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WORLD HEALTH ORGANIZATION
Regional Office for Europe
Nutrition unit

Nutrition Unit . WHO Regional Office for Europe . Scherfigsvej 8 . DK 2100 Copenhagen . Denmark

Summer Schools on Public Health Nutrition

*Training courses
that provide up-to-date information for scientists
from countries of central and eastern Europe and
the newly independent states (CCEE/NIS)*

**Introduction to the project and report
on the first two courses held
June 1993 in Lithuania and September 1994 in Poland**

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TARGET 4

REDUCING CHRONIC DISEASE

By the year 2000 there should be a sustained and continuing reduction in morbidity and disability due to chronic disease in the Region.

TARGET 16

HEALTHY LIVING

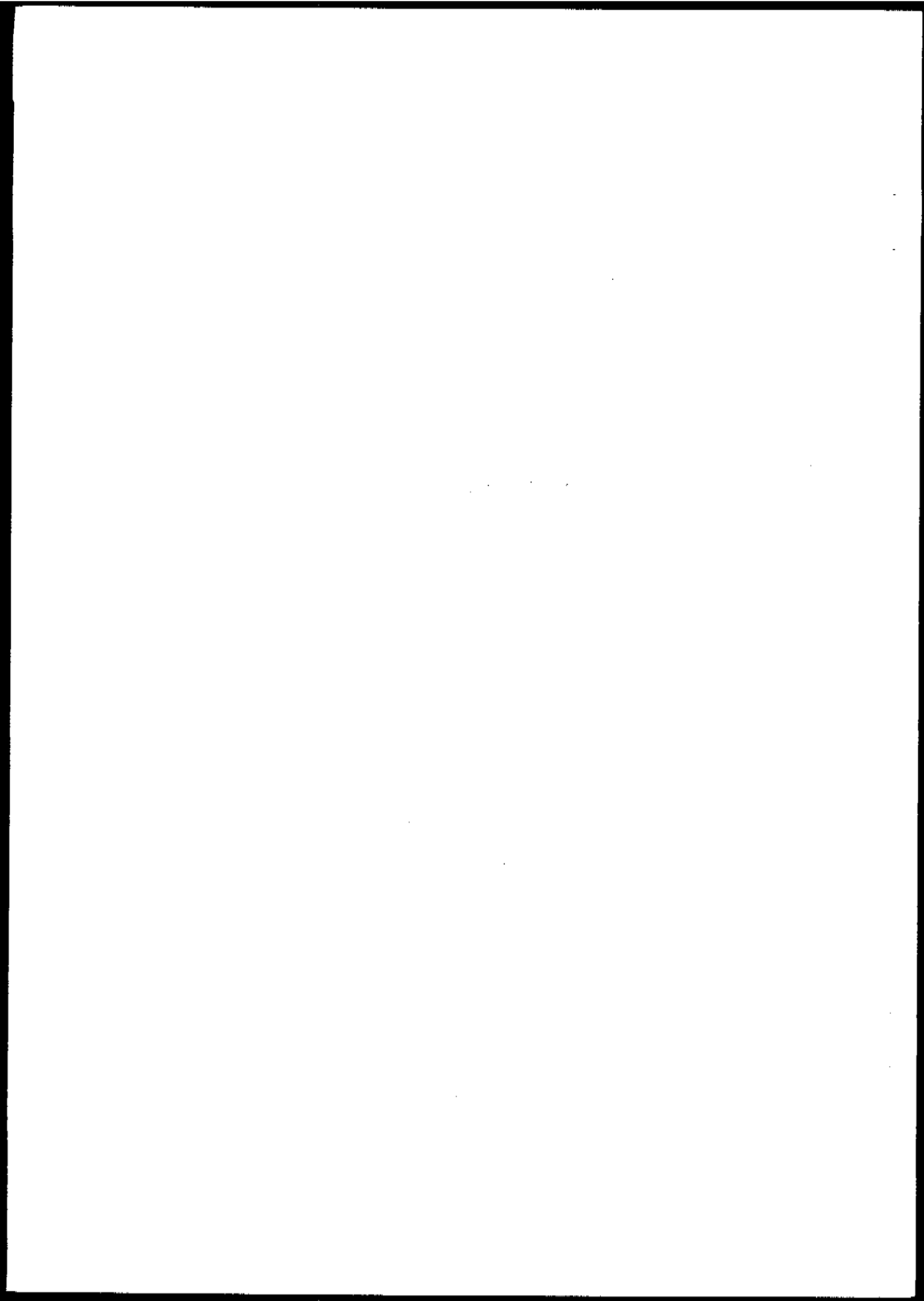
By the year 2000, there should be continuous efforts in all Member States to actively promote and support healthy patterns of living through balanced nutrition, appropriate physical activity, healthy sexuality, good stress management and other aspects of positive health behaviour.

