

AGENCY FOR INTERNATIONAL DEVELOPMENT  
PROJECT AUTHORIZATION AND REQUEST  
FOR ALLOTMENT OF FUNDS PART I

1. TRANSACTION CODE  
 A = ADD  
 C = CHANGE  
 D = DELETE

PAF  
2. DOCUMENT CODE  
5

3. COUNTRY/ENTITY  
DSB/N - RDA-10

4. DOCUMENT REVISION NUMBER

5. PROJECT NUMBER (7 digits)  
[931-1065.14]

6. BUREAU/OFFICE  
A. SYMBOL: DSB  
B. CODE: [10]

7. PROJECT TITLE (Maximum 40 characters)  
[Tech. Assistance in Nutrition Ed.]

8. PROJECT APPROVAL DECISION  
ACTION TAKEN  
 A = APPROVED  
 D = DISAPPROVED  
 DE = DEAUTHORIZED

9. EST. PERIOD OF IMPLEMENTATION  
YRS. [9] [43] OTRS. [4]

10. APPROVED BUDGET AID APPROPRIATED FUNDS (\$000)

A. APPROPRIATION	B. PRIMARY PURPOSE CODE	PRIMARY TECH. CODE		E. 1ST FY 79		H. 2ND FY 80		K. 3RD FY 81	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN
(1) FN	330			300		500		500	
(2)									
(3)									
(4)									
TOTALS				300		500		500	

A. APPROPRIATION	N. 4TH FY 82		O. 5TH FY		LIFE OF PROJECT		11. PROJECT FUNDING AUTHORIZED (ENTER APPROPRIATE CODE(S)) 1 = LIFE OF PROJECT 2 = INCREMENTAL LIFE OF PROJECT	A. GRANT	B. LOAN
	D. GRANT	P. LOAN	R. GRANT	S. LOAN	T. GRANT	U. LOAN			
(1) FN	680				1980				
(2)									
(3)									
(4)									
TOTALS	680				1980				

12. INITIAL PROJECT FUNDING ALLOTMENT REQUESTED (\$000)

A. APPROPRIATION	B. ALLOTMENT REQUEST NO.		13. FUNDS RESERVED FOR ALLOTMENT
	C. GRANT	D. LOAN	
(1)			TYPED NAME (CMT, SKR/PM/PSD)
(2)			SIGNATURE
(3)			DATE
(4)			
TOTALS			

14. SOURCE/ORIGIN OF GOODS AND SERVICES  
 000  341  LOCAL  OTHER \_\_\_\_\_

15. FOR AMENDMENTS, NATURE OF CHANGE PROPOSED

BEST AVAILABLE DOCUMENT

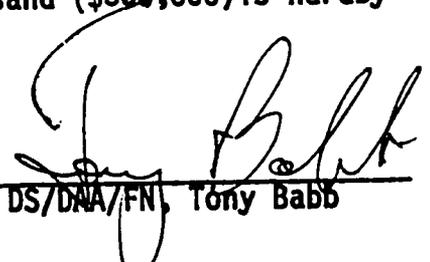
FOR PPC/PIAS USE ONLY	16. AUTHORIZING OFFICE SYMBOL	17. ACTION DATE			18. ACTION REFERENCE (Optional)	ACTION REFERENCE DATE		
		MM	DD	YY		MM	DD	YY

REF ID: A61106

PROJECT AUTHORIZATION AND REQUEST FOR ALLOTMENT OF FUNDS - PART II

ENTITY: DEVELOPMENT SUPPORT BUREAU  
PROJECT: TECHNICAL ASSISTANCE IN NUTRITION EDUCATION  
PROJECT NUMBER: 931-1065-14

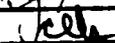
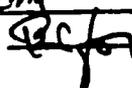
A.I.D. grant financing in the amount of \$1,980,000 is hereby approved to support the Technical Assistance in Nutrition Education project described in the attached Project Paper. Funds will be obligated over a four-year period beginning in FY 1979. Three Hundred Thousand (\$300,000) is hereby authorized for FY 1979 Funding.

APPROVED: 

DS/DAA/FN, Tony Babb

DATE: 6.7.79

Clearances:

DS/N: MJ Forman 	DATE	<u>5/31/79</u>
DS/PO: CKassebaum 	Date	<u>6/1/79</u>
DS/PO: KMilow 	Date	<u>6/1/79</u>
DS/PO: RSimpson 	Date	<u>6/4</u>

UNITED STATES GOVERNMENT

# Memorandum

TO : Robert Simpson, DS/PO

DATE: May 25, 1979

FROM : Martin J. Forman, DS/M



SUBJECT: Technical Assistance in Nutrition Education - PAF Part I, Part II  
and PP Facesheet

The memo requesting approval of subject PP was inadvertently sent to the DAA/FN for approval without (1) the PAF Part I and II, (2) the PP Facesheet and (3) clearance of DS/PO. Mr. Babb approved the project on 5/23/79. (See attached memo.)

The PAF Part I and II and the PP facesheet is hereby submitted for clearance and signature.

#### Attachments

- (1) PAF Part I
- (2) PAF Part II
- (3) Project Paper Facesheet
- (4) Project Paper - Technical Assistance in Nutrition Education



UNITED STATES GOVERNMENT

# Memorandum

DATE: May 22, 1979

TO : Tony Babb, DS/DAA/FN

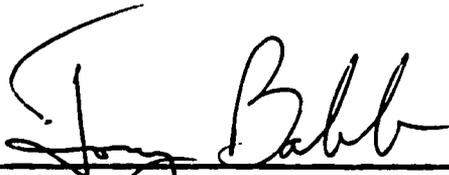
FROM : Martin J. Forman, DS/N



SUBJECT: Approval of PP on Technical Assistance in Nutrition Education

- 1) On April 10th our office sent you a memo advising that the referenced PP had been circulated to Program Office, PPC and all Regional Bureaus that written comments were received and responded to and that persons meetings had been held with representatives of all the above offices make certain that all issues raised had been responded to. In this memo we suggested that, based on the foregoing, no additional review meeting would be necessary and that you might request R & DC approval directly.
- 2) Under date of April 20th, a memo from you to R & DC members was sent requesting their approval of the project without a review meeting.
- 3) Memos of approval of the project were sent to you directly by AFR/DR and LAC/DR, with certain provisos regarding operating procedures and inclusion of representatives of those offices into the contractor selection committee. The provisos regarding the operating procedures have been incorporated into the project and representatives of the bureaus have already been invited to participate in the selection panel. Approval by phone was given by Keys McManus of NE Tech and J Welty of PPC/PDPR.
- 4) The only office which has not approved the project is the Asia Bureau, based on their requirements that Missions be consulted and country selection be made in advance. A circular cable to Asian Missions has been prepared and has been approved by both Harold Rice and Tom Arndt. However, in view of the fact that the project will require a RFP procedure of at least 90 days' duration for the selection of contractor, and obligation of funds must be made prior to September 30th for 1979 funding, we could end up without obligating funds to start the project. I therefore urge that you approve the project. Selection of countries in the Asia Bureau will be carried out while the RFP is being processed.

APPROVED



DISAPPROVED

DATE

5.23.79



PD-AAH-681

4th

IP - pr

93/1065144201

TECHNICAL ASSISTANCE IN NUTRITION EDUCATION

Marion Frazao, DS/N  
Anthony Meyer, DS/ED

## TECHNICAL ASSISTANCE IN NUTRITION EDUCATION

### ABSTRACT OF PROJECT

Traditional methods utilized in promoting nutrition education have mainly been costly and time-consuming without significantly reducing the incidence of malnutrition. The difficulty in developing programs for nutritionally vulnerable groups in LDCs is due in part to inadequate use of techniques to reach large segments of the population in order to effect changes in customary food habits.

Over the past years AID has learned, both from a series of field trials or demonstrations of its own sponsoring as well as from new technical developments by others in the field, a great deal about improved use of mass media with and without interpersonal communication; the community participatory approach to nutrition education projects and message design at village level; and social marketing techniques to sell basic concepts which may impact strongly on such areas as nutrition education. Additional insights have been gained in other techniques which have demonstrated methods that could be significant for promoting behavioral change and improving nutritional status. In short, a useful reservoir of information, experience and capability has been developed and is currently available to AID.

Concurrently, interest has been widespread in the LDCs in promoting nutrition education as a component of development projects. Practically all AID nutrition loans and grants to LDCs, as well as those of the World Bank, include a nutrition education component. Numerous requests from the field as well as a considerable number of responses from Missions to an AID/W circular airgram inquiring as to their needs in this area further testify to widespread interest. Therefore, there is a strong and definitive need to provide field missions, LDCs and private voluntary agencies with the appropriate technical assistance and training to enable them to better plan and implement nutrition education programs.

A contractor will be selected through RFP procedure by a selection panel composed of representatives of the Regional Bureaus, PPC and the Program Office together with the Project Managers from DS/N and DS/ED. The contractor will then be appropriately briefed regarding principal AID projects, field trials, reviews and current thinking. Missions will be advised of the project and the availability of technical assistance in support of LDC nutrition education efforts. Upon receipt of requests from the field, the respective bureaus will be consulted regarding prioritization in responding, and the mechanism of providing technical assistance will then be put into motion.

The first step will be for the country to set up a one-week workshop for local key people involved in planning, implementing and evaluating nutrition education projects, to meet with the multi-sectoral team of consultants sent out by the contractor (after consultation with AID/W). The purpose of this brain-storming will be to select jointly the most appropriate type (s) of communication efforts based on resources within the country: level of technical competence, literacy rate, available communication networks, etc, as discussed during the workshop. Depending upon the outcome of the foregoing, a second week of consultation may provide direct technical assistance in the area(s) selected as well as on-the-job training of the communicators involved.

The LDC itself will then proceed to design, fund and implement the campaign or program most suitable to its needs or objectives, with the contractor providing periodic technical assistance on a short-term basis, as requested. Any funding for longer-term assistance will be provided by Mission or LDC funds and not from this project.

Approximately every two years during the life of the project there will be a regional conference in each of the regions (for a total of 8 for all 4 regions) which will permit nutrition educators/communicators from countries within a region to exchange information about what is being developed or implemented in their respective countries which might be of interest to the others. This will permit cross-fertilization of ideas, techniques, and reports of successes (or failures) to avoid the possibility of an LDC "reinventing the wheel".

A compilation or compendium of previous AID-sponsored efforts in the area of nutrition education, with case studies of projects in selected countries as well as substantive information on messages and training content will be prepared by the contractor for distribution to field missions, voluntary agencies, and international organizations working in this sector. This will be updated frequently by the addition of new cases, studies, methodologies and results coming out of the workshops, technical assistance inputs and conferences mentioned above as well as of the efforts of other groups which are germane to the body of knowledge on nutrition education. It is suggested, but not necessarily mandatory, that this publication be loose-leafed so that additional information and materials may be added to it as they become available. The results of such innovative approaches as participatory development of health and nutrition messages will also be cranked into the documentation as they are made known.

The project will also provide limited funds for small research grants designed to fill in gaps of current knowledge, such as improved methods of evaluation of nutrition education programs, etc, so that eventually the compendium may serve as a manual or guide for those wishing to design, develop and/or implement mass media or other types of nutrition education projects in LDCs around the world.

PROJECT PAPER

TECHNICAL ASSISTANCE IN NUTRITION EDUCATION

PART I Summary and Recommendations

I.A. Face Sheet

I.B. Recommendations

I.C. Description of Project

I.C.1 Project Purpose

I.C.2 Problem to be Solved

I.C.3 Beneficiaries

I.C.4 Replicability

I.C.5 Project Implementation

I.C.6 Relationship to Other DSB

Offices and Regional Bureaus

I.C.7 Staffing Implications

I.D. Summary of Findings

I.E. Project Issues

PART II Project Background and More Detailed Description

II.A. Background

II.A.1 The Problem

II.A.2 Project Rationale

II.A.3 State of the Art

II.A.4 Response to Previous Recommendations

II.B. More Detailed Description of Project

II.B.1 Project Purpose

II.B.2 End of Project Status

II.B.3 Project Outputs

II.B.4 Required Inputs

II.B.5 Critical Assumptions

II.B.6 Evaluation

II.B.7 Final Report

II.B.8 Training

II.B.9 Manual

II.B.10 Technical Assistance

PART III Project Analysis

III.A Technical Analysis

III.B Social Analysis

III.C Economic Analysis

III.D Budgetary Analysis

**PART IV Implementation Arrangements**

**IV.A Analysis of Administrative Arrangements**

**IV.B Implementation Plan**

**Bibliography**

**Attachment A Airgram to Field & Tabulation of Responses**

**Attachment B Perceived Needs for Technical Assistance in  
Nutrition Education (by regions)**

**Attachment C Some Examples of Applications of Project Strategy**

AGENCY FOR INTERNATIONAL DEVELOPMENT  <b>PROJECT PAPER FACESHEET</b>		1. TRANSACTION CODE <input type="checkbox"/> A = ADD <input type="checkbox"/> C = CHANGE <input type="checkbox"/> D = DELETE		PP <hr/> 2. DOCUMENT CODE 3							
3. COUNTRY/ENTITY <b>C. FIELD SUPPORT</b> DS/B - DS/N RDA/10		4. DOCUMENT REVISION NUMBER <input type="checkbox"/>									
5. PROJECT NUMBER (7 digits) <b>031-1065.14</b>		6. BUREAU/OFFICE A. SYMBOL <b>DSB</b> B. CODE <b>10</b>		7. PROJECT TITLE (Maximum 40 characters) <b>Tech. Assistance in Nutrition Educat</b>							
8. ESTIMATED FY OF PROJECT COMPLETION FY <b>83</b>		9. ESTIMATED DATE OF OBLIGATION A. INITIAL FY <b>79</b> B. QUARTER <input checked="" type="checkbox"/> <b>4</b> C. FINAL FY <b>82</b> *Enter 1, 2, 3, or 4									
10. ESTIMATED COSTS (\$000 OR EQUIVALENT \$) -											
A. FUNDING SOURCE		FIRST FY			LIFE OF PROJECT						
		B. FX	C. L. C	D. TOTAL	E. FX	F. L. C	G. TOTAL				
AID APPROPRIATED TOTAL											
(GRANT)		( 300 )	( )	( 300 )	( 1980 )	( )	( 1980 )				
(LOAN)		( )	( )	( )	( )	( )	( )				
OTHER U.S.		1.									
		2.									
HIGHEST COUNTRY											
OTHER COUNTRIES											
TOTALS		300		300	1980		1980				
11. PROPOSED BUDGET APPROPRIATED FUNCS (\$000)											
A. APPROPRIATION		B. PRIMARY PURPOSE CODE		PRIMARY TECH. CODE		E. 1ST FY <b>79</b>		H. 2ND FY <b>80</b>		K. 3RD FY <b>81</b>	
		C. GRANT	D. LOAN	F. GRANT	G. LOAN	I. GRANT	J. LOAN	L. GRANT	M. LOAN		
(1)		330	DS/N	300		500		500			
(2)											
(3)											
(4)											
TOTALS				300		500		500			
A. APPROPRIATION		N. 4TH FY <b>82</b>		O. 5TH FY		LIFE OF PROJECT		12. IN-DEPTH EVALUATION SCHEDULE  MM   YY <b>11   81</b>			
		P. GRANT	R. LOAN	Q. GRANT	S. LOAN	T. GRANT	U. LOAN				
(1)		680				1980					
(2)											
(3)											
(4)											
TOTALS		680				1980					
13. DATA CHANGE INDICATOR. WERE CHANGES MADE IN THE PID FACESHEET DATA, BLOCKS 12, 13, 14, OR 15 OR IN PPP FACESHEET DATA, BLOCK 12? IF YES, ATTACH CHANGED PID FACESHEET.											
<input type="checkbox"/> 1 = NO <input type="checkbox"/> 2 = YES											
14. ORIGINATING OFFICE CLEARANCE  SIGNATURE							15. DATE DOCUMENT RECEIVED IN AID/F, OR FOR AID, + DOC MENTS, DATE OF DISTRIBU-				
TITLE <b>Martin J. Forman, Director Office of Nutrition</b>											
							DATE SIGNED MM   DD   YY				

## I.B. RECOMMENDATIONS

It is recommended that this project be approved for a period of four years for a total cost of \$1,980,000 with expenditures to take place according to the following schedule, subject to availability of funds:

(U.S. \$000)

FY 79	\$ 300
FY 80	500
FY 81	500
FY 82	<u>680</u>
TOTAL	1,980

## I.C. DESCRIPTION OF PROJECT

### I.C. 1 Project Purpose

The purpose of this project is to assist LDC nutrition, nutrition education and other development programs to become more effective in achieving their nutritional improvement objectives. The project purpose is also to document, disseminate, and facilitate application of those techniques capable of promoting salutary nutrition practices in the LDCs, and at the same time to provide a resource to assist and train personnel of host governments and/or voluntary agencies in designing, implementing and evaluating programs using modern communication approaches (especially mass media) for improving the nutritional status of the population as a whole or of specific target groups through behavioral changes in dietary practices.

### I.C. 2 Problem to be Solved

Traditional methods utilized in promoting nutrition education have mainly been costly and time-consuming without significantly reducing the incidence of malnutrition. The difficulty in developing programs for nutritionally vulnerable groups in LDCs is due in part to inadequate use of techniques to reach large segments of the population in order to effect changes in customary food habits.

Over the past years, A.I.D. has learned, both from a series of field trials or demonstrations of its own sponsoring as well as from new technical developments by others in the field, a great deal about improved use of mass media, with and without interpersonal communication; the community participatory approach to nutrition education projects and message design at village level; and social marketing techniques to sell basic concepts which may impact strongly on such areas as nutrition education. Through the Office of Nutrition A.I.D. has sponsored:

- A multi-media campaign in India to promote better infant feeding
- Testing of commercial advertising radio techniques to improve home-prepared weaning foods in the Philippines and to encourage the use of an appropriate rehydration fluid for infants with diarrhea in Nicaragua
- Development of a methodology for evaluation of nutrition education programs, and its testing in Brazil and the Philippines
- Use of mass media plus interpersonal reinforcement by village health workers in a popular radio program in Tunisia
- Evaluation of the use of child growth charts as an educational tool for mothers at health clinics in Ghana and Lesotho

Through the Office of Education, testing was done of other social and educational improvement techniques which also demonstrated methods that could be significant for promoting behavioral change and improving nutritional status:

- The successful use of group listening plus face-to-face communication in the "Man is Health" program in Tanzania
- The use of radio as an instructional medium for teaching math to primary school children in Nicaragua
- A 5-year experiment using communication media to change farming practices and increase production at village level in Guatemala

Additional insights have been gained in other techniques also, such as the role of TV in national health and educational campaigns and community learning, the use of photo-novels and comic books, and especially the participatory approach at village level for solving nutrition/health problems.

