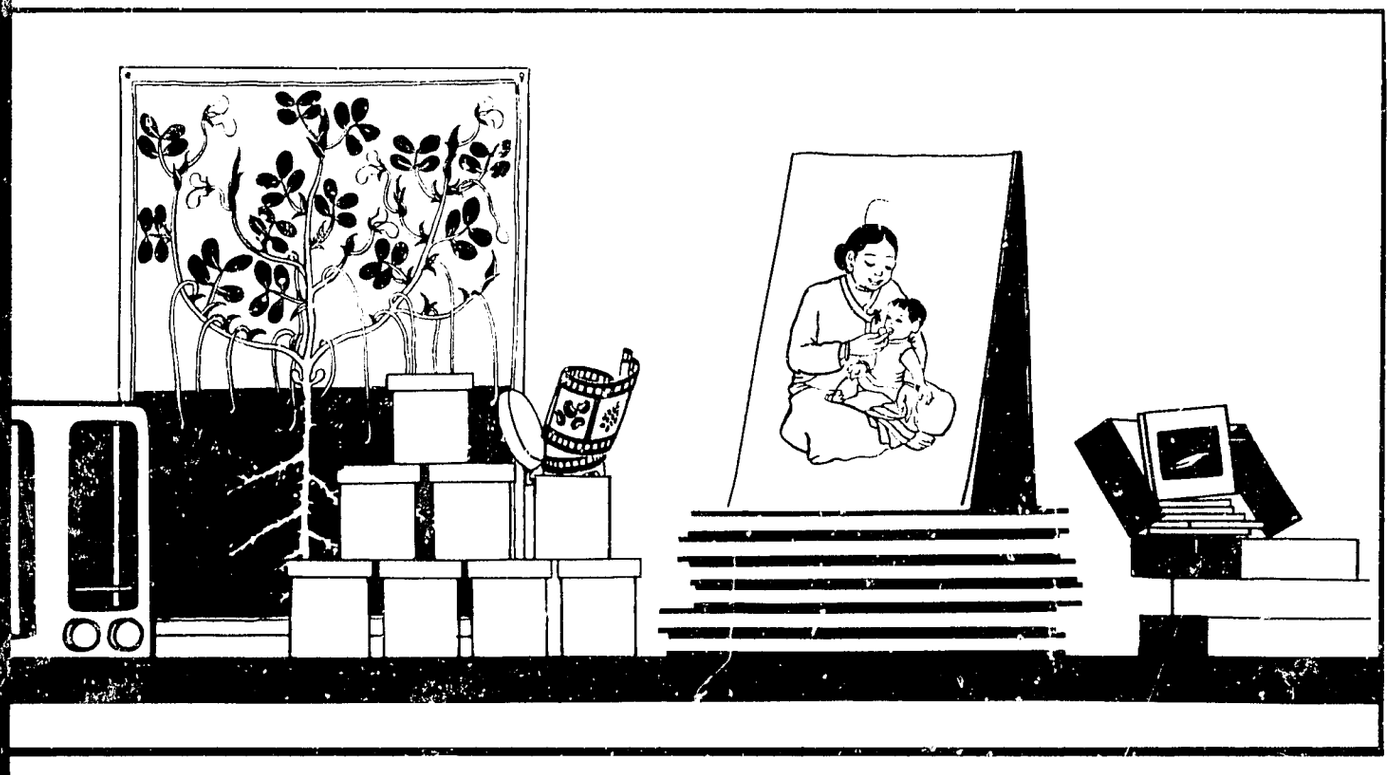

Guide to Mass Media and Support Materials For Nutrition Education In Developing Countries

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An International Nutrition Communication Service (INCS) Publication

By

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— January, 1985 —

This project has been conducted under Contract A.I.D./DSAN-C-0209, Project No.931-1066.14.
Project Officer: Maura Mack, Office of Nutrition—Science and Technology Bureau,
Agency for International Development, Washington, D.C.