Keywords

NUTRITION
PUBLIC HEALTH – education
CURRICULUM
CCEE
NIS

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Comments by participants:

On the course in general

"All parts were relevant, but not all for my present work situation. It was useful for changing of stereotype thinking."

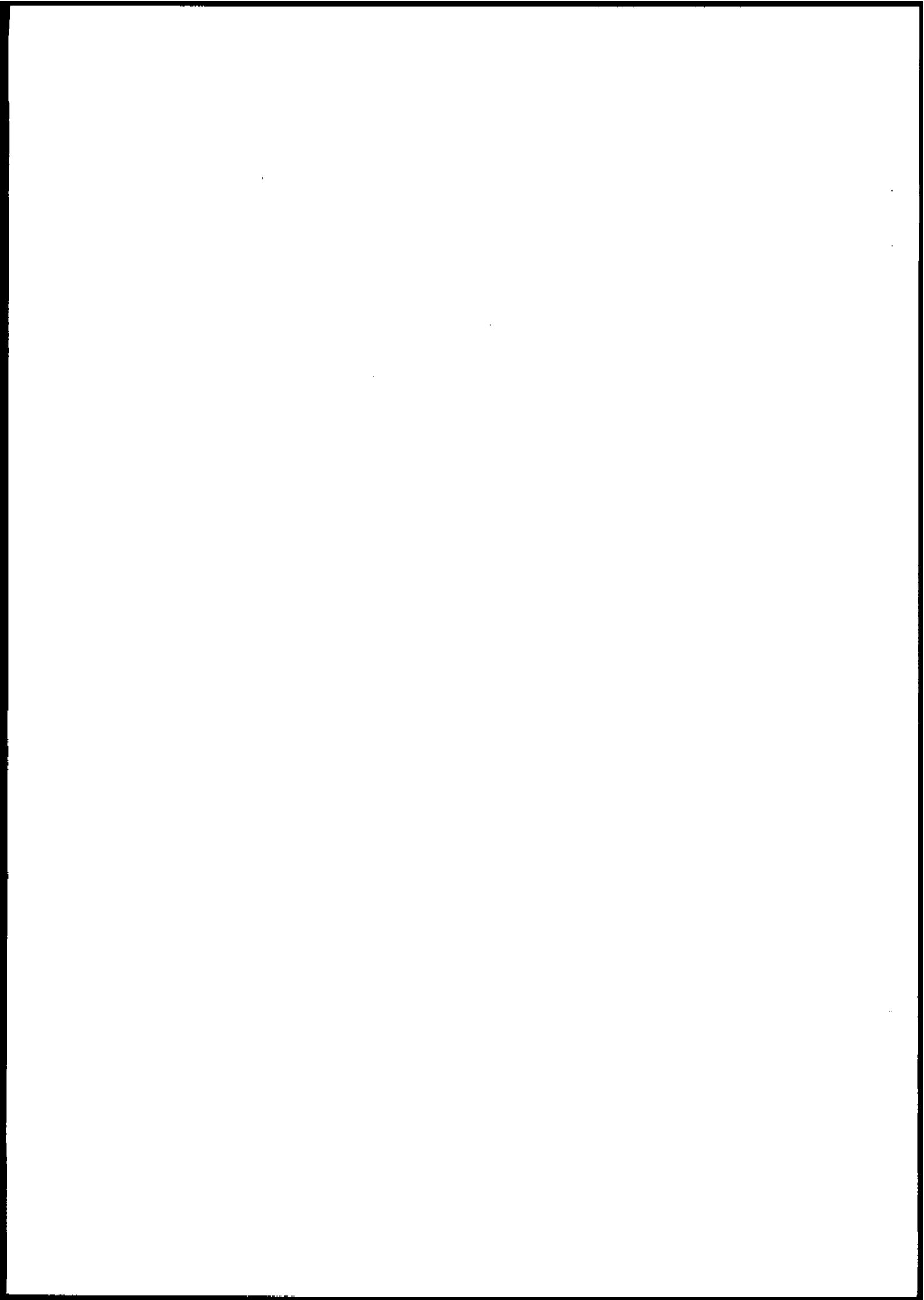
"For me the most important were information about organizing all kinds of nutrition strategies. It was very good to know and to understand mechanisms of planning and managing community nutrition. This knowledge is essential for people involved in community nutrition or public health like me."