In short, a useful reservoir of information, experience and capability has been developed and is currently available to A.I.D. Concurrently, interest has been widespread in the LDCs in promoting nutrition education as a component of development projects which have as one of their objectives improved nutritional status. Practically all A.I.D. nutrition loans and grants to LDCs, as well as those of the World Bank, include a nutrition education component. Therefore, there is a strong and definitive need to provide field missions, LDCs and private voluntary agencies with the appropriate technical assistance and training. Numerous requests from the field as well as a considerable number of responses from missions to an AID/W circular airgram inquiring as to their needs in this area further testify to widespread interest. (See Attachment A for referenced airgram and tabulation of Mission responses.)

Further understanding of the problem (and mission affirmative responses) can be gained from considering (a) the recent evolution in the meaning and practice of nutrition education and (b) the high level of loan/grant activity in this area. Sufficient evidence exists to lead to the conclusion that requests to DS/N and DS/ED for such assistance will be increasing over the next few years.

(a) Nutrition education is a term whose meaning has evolved over the past several years as a result of the introduction of mass media and campaign approaches. The newer nutrition education techniques which to a great extent involve the use of mass media in combination with some form of interpersonal instruction, offer an especially potent vehicle for introducing behavioral changes related to diet, village food production, storage and preservation as well as basic health care and sanitation practices.

As the field of nutrition education has broadened, so has the need for professional competencies in a variety of disciplines. Today, the nutritionist/home economist team has become supplanted (or at least should become supplanted!) by a multidisciplinary team comprising communications experts, sociologists, anthropologists, economists, educational psychologists, agronomists, public health workers and others. This change in both the nature of nutrition education and its practitioners has greatly complicated the question of providing technical assistance and support for ongoing field projects. Nevertheless, there is a significant accumulation of data which show that nutrition education can be a critical component of many nutrition intervention strategies because it can produce changing awareness levels, attitudes and behaviors related to diet, food preparation, production and distribution.

In light of this potential, and because many field missions and LDCs lack the technical expertise to design, implement and evaluate such approaches despite a commitment to improving the nutritional status of targeted groups, the question of nutrition education technical assistance is a crucial one. The success of several current and projected projects (both loans and grants) may, in fact, depend in large part upon its resolution.

(b) In each of the four regions in which A.I.D. has programmatic commitments (Latin America, Asia, the Near East and Africa), nutrition loans and grants are either operational or planned for the near future. Practically all of them include a nutrition education component and in most cases the successful planning, implementation or evaluation of this component depends upon the availability of short-term technical assistance to the field missions. Nevertheless at the present time the Office of Nutrition (DS/N) and the Office of Education and Human Resources (DS/ED) lack adequate means to provide systematic and timely responses to such technical assistance needs.

Under the current arrangement DS/N and DS/ED work together on an ad hoc basis to respond to needs related to nutrition education/communications matters. When a request by a field mission for assistance is received, a contractor is identified by one or both of the concerned offices and, as funds permit, the contractor performs on a short-term basis the services requested. Generally such assistance has focused on message design and the selection and management of media for message transmission.

Several weaknesses are inherent in this arrangement. First, the field missions frequently lack the technical expertise to diagnose their needs adequately. They are often unaware of the type of assistance required to address a given problem. Additionally, they seldom have sufficient knowledge regarding the wide range of disciplines from which assistance might be made available to them upon request. Thus, under the current arrangement, DS/N and DS/ED are often placed in the position of having to respond to requests for technical support which, for a variety of reasons, reflect certain conceptual or diagnostic weaknesses.

Secondly, the present means of furnishing technical assistance to the field does not permit anything more than limited continuity and cross-fertilization of ideas. This situation exists because of the many different contractors used to respond to technical assistance requests. Both DS/N and DS/ED have lacked the funds and authorization to contract a single institution which could provide technical assistance on an ongoing basis in development communications, social science, behavioral psychology, social marketing, anthropology, evaluation, and diverse methodologies for the introduction of change in LDCs. If such an institution were under contract, it would be a great deal easier to insure internal consistency among nutrition education project components as well as to provide more widespread adoption and dissemination of nutrition education strategies successfully piloted at the field mission level.

A third weakness of the current technical assistance delivery system is that DS/N and DS/ED have lacked the appropriate manpower and arrangements to furnish in a timely and coordinated fashion all the assistance needed or requested by the field missions. Consequently requests are, on occasion, accorded either a tardy or incomplete response. Where nutrition education is a critical project component, the result of such responses may be to jeopardize anticipated project outcomes.

The final obstacle posed by the present arrangement to the efficient delivery of project support to the field is that its ad hoc nature precludes the development of a comprehensive strategy for technical assistance. A need exists for a strategy which can both provide project support and at the same time sensitize field missions to the potential which well-planned nutrition education programs have for promoting changes in a target population's nutritional status. The presence of a strategy would promote more careful planning, an adequate assessment by field missions of technical assistance needs, and the establishment of criteria for an evaluation of the effectiveness of assistance. The availability of evaluative standards and data would be invaluable in correcting any snags in the basic delivery model. Furthermore by enabling DS/N and DS/ED to forecast technical assistance needs, a strategy would also facilitate opportune responses to field requests for assistance.

An examination of projected or ongoing health/nutrition projects suggests that the demand for nutrition education technical assistance will increase significantly in the very near future. Additionally, an analysis of present and proposed health/nutrition grants and loans indicates that nutrition education activities will be critical to the success of the majority of these projects. Therefore, the need to redesign and perfect the means by which DS/N and DS/ED respond to field requests for nutrition education technical assistance is urgent. AID/W must be prepared to provide technical leadership and systematic project development and evaluation assistance. (The development of an institutional capability to overcome these problems would be basis for responding to field needs at the required level.)

(Attachment B gives an analysis by regions of perceived need for technical assistance in nutrition education.)

### I.C.3 Beneficiaries

AID-supported nutrition projects and those of most other donors give priority to lower income consumers, particularly women and young children. Since this project intends to improve the effectiveness of the nutrition education components of nutrition projects, it will benefit these same target groups. In addition, new consideration will be given to reaching men and opinion leaders

whose activities influence these target groups. There is growing consensus that nutrition education should also be directed at men within target populations and at such groups as national and local political leaders, officials of government and foreign assistance agencies, medical and paramedical personnel, mass media personnel, school-teachers, religious leaders, etc. Men are seen as an important audience since they are often the primary decision-makers within families in household matters affecting food practices. The significance of the trend towards directing nutrition education at government officials, health workers, et al is that changes sought in the food practices of these audiences are regarded as secondary in importance to the changes they in turn may induce in others; they are less the objects than the intermediaries and multipliers of intended change. (Rasmussen, pg 17)

#### I.C.4 Replicability

For this project to achieve its objectives, it is essential that the techniques be replicable. The application of mass media and other modern communication techniques can be expected to spread as more people are trained to use them and more programs are undertaken and publicized. In addition, the techniques will likely begin to be applied on a wider scale in other social programs such as basic sanitation and family planning. It should be emphasized, however, that ethnic and cultural patterns will be of great importance so that replicability may be limited to certain regions, although the basic tenets developed should have broad applicability. This problem should be examined in depth by the contractor (perhaps through a small research grant) especially in areas of widely varied ethnic differences, such as Africa.

#### I.C.5 Project Implementation

The project is designed in two phases over the four year period; both phases will run simultaneously rather than consecutively:

- Phase I - The development, application and evaluation of the project methodology in LDCs requesting technical assistance in nutrition education; and
- Phase II - The coordination of information and methodologies tested in such LDCs into an integrated body of information which can subsequently form the basis for a compendium for world-wide utilization.

Initially, and through competitive bidding, an institution or organization with competency in the social sciences, communications, behavioral psychology, social marketing, anthropology, formative evaluation, nutrition education methodologies and social change strategies appropriate to developing countries would be contracted. The contracted institution would be (or would be made) thoroughly acquainted with the results of AID-funded and other recent projects related to nutrition education including work involving commercial and social marketing techniques, the use of growth charts as teaching tools, and use of mass media in conjunction with the efforts of health/nutrition workers, and the village-level participatory efforts. The contractor would be particularly expert in, and sensitive to, the complexity of message development procedures and the need to use a variety of media inputs and interpersonal approaches in order to promote nutrition-related behavioral changes.

After this institution has been contracted, the health/nutrition officers in all USAID missions would be advised that nutrition-education technical assistance on a more comprehensive basis is available. In order to ensure the validity of the requests for assistance which will almost immediately result (per attachment A&B) the contractor (under the orientation of DS/N and DS/ED) will organize and conduct in-country seminars at which the key figures involved within a country in the various aspects of nutrition education will meet with selected consultants to discuss the appropriate types of nutrition education for that individual country. Selection criteria and guidelines sent from AID/W (jointly prepared by DS/N and DS/ED) will assist in identifying participants if they are not already known to the missions. Key participants would also include persons responsible for curriculum development/design of field worker training programs, as well as VOLAGor Peace Corps Food for Peace and other personnel playing important roles in a country's development efforts and USAID staff closely involved.

Once the LDC, after brainstorming with the contractor team, has decided which types of nutrition education networks it could best utilize, technical assistance in improving local capabilities in those particular sectors will be provided.

After a series of country programs are developed or improved, regional conferences will be conducted by the contractor for the exchange of experiences among the LDCs and an evaluation of the effectiveness of alternative nutrition education interventions. These will be by regions with basic socio-economic similarities, and wherever possible in the language of the area. Thus conferences in Spanish for Latin America, in French for the Sahel and North Africa, in English for East Africa and another for Asia are anticipated. Two conferences in each area

during the 4-year life of the project are planned.

Important information emanating from the initial survey of relevant projects, local seminars and the regional conferences will be compiled by the contractor into a publication to be made available to LDCs, international and local agencies working in nutrition programs, field missions and training institutions located in the U.S. and abroad. This compendium of alternative nutrition education interventions and campaigns will provide nutrition planners with reliable information concerning their characteristics and effectiveness. When the chapter on cost/benefit and effectiveness of Nutrition Education, in the Manual on "Alternate Interventions to Improve the Nutritional Status of Pre-School Children", currently being prepared by the Harvard Institute of International Development, is published, the information on this aspect will also be channelled into the "Tech Assistance in Nutrition Education" compendium (as appropriate).

In addition to collecting data and case studies of on-going nutrition education efforts in other countries and then abstracting and disseminating innovative and useful information at regional conferences and/or in the compendium, the contractor will also serve as a clearing house for nutrition education materials, collecting them, analyzing them, and disseminating those judged to be valuable to countries which may be interested and have a need for appropriate models. If the contractor selected is already involved in the foregoing type or types of activities, their work in this area should be expanded so that AID Missions overseas and AID/Washington offices dealing with nutrition education matters are included in the mailings.

Technical assistance provided by the teams functioning under this project will be short-term to offer the respective LDCs an opportunity for thinking through the directions in which they should move and to provide initial training of staff to catalyze their efforts. When this initial "pump priming" has been accomplished, subsequent long-term technical assistance inputs will be obtained as required through mission funding. AID/W will assist in the selection of appropriate contractors if so requested.

An alternate and complementary approach to assisting LDCs will be through supporting country-specific or regional nutrition education endeavors of other bi-national or multi-national organizations or voluntary agencies which are attempting to achieve similar objectives and which lack either sufficient funding or technical expertise to reach such objectives, i.e., Pan American Health Organization (PAHO) efforts to incorporate nutrition and nutrition planning into the medical school and nursing curricula; VOLAG and Peace Corps efforts to develop grass-roots nutrition ed. expertise, etc., as they relate to or are an integral part of country programs and not on a separate basis. Nationals of developing countries will be utilized as consultants in third countries whenever their level of expertise is such that they are exceptionally well-qualified to perform the required services. Results of such non-A.I.D. efforts will also be analyzed by the institution selected to administer this project, to contribute to the body of knowledge concerning what really works in the LDCs, and under what conditions.

#### I.C.6 Relationship to Other DSB Offices and Regional Bureaus

This project will be jointly administered and monitored by DS/N and DS/ED and has been designed through a process of such collaboration. Project monitors of both offices are thoroughly familiar with DS/N and DS/ED prior research projects in the use of mass media in nutrition and health education and this project incorporates what was learned from them. Joint project management is feasible as it has already been used effectively for more than a year and a half.

DS/N and DS/ED will solicit and follow Regional Bureau guidance on country requests for technical assistance in nutrition education and the selection and ordering of those to be assisted. Regional Bureau personnel will also be invited to assume an active role in the selection and on-going evaluation of the contractor's performance as well as in the periodic reviews and evaluations.

#### I.C.7 Staffing Implications

This project will require two person months per year of DS/ED staff time and three person months of DS/N staff time for monitoring and administration.

#### I.D. SUMMARY OF FINDINGS

Several conclusions can be drawn from the foregoing discussion:

- (1) Nutrition education has evolved to a point where missions require new technical assistance inputs.
- (2) Because of growing interest in nutrition education projects or nutrition education components of other development activities, missions have been forceful in stating the need for more technical assistance.
- (3) This need for technical assistance includes a variety of project identification and development and training tasks which can be effectively handled only through a systematic approach, i.e. a cohesive and coordinated project with a single contractor (although the contractor may be a combination or consortium of individuals/organizations).
- (4) DS/N and DS/ED, based on experience gained in a series of recent projects and assistance to missions world-wide, are best suited to develop and manage this project jointly.

## I.E. PROJECT ISSUES

1. The total cost of media plus inter-personal nutrition education may be more than can be afforded on an on-going basis in some countries making requests for technical assistance in nutrition education. Every effort will be made to select those countries with on-going A.I.D. nutrition loans or grants or those countries having sufficient funds earmarked for this sector in their own budgets, as well as adequate or potential staff commitments to administer the nutrition education programs or campaigns selected. Many LDCs are expending considerable sums on unproductive nutrition education efforts which this project might be able to channel into more effective channels. However, in certain areas, such as Africa, this criterion will not necessarily apply. Assistance will be given where there appears to be a firm commitment.

2. If the project does not report positive results, will regional conferences and the publication be necessary? As stated previously, interest is very high in LDCs for using mass media in nutrition education. This project will demonstrate the way to plan and structure the efficient use of media even if it falls short of fully achieving its skills-training objective. Thus, in-depth discussion of on-going projects and their problems at regional conferences, which would review the successes and failures, would be of invaluable assistance to those considering the use of mass media to achieve nutrition education objectives.

## PART II. PROJECT BACKGROUND AND MORE DETAILED DESCRIPTION

### II.A. BACKGROUND

#### II.A.1 The Problem

The need to which this project responds can be characterized as an inability of existing nutrition education systems to adequately bring about desired changes in nutrition practices and behaviors relating to improved family care and feeding, especially of target groups of pregnant and lactating women and infants.

Malnutrition has been shown to be an underlying cause of infant mortality and morbidity world-wide and is a strong contributing constraint to overall economic development as well as an important determinant of human and national performance. Malnutrition is both a consequence and a cause of underdevelopment, and better nutrition of the child is essential to its subsequent contribution to the national economy. Certain nutritional deficiencies could be eradicated merely through behavioral changes such as adding some locally available nutrients to traditional foods, changing certain feeding practices and making appropriate weaning foods from locally-available commodities. Nutrition education has time and again been identified as a key factor in promoting these desired practices.

"In recent years, experts and policy makers concerned with the problems of the developing countries have been changing their view of the malnutrition problem; what was once seen only as a welfare problem is beginning to be regarded also as a major obstacle to development. With broadening understanding of the effects of malnutrition on human growth and performance, and ultimately on national economic growth, foreign assistance agencies and governments in many low income countries are turning to nutrition in their search for ways to overcome chronic poverty." (Alan Berg, *The Nutrition Factor*, Foreword)

"An important part of the nutrition gap is the information gap. Although lack of purchasing power is a major constraint, many nutritional deficiencies would be moderated if people knew how better to use the resources already at hand... Thus, nutrition education - the process of acquainting people with the value of resources already available to them and persuading them to change existing practices - deserves thoughtful consideration as an element in an overall nutrition strategy.

"There is perhaps no aspect of personal life less flexible than eating patterns. Traditional nutrition education activities in low-income countries have been sufficiently disappointing to raise the question whether food habits can be changed by education; perhaps we are idealizing in assuming that without income increases and associated cultural changes, the human being can be induced to alter his centuries-old regimen.

"Yet nutrition education techniques aside, recent experience in many parts of the world suggests that existing food habits are not immutable. Despite dietary conservatism, substantial numbers of people have changed their eating habits in the last decade, and not always as the result of income increase. Foods that were totally foreign to millions are now regarded as dietary staples. Corn and wheat are now consumed in many parts of India, and rice in Africa. And one need not be considered frivolous to mention the hamburger and milk-shake diets of youth in every corner of the globe. Coca Cola is widely consumed in the deep interior regions of many LDCs and the purchase of these products by the poor is a widespread prestige symbol.

"Can the same instruments that have sometimes been directed in ways that affect diets negatively - pushing the consumption of soft drinks, for example - now be used to improve them? The role of mass media in selling social change is unlike its conventional function - selling nutrition is not like selling soap but like the much more difficult and abstract job of selling the concept of cleanliness. Most orthodox mass media in low-income areas seem not to reach the masses as they do in more affluent countries; target groups - especially the rural poor - are frequently outside the range of conventional forms of coverage. In India, for example, newspapers reach only 1 percent of the population. Of the nearly 800 million illiterate adults in the world, most are from low-income countries.

"There are also broad differences in standards and styles of living, values, aspirations, religious proscriptions, ethnic backgrounds, climate and geography, and the varying cultural patterns that these imply, all of which affect the messages as well as the media of an effective mass communications program.

"Yet, with all their limitations, the mass media suggest unusual opportunities for nutrition education. The advent of the transistor makes the radio an especially attractive medium for social programs at the less-affluent levels. Only a small fraction of the numbers of educators needed for a conventional face-to-face program are necessary for a mass media nutrition education campaign. Mass media can reach people more quickly and at greater distances. And since mass media materials are prepared and produced centrally, the message may be communicated with less distortion and a greater sense of urgency than the person-to-person message transmitted through a series of administrative layers down to the village worker and ultimately the target audience. New notions that are received with suspicion in face-to-face communication take on an aura of authority with mass media.

"If nutrition education is to be pursued as part of a nutrition strategy, substantial changes are necessary. A better understanding is needed of why people change their habits, how best to communicate with them, and what messages to communicate. Social scientists should have a part in designing and directing nutrition education efforts; food habits should be studied from a policy or program point of view.

"The most important change is one of conceptual orientation; nutrition education to date has been treated primarily as a nutrition problem, not an education or communication problem. Most of the practitioners have been nutritionists or home economists, not professional communicators. Since malnutrition is a mass problem, it ought to be addressed through mass communications instead of the face-to-face contact that has dominated nutrition education. The fact that mass media have helped in bringing about change in other social, political, and commercial activities, including the change of food practices through commercial promotion, offers considerable promise...Conventional forms of nutrition education need not be abolished; conventional forms and mass media techniques may prove to be mutually supportive or complementary.

