

Fostering information systems and networks to support LMIC decision makers in addressing the double burden: Learning from sub-Saharan Africa



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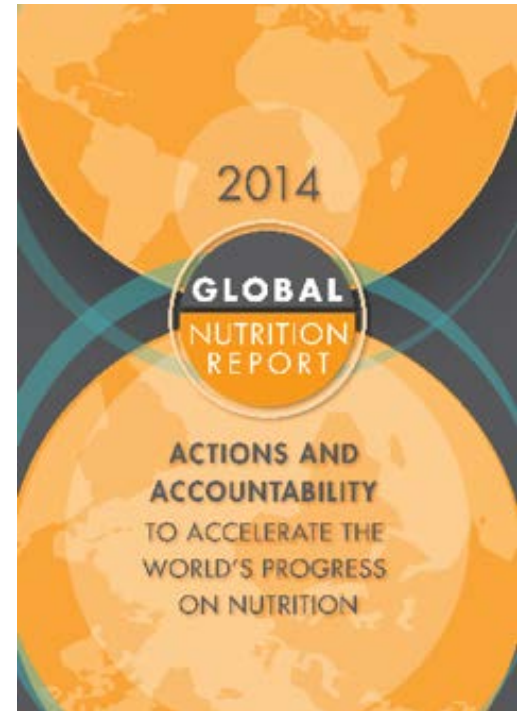
Prioritizing data on 3-18 year olds in National Nutrition Information Systems (NIS)



