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# Workshop Report

## DEVELOPMENT and IMPLEMENTATION OF INTERSECTORAL FOOD & NUTRITION PLANS AND POLICIES

15-19<sup>th</sup> November 2004

CETC, Suva, Fiji



SPC & WHO

in collaboration with  
FAO, JICA & UNICEF



## Summary

This workshop included participants from 5 member countries: Cook Islands, Fiji Islands, Samoa, Tuvalu and Vanuatu, three to four participants per country attended, allowing a range of sectors to be represented including health, education, finance, planning and agriculture. The workshop was organized by the Lifestyle Health Section of SPC, with funding support from WHO and JICA, and with collaborative assistance from FAO and UNICEF.

During the four and a half day workshop, issues related to the successful development and implementation of national plans of action and policies on nutrition were explored. This included: the historical basis and needs for national plans of action on nutrition, essential components of plans and policies, using emerging issues such as NCDs to promote nutrition plans, developing successful partnerships and advocating for support and action.

The workshop was participatory in nature, with the participants mainly working in country groups to explore issues. Plenary feedback sessions allowed time for further discussions of points raised and sharing of ideas amongst country representatives. Ultimately, the country participants each worked to review their existing plans and policies related to nutrition, and to set plans for its update or improvement. They also developed plans for activities needed to ensure that their plans would be fully implemented, which is a particular difficulty.

Over forthcoming months, participants will begin to work on their plans within their country and can call upon SPC, FAO, UNICEF and WHO for support. This support will include a follow-up visit to assess progress and assist each country. A small grant will also be available to all countries to assist them in funding their activities.

Evaluation of the workshop by participants was positive, and progress over the next six months will indicate the impact of this workshop on national plans and policies on nutrition.

### **Acknowledgements**

The Lifestyle Health Section of SPC would like to thank WHO and JICA for their financial support of this workshop. Also to acknowledge the collaborative support of FAO, JICA, UNICEF and WHO in the implementation of this workshop.

We would also like to thank CETC for their hospitality and support, and the SPC Finance office in Suva for their assistance.

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# Introduction

## Aims

The course aims to help to build capacity in countries to develop and implement multi-sectoral national nutrition action plans and policies.

## Learning Outcomes

This training course focuses on developing effective and sustainable national food and nutrition plans and policies.

At the end of this training course, participants should be able to:

- Assess food and nutrition plans and policies.
- Develop effective and sustainable food and nutrition plans.
- Promote implementation of food and nutrition programmes of action.

## Background to this workshop

The 1992 International Conference on Nutrition brought together 159 countries in an effort to eliminate hunger and to reduce all forms of malnutrition. This conference agreed nine key strategies and actions to tackle these problems. In a follow-up, the 1996 World Food Summit brought together many countries and confirmed this general perspective, and linked the strategy more firmly with the goals of poverty eradication and environmental protection / sustainable development. The Final Declaration of the WFS is a key document, alongside the ICN.

Nutritional plans and policies when developed at a national level can be an important and effective tool in ensuring national action on dealing with nutritional issues. The main strands of a nutrition plan can also incorporate healthy lifestyles, particularly physical activity. As such they are important within the Pacific region for tackling the issues of undernutrition (such as anaemia and failure to thrive) and also in the growing problem of noncommunicable diseases such as diabetes and heart disease.

The underlying principles for a good food and nutrition plan and policy are:

1. To have "joined up" food and nutrition plans and policies that include the elements that meet the needs of good nutrition, food safety, sustainable food supply and healthy lifestyles.
2. To have food and nutrition plans and policies that address on the one hand the ill-health associated with under consumption, and on the other hand the ill-health associated with over and unbalanced consumption.
3. That the plans and policies are intersectoral in thinking and interagency in delivery.

## **Outline of course content**

The course includes:

- International dimensions of food and nutrition plans and policies,
- Public health impact of food and nutrition insecurity and safety,
- How to address barriers to change and how to develop/implement/follow-up food and nutrition plans and policies,
- How to access and use monitoring and surveillance systems,
- How to use advocacy to achieve goals.

Participants who complete the training course will be equipped with the skills necessary to help develop and implement intersectoral food and nutrition plans and policies at the national or local level.

## **Learning method**

The learning method encourages participants to carry out activities, as a way of finding out and learning about food and nutrition plans and policies.

Participants will work in groups, according to various criteria, allocated by the facilitator. Everybody will be encouraged to participate and contribute to the overall conclusions.

## **Participants**

The countries of Cook Islands, Fiji, Samoa, Tuvalu and Vanuatu were invited to participate in this first workshop for the region.

Each country was asked to nominate 4 participants representing different sectors - to include Health, Agriculture, Education, Planning, Commerce, Fisheries or other relevant sector. The participants were requested to be policy makers or their advisors.

A full list of all participants is included in appendix one.

Unfortunately at the last moment, one participant from Vanuatu was unable to attend.

## **Organisation**

The workshop was organised by the Secretariat of the Pacific Community (SPC)'s Lifestyle Health Section (LHS), in collaboration with the SPC's Community Education Training Centre (CETC).

The workshop was organised in collaboration with FAO, JICA, UNICEF and WHO. Facilitation was provided by representatives of all these agencies.

Funding was provided by WHO (Geneva and Manila offices) and JICA, with the LHS absorbing administration.

## Opening Session

The opening of the workshop began with a prayer and blessing. The opening was attended by all the participants and facilitators, along with Dr. Kamrul Islam and Dr Kyaw-Myint from UNICEF and Mr Suzuki from JICA (Fiji).

Opening remarks were given by Jimaima Schultz on behalf of SPC, Dr Kyaw-Myint on behalf of UNICEF, Dr Midori Ishikawa on behalf of JICA and Dr Cavalli-Sforza on behalf of WHO.

### **Food and Nutrition Plans & Policies: Past Experiences**

Dr Chizuru Nishida then gave an opening presentation on the history and role of NPANs.

The international context of macro-policy on food & nutrition has changed a great deal since the 1974 World Food Conference. At the *World Food Conference*, the emphasis was on food production. Therefore, efforts were made to investigate ways and means to increase food production and improve socio-economic development. It was believed that the projected rapid socio-economic development would mean that nutrition would take care of itself.

By the beginning of the 1980s, a new perspective was introduced. And it was then argued that hunger was more a problem of distribution and access to food. An increasing number of studies in 1980s (including those of Amatia Sen) have indicated that hunger problems go beyond food availability and even raising household incomes did not improve nutritional well-being.

In the beginning of the 1990s, hunger & malnutrition were considered as priority issues to be addressed.

In 1990, the *World Summit for Children* set nutrition-related goals and in 1991, the *Ending Hidden Hunger Conference* addressed the issues of micronutrient malnutrition. In 1992, the *International Conference on Nutrition*, examined 3 underlying causes (i.e. food, health & care) and addressed malnutrition in all its forms through 9 action-oriented strategies.

And, in 1996, the *World Food Summit* reaffirmed the commitment to achieving food & nutrition security for all. Then the UN Millennium Development Goals (MDGs) were produced.

Today, 144 countries (that is approximately 75% of WHO Member States) have drafted or finalized their national plans of action.

There is a need for “tools” to help countries to:

1. Translate plans into action
2. Incorporate emerging issues which were not addressed or highlighted at the time of ICN
3. Assess their national food and nutrition situation; identifying factors affecting

**5 commonly cited factors affecting nutritional status** (response from Member States at regional review meetings held during 1999-2001)

- Infectious diseases & parasites
- Poverty
- Physical inactivity
- Changing dietary patterns & habits  
(i.e. high fat intake, fast foods, snacking etc.)
- Poor breastfeeding practices
- Household food insecurity

**3 commonly cited factors affecting nutritional status by region:**

- AFRO:      1.      Infectious diseases & parasites  
              2.      Household food insecurity  
              3.      Poor breastfeeding practices
- AMRO:      1.      Poverty  
              2.      Physical inactivity  
              3.      Infectious diseases & parasites
- EMRO:      1.      Infectious diseases & parasites  
              2.      Poverty  
              3.      Low literacy rate, Natural disasters, Changing dietary habits, Physical inactivity, insufficient intake of iron-rich foods
- EURO:      1.      High fat intake  
              2.      Physical inactivity  
              3.      Economic transition, Changing dietary patterns & habits (i.e. fast food, snacking, etc.)
- SEARO:     1.      Infectious diseases & parasites  
              2.      Insufficient intake of iron-rich foods  
              3.      Low literacy rate, Household food insecurity, Poor sanitation & personal hygiene
- WPRO:      1.      Physical inactivity  
              2.      Infectious diseases & parasites  
              3.      Changing lifestyles

**Emerging issues that affect nutrition**

- globalization
- nutrition transition — overweight & obesity
- fetal programming of chronic diseases
- HIV/AIDS
- biotechnology — GM foods
- micronutrients beyond the big three
- prions — BSE
- SARS, bird flue

**Potential for effective intersectoral food and nutrition plans and policies**

Bring together coordinated action at national, district and community levels

Enhance the effective use of limited resources in countries (both financial and human)

Address the entire spectrum of nutrition-related ill health (associated with both under- & over-/unbalanced nutrition)

Contribute to the alleviation of poverty and facilitate national development

**Review of course content**

Wendy gave an overview of the course aims and objectives, along with information on the agenda and format. Details were also given on the material in the participant packs.

Administrative arrangements were also reviewed at this time.

## **Session 1: Introduction**

### **Aims**

This session aims to:

- Break the ice
- Find out who is on the course
- Set the scene

### **Learning Outcomes**

At the end of this session participants should be able to:

- Identify their own role in relation to the food supply chain
- Explain key issues in food and nutrition

### **Activity 1.1: Introduction**

#### **Learning Outcomes**

At the end of this session each participant should be able to:

- Identify most course participants

#### **Activity**

Each participant was asked to give their name, work area and to give their expectations of the workshop.

