

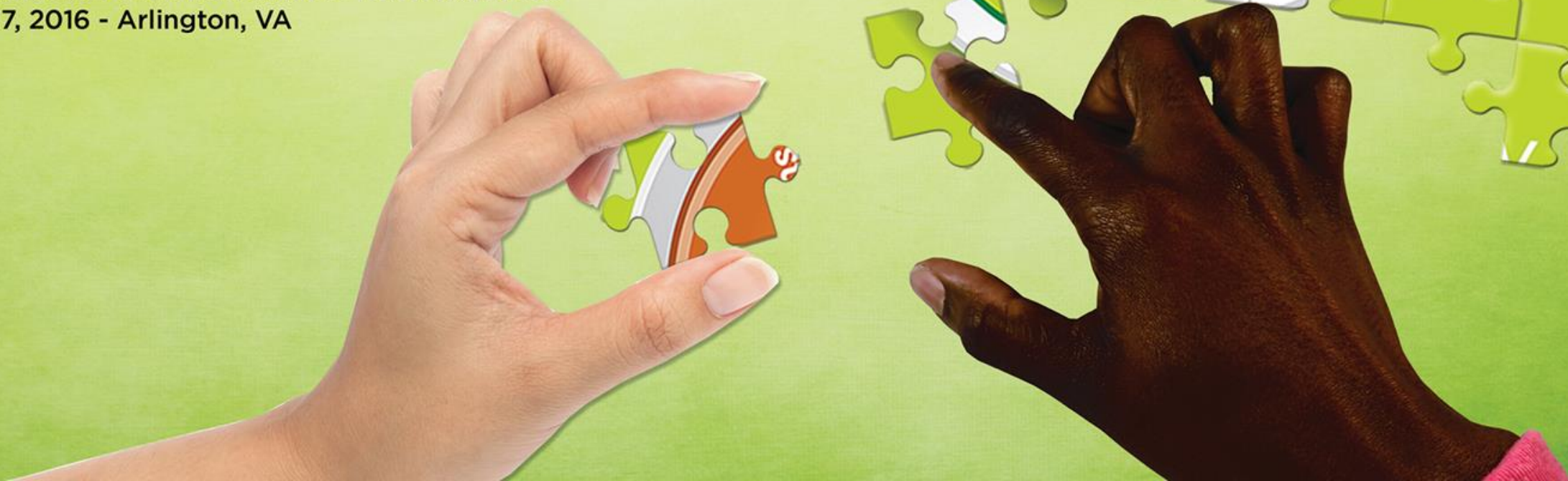


# EFNEP

## Connecting the Pieces

2016 National Coordinators' Conference

March 14-17, 2016 - Arlington, VA



# Adapting EFNEP for Newly Arrived Refugees

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EFNEP

UNIVERSITY OF  
MARYLAND  
EXTENSION

*Solutions in your community*

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# Let's Work Together...

## Interactive Activity –

- Pick a partner(s) from your table, there should be a total of 3 groups per table; introduce yourself and which state you're from.
- Grab one piece of paper (3 different colors) from the middle of the table for your small group, and notice which country your group has chosen.
- For approximately **one minute**, please write down all the different types of foods/drinks you think that a family would normally eat from that country (i.e., what do you think their native diet is like?). Pick one person to write down your responses...you can use that same paper. **1, 2, 3...GO!**
- After you have discussed some foods/drinks from that country, now talk to your partner(s) for approximately **one minute** about a new group/audience of families (immigrants/refugees) in your state whom your EFNEP educators and you would like to get to know and whom you would eventually like to implement EFNEP classes with in the near future.



- Which foods/drinks did your group write down for Mexico?
- Which foods/drinks did your group write down for Bhutan?
- How about for Mali?

<http://time.com/8515/hungry-planet-what-the-world-eats/>

- Were there any surprises?



# Hungry Planet: What the World Eats

by: Peter Menzel and Faith D'Aluisio

- Environment and culture influences the cost and the type of food we eat.
- Our dinner table tells us something about our culture and about the basis of our existence; the food we eat reflects our identity.
- Meals also bring people together, no matter where we are or where we are from!
- Today the whole world is our breadbasket; food is transported by sea and road from all over the world; this is the impact of globalization (for better or worse).



- Why was it important to show the foods/drinks from the different countries that we looked at?
  - Important not to make assumptions about the types of foods/drinks prior to meeting or working with a new group of families from other parts of the world.
  - Best thing to do is your research and ask questions of the case managers/partners before the first encounter with newly arrived immigrants or refugees.





# Defining Refugees

- Who is a refugee?
  - Someone who has fled their country of origin and is at risk of persecution because of race, religion, political opinion, nationality, or membership of a particular social group. Persecution usually means execution, torture, imprisonment without trial, mistreatment and/or other serious denial of rights.
- Who is a resettled refugee?
  - Many refugees cannot go home because of continued conflict, wars and persecution. Many also live in perilous situations or have specific needs that cannot be addressed in the country where they have sought protection. In such circumstances, UNHCR helps resettle refugees to a third country. Resettlement is the transfer of refugees from an asylum country to another State that has agreed to admit them and ultimately grant them permanent settlement.



# MD-EFNEP's Goal

- To adapt EFNEP's lesson plans, activities, and recipes for more effective and culturally appropriate programming with all families (including) recently arrived refugee families living in Maryland.