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INTRODUCTION

The group that produced this *Guide* is the **International Nutrition Communication Service (INCS).** We deliberately selected the word "communication" to describe ourselves because we wanted to make a point. We wanted to emphasize that the *how* of developing and getting a message across to someone is as important as the *what*. In good projects, the *how* of communications is responsible for structuring *what* the message is.

A communications approach to nutrition is rooted in an understanding of the nutrition problems that face a community and of the practical solutions that community members have within their grasp to deal with these problems. The goal is to work with community people to identify the practical solutions and to develop messages and materials that will motivate their compatriots to adapt them. The motivational quality of the message (the communications side) is as important as its educational content.

This *Guide* focuses on the *how*. It honors the people who, until very recently, were an afterthought to most nutrition projects. It honors the communicators, who quite often were given a meager stipend and the awesome job of developing nutrition education materials, of figuring out the best way to communicate with a target audience that could run anywhere from several hundred to several million people. As you look at what these nutrition educators came up with for answers, your instinct will probably tell you that some of them, without a set of specific principles, did their jobs quite well. Yet the sad truth is that little evaluation data exists regarding many of their efforts (another indication of nutrition education's history of second-class citizenship), and so we will never fully know what effect they had on their country's problems.

The *Guide* contains materials from several of the more recent certifiably successful projects in nutrition education—the Indonesian Nutrition Improvement Program, the Brazilian Breastfeeding Campaign, and the Honduras Mass Media and Health Practices Project. All of these projects are documenting the extent to which a carefully designed and well-managed communications strategy can change the dietary behaviors and improve the health and nutritional status of low income people in developing countries. These recent "success stories" in nutrition education have been achieved principally by marrying nutrition with the more communications-oriented disciplines of anthropology, market research, and modern commercial advertising. Some of the communications principles learned from the "new nutrition education" are expressed in this *Guide* in a section entitled "The Art and Science of Developing Nutrition Education Materials," and in a pull-out teaching tool, the Nutrition Education Game.

The *Guide* also is a tribute to Richard K. Manoff, a successful advertising executive, who has devoted much of his time in the last twelve years to improving the state of the art of nutrition education. Much of the work on the *Guide* was done by Marcia Griffiths of Manoff International and by Joanne Nestor Tighe and Lesley Sharp of Education Development Center. Molly Garret Bang, an artist who devotes much of her talent to development efforts, designed the illustrations in the Nutrition Education Game. Special thanks also go to Dr. Martin Forman and Dr. Jean Audrey Wight of the Office of Nutrition in the United States Agency for International Development; to Marian Zeitlin, who helped pretest the Game; Franz Lenglet and Michelle Siegal, who helped review some of the materials; Gayle Gibbons of the American Public Health Association, who provided many materials and information about them; Christina Ware, who edited the final text and established the layout; Elizabeth Nobbe, who provided research and editorial assistance; and Ellen Knight, whose editing and word-processing skills sustained this production.

Above all, however, if you like this book, thank the artists, educators, and communicators of Africa, Asia, Latin America, and the Middle East. The materials that they contributed to this manuscript demonstrate that they, far better than we, know the ways to motivate and improve the health and well being of their people.

Ronald C. Israel, Director
International Nutrition Communication
Service (INCS)

THE ART AND SCIENCE OF DEVELOPING NUTRITION EDUCATION MATERIALS

This guide is testimony to the widespread application and popularity of nutrition education in nutrition programs. It presents the range of nutrition education efforts and the tools designed for their implementation. These tools are the flip charts nutrition educators display, the radio spots we play, and the posters we unroll when asked about our projects or what we do.

Although the number of projects and materials is impressive, many program planners believe that the potential effectiveness of nutrition education has yet to be realized, mainly because of errors in conceptualization, strategy formulation, and design. In some instances, nutrition education efforts have even been counterproductive, by using scarce resources for poorly planned materials or activities, or by offering misleading advice.