"Just as alternate nutrition education techniques need not be mutually exclusive, the idea of nutrition education itself need not be viewed independently from - but as a complement to - other nutrition intervention programs." (taken from Alan Berg, *The Nutrition Factor*, Chapter 6, "Educating for Better Nutrition")

## II.A.2 Project Rationale

Better inputs are needed by field missions which already have or are planning nutrition education projects which may fail to contribute to other nutrition and overall development programs.

This project is based on the rationale that improved and more effective incorporation of nutrition education (utilizing modern techniques, especially but not exclusively those of mass media) in on-going LDC efforts to improve the nutritional status of their populations, will contribute greatly to the development results obtained through other interventions in various sectors. Furthermore, since a considerable body of knowledge has been developed from a series of discrete operational research projects in the use of mass media, alone or in conjunction with other types of educational efforts, such knowledge should be compiled and coordinated for a more rational supplying of technical assistance to the field. In addition, LDC personnel are not presently trained in the full spectrum of methodologies required for the effective use of mass media in nutrition education. This project therefore, provides for in-service training of the LDC personnel to whom technical assistance is offered (and also may include local USAID and VOLAG staff in such training).

### II.A.3 State of the Art

"In the early 1970s, several developments occurred which significantly affected the theory and practice of nutrition education. At the policy level, these developments included the gaining currency of the new approach to development assistance favoring attention to the basic needs of the rural poor in developing countries; the shift occurring within the international health establishment from an emphasis on curative medicine to one stressing prevention; and the growing recognition of health and nutrition factors in the process of general socio-economic development. These developments gave a new favored status to all types of health-related activity within the field of development, particularly those with a preventive orientation. The latter -- the recognition of 'the nutrition factor' and the impetus it gave to national nutrition policymaking and planning-- brought about certain very specific changes in the conceptualization of nutrition interventions including education. The requirements of national nutrition planning brought the concepts and tools of systems analysis into the formulation of nutrition strategies with some immediate salutary results. The delineation of a nutrition system, comprised of component subsystems (e.g. food supply, distribution and processing, and consumption) led to a much clearer specification of those points at which interventions could be made in the flow of food nutrients from the farm to utilization by the consumer. For nutrition education, the systems approach precipitated an immediate broadening of the scope of the field: as the educational needs of new types of interventions were identified, nutrition education was forced to abandon its traditional narrow focus on changing the dietary practices of at-

risk populations and address a number of new objectives and audiences. Mention should be made of the equally important changes in nutrition education brought about during these same years by several dramatic developments in its methodology—namely, the entry of mass media and campaign approaches into the repertoire of nutrition education techniques." (Rasmuson, Mark—Current Practice and Future Directions of Nutrition Education in Developing Countries: A Research and Policy Assessment, Academy for Educational Development, Washington, D.C. 1977)

In recent years, the approach used by nutrition educators has shifted from being largely educational to promotional. Where the educational orientation has prevailed, face-to-face didactic instruction and other traditional teaching techniques are common. The promotional approach, on the other hand, is characterized by the use of such mass media as radio, newspapers, and billboards. Promotional approaches, which often take on the aspect of campaigns may rely either on a single mass medium, a combination of media or the combination of media and person-to-person communication channels.

The increasing use of mass media in nutrition education is due to some significant advantages which the media have been found to have. Among these are the following:

- Where populations are homogeneous in language and culture, mass media can be an inexpensive way to reach large numbers of people.
- The frequency, duration and content of messages can be controlled relatively easily thereby insuring uniformity and accuracy in the messages which are delivered.
- Where the same message is delivered from different sources, communications synergisms are created.
- Mass media often lend an institutional impact to the message as well as to face-to-face programs. This tends to promote feelings of solidarity among field workers and listeners.
- Modern advertising techniques, when applied to social messages, can create message awareness in almost entire radio-listening or TV-viewing populations.

The most relevant evidence, perhaps, stems from an analysis of the results of performance of contractors who have provided assistance to field missions, LDCs and voluntary agencies in the areas of nutrition education and nonformal education. Such contractors as Manoff International, Synectics Corporation, the Academy for Educational Development and Research Triangle Institute have been responsible for significant accomplishments in the use of mass media while developing close and mutually beneficial relationships with field missions and counterpart agencies. Manoff International has developed a "reach and frequency" technique for use in nutrition education, conducted field tests in Nicaragua and the Philippines, and provided both short and long-term assistance successfully to field missions wishing to employ western advertising techniques to the field of nutrition education through radio campaigns. Synectics Corporation developed and tested in Brazil and the Philippines a field methodology for the evaluation of nutrition education strategies as well as a radio plus face-to-face teaching nutrition in Tunisia. The Academy for Educational Development has been involved in preparing seminars for Ministry of Health personnel of several countries on nutrition education and communications matters. A recent contract with that entity provided A.I.C. with an up-to-date and thorough assessment of the state of the art in nutrition education. The Research Triangle Institute is now engaged in a major nutrition project in cooperation with USAID/Morocco. Nutrition education plays a prominent role in this contract. Many other contractors have also recently submitted bids in response to RFPs for nutrition/health education, such as one at USDA for the domestic school lunch program, DS/ED's "communication and health practices", etc.

Thus, based on past performance, two important conclusions emerge! First, there are contractors who currently possess the technical expertise to implement the proposed project. Secondly, sufficient evidence exists to demonstrate that contractors and field missions have been successful in establishing the administrative linkages required to implement projects jointly in the field of nutrition education.

#### II.A.4 Response to Previous Recommendations

In order to meet the needs and realize the objectives identified in this project, a comprehensive strategy is required. The methodology must provide for the efficient delivery of technical support to the field while sensitizing mission personnel, host country nationals and voluntary agency staffs to the potential of different types of nutrition education approached.

Rasmuson (opp cit pg 18) stressed that nutrition education must be seen as encompassing two other important tasks: the creation of an awareness among government decision-makers of the national importance of good nutrition, which some would argue is the most

immediate and pressing task for nutrition education since it addresses the issue of political feasibility and the training of manpower to conduct nutrition activities at various levels. There is increasing agreement that this latter task--the training of nutrition manpower--is the most important endeavor of nutrition education. Rasmuson's report suggested, in resume' the following directions for future A.I.D. programming:

1. Gathering comprehensive data on current nutrition education intervention programs in developing countries: (such a data base would allow the determination of quantitative correlations between program characteristics and outcomes and help prevent the replication of unworkable approaches from the past.) Although this has been done in some countries, there are many others still to be done. The project anticipates doing this.
2. Continue testing current nutrition education methodologies: The project also contemplates testing various methodologies for behavioral changes as well as research activities.
3. Cost/benefit studies of nutrition education: This type of study was undertaken in another DS/N project (Alternate Interventions for Improving the Nutritional Status of Pre-School Children) conducted by Harvard Institute of International Development. Their findings will also be considered in the current project and will be included in the evaluations, if feasible.
4. Assignment of priorities among target audiences: To be discussed at the country workshops and regional conferences and included in the training segments of this project.
5. Attention to the "fit" between audiences and messages: New research on the participatory approach is currently under way in Indonesia and will soon be started in the Dominican Republic, under a VOLAG grant. Other efforts in this sector are being carried by 3 VOLAGs working in collaboration. This problem has been looked at in reviewing previous A.I.D.-sponsored nutrition education projects and will be included in in-country workshops, training, and regional conferences under this project.
6. Basic research on behavior change: Although not included specifically in this project, attention will constantly be paid to developments of other projects (such as communication/health education, and family planning projects) both within and outside A.I.D. Limited research funds will be available under this project to fill in the gaps of essential knowledge.

7. Situation-specific analysis of intended program settings:  
The one-week in-country seminars provide more detail of specific country analysis, as recommended. The on-going technical assistance will further refine this process.
8. Recognition of emerging policy trends, especially:
  - a. Integration of primary health services:  
DS/ED manages the health services communication project. DS/N has a RSSA for incorporating nutrition into health delivery services. Joint management of this project will ensure integration on both fronts.
  - b. Training of primary health workers: The training segments of the project will include those who train the trainers of primary health workers who will participate in nutrition education programs.
  - c. Participatory development: DS/N has made a grant to Community Development Foundation/Save the Children Federation for participatory strategies of community participation. A recent amendment for the development of nutrition education messages within this project, in two countries, will be followed closely, as will other programs utilizing the Paulo Freire method for community participation (e.g. Meals for Millions, World Education and others). Appropriate findings will be incorporated into the body of knowledge in the compendium and this approach will also be included in the seminars, conferences and training portions of the project.

## II. B. MORE DETAILED DESCRIPTION OF PROJECT

### II. B. 1 Project Purpose

The purpose of this project is to assist LDC nutrition, nutrition education and other development programs to become more effective in reaching their nutritional improvement objectives. This can be partially achieved through developing and improving the use of communication methods and various media to support the educational elements of nutrition interventions in other sectors of LDC multi-sectoral programs as well as in those directly nutrition-related. The project purpose is also to develop and demonstrate the most effective means for using mass media together with other techniques in support of desired changes in dietary practices, especially in rural areas of developing countries. To this end the project will develop an institutional capability to provide a methodology, selecting from among various country efforts and programs which are on-going or developed for this purpose, and will prepare a compendium or manual to be disseminated to the field which will provide basic information for those wishing to design and implement nutrition education programs (always bearing

in mind the innate differences from country to country as well as from region to region), The contractor will also, through direct technical assistance and training, provide a resource for improving LDC capabilities in designing, implementing and evaluating country-specific programs.

## II.B.2 End of Project Status

The end of project status which will indicate the achievement of project purpose are:

1. 16 in-country seminars will have been prepared and conducted to provide a venue for bringing together key people from each country to discuss country needs and desires in nutrition education programs as well as analyze which existing networks might be most appropriately used. Knowledgeable consultants will have been able to guide and direct these brainstorming sessions to assist each country to determine with more specificity its own goals and objectives.
2. Direct technical assistance will have been provided, on a short-term basis, to these and other countries (total 25) which have already determined which media they desire to utilize for their nutrition education efforts.
3. In-service training of a broad range of LDC members of various organizations involved in nutrition education will have enabled them to plan and conceptualize their nutrition education programs more effectively or at least to recognize the areas in which their countries lack sufficient levels of competence and require longer-term technical assistance such as: project identification, program development; proposal writing; assessment of various media penetration; identification of cultural values and targeting of groups to be addressed; message design; formative evaluation; program education; staff development; and summative evaluation.
4. Case studies and/or reports will have been compiled on those countries where technical assistance has been provided, for inclusion in the compendium or manual which will be prepared for distribution.
5. The preparation and distribution of publications, including the case studies, and the conducting of regional conferences for relevant USAID and LDC personnel will have provided for the dissemination

and exchange of information on new methodologies between A.I.D. and the field as well as among LDCs. Inputs from the Bureaus regarding projects within their regions will be sought and feedback from them will be incorporated to the extent possible within the materials analyzed and prepared for distribution.

## II. B. 3 Project Outputs

Outputs required to achieve this end of project status.

1. Between 150 and 200 people trained in nutrition education/communications techniques will be located in LDCs to plan, implement and evaluate nutrition education projects.
2. There will be a significant improvement in the ability and commitment of LDCs to plan, implement and evaluate nutrition education projects.
3. There will be a recognizable improvement in the ability and commitment of private voluntary agencies to plan, implement and evaluate nutrition-education-related projects.
4. At least 15 LDC's will be using nutrition education/communications techniques in concert with other inputs to induce behavioral changes related to the nutritional status of targeted populations, including the utilization of participatory approaches and the incorporation of social scientists into nutrition education projects.
5. A compendium of alternative nutrition education interventions will be completed and nutrition planners will have access to reliable information concerning the characteristics and effectiveness of such interventions.
6. A delivery system will be in place which will permit an ongoing analysis of field experience and the periodic dissemination of significant state of the art developments and findings.
7. A system will be in place which will permit timely and effective delivery of technical assistance and support to LDC's and field missions wishing to plan, implement or evaluate projects which include a nutrition education component.
8. There will be a significant and measurable increase in the extent to which effective nutrition education interventions are appropriately and successfully replicated in LDC's.

REQUIRED INPUTS

22

4 OF 4

ESTIMATED BUDGETA) INSTITUTIONAL CONTRACT - 4 years

1) Long-term project management		
a) Salaries and expenses of project manager and secretarial assistant on a part-time basis plus utilization of other staff on an as-needed basis; fringe benefits and overhead, etc.	\$240,000	
b) Sub-contracts, including travel and per diem	<u>120,000</u>	\$360,000
2) Survey of previous projects with analysis/evaluation of their findings, case studies of selected country programs, and continual reporting of on-going project efforts such as workshops, conferences and country programs	80,000	
a) Computer time and other costs	40,000	
b) Preparation and dissemination of compendium and final report	50,000	
c) Collection & documentation of Nutrition Education materials	<u>30,000</u>	200,000
3) Short-term technical assistance (including in-country seminars and in-service training)	160,000	
a) Travel and per diem	<u>60,000</u>	220,000
4) Follow-up assistance (12 pm/yr x 4 @ 10,000)		480,000
5) Regional conferences - planning and coordination - 8 x 2 p/m x \$5,000	80,000	
a) Materials	20,000	
b) Outside consultants 8 x 3 x 9 days x \$150/day	35,000	
c) Consultants' travel and per diem	<u>25,000</u>	160,000
6) Continue testing current nutrition education methodologies (small research grants, some provision of equipment, etc.)		50,000

B) OTHER COSTS

1) Travel/per diem participants to regional conferences and other logistical costs (25-30 x 8 x \$2,000)	480,000	
2) Periodic and final project reviews/evaluation	<u>30,000</u>	<u>510,000</u>
TOTAL		\$ 1,980,000

### II.B.5 Critical Assumptions

The following conditions required for achieving project purpose are assumed:

1. That LDCs will continue and increase their interest in use of mass media and other innovative techniques for nutrition education;
2. That the host country policy and personnel will continue commitment to the use of mass media and/or other forms of nutrition education so that the technical assistance requested will be properly utilized;
3. That host country media production/distribution facilities and radio air time will in fact be available as anticipated;
4. Sufficiently precise and varied information will be forthcoming from the various countries assisted to provide the contractor with the basis for increasing the body of knowledge available and the preparation of the compendium or manual as described.

### II.B.6 Evaluation

Review and assessment of this project will be conducted by DS/N and DS/ED staff together with invited specialists who will be contracted for this purpose. There will be one midway review to accompany the progress of the project and a final

evaluation (or review) upon completion of the project and preparation of the draft copy of the compendium or manual. The final copy of this publication will be submitted not later than three months from the date of the final review, in 25 copies, to DS/N. Informal formative evaluation will take place at frequent intervals during the life of the project, and the results will be incorporated into the on-going project.

## II. B. 7 Final Report

The final report ( Ed. note: which is not the compendium or manual) will include a summary of all countries assisted, their initial problems, what steps were taken to resolve them and the results of measures taken. It will also include a roster of host-country people trained, the type of training given to them and an indication if possible of any perceivable outcome of the training. It is recognized that the contractor's work in each country is principally of the initial "pump priming" type and consequently no concrete data is anticipated as a result of the contractor's efforts alone. However, it is part of the contractor's scope of work to follow-up on country projects to the extent possible, and to include any results or data which may be obtained by the end of the project . Such data might provide for interpretation of program impact through the following:

- a. Awareness and recall of program elements.
- b. Prevalence of appropriate knowledge and attitudes.
- c. The extent to which advocated practices were tried.
- d. The extent to which advocated practices were adopted.
- e. If at all possible, the nutritional impact of the practices adopted.
- f. The socio-economic and demographic characteristics of those benefitting from the program;
- g. The relative importance of program elements as sources of influence for change.
- h. Problems encountered, solutions offered; recommendations derived therefrom.

### II.B.8 Training

Local seminars or workshops will provide short-term training for LDC and voluntary agency personnel. Each workshop will last approximately one week and will demonstrate, in a "hands on" fashion, current mass media and other nutrition education/communications techniques. Participants will gain insight and experience concerning how existing communications can be mediated to elicit more desirable health/nutrition practices. They will also become familiarized with the state of the art in nutrition education. An awareness of what nutrition education/communications techniques can achieve as well as the skills needed to apply some of these techniques at the national and local levels will be developed. Local participants will include national nutrition planners; nutrition/health educators; professional communicators; staff members of public media organizations; voluntary agency personnel and pertinent USAID staff. Local seminars may be arranged and directed by the contractor. For each, two to six consultants from the contracted institution will work as a team to ensure adequate design and implementation of the workshop program. These local seminars are to provide LDCs and field missions with the expertise needed (and presently lacking) to diagnose needs adequately and then request appropriate assistance to meet them. The seminars would be especially designed to sensitize key LDC policymakers, USAID senior staff, and ranking voluntary agency officials to the state of the art in nutrition education. One outcome of such seminars will be an improvement in the ability of LDC personnel to plan programs which include the use of mass media and other well-designed educational materials to supplement efforts made by grass-roots health and nutrition workers. LDC personnel will, therefore, be able to request appropriate technical assistance and support for their integrated multisectoral nutrition strategies through the field missions.

Regional conferences will also be organized and conducted by the contractor. In such conferences, which will last approximately one week, two or three people would represent each participating country and approximately eight to ten countries would be invited to send delegations. The purpose of these meetings would be to promote the cross-fertilization of ideas by exposing participants to planned or ongoing projects within the region related to nutrition education.

### II.B.9 Compendium or Manual

The accumulated information emanating from these two types of training activities will continuously be examined and the most useful and pertinent segments compiled by the contractor into a

compendium or manual for distribution to LDCs, international organizations and other agencies working in nutrition programs, A.I.D. field missions, and to U.S. and local training institutions. This publication will reinforce and disseminate knowledge, attitudes and practices developed in previous projects, as well as in the country and regional seminars. Additionally, the publication will serve as a valuable source of information concerning the results of experimental approaches to nutrition education.

Note: It is the idea of the project managers that the compendium could be prepared in loose-leaf form, with analysis/evaluation of prior efforts being distributed early on and the results of workshops, conferences and country efforts being added as they occur. However, this decision will be left until after discussion with the contractor selected.

#### II.B.10 Technical Assistance

In addition to assisting in project development, the contractor will also provide short-term technical assistance to LDCs with respect to nutrition education/communication programs operated by local government entities or private organizations. Technical assistance will involve cooperation with field mission personnel, voluntary agency staffs and/or host country agency workers on any one or more of the following tasks: project identification; program development; proposal writing, assessment of various media penetration; identification of cultural values and target groups to be addressed; message design; program evaluation; the provision of support to media dissemination agencies, and staff training and development. In general, the contracted institution should be able to offer the assistance needed to accomplish short-term tasks closely related to long-term project goals. The contractor will be expected to contract individuals for specific tasks as needs arise. Thus, it will not be necessary to have a large staff on retainer.