#### **Participant Expectations**

- Learn more about NPAN
- Learn from other countries how to address food security especially in rural areas
- Share experiences of other countries on developing policy on nutrition
- How to plan action using local foods
- Learn new experiences on improving NPAN and food security
- Learn more action plan to address NCDs
- Learn about barriers to NPAN
- Share success stories
- Incorporate new knowledge and experience into national policy
- How education sector can promote food and nutrition
- Better understanding of NPAN to contribute to improving courses at USP
- Focus of food safety that meets needs of PICs
- How to incorporate food safety into curriculum
- Help assess NPAN/policy
- Learn about food production in other countries
- Collaborate with other partners
- Put plans into action

- How to link international commitments with NPAN
- Monitoring tools to assist review of NPAN
- Disaster plan
- Get to know Samoan colleagues and other participants
- Strengthen curriculum based on experiences from this workshop
- Better coordination of all sectors - public and private
- How to implement nutrition policy
- Establish regional networking group

## **Activity 1.2: Describe the importance of food and nutrition for health and development**

### **Learning Outcomes**

At the end of this activity, participants should be able to:

- Identify some of the main effects of nutrition and food on public health
- Appreciate the importance of good nutrition for health and countries' economies
- Highlight how the four pillars encompass all key areas.

### **Activity**

Participants were asked to brainstorm the positive and negative impacts of food and nutrition.

This led onto discussions about how important food and nutrition is - and how it can have such wide-ranging effects.

<b>Negative impacts</b>	<b>Positive impacts</b>
e.g. increasing overweight & obesity problems	e.g. increased availability & variety of food
Malnutrition	Longevity
Obesity	Healthy body, mind, spirit
Increasing rates of NCD	Beauty
<ul style="list-style-type: none"> <li>• Increase of imported foods</li> </ul>	Good brains (IQ)
Early deaths due to NCD losses to productivity and the families	Fitness (sports etc)
<ul style="list-style-type: none"> <li>• Due to increasing NCD morbidity &amp; mortality</li> </ul>	Good eyesight
Tooth decay (economic and health consequences)	Good leadership (for politicians)
Inactivity (laziness)	Healthy skin, teeth, everything
Loss of control in food markets as a result of multinationals	Reduced health care costs
Reduced learning capacity	Higher learning capacity of school children
<ul style="list-style-type: none"> <li>• due to limited availability of certain food items and nutrients</li> </ul>	Good food standards
	Physical strength for sports, working capacity, social activities
	Economic gains through export earnings and reduced imports
	Increased productivity

<p>Increasing cost of treatment and disability related to NCD and other nutrition-related diseases  Food poisoning and diarrheal diseases (cost of treatment, days of work lost, losses for tourism)  Negative changes in eating habits  Changing children's dietary patterns</p> <ul style="list-style-type: none"> <li>• Negative impact of marketing of certain foods</li> </ul> <p>Limited IQ</p> <ul style="list-style-type: none"> <li>• due to anaemia, iodine deficiency</li> </ul> <p>Inadequate land for cultivation leads to less physical activity and to food insecurity</p>	<p>Decreased mortality  Food security (both in family and nationwide)</p>
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Participants were then asked to consider what they thought of as definitions for the terms: food security, food safety, nutrition and healthy lifestyles. Then they looked at how these definitions covered all the issues raised.

This led onto discussion about how these 4 terms can be considered to be main areas needing action.

### **Activity 1.3: Food news**

#### **Learning Outcomes**

At the end of this session each participant should be able to:

- Identify main food and nutrition concerns for public.

#### **Activity**

Participants were asked to look at some local news stories which had been collected by the facilitators. They worked in random groups and were asked to feedback what they thought were the main themes of interest to the public and media.

#### **What the media is interested in:**

- Promotion of information to inform public
- Sensational news e.g. food poisoning
- Problems
- Create awareness
- Economic-related
- Social impact
- Promotion of products by companies

#### **What the public are interested in:**

- Information about quality of products and research
- Practices

- Prevention and solutions of problems
- How to access resources
- Price of food and availability
- Sustainability of development projects

**What health professionals see as priorities**

- Information dissemination – accuracy, timely and coverage
- Food safety
- Training of personnel
- Reduction in rates of diseases
- Influencing public opinion
- Assessing results of information disseminated
- Consumption of quality /nutritious food

**Activity 1.4: Understand food supply chain and how it has changed in the region in last 20 years**

**Learning Outcomes**

At the end of this activity participants should be able to:

Describe the food supply chain

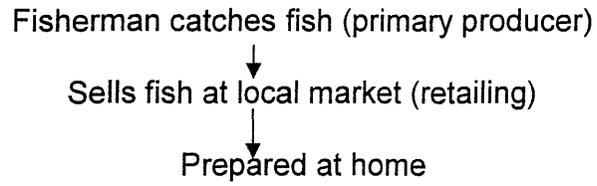
Explain how food supply chain has been changing in their country in last 20 years.

**Presentation**

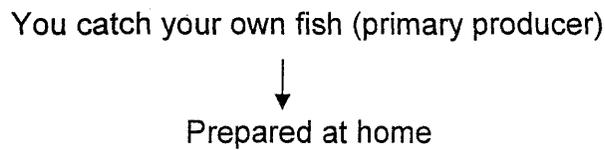
An overview of the food supply chain was given.

Examples were then shared of different versions of the food supply chain existing in this region.

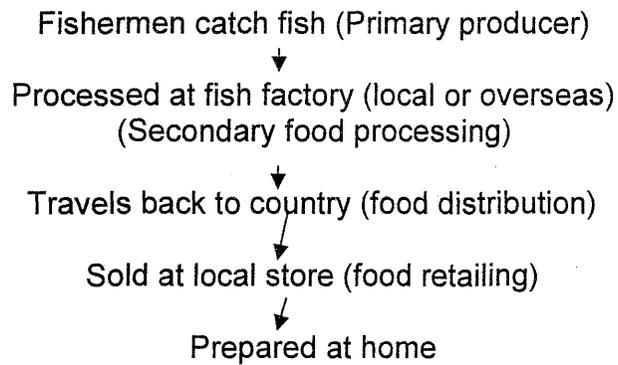
### Variations in food supply chain - Local fish



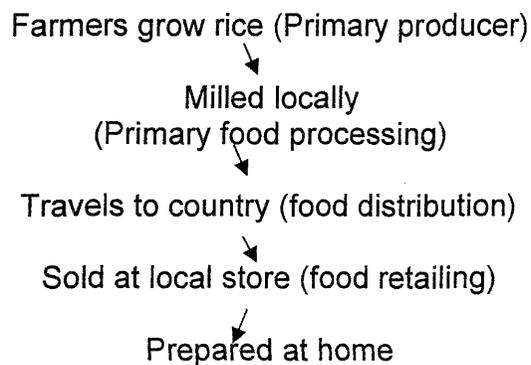
OR



OR



### Variations in food supply chain - Rice



Purchases  
seeds, tools or  
pesticides from  
supplier



### **Activity**

In groups participants were asked to consider the following:

What was the food supply chain like 20 years ago? (what foods did you buy? where? what are the major differences in context, range, quality, availability, variety, cost, freshness, sources? etc).

- What is the food chain like now?
- What changes do you think will happen in the food supply chain locally in next ten years

Main changes were fed back to the group:

*Main Changes in food supply chain in last 20 years*

- Changes from short /simple to longer/complex chains (particularly in urban areas)
- Longer chains especially for processed food
- Increase in retail level in rural areas

*Next 10 yrs?*

- Longer chain (following current trends) – increase processing, increase movement, consumer wants increase variety
- OR Shorter and less complex –shrinking economy less money may lead to increase in subsistence; impact on education and awareness
- Still retain some medium chain

### **Activity 1.5: Examining the influences on the food supply chain, and on what people eat**

#### **Learning Outcomes**

At the end of this activity participants should be able to:

- Identify factors which influence people's diets
- Recognise the need for national food and nutrition plans and policies

Information on factors which can affect people's diets were presented. Participants then discussed these.

#### **What factors determine what consumers eat?**

- Access to food
- Price & income
- Time (collect, obtain, buy, prepare)
- Appetite – health
- Quality
- Religion
- Family size
- Availability
- Electricity – storage, variety
- Preservation, processing

- Culture – beliefs
- Transportation
- Natural disasters
- Advertisement
- Social factors
- Attitude towards foods
- Knowledge of nutrition
- Climate
- Age

**How does policy affect what people eat?**

- Benefits and gifts: welfare support
  - school meals
- Access (all factors)
  - price (healthy food ++ price
  - electricity for storage
- Choice (all are important)
  - taste, preference (sweet & fatty foods)
- Availability
  - under stocked shops
- Information
  - Food labelling (urban) – imported food, foreign language, expiry dates (assumed level of literacy)
  - advertising of less desirable foods
  - consumer information (BF support, recipes for healthy foods, claims on certain foods, regulations and implementation
  - food preparation

## **Session 2: Food and nutrition plans and policies**

### **Learning outcomes**

At the end of this session participants should be able to:

1. Describe what are food and nutrition plans and policies.
2. Outline existing international policy commitments (e.g. 1992 ICN, 1996 WFS) which are of relevance.

### **Activity 2.1: What is food and nutrition policy?**

#### **Learning Outcomes**

At the end of this activity participants should be able to:

- Identify key features of a food and nutrition policy
- Explain the difference between food and nutrition plans and policies

#### **Activity**

There was a discussion of the differences between policies and plans and how the two may be developed separately or together.

- A **Food and Nutrition Policy** is a written statement of commitment by a nation state.
- A **Food and Nutrition Programme** consists of a plan and timetable of action carried out by any sub national organisations.
- A **Food and Nutrition Plan** is an outline scheme for action.

### **Activity 2.2: Understanding 1992 International Conference on Nutrition (ICN) commitment**

#### **Learning Outcomes**

At the end of this activity participants should be able to:

- see how new commitments and strategies can be related back to the ICN and to a food policy, and can be used to reinforce food and nutrition policies
- See how ICN commitments are reflected within 4 key themes, and can be used together to help develop and assess nutrition policies.

#### **Presentation:**

**International Conference on Nutrition (ICN): FAO & WHO 1992.**

- first global intergovernmental conference on nutrition
- strong regional and country focus.

- Over 150 countries worked to coordinate in-country reviews of their national nutrition situation.
- Also meetings was held in all regions of the world during the first quarter of 1992, to provide basis for developing the Global Plan of Action adopted by the ICN.

August 1992: first meeting: 700 participants.

December 1992: ICN, Rome: 1300 participants : adopted the World Declaration and Plan of Action for Nutrition

- based on 9 goals and 9 strategies as global priority nutrition action areas
- gave a technical framework for the prep NPANs.