"Everything was very good, but may be some notice for more strong, precise schedule and better discipline in evening sessions including (self) home work with printed materials."

On the course leadership

"All these persons are specially devoted, experienced and friendly attitude specialist in the field. The performance and personality of course leaders broken every rules enhance motivation of all participants."

"The leadership of the course is a model of pedagogical work with students, which I will use. It would be good to issue a booklet on the summer school experience."



Summary

- Aim** The Summer Schools aim to provide a review of the *state of the art* of public health nutrition for persons who are already qualified in medicine, pharmacy, biochemistry or food science and who intend to work in nutrition. The course is conducted in an interactive, participatory format.
- Participation** The First Summer School on Public Health Nutrition, held in Birštonas, Lithuania, 14-25 June 1993, was attended by twenty-eight participants from Albania, Bulgaria, Croatia, The Czech Republic, Estonia, Hungary, Kyrgyzstan, Latvia, Lithuania, Poland, Romania, Russian Federation, Slovakia, Tajikistan, Ukraine, 13 lecturers and 2 WHO staff members. The course was held in English with some interpretation assistance for some participants.
- The Second Summer School on Public Health Nutrition, held in Ciechocinek Spa, 19-30 September 1994, was attended by seventeen participants from Belarus, Estonia, Bosnia and Herzegovina, Latvia, Poland, Russian Federation and Ukraine, 13 lecturers, 5 facilitators and 3 WHO staff members. It was held in English and Russian with simultaneous interpretation.
- Programme** Nutrition, being an extremely broad subject, demands that the course spans several areas e.g. food and nutrition policy, the relationship diet-health, food control and eating behaviour. The course also focuses on certain selected subjects of particular public health importance, such as breastfeeding, iodine deficiency disorders and methods for dietary assessment studies.
- Evaluation** The course programme depends on the needs of participants, which organizers can only guess in advance. Therefore a continuous evaluation scheme is built into the course and allows organizers to adapt the programme to the needs and wishes of the participants.
- Organization** The WHO Regional Office for Europe has the overall responsibility for the Summer Schools and the Unit for Preventive Nutrition at the Centre for Nutrition and Toxicology (CNT), Huddinge, Sweden, takes care of most of the administrative arrangements. The local Institute that hosts the event provides support regarding local transportation, meeting and accommodation facilities, and social events.
- Budget** The Summer Schools are funded by the WHO Regional Office for Europe, The Centre for Nutrition and Toxicology (Huddinge, Sweden), the Ministry of Foreign Affairs (Sweden) as well as the national hosts.
- Conclusions** It is no small task to increase the level of knowledge of participants who already hold leading positions with responsibility for food and

nutrition in their home countries or towns, and already possess much factual knowledge.

The participants' evaluation of the course indicates that they find the broadness of topics most useful. All are relevant to the new paradigm of public health nutrition, although some are new to most of the participants, others being well-known but providing insight into the state of the art. Participants also value the opportunity to listen to one another's presentations and to interact. They also enjoy meeting a different academic style of teaching and presenting scientific material.

The course serves to broaden their perception regarding the practical application of food and nutrition science. Participants are encouraged to think in strategic and systematic terms, using modern management methods, to enable them to tackle problems they will meet in their own work situations.

The lecturers also learn a lot about the situation our colleagues in the East are facing and the problems they have had in the past.

The very positive evaluation the participants have given of the Summer Schools shows that the academic objectives are being achieved. The future will show if they also created a network.

The future

WHO and CNT try to stay in touch with course participants. Depending on their interest and abilities, some become facilitators in subsequent summer schools and some participate in other international events. All are entered on the WHO Europe Nutrition Network (a database including over 1000 addresses) and receive at least one communication yearly from the Nutrition Unit in WHO Europe.