It should be noted that under this project, plans to assist LDCs will be developed on a country-by-country basis in accordance with the resources and needs peculiar to each situation. Particular care will be taken to provide linkages between new nutrition education activities and existing integrated health/nutrition and multisectoral projects.

### PART III. PROJECT ANALYSIS

#### III.A. Technical Analysis

Overall Project Methodology: Previous sections of this project paper have placed the project methodology in the context of relevant past and on-going research. In sum, DS/N and DS/ED find

the project technically sound, making use as it does of methodologies and insights developed over several decades of communication research and many years of application of such knowledge to the nutrition area.

Environmental Impact: There will be no discernable environmental impact as a result of this project.

### III.B. Social Analysis

Although at this writing no specific details can be given regarding the countries or populations to be served by this project, its broad outlines give a clear picture of which

subgroups of the population will be able to receive its services and benefits. The countries offered the technical assistance will be mainly LDCs already having or currently developing A.I.D. nutrition loans/grants which include a segment on nutrition education. The exception to this criterion will be African Nations which need or have made strong commitments to nutrition education as part of their overall development strategies. Although the technical assistance per se will be provided to senior level technical staff, generally from appropriate ministries such as health, education, agriculture, planning and social welfare, nevertheless the recipients of the benefits will be principally the targeted groups of pregnant and lactating women and infants, especially among the rural poor.

Since women are usually the food purchasers, growers, preparers and distributors, the impact of this project on the nutritional status of the entire family is also involved. The mother supervises the care and feeding of her children, her husband, and often many other members of an extended family. Any behavioral changes brought about by the nutrition education techniques of this project will also have an effect on the entire family. While the project is aimed at rural population, the urban population will be exposed to many of the same messages either directly through the media or indirectly through the rapid urbanization which is taking place in many LDCs.

Women will share equally, or perhaps even more, than men in the benefits of this project. Mothers, female older siblings and female relatives are expected to predominate among those who gain the most educationally, although men are expected to receive equal exposure to many of the media messages. Both men and women will share in the benefit of improved nutritional status and in the reduced morbidity and mortality among their children. Finally, both male and female health/nutrition education personnel will benefit from assistance to their nutrition education efforts as well as from the training their superiors many receive and pass on to them.

There should be little problem with social impediments to project success for various reasons: the project will offer support to an already functioning service infrastructure. The project aims to improve the delivery of already valued services and in some cases will increase the competency of indigenous staff to provide these services. Furthermore, findings of the various field projects on village-level participation in design of projects and message formulation will be incorporated into the entire range of services offered, when deemed appropriate.

Some resistance to project objectives may be found in beliefs and practices among the population in general, but the motivational use of the media is expected to overcome these cultural obstacles more rapidly than face-to-face educational methods alone.

### III.C. Economic Analysis

This project can be considered as cost-effective from two points of view: In most LDCs, money could not purchase the timely inputs of training and management which would be required to extend the existing nutrition education system(s) and to increase the number of contacts per client required by the objectives of this project. The human resources in these cases do not exist to purchase or to train in a timely manner. In these cases, there is no alternate way to rapidly extend the impact of the system. The provision of competent technical assistance which also provides a training component is therefore of incalculable value.

Even if money and human resources were available to achieve this goal, however, it would be far more costly if the increased nutrition education impact were effected through face-to-face instruction alone than if the media were involved in the supportive role envisaged by this project. Mass media reaches large numbers of people with identical messages. Through radio, for example, thousands and often hundreds of thousands of individuals can be reached by a repeated message in a single day.

Production and air time costs in such cases are far less than would be incurred by conveying the same message with equivalent fidelity through trained nutrition educators using face-to-face communication. A similar argument can be made for the other media planned for use in this project. Thus, since these media are expected to be extensions of an already operational system, their use will cost substantially less than if the same extension function were provided through face-to-face instruction.

### III.D. Budgetary Analysis

This project is inappropriate for Rate of Return Analysis. Although participating LDCs have not yet been identified specifically, Ministries of Health, or Education (or agricul-

tural or health extension services) enjoy fairly secure financial stability. This project will upgrade the capabilities of local staff members already dedicated to nutrition education or similar efforts and will provide technical assistance and staff training for them. The net effect at the project's end will be an incremental growth in the preparation and training of the staff dedicated to this type of endeavor in a broad spectrum of LDCs.

#### PART IV. IMPLEMENTATION ARRANGEMENTS

##### IV.A. Analysis of Administrative Arrangements

Upon approval of this project, a contractor will be selected through competitive bidding and in conformance with the scope of work envisaged in this project paper. The successful contractor will then be briefed in depth by the staffs of DS/N and DS/ED regarding the previous operational/field testing projects and the findings derived therefrom; the assessment of country needs (Annex B to the project paper); previous technical assistance provided under DS/ED Basic Ordering Agreement with the Academy for Educational Development, and other pertinent inputs.

Once the contractor group is adequately briefed, they will be ready to respond to requests from the field for (a) in-country seminars and (b) direct technical assistance, as previously described. Both these undertakings will include in-service training for appropriate LDC and Mission staff members.

From time to time, approximately twice each year, the contractor, after consultation and agreement with DS/N and DS/ED staff, will also conduct regional conferences of approximately one week in length for an exchange of ideas among countries of a region and discussion of mutual problems and solutions. (note: The actual logistics of the regional conferences may be sub-contracted should the contractor so desire.)

After every in-country seminar and provision of technical assistance, and after each regional conference, the contractor will report to A.I.D. staff for analysis and discussion of the problems encountered, methodology used, and new information acquired. Such information will eventually be collected into the final report and also utilized, as appropriate, in the final compendium or manual prepared for publication. Management capability of the contractor will be a criterion for selection as this quality will be basic to the success of the project.

#### IV.B. Implementation Plan

An implementation plan will be designed by AID/W personnel and the contractor working in close collaboration to respond to needs of the USAID Missions requesting the technical assistance envisaged herein. The plan will however, follow this general outline:

##### YEAR 1

- A. Contractor selected through RFP process. (A representative of each regional bureau, together with the 2 project managers and a representative of the Program Office, will comprise the selection panel).
- B. USAIDs advised of project approval and information disseminated regarding availability of technical assistance, training and general methodology to be followed.
- C. Technical assistance provided as requested, after country-specific seminars in selected countries which need and desire this preliminary activity. In-service training included.
- D. Information compiled on country seminars and technical assistance.
- E. Regional conferences conducted.

##### YEAR 2, 3, and 4

Steps B, C and D continue. During 4th year information collected is organized and the compendium prepared for general applicability to LDCs. If feasible to do this earlier, every effort will be made to do so.

As previously stated, there will be frequent meetings between contractor and AID/W staff for analysis and control of country seminars technical assistance and training, as well as on the preparation and conducting of the regional conferences. Beneficiaries of the project will be expected to provide feedback to AID/W through the formative evaluation methodologies included in the project. Agreements will be sought between the USAIDS and the host governments for inputs in kind to be supplied by the latter, such as in the recent workshop in Jamaica where the local government provided the hotel accommodations and per diem for the participants.

Since the responses already received to the initial airgram (attachment A) are from every region of the world, for purposes of estimating costs an average cost will be utilized for each region, estimated in consultation with Regional Bureau staff. Identification of the first countries to be assisted will be made jointly by DS/N, DS/ED and the respective regional bureaus while the RFP and selection of contractor is in process, so that the project may get under way as soon as possible after the contract is signed.

Central funding and management are appropriate for this project. The task required of the contractor is technically complex and requires management from A.I.D. personnel knowledgeable in all aspects of the project. Moreover, the contractor will work in many countries around the world but will be applying the same (or similar basic methodology. Responsible management would seem to require that an orderly development of methodology and analysis of information gained be monitored by DSB whose staff includes technical experts with experience in this field.

Evaluation of the overall project by AID/W will be based on contractor reports and meetings, USAID mission feedback, reactions to publications and seminars, and discussion with a panel of outside consultants convened annually.

32  
 ATTACHMENT A  
 Annex

TABULATION OF FIELD RESPONSES on TECHNICAL ASSISTANCE NEEDS IN NUTRITION EDUCATION

(as of 10/10/78)

	<u>Workshops/T.A.</u>	<u>Training</u>	<u>Skills/Materials</u>	<u>Evaluation</u>
Tegucigalpa, Honduras	In-country, to develop basic plans and coordinate efforts of various ministries.	Staff & field personnel	Collection baseline data Formative evaluation materials Project re-design Project implementation/management	On-going nutrition education efforts.
Quito, Ecuador		Develop courses, assist in teaching	Produce teaching materials	
San Jose, C.R.		Establishing mechanisms	Selecting/designing messages; designing and executing baseline survey	
Guatemala			Message design	
Santo Domingo			Materials and information to improve those locally developed	
San Salvador	5 days on formal ed 5 days on informal ed	Curricula and methods design for training (2 months)	Materials for non-formal nutrition ed (2 months) and for formal ed (1½ months)	Methods seminar and evaluation guidelines (1 month)
Panama	initial workshop	yes	yes	yes
Managua		Non-formal training techniques; training in management and evaluation Training field staff	Curricula development for primary schools, health professionals, non-formal educ. Mass media techniques Message development and testing	Evaluation including baseline data
Haiti	yes	yes	yes	yes
Kingston, Jamaica	(already had initial workshop)		Yes, but not yet sure where	

PD-A.A.H-681

Kingston (for Caribbean)	Workshop for Sta. Lucia (CFNI) - Follow-up to resolutions of technical group meeting 1972	Teach dietary concepts	Prepare info on nutrient cost data for mass-media distribution. Development of materials for formal and non-formal education. Developing regional food models. Developing breastfeeding materials (teachers guide, posters, comic book photonovels)
Yaounde	General sensitization (1 week)	Long-term training in U.S.	Design of radio spots
Nairobi			Yes, but not specific yet
Gaborone		<del>Deal with</del>	Yes, but not specific yet
Rabat		Deal with problems of continuity and sensitivity	Development/testing of messages Graphic design Impact appraisal Photonovels Soap Operas Modifications in beliefs/practices
Manila	Need follow-on to Manoff		Yes, but not specific
New Delhi			Not ready yet
Dacca			Not at present time
Seoul	Need national workshop	Program design and implementation	Improving message design Evaluation on-going project impact
Pakistan		Need training	Yes, not specific

AIRGRAM

DEPARTMENT OF STATE

34

UNCLASSIFIED

CLASSIFICATION

For each address, check one ACTION INFO DATE REC'D.

95

DIST. OUTION

ACTION

TO - AIDTO CIRCULAR A- 282

DS/N 3

CHRON

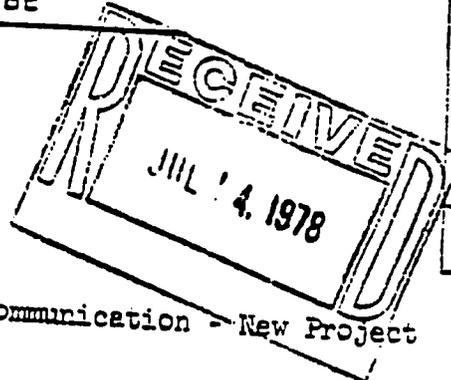
2 2 3 4

6

FROM - WASHINGTON

E.O. 11652: N/A

SUBJECT - Nutrition Education/Communication - New Project



450P

DATE SENT 7/7/78

MP

RS

AFR 15

PPC 5

NE 15

4ASIA 16

LA 16

AA/DS 1

DS/AGR 2

ED

AGRIC 15

HEW 9

STATE

REFERENCE -

1. AID/W, as a result of various contracts over the past several years, has been able to test several methodologies for the utilization of mass media and other communication techniques to introduce improved nutrition and feeding practices among nutritionally vulnerable population groups in LDCs.
2. Reports and publications relating to these experimental approaches to nutrition education are currently being disseminated to field missions for their information. In general, the fairly simple use of radio to influence large numbers of people has resulted in dramatic changes in attitude and knowledge. On the other hand, no hard evidence of behavior change capable of having a significant nutritional impact was obtained by radio alone, indicating the limitations of the technique and the need to combine it, if used for the purpose of modifying nutritional practices, with other media inputs, more complex message development procedures, and the on-going efforts of existing networks of health/nutrition workers.
3. Based upon this research, in-depth evaluation of the projects, and additional inputs and field experience, AID/W believes it now has a new level of expertise in nutrition education/communication and especially in the use of mass media to share with Missions. We are, consequently, in the process of preparing a project to enable us to:
  - a) Provide technical assistance to LDCs and Missions desiring to develop nutrition education projects;
  - b) Improve ability of LDC personnel to design programs which include the

Send to List P

DS/N: MFrazaol	DS/N	58939	7/5/78	Martin J. Forman, Director Office of Nutrition
DS/Ed: AJMeyer				
DS/N: RGPratt				
SER/MP/2: WFradenburg (Phone)				ASIA/TECH: HRice
NE/TECH: ARandlov (Phone)				LA/DR: BSandoval (Phone)
				AFR/DR: ECross (Phone)

UNCLASSIFIED

CAUTION - Remove protector sheet before typing - replace when typed

**AIRGRAM**  
**CONTINUATION**

**DEPARTMENT OF STATE**

35

POST		CLASSIFICATION	PAGE	PAGES
Washington	AIDTO A-	UNCLASSIFIED	2	of 2

- use of media to supplement health workers' efforts;
- c) Improve message design and formative evaluation techniques for use in developing educational materials (e.g. radio spots, posters, photonovals);
  - d) Assist IDCs in efforts to train their nationals in these areas.
4. In preparing a project paper (PP) to cover the above services, AID/W desires information from Missions regarding their needs for technical and/or training assistance, program design and workshops/conferences in the general area of nutrition education/communications. Once the project is approved, DS/N and DS/ED will be able to assist IDCs to plan or improve their nutrition education efforts, especially those utilizing mass media. Such assistance could include an initial workshop in-country, where required, to bring together key personnel of pertinent ministries and other organizations involved to discuss their ideas and plans on nutrition education and how it fits into overall nutrition improvement efforts. Direct technical assistance could also be provided for orientation on baseline data required, project design, message development and project implementation, management and evaluation. Training of staff and field personnel could also be developed.
5. Although these services are currently being provided on an AD HOC basis, a specific project to address this sector will facilitate AID/W ability to respond to Mission requests for assistance. For this reason, orientation from the Missions regarding more specific needs is being solicited. Once project is approved, instructions will be forwarded as to how requests for assistance should be processed.

VANCE

PAGE #1 SEUL 82266 180309Z

3486

SEUL

180309Z

ACTION AID-52

COULD UNDOUBTEDLY LEAD TO LAUNCHING OF A NATIONAL NUTRITION EDUCATION PROGRAM IN THE NEXT FIVE-YEAR DEVELOPMENT PLAN (1982-1987). GLEYSTEN

INFO OCT-01 EA-12 OCS-09 EB-02 /889 V 896578 180316Z /62

R 180231Z SEP 78  
FM AMEMBASSY SEUL  
TO SECSTATE WASHDC 3548

UNCLAS SEUL 8266

AIDAC

E.O. 11652: N/A

SUBJECT: NUTRITION EDUCATION/COMMUNICATION - KEY PROJECT

REF: AIDTD CIRC. A-282

1. AS PART OF AN EFFORT TO IMPROVE NUTRITION AND FEEDING PRACTICES IN KOREA ESPECIALLY FOR NUTRITIONALLY VULNERABLE POPULATION GROUPS, MASS MEDIA HAS BEEN UTILIZED, ALBEIT ON A LIMITED SCALE, BY SEVERAL KOREAN AND AMERICAN ORGANIZATIONS.

2. OFFICE OF RURAL DEVELOPMENT (ORD), MINISTRY OF AGRICULTURE & FISHERIES HAS MADE 10 MINUTE RADIO SPOTS SINCE JANUARY 1978 ON MAKING SOY-SAUCE AND SNACKS, AS WELL AS INFORMATION ON NUTRITIVE VALUES OF NEW RICE VARIETIES AND VEGETABLES. TWO KOREAN TV STATIONS, PUBLIC AND PRIVATE, HAVE AIRED COOKING DEMONSTRATIONS OVER WEEKENDS. KOREA RED-CROSS HAS UNDERTAKEN SINCE 1977 A TEN-YEAR HEALTH GUIDANCE PROGRAM WHICH PRESENTS GUIDES TO SOME 50,000 PEOPLE ANNUALLY IN REMOTE AREAS OF KOREA ON BASIC KNOWLEDGE OF NUTRITION, REQUIRED DAILY INTAKE FOR INFANTS, SCHOOL CHILDREN, ADULTS, NUTRITIONAL VALUES OF MAJOR KOREAN DIETS AS WELL AS PROTEINS AND VITAMINS.

3. CARE HAS ALSO BEEN INVOLVED IN THE PUBLICATION AND DISTRIBUTION OF NEWSLETTERS AND MAGAZINES ON NUTRITION TO SOME 25,000 MOTHERS THROUGH DAY-CARE CENTERS AND CHILDREN'S HOMES AND NEW COMMUNITY MOVEMENT (SAEMAUL UNDOONG) MOTHER'S CLUBS. KOREAN VILLAGE WOMEN ARE 58 PCT LITERATE AND PUBLICATIONS ARE USEFUL TOOLS FOR NUTRITION EDUCATION. MEALS FOR MILLIONS FOUNDATION (MFM) IS PROVIDING NUTRITION EDUCATION SINCE 1976 TO A WHOLE COUNTY POPULATION OF SOME 64,600 PEOPLE UNDER AN AID/OPG PROGRAM. MFM PROGRAM IS DESIGNED TO STIMULATE INTEREST IN NUTRITION AND INCREASE AWARENESS OF THE RELATIONSHIP BETWEEN NUTRITION AND HEALTH BY TRAINING FEMALE PRIMARY SCHOOL TEACHERS, VILLAGE SOCIAL WORKERS, COUNTY NUTRITION OFFICERS, SAEMAUL AND LOCAL HOMELAND RESERVE FORCES LEADERS.