The World Food Summit: Rome 1996 reiterated and reinforced the ICN commitment. By December 2001, 84% of WHO's Member States had final or draft NPAN.

### ICN Strategies

1. Incorporating **nutrition** objectives into development policies and programmes.
2. Improving household **security**.
3. Protecting consumers through improved **food quality and safety**.
4. Preventing and managing **infectious** diseases.
5. Promoting **breastfeeding**.
6. Caring for the socio-economically deprived & **nutritionally vulnerable**.
7. Preventing & controlling specific micronutrient **deficiencies**.
8. Promoting appropriate diets & **healthy lifestyles**.
9. Assessing, analysing & **monitoring** nutrition situations.

We can consider 4 overarching themes:

- Nutrition
- Food safety
- Sustainable food supply
- Healthy lifestyles

### Activity

In groups, the participants were asked to consider one of the policies/strategies included in the supplementary materials and to indicate how that policy/strategy inter-relates with the nine components of ICN.

They agreed that the initiatives such as Healthy Schools, Healthy islands, global strategy on diet, physical activity and health, all overlapped with various parts of the ICN - and so could be used to support action on their NPAN.

## **Fiji's country presentation**

Sneh Chand then presented an update of the Fiji Plan of Action on Nutrition (FPAN) on behalf of her country group.

Objective: To improve the nutritional status and health of the population

### **Background on FPAN**

- Endorsed by Cabinet in 1998
- designed to be intersectoral
- activities are coordinated by the National Food and Nutrition Center (NFNC) and are carried out by the relevant Government Ministry or other Organization
- Activities should be part of normal Ministry/ Organisation responsibilities
- Background on FPAN (2)
- Is based on the guidelines from the International Conference on Nutrition, held in 1992.
- Eight out of the nine themes were adapted to address Fiji's nutrition situation, including:
- Nutrition in Fiji
- 1993 National Nutrition Survey & 2002 NCD Steps Survey highlighted nutritional problems in the Fiji Population: Iron-deficiency anaemia, Diabetes, Heart Disease, Overweight and Obesity

### **Nutrition problems remain...**

Surveys showed that:

- 33% of people are overweight or obese, with more women than men being affected
- 1.9 % of the population has diabetes, and this appears to be increasing
- 19% of people have high blood pressure
- 32% of women and 16% of men are anaemic

### **Implementing the FPAN**

- FPAN activities - coordinated by the (NFNC) and carried out by the relevant Government Ministry or other Organization
- NFNC is strongly advocating partnerships for action on nutrition- relevant partner organisations are suggested in the FPAN document

### **Following the 2003 NPAN Subregional Workshop...**

- Dec 03 – “familiarise participants on FPAN” Workshop held
  - May 04 – first meeting of FPAN National Advisory Committee
- Membership: Government, NGOs, UN Agencies, Academic Institutions

- Sept 04 – FPAN National Awareness Workshop – multisectoral participation
- July – Nov 04 – Evaluation of Progress on FPAN Activities
- Creating Awareness of the FPAN
- Little awareness of the FPAN among stakeholders outside the MoH until 2004

- National Awareness Workshop participants included stakeholders from Government, NGOs, Academic Institutions, Food Industry
- All Major Government stakeholders have staff at the local/divisional level
- Have done divisional Workshops for MoH staff

#### **Why Evaluate the FPAN?**

- Provide essential information for a Review of the FPAN
- Provide recognition and new ideas for Ministries and Organisations working for the nutrition of the people of Fiji
- Make the FPAN more relevant
- Revise FPAN activities that are completed or “out of date”
- A Review of the FPAN is a priority in the MoH 2002-04 Strategic Plan

#### **What has been done so far**

- Little awareness of the FPAN among stakeholders outside the MoH until 2004
- National Awareness Workshop participants included stakeholders from Government, NGOs, Academic Institutions, Food Industry
- All Major Government stakeholders have staff at the local/divisional level
- Have done divisional Workshops for MoH staff
- An evaluation of progress on FPAN activities is currently underway
- Show what activities have been undertaken
- Show where agencies are working together to achieve the activities, and highlight areas where agencies could co-operate to improve outcomes.

#### **Evaluation Strategy**

- The FPAN National Advisory Committee is guiding the evaluation
- Evaluation of Progress on FPAN Activities via interviews with key people in stakeholder agencies
- Measurable Outcomes developed for all FPAN Activities
- Interview schedule developed.
- Evaluation Strategy Cont'd
- The Interview Schedule has four components:
- Progress on FPAN Activities (using Measurable Outcomes)
- Comments and suggestions to improve relevance of FPAN Activities & usability of the FPAN Document.
- Barriers to implementation (this is usually incorporated into the Progress on Activities by the interviewer)
- Other nutrition-related activities that the stakeholder is involved with.

#### **The Way Forward**

- The outcomes will be reported to Cabinet, with recommendations for improving the FPAN
- However, NFNC is emphasizing the need to take action now
- The FPAN is still Fiji's current strategic plan for action on nutrition.

## **Session 3: Developing inter-sectoral and integrated national food and nutrition plans and policies**

### **Aims**

This session aims to:

1. Look at building links between nutrition plans/policies with other relevant ones e.g. NCDs
2. Link the four key themes into an inter-sectoral national food and nutrition plan and policy.
3. Produce an outline of other relevant existing plans and policies.
4. Identify key elements for success for policies and plans.

### **Learning Outcomes**

At the end of this session participants should be able to:

- Recommend how best to inter-relate existing and future strategies and policies with nutrition plans and policies
- Recommend the best approaches for success

### **Activity 3.1: Linking NCD plans and policies with nutrition plans and policies**

#### **Learning Outcomes**

At the end of this activity participants should be able to:

- Consider how best to interlink NCD plans and policies with existing nutrition plans and policies for their country

#### **Presentations**

Information was given regarding the change in focus of many countries to NCDs and why this was happening.

In recent decades, as there has been a shift in lifestyle and diet within the region, and increasing development in many urban areas, we have seen a reduction in most countries of many diseases of undernutrition such as failure to thrive and underweight. Concerted efforts continue to also try to deal with the remaining micronutrient problems which still challenge the region - mainly vitamin A deficiency, anaemia and iodine deficiency. As these health issues change over time, so, more recently in the region, we see an increasing emphasis on 'overnutrition' and poor lifestyle, and the resulting dramatic increases in the noncommunicable diseases (NCDs) (e.g. diabetes, obesity, and heart disease). Whilst the undernutrition problems have not gone away, the NCD problems are becoming extremely alarming and are a major issue of concern for most of the Pacific island countries. Nutrition and diet is a critical aspect of the healthy lifestyle which can both prevent and control most NCDs and as such is an essential element of any plans to tackle the problem of NCDs.

The purpose of this session was to highlight how the increasing emphasis on NCDs can be used to further nutrition plans and policies - and is an excellent tool for advocating for nutrition action. Also to explore how countries can ensure that their nutrition plans and policies are not lost when developing national plans or policies on NCDs. Again, this activity can be seen as an opportunity to advocate for nutrition plans and policies. While many are already aware of the STEPS surveillance system currently being implemented gradually across the region, less well-known perhaps is that the same concepts were used to develop a framework for NCD intervention. This can be used as a tool to develop NCD interventions, and in particular plans and policies.

### **STEPwise framework for NCD intervention**

The 2003 Health Ministers conference recommended the following:

- "The STEPwise framework for NCD prevention and control is recommended as the fundamental basis for risk reduction in the priority NCDs in the PI countries and areas"
- "Governments, through their Ministries of Health should develop a national NCD plan based on this template"
- "Appropriate financial resources should be re-allocated for NCD control according to the framework of the STEPwise approach to NCD prevention and control".

This framework recommends that three levels of priority be used:

- Core Interventions (top priority - action within 2 years).
- Expanded Interventions (slightly lower priority – 2-5 years)
- Optimal Interventions (less urgent – 5 years). For each of these areas, countries should develop three types of activity.
  - National: Legislation, taxation, law enforcement
  - Community: Community based health promotion activities
  - Individual (high risk): Clinical interventions

For many countries there is a problem of how to marry existing draft or final NPANs with newer NCD plans of action. It was discussed how this could be tackled and what the best approach was. It was highlighted that an NCD plan will not cover all aspects of nutrition - and so consideration needs to be given to ensure that all the ICN 9 strands are covered in national plans.

Samoa shared their experience of developing their NCD plan - when they already had a finalised and well developed NPAN. They approached the problem in three phases:

#### **Phase 1**

- National NCD workshop to get ideas: many stakeholders included
- Papers on 4 main risk factors (SNAP). Nutrition paper presented NPAN
- 4 working groups (based on 4 risk factors). Nutrition group used NPAN
- Information from groups compiled to form NCD strategy

#### **2nd Step**

- Workshop to review draft NCD strategy
- Working groups on 4 risk factors
- Compiled suggestions into final draft

### 3rd Step

- Circulate final draft to all stakeholders
- Submit to NCD Committee for approval
- Approval
- Submission to cabinet

## **Activity 3.2: Assessing existing food and nutrition plans and policies**

### **Learning Outcomes**

At the end of this activity participants should be able to:

- Assess successes, strengths and weaknesses of existing food and nutrition plans & policies

**Each country group made a presentation regarding the status of their national plans and policies on nutrition.**

### **Samoa**

National Food & Nutrition Policy of Samoa - 1996

National Plan of Action for Nutrition – 2002

National NCD Strategy & Plan of Action – draft 2004 (Incorporates nutrition)

### **Background**

The National Food & Nutrition Council (NFNC) is the coordinating body for Food & Nutrition activities. Established 1986 & officially recognized by Cabinet 1996. It is an Intersectoral Council – 18 organisations represented

- Health
- Agriculture
- Education, Sports, Culture
- Treasury (Planning)
- Women, Community, Social Dev.
- Commerce, Industry, Labour
- NGOs (e.g.Red Cross, Chamber of Commerce, Churches)

National Food & Nutrition Policy was ratified by Cabinet in 1996

### **Special Objectives -**

- Reduce NCDs
- Reduce malnutrition
- Increase local food production
- Improve food security
- Improve food quality and safety
- Promote breastfeeding
- Nutritional objectives into development plans

- Organise nutritional surveillance
- Organise disaster preparedness

#### National Plan of Action for Nutrition

- Completed 2002
- The NPAN is based on the National Food & Nutrition Policy - it translates the policy directives into action