Report

Introduction

The remarkable political events in the eastern part of the Region resulted in the WHO Europe Regional Committee deciding in 1992 that the work of the Office should be reoriented towards support to countries in central and eastern Europe (CCEE) and the newly independent states (NIS). This profoundly changed the orientation of the Nutrition Programme. We know that in the new Member States, nutrition as a science had taken its own course and, being a very political subject, had not really been allowed to develop as a free science. There was a great need for training of scientists in modern aspects of food and nutrition and we spent some time experimenting to find which would be the best way to do this with our limited resources.

The new Member States also displayed a different nutrition-related health pattern than was expected. Public and political concern in CCEE and NIS is very much centred around health problems due to environmental degradation. Serious as these problems are, they still do not lead to cancer rates that are notably higher than elsewhere in Europe. It is the rates of cardiovascular diseases that are much higher than anywhere else in Europe; premature mortality from ischaemic heart disease, a typical nutrition-related disease, is generally about three times as high as the European average, and stroke rates are up to five times as high. Awareness of the importance of healthy lifestyles has not really taken hold among people in the eastern part of Europe and because of the propaganda of former times it is widely believed that the most important nutrition problem is protein deficiency. Studies carried out by the Nutrition Programme and others however do not confirm that this is any problem - on the contrary, the protein intake is rather on the high side, and so is fat intake. In the current situation where some groups are deprived of their former living standard and many are in a difficult economic situation, this will influence nutrition and health, but more often than not the change will be positive. This happened in other European countries in times of hardship.

Definitions

A simple, straightforward definition of the term **nutrition** would be:

The metabolism of food in the body, from the time it enters the body through the mouth till it leaves the body in various forms and ways.

Public health nutrition is less easy to define, however a crude attempt could be:

The pathways and processes of food before it reaches the body, and the efforts to influence these pathways and processes through public policy.

Nutrition policy itself has many names: *food and nutrition policy, food and nutrition strategies, food-health policies and comprehensive food supply and health policy*, however all amount to the same type of policy action.

A useful definition was formulated by Professor Bengoa as early as 1973:

A concerted set of actions, often initiated by Governments, aiming at providing the population with food that is contributing to the best possible nutrition status for the whole population.¹

Objective

The science of nutrition is at present in a period of rapid development. Epidemiological studies combined with clinical research are probing deeper into matters that will have consequences for how food supplies are planned and diets composed. This research has taken place mainly over the last two decades, a period when many countries in central and eastern Europe were not in a position to freely avail themselves of scientific literature and thus were unable to follow developments in many disciplines.

Nutrition Summer Schools aim to provide a review of the *state of the art* of nutrition sciences for persons who are already qualified in medicine, pharmacy, biochemistry or food science.

The main emphasis of the summer school agenda is on the public health aspects of nutrition, especially on how to do a situation analysis of a food, nutrition and health situation; how to establish nutrient recommendations and how to analyze eating behaviour and formulate dietary guidelines for the public. Knowledge of this is necessary for the formulation of food and nutrition policies.

General outline

Two Summer Schools have been held, the first in 1993 in Birstonas, Lithuania, and the second in 1994 in Ciechocinek, Poland. They were conducted by the Nutrition Unit, WHO Regional Office for Europe together with the prospective WHO Collaborating Centre at the Centre for Nutrition and

¹ Bengoa, JM (1973) **Definitions, scope and instruments of a food and nutrition policy.** Paper presented at the Second Asia Congress of Nutrition. Mimeographed paper, WHO, Geneva.

Toxicology, Novum Research Centre, Sweden. Apart from providing up-to-date information on the state of the art of nutrition, the courses provide an opportunity for networking with colleagues from countries in central and eastern Europe, the Newly Independent States, western Europe, USA and Canada. The latter appreciate the opportunity to become more familiar with the thinking and real situation in the new Europe's central and eastern parts.

Participants

The maximum number of participants is 20, which has meant that we had to turn away several applicants each year. Preference is given to young applicants, who, despite their age, often hold leading positions in the area of food and nutrition in their own countries. Most often they work in Government, in the hygiene, epidemiology and sanitary inspection departments, or in the Nutrition chair in medical schools. There are still very few University level nutrition institutes providing advanced academic training. It is required that the participants have some experience in the subject area and that they intend to continue to work within it after the course. The course is held either in English or in Russian. In the latter case, professional simultaneous interpretation into Russian is provided. The Nutrition Unit has invested in the necessary portable wireless equipment for this purpose.