4. NO SURVEYS HAVE BEEN CONDUCTED IN KOREA TO TEST THE MOST EFFECTIVE AND SUITABLE METHODOLOGY FOR NUTRITION EDUCATION THROUGH MASS MEDIA. EACH OF ABOVE PROGRAMS HAS MADE ITS CONTRIBUTION TOWARDS THE IMPROVEMENT OF NUTRITION IN THIS COUNTRY. THERE IS AS YET NO CONCERTED EFFORT TO CRYSTALIZE A NATIONAL AWARENESS PROGRAM WHICH WOULD TRANSLATE INTO A NATIONAL NUTRITION EDUCATION POLICY. USAID/SEUL BELIEVES SUBJECT PROJECT IS BOTH TIMELY AND INNOVATIVE. MUTUAL BENEFITS WOULD ACCRUE TO OTHER LDCS AND KOREA IF FOLLOWING JOINT COOPERATION COULD BE ENVISAGED UNDER SUBJECT PROJECT:

- A. EVALUATION - ORD, KOREA RED-CROSS, CARE AND MFM ARE INTERESTED IN AN IMPARTIAL EVALUATION OF THEIR PROGRAM IMPACTS. THEY ARE ALSO CONCERNED ABOUT IMPROVING MESSAGE DESIGN AND IN TRAINING PERSONNEL INVOLVED IN PROGRAM DESIGN AND IMPLEMENTATION.
- B. WORKSHOPS/CONFERENCES - USAID/SEUL BELIEVES ONE PRACTICAL AND EFFECTIVE APPROACH FOR BRINGING ABOUT A "NATIONAL AWARENESS PROGRAM" WOULD BE DECISION BY AID/W TO USE KOREA AS WORKSHOP/SEMINAR SITE WHICH WOULD HIGHLIGHT AND RESOLVE INTERESTS AND ISSUES OF VARIOUS CONCERNED ORGANIZATIONS. THIS

*Handwritten scribbles*

18



*Handwritten initials*

PAGE 01

TEGUCI 04527 222241Z

3394

ACTION AID-20

INFO OCT-01 /021 W

-----123306 222246Z /70

R 211716Z SEP 78

FM AMEMBASSY TEGUCIGALPA

TO SECSTATE WASHDC 1626

UNCLAS TEGUCIGALPA 4527

26

AIDAC

E. O. 11652: N/A

SUBJ: NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

REF: AIDTO CIRCULAR A-282

1. MISSION NEEDS FOR TECHNICAL AND/OR TRAINING ASSISTANCE INCLUDE:

A) WORKSHOPS/CONFERENCES AT CENTRAL, REGIONAL, AND LOCAL LEVELS TO DEVELOP BASIC PLANS AS WELL AS TO COORDINATE MULTI-MINISTRY EFFORTS;

B) EVALUATION OF ON-GOING NUTRITION EDUCATION EFFORTS WITH PROBABLE EMPHASIS ON COLLECTION OF BASELINE DATA, FORMATIVE EVALUATION OF MATERIALS, PROJECT RE-DESIGN, AND PROJECT IMPLEMENTATION/MANAGEMENTS;

C) TRAINING OF STAFF AND FIELD PERSONNEL.

2. WILL BE IN POSITION TO MAKE SPECIFIC CONSULTANCY REQUESTS UPON COMPLETION OF MISSION EVALUATION OF NUTRITION EDUCATION COMPONENT OF NUTRITION LOAN/GRANT PROGRAM IN EARLY FY 79.

JARAMILLO

5  
Action  
DS/n  
inf  
1-8  
HP  
RS  
LA  
KADS  
DSE  
DS/n  
ED  
FC  
ME

cc [unclear]



UNCLASSIFIED  
Department of State

INCOMING  
TELEGRAM  
8332

39

PAGE 01  
ACTION AID-31

SAN JO 03140 261555Z

INFO OCT-01 /032 W

-----065855 261623Z /50

R 261415Z JUL 78  
FM AMEMBASSY SAN JOSE  
TO SECSTATE WASHDC 1747

UNCLAS SAN JOSE 3140

28.

AIDAC

EO 11652: N/A  
SUBJ: NUTRITION EDUCATION/COMMUNICATION NEW-PROJECT

REF: AIDTO CIRCULAR 262

EXPECT GOCR TO REQUEST TECHNICAL ASSISTANCE AND WORKSHOPS IN  
NUTRITION EDUCATION/COMMUNICATION DURING THE NEXT 3-6 MONTHS.  
SPECIAL INTERESTS INCLUDE SELECTING AND DESIGNING MESSAGES,  
DESIGNING AND EXECUTING BASELINE SURVEYS, AND ESTABLISHING  
EVALUATION MECHANISM.

WEISSMAN

7  
LIT  
AGRR

11/1  
7-9

IT  
L.A. 9  
DS/N

DS/HER

✓

CC To

COPY

Department of State

TELEGRAM

40

PAGE 01

GUATEM 4876 211556Z

0332

ACTION AID-31

INFO OCT-01 OES-09 /041 W

-----066226 211557Z /43

R 211545Z AUG 78

FM AMEMBASSY GUATEMALA

TO SECSTATE WASHDC 1354

UNCLAS GUATEMALA 4876

AIDAC.

E. O. 11652: N/A

SUBJECT: NUTRITION EDUCATION/COMMUNICATION - PROPOSED DS/N PROJECT

REF: AIDTO CIRCULAR A-282 DATED 7/7/78

1. MISSION GENERALLY INTERESTED IN PROPOSED PROJECT TO PROVIDE TECHNICAL ASSISTANCE TO COUNTRIES IN AREA OF MASS MEDIA AND OTHER COMMUNICATION TECHNIQUES FOR NUTRITION EDUCATION.

2. GOG HAS SPECIAL EXPERIENCE IN USE OF MASS MEDIA TO DELIVER HEALTH, EDUCATION, AND AGRICULTURE INFORMATION VIA THE BRE/BVE PROJECT. AN IN-COUNTRY CAPABILITY ALREADY EXISTS IN MESSAGE DESIGN FOR NON-SPANISH SPEAKING GROUPS. HOWEVER, WE FORESEE THE POSSIBLE USE OF SHORT-TERM CONSULTANTS TO DEVELOP FURTHER THIS CAPABILITY AND APPLY IT TO COMMUNITY LEVEL NUTRITION EDUCATION PROGRAMS.

SHULER

*action*  
*D 9/11*  
*1-2-80*  
*11/13*  
*MIP*  
*AS*  
*W*  
*MIC*  
*M/25*  
*DS/100*

*ED*

*4-2-5*

*W*

**IRGRAM**

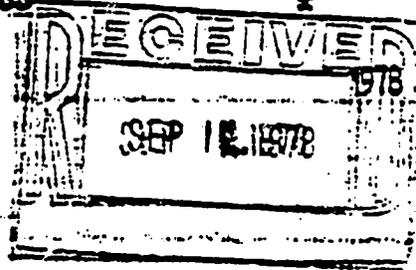
**DEPARTMENT OF STATE**

**ACTION COPY** 41

**UNCLASSIFIED**  
CLASSIFICATION

For each address check one ACTION INFO

TO - AID/W TOAID A-33



DATE REC'D.
1978 SEP 7 PM 12 21
AID
DATE SENT 8/31/78

DISTRIBUTION  
ACTION  
SIN  
INFO  
1-8  
1/4/84  
A  
C  
S  
ps  
1/1/82  
SLC  
EW

FROM - SAITO DOMINGO  
P.O. 11652: N/A  
SUBJECT - Nutrition Education/Communication - New Project

REFERENCE - a) AIDTO CIRCULAR A-282. b) AIDTO CIRCULAR A-329

an  
The GOEP has/cooperating mass media nutrition education campaign which includes an evaluation component. Radio education spots which are complemented by nutrition/health programs are being carried out by rural health promoters. Additional complementary nutritional education materials have been designed and will be distributed shortly. Seminars directed toward professional and para-professional health workers also complement the program.

Mission welcomes information and/or examples of materials developed in other LDCs to use to improve those developed locally.

YOST

EXC AGENCY

cc TM

PAGE 1	OF 1	PAGES 1
--------	------	---------

FILED BY DREYS:BT	OFFICE RAN/D	PHONE NO. 367	DATE 8/31/78	APPROVED BY: TATOTT/AD
----------------------	-----------------	------------------	-----------------	---------------------------

AND OTHER CLEARANCES

Notice Correspondence/MAIL in draft

**UNCLASSIFIED**

ACTION OFFICE - When ACTION completed, return this to CLASSIFICATION OFFICE

AIR-59 (1-82)

STATION or appropriate OFFICE (Do not type below this line)

NO ACTION NECESSARY

DATE	SIGNATURE	PRINTED 12-63
------	-----------	---------------

PROGRAM

DEPARTMENT OF STATE

**ACTION COPY**

42

UNCLASSIFIED  
CLASSIFICATION

For each address check one ACTION

INFO

DATE RECD.

TO - AID/Washington

TO AID A-53

1978 AUG 15 PM 5 29

AID

COMM BR

DATE SENT

8/11/78

FROM - USAID/San Salvador

SUBJECT - Nutrition Education/Communication - New Project: Mission Needs

REFERENCE - AIDTO Circular A-202

1. USAID/El Salvador is supporting expansion and coordination of GOES nutrition education programs including mass media through a Nutrition Improvement Grant. Establishment of a nutrition education subcommittee of on-going education project and program managers is planned as first step in development of an integrated national program. The following activities and technical assistance needs are projected with tentative schedule.

- a. Consolidation and summarization of available base line data on health and dietary behavior patterns: No outside assistance needed.
- b. Two in-country orientation workshops (5 days each) on formal and informal-outreach nutrition education, October & December 1978: Two specialists needed to conduct each of the 5 day workshops. Total: Need 4 specialists for 1 week each.
- c. Evaluation methods seminar and development of evaluation guidelines for nutrition education programs. One month of technical assistance needed March 1979.
- d. Development of culturally appropriate informal nutrition education materials and methods: Need 2 months technical assistance, May-June 1979.

cc TMJ

DISTRIBUTION

ACTION  
DS/N  
INFO  
112,8

DS/ED  
HADS  
PPC  
MP  
DS/AGR  
DA  
ES  
SER  
AA

RIC-15  
TATE-5

PAGE 1 OF 2

DRAFTED BY	OFFICE	PHONE NO.	DATE	APPROVED BY
HA:Erineman/si	UNSP		125/78	Alfredo Ruiz Director
AID AND OTHER CLEARANCES				ADON: PMASKIN
UNCLASSIFIED				PO: HR/Handler
ACTION OFFICE - When ACTION completed, return this copy to STATION or appropriate OFFICIAL FILE				NO ACTION NECESSARY
AID-40 (9-62) W/O HECTO		(Do not type below this line)		DATE SIGNATURE PRINTED 4-57

Development of formal nutrition education materials and curricula: Need 1.5 months technical assistance, June 1979.

- f. Curricula and methods design for training courses for nutrition educators: Need technical assistance 2 months, October-November 1979.
- g. Implementation and local coordination of multi-media programs: No outside technical assistance planned.

2. Needs for additional technical assistance may become apparent once project implementation has begun. In addition, although the technical assistance is needed for relatively short periods at separate intervals over a year's span, maximum continuity in advisors will be needed either by contracting on a repeated basis with the same people or by employing a group of related contractors working together on the project.

DEVINE

**IRGRAM**

**DEPARTMENT OF STATE**

**ACTION COPY**

**UNCLASSIFIED**

CLASSIFICATION

For each address check one ACTION

AGENCY FOR INT'L DEV  
INFO CRM-TELEBRANCH

1978 AUG 10 P 2:33

44

DISTRIBUTION

ACTION

*IN*

INFO

*2-1*

*A/DS*

*IAER*

*D*

*A*

*C*

*S*

*CC*

*LOW*

*STATE*

*25W*

TO - AID/W TOAID A- cc

*AUG 22*

DATE SENT

8/4/78

FROM - Panama City  
E.O. 11652: N/A  
SUBJECT - Nutrition Education/Communication - New Project

REFERENCE - AIDTO A-202

1. Mission strongly supports DS/H and DS/ED initiative in the area of Nutrition Education/Communication.
2. Mission has two large activities in the area of nutrition: the nutrition component of the Rural Health Delivery System Loan (525-U-045) and the PL-480 Title II program. Various other smaller PVO and SDA activities also address nutrition problems.
3. The development of stronger programs in the area of Nutrition Education/Communication has been identified by the Human Resources Division as a critical area for future USAID funding in Panama. Because mass media is highly developed in Panama, Reach and Frequency Techniques in coordination with non-formal activities carried out by the paramedics and agronomists in the Health program, and by school teachers in the PL-480 program, are being considered.
4. All assistance outlined in para 3 of ref airgram needed in development of Nutrition Education/Communication focus in Panama's programs.
5. Initial workshop in-country to bring key personnel together is excellent idea. Request AID/W inform Mission if such services are available prior to approval of project.
6. Please advise if more information is needed on specific Panama nutrition activities.

*JOSE*

*CC TM*

PAGE 1 OF 1 PAGES

DRAFTED BY <i>PWhite:ms</i>	OFFICE HRD	PHONE NO. 225	DATE 8-3-78	APPROVED BY <i>[Signature]</i>
--------------------------------	---------------	------------------	----------------	-----------------------------------

AID AND OTHER CLEARANCES

HRD:HCaudill (in draft)

ACTION OFFICE DP: [unclear] (complete) return this to [unclear] FILE  
STATION or appropriate OFFICIAL FILE

UNCLASSIFIED

CLASSIFICATION

NO ACTION NECESSARY	
DATE	SIGNATURE

COPY

Department of State

TELEGRAM  
1474

PAGE 01  
ACTION AID-31

MAIL BU 03820 180218Z

45

INFO OCT-01 DES-09 /041 W

-----013565 180218Z /12

R 171717Z AUG 78  
FM AMEMBASSY MANAGUA  
TO SECSTATE WASHDC 7489

UNCLAS MANAGUA 3820

AIDAC

E. O. 11652: N/A

SUBJECT: NUTRITION EDUCATION/COMMUNICATION-NEW PROJECT

REF: AIDTO CIRCULAR A-282

1. MISSION REGARDS THE FOLLOWING AS GTAN'S NEEDS:  
A) TECHNICAL ASSISTANCE IN THE AREAS OF:

-NUTRITION CURRICULUM DEVELOPMENT FOR PRIMARY SCHOOL  
(1ST GRADE THROUGH 6TH GRADE)

-NUTRITION CURRICULUM DEVELOPMENT FOR HEALTH PROFESSIONALS

-NUTRITION "CURRICULUM" DEVELOPMENT FOR NON-FORMAL  
EDUCATION OF FIELD AGENTS AND COMMUNITY PEOPLE

-NON-FORMAL EDUCATION TRAINING TECHNIQUES

-MASS MEDIA NUTRITION EDUCATION

-MESSAGE DEVELOPMENT AND TESTING

-NUTRITION EDUCATION EVALUATION (INCLUDING BASELINE DATA  
REQUIREMENTS)

B) TRAINING FOR GTAN CENTRAL-LEVEL STAFF AND OTHER AGENCIES'  
STAFF IN PROJECT MANAGEMENT AND EVALUATION OF EDUCATION/  
COMMUNICATION PROGRAMS.

C) TRAINING OF FIELD LEVEL PERSONNEL (MUNICIPAL AND COMMUNITY)

2. WORKSHOP/CONFERENCE NEEDS REMAIN TO BE ASSESSED.  
SOLAUN



cc TONY

UNCLASSIFIED

UNCLASSIFIED

CLASSIFICATION

**ACTION COPY**

CRIM. DIV. DATE RECD: 3 P 2:48  
178. AUG

46

For each address check one ACTION

TO

TRAIN A-36

STRICTION

ACT. ON  
PS/N  
INFO.  
12, 8  
MP  
DS/AGR  
ED  
LA  
RS  
PPC  
DA  
IC  
ES  
SER  
-R 10-8  
EW-9  
ATC-5

FROM - USAID Port-au-Prince, Haiti

DATE SENT  
July 28 1978

SUBJECT - Nutrition/Communication - New Project

REFERENCE - AIDTO # 282

1. USAID in the process of developing a new nutrition project for FY79. This project will include a significant nutrition education component.
2. Technical assistance is needed to design this component of project. USAID expects technical assistance team to arrive in September 1977. This team will identify future technical assistance and training needs to be funded under the project, and if relevant under new project per REPAIR.
3. USAID anticipates that T.A. and short term training needs will be heavy in first 2 years of Nutrition Project especially in Area (C) per REPAIR. Initial workshop idea particularly appropriate for Haiti due to the large number of individuals and organizations involved in Health/Nutrition Education, and the overlap in timing of USAID's GON's new nutrition project with DS/Ed and DS/N's new project.

MEADE ✓

cc Tomy

PAGE 1 OF 1

DRAFTED BY PHO: Lhorse:PHO	OFFICE PHO	PHONE NO. 229	DATE 7/24/78	APPROVED BY: DIR: LEHarrison
-------------------------------	---------------	------------------	-----------------	---------------------------------

A. C. AND OTHER CLEARANCES

Woynton:PHO \_\_\_\_\_ S Jacobs on:CAP \_\_\_\_\_

UNCLASSIFIED

CLASSIFICATION

ACTION OFFICE - When ACTION completed, return this copy to OFFICIAL FILE STATION or appropriate OFFICIAL FILE.

NO ACTION NECESSARY

DATE	SIGNATURE
------	-----------

UNCLASSIFIED  
Department of State

INCOMING TELEGRAM 47  
0086  
DS/W

PAGE 01 KINGST 05723 201612Z  
ACTION AID-20

INFO OCT-01 /021 W

-----119100 201621Z /45

R 201324Z JUL 78  
FM AMEMBASSY KINGSTON  
TO SECSTATE WASHDC 2425

JUL 21 1978

INFO  
TS  
LA  
M/P  
ED  
SER  
O/A  
STATE  
SOS  
RS

UNCLAS KINGSTON 5723

AIDAC

E. O. 11652: N/A  
SUBJECT: NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

REF: AIRGRAM CIRC A -282

1. DS/W AND DS/ED HAVE ALREADY BEEN OF TREMENDOUS ASSISTANCE TO THE JAMAICAN PROGRAM IN THIS AREA BY PROVIDING LITERATURE, INFORMATION ON TRAINING OPPORTUNITIES, AND BY ASSISTING IN PLANNING AND ORGANIZING WEEK-LONG FORUM TO BE HELD HERE IN SEPTEMBER FOLLOWED BY WEEK-LONG CONSULTATION WITH JAMAICAN COUNTERPARTS.

2. ONE OBJECTIVE OF ABOVE-MENTIONED FORUM AND CONSULTATION PERIOD IS TO ASSIST MISSION IN IDENTIFYING POSSIBLE AREAS OF COOPERATION IN NUTRITION-HEALTH COMMUNICATIONS BETWEEN USAID AND GOJ. THIS RESPONSE AT THIS STAGE SOMEWHAT PREMATURE.