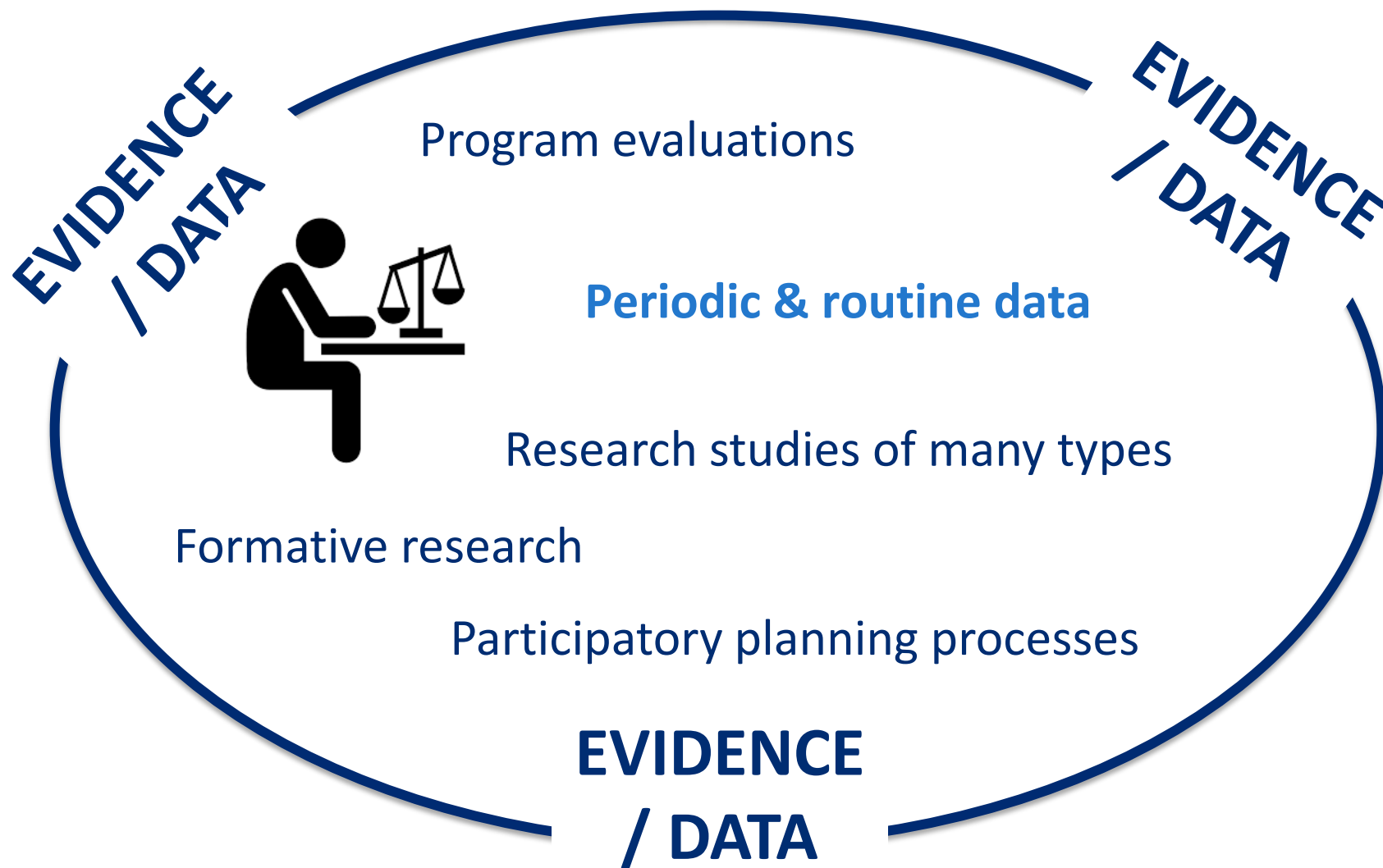


“Nutrition needs a data revolution. Of the many information gaps the ones most needed to be filled are those that constrain priority action and impede accountability.”

- GNR 2014



Information for action & accountability



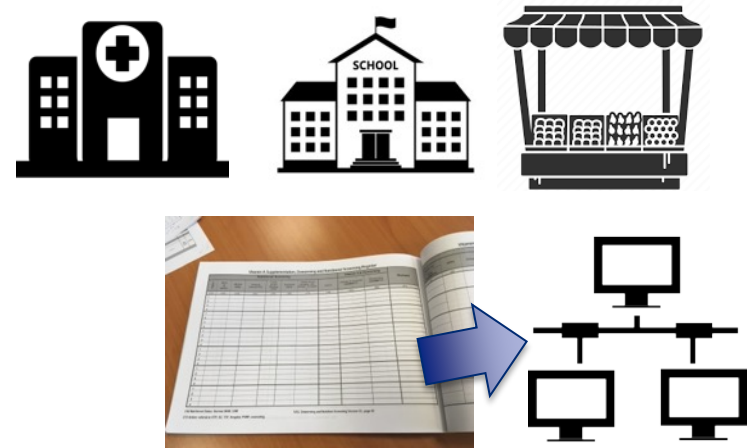
Periodic & routine data in LMIC

Population-based surveys

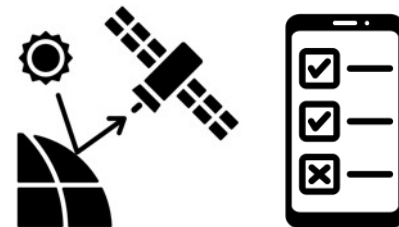
- **Multi-topic health, economic & development surveys** (*DHS, MICS, LSMS*)
- **Facility surveys** (*School-based, SPA, SARA*)
- **Nutrition focused surveys** (*“SMART”, food consumption, micronutrient status, food fortification*)



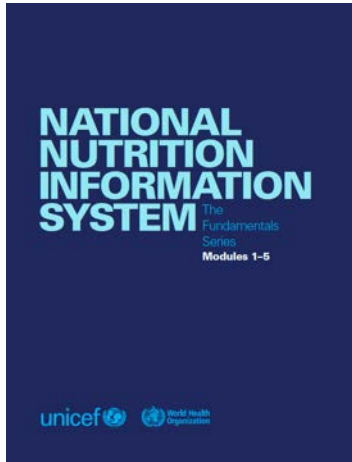
Administrative data



Other potential sources



What do national & subnational stakeholders use a NNIS for?