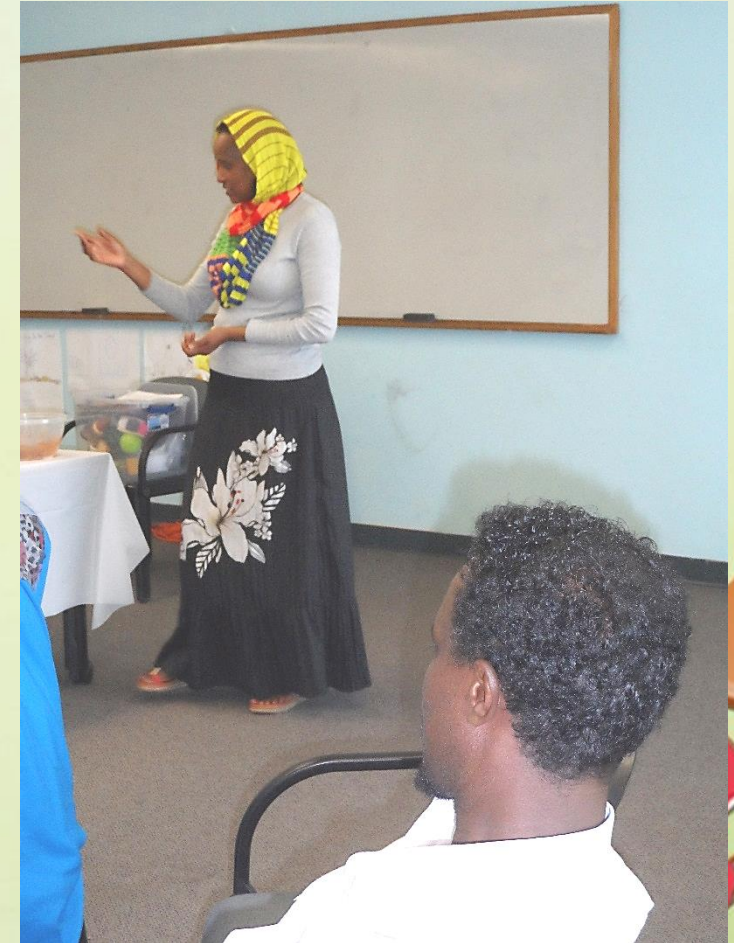




# Process to Adapt EFNEP Series for Refugees

## Tips on How Best to Program with New Refugee Families:

- Learn about their backgrounds via the Internet (e.g., IRC, UNHCR) about customs, religion, diet, previous experience (such as, resettled or directly from their mother country).
- Ask partnering organization for interpreter services, and think through how best to complete EFNEP paper work within a group setting (not all interpreters understand nutrition/health topics so having a meeting with him/her before classes begin is ideal).
- Choose the best educator to work with this group (very patient, kind, caring & willing to go the extra mile).
- Assess their diet: draft questions that will help your educators learn more about these families' current diet (think about food groups or topics that will be covered in each class, such as ESBA topics), see questions on other slide.



# Process to Adapt EFNEP Series for Refugees (cont'd)

- Assess which recipes should be chosen based on their native diets and desire to have them try new, nutritious foods that are locally available to them or that their kids will eventually like (some mainstream recipes)
- Understand physical gestures/barriers (touching, direct eye contact, gender of interpreter, etc.) when working with specific groups...but please keep smiling, that doesn't normally offend anybody!
- Understand any religious customs or ways that impact their diet, such as their comfort with animal products, etc. (Halal meat and Haram products)
- Understand their behaviors based on previous experiences in their war-stricken lands.





# Refugee Families We Have Worked with in Maryland-EFNEP

- Bhutanese (Nepali-speaking families who settled in Bhutan many years ago and then were deported back to Nepal where they lived in refugee camps, now resettled in US; implemented 2 different series with them; one member from first group became interpreter for second group)
- Somalis (directly from Somalia; several of these participants were from the same family or clan)
- Mixed refugee middle school youth group (after school nutrition classes in English)





# Refugee Families We Have Worked with in Maryland-EFNEP (cont'd)

## Participants:

- Receive housing assistance, ESOL classes, SNAP benefits, medical assistance and job training from ECDC/IRC
- Have lived in the U.S. between 2 weeks and 9 months
- Have different literacy levels
- Have limited knowledge of the American culture and language

## Nutrition Classes:

- 2-hour workshops that include: a nutrition lesson, an activity, and a cooking demo
- 6-week series, once a week at their apartment complex or extension office near their residence
- 1-2 EFNEP Educators, 1 EFNEP Professional, 1 Interpreter, & ECDC Staff



# Our Partners

- Ethiopian Community Development Council (ECDC)
  - Recruited their clients through case manager referrals
  - Provided the venue to conduct EFNEP classes
  - Provided a paid interpreter and translation of recipes and handouts
  - Provided hands-on assistance during classes
- International Rescue Committee (IRC)
  - Started providing services at beginning but ECDC took over funding of the program





# Adapting Lessons for Refugee Families

## Lesson Outline:

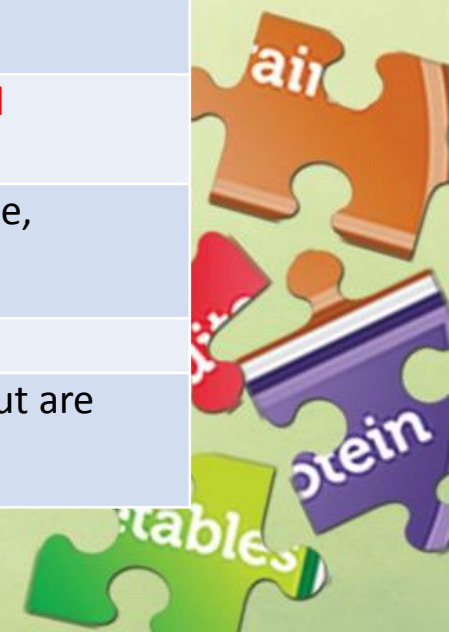
*(Adapted from Eating Smart, Being Active)*

- Class #1 – Portions; Entry Forms
- Class #2 - MyPlate Overview; **Assessment of F/V Behaviors**
- Class #3 - Eating a Rainbow of Fruits/Vegetables
- Class #4 - Whole Grains/Dairy; **Assessment of Shopping Habits**
- Class #5 - Meal Planning/Healthy Snacks & Drinks; Virtual Grocery Store Tour; Clients Prepared Pizzas
- Class #6 – Review; Exit Forms; Success Stories