Improvement in the field of nutrition education has been slow, because to date it has not been undertaken as a serious discipline. Consequently, there have been few evaluations or forums where projects or materials could be compared. Even the dissemination of the good ideas and materials, including those from Zambia, Indonesia, Nepal, Brazil, Colombia, and Jamaica, has been limited. This publication is an attempt to compile and make available the experiences of many nutrition educators around the world. In reviewing the materials, we have tried to avoid judging them, but we have included information for you to draw your own conclusions. We have described the content, format, and the audience for the materials. When possible, we have attempted to do more than just describe. Sometimes we have used anecdotal information to put the material in its program or campaign context and to provide information on the design process and the evaluation. This kind of information is vital to understanding the effectiveness of a material.

It is clearly impossible to provide *the* plan for developing successful nutrition education materials. However, after our review of some 300 materials, we can recommend several elements in the design process of successful projects as guidelines for universal application. These are:

1. Establishing and adhering to carefully selected nutritional and educational priorities and goals.
2. Achieving the active participation of the target audience in determining the specific program content; identifying key attitude and practice changes that will lead to improved nutrition.
3. Rigorously following message and materials design principles.
4. Designing materials in response to a media plan.
5. Testing the materials with the target audience before final production.

These guidelines indicate that there is a scientific as well as an artistic side to materials development. In evaluating materials, one must not judge the material by its physical appearance alone, nor rely only on the statistics of an "impact" evaluation. Rather, the material should be judged by the process used to develop it and by the degree of attention given to crafting the material and the appropriate role for it to play in the overall communications strategy.

As you look through the *Guide* and pause at an eye-catching item, remember that there are questions to ask about it, especially if it appears to be suitable for your program. Each of these guidelines is reformulated below as a question to help you review materials, whether they are those in the *Guide* or your own. The questions below, suggested by the guidelines, should be answered:

1. Were nutritional and educational priorities and goals established and adhered to?

The field of nutrition encompasses many topics, from breast feeding to oral rehydration. The relevance of the topics in different countries and communities varies greatly, as does the appropriateness of using education to address them. Policy-making officials and the intended audience should be consulted to identify the topics so that they reflect as closely as possible the priority nutrition problems. The projects that meet with the most success are those that have given priority to the few topics or problems that are the most pressing.

Once selected, each topic is then evaluated for the role that education can play in altering or addressing it. The obstacles to dietary improvement often involve factors beyond the scope of education. For example, goiter is frequently chosen as a topic for educational efforts, but no amount of education will prevent goiter if a source of iodine is not available.

The list of priority topics for a nutrition education effort could resemble the headings of the review sections in this *Guide*. Because we have tried to make the guide as comprehensive as possible, the number of topics is much larger than any one project would compile. Although some projects may have the resources to take on a vast number of topics, it is wise to restrict the number of topics to one or two at the outset of the project. For each topic, a broad program goal should be written and referred to frequently as the strategy is constructed and the messages and materials are designed.

2. Did the community, or members of the target audience, participate in:
(a) determining the specific attitudes or practices that prevent better nutrition?
(b) finding a solution to each priority problem in either behavioral or motivational terms?

Having precisely stated concepts and recommended activities for materials is crucial to ensure that communications will be clear and persuasive. Programs fail to communicate effectively when they merely restate their goals to the audience and when an excess of information and activities blur the intended focus. Although "Breast Is Best" is a well-accepted slogan, it does not motivate action. "Breast feed your child for at least two years" is good advice, but simply repeating the advice, without having examined why women do not do so, will not encourage them to accept it.

The challenge is to identify the problem-within-the-problem, and to do this, we cannot rely on our perceptions alone. We must go to those we hope will benefit from the educational effort. The target audience must participate in the exercise of uncovering critical perceptions and behaviors. For example, if the problem is that women are weaning their children from the breast at an early age, the reason should be sought. Investigation with the women may show that they believe prolonged breast feeding leads to enlarged, sagging breasts. This, then, would be the real problem—the mothers' concern that they will no longer be attractive. The message should address this concern in a variety of ways to assure the mother that breast feeding for additional months will not necessarily ruin their figures.