3. USAID'S INVOLVEMENT IN THIS TECHNICAL AREA SHOULD COMPLEMENT IBRD ON-GOING AND PLANNED ASSISTANCE AND WILL DEPEND ON OUR FUTURE PROGRAMMING ACTIVITIES IN THE ENTIRE NUTRITION "SECTOR"

IRVING

AIRC-3  
NEW-9

cc Tony Meyer

PAGE 01 BRIDG 02284 151639Z  
ACTION AID-59

2413

INFO OCT-01 ISO-00 OES-09 /069 W

-----098921 151645Z /44

R 151524Z AUG 78  
FM AMEMBASSY BRIDGETOWN  
TO SECSTATE WASHDC 5995  
INFO AMEMBASSY KINGSTON

UNCLAS BRIDGETOWN 2284

AIDAC

E.O. 11652: N/A

SUBJ: NUTRITION EDUCATION/COMMUNICATION

1. RDO/C APPRECIATES DS/N EFFORTS TO PROVIDE A PROGRAM UTILIZING THE MASS MEDIA AND OTHER COMMUNICATION TECHNIQUES TO INTRODUCE IMPROVED NUTRITION AND FEEDING PRACTICES AMONG NUTRITIONALLY VULNERABLE POPULATION GROUPS IN LDC'S.

2. RDO/C POLICY IS TO PROVIDE ASSISTANCE THROUGH REGIONAL ORGANIZATIONS AND JUST RECENTLY APPROVED A GRANT TO THE CARIBBEAN FOOD AND NUTRITION INSTITUTE (CFNI) JAMAICA.

3. WE SUGGEST THAT LINDA HAVERBERG REGIONAL NUTRITION ADVISOR CONSULT WITH STAFF OF CFNI ON THE BEST WAY TO INCORPORATE AND UTILIZE SERVICES STATED IN REFERENCE AIRGRAM INTO CFNI ACTIVITIES AND PROVIDE THESE COMMENTS TO DS/W WITH INFORMATION RDO/C.

ORTIZ



cc - Tmg

PAGE 01 KINGST 00043 0214522  
ACTION AID-55

0546

KINGST 00043 0214522

49

INFO OCT-81 DES-03 EB-01 /077 V

NOTE BY DC/T: MESSAGE DELAYED IN TRANSMISSION.

-----075773 #216121 /51

P R 201815Z SEP 78  
FM AMEMBASSY KINGSTON  
TO SECSTATE WASHDC PRIORITY 3683  
INFO AMEMBASSY BRIDGETOWN

3.

UNCLAS KINGSTON 0043

AIDAC

I.D. 11652: N/A

SUBJECT: NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

REF: A) BRIDGETOWN 2284 B) AIRGRAM CIRC A - 282

1. PER REF. A, THE FOLLOWING SUMMARIZES RESPONSE OF CFNI TO THE SERVICES WHICH MIGHT BE AVAILABLE UNDER THE PROPOSED NEW PROJECT.
  2. SOME NUTRITION EDUCATION ACTIVITIES OF CFNI WHICH COULD BENEFIT FROM AID ASSISTANCE INCLUDE THE FOLLOWING:
    - A. MRS. MARISSE LOUISY, HEALTH EDUCATOR, NUTRITION UNIT, MINISTRY OF EDUCATION AND HEALTH, ST. LUCIA HAS ASKED MRS. PETERS, CFNI STAFF NUTRITION EDUCATOR, TO ASSIST IN A WORKSHOP ON THE USE OF RADIO IN NUTRITION EDUCATION. DATE NOT SET BUT HOPE FOR IN 1979. EXPERTISE COULD BE UTILIZED TO ASSIST CFNI IN PROVIDING TECHNICAL ASSISTANCE BOTH IN DESIGNING THE PROGRAM, DEVELOPING SUPPORT MATERIALS, AND TRAINING PERSONNEL.
    - B. CFNI IS INTERESTED IN MAKING THE INFORMATION CURRENTLY PROVIDED TO CARIBBEAN GOVERNMENTS ON NUTRIENT COST DATA MORE USEFUL TO TEACHERS, EXTENSION WORKERS, HEALTH EDUCATORS, NUTRITION PERSONNEL AND CONSUMERS THEMSELVES. ASSISTANCE COULD BE USED TO ADAPT THIS INFORMATION TO GET IT INTO THE MARKETING SYSTEM THROUGH POSTERS, LEAFLETS, PRODUCT LABELLING, RADIO MESSAGES, POINT OF SALE METHODS, ETC.
    - C. DEVELOPMENT OF MATERIALS FOR USE IN FORMAL LITERACY PROGRAMS AND ALSO FOR THOSE WITH LIMITED OR NO READING SKILLS. CFNI CURRENTLY PROVIDES NUTRITION INFORMATION TO JAMAICA TO USE AS BASIS FOR NEWSLETTER AND NEWSPAPER ARTICLES. ASSISTANCE IN TRAINING PERSONNEL IN TECHNIQUES TO TEACH DIETARY CONCEPTS SUCH AS THOSE FOR DIABETES AND OBESITY EDUCATION TO ILLITERATES WOULD BE USEFUL. CFNI IS ESPECIALLY INTERESTED IN DEVELOPING REGIONAL FOOD MODELS, FOOD PORTIONS, MODELLED ON NTL DAILY COUNCIL.
    - D. MATERIALS TO BE DEVELOPED FOR USE IN CONJUNCTION WITH CFNI'S PAHO/WHO SLIDE SERIES ON SUCCESSFUL BREASTFEEDING INCLUDE A TEACHERS' GUIDE, POSTERS, AND A COMIC BOOK/PHOTONOVEL FOR THE MOTHER TO BE. CFNI COULD USE TECHNICAL ASSISTANCE IN THEIR PREPARATION, PARTICULARLY THE COMIC BOOK.
    - E. IN 1972 A TECHNICAL GROUP MEETING ON NUTRITION EDUCATION IN THE CARIBBEAN WAS HELD UNDER THE AUSPICES OF CFNI. A FOLLOW-UP TECHNICAL GROUP MEETING WOULD BE USEFUL. WHAT HAS HAPPENED TO THE RECOMMENDATIONS OF THAT MEETING? WHAT AREAS COULD BENEFIT FROM AID EXPERTISE, CURRICULUM DEVELOPMENT, INSERVICE TRAINING IN NUTRITION EDUCATION TECHNIQUES, ETC?
  3. THE ABOVE ASSISTANCE WOULD BUILD ON THE EXISTING AID FOOD AND NUTRITION PROJECT WITH CFNI WHICH INCLUDES SUPPORT FOR THE PRODUCTION OF EDUCATIONAL MATERIALS.
- IRVING

UNCLASSIFIED



COPY

Department of State

TELEGRAM 51

PAGE 01 NAIROBI 10985 260903Z

ACTION AID-31

7245  
OS, N

INFO OCT-01 AF-10 EB-08 /050 W

-----059968 260920Z /20

1-2-9  
1000

R 260629Z JUL 78

FM AMEMBASSY NAIROBI

TO SECSTATE WASHDC 9131

UNCLAS NAIROBI 10985

AIDAC

E. O. 11652: N/A

SUBJ: NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

MS  
RS  
PP  
HA/E  
DS/AC  
ED

REF AIDTO CIRCULAR A-282

1. USAID/K, THROUGH THE ADVISORY TEAM IN MINISTRY OF HEALTH, IS PARTICIPATING IN ASSESSMENT OF THE HEALTH SECTOR IN KENYA. NUTRITION WILL BE ONE OF THE PRINCIPAL AREAS THE ASSESSMENT WILL ADDRESS. UNTIL THE ASSESSMENT IS COMPLETED, USAID CANNOT DETERMIN WHAT REQUIREMENTS WILL BE IDENTIFIED OR WHAT COURSE OF ACTION, IF ANY, WILL BE MOST APPROPRIATE FOR AID ASSISTANCE. FURTHER, GOK HAS NOT YET ARTICULATED A DEFINITE NUTRITION POLICY. ADDITIONAL GUIDANCE ON GOVERNMENT'S INTERESTS/PRIORITIES SHOULD BE FORTHCOMING IN NEW DEVELOPMENT PLAN TO BE ISSUED DECEMBER 1978.

AS/AC  
10.50

2. DSB/N WILL BE KEPT APPRISED OF THE DEVELOPMENT OF THE ASSESSMENT AND MAY BE REQUASTED TO PROVIDE EXPERTISE TO ASSIST MISSION IN PREPARING THE NUTRITION COMPONENT OF THE RURAL HEALTH PROJECT PAPER. WE DO NOT ANTICIPATE REQUIREMENT FOR SUCH ASSISTANCE UNTIL EARLY SPRING. MISSION WILL ADVISE.

LE MELLE



UNCLASSIFIED

Department of State

TELEGRAM

52

4249

32

PAGE 01

GABOR. 02281 211447Z

170 ACTION AID-31

22

PS INFO OCT-01 AF-10 /042 W

ER

-----B10700 211459Z /43

S

R 211424Z JUL 78

1A-2

FM AMEMBASSY GABORONE

D

TO SECSTATE WASHDC 2755

UNCLAS GABORONE 2281

AIDAC

FOR DS/N

E.O. 11652: N/A

SUBJ: NUTRITION EDUCATION/COMMUNICATION.- NEW PROJECT

REF: AIETO CIRCULAR A-282 7/7/78

1. WE HAVE RECENTLY FORWARDED TO AID/W PP FOR HEALTH SERVICES PROJECT IN BOTSWANA. NO DOUBT YOUR OFFICE INVOLVED IN REVIEW AS ONE OF FOUR COMPONENTS OF PROJECT IS TO ASSIST GOB IN DEVELOPING A NATIONAL NUTRITION PROGRAM THROUGH NUTRITION RESEARCH, WHICH IS VERY MINIMAL AT THIS TIME.

2. THE IMPLEMENTATION METHODOLOGY OF A NATIONAL NUTRITION PROGRAM HAS NOT YET BEEN DECIDED, BUT SUBJECT PROJECT WILL HOPEFULLY BE ON-GOING WHEN GOB BEGINS TO LOOK AT TECHNIQUES FOR NUTRITION EDUCATION. AT THAT TIME, IT WOULD BE HELPFUL TO CALL ON YOU FOR ASSISTANCE/ADVICE.

ALBERTI



UNCLASSIFIED

cc Terry [unclear]

0071

# Department of State

TELEGRAM

6138

PAGE 01

RABAT 05202 251109Z

ACTION AID-31

INFO OCT-01 NEA-10 OES-09 /051 W

-----106151 251112Z /10

R 250942Z AUG 78

FM AMEMBASSY RABAT

TO SECSTATE WASHDC 6548

UNCLAS RABAT. 5202

AIDAC

E.O. 11652: N/A

SUBJECT: NUTRITION EDUCATION/COMMUNICATION

REF: AID TO CIRC A 282 - RABAT 3709

PROPOSED PROJECT REPRESENTS POTENTIALLY VERY USEFUL LDC NUTRITION PROGRAM SUPPORT. BELIEVE SHORT-TERM TRAINING ELEMENT IN LDC SETTINGS IS ESSENTIAL TO IMPROVE PRESENT NUTRITION EDUCATION PROGRAMS. KEY ELEMENTS OF TRAINING MIGHT INCLUDE DEVELOPMENT AND TESTING OF MESSAGES, ELEMENTS OF GRAPHIC DESIGN AND IMPACT APPRAISAL, PHOTO-NOVELS, USE OF SOAP OPERA STORY TECHNIQUES TO SUPPORT MESSAGE PROGRAMS, AND GUIDELINES FOR ASSESSING HOW STRONGLY HELD FOOD BELIEFS AND HABITS MIGHT BE MODIFIED.

2. NUTRITION EDUCATION EFFORTS IN MOROCCO FLUID BUT NOT OVERLY RECEPTIVE TO USE OF SHORT-TERM PROFESSIONAL U.S. EXPERTISE. BELIEVE PART OF PROBLEM REFLECTS SENSITIVITIES TOWARD AND LACK OF UNDERSTANDING OF MESSAGE DEVELOPMENT AND EVALUATION PROGRAM RESULTS IN TERMS OF SERVICES PROVIDED AND ULTIMATELY CHANGES IN NUTRITION STATUS. THEREFORE USAID UNABLE PREDICT WHEN AND HOW MOROCCO MIGHT UTILIZE SERVICES IN THIS FIELD. MOFFAT.

*action*  
 -----  
*info*  
 -----  
*1-3-8*  
*03*  
*Deliver*  
*01/08*  
*0071*  
*EB*  
*05*

*050*  
*05202*

*✓*  
*C. Tom*

UNCLASSIFIED  
Department of State

INCOMING  
TELEGRAM

54

PAGE 01

MANILA 12661 250441Z

2927

ACTION AID-31

INFO OCT-01 DES-09 /041 W

-----043997 250445Z /17

R 250410Z JUL 78  
FM AMEMBASSY MANILA  
TO SECSTATE WASHDC 9060

UNCLAS MANILA 12661

AIDAC

E. O. 11652: N/A

SUBJECT: NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

REF: AIDTO CIRC A-282

AS AID/WASHINGTON AWARE NUTRITION CENTER OF THE PHILIPPINES (NCP) HAS BEEN A LEADER IN THE DEVELOPMENT AND USE OF INNOVATIVE METHODOLOGIES TO RELAY NUTRITION INFORMATION TO TARGET GROUPS AND OTHERS. MISSION HAS PASSED COPIES OF REPAIR TO NCP IN ORDER COORDINATE INPUTS FOR POSSIBLE INCLUSION IN NEW PP FOR NUTRITION EDUCATION/COMMUNICATION. DUE TO FACT THAT NCP STAFF IS HEAVILY INVOLVED IN ACTIVITIES COMMEMORATING JULY AS PHILIPPINE NUTRITION MONTH. COORDINATED RESPONSE WILL HAVE TO BE PROVIDED SEPTEL ABOUT MID-AUGUST. MURPHY

*[Handwritten initials]*

*DES/*

*[Handwritten initials]*

*[Large handwritten checkmark]*

*[Handwritten signature]*

ACTION  
COPY

UNCLASSIFIED  
Department of State

INCOMING  
TELEGRAM 55  
0117

PAGE 01 NEW DEL 11237 241115Z

ACTION AID-59

INFO OCT-01 NEA-10 DES-09 /079 W

-----035945 241115Z /.

R 2410-9Z JUL 78  
FM AMEMBASSY NEW DELHI  
TO SECSTATE WASHDC 2941

UNCLAS NEW DELHI 11237

AIDAC

E. O. 11652: N/A

SUBJECT: NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

REF: AIDTO CIRCULAR A-282

ALTHOUGH USAID DOES NOT FORESEE USE OF SERVICES OFFERED IN FORTHCOMING DS/N PROGRAM, WE WOULD APPRECIATE RECEIVING AT LEAST TEN COPIES EACH OF THE REPORTS AND PUBLICATIONS MENTIONED PARA 2 REPAIR FOR DISSEMINATION TO INDIAN INSTITUTIONS AND ORGANIZATIONS INVOLVED IN NUTRITION EDUCATION PROGRAMS. PLEASE POUCH TO GEORGE C. WARNER, CHIEF, OFFICE OF FOOD AND NUTRITION, USAID/NEW DELHI.

GOHEEN

*[Handwritten notes and stamps on the right margin, including a large checkmark]*

UNCLASSIFIED

CC TSN

COPY

Department of State

TELEGRAM

PAGE 01

JAKARTA 09941 240942Z

0045

ACTION AID-31

INFO OCT-01 DES-09 /041 W

-----035472 240959Z /17

R 240857Z JUL 78

FM AMEMBASSY JAKARTA

TO SECSTATE WASHDC 357

UNCLAS JAKARTA 9941

AIDAC

E. O. 11652: N/A

SUBJ: NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

REF: AID/TO CIRCULAR A-282

REQUESTED ADVICE RELATIVE TO SUBJECT NEEDS WILL FOLLOW DISCUSSIONS  
GOI OFFICIALS.

GARDNER

*7*  
*A-1*  
*DS/1*

*12F*  
*14-8*

*DS/12F*

*HA/DS*

*USIA*

*USIA*

*USIA*



UNCLASSIFIED

NOTION  
COPY

UNCLASSIFIED  
Department of State

INDUSTRY  
TELEGRAM

M.F. 57

PAGE 01  
ACTION AID-31

JAKARTA 12072 070643Z

1279

INFO OCT-01 EA-12 OES-09 /053 W

-----128909 070647Z /17

R 070540Z SEP 78  
FM AMEMBASSY JAKARTA  
TO SECSTATE WASHDC 1262

UNCLAS JAKARTA 12072

AIDAC

E. O. 11652: N/A

SUBJ: NUTRITION EDUCATION/NEW PROJECT

REF: A) CIRC A-329, B) CIRC. A-359

1. MINISTRY OF HEALTH DELIBERATING ON SPECIFIC NEEDS FOR ASSISTANCE,  
DISCUSSED REF. (A). MOH HAS ALREADY SOUGHT ASSISTANCE MANOFF  
INTERNATIONAL THROUGH WORLD BANK. WILL ADVISE ASAP ADDITIONAL  
NEEDS PERCEIVED BY MOH.

2. BOOK INCLUDED WITH REF. (B) PROVIDED MOH DIRECTORATE HEALTH  
EDUCATION: MUCH APPRECIATED.  
MASTERS

✓

cc TM

UNCLASSIFIED

PAGE 01  
ACTION AID-31

DACCA 4598 271032Z

INFO OCT-01 NEA-10 /042 W

-----089346 271034Z /23

R 270848Z JUL 78  
FM AMEMBASSY DACCA  
TO SECSTATE WASHDC 0214

UNCLAS DACCA 4598

AIDAC

E. O. 11652: N/A  
SUBJECT : NUTRITION EDUCATION/COMMUNICATION - NEW PROJECT

REF: AIDTO CIRCULAR A - 282

MISSION PLEASED TO SEE DEVELOPMENT AID/W CAPACITY IN THIS AREA. BELIEVE, HOWEVER, THAT EXTREME POVERTY OF MALNOURISHED IN BAN-GLADESH AND MINIMAL ACCESS BY THIS GROUP TO MASS MEDIA ARGUES AGAINST MAJOR MASS MEDIA/NUTRITION INITIATIVE NOW. MISSION PURSUING EFFORTS TO INCORPORATE NUTRITION EDUCATION INTO OTHER SERVICES BUT DOES NOT ANTICIPATE AID/W ASSISTANCE AT PRESENT. SCHNEIDER

AET  
20/10

20/10

20/10  
20/10  
20/10  
20/10



**ACTION COPY**

CLASSIFICATION

For each address check one ACTION INFO

DATE RECEIVED BY BRANCH

TO - AID/W TO AID A- 125

RECEIVED  
AUG 18 1978

1978 AUG -2 P 7: 5

DATE SENT  
7/28/78

DISTRIBUTION  
ACTION  
DS/N  
INFO  
2/4/78  
ES  
SER  
H/SIA  
BUSI  
MIP  
DS/HGR  
ED  
LH  
RS  
PPC  
EA  
IC  
IT

FROM - USAID/ISLAMABAD

SUBJECT - Nutrition Education/Communication - New Project

REFERENCE - AID/W Circular A-232

Summary: Mission supports AID/W effort in developing Nutrition Education/Communication - new project. We have several projects at different stages of assembly line, all of which have a large nutrition education/publicity component which will benefit from the subject project's technical assistance and participant training. These include projects on Atta Vitaminization, Community Nutrition Education, Coffer Control Program in the North West Frontier Province, a pilot mass media education program and Development Support Communication Center. Projectwise needs are as follows - End Summary.