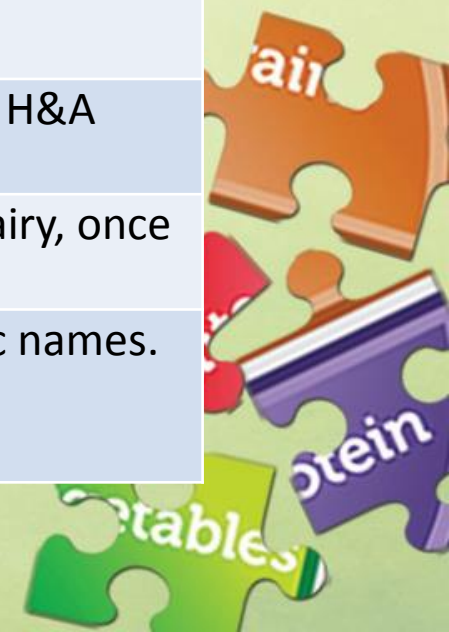




Qualitative Questions to Assess Fruit/Vegetable Consumption Patterns:	Responses from Bhutanese:
1. Which fruits are native to your diet?	Banana, Watermelon, Guava, Lychee, Apple, Orange, Papaya, Pear, Mango, Pineapple, Pomegranate, Jackfruit
2. Which fruits do you buy here in the US?	Sugar Cane, Same fruits from question #1
3. Which fruits are not native to your diet, but you eat here in the US?	<b>Blueberries, Strawberries, Blackberries, Raspberries, Avocados, Kiwi, Cantaloupe, Black and Red Grapes</b>
4. Which vegetables are native to your diet?	Potato, Carrot, Eggplant, Broccoli, Cauliflower, Spinach, Lettuce, Tomato, Beans, Okra, Cabbage, Squash, Pumpkin, Gourd, Bitter Gourd, Mushroom, Peas, Bamboo Shoots (different variety than sold in the US)
5. Which vegetables do you buy/eat on a regular basis here in the US?	Same vegetables from question #4
6. Which vegetables are not native to your diet, but you eat here in the US?	<b>Asparagus, Corn (eaten as a vegetable), Canned Jackfruit, Baby Bamboo Shoots</b>
7. Where do you get your fruits/vegetables from?	Grocery Stores: Giant, Aldi, MegaMart, La Grande, Bestway, H&A Supermarket, Target, Costco
8. How often do you get them?	Once a week
9. Would you be willing to try new fruits and vegetables? If so, which ones have you not tried yet?	Yes, there are many new fruits and vegetables but are unaware of the names.



Qualitative Questions to Assess Grains/Dairy Foods Consumption Patterns:	Responses from Bhutanese:
1. Which grains are native to your diet?	White rice: Basmati, Jasmine, wild rice, rice Flour, corn: bread and popcorn, wheat bread: tortilla/naan type, barley, millet
2. Which grains do you buy here in the US?	Purchase only barley and millet occasionally
3. Which grains (products) are not native to your diet, but you eat here in the US?	<b>Tortilla, whole wheat bread, cereal, pancakes, waffles, pasta/noodles</b>
4. Which dairy products are native to your diet?	Raw whole milk (cow and buffalo) to make fresh butter, cheese, yogurt, panner (creamy cheese with vegetables)
5. Which dairy products do you buy/eat on a regular basis here in US?	Whole cow milk, homemade yogurt and cheese
6. Which dairy products are not native to your diet, but you eat here in the US?	<b>Cream cheese, sour Cream, soy milk</b>
7. Where do you get your grains and dairy products from?	Giant, Aldi, Costco, MegaMart, La Grande, H&A Supermarket
8. How often do you get them?	Once a week, twice a week for milk and dairy, once a month for rice
9. Would you be willing to try new grains and dairy foods? If so, which ones have you not tried yet?	Yes. There are many, but unsure of specific names.



# Recipes for Series with Refugees

- 3-Can Chili ▪ Fruit Yogurt Parfaits ▪ Whole Wheat Pita Pizzas ▪ Smoothies ▪
- Whole Wheat Lo Mein ▪ Whole Wheat Pancakes



सप्तसब्जिकाँ लो-मेक      Lo Mein

मिसाइले वरतु हर

- १४ कथ मोडिकन फ्राई मयु लिगोसु  
१५ होरेर डुका बनासको लमून लिगोसु  
१६ कथ जोत डुका बनासको पिपण, लाल मारच कंगै  
१७ कथ जोत डुका बनासको छडा (मोद वा कुसुपको मयु)  
१८ कथ ओलिगको तेल  
१९ आक्रमय जोत पिगो मकनी (मैनाजी, मजर चेखनर)  
२० कथ जोत पकासो ओदूको निशुधन  
२१ आदु कथ जोत नदाम

प्रकार बनाउने विधि

1. टिकुईयें जैगैमा हनुमान र क्राई मस्तु लिहैहैसु। सबौ कियहैसु।
2. इहो लहामा, तेल टिकुईयें कौगोमा ताउहैहैसु सबौ हनुमान  
हैसु। ओन हनुम हेलेो इह कियेउ सला चलाउहै। फकाउहैसु।
3. नुईसलसु गिमाउहैसु र चलाउहैसु। एँ तौन ननुहैसु।
4. बेहाम अयेर आलमा परलर हनुमान, खुवाउहैसु।

ठसालिगत पिजा पिजा. Pita Pizza

કુદરતી મિટાઈ ચાર અનાજીઈ દુબલ

मिस्र

आवश्यक/वैयक्तिक

- [illegible]

जिंदे सिन्का

निदेशिका  
 'दाते राजा' प्रारंभिक। उक्त हस्त लिप्यां कौलित तेल  
 तल्लुह्यै। चिचण, मारच, चोळ, प्रोळ्ळुह्यै आण धादांनै  
 येमं प्रोळ्ळुह्यै। पिता यस्य ताम्बा तल्लुह्यै। पूरै प्पल्लर ऑणो म्पुल्लै  
 प्पिळ्ळै। च याय यम्पे तल्लुह्यै। तल्लुह्यै ह्यं चयस्य थुपि पिता  
 म्पिळ्ळै। तल्लुह्यै। उक्त पुरोहिता १ चोळा अयस्य च कोळ्ळुह्यै।





# Assessment Questions about Shopping

## Lesson 1:

- How often do you buy groceries at the store?
- From where do you purchase most of your food?
- How do you get to the grocery store?
- For whom do you purchase food, just your family or for a group of families? Which items do you share with other families?
- Do you usually make a list of food to purchase before going to the store?
- Do you plan meals before going to the store?



