the appropriate strategies and tools and design effective BCC for nutrition.

**Instructions:** Form small groups composed of equal numbers of health and agriculture sector members.

- Select a facilitator and secretary for your group and obtain flipchart and markers.
- Using Job Aid 5.1 in the Reference Manual, select one key message from the two focus areas of nutrition intervention below.
- Using the Template 5.1 below, identify target audience and appropriate strategy and tools to design BCC (refer to Table 5.1 on nutrition strategies and tools in the Reference Manual).
- Write your results on a flip chart and present it to the other groups.

**Focus Area 1:** Essential nutrition actions (ENA), e.g., nutrition counseling, breastfeeding and complementary feeding

Identify one key message to deliver using BCC and disseminate to target beneficiaries

**Focus Area 2:** Food-based approach (food diversification by buying or growing)

Identify one key message for a food-based approach to deliver using BCC and disseminate to target beneficiaries.

### Template 5.1

Nutrition BCC	Key Messages	Target Audience(s)	BCC Strategies	Tools
Nutrition counseling or other ENA activity				

Nutrition BCC	Key Messages	Target Audience(s)	BCC Strategies	Tools
Food-based (diversity)				

## MODULE SIX: NUTRITION PROGRAM PLANNING AND SUPERVISION

**Learning Objective:** After completing this module, you will be able to discuss the basic concepts of planning, supervision and mentoring and effectively plan, manage and supervise nutrition interventions.

**Exercise 6.1:** Identify the Stages/Steps in Program Planning (individual exercise)

**Purpose of this exercise:** To help you identify the stages/steps to follow in Program planning.

**Instructions:** Answer the following question on your own, individually. There could be more than seven steps when written in detail.

Identify the steps to follow in Program planning	1.
	2.
	3.
	4.
	5.
	6.
	7.

**Exercise 6.2:** Why Managers Fail in Planning (post-it exercise)

**Purpose of this exercise:** discuss in pairs the reason why managers fail in planning.

**Instructions:** Discuss with the person next to you possible reasons why Program managers fail in planning. You should identify at least three reasons. Write your reasons on the post-it paper and post on the wall.

No	Reasons Why Managers Fail in Planning
1	
2	
3	
4	

### **Exercise 6.3:** Planning an Integrated Nutrition Program (case study)

**Purpose of this exercise:** To help you plan an integrated nutrition Program in collaboration with other sectors.

#### **Case Scenario**

There has been chronic food insecurity situation in Mecha Woreda in Amhara Regional State. The communities residing in Mecha Woreda have been hard hit by recurrent droughts for over ten years. Availability of pure water for drinking is a major problem. Mothers and teenage girls trek long distances to fetch it. There has been an outbreak of malaria and diarrhea, with children under five, pregnant and lactating mothers and the elderly badly affected. Last month, the government, in collaboration with key partners, conducted a standard nutrition survey to determine the woreda's nutrition, health and food security situation. The results of the nutrition survey (see the table below) signaled the need for immediate, coordinated action.

Indicators	Result
Stunting	54%
Wasting	21.2%
Underweight	43%
U5MR	2.2
CDR	1.6

**Instructions:** Based on the case study and nutrition survey report, what key nutrition, food security and health interventions would you suggest in helping the communities to remedy this difficult situation? Use the following format to develop an action plan. You may modify the format to suit your needs.

Please be sure your integrated action plan clearly shows the contributions of collaborating sector offices. You can start with the two sectors, health and agriculture, and add the contributions of any others sectors you believe should be involved—water, sanitation, education offices, etc. Given the government’s current long-term strategic plan, try to limit your plan to 3–6 months duration.

Use the SMART (Specific, Measurable, Achievable, Realistic and Time-bound) methodology to develop your plan.