The kind of research that explores the character of constraints to desired behaviors is called "qualitative research." It is not used to quantify the extensiveness of a custom, but to explore its nature through open-ended discussions with a small sample of community members. Through qualitative research, nutrition educators can listen, discover new questions and answers, and effectively alter what we have been doing for years with only limited success. The outcome of the investigation will shape the communications strategy and the messages.

3. Does the message conveyed by the material adhere to good design principles?

Our experience has shown that there are some key design factors to consider in writing messages and in translating them into materials.

First, be sure the message fits the goals and objectives of the program and reflects the insights gained from the qualitative research. The strategy for message design should address both the scientific and artistic sides of the process. The scientific demands that each message

- focus on the problem,
- express the solution in terms of the specific actions required and include incentives for carrying out those actions, and
- be linguistically and culturally relevant.

The artistic side demands that each message

- contain a single idea,
- contain a situation or characters the target audience can identify with,
- be persuasive and believable,
- be memorable,
- contain certain creative elements that call attention to the materials and unite it with other project materials.

4. Does the material fit into the project's overall media strategy?

Too often, before working with the audience and, in some cases, even before selecting the topics, we decide to produce a fixed number of flip charts, comic books, or radio spots. While budgetary constraints sometimes preclude producing certain types of materials, the chances for a program's success are limited when the materials are determined before the direction of the program.

Once we have completed the qualitative research and understand what information to convey and to whom, we can identify the best media to use. It may be existing field workers, radio, television, print media, or—what has proven most successful—a combination of media. In all cases, the medium will dictate the material. There is no point, for example, in designing pamphlets or posters that were not contemplated in the media plan. They only burden the system and use up scarce resources. It is better to have a few carefully crafted materials that field workers can understand and use confidently and effectively than many items that they will use indifferently and ineffectively.

5. Has the material been tested with the audience before final production?

Project reports indicate that messages and materials are being pretested more frequently by nutrition educators and that the experience has been beneficial. However, pretesting is no substitute for the initial qualitative research where basic program concepts are decided. Pretesting will not uncover new ideas or solutions to problems. It *will* provide a reading on an audience's initial perceptions of materials and will save time and money that might have been spent in correcting errors later in the program. Pretesting is a *final test* of materials before they are printed and distributed. It ensures that they have adhered to the design principles and that they are

- understandable,
- memorable,
- persuasive or believable,
- culturally relevant, and
- actionable.

Like the initial audience work, pretesting is qualitative research. It can be done with a small sample and in a variety of ways. Whenever possible, it should involve the artist or writer.

- The material can be viewed in isolation: the graphic and written portions are tested separately and together to determine if one detracts from the other.
- One material can be compared to another.
- One creative style can be compared to another.
- The material can be placed within a larger presentation (a radio spot within a short program or a discussion of weaning food within a longer health talk).

Careful materials development is not a one- or two-step process. The Materials Development Game in this guide illustrates the complexity of materials development and how it fits into program development as a whole. The game highlights many of the junctures in the process where shortcuts are taken and success is jeopardized. The Materials Development Game is a hypothetical situation in which progress is possible only if the five guidelines listed above are applied to materials development. However, the game was not created in a hypothetical vacuum; it draws on experience. As the most recent nutrition education efforts in Indonesia and Brazil have shown (see p. 110 and p. 45), impressive results can be achieved by combining science and art in materials development.

Marcia Griffiths
Manoff International Inc.

HOW TO USE THIS GUIDE

This *Guide* was developed primarily for nutrition educators in developing countries. Through the *Guide*, educators and communicators can expand their craftsmanship by learning about ways in which their colleagues have dealt with similar problems.

To supplement the materials reviews, the *Guide* contains a section on *The Art and Science of Developing Nutrition Education Materials*, a *Glossary of Communications Terminology*, and a *Nutrition Education Game*. The *Game* was developed according to the principles described in the *Art and Science* section. It is inserted as a pull-out so nutrition educators can use it to teach others the basic steps of message design and materials development.