# Assessment Questions about Shopping

## Lesson 2:

- Which vegetables do you buy/eat on a regular basis?
- Where do you get your fruits/vegetables from?
- How often do you get them?

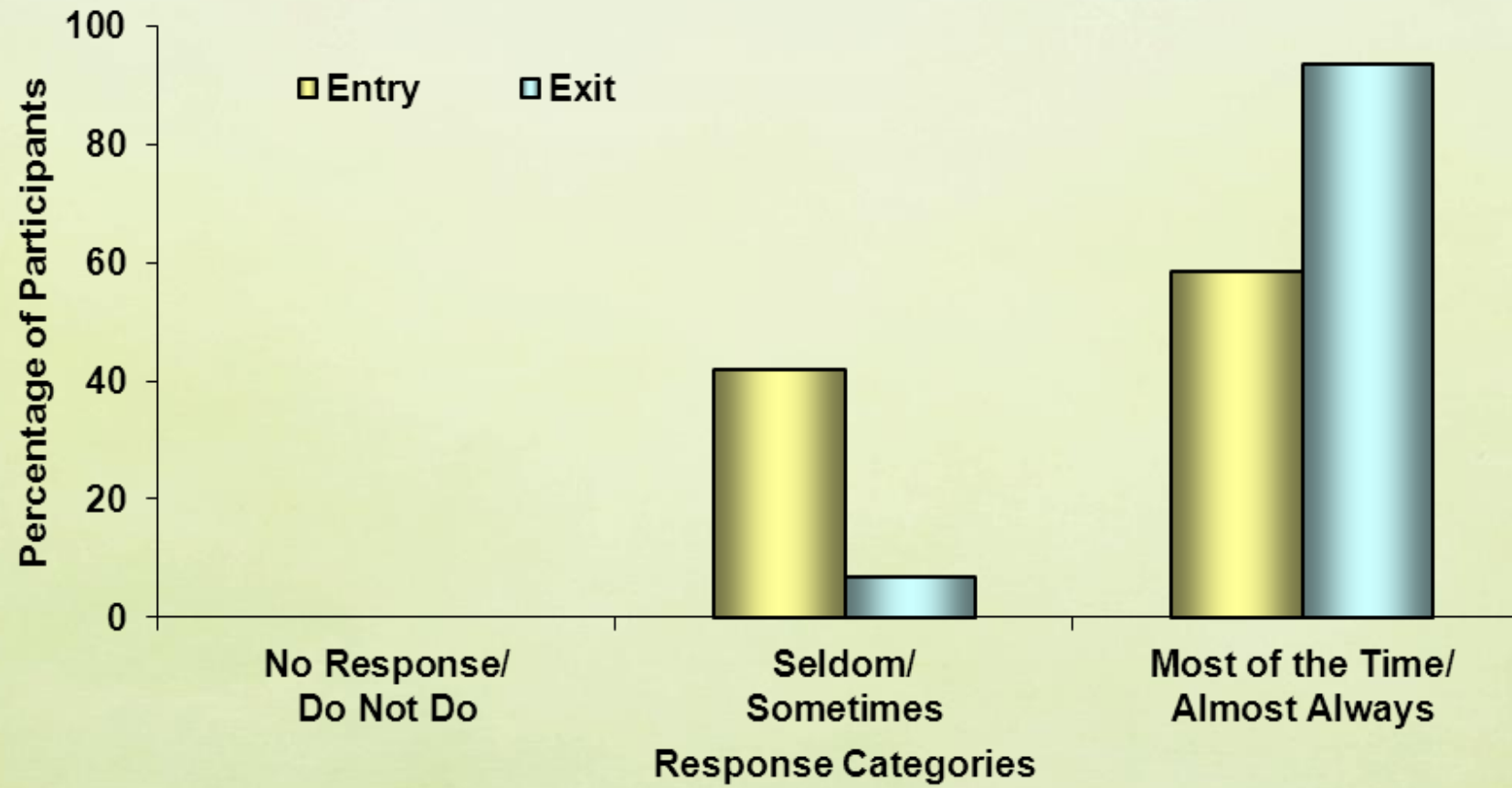
## Lesson 3:

- Which grains do you buy here in the US?
- Which dairy products do you buy/eat on a regular basis?
- Where do you get your grains and dairy products from?
- How often do you get them?



