**TOPS Tool for Self-Assessment of Core Competencies in Nutrition & Food Technology** (*draft v1\_19 September 2012*)

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| **1. Knowledge of Infant and Young Child Feeding Practices** |  |  |  |  |  |

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| Rationale for exclusive breastfeeding for the first six months |  |  |  |  |  |
| Knowledge of the advantages of immediate breastfeeding, including advantages for mother as well as for infant |  |  |  |  |  |
| Knowledge of approaches to promote immediate and exclusive breastfeeding |  |  |  |  |  |
| Reasons for waiting to introduce complementary food until about six months |  |  |  |  |  |
| Knowledge of locally available foods suitable for complementary feeding to provide needed micronutrients and high-quality protein |  |  |  |  |  |
| Knowledge of responsive feeding and active feeding |  |  |  |  |  |
| Knowledge of frequency, density, consistency, and amounts for complementary feeding |  |  |  |  |  |
| Knowledge of recommendations for safe preparation and storage of complementary foods |  |  |  |  |  |
| Awareness of more than one approach for helping mothers learn about complementary feeding |  |  |  |  |  |

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| 1. Knowledge IYCF (continued) |  |  |  |  |  |
| Rationale for continuing breastfeeding to at least two years |  |  |  |  |  |
| How to determine which of the IYCF practices are of concern in your target population |  |  |  |  |  |
| How to learn about the current IYCF practices and the barriers to adopting new practices |  |  |  |  |  |
| How to organize peer support groups to promote behavior change |  |  |  |  |  |
| How to promote/train in effective one-on-one counseling skills |  |  |  |  |  |
| Familiarity with the principles of adult learning |  |  |  |  |  |
| 2. Essential Nutrition Actions | | | | | |
| Comprehension of the seven Essential Nutrition Actions |  |  |  |  |  |
| Understanding which of these actions to strengthen at health facility level versus which ones to promote at community level |  |  |  |  |  |
| Grasp of the key messages for maternal nutrition |  |  |  |  |  |
| Understanding of the key messages for feeding the sick child during and after illness |  |  |  |  |  |

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| 2. ENA (continued) | | | | | |
| Knowledge of key vitamin-mineral supplements for women and for children – dosage, schedule per national policy |  |  |  |  |  |
| How to identify contact points other than group sessions in the community where women and their families can learn about nutrition and health |  |  |  |  |  |
| 3. **Conceptualizing malnutrition** | | | | | |
| Understanding of the framework of underlying causes of malnutrition |  |  |  |  |  |
| Awareness of the importance of the 1,000 days from conception to the child’s second birthday |  |  |  |  |  |
| Understanding of prevention versus recuperation for wasting and stunting |  |  |  |  |  |
| 4. Nutritional Status | | | | | |
| Knowledge of two ways of measuring acute malnutrition |  |  |  |  |  |
| Which types of malnutrition is measured by height for age? |  |  |  |  |  |
| Knowledge of cut-off points for classifying mild, moderate, or severe malnutrition using any of the measures above |  |  |  |  |  |
| How to perform accurate measurements (weight, height, MUAC) |  |  |  |  |  |

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| 4. Nutritional Status (continued) | | | | | |
| How to train others to accurately weigh, measure, plot, take MUAC, check edema |  |  |  |  |  |
| How to use the WHO software to calculate results |  |  |  |  |  |
| Planning anthropometric surveys |  |  |  |  |  |
| Knowledge of existing or ability to create supervision tools to monitor quality of anthropometric assessments and growth monitoring sessions |  |  |  |  |  |
| 5. IYCF Indicators | | | | | |
| Calculating early initiation of breastfeeding |  |  |  |  |  |
| Calculating rates of exclusive breastfeeding for children under six months of age |  |  |  |  |  |
| Calculating the minimum dietary diversity by age range for children 6 to 24 months of age |  |  |  |  |  |
| Calculating minimum meal frequency by age range for children 6 to 24 months of age |  |  |  |  |  |
| Calculating the minimum acceptable diet for breastfeeding and non-breastfeeding children 6 to 24 months of age |  |  |  |  |  |
| Calculating specific food groups (iron-rich or Vitamin A rich, etc.) |  |  |  |  |  |
| Sampling options and issues in comparison |  |  |  |  |  |
| Interpreting results and comparing to baseline |  |  |  |  |  |

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| 6. Micronutrients | | | | | |
| Understanding of how to generally estimate micronutrient deficiencies based on consumption of food groups |  |  |  |  |  |
| Skills in using bio-chemical methods for field use in assessing micronutrient deficiencies |  |  |  |  |  |
| Knowledge of the national policy and protocols for micronutrient supplementation |  |  |  |  |  |
| Knowledge of the national policy or plans for micronutrient fortification of foods |  |  |  |  |  |
| Understanding of options for increasing micronutrient intake at the local level |  |  |  |  |  |
| 7. Food aid commodities | | | | | |
| Knowledge of how food aid rations were calculated |  |  |  |  |  |
| Understanding nutrient contribution of commodity foods in the existing ration |  |  |  |  |  |
| Understanding of how the target population can be transitioned to locally available foods with nutrient content similar to the ration by the end of the project |  |  |  |  |  |

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| 8. Local foods | | | | | |
| Knowledge of the relative nutrient content of locally available, affordable foods |  |  |  |  |  |
| Knowledge of under-utilized locally available foods |  |  |  |  |  |
| Understanding of the seasonal calendar of food availability |  |  |  |  |  |
| Knowledge of approaches for increasing access to nutritious food in the local context |  |  |  |  |  |
| Understanding of barriers to dietary diversity for either children or adults |  |  |  |  |  |
| Knowledge of how to use a Food Composition Table for local foods |  |  |  |  |  |
| Knowledge of which foods/beverages that inhibit absorption of nutrients |  |  |  |  |  |
| 9. Integrating nutrition and agriculture | | | | | |
| Understanding the concept of value chains |  |  |  |  |  |
| Maintaining or increasing access to adequate family foods and dietary diversity while increasing involvement in value chains |  |  |  |  |  |
| Assuring agriculture staff understand the relationship of family nutritional status and health to their productivity in agriculture |  |  |  |  |  |
| Familiarity with evidence showing the synergy of integrating nutrition and health education with agriculture or other income generation activities. |  |  |  |  |  |