The *Guide* contains 316 reviews of nutrition education materials. The reviews are organized by topic (Breast Feeding, Weaning, etc.), as shown in the Table of Contents. Each topical section begins with an introduction describing the basic messages most often addressed by the materials reviewed. The first materials reviewed are those representing topic-specific Campaigns, if any, because these most often represent carefully developed and effective nutrition education efforts. Next are materials from coordinated efforts which covered more than one topic. General reviews of multi-topic campaigns and materials are given in the last review section with references to all the sections and pages where examples from the material or campaign are to be found. Last are reviews of materials developed without being related to other materials. Within this third section, materials are arranged geographically according to 7 regions: Africa, Asia, Caribbean, Indian Subcontinent, Latin America, Middle East, and South Pacific; there is also a "Worldwide" section for materials applicable to more than one region.

Although many readers will be interested in looking at materials on a geographic (country- or region-specific) basis, we decided that there was an overriding advantage in presenting all the materials on a given topic together; one can compare different ways of presenting the same message. A Geographic Index is provided (see p.124) and an index of materials by language (see p.126), for readers wishing to locate materials according to these categories. Most of these materials were designed for the general public or for mothers. We have provided indices of materials developed specifically for children (see p.129) or for training health workers (see p.129).

Each material is reviewed according to the descriptors of media, language, contents of the materials, country, and organizations to contact for further information. Many of these organizations can provide copies of the materials in the *Guide*, although budgetary constraints often interfere with their ability to do so. The reviews also contain information on the process by which many of the materials were developed and, where appropriate, the reviewers' assessment of the relevance and quality. Budget, time, and space constraints made it impossible to include all the materials submitted for the *Guide*. We have been forced to omit many good materials because of quality (e.g., evident lack of pretesting), topic (many dealt with health, as opposed to nutrition, topics, e.g. hygiene), format (texts were not included), audience (aimed at U.S. audiences only), duplication (the sheer number of breast feeding posters made it impossible, and unnecessary, to include them all), age, and accessibility.

The materials reviewed here were collected by the staff of the **International Nutrition Communication Service,** and form the basis of a collection of mass media and support materials in the **INCS** Library. Many of the library materials were obtained in response to a general mailing requesting submissions for the *Guide*. The **INCS** Library, located at 55 Chapel Street, Newton, Massachusetts, is open to the public. We are still looking for materials for the Library, particularly from areas of Asia and the Middle East which are currently underrepresented. While **INCS** would be delighted to answer any inquiries about the *Guide* or the materials therein, it should be noted that normally we do not disseminate materials directly. Those interested in obtaining copies of specific materials listed in the *Guide* are urged to write to the organizations listed as the "Contact" for each materials; the addresses are given beginning on p.122.

GLOSSARY OF COMMUNICATIONS TERMINOLOGY

The terms below are defined at the outset to help clarify particular concepts referred to throughout this *Guide* and to help unify the terminology of nutrition communications.

Channel is the same as *medium*.

Concept Testing occurs in the first stage of program development, before message design, when priority *topics* are explored with the target audience and other key individuals to understand better their experiences and uncover their perceptions pertaining to the topic. This research requires only a small sample of the *target audience* and is conducted through individual or group discussions, which are guided but not rigidly structured. The resulting information will be qualitative, rather than quantitative; the discussions will elicit points of resistance to adopting new practices and motivation for change. Also during concept testing, time can be allocated for the target audience to try out the recommended practices. The outcome of the discussions and trials forms the basis for designing the messages and identifying potential media and formats.

Format is the form or pattern for using the *medium,* such as the short message, soap opera, or interview formats for radio or television, and the news feature, comic strip, or column formats for newspapers.

Formative Evaluation is an approach to the design and implementation of an education effort that calls for constant consultation with the *target audience,* revision of plans, and reevaluation. The program is thus evaluated at the same time it is formulated. The sequence of evaluations in the formative evaluation process is usually: one before message design, one after the messages and materials have been drafted, and then periodically during implementation.

Materials are the forms in which messages are produced for delivery. *Mass Media Materials* include films, records, radio and television spots, tapes, advertisements, comic books, and photographs. *Support Materials,* such as flip charts, flash cards, narrated slide shows, and puppets, help health workers deliver their messages.