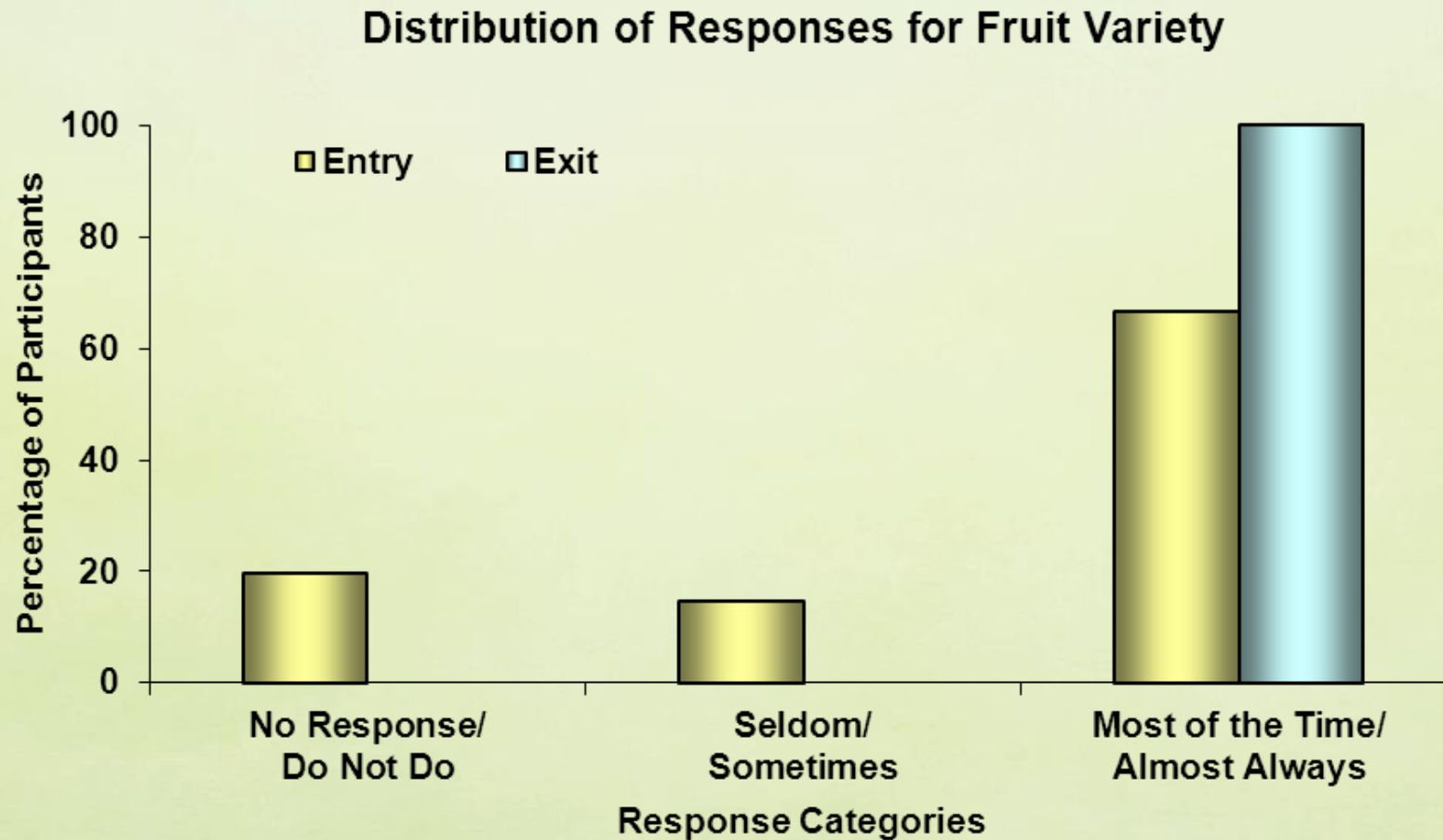
# Diet Quality Changes – Bhutanese Sessions