Priorities



Policies, strategies and plans



Planning processes



Resource mobilization



Budgeting



Implementation



Quality improvement



Monitoring and evaluation



Advocacy



Emergencies



Different from global accountability priorities

- *High demand for subnational data*
- *Less demand for modeled estimates*

National nutrition information systems – the fundamental series, modules 1–5, New York: United Nations Children's Fund (UNICEF) and the World Health Organization (WHO), 2021



[illegible]

Vitamin A Control





**What nutrition-relevant data are
being routinely / periodically
collected on 3-18 year olds in
LMIC?**



Multi-country periodic surveys with nutrition data

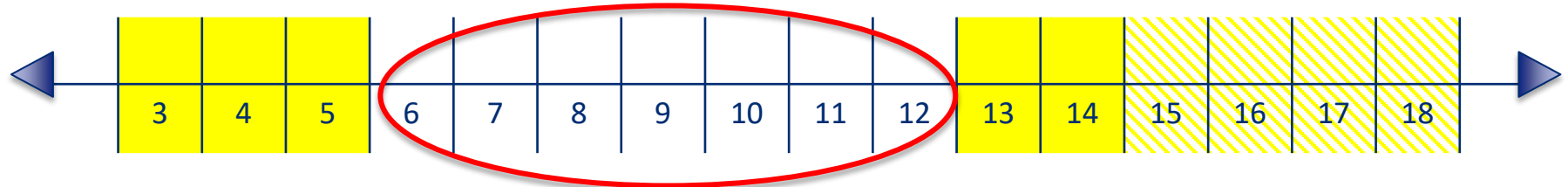
Nutritional status

Intervention coverage

Global School-Based Student
Health Survey (13-17y ♂♀)

DHS & MICS (0-5y ♂♀)

DHS & MICS (15-19y ♀)



Multi-country surveys with potential to collect

MICS Child Questionnaire (5-17Y ♂♀)

MICS Social Protection Questionnaire (5-24y HH)

“The limited data available on nutrition of school-age children and adolescents are neither standardised nor comparable.”

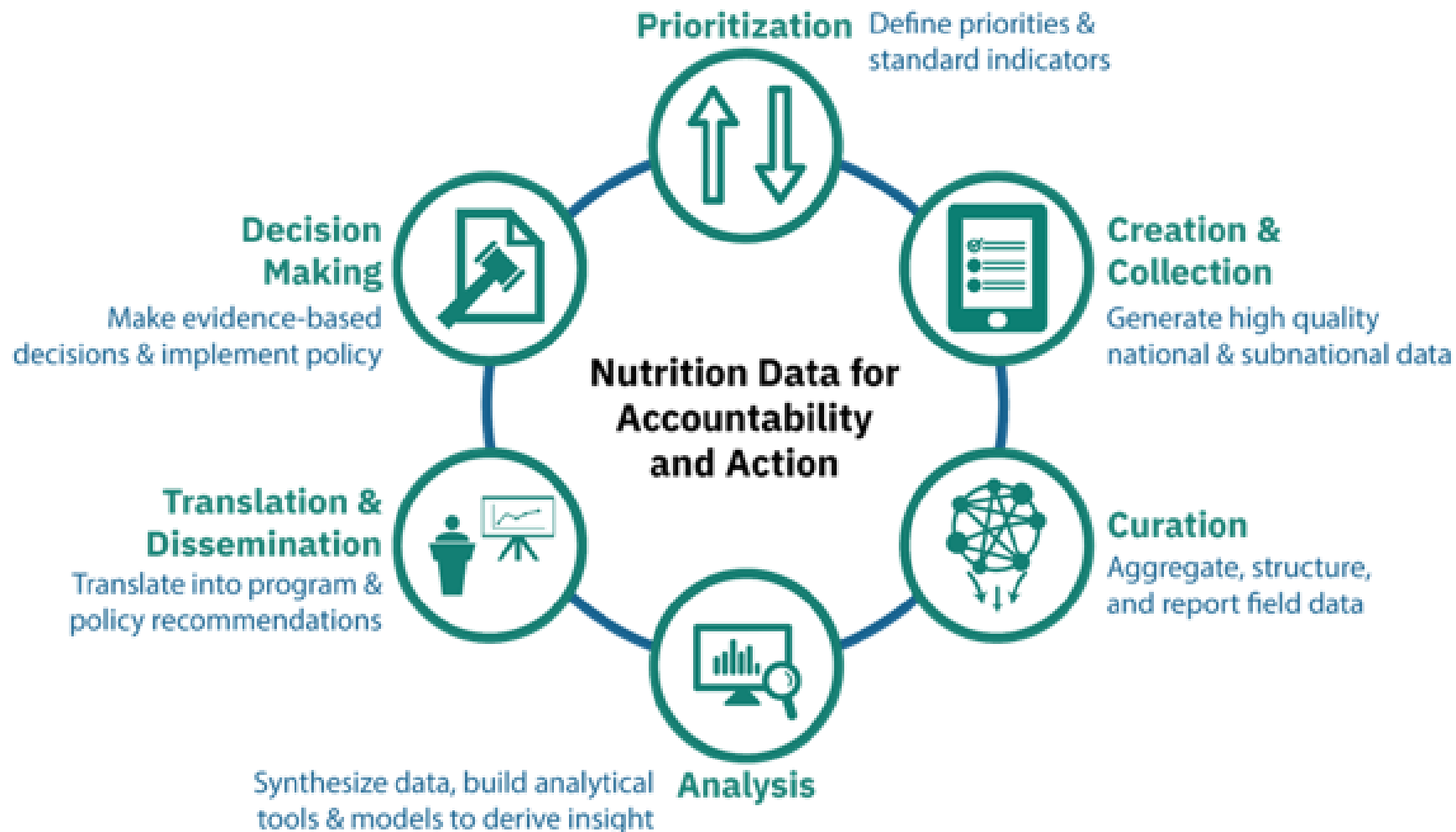
- Wrottesley et al (2022). *Public Health Nutrition*