Medium is a delivery system or a channel of communication for a *message.* A medium can be a person, a radio station, or a wall for a poster. It should not be confused with a *material,* like a film, which requires a medium for its transmission (i.e., a cinema, a television station, etc.).

Message is a methodically designed communication of information and/or motivation. It should not be confused with the *slogan* which may be a *part* of a message. A well-designed message observes rigorous principles with respect to the *target audience,* the problem to be dealt with, the recommended solution/action, and the "resistance points" to the desired action and the motivation for the target audience to undertake it.

Pretesting is an activity undertaken to ensure that a *material* is designed and executed effectively. Finished drafts of materials are shown to the target audience to determine whether the graphics or words (1) convey the intended meaning, (2) are memorable, (3) are motivating or persuasive, and (4) are culturally relevant.

Slogan is a reprise or repetition of a key idea in a *message* that reinforces its memorability. However, it is rarely an adequate substitute for the entire message, whose elements should complement each other to make the whole effective.

Target Audience is the population for whom the *messages* and *materials* are designed. At the initiation of a program's design, the audience is broadly defined, for example, families with young children. As a result of *concept testing* and the refining of the program's content, the audience often needs to be segmented, or broken down according to special needs. For example, the audience work may indicate that although urban and rural families have some common characteristics, they need different information about how to feed children; therefore, two target audiences are identified.

Topic is the subject area to be addressed by the education. A topic is often identified by examining priority problems, such as decreased prevalence of breast feeding or use of inappropriate weaning foods. Topics are not the same as *messages.* Each topic might have several messages for various attitudes and practices related to it. For example, if the topic were breast feeding, one message might be needed on colostrum, another on feeding frequency, and yet another on continuing breast feeding during infant illnesses.

THE NUTRITION EDUCATION GAME

The Nutrition Education Game was designed to help nutrition educators and program planners understand the entire process of developing a nutrition education campaign, from identification of the problem to evaluation of the project. The process is, of course, much more complicated than we could show here, so we have selected the steps which must not be slighted, and which are most often overlooked or misunderstood Materials development, one part of the process, is discussed in greater detail in **chapter 1, The Art and Science of Developing Nutrition Education Materials**.

To play the game, participants move tokens along the path, according to the flip of a coin. Heads, they follow one arrow; tails, the other. Each time, one direction is a false start and the other is productive. In this way, players experience the back-and-forth processes of testing each stage of materials development. We have used the example of development and promotion of an indigenous weaning food, based on the first-hand experience of artist Molly Bang in Mali. For example, players are asked to determine (step 6) "How can the porridge be enriched?" They find that although adding meat, fish, or eggs might be nutritionally appropriate in some cases, it is not a solution in this particular case because such items are too expensive to be included in nutritionally effective amounts. Instead, beans and oil, which can provide the nutrients missing from the porridge, and which are available in the households, are identified as an appropriate means of enrichment.

The process of developing the game followed the guidelines presented in **chapter 1.** After developing a list of dozens of possible steps to include, we talked with nutrition educators and consultants representing a wide range of countries, backgrounds, and program types to determine which points were actually basic to the success of programs, and which represented the most common obstacles to program success. We have included the *Game* in two versions: the small reproduction on the next page, to assure that readers will be able to examine the *Game*, and a large, pull-out poster for actually playing the *Game*. (Additional copies of the *Game* are available through **INCS.**) Pretesting showed that the *Game* would be a more effective means of communicating the selected points than plain text would be. We also pretested the messages, instructions, format of the *Game*, and the illustrations for understanding by nutrition educators with a variety of educational backgrounds and program interests. We would welcome any further information on your experience with the *Game*.