Distribution of Responses for Vegetable Variety

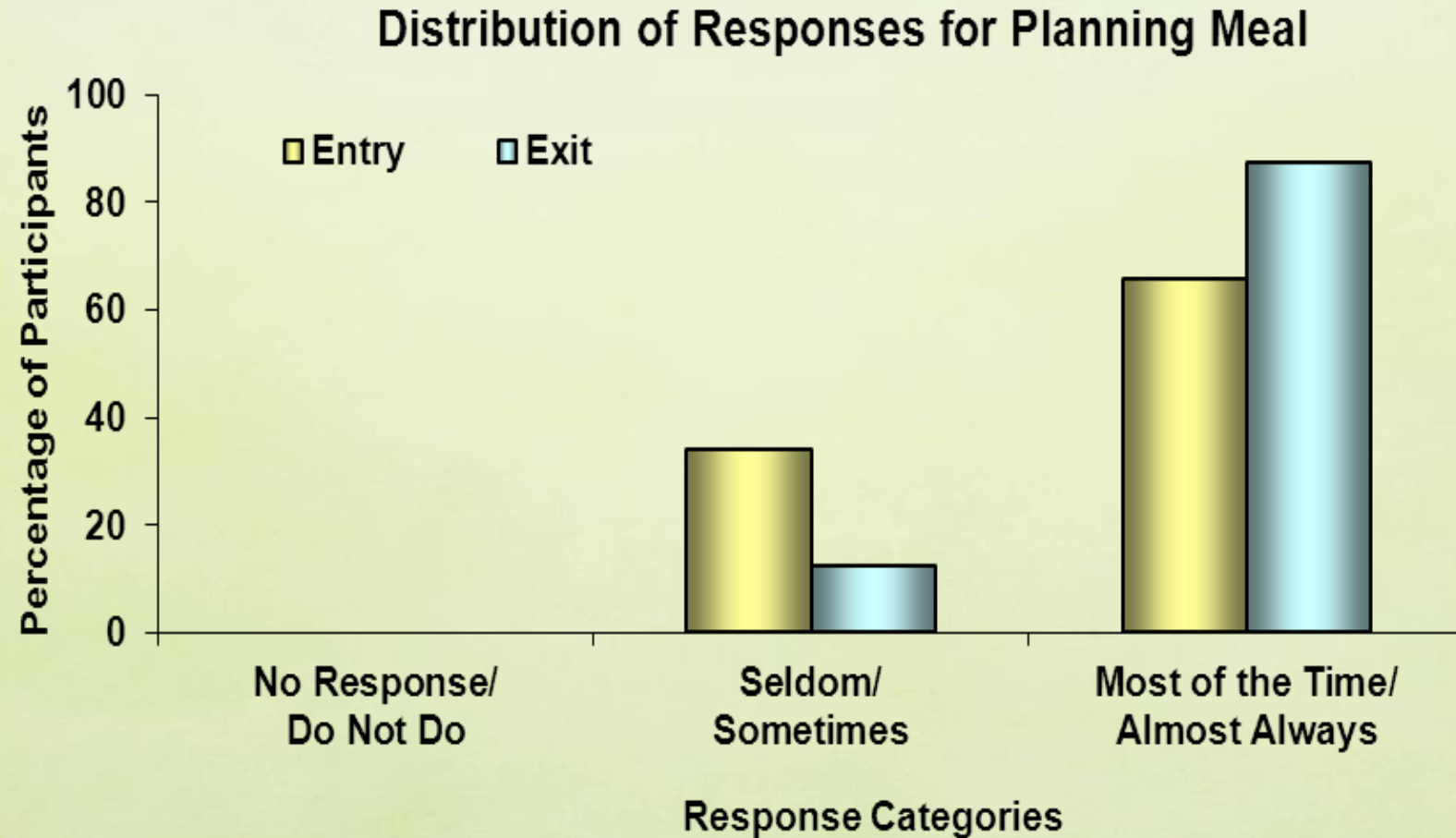




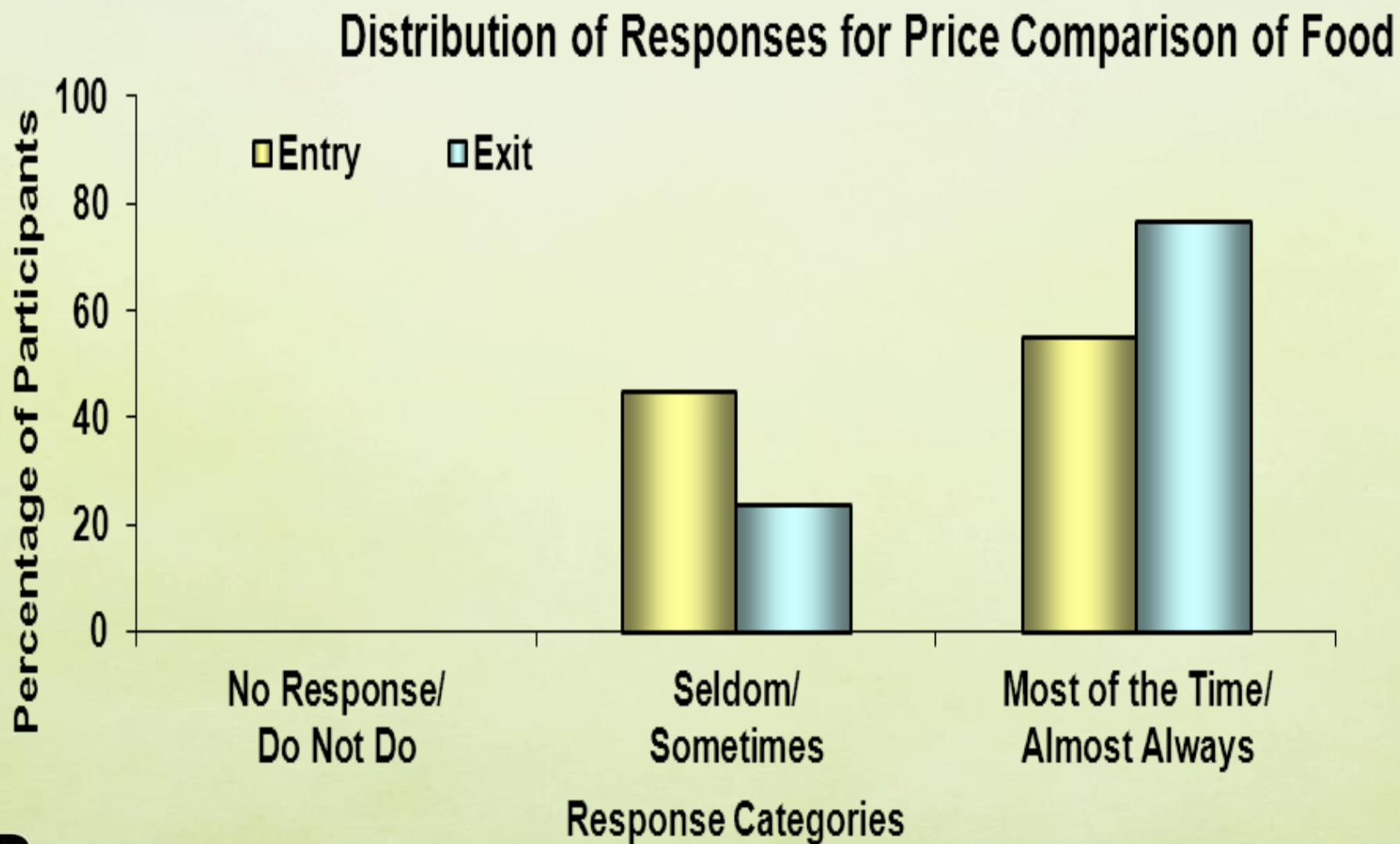
# Diet Quality Changes – Bhutanese Sessions



