REPORT

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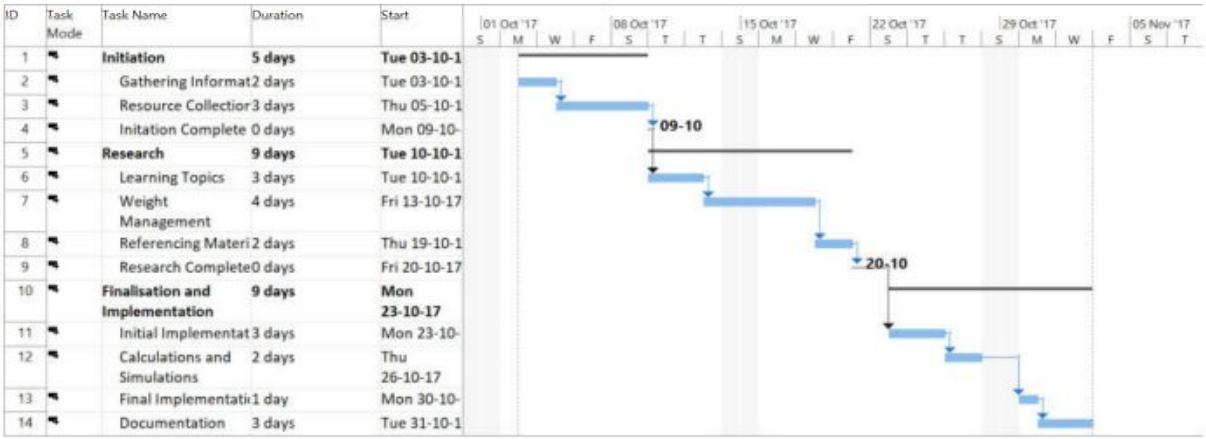

Task Name	Duration	Start	Finish	Predecessors
Initiation	**5 days**	**Tue 03-10-17**	**Mon 09-10-17**	
Gathering Information	2 days	Tue 03-10-17	Wed 04-10-17	
Resource Collection	3 days	Thu 05-10-17	Mon 09-10-17	2
Initiation Complete	0 days	Mon 09-10-17	Mon 09-10-17	3
Research	**9 days**	**Tue 10-10-17**	**Fri 20-10-17**	
Learning Topics	3 days	Tue 10-10-17	Thu 12-10-17	4
Weight Management Study	4 days	Fri 13-10-17	Wed 18-10-17	6
Referencing Material	2 days	Thu 19-10-17	Fri 20-10-17	7
Research Complete	0 days	Fri 20-10-17	Fri 20-10-17	8
Finalisation and Implementation	**9 days**	**Mon 23-10-17**	**Thu 02-11-17**	
Initial Implementation	3 days	Mon 23-10-17	Wed 25-10-17	9
Calculations and Simulations	2 days	Thu 26-10-17	Fri 27-10-17	11
Final Implementation	1 day	Mon 30-10-17	Mon 30-10-17	12
Documentation	3 days	Tue 31-10-17	Thu 02-11-17	13

Part 2

Society, which finally pays the bill for nutrition education activities, has a right to know how resources have been used and the final impact of educational programmes. Evaluation of educational programmes are undertaken for several reasons: to judge how the nutrition education programmes are planned and executed, how the programme personnel have performed, and to increase the effectiveness of programme management and administration; to assess the utility of new programmes; and to satisfy programme sponsors. Evaluation of nutrition education programmes includes not only collection of qualitative and quantitative data, but also their analysis and interpretation for the purpose of making judgement and decisions. In this context, evaluation is seen to have two main functions: *formative* and *summative.* Formative evaluation is used to improve and develop programme activities as they are carried out, and is therefore continuous. Summative evaluation measures the outcome of an activity or set of activities.

A number of studies have assessed the diet of individuals and populations in terms of single foods, food groups, nutrients or other individual dietary components. An alternative approach is to examine the overall diet quality to reflect the complexity of food intake patterns and dietary exposure. By examining the totality of the diet through diet indices or scores, insight may be gained into the combined effects of foods, nutrients and other dietary components on various health outcomes. The use of diet indices or scores designed to measure adherence to pre-established criteria may be an effective approach in the study of diet as a multi-dimensional exposure in relation to health outcomes

The data evaluation methods are:

Streamlined data entry and food coding: Dietary intake data gathered by interview is entered directly into NDSR. The software searches for foods and brand products by name. Sophisticated search algorithms locate the food (e.g., fried egg), and interview prompts

standardize requests for more detail (e.g., type of fat used in frying egg). The coding of foods and their variable ingredients and preparation methods occurs as data are entered, with calculation of nutrients occurring immediately.

Comprehensive, complete, and current database: The NCC Food and Nutrient Database serves as the source of food composition information in the program. This database includes over 18,000 foods, including 8,000 brand name products. Ingredient choices and preparation method options in NDSR provide more than 160,000 food variants. Values for 165 nutrient, nutrient ratios and other food components are generated from the database. Also, food group assignments (e.g., servings of fruit, vegetables, etc.) are provided. The database is updated annually to reflect marketplace changes and new analytic data.

Dietary supplement assessment module: Dietary supplement use may be assessed in conjunction with collection of in-person or telephone 24-hour dietary recalls using the Dietary Supplement Assessment Module included in NDSR. Use of all types of dietary supplements and non-prescription antacids are queried in the module. The database linked with the module includes over 2,000 dietary supplement products. A 'missing product' feature in the software allows the user to add products to the database.

Part 3

A common approach to evaluating an educational programme is what is often called a systematic approach (Oshaug et al., 1993; Rossi & Freeman, 1993). According to this approach, evaluation should be built into all phases of programme planning, implementation, and management.

Assessment of the situation can be considered as a part of an evaluation system (Rossi & Freeman, 1993). This might, however, create confusion by calling most of the activities in planning, evaluation activities. What is essential, however, is that evaluation begins with a clear definition of a nutrition education programme's goals and objectives.

Goals and objectives - linking programmes and evaluation

Goals and objectives of a nutrition education programme are based on nutritional needs. These are identified through assessment of the nutrition situation, based on, for example, an overview of regional or national plans for food and nutrition (if such exist); a profile of diseases and problems related to food and nutrition; the problems which can be solved by nutrition education; the factors that contribute to nutrition-related problems of all kinds and the level at which they operate (national, regional, local, household and individual); a description of the various actors and target groups; and a list of the systems that can support nutrition education activities (Oshaug, 1992).

Having this information, the goals and measurable objectives (including outcomes) can be specified. Goals and objectives for nutrition education programmes are all based on the assumption that there is room for improvement and that nutrition education is the right strategy to be used. Although a nutritional deficiency may be easy to recognise, a precise assessment of the empirical situation is usually required before planners can formulate specific, realistic objectives and design a nutrition education programme to achieve them.

Goals are generally broad, abstract, idealised statements about desired long-term expectations. For evaluation purposes, goals must lead to operationalisation of the desired outcome, that is, the condition to be dealt with must be specified in detail. These operationalised statements are referred to as objectives (Rossi & Freeman, 1993). Objectives must be formulated precisely, specifying expected outcome(s) and how, where, and under what conditions results will be achieved.

References

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