Annual or Quarterly Work Plan					
Overall objective: _____					
Specific objectives: (Use existing gaps to come up with specific objectives.)					
Interventions/ Activities	Target Population	Time Frame	Responsibility (key stakeholders)	Logistics	Remarks

#### Annual Work Plan

No	Description	Unit of Measurement	Annual Plan	Quarter (Q) Distribution				Responsible Body
				Q 1	Q 2	Q 3	Q 4	
1	Result Area One							
1.1								
1.2								
	Result Area Two							

### Quarterly Work Plan

No	Description	Unit of Measurement	Quarter Plan	Monthly Distribution			Responsible Body
				Jan	Feb	Mar	
1	Result Area One						
1.1							
1.2							

### Exercise 6.4: Supervision and Mentoring Skills (role play)

**Purpose of this activity:** To demonstrate supervision and associated skills such as communication, feedback, coaching and mentoring. The session will help you attain sound supervisory and mentoring skills.

**Instructions:** Working in your group, plan a supportive supervision visit to an institution or activity of interest, e.g., health facility, farmer training center, school feeding Program, small-scale irrigation scheme, etc. It can be internal or external supervision. Choose an area of nutrition service where there is a gap or problem to be improved by your supervision and mentoring. Role-play an integrated supportive supervision visit that shows how all collaborating sector offices and sectors add value to the effort in programming and implementation.

- To conduct the role play, one or two members in the group play(s) the supervisor and the remaining members play facility staff/supervisees.
- Try to demonstrate the supervision and mentoring skills most beneficial to the supervisees. You can plan to have one supervisee or many; in the latter case, you can conduct a meeting with the facility staff supervisor). Remember to use a supervision checklist/tool such as Job Aid 6.2 in the Reference Manual.
- Participate in the reflection session after the role play.

## MODULE SEVEN: MONITORING & EVALUATION OF A NUTRITION PROGRAM

**Learning Objective:** After completing this module, you will be able to explain the difference between monitoring and evaluation and make use of appropriate formats for monitoring and evaluation (M&E) purposes.

**Exercise 7.1:** Data Quality Concepts (small group activity)

**Purpose of this exercise:** To help participants understand and discuss data quality concepts.

**Instructions:** The following table is the monthly report on child health and nutrition in a clinic in woreda X in Ethiopia. It shows the total number of children who received follow up services by sex for the listed conditions in October 2012. Evaluate this report based on the accuracy and completeness of the data.

Child Health and Nutrition	Sex		Total
Children needing follow-up	Male	Female	
Wasting	40	90	130
Edema	60	50	100
Anemia		17	93
Other (specify)	0	131	131

**Exercise 7.2:** Data Presentation (small group activity)

**Purpose of this exercise:** To help you identify presentation formats that make data most impactful/meaningful.

**Instructions:** Read the information presented below and present the data in a way that attracts the attention of decision makers.

A group of experts conducted a survey in a given woreda with a total population of 35,000 people and obtained the figures summarized in the following tables.

1. Trends in Nutrition Status of Children in the woreda: 1996, 2000 and 2005 E.C.

Year of Survey	Stunting (%)	Underweight (%)
1996	51	33
2000	44	27
2005	37	21

2. Human Resource Data

Number of agricultural development agents	30
Number of nurses	50
Number of health extension workers	120
Farmers engaged in nutrition-sensitive farming	10

**Exercise 7.3:** Reporting Format for Nutrition Programs (individual exercise)

**Purpose of this exercise:** To help you identify the reporting formats that best serve the needs of a nutrition Program.

**Instructions:** Explain your organization's M&E system by answering the following questions. Share your experiences when you are asked to do so.

- What types of data are you collecting?
- What format/tool are you using?
- Does it capture nutrition-related intervention(s)?
- How frequently do you collect data?  
How do you present your M&E reports, and for what purposes?
- As a manager, what are your roles and responsibilities in the M&E system of your organization?

## PRETEST QUESTIONS

**Instruction I:** Choose **ONE best** answer from the given options and write the letter of your choice in block letter on the space provided. Each question has 1 point

\_\_\_\_\_ 1. Which of the following statement is **NOT** correct about malnutrition?