# Planning Meals – Bhutanese Sessions

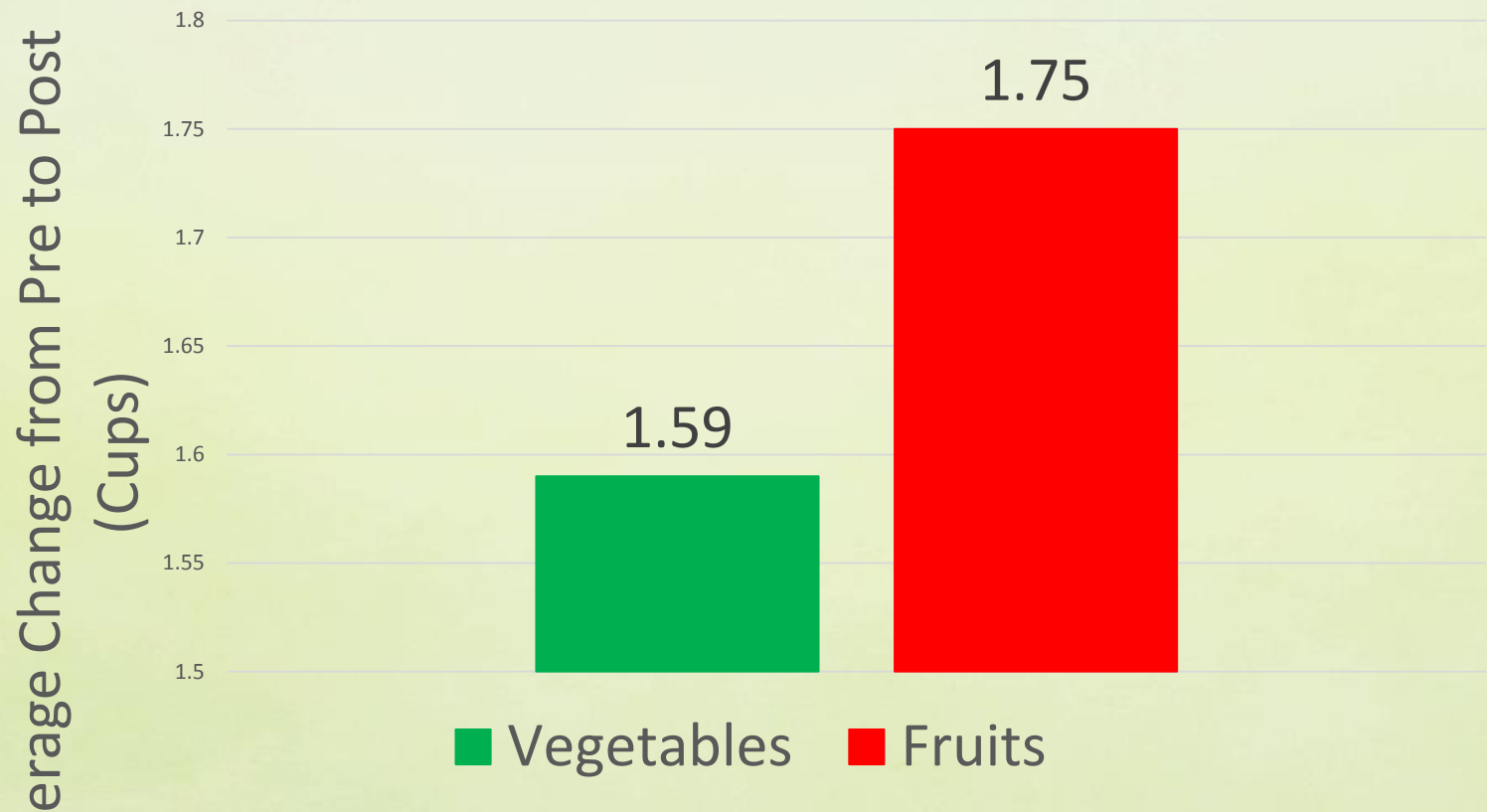


# Price Comparison – Bhutanese Sessions





# Total Change in Consumption of Fruits & Vegetables from Pre to Post (Somali Participants)



# What Did We Learn?

- ❖ The Bhutanese families purchased a mix of produce familiar and not native to their diets, showing that some form of *food acculturation* occurred in a very short timeframe after arriving to the US, most likely due to their vegetarian diet.
- ❖ Somali families on the other hand *did not* adopt eating more fresh produce, especially vegetables (very little change from pre to post), most likely due to their native dietary patterns, which tend to have a limited variety of vegetables.
- ❖ Refugee families usually purchase food/groceries in bulk for other families, so they share food expenses, showing that they are *very resourceful* and cook for the whole family or even several families.
- ❖ Some improvement in diet quality and resource management occurred in the Bhutanese families during our 6-week sessions; however, increasing the number of weeks of programming could help increase impact; perhaps waiting a little longer to implement the EFNEP series should be considered so that these families have a little more time to adjust to daily life in the US. They would most likely be more ready for EFNEP classes after their first *9 months* of living in US.



# What We Learned

- ❖ The feedback from the participants provided valuable information about their food behaviors and helped guide the tailoring of recipes, materials, and lessons.
- ❖ Children did not participate in these classes but should be included in the future due to influence from peers vs. their parents' cultural beliefs surrounding food.
- ❖ Much more information about *how to navigate the food system* should be shared to help them learn about shopping and planning for meals within their built environment.
- ❖ It would help if we connect these refugee families to a *community garden* or a piece of land that they can farm to grow their own food and possibly sell their produce at a farmer's market (for extra income), as most of these families were farmers in their own countries.





# EFNEP Success Story

This is what the participants said after receiving the nutrition classes:

- I have learned to make a list and stick to the list while shopping.
- I did learn that it is good to consume whole grains but not whole milk.
- MyPlate lesson helped me to know that I need to eat foods from all food groups.
- I now know I have to include a lot of fruits and vegetables into my meals. I also learned that the different colors do contain different vitamins, so I do provide my family with meals containing the different colors of fruits and vegetables.
- We learned to save time and money by consuming canned and frozen foods and especially buying foods that are in season.
- I now reduce the amount of salt, sugar and fats I put into meals for my family to reduce the risk of illnesses like High Blood Pressure and Diabetes.
- I learned it is better to eat a whole fruit than to drink the juice.
- I learned how to make simple but healthy snacks.



# EFNEP Success Story (cont'd)

- Kumari Rai said, she enjoyed the lessons because she acquired skills on how to prepare a balanced diet. “I think this is a very good program for those who take care of the elderly, the sick, and children.”
- Kumari Biswa added that she learned how much food she should eat during a meal.
- In addition, Ms Devi, one of the participants sent us an additional thank you and appreciation piece weeks after the class.



Hi Constance,

Its me Devi, one of the trainees in the Food and Nutrition training program conducted at Parkview Gardens apartments last month.

Through this email, I send you my wishes and prayers for a Happy New Year.

I also want to tell you how much I enjoyed the program and of course, it [has] been of real great use in my daily life.

I am applying the knowledge in my family and I have been able to bring about a significant change in our family's food habits.

I am speaking with people in the refugee community about the training and its usefulness. I will certainly let you know when enough number of people express willingness.

Thanks for everything.

Devi





# THANK YOU!!!



# Connecting Participants to Local Foods

Jones, L., Hardison-Moody, A, and Bloom, J.D.