#### Developing the NPAN

- Long process - started in 1994 and finished in 2002
- Assistance provided by WHO & FAO
- Activities grouped under the 9 themes recommended by the International Conference on Nutrition
- Activities drawn from the National Food and Nutrition Policy
- Meetings with stakeholders (individual meetings and NFNC meetings)

#### Developing the NPAN

- More than one hundred people in 54 organisations were consulted
- Information collected was entered into the matrix
- A working group of 9 members (from different agencies & FAO consultant) drafted the NPAN
- NPAN adopted by NFNC 2002

#### Factors Influencing the Development of the NPAN - Long and at times difficult process Eventual success due to:

- FAO and WHO support
- Consultants who assisted the process
- Nutrition section committed
- Some members of the NFNC committed
- Time spent talking with people to ensure their understanding and input

#### Factors Influencing the Development of the NPAN

- Difficulties arose because some sectors:
- Lack an appreciation of the importance of nutrition
- Think that nutrition is a health problem and thus the responsibility of the Ministry of health
- Changing focal points in agencies – no continuity

#### Structure of the NPAN

- Covers a 5 year period: 2002 – 2007
  - The strategies are the 9 themes of the ICN
  - Under each strategy there are a number of objectives. For example for strategy 1  
*Incorporating nutrition objectives into development programmes and policies*
- 1.1. Raise awareness about food and nutrition in Samoa
  - 1.2. Ensure the National Food and Nutrition Council (NFNC) is fully operational

1.3. Incorporate food and nutrition goals and components in all relevant national development policies and sectoral plans, programmes and projects

#### Implementation

- Samoa has started the implementation phase of the NPAN
- Ministries are conducting activities e.g.

∩Agriculture – Farmers trainings on horticulture; nurseries and demonstration plots established.

∩The MWCS – The *Aiga ma Nuu Manuia* program focusing on skills building in cooking, planting veges and fruits.

∩Education – Food & nutrition curriculum now taught from years 9-13; Curriculum for health and physical education completed and will be taught to all secondary students from next year.

#### Monitoring

- We do not know how many of the activities have been implemented and completed
- There is provision for monitoring every 6 months but it has not happened yet
- Lack of human resources for monitoring is a problem
- Non-communicable Diseases Strategy
- Multi sectoral document
- Development started 2003 and final draft completed 2004
- Addresses the 4 main risk factors for NCDs – smoking, nutrition, alcohol, physical activity
- Designed to complement the NPAN – many of the activities from the NPAN incorporated in the Strategy
- Presently monitoring the activities from this year to determine progress
- Ministry Corporate Plans
- *Agriculture*: Better working relationships with other agencies e.g. joint nutrition programmes with Ministry of Health
  
- *Health*: Objective 2 - To provide health services to improve, promote and protect the health status of all Samoans
  
- *Education*: Objective – To develop and promote the health and well being of all individuals in the country

#### Summary

- Samoa has 3 intersectoral food & nutrition documents (Food & Nutrition Policy, NPAN, NCD Strategy)
- Implementation of NPAN & NCD Strategy started
- Monitoring difficult – NFNC rarely met
- Lack of human resources a major problem

#### Cook Islands

NPAN development had been attempted a few times, leading to a working draft (1997) which covered: Breastfeeding and infant feeding, School nutrition, NCD's, Home gardening, Elaboration of a national food and nutrition policy, Information for monitoring and evaluation; nutrition surveillance, Training  
The Aim is to develop a NPAN early 2005 and this is within the 2005 WHO budget

*Need for incorporation of food and nutrition into curriculum*

The food choices made by individuals and families affect all aspects of their health. Food and nutrition education enables students to make informed decisions about food and the choices that will contribute to their own well-being and that of other people.

The **attitudes and values** about, and around, food and nutrition that are developed in young people will have life long impact – either positively – or negatively.

In this area of learning, students will have opportunities to examine the influence of food and nutrition in relation to the physical, social, mental and emotional, and spiritual dimensions of health.

A school environment that encourages and supports healthy eating, promotes safe food handling and makes use of community support reinforces the messages taught in effective food and nutrition education.

Students need learning opportunities in food and nutrition education that will enable them to develop:

- Knowledge and understanding of the nutrition people across all age groups require for healthy growth and development;
- Understanding of how nutrition, physical activity and well-being are related;
- Knowledge and understanding of the cultural significance of food and of rituals/beliefs associated with food and nutrition
- Knowledge, understanding and skills for selecting, preparing and preserving food that reflect health-enhancing attitudes towards nutrition and emphasizes traditional/local foods or dishes;
- Knowledge of the costs associated with buying and preparing food and the skills necessary to meet nutrition needs on a limited budget;
- The knowledge and skills needed to prepare food successfully and safely at a personal level and as a shared responsibility
- Knowledge and understanding of healthy eating patterns and the factors that influence food choices and food preparation methods, e.g. advertising

As Cook Islands children are becoming more overweight (Range of 25 – 32% from 3 secondary schools in Rarotonga - Weight Status of Rarotongan School Children, Ministry of Health 2003)

One area the Ministry of Education would like to see from a national policy is in the area of mandating schools to have “Healthy Food Policies” whereby only healthy food is allowed to be sold or eaten during the school day. One school in does this already.

*Ministry of Agriculture*

Five National Agriculture Development Strategy:

- Intensification Strategy
- Diversification Strategy
- Sustainable Commercial Agriculture Development

- Post harvest and processing facilities development.
- Institutional and Behavioural Development Strategy
- National Policy Coordination Unit

#### *National Development Plan (NDP)*

NDP is an outcome of the NAR and WSSD in Johannesburg. It provided the foundation for the process of consultation in the development of the NDP.

What is NDP? "...a long term strategic development plan to guide decision makers..." to make better informed decisions in meeting the needs of the nation without compromising the needs of future generation.

NDP is...A plan for a better future. A picture of the way our nation will develop over the next 15 - 20 years. A guideline for policy and decision makers.

How will NDP apply? Efficient public service, effective delivery of services. National Resources are allocated according to priorities set by consensus (BUDGET). Sufficient Decision Making. No one is left out.

Who is involved? Government, NGO's, Private Sector, Civil Societies, Public Sector & THE PEOPLE OF THE COOK ISLANDS...

MDG's is a tool of NDP... Where the NDP sets out to develop a Plan, MDG's sets out to achieve specific GOALS by 2015.

In terms of NPAN for eg...Policy objectives need to be developed to assist countries to address 'NUTRITION' issues/concerns. MDG's is one global initiative that can address this.

The NDP is a vision, ...to guide us in making better informed decisions to meet our needs..."...it will develop partnerships and create ways of achieving the targets of the MDG's and a sustainable FUTURE for all Cook Islanders.

The MDG is a tool.....for achieving specific goals by 2015.

We do not have nutrition issues in our existing draft NDP.

Our perspectives on Nutrition. Stop taking it for granted. Do something about it.

Incorporate actions and issues into the plan.

MoH is the driving force, and other agencies eg Education, Agriculture

Formulate policies – mandating schools to have a "healthy food policies".

Even policies to minimise development on Agricultural land.

**Expectation** from this workshop .“One area the Ministry of Education would like to see from a national policy is in the area of mandating schools to have “Healthy Food Policies” whereby only healthy food is allowed to be sold or eaten during the school day”

#### **Tuvalu**

Began the development of their NPAN in 1980, in response to the ICN. However it has not been finalised. Work has recently started to reinvigorate the process and to finalise. The Ministry of Health has a vision to build and healthy and productive Tuvalu. Their mission is to promote, protect, restore and maintain the good health of the population of Tuvalu.

Their overall NPAN objectives are to

1. To ensure continued availability and access by all Tuvaluans to sufficient supplies of safe food for a nutritionally adequate diet
2. To achieve and maintain health and nutritional well-being of all Tuvaluans
3. To promote environmentally sound and socially sustainable development to contribute to improved nutritional health
4. To promote multi-and inter-sectoral cooperation in food and nutrition-related activities to ensure sustainability

***Specific objectives***

- 1 Increase the availability of nutritious food
- 2 Increase the accessibility of nutritious food
- 3 Increase the desire to consume nutritious food
- 4 Improve household food security (distribution)
- 5 Improve lifestyle factors, environmental and personal hygiene
- 6 Improve the health services for “at risk” groups and people with NCDS
- 7 Evaluate the policy implementation and monitor the food and nutrition situation

Some statistics on health problems were then presented - to highlight the scale of the local problems.

## **Vanuatu**

The country presentation began by highlighting some of the local reasons why an NPAN was important. Vanuatu has a draft plan on nutrition, along with a recently finalised NCD plan of action. The NPAN was not currently being used - however many relevant activities were taking place, including:

- Vanuatu govt. declared 2001 to be year of local food (Yia blong aelan kakai)(MOA)
- Healthy Cooking demonstration training (using local food) (MOH).
- Awareness & seminars
- Setting up of NCD clinics (e.g.Santo).
- NCD screening with high risk group.
- Counseling NCD patients
- Group education program for NCD patients.
- Promote home gardening & healthy eating.
- IEC materials (MOH & MOA)
- MCH Mobile Clinic
- Include Health, Nutrition & Agriculture in primary school syllabus.
- Action to improve current farming system practices (MOA).
- Action to improve crop variety (MOA)
- Promotion home gardening (MOA)
- Promotion road markets (MOA)
- Encouragement of sale of local foods in retail shops & school shop (MOH & MOA).
- Encouragement of large scale production of local food with view to reduce price (MOA).
- Encouragement of food processing and conservation (MOA)

### **Activity 3.3: Identifying relevant Government Policies and Plans**

#### **Learning Outcomes**

At the end of this activity participants should be able to:

Assess their own government's policy and plans, whether formal or informal

- Identify what policies are already in place that promote nutritional well-being
- Explain role of four key themes in government action

Each country worked in their group to assess what other plans or policies were in place which had a potential impact on food and nutrition locally. This was to help each team to consider what other documents they needed to take into consideration when looking at their NPAN - and also to highlight how cross-cutting food and nutrition is.

The participants then looked at all the different policies and considered how they linked in with the four themes. The summary of this is shown below.