HOW TO PLAY THE GAME

Number of players: 1-4
Equipment needed: 1 coin; 1 marker for each player.
To play: The process of designing an effective nutrition education campaign is a back-and-forth process of asking the right questions and evaluating the answers to them. Each of the numbered squares on the board represents one of these key action points. To begin play, the first player puts his marker on the first square, flips the coin, and proceeds to the next square marked "heads" or "tails." Throughout the game (except as indicated for step 10), "heads" means you have taken the right action, or gotten a positive answer to a question; "tails" means you have not, and must return to the numbere square to try again on the next turn. If you have landed on a "heads" square, proceed to the next numbered square on your next turn. The first player to reach the end is the most "efficient," but all persistent players reach it eventually!

NUTRITION FOR THE FAMILY

Materials in this section are those which address the topic of nutrition in a general sense. They present the basic concepts of nutrition: foods and their nutritional composition, balanced meals, basic preparation techniques, utilization of foods by the body, and the importance of providing the correct type of diet for everyone in the family. A review of these materials shows an interesting recent trend in the type of support materials produced for teaching these general concepts. Didactic posters or leaflets are being abandoned in favor of participatory materials such as card games, dominos, bingo, and other board games. These materials have been designed to make learning more interesting and to allow the participants the opportunity to discover answers for themselves.

This chapter has two main sections: Family Nutrition and General Nutrition for School Children. In both of these sections a few campaigns or major efforts are highlighted. Generally, all of the major efforts are from countries with large nutrition education programs such as Indonesia.

The first section has three main divisions:

- Creating Nutrition Awareness.
- Food Pictures and Food Groups.
- General Nutrition and Recipes.

The second section includes some of the many materials designed for school children. A list of all of the materials designed for school children that are reviewed throughout the *Guide* can be found on page 129.

The major messages of materials presented in this section are:

- Nutrition is important for the health and well-being of the family.
- The kind and quantity of food consumed influences nutritional status.
- Local foods can be divided into groupings based on the nutrient content of the food. (The number of food groups differs from country to country.)
- Foods with different nutrient compositions have different functions in the body. (The major functions addressed in these materials are: providing energy, aiding in growth, and protecting from illness.)
- Good nutrition can be ensured by consuming a diet composed of foods from all of the food groups, either at every meal or every day.

CREATING NUTRITION AWARENESS

CAMPAIGNS FOR CREATING NUTRITION AWARENESS

INDONESIA/DOMINICAN REPUBLIC

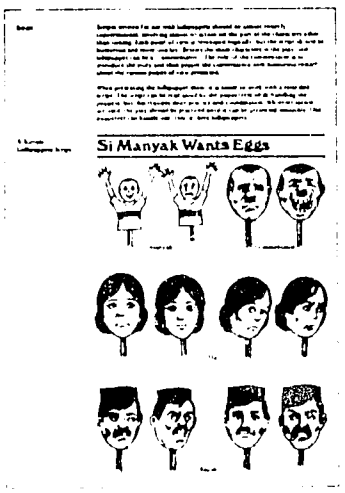
Nonformal Participatory Nutrition Education Project

LANGUAGE: English, Indonesian, and some in Spanish
MULTI-TOPIC CAMPAIGN: see p.112
DESCRIPTION: 2 packets of materials, one developed in Indonesia and another in the Dominican Republic, including posters, flip charts, puppets, stories, and games. A manual summarizing the Indonesia and Dominican Republic experiences, *Bridging the Gap*, is available.
CONTACT: Save the Children

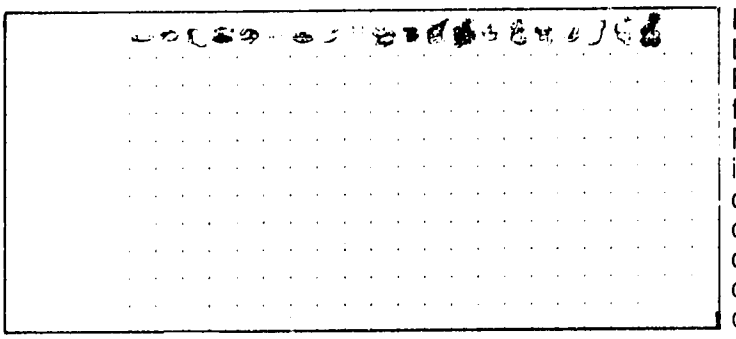
Looking for a Mate
LANGUAGE: Indonesian and English
DESCRIPTION: 28 playing cards, cardboard, color
REVIEW: This game has been designed to help the players increase their understanding of commonly occurring community problems and their solutions. Players look for a solution card to match the problem cards.