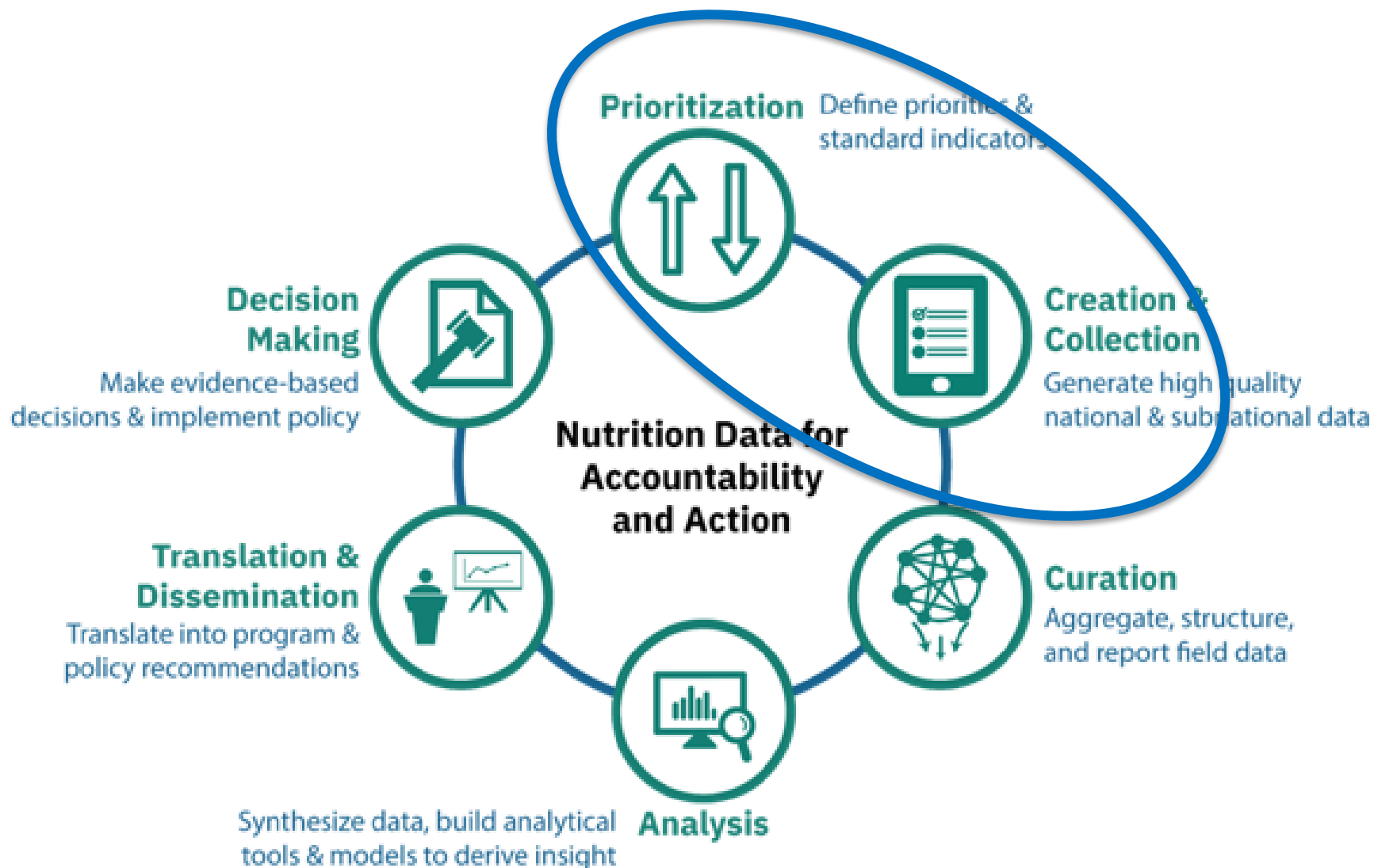




**How do we move towards a
future with routinely /
periodically collected data on
3-18 year olds in LMIC?**







Ongoing Global Metrics Development

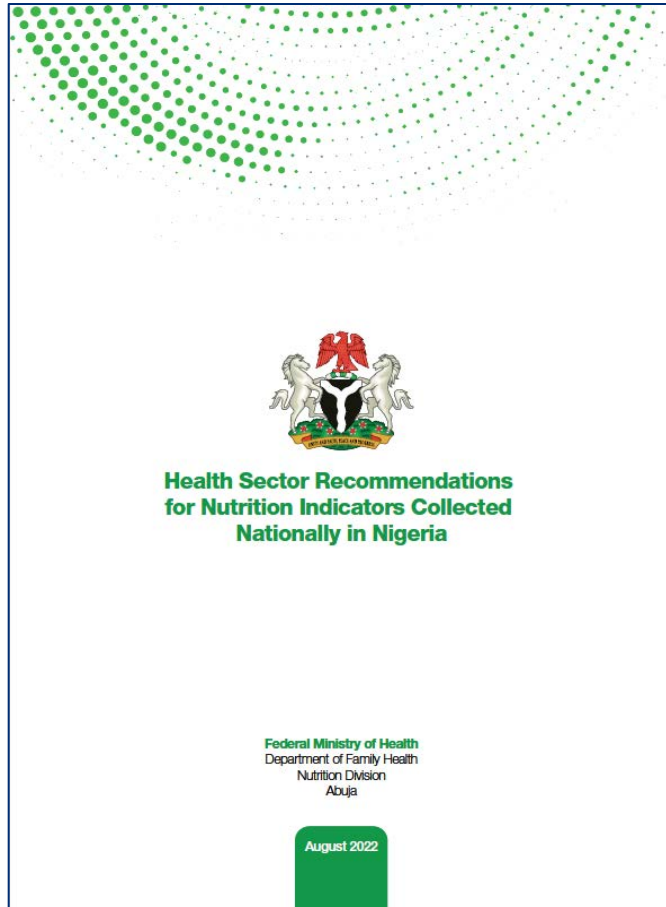


Developing global indicators for monitoring school nutrition

- WHO Life Course Quality of Care Metrics Coordination Working Group
- Healthy Diets Monitoring Initiative
- WHO-UNICEF Technical Expert Advisory Group on Nutrition Monitoring



Learning from Nigeria: data coordination



Recommendations address common national data coordination challenges including:

- Nutrition data come from multiple sources that are coordinated & updated by different actors
- Nutrition data collection is relatively costly (anthro; diet; biomarkers)

Learning from Nigeria: Facilitating the process

Preparatory Work



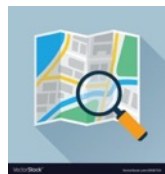
Review Policies
and M&E
frameworks



Talk to data
users



Consult
guidance &
“experts”



Mapped
available data



Identified
available costs



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NIS Task Team co-created &
validated the recommendations

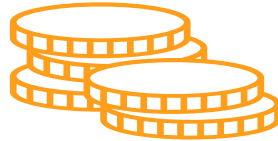


10-year horizon

Learning from Nigeria: Counting the costs

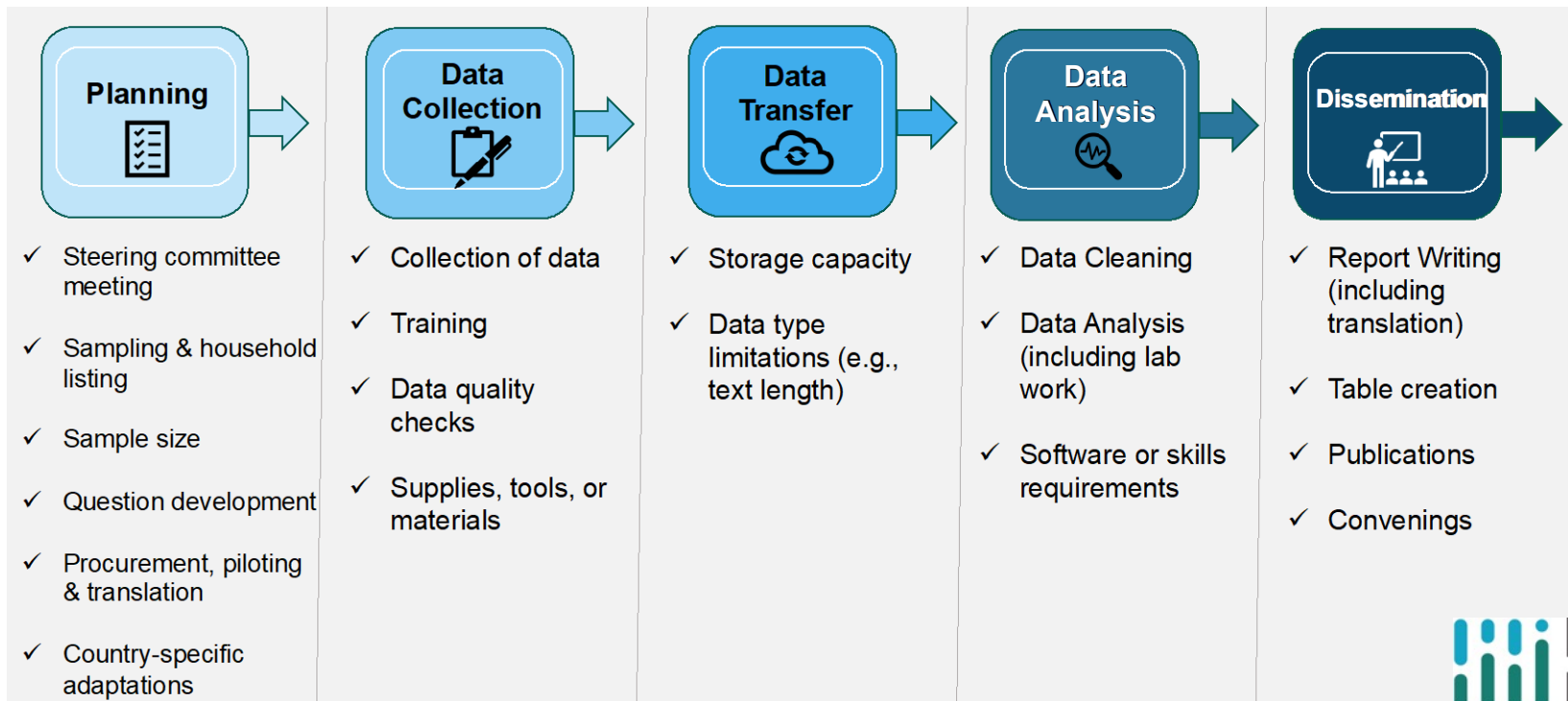
Monetary Costs

Ex. Cost of buying equipment, supplies, etc.