<b>Nutrition</b>	<b>Food Safety</b>	<b>Sustainable food supply</b>	<b>Healthy Lifestyle</b>
Curriculum statement. Healthy living policy School plans or policies Breastfeeding guidelines Canteen guidelines Consumer legislation (food labelling)	FS legislation Public health act Salt iodisation Food premise licensing Consumers acts CODEX Food standards Food and drug act Quarantine act	Import taxes and duties Agriculture policy Quarantine measures Land, tenure policy Environment act Food security act Fisheries act Training policy Organic farming	NCD strategy and policy Tobacxco policy/act Alcohol policy/act Physical education policy in schools Maternity legislation. Paternal leave Media use policy

### **Activity 3.4: Elements and Barriers for success**

#### **Learning Outcomes**

At the end of this activity participants should be able to:

- Identify barriers to implementing national food and nutrition plans and policies
- Determine successful elements of implementation

#### **Activity**

In country groups, the participants discussed what have been the factors that have determined the success and the barriers to success for any plans, policies or strategies. For barriers identified participants were asked to suggest ways around the problem. Groups then feedback - focusing on positive aspects.

#### ***Factors that determine success***

- Budget \*
- Government and policy-makers commitment \*
- Identified coordinating body \*
- Human resource adequately trained in nutrition, policy development, research \*
- Donor agencies \*
- Follow-up \*
- On-going educational programme in nutrition
- Evaluation to show impact of activities
- Good role model (practise what you preach)
- Closer working relationship among stakeholders \*
- A committed person who has been responsible for NPAN for a longer period \*
- School curriculum content consistent with NPAN \*
- Adequate consultation with stakeholders

- Awareness by stakeholders of the importance of nutrition plans and policies \*
- Networking national and regional levels
- Good leadership/management \*
- Use traditional and religious groups
- Support from international organisations \*

\* Critical to success of NPAN

#### ***Barriers***

- Little or no commitment from stakeholders e.g. no focal point within each sectors
- Nutrition not important
- Lack of adequate advocacy
- Inconsistent government response
- Inadequately trained human resources
- Lack of evidence/data to be used for advocacy

### **Activity 3.5: Relating emerging and re-emerging issues with food and nutrition plans and policies**

#### **Learning Outcomes**

At the end of this activity participants should be able to:

- Make links between emerging and re-emerging issues, and food and nutrition plans and policies
- Take these as opportunities to promote food and nutrition plans and policies

#### **Activity**

In groups, the participants worked on one specific emerging/re-emerging issue and discussed how NPAN could potentially assist with this problem and advantages of having an NPAN when such an issue arises.

This helped to demonstrate that such emerging issues such as HIV can actually help to promote NPAN. NPAN would play an important role (if comprehensive) in responding to natural disasters and ensuring appropriate food provided for example.

## Session 4: Advocating for action

Advocacy and promotion of the NPAN are essential to ensure its success. It is important to include activities which advocate for action, advocate for partnerships and advocate for support.

### Aims

This session aims to:

- Provide an overview of advocacy and what it means
- Highlight sources of information which can be used for advocacy for NPANs

### Learning Outcomes

At the end of this session participants should:

Be able to identify key techniques to advocacy

Be able to develop some approaches that can be used locally for advocacy.

## Activity 4.1: Advocacy overview

### Learning Outcomes

At the end of this activity, participants should be able to:

- Describe the basic concepts of advocacy
- Identify some approaches which would be effective to advocate for NPANs

An overview of advocacy was given.

### *What is advocacy?*

Literal meaning – to speak for someone

An advocate works to raise awareness and gain support for a cause – HIV/AIDS, Nutrition, ethnic conflict, reproductive health, etc

*UNICEF Definition:* Organizing info into arguments to be communicated through various interpersonal channels, with a view to getting political and social leaders acceptance, and preparing society for a particular development program.

(Mansfield.C & Macleod.K, 2002)

### *Why advocate?*

As key stakeholders who bear responsibility for the needs and rights of children and women, families, communities and countries we serve, it is appropriate to target the actions of policy makers to address significant problems which results in fundamental change.

### *Basic Advocacy Steps*

Analyze the problem & set reasonable objectives.

Identify target audience  
Assess human, financial & other resources  
Move ahead with activities  
Evaluate impact of campaign at regular intervals  
If need be, modify tactics in response to challenges

*Planning an Advocacy Initiative*

- Analyze policy
- Outline advocacy strategy
- Finalize advocacy strategy
- Framing a Plan
- Analyze Policy
- Identify Policy/ Issue
- Identify key actors/institutions
- Analyze policy environment
- Identify options for policy change
- Outline Advocacy Strategy
- Select policy/ issue
- Select target audience
- Set policy goal
- Identify support and obstruction
- Finalize Advocacy Strategy
- Select roles
- Identify key messages
- Define advocacy activities
- Framing a Plan
- Set a timeline
- Prepare a budget
- Plan for monitoring and evaluation

*Advocacy Strategies Used by UNICEF Pacific*

- Using the media
- Information, Educational & Communication (IEC) materials
- Organize events to focus on issue (WAD, BF wk)
- Advocacy kit

Dr Kyaw-Myint then shared some information on how he perceived advocacy - 'finding the hook' to get people involved. You need to find out what someone values and then target information/presentation accordingly.

## Activity 4.2: Information systems

### Learning Outcomes

At the end of this activity, participants should be able to:

- See why data is needed to inform, monitor and advocate for nutrition policies
- Highlight which data sources exist at a regional level
- Explain the basic concepts of FIVIMS;
- Identify ways to use FIVIMS to help develop and guide food and nutrition plans and policies;
- Articulate key indicators required to identify and assess food and nutrition problems, as well as monitor and measure the impacts of policies and interventions;
- Use these concepts to help develop and enhance partnerships.

### Value of data: Why is data of interest for NPANs?

- to assist with ID priorities (where to focus efforts)
- to assist with target setting
- to monitor progress and other changes
- to assess effectiveness of interventions
- to lobby for action by other individuals/agencies

What type of data?

- food related
- social and economic indicators
- population demographics
- health data

**Finding the data**.....the rest of this session looked at some possible sources of information.

**FIVIMS:** Why is a FIVIMS system useful? We need to know who are the insecure or the vulnerable, where they are, why these people are affected...and of course use this information to develop policies and strategies to tackle the problems.

What are the dimensions of/factors involved in food security?

- Socio-economic and political environment at a national level e.g. population, market conditions, agricultural sector.
- Socio-economic and political environment at sub-national level e.g. household characteristics, livelihood systems and cultural attitudes.
- Performance of the food economy e.g. food availability, stability of food supplies and access to food.
- Care practices e.g. nutrition education, eating habits, intra-household food distribution.
- Health and sanitation e.g. health care practices, hygiene, water quality, food safety.

**SPC's data systems**

*Statistics section* aims to strengthen the capacity of national statistical systems (NSSs) to provide the region's policy-makers and analysts with a wide range of key indicators to support their work.

*PRISM: Pacific Regional Information System.* Aims to give national statistics offices the tools and the skills to develop, publish and maintain their own Internet websites containing key statistical indicators, statistical summaries, reports, concepts definitions and other documentation for the statistical indicators. The information from the NSO Internet websites will then be compiled into the SPC PRISM website.

*Demography/population section:* aims to strengthen the capacity of national statistical systems (NSSs) so that the region's policy makers and analysts have a wide range of key population and social indicators to support their work.

*GIS Project:* population Geographical Information Systems. The project will develop a prototype system for population data analysis and presentation, with which the user can view data from national to village levels by selecting the geographical area of interest from maps. With charts and summary statistical tables complementing the maps, it will be a user-friendly tool for planners and other user groups. The project will also encourage closer collaboration between data users — such as planners, researchers and non-government organisations — and data producers. It will be complemented by advanced training and technical assistance to national planners in the use of population and demography data.

### **MOANA and STEPS**

The objectives of the WHO STEPwise Approach to NCD Surveillance are to:

- Recommend a standard methodology that produces valid and reliable estimates of risk factor prevalence as simply and inexpensively as possible.
- Create a surveillance network (sustainability).
- Link surveillance to policies: surveillance is “information for action”.

The approach uses a step-wise system - so countries can determine how detailed or complex their survey will be, based on their capacity. The steps are

Step 1: Behaviours: Tobacco Use, Physical Inactivity, Intake fruit/vegetable, Alcohol

UseStep 2: Physical measures: Height /Weight/Waist, Blood PressureStep 3: Blood

samples: Blood glucose/diabetes, Cholesterol

Participation in STEPS requires: Commitment by Ministry of Health, participation in a STEPS planning workshop, implementation of survey at the local level, participation in a STEPS analysis and data use workshop, analysis and publication of results, application of findings - links to Health Promotion programmes, repeat survey or other activities to build surveillance infrastructure.

Evaluation will consist of process (focus on activities e.g. staff training, people screened), impact (NCD determinants) and outcome (end-points - incidence of NCDs) evaluation.

### **Activity 4.3: PROFILES**

#### **Learning Outcomes**

At the end of this activity, participants should be able to:

- See how data can be used to advocate for NPANs

- Be aware of what approaches are more likely to work for politicians and policy makers

A brief presentation was made of how Profiles worked in its current locations. It is hoped that in the future the profiles system will be expanded to not just cover undernutrition but also overnutrition and NCDs. It is also hoped that support can be found to assist countries in modifying this package for national use.

## Session 5: Forging Partnerships

Partnerships are increasingly seen and found to be the way to progress. The partnerships may be between government and the private sector, public health bodies and NGOs, Employers and Employees, national and international agencies.

### Aims

This session aims to:

- Investigate the potential for partnerships to promote food and nutrition plans and policies
- Identify the problems and opportunities of working in partnership

### Learning Outcomes

At the end of this session participants should:

Want to work together!

## Activity 5.1: Discovering Possible Partners

### Learning Outcomes

At the end of this activity participants will be able to:

- Examine role of NGOs, the private sector, and civil society in the food chain.
- Develop possible partners to promote F&N P&P

### Activity

Participants were asked to work in country groups and to identify different players (NGOs, the private sector and civil society) in their national food supply chain. They were asked to place them next to the relevant part of the food chain (on flipchart paper).

