

Context behind Nutrition Challenges in Nepal: Focusing on Health Education in Schools

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Abstract

Background: The Federal Democratic Republic of Nepal, has made significant progress to reduce malnutrition. As Nepal, succeeded in reducing stunting at the fastest rate in the world between 2001 and 2011 (Cunningham, Headey, Singh, Karmacharya, & Rana, 2017), the aim of the paper is to analyze the background of Nepal's improvement of nutritional challenges.

Methods: First, interviews were conducted to a gain deep understanding of how Nepalese people perceive nutrition improvement in their country. Second, to provide an overview of health education, a literature review and was conducted. Third, interview was performed again to understand the local people's view of school education.

Results: First, interviews revealed that while there are positive aspects of nutrition improvement in Nepal, government interventions have not led to changes in people's health behaviors. Second, the literature review showed a significant difference in the quality of health education between public and private schools. Third, Nepalese people were found to have low expectations of public schools, which hindered improved nutrition.

Conclusion: Analysis of the transtheoretical model indicates that although the government is capable of transforming people's nutrition-related behaviors by strengthening the governance of health education, the weak governance of public schools in Nepal counteracts improvement of the nutrition of the children who attend them.

Keywords: Nepal, nutritional improvements, health education in school