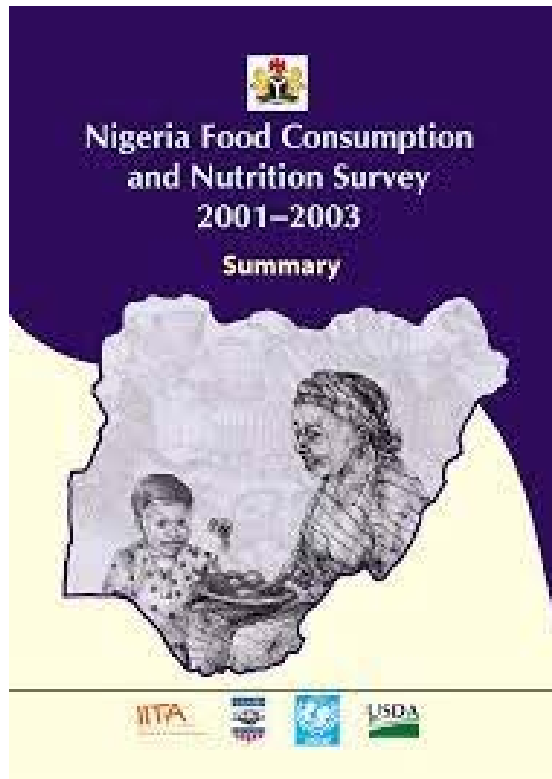


Non-monetary Costs

Ex. Data quality which can be impacted if the survey is too long



Learning from Nigeria: Financing challenges

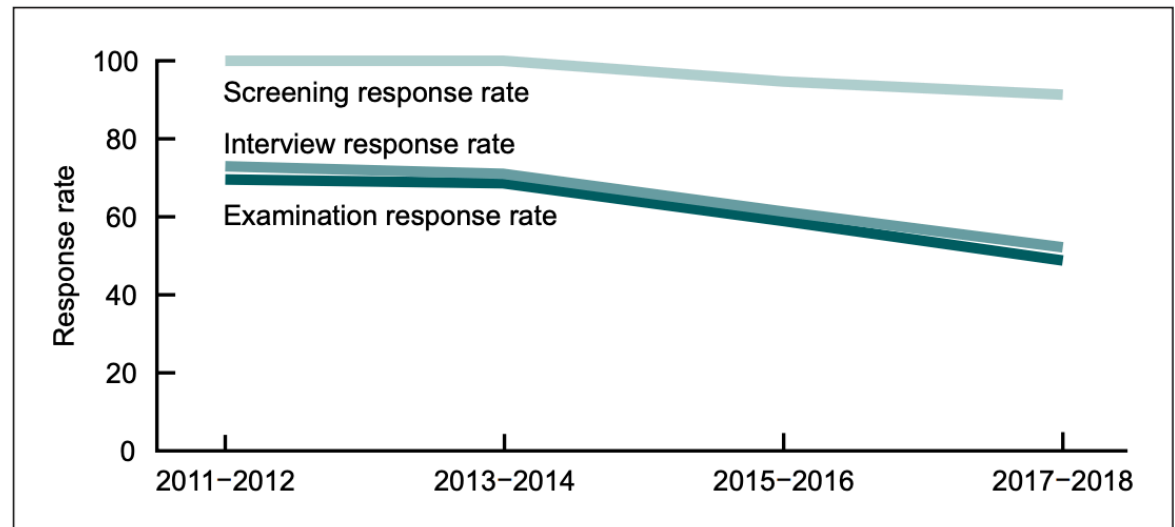


- 2020-2021 Food Consumption & Micronutrient Survey
 - 3 years of planning & fundraising
 - \$13+ million budget
 - Still short funding to complete analysis
- First ever national NCD Steps survey also delayed several years due to lack of funding

Learning from USA: Sustainability challenges



Figure 1. Screening, interview, and examination response rates: National Health and Nutrition Examination Survey, 2011–2012 through 2017–2018



SOURCE: National Center for Health Statistics, National Health and Nutrition Examination Survey, 2011–2018.