### Agricultural Inputs

*Fiji:* Chemical suppliers, Fertilizer companies, Research stations, Seed suppliers, Poultry farmers

*Tuvalu:* TANGO (Tuvalu Association of Non- Government Organisation, ROC (Republic of China)

*Cook Islands:* NITA (pawpaw growers Association), NGO e.g. Wigmore Ltd, Cook Islands Hydroponics Association, Private sectors – METCO, Ltd; CITC

*Vanuatu:* Vanuatu Agriculture Supplies, Syndicate Agricole, Agriculture Department

*Samoa:* MOA – Crop Division; Livestock, Agriculture Stores, Farm Supplies, Fishery, Donor Agencies (FAO)

### Primary Production

*Fiji:* Agricultural Advisers, Farmers, Fishermen, Households, Ministries, Community

*Tuvalu:* Kaupule, Women's, Health, Rural development, TANGO

*Cook Islands:* Terreapii Matapo, NGOs e.g Francis Garnier, Private Sector, Jack Cooper, Civil Society, Tapi Taio

*Vanuatu:* Toa farmers, Cattle farmers, Subsistence farmers, Commercial farmers, Fishermen

*Samoa:* Farmers, Fishermen, Household gardeners

### **Primary Food Processors**

*Fiji:* Rewa Dairy, Flour Mills of Fiji (FMF), Rice Mills, Abattoirs, Jo's Farm

*Tuvalu:* Fisheries, Tuvalu Corporation Society (TCS)

*Cook Islands:* The slaughter house, Turoa bakery, Nono Processing, Fish on Ice Ltd

*Vanuatu:* Farmers (pig, cattle), Dairy, Abattoirs, Oil Mill

*Samoa:* Farmers, Dairies

### **Secondary Food Processing**

*Fiji:* Fish Cannery, Food industry, Meat cannery, Ginger Industry, Rewa Dairy, Government ministries (legislations etc.), Food inspectors

*Tuvalu:* None

*Cook Islands:* NGOs e.g. Brett Porter, Private Sector, Paradise Nono

*Vanuatu:* Food Centre, Kava Store (processing food), Toa, Vila & Santo Meat packers, Jubile Farm, Vanuatu Beverage, Switi (ice-cream producers)

*Samoa:* Food manufacturers, Breweries, Coca Cola

### **Food Distribution**

*Fiji:* Local markets, Traders, Wholesalers, Farmers, Food co., Ministries, CCF

*Tuvalu:* ROC, Fisheries, TCS, Small Stores, Bakery

*Cook Islands:* Tapi Fish Charter Ltd, Meatco, Sava ltd, Cook Islands Trading Company (CITC), Jimco, Labour & Transport

*Vanuatu:* Center Point, L.C.M. (Chinese food importer and distributor), Fuji, Vanuatu Beverage

*Samoa:* Exporter (SAME), Importer – wholesalers

### **Food retailing**

*Fiji:* CCF, Ministries, Shops, Markets, Super Markets, Street vendors

*Tuvalu:* TCS, Private business, Fisheries Department, Fishermen, Farmers, Bakers

*Cook Islands:* Private sectors, CITC, Food land, Pharmacy, NGOs, Restaurant Committee

*Vanuatu:* Shops, Markets, Super Markets, Street vendors

*Samoa:* Retailer/Farm Fairs, Supermarkets, Roadside stalls, School canteens

### **Food catering**

*Fiji:* Restaurants, Local Government, Ministries, Street vendors, Institutions, Tourism, Home

*Tuvalu:* Motufoua (secondary boarding school), Hospital, Restaurants, Hotels, Hawkers

*Cook Islands:* Trader jacks, Rarotongan, Edgewater, Hospital, Schools, Health Department

*Vanuatu:* Hotels, Restaurants, Boarding schools, Home-based caterers, Hospitals, Fast food outlets

*Samoa:* Restaurants, Hostels, Hotels, Food vendors, McDonalds, Pinati/ Hua Mei, Boarding schools, Prison, Home catering, Workplace

### **Domestic Food Preparation**

*Fiji:* Family, All levels

*Tuvalu:* Families, Communities, Associations, Youths

*Cook Islands:* NGOs, Churches, Families (celebrations: birthdays, marriages etc.)

*Vanuatu:* community

*Samoa:* Families/homes, Consumers, Women ministry

## **Activity 5.2: Review Past Experiences of Partnerships**

### **Learning Outcomes**

At the end of this activity participants should be able to

- Assess possible partners

### **Activity**

In country groups, participants identified at least 2 organisations with whom most of the members of their group have some experience of partnerships. They were then asked to discuss positive experiences, difficulties and opportunities of working with these partners.

### ***Cook Islands***

Agricultural Growers Association

- Knowledge exchange (including pesticide)
- Mutual encouragement
- Enhanced activities
- Sharing resources/income generation

Opportunities:

- Increase food variety; increase jobs
- Increase training/attachments, mtgs/sharing, support/backup from government

### ***Fiji***

MOH & food industry

- Now more informed
- Outreach has increased networking/ improved relationship
- Develop new contacts
- Sharing knowledge, improving nutrition
- Financial supports for promotions

Problems:

- Different goals
- Variable accountability

Opportunities:

- Combine resources, skills, knowledge
- Work around weaknesses & with strengths

### ***Tuvalu***

#### NGO & Agriculture

- Sharing activities, workshops, mutual project proposals, technical assistance

#### Opportunities

- Increase knowledge
- Provision of materials
- Ongoing partnerships & relationships (community)
- Funding support

### ***Samoa***

#### Ministry of Finance

- Information on accessing resources
- Samoa development strategy – opportunity
- Aid coordinating committee

#### Opportunity

- To increase priority to food & nutrition to seek funds more

#### Problem

- Time consuming process (don't give priority to nutrition)

### ***Vanuatu***

#### Agriculture/health & Chamber of Commerce

- Good relations e.g. promoting nutritious food, crop variety
- Good mutual understanding of issues (priority areas)
- Increase nutrition knowledge
- Chamber has played active role in some nutrition campaign e.g. food safety
- Chamber can relay information to all members

#### Difficulties

- Staff change; budget limited

#### Opportunities

- National day events can include more partners
- Develop more relationship with NGOs, food industry
- Reassess national NCD committee

## **Activity 5.3: Determining which partners to work with regarding food and nutrition plans and policies**

### **Learning Outcomes**

At the end of this activity, participants should be able to:

- Determine which partners may be able to help
- Assess how partners can contribute to national food and nutrition plans and policies

### **Activity**

Participants worked in country groups to identify two potential new partners for their nutrition policy/plan. They discussed how this partner could be valuable and how to gain their support.

### ***Vanuatu***

- (1) Provincial Authorities
  - Key gate keeper to communities
  - Broaden and increase network
- (2) Vanuatu Cultural Centre
  - Increase outreach
  - Maintain cultural identity through use of traditional food

### ***To get support***

Get support by offering and providing technical assistance e.g. in food production techniques; planting of traditional food crops; promoting traditional lifestyles, food preparation;

### ***Cook Islands***

- (1) Religious Advisory Council (RAC)
  - Reach other denominations (religion major part of community life)
  - Increase outreach
- (2) Small Business Enterprises
  - Increase sales of nutritious food/meals by caterers
  - Increase production of nutritious food

### ***To get support***

By advocating them as 'leaders'

Provide them with evidence of health problems & that they have an important role to play  
Identify role models within the groups to work with

### ***Tuvalu***

- (1) DBT ( Development Bank of Tuvalu)
  - Fund access for home gardening
- (2) Chamber of Commerce
  - Promote quality food

### ***To get support***

Conduct awareness programme on nutritious food to encourage lending by Agr. Small business for food production

Advocate for Agr. and Health representatives to sit on Board of Directors

### ***Samoa***

- (1) Women in Business
  - focus on income generation to link up with school canteen and start fruit production)

### ***To get support***

Sell product as income generation  
Agriculture to provide them with fruit trees to plant  
Promote health through business participation

- (2) Tourism/Sports Organisation
- Increase local fruits/food for SPC Games

*To get support*

- Positive experience for visitors

***Fiji***

- (1) Local Government
- (2) Housing Authority
- (3) Fijian Affairs
  - Land to be provided to plant foods – back yard gardening

*To get support*

Provide evidence that land is needed for food production (poverty alleviation)

Maintain traditional foods

Sell concept to promote concept of Year of Traditional Foods

## **Session 6: Putting Plans into Practice**

### **Aims**

- Prioritise possible actions.
- Develop a strategy for the development of national food and nutrition plans.
- Identify actions, areas of responsibility, partners, timing and resources.

### **Learning Outcomes**

At the end of this session participants should be able to:

- Start putting food and nutrition plans into action.
- Work out who can do what where to support process of implementation.

## **Activity 6.1: Reviewing current NPAN and national needs**

### **Learning outcome:**

- to reflect back on key issues raised so far.

A brief summary of all the main issues covered so far in the workshop was given. This was to act as a refresher for participants before they moved on to work in country groups to consider where there NPAN/policy was strong and weak.

This information was then used for the next activity.

## **Activity 6.2: Develop an operational national food and nutrition plan**

### **Learning Outcomes**

At end of this activity, participants should be able to

- Present proposals to implement food and nutrition plans and policies
- State strategic goals for one year's time

The participants were asked to continue in their country groups and to consider

1. Where they wanted their national food and nutrition plan to be in one year's time.
2. 4 new key strategic goals to achieve the above - one from each of the four key themes. These may be completely new goals, or modifications to existing goals.

(Note:during discussions with some country groups, it was clear that this might be a difficult approach and instead they were asked to come up with some new goals)

## **Activity 6.3: Implement food and nutrition plans and policies.**

### **Learning Outcomes**

At the end of this activity participants should be able to:

- Propose improved national food and nutrition programme

For each of the 4 strategic goals identified in the last activity, participants were to develop a more detailed plan of action to meet those goals. These were then fed back to the main group.

### **Vanuatu**

Weakness of existing plan was that it was not linked with ICN strategies and also was not known by many stakeholders.