- A. Malnutrition can occur while a person consume sufficient amount of food
- B. Malnutrition can be resulted from inability of the body to utilize the food eaten
- C. Malnutrition can occur from ill health and disease
- D. Infections are the underlying causes for malnutrition
- E. Malnutrition and mortality have a direct relationship

\_\_\_\_\_ 2. Rapid loss of muscle of the body in a short period of time is one form of \_\_\_\_\_ manifestation of malnutrition. What is this condition called?

- A. Stunting or acute malnutrition
- B. Wasting or chronic malnutrition
- C. Underweight (resulted from stunting and/or wasting)
- D. Stunting or chronic malnutrition
- E. Wasting or acute malnutrition

\_\_\_\_\_ 3. Which one of the following is the underlying cause of malnutrition?

- A. Lack of dietary intake by individuals
- B. Poor infrastructures (roads, communications, etc.)
- C. Poor maternal and child feeding and caring practices
- D. Disease situation in the community
- E. Political and ideological structures

\_\_\_\_\_ 4. Which of the following is **CORRECT** decreasing order of their current magnitude in Ethiopia?

- A. Stunting, wasting and underweight
- B. Stunting, underweight and wasting
- C. Wasting, underweight and stunting
- D. Underweight, wasting and stunting

\_\_\_\_\_ 5. What is the primary objective of the national nutrition program (NNP)?

- A. To improve nutritional status of the population especially mothers and children through cost effective and sustainable interventions
- B. To maximize productivity through different mechanism so as ensure food security of the country in a sustainable way.
- C. To improve economic situation of individuals in particular and population at large so as ensure healthy life.



\_\_\_\_\_ 6. Which of the following is **NOT** among essential nutrition actions being implemented and highly promoted in the country?

- A. Promotion of productive safety net program at rural setting
- B. Promotion of optimal breastfeeding during the first six months
- C. Promotion of optimal complementary feeding starting after 6 months of age
- D. Promotion of optimal nutritional care of sick and severely malnourished children

\_\_\_\_\_ 7. Which one of the following is part of the recommended infant and young child feeding (IYCF) practices?

- A. Promote exclusive breastfeeding until 4 months of age
- B. Promote complementary feeding from birth to five years of age
- C. Promote exclusive breast feeding until 6 months of age
- D. Promote good maternal feeding and health during pregnancy

\_\_\_\_\_ 8. Which of the following are major micronutrients of public health importance in Ethiopia?

- A. Vitamin D, Iodine, Iron and Vitamin A
- B. Vitamin A, Iron, Iodine and Zinc
- C. Iron, Vitamin B, Magnesium and Iodine
- D. Vitamin C, Iron, Calcium and Iodine

\_\_\_\_\_ 9. Which of the following sets of activities belong to community based nutrition (CBN)?

- A. Breast feeding, complementary feeding, maternal health & micronutrient initiative
- B. Growth monitoring, targeted food supplementation, micronutrient supplementation, parasitic control, hygiene and sanitation
- C. Feeding of sick child, water, hygiene, Sanitation and microeconomic activities

\_\_\_\_\_ 10. One of the following does **NOT** explain the contribution of agriculture to nutrition:

- A. Agriculture is the primary source of food to meet people's needs for energy and essential nutrients worldwide
- B. Agricultural growth is the necessary and sufficient condition to ensure nutrition security
- C. Agricultural growth, to be translated in to food and nutrition security, depends on different conditional factors such as equitable distribution of resources and products, gender equality, health status and infrastructure
- D. Agricultural growth that benefits women can lead to improved household and child nutritional status through higher incomes among women

\_\_\_\_\_ 11. Which one of the following is **TRUE** about nutrition sensitive agriculture?

- A. In order to improve nutrition outcomes, agricultural programs need to focus mainly in increasing production and productivity as nutrition security can be realized at later stage.