What do we do in the mean time?



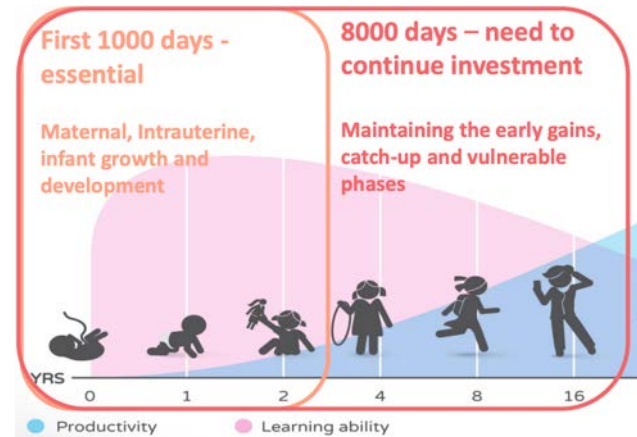
Fostering advocacy networks to support LMIC decision makers



How do networks effectively influence global agendas?



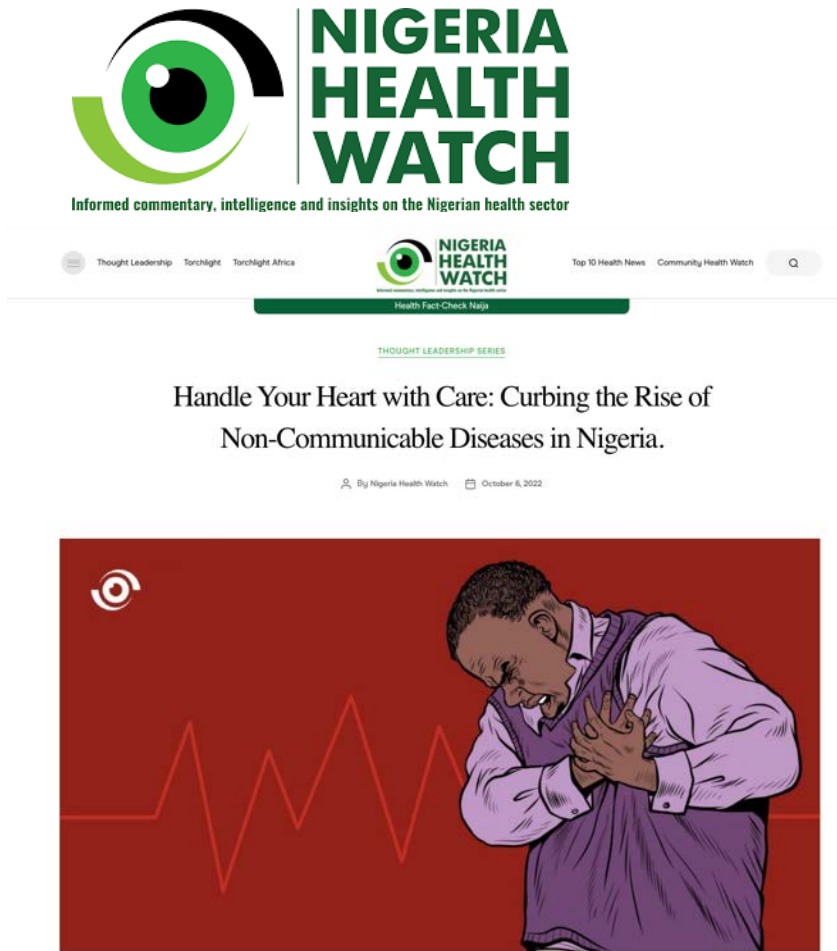
ENGAGE • INSPIRE • INVEST



“first 8,000 days”



Engaging national networks





JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Thank you