Two overarching strategic goals were therefore identified as well as specific ones:

- increase understanding of NPAN
- review NPAN

<b>Strategic goal</b>	<b>Activities</b>	<b>Implementer and key agency</b>	<b>Timeline</b>	<b>Monitoring system</b>	<b>Resource implication</b>
Increase understanding of NPAN	Stakeholder seminars and meetings Advocacy	MOH MOA	Dec- March 4mths	Meeting conducted	Nut section staff. Budget
Review NPAN	Conduct workshop for stakeholders	MOH	6 mths	Ensure workshops conducted	
Control of imported foods	Food inspection at ports of entry Finalise imported food regulations	MOH, MOF (customs)	6 mths	Regulation is finalised and enforced	Training of personnel Regulation costs
Conduct baseline survey on micronutrient deficiency	Conduct training of staff involved. Conduct survey Analyse data	MOH, NFNC	1 year	Collect data. Training conducted. Tech assistance provided. Results.	Funds Human resources
Improve current status of household food security	Design appropriate food production project in community	MOA, provincial authority	Ongoing	Ensure awareness conducted. Funding allocation.	Human resources. Funding
Evaluate effects of physical activity programmes	Develop population baseline on physical activity (Via STEPS)	MOH, MOYS, donors	1 year	Survey conducted - baseline established	Training of personnel. Finance

## Tuvalu

Strategic goal	Activities	Implementer and key agency	Timeline	Monitoring system	Resource implication
Development of local food use manual (food safety)	Consult with stakeholders to compile manual. Develop list locally available foods Develop recipe manual Training of mothers in cooking nutritious food	Health dept, NGOs, Agric, Fisheries, caterers, women's group	1 year	Monthly meetings. Collection of updated information ie list of local foods	Tech assistance (int & ext) Funding for publication of manual and the workshops Stationeries
Promotion nutritious food in schools	Demonstration school gardening initiative. Home gardening promotion Awareness programmes	Students, teachers, parents, agriculture, tech advisers	2 weeks for awareness workshop	Follow-up by HQ officers Feedback reports from schools and communities	Funds for tools. Land Human - HQ officers, teachers, students
Promotion of traditional food production	Awareness programme: publications, radio Planting material production and distribution ID/selection field genebanks Training of farmers Intro improved crop varieties Integrated farming systems Consultation with Kaupule and farmers	Agric department Kaupule	5 years	Quarterly reports from ag extension officers Kaupule agents Data collection	Funds for tools, planting materials, stationary
To improve the lifestyle of the people of Tuvalu	Awareness workshop on healthy eating Consultation with key people Ongoing awareness through media	Health workers, womens organisations, youth groups, agric extension officers, media, teachers	2 weeks workshop 2 weeks sub-workshop Ongoing	Monthly follow-up from health.	Funding Human resources Transport

## Samoa

In discussions, it was agreed that because Samoa already had a comprehensive NPAN (based on ICN, multi-sectoral)- recently endorsed - that they wanted to look at the wider picture, rather than the actual document. They felt that their major problem was awareness of the NPAN, rather than the NPAN itself. The weaknesses of NPAN were: lack of coordination, lack meetings, lack awareness, no monitoring, lack human resources, nutrition low priority for most ministries. Their goals were therefore to create awareness of the NPAN and to monitor the progress of the NPAN.

Objectives	Activities	Implementer and key agency	Timeline	Monitoring system	Resource implication
Create awareness of NPAN in ministries attending this workshop	Write report of workshop.  Meet with senior staff of ministry and discuss report, policy and plan Select focal points from each ministry for NFNC Hold awareness meetings with stakeholders in different sections of the 4 ministries.	Participants at regional NPAN workshop	Dec 04     Jan-June 05	Report completed  Number of meetings held  Focal points selected Number of awareness meetings	
Create awareness amongst NFNC members	Hold meeting of NFNC to discuss NPAN and how to raise awareness Create sub-committee of NFNC to conduct awareness	Nutrition section, MOH	Jan 05	Meeting held   Sub-committee created	

Create awareness amongst NPAN stakeholders	Conduct ½ day workshop to familiarise stakeholders with NPAN Awareness through media - media releases, TV interviews	NFNC subcommittee  NFNC subcommittee	Aug 05  Aug 05	Meeting conducted  Publicity	Workshop expenses: venue, stationary, refreshments, travel allowance
Monitor the implementation of the NPAN	Apply for a volunteer to assist with monitoring NPAN (advice from Fiji) Liaise with focal point in NFNC and other organisations contributing to NPAN and collect data to monitor progress of NPAN Present monitoring report to NFNC  Apply to PSC to establish a position for NFNC to conduct future monitoring of NPAN and co-ordinate activities. Apply for funding for nutritionist for NFNC in Ministry budget Recruit	MOH	Jan 05  July-Oct 05  Nov 05 April 05  May 05	Volunteer recruited  NPAN monitoring report completed  Report presented to NFNC  Position created  Funding provided	Office space, computer Stationary  Stationary

**Fiji**

<b>Objectives</b>	<b>Activities</b>	<b>Implementer and key agency</b>	<b>Timeline</b>	<b>Monitoring system</b>	<b>Resource implication</b>
Improved management of infectious diseases	Nutrition education Food security for HIV/AIDS	MASLR, MOH, NFNC, MOF, MOE, NGOs, academia institutions (tertiary)	2 years	Reports on activities	Human resources
Prevention of specific micronutrient deficiencies	Assessment of problem Possible avenues of food action and food fortification	MOH, NFNC, CCF, USP, MOC, food companies	3 years	Analytical reports	
Protecting consumers through improved food quality and safety	Increase stakeholders for existing activities	MOE, USP, MOI, MASLR, NFNC	Ongoing	Regular surveillance done and increased collaboration	
	Development of safe food handling for community, catering premises and food industries eg HACCP	MOH, USP, NFNC, local govt, relevant institutions, food companies	Ongoing	Number prog conducted HACCP implementation	
Improved food security	Promotion of growing vegetables in places with no backyards	MASLR	Ongoing	No gardens established	Funds
	Promote IPM organic gardening project for backyard and commercial gardening Include marine practices in farm diversification prog	NFNC, NGOs, relevant institutions MASLR, MoF		Reports	
	Lobby for increased land allocation for low income housing scheme	MASLR, FPAN-NAC, local govt, HA	1 year	Feedback on positive responses	Relevant ministry budgets. HA, local govt

<p>Promotion of healthy diet and lifestyle</p>	<p>Change focus from just diabetes to general NCD information dissemination          Inclusion of health and nutrition information in specialized tertiary curriculum          Review and development of dietary guidelines</p>	<p>NCD taskforce           NFNC, tertiary institutes, MOE, MOH           NFNC, HFC subcommittee (NCD)</p>
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Ongoing	Surveys and reports	Funds
Ongoing	Inclusion in curriculum	
1 year	Dietary development and dissemination	

## Cook islands

Objectives	Activities	Implementer and key agency	Timeline	Monitoring system	Resource implication
Enforcement of food safety laws	Advocate stakeholders to promote food safety Awareness programme on importance of personal hygiene and the premises too. Enforce the law	MOH, consumer affairs, commerce commission	Ongoing	Number complains, regular visits, lab tests on certain foods, renewal of food license, medical history screening	HR, pamphlets, brochures, media
School children to bring healthy lunches	Advertisements to be conducted by school children Meeting with stakeholders eg health, principal assoc, school PTAs	MOH, education Principals, teachers, PTA	1 year	Statistical data for pilot prog, budget for adverts and pilot  Policies - teachers lunch checklist	HR, media, posters
Supply healthy lunches in school canteen or tucshops	School policies in place for lunch and canteens Pilot projects conducted	Community, media, parents	1 year		
Increase home gardening	Awareness programme: Advertise on TV, field day Planting seedlings free Ongoing follow-up	Growers, community, agric depot, market, MOH	1 year	Agric survey Sunday drive (visual inspections) Home gardening competitions	Seedlings, agric resources, inorganic compost, awards for competition
Increase use of home food preservation	Educate school and community: workshops, distribution of samples, awareness programmes, advocate, media, promotion	Agriculture department, funding, market, NGO, health	1 year	Folow-up, Puhanga nui market on Saturday	Funding needed

Reduce food importation	Increase planting, increase land use for agriculture, increase land use for agriculture, providing machinery, impose high tax on imported foods, educate govt, encourage growers to commercialise plants/veggies	Agric department, NGO, community/public, customs	12 mths	Obtain stat data from MFEM, inspect retails, compile stats on sales of produce, survey on public preferences	Available resources. Machinery, funding
Promotion of physical activity in the workplace	Encourage staff to take lunchtime walks - allow longer lunch breaks Allow workplace flexibility for activity time Advocate on walk for life programme at lunchtime Impose restrictions on the use of govt vehicles for delivery Weighing programmes Workplace sponsorship	Ministries, health, public	6 mths	Spot checks, weigh ins	Funding Support of managers
Promotion of healthier foods in the workplace	Fine or penalty in participating workplaces if someone eating less healthy food options	Health, MOH, department participating	Spot checks. Amount fines made		

## **Activity 6.4: Action plans for next six months**

### **Activity**

In country groups, participants were asked to discuss what the next steps are for them as both individuals, and as a group, to achieve the targets that they have set (remembering that some targets etc would need to be discussed at a wider level in-country to ensure these are the most appropriate and realistic targets/plans).

To agree:

- group action plan for next six months
- individual action for next six months.

Groups then feedback their national plans to the workshop. Personal plans were shared only with their team members so that they were all clear on what they would be doing over the coming months.

### **Vanuatu**

- 1) Conduct advocacy meeting on importance of NPAN: involving heads of departments, provincial authorities, NGOs, private sector and media. In Jan 05. Require Tech assistance.
- 2) Arrange 1<sup>st</sup> stakeholder meeting involving same stakeholders as above, to draft NPAN. Feb-March 05. Require support from donors. Develop draft copy of NPAN.
- 3) Arrange 2<sup>nd</sup> stakeholder meeting to finalise NPAN. June 05. Require support of donors.

### **Tuvalu**

- 1) Meeting with stakeholders - awareness- raising regarding stage of policy, purpose of policy, what is needed to develop policy (Dec 04)
- 2) Completion of the policy (May 05)
- 3) Meeting again with stakeholders to finalise policy before submission to cabinet for endorsement

### **Samoa**

- Nov: Meet as a team to discuss report from the workshop and how to present it to own ministries (action by NPAN workshop team members, all to support each other)  
Write meeting report and present it to senior officers in own ministries (all)
- Dec: Meeting to discuss advocacy plan to create awareness and action on NPAN (all)
- Jan: Plan how we will conduct awareness meetings - programmes activities (team members to collect information needed for meetings)  
Hold national food and nutrition council meeting to create awareness and action on NPAN
- Jan-June: Hold awareness meetings with different sections of the 4 ministries represented at NPAN meeting.