# Connecting Participants to Local Foods

- Structure
- Barriers





# Farmers' Market Tours

Funded by: NC State Office of Extension, Engagement,  
and Economic Development Seed Grant



# Tour Overview

- EFNEP Pilot Project
- Five Counties Funded: Buncombe, Lenoir, Pitt, Union, Forsyth
- Additional County (not-funded): Onslow
- 8 – 15 participants/tour
- Tour came at mid-point of nine lessons
- Incorporated local foods/market messaging throughout nine lessons







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# Lessons Learned

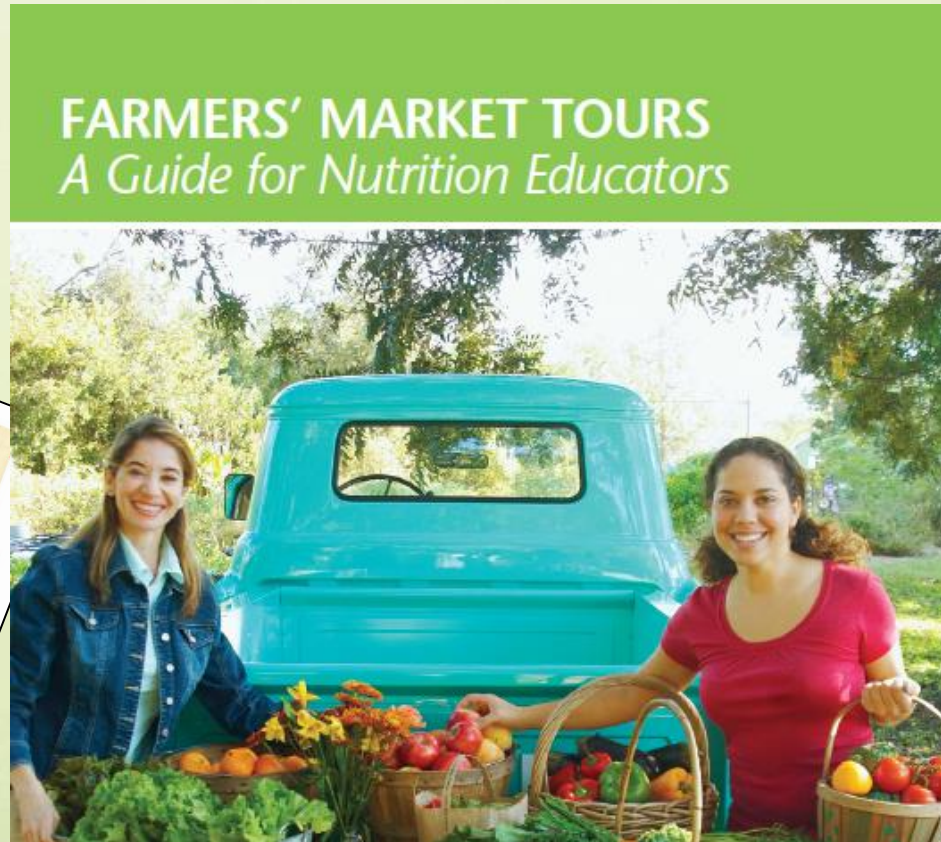
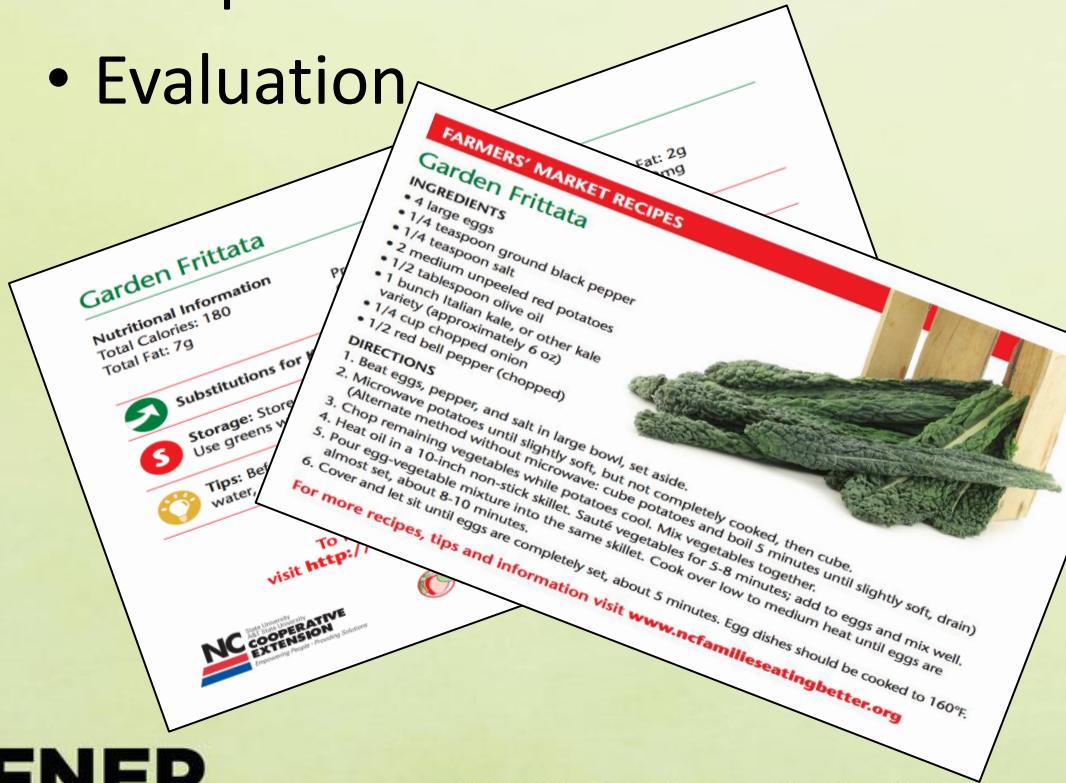
- Discussion!
- Opportunity for partnership – cross-program, cross-agency
- Teaching tools/tips are crucial
- Timing
- Market location





# Tools Created as a Result of Project

- Guide to implementing a Farmers' Market Tour – Spring 2016
- Recipe Cards
- Evaluation



# QUESTIONS





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