Facilitators

The Nutrition Unit and the Centre for Nutrition and Toxicology usually keep in contact with course participants during the first year after the event. Persons who have successfully concluded the Summer School, and in the course of the first year turn out to be particularly skilled and interested in public health nutrition are asked to take part in the subsequent course as "facilitators". In this way the experience of those who have been through the process is preserved, and facilitates communication with the next group of participants. Facilitators also give lectures, and assist the course leaders in various ways.

Lecturers

The lecturers are experts within their field and represent a selection of the many subject areas that constitute public health nutrition. The course content, and hence the selection of experts, varies from one year to the next, depending on the expected interests of the participants, and upon what are perceived as the most pressing problems in the area.

Course leaders

Course leaders are Dr Elisabet Helsing, WHO and Agneta Yngve, CNT, assisted by Åsa Moberg, CNT and Sally Charnley, WHO. The course itself, preparations and follow-up require about four person-months of work. The course leaders also give several of the lectures during the course.

Venues and duration

The Summer Schools are held in the countries of central and eastern Europe. The venues of all the courses provide simple but sufficient accommodation and meeting facilities. Many Health Spas try to earn extra money as conference centres and these are ideal places to hold courses as they create an informal atmosphere for the participants, putting everyone at ease.

The availability of computer and photocopy facilities is extremely important, and we have succeeded in securing these at both Summer Schools. The hosting institutions to the Summer Schools in Public Health Nutrition, Kaunas Medical Academy in 1993 and the National Institute for Food and Nutrition, Warsaw in 1994, have on both occasions been extremely helpful and forthcoming.

Programme

Nutrition, being an extremely broad subject, demands that the course spans several areas e.g. food and nutrition policy, the relationship diet-health, food control and eating behaviour. The course also focuses on certain selected subjects of particular public health importance, such as breastfeeding, iodine deficiency disorders and methods for dietary assessment studies. It is expected that participants after the course seek further information about the various topics on their own initiative. The course programme is given to the participants in outline at the beginning, but it is continually adjusted as the course develops, to suit the interests and needs of participants, as expressed in the concurrent evaluation of the course.

Participants bring data from their own projects to the Summer School and make presentations during evening sessions. These sessions are very popular.

A detailed programme can be seen in Annex 1.

Method of work

The courses are extremely intensive, starting at 0830, with a lunch break of 1-2 hours, and ending at 1800h. Optional evening sessions are usually attended by everybody, which in practice means that people work until 2200, a working day of 13.5 hours. Although the course participants usually make note of this in their evaluations, there are no complaints; in fact they seem to be stimulated and impressed by their own motivation and performance. The course leaders use a style blending informality and discipline, and this seems to be appreciated by the participants.

Various communication methods are used, alternating between plenary lectures and discussions, working groups and individual work. The format and process of learning used in the course is often new to participants. Course leaders encourage interaction, using methods such as working groups, focus group discussions

and role playing. There are opportunities for hands-on computer programme use and the participants usually carry out a small dietary assessment of themselves, which is then analyzed and discussed. For most of the participants, these are new modes of communication, and a lecture by Agneta Yngve, given towards the end of the course, summarizes elementary approaches to communication. Both the course format and this lecture are usually very well received. People seem to appreciate the variety of methods of communication, and several remarked that this will certainly influence their own teaching methodology.

- Continuous evaluation** Three evaluation sessions are built into the two-week course. The first is a simple, written questionnaire requesting ideas for improvement on content and performance so far, done after the three first days. People are often surprised when asked to evaluate at this early stage. The second evaluation is done orally, every participant is asked to address a few questions related to course performance. The third evaluation consists of an 8-page questionnaire requesting ratings of lectures and viewpoints and grading of a variety of aspects of the course.
- Basic course material** Participants receive a lot of recent relevant material, mainly WHO publications, as well as copies of the most important articles and summaries of papers presented at the school. See Annex 3 for an example.
- Budget** The Summer Schools are funded by the WHO Regional Office for Europe, The Centre for Nutrition and Toxicology as well as the national hosts. Participants are requested to cover their own travel expenses while food and accommodation is provided. No course fee is charged. Venues are chosen in countries in central and eastern Europe to keep travel expenses as low as possible.
- The future** Participants on both courses were so overwhelmingly positive about their experiences that we plan to increase the Summer Schools from one per year to two per year, one to be held in English and one to be held with Russian interpretation. We are investigating various funding possibilities in order to do this.