## **Fiji**

- 1) FPAN reviewed and report written
- 2) 'Rope-in' other stakeholders and review stakeholders
- 3) Micronutrient deficiency research summary - consider food fortification
- 4) Food safety and handling - boarding schools, major govt catering facilities, food industries
- 5) Integrated pest management gardening concept promoted
- 6) Boarding school - piloting in 10 schools of action for nutrition and food security
- 7) Dialogue in tertiary institutes for inclusion of health and nutrition in curricula. Also incorporation food and nutrition in research. And curriculum revision for all schools.

## **Cook Islands**

- 1) To promote NPAN awareness between stakeholders: actions - consultation meetings with participants and heads of departments, HODs with SMTS, with other stakeholders and also media awareness. Jan-June
- 2) To draft NPAN for the Cook islands: health will be focal point, advocacy, development of recommendations for final document. June-Dec

## **Session 7: Review and evaluation of the training course**

### **Aims**

This session aims to:

- Review Course Programme
- Identify strengths and weaknesses of the course
- Improve activities, timetable, and relevance of course

### **Learning Outcomes**

At the end of this session participants should be able to:

Report the learning outcomes of the programme to relevant people

### **Activity 7.1: Review and evaluation**

All participants completed an evaluation form (summary given in appendix three). They also shared information regarding their main thoughts about the workshop verbally.

### **Closing Ceremony**

The closing ceremony was attended by Lia Maka the Principal of CETC.

It included short closing remarks from Jimaima Schultz , Dr Tommaso Cavalli-Sforza (WHO) and Dr Midori Ishikawa (JICA). These were followed by closing remarks from Lia Maka, and the giving of certificates of completion to all participants. They were reminded that all the involved agencies will endeavour to support them in their activities in the coming months.

The participants then gave their closing remarks and thanks to the facilitators and CETC.

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## Appendix Two: Agenda

### Day 1: Monday 15 November

Time		Facilitator/presenter
8:30am	<b>Opening Ceremony</b> - Welcome prayer	Participant
	Opening remarks - SPC - UNICEF - WHO - JICA	Jimaima Schultz Dr Kyaw-Myint Dr Cavalli-Sforza Dr. Midori Ishikawa
9:30am	Opening presentation - NPANs, a history, their role and their potential	Chizuru
10am	Morning refreshments	
10:30am	Review of course content, aims and objectives and workshop materials.	Wendy
	Administration information	Wendy
11:15am	Introductions (Activity 1.1)	Jimaima
12pm	Importance of food and nutrition for health (Activity 1.2)	Chizuru
12:30pm	Lunch break	
1:30pm	Activity 1.2 continued	
2pm	Food news (Activity 1.3)	Jimaima
2:30pm	Understanding food supply chain (Activity 1.4)	Wendy
3:30pm	Refreshment break	
3:45pm	Influences on food supply (Activity 1.5)	Tommaso
4:30pm	Closing, and wrap up of day.	Wendy

## Day 2: Tuesday 16 November

Time		Facilitator/presenter
8:30am	What is food and nutrition policy (Activity 2.1)	Chizuru
9:30am	Understanding ICN commitment (Activity 2.2)	Wendy
10:00am	Morning refreshments	
10:30am	Activity 2.2 continued	
11am	Country presentation - Fiji	
11:30am	Linking NCD plans with nutrition plans (activity 3.1)	Jimaima
12:00pm	Assessing existing nutrition plans and policies (Activity 3.2) - Samoa	Participant presentations (Chizuru and Wendy)
12:30pm	Lunch break	
1:30pm	<i>Continued</i> - Cook Islands - Tuvalu - Vanuatu	
3:00pm	Refreshment break	
3:15pm	Identifying relevant Govt policies (Activity 3.3)	Tommaso
4:15pm	Closing, and wrap up of day.	Wendy

## Day 3: Wednesday 17 November

Time		Facilitator/presenter
8:30am	Elements and barriers for success (Activity 3.4)	Wendy
9:30am	Relating emerging issues with existing plans and policies (Activity 3.5)	Rosa
10:00am	Morning refreshments	
10:30am	<i>Continued</i>	
11:15am	Advocacy overview (Activity 4.1)	Donna - UNICEF
12:30pm	Lunch break	
1:30pm	Information systems (Activity 4.2) -Other regional data systems  - FIVIMS	SPC's systems - Wendy, MOANA & STEPS - Elaine Chung & Tommaso Wendy Snowdon (on behalf FAO)
3pm	Profiles (Activity 4.3)	Tommaso
3:15pm	Refreshment break	
3:30pm	Discovering possible partners (Activity 5.1)	Jimaima
4:15pm	Closing, and wrap up of day.	Wendy
4:30pm	Finish	

#### Day 4: Thursday 18<sup>th</sup> November

Time		Facilitator/presenter
8:30am	Reviewing past experiences of partnerships (Activity 5.2)	Wendy & Jimaima
9:00am	Determining which partners (Activity 5.3)	Jimaima and Tommaso
10:00am	Morning refreshments	
10:15am	Reviewing current NPAN (Activity 6.1 - profiles)	Chizuru
11pm	Develop an operational plan (Activity 6.2)	Wendy and Jimaima
12pm	Implement food and nutrition plans (Activity 6.3)	Wendy and Jimaima
12:30pm	Lunch break	
1:30pm	Report back	
3:00pm	Refreshment break	
3:15pm	<i>Continued</i>	
4:30pm	Closing, and wrap up of day.	Wendy

#### Day 5: Friday 19<sup>th</sup> November

Time		Facilitator/presenter
8:30am	Action plans (Activity 6.4)	Jimaima
10am	Morning refreshments	
10:30am	Evaluation (Activity 7.1)	Tommaso
11:15pm	Closing comments	Wendy
	Closing remarks and thanks <ul style="list-style-type: none"> <li>- SPC</li> <li>- WHO</li> <li>- JICA</li> <li>- participants</li> </ul> Closing prayer	<i>Certificates given out</i> Senior DDG/OIC WHO representative or Dr Cavalli-Sforza
12:30pm	Closing refreshments	

#### Facilitators:

Chizuru Nishida  
 Jimaima Schultz  
 Tommaso Cavalli-Sforza  
 Wendy Snowdon  
 Rosa Sa'aga Banuve  
 Donna Hoerder  
 Midori Ishikawa

### Appendix Three: Summary of participant evaluations

Q1. Time allotted to workshop	Too short	About right	Too long
	2	16	0
Comments: <ul style="list-style-type: none"> <li>adequate time was allocated to all sessions</li> <li>need more time for good discussions and to develop national plans</li> <li>although many of discussion were cut short, overall workshop length is good</li> <li>only some of activities could have done with more time</li> <li>timing of workshop would be better beginning of year</li> <li>workshop well planned within time schedule.</li> <li>Most important issues raised were all well clarified, justified and presented</li> </ul>			

Q 2. Was content relevant to your work	Extremely	Slightly	Not very	Not at all
	11	7	0	0
Comments: <ul style="list-style-type: none"> <li>Work at the provincial level but need to be involved in plans and policy making at national level</li> <li>Nothing to do with my work area...however learned a lot...and issues discussed can be related to my work</li> <li>Very useful and informative</li> <li>It would really help me with my work</li> <li>Now I know that MOE is a major player and definitely needs to improve relationship with MOH. The need to promote partnership is a feature that has come out strongly.</li> <li>Good to have new ideas from other countries</li> </ul>				

Q 3. Will your participation help make a contribution to the development or strengthening and implementation of NPAN and policies	Yes	No	Maybe
	18	0	0
Comments: <ul style="list-style-type: none"> <li>I am really looking forward to be one of the fore runners to contribute to the development of food and nutrition plans and their implementation</li> <li>It has really helped me out</li> <li>Very much, and really giving me an idea and encouragement to move forward</li> </ul>			

Q 4. The quality of the training	Very high	Fairly high	Fairly low	Very low
	1	7	0	0

<b>Q5 Do you feel that the aims and objectives were met</b>	<b>Yes</b>	<b>No</b>	<b>Don't know</b>
	17	0	1
<b>Comments:</b> <ul style="list-style-type: none"> <li>• I am really looking forward to be one of the fore runners to contribute to the development of food and nutrition plans and their implementation</li> <li>• It has really helped me out</li> <li>• Very much, and really giving me an idea and encouragement to move forward</li> <li>• Good to see, hear and learn from other participants</li> <li>• We gain lots of skills to promote nutrition</li> </ul>			

<b>Q6 What sessions did you find most useful?</b> <ul style="list-style-type: none"> <li>• All (7)</li> <li>• Going through process of doing NPAN. Preparing NPAN. Relating to other countries. (2)</li> <li>• Advocacy (5)</li> <li>• Information systems (2)</li> <li>• All sessions were linked to one another - therefore all equally interesting and important</li> <li>• Developing action plans and discussing (2)</li> <li>• Sharing ideas on NPANs from each country</li> </ul>
<b>Q7 What sessions were not that useful?</b> <ul style="list-style-type: none"> <li>• All useful, even if they were things I already knew - useful reminders, and always something new to learn</li> <li>• First day</li> <li>• None (16)</li> </ul>
<b>Q8 What changes would you recommend we make to the workshop for next time?</b> <ul style="list-style-type: none"> <li>• More background work to be done in country before workshop, so time not wasted during workshop</li> <li>• Allocate time for participants to view role models</li> <li>• More activities and less presentation</li> <li>• Session where we actually go through process</li> <li>• Host workshop in different countries each year</li> <li>• More time making action plans and group work (2)</li> <li>• Provide information package in advance</li> <li>• Tool to monitor implementation NPAN should be provided</li> <li>• Follow-up workshop needed</li> <li>• Visit to a food company (2)</li> <li>• Practical exercise on how to develop an advocacy plan</li> <li>• Provide countries with outline of presentation style they are expected to use for their country report</li> <li>• Include papers given by all resource people in the file</li> </ul>

**Other comments**

- Microphones would have been good - as difficult to hear some people (2)
- Everyone to be on time
- Venue, accommodation and food very nice. Everything was well organised.
- Workshop was 100% OK
- Venue so far out, that those staying outside late - so should have more central venue
- Include field trips
- Everyone should be encouraged to do some presentation - some people didn't take their turn from their group.
- Include more group activity
- More details of course to be sent to participants in advance
- Speakers should spend more time in presenting their subject