Atta Vitaminization: A nutrition education and publicity campaign will be carried out to inform consumers of the beneficial effects of vitaminization. During the early part of the first year the publicity strategy will be developed, pretested on a small scale and refined. The most important component of this campaign will be radio and television spot announcements which will emphasize the nutritional benefits of vitaminization. The campaign is planned to begin just prior to the distribution of vitaminized atta to the ration shops. The Ministry of Food and Agriculture will organize and manage the publicity campaign with assistance from the Ministry of Broadcasting and Information. The foreign technical advisory services will be provided as a part of the package of services funded under the Host Country Contract with a US firm(s). A portion of the local cost will also be financed by USAID through a Section.204 Title II Grant.

OTHER AGENCY

RIC-8  
EW-9  
HAR-5

cc  
PAGE 1 OF 3

RAFTED BY OFFICE PHONE NO. DATE APPROVED BY:  
Jafri/obashi/ja HPN 304 7/25/78 Dr. William A. Wolfers:D(A)

ID AND OTHER CLEARANCES  
CJ Martione:HPN  
JW Martin:C/HPN

AS Lezin:FRG  
FFreeman DD(A)

UNCLASSIFIED

When ACTION completed, return this copy to OFFICIAL FILE STATION or appropriate OFFICIAL FILE.

NO ACTION NECESSARY  
DATE SIGNATURE PRINTED 3-63

60

**Community Nutrition Education:** In May, 1977 Mission submitted a PID on Community Nutrition Education Project for AID/W approval for FY 1980 implementation. The purpose of the proposed project is to introduce/or strengthen nutritional services in the various facilities operated by several of the major voluntary agencies in Pakistan. A major output of the project will be extensive training of the staff of the participating voluntary agencies (a) to develop messages, design training materials (charts, posters, picture cards slides, film strips, sound cassettes etc.) and evolve formative evaluation techniques for use in the field; (b) to improve ability of the program staff of the voluntary agencies to design nutrition education projects which include use of multimedia.

This training will involve both participants training in a third country such as the Philippines which has high expertise residing in the Philippine Nutrition Center and incountry training of the trainers and workers by the USAID financed foreign consultants.

**Goiter Control Program:** Under this project a nutrition education and publicity strategy will be designed and launched in the project area in order to educate the masses regarding the beneficial effect of iodized salt consumption. The design of the publicity strategy will be capable of reaching largely illiterate population in the mountainous regions in which the formal established channels of communication are minimal or non-existent. The educational program will include use of spot announcements through radio, posters, picture cards, banners, and person to person contact by the health field staff. The publicity strategy will be designed by the Health Department of the North West Frontier Province and the required technical advisory services will be provided through USDA consultants to help the Government health education planners.

**Mass Media Nutrition Education:** A pilot project has been designed by the Nutrition Syndicate of the Planning and Development Division of the GOP Islamabad to test the efficacy of broadcasting spot messages on nutrition over the radio. The objective of the broadcast is to improve rural mother's child feeding and related practices. The messages will be broadcasted through-out the country. Several villages in each province will be selected for monitoring and evaluating the effectiveness

61

of the campaign. A base line survey and several follow up studies of these test villages will be conducted. If the results of the experimental phase are positive the project will be continued or expanded.

Development Support Communications Center (DSCC): The DSCC will be a ~~small~~ semi-autonomous unit attached to the Pakistan Broadcasting Corporation. Its function will be to develop and broadcast radio campaigns dealing with agriculture, health, nutrition and family planning, to rural audiences in all provinces. The success of these campaigns will be measured by the extent to which they motivate target audiences to adopt practices recommended by the radio messages. Trained workers will interview members of the target audience to determine whether or not listeners have adopted practices or acquired skills as a result of the broadcasts.

In all the above stated projects there is a need of foreign technical assistance for training of project personnel so as to develop a capability to design nutrition education projects, prepare program content and the development of educational material for multi-media use. The proposed AID/W Nutrition Education/Communication Project is a timely move to satisfy that need through technical assistance in training, program design and workshops/conferences in the general areas of nutrition education/communication. As noted above, the foregoing projects are in varying stages of preparation and design. Even for the most advanced activity - Vitaminization of Atta - funding authority will be required before implementation can begin.

P. W. S. L.

## ATTACHMENT B

PERCEIVED NEEDS FOR TECHNICAL ASSISTANCE  
IN NUTRITION EDUCATION BY REGIONS

1. The Near East

In the Near East region, the two countries which would be most affected at the present and for the short-term future by the availability of nutrition education technical assistance are Tunisia and Morocco. In April, 1978, the Moroccan Government made an informal request to the field mission for two weeks of consultant time to explore how Moroccan mass media could be adapted to meet informational and educational needs related to nutrition. GOM officials suggested that any recommendations for action made by the consultant would be reviewed by an interministerial group and incorporated, as appropriate, in the development plan for 1978-1982. USAID/Morocco also informed DS/N that the mission is currently exploring alternative means for providing nutrition education technical assistance with a recently formed technical group working in the area. The group, as of June 1978, was just beginning its task under the auspices of the Interministerial Commission on Food and Nutrition. The mission predicts that by the fall of 1978, this group will request technical assistance from USAID.

Three other activities, either planned or ongoing, in Morocco may also result in additional requests for nutrition education technical assistance. A contractor, Research Triangle Institute (RTI), is engaged in an effort to institutionalize an effective nutrition planning capability that will permit the design and monitoring of an integrated multisectoral nutrition strategy. In October 1977, the RTI team conducted an assessment of nutrition knowledge, attitudes and practices related to food consumption habits. The justification for this activity was to provide a factual basis for developing nutrition education programs of all types. To date, no direct work on nutrition education has been carried out by RTI. However, results of the study conducted will provide the foundation upon which nutrition education objectives can be based and may stimulate a desire for additional technical assistance in the design or implementation of programs.

Additionally, the Near East Bureau has received preliminary notification from USAID/Morocco about a rural health project which, at the present time, is still in the idea stage. Such a project will likely include a health and nutrition education component. Short-term technical assistance may be needed for its successful planning and implementation.

The third activity in Morocco which relates to nutrition education technical assistance stems from an Operational Program Grant (OPG) awarded to CRS/Morocco for the

establishment of a basic nutrition education program to help improve the nutritional status of children involved in a maternal/child feeding program. The CRS project involves a network of 250 centers throughout Morocco which dispense basic nutrition and health information while distributing food supplements to mothers and their pre-school children. CRS is training the managers of these centers so that they will be better able to instruct mothers on food selection, food preparation, nutrition in general, child health and personal hygiene. According to the terms of the OPG, CRS will be responsible for project evaluation including the development of progress indicators and the procurement of sufficient baseline data. For this task, it has been suggested that CRS may wish to call in consultants from AID/W. It is also likely that upon completion of the OPG, USAID/Morocco will assume responsibility for the project and redesign some of its elements. This redesign may also require technical assistance from AID/W.

In Tunisia, contractors have provided assistance in the design and implementation of a nutrition planning program. The purpose of the program is to strengthen the GOT's capability to plan an intervention strategy which will improve the nutritional status of the target population. It is likely that one component of such a strategy will be nutrition education. A request to DS/N and DS/EHR for technical assistance in the design of the component is

anticipated, therefore, within the next twelve months. A current project in Tunisia, estimated to conclude in FY 1980, focuses on rural community health. A technical assistance team is cooperating with the GOT in restructuring the role of front line workers in health and nutrition so that paramedics will be able to organize and implement an expanded outreach program for preventive services. Project plans call for substantial retraining of clinical personnel staffing dispensaries, preventive health workers, midwives and health technicians. One of the skills to be imparted to these workers is the treatment of high risk infants and children through family-based nutrition education programs. Technical assistance from AID/W may be sought to augment these efforts with media presentations.

Among the West Bank, Yemen, Afghanistan, Jordan, Syria and Egypt, it is likely that some nutrition education technical assistance requests will be prepared by the local missions. However, unlike Tunisia and Morocco, such requests are not anticipated within the ensuing twelve-month period.

In Afghanistan, a basic health services program is underway in which contractors are training health center personnel and village health workers. Technical assistance in nutrition education might be sought for the design of certain key activities.

In Egypt, an urban health care delivery systems grant has been proposed which will provide both curative and preventive health care services. In addition, a CRS nutrition education project and a rural health care services project are in the planning stages. A nutrition survey was also recently requested. Any or all of these activities may result in requests to DS/N and DS/EHR for nutrition education technical assistance. Similarly, in Yemen, a nutrition survey is scheduled to begin in August 1978. The results of the survey may stimulate a request for nutrition education technical assistance within eighteen months of its completion.

In Syria, a nutrition planning and nutrition education grant is being designed which will provide support to health centers. While current plans call for USAID/S to contract the assistance required using project development and support monies (through an IQC), there may also be a mission request to AID/W for short-term assistance.

In both Jordan and the West Bank all nutrition education-related projects are being managed by two private voluntary organizations, CARE and CRS, through OPG's. Substantial private voluntary organization projects in nutrition education are also being conducted in Morocco and Yemen. The Near East Bureau has suggested that short-term technical assistance might be furnished by AID/W to help these voluntary agencies evaluate the results of their projects.

C. Asia

The Asia region also has several grants and loans either in the planning or implementation stages which can produce requests to DS/N and DS/EHR for nutrition education technical assistance. Two countries, Indonesia and Pakistan, are likely to embark upon nutrition education projects in the very near future. The Indonesian project, which is at the PID stage, is a five-year grant designed to reduce the incidence of protein-calorie malnutrition in a target population of preschool children and pregnant and lactating women by 75 percent. To accomplish this goal, a Village Family Planning System will be utilized to deliver supplemental food. At the same time, efforts will be made to improve the nutritional status of the target population through the development of home gardens, cooperative village food production and new methods of processing or preparing locally available foods. Essentially, the project can be thought of as a process of learning and institutionalizing methods of nutrition first aid and community-based nutrition surveillance as well as methods of augmenting food production to meet specific nutritional needs. For both the training of the outreach workers, as well as in support of their extension work, mass media and other types of nutrition education interventions will be considered. Technical assistance may be requested from DS/N and DS/EHR in planning an appropriate strategy. Another projected activity in Indonesia involves addressing vitamin A differences through a mixture of nutrition and horticulture.

education. Technical assistance to design the educational strategy may also be requested by USAID/I in a year and mass media may be appropriate to this project. At the present time, USAID/I is conducting discussions with GOI to determine nutrition education technical assistance needs.

Two activities projected by USAID/Pakistan may also result in requests for technical assistance. The first concerns a project, still in the planning stage, which will fortify wheat. Because the new product will be more expensive than the one currently consumed, promotional work with the public will likely be deemed necessary. Mass media may well be a critical ingredient of the promotional campaign. Another project activity will focus on reducing vitamin A deficiencies in a targeted population. Nutrition education will be an important element in the project strategy and mass media may be used in an educational campaign. Both the fortified wheat and vitamin A projects, when approved, are likely to trigger nutrition education technical assistance requests to AID/W.

Another upcoming USAID/P project, now an approved PID, seeks to improve the nutritional status of a population of preschool children and pregnant/lactating mothers served through centers supported by selected voluntary agencies. A critical output of the project will be the establishment of a nutrition training and programming capability within the participating agencies. Trained staff from these

agencies will, by the conclusion of the project, have a well developed set of teaching materials and aids which they can use to provide both basic and refresher nutrition training for other agency staff members. Included in the inputs required to achieve the project's goals are technical assistance and teaching materials. Both local and expatriates will be used on a short-term basis. AID/W will likely be requested to assist the field mission in identifying the expatriate contractors.

Although the Philippines has the oldest program in nutrition among the Asian countries, USAID/P is currently analyzing the possibility of submitting a new project paper for nutrition education/communication. The Nutrition Center of the Philippines has been a leader in the development and use of innovative methodologies to relay nutrition information to target groups. Nevertheless, the Center might wish to coordinate activities with short-term contractors furnished or identified through AID/W. A technical review of the Philippine nutrition program, completed in February 1978, recommended the review of current health outreach work with a view toward moving to a more preventive and promotive program. It was suggested by the review team that special programs might be designed to control goiter and vitamin A problems in designated areas. If the idea for such activities progresses to a concrete planning stage, short-term AID/W-supported technical assist-

70

ance might be useful in aiding the Nutrition Center of the Philippines in designing appropriate campaigns.

In Papua, New Guinea and Fiji, nutrition planning activities are being supported through grants. The basic format has been to organize workshops where nutrition needs are identified and then to follow the workshops up with small projects related to these needs. This format may result, over time, in requests for nutrition education technical assistance.

### 3. Africa

In Africa, forecasting requests by field missions for nutrition education technical assistance is a complex chore because several activities which are underway will very likely stimulate a demand for the short-term availability of consultants. For example, a workshop on multi-sectoral nutrition planning for Sahelian nations was held in Upper Volta in September 1978. Participants included high-ranking ministerial officials. It is likely that this workshop will ultimately result in some requests to AID/W through the field missions for nutrition education technical assistance. However, it would be difficult to estimate at this time when the requests would be forthcoming.

Three other examples of current activities can be cited to demonstrate that the situation in Africa vis a vis

technical assistance requests is fluid one. USAID/Kenya, through an advisory team in the Ministry of Health, is participating in the assessment of the local health sector. Nutrition will be one of the principal areas addressed by the assessment. However, until the assessment is completed, USAID/K cannot determine what course of action, if any, the mission should take in health and nutrition assistance programming. Nevertheless, a cable from USAID/K suggests that it might request technical assistance from DS/N to help in preparing the nutrition component of a rural health program paper. Such a request would likely be made according to information furnished by the mission not earlier than Spring 1979.

In Zaire, Tulane University is the contractor for a project being carried out by a branch of the Ministry of Health. The aim of the project is to identify the socio-economic characteristics that make certain segments of the population nutritionally at risk. Once these factors have been identified, the contractor will begin to design appropriate intervention strategies. A follow-on project with a focus on media-based campaigns and interpersonal contacts is one possible outcome of the activities now underway.

In Ghana, a nutrition improvement project had been planned and a PID was approved in 1975 for the design of appropriate nutrition interventions. One aspect of the proposed project concerned assisting the Ministry of

Health in the establishment of a nutrition planning committee. For a variety of reasons not inherent in the project's design, it was dropped in 1978. The field mission is now considering the possibility of developing a low-cost integrated health delivery system with a nutrition component. This project may contain several elements described in the PID which was cancelled. Once the nature of the project is defined, short-term technical assistance to support its design could be requested.

Three other PIDs related to nutrition education should also be noted because each may well result in a request to AID/W for technical assistance. In Cameroon, a \$14.9 million grant is planned to span fiscal years 1979 through 1983. Its purpose is to extend rural health services through the training of three different levels of health workers at two centers. Middle level health workers will be trained to provide basic nutrition services to rural populations. Media may be used at some point to complement the efforts of these workers.

On Cape Verde Island, a basic rural health services grant is planned for fiscal years 1979 through 1981. Project plans call for health educators, chosen by the community, to be trained by UNICEF in, among other things, community nutrition education techniques. These educators will be based in rural health centers and will launch community-based nutrition education initiatives. Some

media-based reinforcement of the educators' efforts may be considered desirable at some point in the project's development.

In Sudan, a \$21.8 million grant is in the PID stage for fiscal years 1978 through 1983. The project will seek to improve the nutritional status of mothers, infants and preschool children. The specific nature of the nutrition education component has not yet been defined. Technical assistance could be helpful both in identifying appropriate interventions as well as in their implementation.

In addition to these PID's, six other projects, all ongoing, will briefly be cited as further examples of activities currently being supported in Africa by AID which could yield nutrition education technical assistance requests. A Central African Empire rural health project, concluding in fiscal year 1980, involves extension agents in the development and promotion of nutrition and agriculture programs. In Lesotho, a \$3.2 million rural health development grant, which runs through fiscal year 1981, involves village health workers in promoting kitchen gardens, proper weaning foods, and the adoption of proper diets for pregnant/lactating mothers and preschool children.

In Mali, a \$4 million rural health service development grant has, as one of its many activities, promoting the use of iron supplements during pregnancy. In Niger, a \$13.3 million grant project, which concludes in fiscal year 1982, is attempting to establish a rural health delivery system

through the organization of village health teams. These teams will, among other things, organize nutrition education programs. Similarly, a \$3.3 million grant project in Senegal calls for village health workers to conduct simple nutrition education activities as part of a broad rural health service development strategy. Media could very well be used to strengthen or reinforce the efforts made by front-line workers in any of these projects.

Despite the fluidity of nutrition programming in Africa, very definite needs exist which could be met, in part, by the delivery of short-term technical assistance in nutrition education to the field missions. For example, in all of the African nations, there is a need to educate all citizens, but especially women, about food preservation, storage, processing and water use. There is also a need to evaluate some of the nutrition education work done by private voluntary organizations. Virtually all PL 480 commodity distribution programs contain some nutrition education component. Yet, in most cases, this component has not been subject to rigorous evaluation. Similarly, nonformal education projects, such as the ones carried out by World Education in Ghana and Ethiopia on family life education, often have a nutrition education element. Short-term technical assistance would be valuable in assessing the effectiveness of these activities.

It has also been suggested by Africa Bureau staff that there is a need to evaluate the nutritional consequences of AID-supported agricultural activities in all countries where pertinent grants or loans have been made. A particularly critical focus of such an evaluation would be an examination of the nutritional consequences stemming from the shift away from subsistence farming and toward cash-cropping. Where this has occurred, cases have been reported of farmers not having sufficient money to purchase an adequate diet for their families. DS/N could play a major role in furnishing the technical assistance to support such an evaluation. Depending on the outcome of this study, DS/N and DS/EHR could also assist field missions in launching mass media campaigns aimed at sensitizing cash-crop farmers to the importance of reserving some portion of their land to meet family food needs.

4. Latin America

Latin America, among the four AID regions, is undoubtedly the greatest source of current and projected requests for nutrition education technical assistance. Requests are viewed as either very likely to be received in the near future, or are pending from the following nations: Bolivia, Costa Rica, the Dominican Republic, Ecuador, Haiti, Honduras, Guyana, Jamaica and Nicaragua. The nature of each of these will be described briefly.