Acknowledgements

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Agneta Yngve, Centre for Nutrition and Toxicology,
Huddinge, Sweden

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Annex 1

Programme example Ciechocinek 1994

Monday 19 September

Time	Lecturer	Session
0930-1030	Dr Elisabet Helsing Agneta Yngve Åsa Moberg	Introduction
1100-1300	Agneta Yngve	Participants' presentations of themselves
1300-1400	Dr Elisabet Helsing	Data sources on nutrition in Europe
1500-1545	Dr Elisabet Helsing	Food and Health in Europe
1600-1630	Professor M. Volgarev	Nutrition in Russia
1630-1700		Discussion
1900		Welcome dinner

Tuesday 20 September

Time	Lecturer	Session
0830-1100	Dr Aileen Robertson	Nutrition work in emergency situations, nutrition epidemiology
1100-1300	Dr Elisabet Helsing Agneta Yngve	Nutrient Reference Values (NRV) or Recommended Dietary Allowances (RDA) and dietary guidelines
1300-1700		Group work on dietary guidelines
2000		Participants' presentations: Natalya Vartapetova - The Elektrostal Experience Merlaid Saava - Traditional Estonian diet and some nutrition and health-related problems

Wednesday 21 September

Time	Lecturer	Session
0830-1000		Computer and video workshop: Three groups will rotate to enable all participants to go through all points: 1. Epi-info 2. Food and Health Indicators 3. Video presentations
1030-1200		Computer and video workshop cont.
1200-1400	Dr Elisabet Helsing Dr Aileen Robertson	Breastfeeding and weaning - principles and practice
1500-1630		Presentation of group work from yesterday: role play with participants as experts and course leaders as non-expert audience
1630-1700		First course evaluation (questionnaire filled in)
2000		Participants' presentations: Svetlana Konstantinova: Elektrostal, Part III Merilaid Saava: Traditional Estonian diet and some nutrition and health-related problems

1000-1030 Coffee break

1400-1500 Lunch break

1900 Dinner

Thursday 22 September

Time	Lecturer	Session
0830-1230	Dr Carl G. Elinder	Nutritional toxicology: heavy metals, risk and reality
1230-1300		Distribution of remaining breastfeeding material and feedback on written evaluation
1300-1400	Agneta Yngve	Planning and managing community nutrition work - introduction to group work
1500-1700		Group work on community nutrition
1715-1900	Agneta Yngve	Media workshop

Friday, 23 September

Time	Lecturer	Session
0830-1100	Dr Stefan Peterson	Iodine Deficiency Disorders - solving the problem
1100-1200	Dr Elisabet Helsing	Nutrition policy making - theory and practice
1200-1245	Agneta Yngve	Nutrition in health promotion
1245-1300	Dr Marcin Gajzler	Demonstration of CD ROM computer base
1300-1500		Participants try out computer programmes
1500-1730		Group work: applying dietary recommendations in a nutrition policy context
1730-1800		Conclusions from group work

Sunday 25 September

Time	Lecturer	Session
1600		Folk music concert
1700	Professor Philip James	Biochemical markers of nutrient intake
2000	Professor Philip James	Nutrition and obesity

Monday 26 September

Time	Lecturer	Session
0830-1000	Professor Philip James	At the cutting edge of nutrition science: where are we going?
1030-1300	Jörgen Højmark-Jensen	Food safety in a modern world
1300-1800	Dr Raimo Lappalainen	Risk perception, changing dietary behaviour
2000		Participants do 24h recalls on one another

Tuesday 27 September

Time	Lecturer	Session
0830-1000	Dr Raimo Lappalainen	Risk perception, changing dietary behaviour (continued)
1030-1200	Jörgen Højmark-Jensen	Food safety in a modern world cont.
1200-1300		Presentations from earlier group work: information basis for a nutrition policy
1500-1700	Dr Orla Zinck	How to eat healthily without even noticing
2000	Dr Arseny Martinchik	How to make a 24h recall
2100		Disco Gracia: Physical exercise and communications workshop