- B. In order to avoid duplication of effort & resources; then nutrition sensitive agricultural interventions need to focus only in improving agricultural productivity.
- C. Increasing productivity of small holder and their incomes, diversifying food production, and making staple food crops more nutritious can be considered as some of nutrition sensitive agriculture.
- D. The issue of gender has nothing to do with Nutrition sensitive agricultural

\_\_\_\_\_ 12. Which of the following explains about multi-sector collaboration?

- A. Nutrition is the agenda of health sector. Hence, the need for collaboration with other sectors is not that much important so long as the health sector implemented all nutrition interventions mandated to it effectively.
- B. Tackling malnutrition require solutions to be developed with the integration of all concerned sectors.
- C. Organizational structures, values, culture, and experience has no any effect on the sustainability of multisectoral collaboration.
- D. There is no possibility to initiate and sustain multisectoral collaboration at program level as it needs resources which needs a policy decision of the higher leadership.

\_\_\_\_\_ 13. Which one of the following about gender and sex is **INCORRECT**?

- A. Gender refers to the socially constructed roles and responsibilities assigned to men and women in a given culture or location
- B. Sex refers to biological attributes of men and women
- C. Gender roles are socially constructed and never changes
- D. In order to ensure gender equality we have to make sure whether most of the women in an economy are benefiting from the economic growth of the country or not

\_\_\_\_\_ 14. What is the process that ensures girls, women, boys and men are consulted and their different needs and perspectives are considered at all level?

- A. Gender mainstreaming
- B. Gender Equality
- C. Gender Right
- D. Gender equity

\_\_\_\_\_ 15. Which one of the following is TRUE about gender and nutrition sensitive agriculture?

- A. A gender and nutrition sensitive agriculture never considers gender, and women empowerment as the central key of success
- B. A gender and nutrition sensitive agriculture does not aim at putting more resources in the hands of women and strengthen their voice within the household,
- C. Gender analysis is not that much important issue to promote gender and nutrition sensitive agriculture; but a proven strategy for enhancing the food security, nutrition, education and health of children

- D. Including women producers in contracts and group membership, and making resources related pay ments directly to women can be considered as a strategy to promote gender and nutrition sensitive agriculture

\_\_\_\_\_ 16. Which of the following statement is **CORRECT**?

- A. Management is a function of planning
- B. Planning is a function of management
- C. External supervision is better than internal supervision
- D. Program performance gaps are already known so no need to do assessment

Part II: Write **T** if the statement is true and **F** if the statement is **false** on the space provided. Each correct answer worth one point

\_\_\_\_\_ 17. Diagnosis of a problem in disaggregated manner is the first stage in nutrition program planning.

\_\_\_\_\_ 18. Planning is simply deciding in advance on what to do, how to do it, when to do it and who is to do what.

\_\_\_\_\_ 19. Nutrition behavior change communication differs from nutrition education in that the former mainly focuses on increasing awareness and knowledge.

\_\_\_\_\_ 20. The focus of BCC in nutrition is to facilitate feeding and dietary behaviors that are compatible with growth, development, long-term health, survival and productivity.

\_\_\_\_\_ 21. The two focus areas of nutrition BCC in Ethiopia are promoting the seven essential nutrition actions (ENA) and community based nutrition.

\_\_\_\_\_ 22. ‘Are we doing the correct project?’ is the concern of monitoring; while ‘are we doing the project correctly?’ is the concern of evaluation.

\_\_\_\_\_ 23. The primary concern of program evaluation is to examine how inputs used & whether sufficient outputs obtained, while that of monitoring is concerned with program relevance & efficiency.

\_\_\_\_\_ 24. In a given reporting format, the ratio of achievements to set targets/plan shows our performance for the reporting period for which we are preparing the report.

\_\_\_\_\_ 25. “Prevalence of anemia in women of reproductive age” is an impact indicator.