In Bolivia, a \$500,000 grant has been authorized for a national nutrition improvement project designed to establish a planning, implementation, monitoring and evaluation system for the GOB's National Food and Nutrition Plan. One anticipated project result is the development of an ongoing training plan to help develop skills on the part of Bolivians so they can carry out a nutrition education program for primary and secondary school personnel. Another anticipated result is the provision of a variety of training activities for Bolivian administrators and officials concerning the evaluation of a pilot mass media project on nutrition education. Technical assistance to provide this training is required. It should be noted that this project suffered a twelve-month delay in its commencement because of the difficulty involved in getting the basic technical assistance team on board. In addition to this grant project, USAID/B is expected to submit to AID/W a project paper for a \$4 million loan to support national nutrition improvement. Technical assistance requests are anticipated related to this loan project, also.

USAID/Costa Rica, in April 1978, cabled DS/EHR with a request for technical assistance related to nutrition education by radio. Specifically, two contractors were sought, one experienced in evaluation methodology and the design of baseline surveys, the other competent in message

design. It is anticipated that similar requests will be further forthcoming due to the nature of a \$6 million loan for nutrition programs. One of the intended purposes of the loan is to strengthen the GOCR's National Nutrition Program through nutrition education interventions. One component of the project, due to conclude in FY 1979, calls for the Ministry of Education to train school principals and school inspectors in nutrition. To realize this training, audio-visual nutrition information packages will be prepared for use in schools. Other aspects of the proposed nutrition education campaign include the use of school gardens and radio. Both will be tested on a small scale. The results of these preliminary tests may generate additional technical assistance requests.

In the Dominican Republic, a health sector loan, not to exceed \$4.7 million, was authorized in fiscal 1976. The three-year project includes \$750,000 for the development of a nutrition improvement program. The largest part of this loan will be used to establish a low-cost health delivery system in which local women will be trained to bring preventive health services and a small number of curative services into their home communities. Among the tasks of these health workers will be the dissemination of nutrition information. Primarily, they will encourage breast-feeding to six months of age and the supplementation of breast milk with solid foods after six months. The work of these local women will be complemented and rein-

forced by a mass media program designed to change attitudes toward food and food preparation practices. This job will be contracted out to one of several public relations firms in the Dominican Republic. However, AID/W might be called upon to provide technical assistance on a short-term basis in coordination with the local contractor. Another activity to be financed by the loan is the development of commercially marketable food supplements for children from birth to age two and pregnant or nursing women. Mass media will likely be involved in the marketing of these products and, again, AID/W might well be asked to furnish aid to the field mission.

In Ecuador, the Ministry of Health is planning a nutrition education project which will include the production of informational materials for use with the general public. USAID/E has advised DS/N that technical assistance will be required for the task as well as for the development and delivery of training courses designed to reach teachers, paramedical personnel and community leaders. This project is, at the present time, in the planning stage.

In Haiti, a four-year, \$1.8 million grant project, which commenced in FY 1976, supports the development of a nutrition education program designed to help Haitian mothers prevent malnutrition and rehabilitate their mal-

nourished children. The project also involves teaching farm families to grow more nutritious food crops. Under this grant, thirty nutrition rehabilitation centers have been opened and nutrition-related training has been initiated for all professional and paraprofessional health personnel. As part of this effort, all health institutions are being furnished with educational materials for use in nutrition campaigns. USAID/H recognizes that the input of this program has been and is likely to be extremely limited relative to the magnitude and diversity of local nutrition problems. Therefore, a new grant for intersectoral nutrition development is planned as a follow-on to the nutrition improvement grant. A project paper for the latter grant, estimated at \$3 million, is due in AID/W in April 1979.

As part of the new nutrition grant for Haiti, five studies, commissioned for 1978-1979, are designed to provide the necessary baseline data to refine existing nutrition activities and to identify additional interventions in nutrition for both the agricultural and health sectors. One of the studies concerns the feasibility of mass media nutrition education. DS/N and DS/EHR provided technical assistance related to this study in March 1978 when two advisers visited Haiti to identify possible project development directions. A feasibility study team is expected to perform the necessary follow-up

80

in September. DS/N and DS/EHR will provide support for this team. It is anticipated that the study team's findings will lead to the funding of mass media nutrition education activities as part of a national nutrition/health education program. If this is the case, USAID/H short-term nutrition education technical assistance requests are expected to increase.

In Honduras, a national nutrition planning project is underway financed through a \$650,000 grant and a \$3.5 million loan. One of the project components is nutrition education; both long- and short-term training in nutrition for GOH staff members and field workers will be funded. The nutrition education component also involves the development of radio education programs and the purchase of educational materials production equipment. Another nutrition education activity is the development of six-month training courses designed to prepare Ministry of Health personnel to carry out nutrition education functions in the rural sector. Additionally, primary school curriculum supplements related to nutrition education will be developed along with nonformal education packages. To complement these nonformal education packages, a series of thirty-second radio spot messages concerning nutrition will be produced and broadcast on a nationwide basis through the hookup of sixteen radio stations. The spots will attempt to raise the awareness of the general public concerning simple nutritional facts. Short-term

technical assistance is vital to the successful completion of this activity.

USAID/Guyana had a PID approved in April 1978 for a grant project related to the development of weaning foods. The project paper is due in AID/W by September 1978. It is anticipated that mass media or some other nutrition education strategy will be devised to support the marketing and proper use of the weaning foods to be developed. This activity will likely require technical assistance from AID/W.

In March 1975, the Jamaican Ministry of Health requested information from USAID on training professional nutritionists in nutrition communications related to a World Bank-funded project. This request was forwarded to DS/EHR which assisted the mission in identifying appropriate resources. In April 1978, USAID/J requested DS/EHR to provide additional assistance for the conduct of a nutrition communications forum designed to sensitize participants to the importance of evaluation in communications and to impart basic skills which will be applicable to the evaluation of a mass media nutrition campaign. In addition, the forum was planned to enable participants to become competent in the preparation, production and communication of messages via interpersonal channels or through the mass media. DS/EHR responded to this request by funding consultants to participate in the seminar and would then

remain an additional week for direct consultation. The consultants' visit to Jamaica, and the forum, will assist USAID/J in identifying possible areas of cooperation in nutrition/health communications between USAID and GOJ. Thus, USAID/J is likely to submit a PID for FY 1979 or 1980. At that time, additional short-term nutrition education technical assistance requests will probably be forthcoming.

In Nicaragua, a nutrition improvement program is underway financed through a \$3 million loan and a \$5,000 grant. The project began in FY 1977 and will terminate in FY 1981. One project component focuses on improving food habits. This will be accomplished through the development and implementation of a Nutrition Education Delivery System based on nonformal education, mass media and formal educational channels. To assure mutual reinforcement, each delivery mechanism will draw on the same stock of basic nutrition facts and concepts. USAID/N, in a cable to DS/EHR, requested technical assistance to help the counterpart agency conceptualize the integration of formal and nonformal nutrition education components. As the project develops, other requests are anticipated.

Aside from the nine Latin American countries already mentioned where nutrition education technical assistance needs are relatively immediate, it should also be noted in passing that additional countries may generate requests in the not too distant future. Guatemala is

expected to present a PID in October 1978 and Peru may do likewise for FY 1979. El Salvador prepared a nutrition improvement project paper for a \$250,000 grant which was approved at the mission level but never received in AID/W. Any of these missions might request technical assistance related to project development.

ATTACHMENT C

SOME EXAMPLES OF APPLICATION OF  
CURRENT MASS MEDIA TECHNIQUES

CARE-sponsored programs in Korea and India utilized mass-media techniques. In the 1970 Korea Campaign, nutrition information was disseminated through songs, jingles and brief dramas presented on the radio; and through calendars, posters, comic books, and food charts. The message primarily dealt with the selection of foods from five food groups. In subsequent evaluations, it was found that approximately 53 percent of those questioned could recall the advice contained in the messages while about 20 percent could state the specific nutrients in each of the food groups (Higgins and Montague, 1972). Thus, the campaign was effective in terms of knowledge (but not behavioral) changes.

The CARE-sponsored program in India (1972) used radio, newspapers, posters, comic books, wall paintings, mime shows and other media to teach the high risk introduction of solid foods into the diet of the six month old child and the low risk increased consumption of iron and vitamin A-rich green leafy vegetables by pregnant women. General nutrition information was also presented throughout the regions. The messages were communicated in both positively and negatively oriented terms. The evaluation data showed that with regard to weaning information, the average

awareness score rose from 49 to 93 between the pre- and post-tests. Similarly, awareness scores related to diet during pregnancy rose from 58 to 90, while the general nutrition information awareness went from 27 to 96. The negative approach used in South India, which attempted to frighten people with the consequences of malnutrition by using pictures of devils and other fearsome symbols, proved to be more memorable than the positive approach used in North India (CARE, 1973; Parlatto, 1973). Once again, however, a change in knowledge and awareness did not result in changed behaviors.

Another example of a media-alone/multimedia campaign is a six-week effort by the Housewives Association of Trinidad and Tobago in 1974 to promote breast-feeding through the use of radio, newspaper and posters (Development Communications Report, 1977). At the campaign's conclusion, evaluators interviewed 418 new mothers within the first forty-eight hours of their deliveries. The evaluators did not reveal their association with the campaign. Four months later, 348 of the same women were questioned. The results showed that 85 percent of the women recognized the radio spots. Among those still breast-feeding, 97 percent of those who remembered the campaign were supplementing mother's milk with cow's milk slightly later than those who failed to recall the campaign message.

Thus, the campaign proved to be very effective in imparting information and only mildly influential in promoting changes in practices.

In contrast to the media-alone/multimedia approach, the most common application of the media-alone/single medium technique seeks to promote explicit changes in behavior through advertising or vertical marketing. Generally, the broadcast media, usually radio, and the techniques of Western commercial marketing are combined to communicate nutrition messages. Experience shows that themes and messages which identify economic and other benefits to the potential adopters and play on universally expressed human needs are the most influential. Messages must also take into account culturally specific food imagery and beliefs and must be few and easily understood. Other requirements for effective messages include the need for them to be mutually reinforcing, supported by the market, simple, unconstrained by local conditions, memorable, emotionally appealing, culturally relevant, and related to a concrete response on the part of the listener (Cooke, 1976). Given these preconditions, formative message evaluation assumes crucial importance in any radio-based nutrition education campaign.

Richard Manoff, a pioneer in the conduct of nutrition education radio campaigns has explained the use of

spot messages noting that:

"The advertising technique is an ingenious employment of the principles of 'reach-and-frequency' in mass media communication: to reach the broadest possible audience with a desired message as frequently as possible. Its key element is the brief message --- a minute, thirty seconds, or even less --- carefully designed to register a single idea memorably and to initiate the desired action (Manoff, 1971)."

Generally, the message is inserted during or between popular programs. The listener has little or no time to turn the message off, because it is so quickly concluded. Such spot announcements interrupt programs briefly and repetitively over time, gradually accumulating greater audience awareness while increasing acceptance for the practice of its central idea.

The Manoff mass media nutrition education experiments in Ecuador, Nicaragua and the Philippines are perhaps the most significant use of a single medium, in this case radio, to influence changes in nutrition-related knowledge and behavior. The Ecuador campaign conducted in 1974-1975 tested on a large scale the advertising approach in two regions of that country. One message, broadcast in Manabi province, proclaimed that mother's milk is best. Eighty-three percent of the population had access to a working radio. Baseline surveys showed that of those interviewed, only 30 percent thought that mother's milk was best, while 47 percent believed fresh cow's milk was best and 61 percent favored powdered milk. At the campaign's conclusion, fifteen

months later, significant knowledge changes were noted — 73 percent knew that mother's milk was best. Only modest changes, however, were reported regarding early departure from breast-feeding. The effort of the campaign to increase consumption of iodized salt was highly successful, however, with an increase in use from 5 percent to 98 percent among mestizos of Imbaburu province. This change, of course, is considerably less risky than changes related to feeding newborns. However, it is an example of significant behavioral change induced by radio. The attempt of the same campaign to persuade people to boil drinking water was unsuccessful. Modest changes in knowledge and attitudes regarding protein-calorie malnutrition, parasites, diarrhea, and other intestinal problems were also produced by the campaign (Manoff International, 1975).

The 1976 campaign conducted by Manoff in Nicaragua further demonstrated that mass media can arouse interest in a nutrition issue and can cause significant changes in related knowledge and attitudes. Spots focused on oral rehydration were designed to teach mothers to give infants with diarrhea a drink made by adding a pinch of salt to the popular local lemonade. A high level of awareness was achieved by advertising the new mixture as "Superlimonada." The project ran into several obstacles including a taboo against offering lemonade to children with coughs or colds and a shortage of lemons in the target area.

The Nicaraguan radio campaign fell far short of achieving its behavioral objective, widespread use of the new mix to treat diarrhea. Nevertheless, a high level of awareness of the message, 65 percent, was reported, along with significant attitudinal change. The disappointing behavioral change may be due to the risk inherent in adopting the mix in a life-thinking situation or to the complexity of preparing the mix (Cooke and Romweber, 1977).

The Manoff Philippines work consisted of a radio spot campaign to teach mothers to add oil, fish or vegetables to their babies' rice porridge ("lugaw"), a relatively high risk change. The percentages of mothers who thought it beneficial to add these ingredients to "lugaw" were reported to have increased from 15 percent to 74 percent for oil, 48 percent to 81 percent for fish, and 49 percent to 79 percent for vegetables from the pre- to post-test. The percentages of mothers actually adding these supplements to infant food were reported to have increased from 0 percent to 24 percent for oil, 17 percent to 27 percent for fish and 5 percent to 17 percent for vegetables. The spots used for the campaign were sixty second dramas and awareness changes were achieved at a cost of \$2.00 per family (Manoff International, 1977). Interestingly, two-thirds of the mothers who added oil to the porridge had heard the message both from the radio and from face-to-face nutrition education provided by health and nutrition workers. Among non-acceptors, two-thirds had heard the radio

broadcast only, while one-third had also heard the message from an extension worker (Zeitlin and Formacion, 1977). This raises the possibility that media-alone approaches are best complemented by interpersonal communications if the desired change focuses on behavior rather than attitudes or awareness.

Several nutrition education programs have sought to address the central weakness of the media-alone approach by providing reinforcement for the desired change through interpersonal channels of communication. Examples from India, Tanzania and the Philippines will be analyzed here.

Project Poshak was carried out in more than 500 villages in the Indian State of Madhya Pradesh. Three types of communication were used. Face-to-face instruction was utilized in the form of group demonstration including cooking and feeding classes. To support these demonstrations films, posters, pamphlets and slide shows were used. The third element included a nutrition rehabilitation program in which severely malnourished children were restored to health at rural health centers while mothers and other community members were educated about the causes and prevention of malnutrition. At the conclusion of the program, behaviors and attitudes of mothers, children and health workers were evaluated. Among the changes noted were an increased awareness concerning mothers and health workers following their participation in the food demonstrations

91

of the need to introduce solid foods to infants earlier than was customary. Most importantly, however, was an increased attentiveness on the part of mothers who attended the nutritional rehabilitation component of the program to the food needs of their children -- a behavioral change (Gopaldas et al., 1975).

In Tanzania, two campaigns "Man is Health" (1973) and "Food is Life" (1975), illustrate the combined use of interpersonal communication and mass media to promote changes in health/nutrition-related behaviors, attitudes and knowledge. The "Man is Health" campaign sought to create an awareness of specific health problems and to recommend actions which individuals and communities could take to remedy them. A multimedia approach was supported by informational broadcasts and 75,000 study groups organized in villages. Village political leaders or their appointees were provided with printed materials for a basic course to prepare local people for the programs which were then listened to in organized groups. Listeners were then able to discuss the new ideas and formulate plans to implement them. The results of the campaign are impressive. Two million of Tanzania's population of thirteen million were organized into study groups, and approximately 37.5 million manhours of labor for construction of latrines were donated. Most importantly, the campaign succeeded in involving masses of rural people in training and action at a "bearable cost."

Basic health knowledge and information were spread with extensive action on both the community and individual levels.

In 1975, the Tanzanian government followed up these activities with a "Food is Life" campaign. Objectives included raising the level of functional literacy about nutritional values of foods and ways to obtain a balanced diet on a limited budget; eliminating food taboos and improper food habits; encouraging the use of good farming methods to increase production of various foods; and encouraging cooperation in solving community problems. Tentative results of the campaign both relate to attitudes and behaviors. There has been an increased consciousness of the need for more food production; village vegetable gardens and poultry units have been established; dietary habits have been improved; several day care centers for infants have been created; and certain traditional taboos and harmful food habits have been abandoned (Matiko, 1976).

Another example of a combined media/interpersonal approach to nutrition education is the Nutrition Education Multi-Media Package prepared by the Philippine Business for Social Progress (PBSP) for use in its Applied Nutrition Program (Aleta, 1977). The package provides teaching materials for six lessons including sound-slide sets, posters, a mother's handbook and a trainer's chart. The mother's handbook, which summarizes the six stories in the

sound-slide sets includes a weight chart and a printed certificate of attendance. Unfortunately, evaluation was confined to knowledge and attitudes rather than behavior. However, excellent message recall was reported.

In conclusion, experiences to date indicate that media can successfully repeat and reinforce extension worker instruction without the outreach worker's presence. Furthermore, the media can provide some nutrition education where, in the absence of outreach worker contact, none would be provided. More significantly, mass media can arouse interest in nutrition issues and can cause significant changes in related knowledge and attitudes. While single medium approaches, particularly those involving the use of radio, have been successful in creating message awareness, it is questionable whether such strategies can lead to the adoption of complex practices or behaviors perceived as risky.

The greatest potential for behavioral change through the use of mass media involves the conduct of campaigns where multiple media are used in conjunction with face-to-face interpersonal communication. Such strategies are particularly useful in promoting high risk nutrition practices. The more marginal a family's subsistence, the higher the risk of experimenting with innovation because of a lack of resources to cope with failure. In general, messages to continue doing things in the traditional way will be perceived as less fraught with risk than messages attempting to introduce

innovation in behaviors governed by cultural belief systems.

Given the experiences cited, there can be little doubt that nutrition education should be an important component of integrated health/nutrition delivery systems. Floy Whitehead, after reviewing the literature related to nutrition education published between 1900 and 1970, concluded that nutrition education is a factor in improving dietary habits when the methodology employed is designed with that purpose and when the learner is involved in decision-making. She also found that nutrition educators must first create a desire in the adult individual to change food habits; there is then a need to follow up on this desire by providing the individual with correct information which can be used to guide practices (Whitehead, 1970). Media-alone approaches, whether single-medium or multi-media, can be most effective in creating an awareness for change and in transmitting the necessary information. On the other hand, combination strategies can be successfully employed to promote the adoption of targeted behaviors. Both aspects -- increased awareness and behavioral change -- are crucial since the former is often a prerequisite to the latter.