Wednesday 28 September 1994

Time	Lecturer	Session
0830-0900	Dr Orla Zinck	Hospital catering: discussion
0900-1000	Dr Johanna Haraldsdottir Eric Poortvliet	Methodology and feasibility of nutritional assessment Presentation of the Rapid Nutrition Assessment model
1030-1300	Dr Johanna Haraldsdottir	Methodology and feasibility (continued)
1500-1700	Tue Christensen	Possibilities and problems in the use of food composition tables
2000		Group discussion following presentation of the results of the 24-hour recall from the previous day

Thursday 29 September

Time	Lecturer	Session
0930-1030	Åsa Moberg	Migration and nutrition
1100-1200	Dr Elisabet Helsing	The WHO Nutrition Programme
1200-1300		Ideas and suggestions from participants with regard to the nutrition programme
1500-1600	Agneta Yngve	Presentation techniques - how to make yourself understood
1600-1700		Working group: looking back to the dietary guidelines we made earlier - any further ideas?
1900		Farewell party

Friday 30 September

Time	Lecturer	Session
0930-1030	Dr Elisabet Helsing	Nutrition policy in eastern Europe: some problems and possibilities - small presentation and plenary discussion
1100-1300		Course evaluation, ideas and advice from participants with regard to future courses
1300-1400		Closing ceremony: Address by Dr Lucjan Szponar, Director of the hosting WHO Collaborating Centre for Nutrition, National Food and Nutrition Institute, Warsaw

Annex 2

List of Participants Birstonas 1993

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Annex 3

Basic course documentation

Ciechocinek 1994

- **Diet, Nutrition and the Prevention of Chronic Diseases; WHO Technical Report Series 797, Geneva 1990**
- **James et al; Healthy Nutrition, WHO Regional Publications, European Series No. 24, Copenhagen 1988.**
- **Becker & E. Helsing; Food and Health Data, WHO Regional Publications, European Series No. 34, Copenhagen 1991.**
- **A. Oshaug; Planning and Managing Community Nutrition Work, WHO Regional Office for Europe, Copenhagen 1992.**
- **Elinder et al; Biological Monitoring of Metals IPCS; WHO/EHG/94.2 (Chemical Safety Monographs; GEENET)**
- **Dunn et al; Methods for measuring iodine in urine; ISBN 90-70785-12-9, ICCIDD, UNICEF, 1993**
- **Dunn et al; a practical guide to the correction of Iodine Deficiency; ISBN 90-70785-05-6, ICCIDD, UNICEF, 1990**
- **Infant Feeding - The physiological basis, edited by James Akre, Supplement to Volume 67, 1989 of the Bulletin of the World Health Organization.**
- **Beaglehole et al; Basic Epidemiology ISBN 92-4-154446-5, WHO 1993**

Annex 4

Evaluation Ciechocinek 1994

1. What is your overall opinion about the course?

Score	1	2	3	4	5	6	7	8	9
N=16								5	11

NB: 1 indicates not at all relevant, 9 indicates very relevant.

Comments:

- Excellent, modern level, but a little overloaded. No objection to the organizers, but participants' age, professions, perspectives for their work were too different.
- These two weeks of intensive work in public health nutrition had a big role in understanding many problems and will be useful in my future work.
- This course shows how big is area of nutrition - from agriculture to prevention of diet-related diseases.
- The work was hard, long and intensive but familiar atmosphere enabled quick progress in participants meaning.
- Enabled me to look at some nutrition problems from a new angle.

2. How relevant for your present work situation has the course been?

Score	1	2	3	4	5	6	7	8	9
N=16				1	1	1	2	1	10

NB: 1 indicates not at all relevant, 9 indicates very relevant.

Comments:

- All parts were relevant, but not all for my present work situation. It was useful for changing of stereotype thinking.
- Stabilized my knowledge after postgraduate studies in nutrition field, but for evaluation in my country's nutrition policy will be great war between me and bureaucratic machinery
- During the course I have been inspired by many new ideas on nutritional science which I would like to explore in my current lectures and exercises with physicians.
- Only joint efforts of science and practical health care will help to design efficient prevention programmes and assure their implementation.
- I need modern information about problems on nutrition and all questions related to it. It is so useful in my scientific and practical work at home, especially in my future work.

3. Has the course provided you with better possibilities to work within the area of public health?

Score	1	2	3	4	5	6	7	8	9
N= 16					3		1	1	11

NB: 1 indicates low, 9 indicates high.

Comments

- For me the most important were information about organizing all kinds of nutrition strategies. It was very good to know and to understand mechanisms of planning and managing community nutrition. This knowledge is essential for people involved in community Nutrition or Public Health, like me.
- Especially, I recognized in more detailed fashion the needs, organization structure and arrangement of effective activity of all people engaged in public health sector.
- I would like to develop a prevention programme against Iodine Deficiency Disorders.
- In practice, the general practitioners treat sick patients, - prevention has not had much effect, because it was supposed to be governmental policy, with government's support and financing

4. Was the level of the course too high or too low (i.e. was it easy or difficult to understand)? Indicate whether too low (1) or too high (9).

Score	1	2	3	4	5	6	7	8	9
N= 16		1			5	4	4	1	1

NB: 1 indicates low, 9 indicates high.

Too difficult:

- Difficult to understand approaches to solving nutrition issues
- Level is very high. It was not difficult to understand except maybe less understanding because less knowledge in English language.
- The lecture on risk perception, conducted by Dr Lappalainen, some sentences considering behavioural aspects of human nature.
- Not too difficult, but I would like to be able to discuss the most interesting/disputable/original issues.

Too elementary:

- A elementary explanation is the best method of teaching as it was given in the lecture of psychologist.
- Lunch, coffee, welcome dinner and bye bye party ...

5. How interesting were the contents of the course as a whole?

Especially interesting parts:

Score	1	2	3	4	5	6	7	8	9
N= 16							2	3	11

NB: 1 indicates not interesting, 9 indicates especially interesting.

Especially interesting:

- Methods of approaches to research
- Nutrition in emergency, IDD, breastfeeding
- In lectures of Professor James the interconnection between biochemical background of nutrition physiology, nutrition methodology and epidemiological data was brilliantly exposed.
- 80% of the lectures.

6. Are there some parts of course that you would like to see more of?

Comments:

- Nutrition policy.
- Realization of modern technology for every participant, for example, validation of assessment methods in work groups. How to organize it, I don't know, but in these countries it will be useful.
- Statistics, nutrition disorders, nutrition according to family planning, pre-testing methods, psychological training to prevent nutrition problems working with government institutions and population. For east part of Europe is important to learn market economy (remember - food control).
- Yes, computer workshop. It is so necessary in my job, but I have not so much possibilities for that. I think, it was too short time for computer workshop here.
- The problem of making dietary recommendations, and IDD deficiency.
- On molecular (biochemical) explanation of nutritional epidemiology concepts.
- Development of nutrition policy, analysis and evaluation of the population's dietary pattern.
- To master standardized methods of studying the food intakes of different population groups.
- 1. Breastfeeding, 2. obesity, 3. IDD and 4. nutrition policy problems.
- Yes. Methodology and feasibility of nutritional assessment, Nutrition and Toxicology, Food safety in a modern world, Nutrition policy and health promotion.

7. What is your general opinion regarding the lecturers?

Comments:

- On the professional level, well illustrated, actors on the stage
- To continue in such way, how you are been starting, don't give for participant too much free time, I mean - always keep them in working condition!!! I like it!
- The lecturers were prepared very good for the lectures.
- High professional skills and the art of lecturing.
- Easy-going, artistic, capable of maintaining the interest during the whole lecture.

8. Were the course materials/documentation satisfactory?

Score	1	2	3	4	5	6	7	8	9
N=16						1	2	6	7

NB: 1 indicates not at all satisfactory, 9 indicates very satisfactory.

Comments:

- 4kg. In our countries there isn't available enough literature, books, because that I would love to get some copies of articles also, that were used in reports.
- For next time - more and more, but of course it is not easy to bring here all nutrition literature what is going on in the world.
- We got enough of the course materials. It is very useful and relevant for us, our work situations.

9. Were group discussions meaningful?

Score	1	2	3	4	5	6	7	8	9
N=16					2	1	2	3	8

NB: 1 indicates not at all meaningful, 9 indicates very meaningful.

Comments:

- Not everybody participated in the work
- It depends on the case whether the person was active himself or not. The answers on the lectures to some questions activated everybody.
- Yes, very meaningful, specially if you speak good a language or if you have a good translator.
- Giving possibility to exchange different (and controversial) opinions and build the strong interpersonal network between participants.
- Exchange of opinion gives the opportunity to look at the problem from a different angle.
- For elaboration of the common project everybody in our group proposed suggestions, sometimes the list was very different from standard.
- Our group discussions were very interesting and useful because each of us complemented the others.