Unserialized Posters
LANGUAGE: none
DESCRIPTION: 10 to 15 posters, 30 × 40cm, color
REVIEW: This set of posters depicts scenes from the community's life. The same people appear in all the scenes which center on family life—mother, father, and children. The posters do not belong in any particular order and may be used in small groups to structure stories about the community. As with other materials produced by this project, they are good discussion-starters and an interesting way for the community to illustrate its problems.

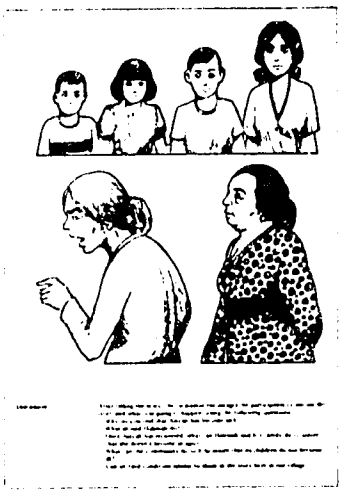
Flexiflans
LANGUAGE: none
DESCRIPTION: cutouts including human figures with moveable appendages, houses, animals, trees, etc.
REVIEW: Flexiflans are used by groups to begin to investigate community or household situations. The participants are divided into small groups, each of which selects the flexiflans it needs to depict a particular situation based on members' experiences. After all of the situations have been presented, a discussion follows, exploring more deeply the community's or the group's problems.



Lollipuppets
LANGUAGE: instructions in Indonesian, English, and Spanish
DESCRIPTION: figures drawn on cardboard and pasted on a stick
REVIEW: Lollipuppets can be used by members of a group to stimulate discussion of different viewpoints on community problems. Large groups can be divided into smaller groups and each asked to prepare a short puppet play on meal times in their homes, or other situations. After the presentation in group discussion, similarities and differences in the presentations can be brought out.



Food Habits Chart
LANGUAGE: none
DESCRIPTION: wall chart, large with drawings of food across the top
REVIEW: This chart can be used to help a group investigate their own nutrition patterns. Each member of the group can mark foods they ate yesterday on the chart, or they can mark foods they eat frequently, occasionally, and seldom. Once everybody has marked off the foods the group can draw conclusions and discuss their own food habits. This chart can be adapted to many types of investigation. For example, foods commonly eaten by children might be compared to foods eaten by adults.



Open-Ended Stories
LANGUAGE: Indonesian and English
DESCRIPTION: printed sample story
REVIEW: An open-ended story is one that leaves the reader or listener at the dramatic climax without the solution to the dilemma being provided by the story teller. Open-ended stories help people analyse their own situations. The story presented here is one in which a mother is left in a quandary about what she should do for her child with diarrhea, but stories can be written about a variety of topics. Guidelines are given for how to write these stories.

A Story with a Gap
LANGUAGE: Indonesian and English
DESCRIPTION: 2 large posters and a series of smaller drawings
REVIEW: This technique has been developed to help villagers plan solutions to particular problems. The story has a beginning (the current situation) and an end (the desired situation), represented on the large posters, but no middle. The process used to go from the current to the desired situation is missing. The group is divided into smaller groups who use the smaller pictures to work out steps they think sould be taken to go from the current situation to the desired situation. Each group's progress is discussed. All of the processes are shared, and the group decides on one process. This technique can be adapted to each community's situation.

OTHER MATERIALS FOR CREATING NUTRITION AWARENESS

ASIA

Nutrition Clubs for Healthier Families
LANGUAGE: English or Indonesian script
DESCRIPTION: film strip, color, 48 frames; accompanying booklet provides a script, questions for discussion, and background information on nutrition in Indonesia and nutrition clubs
REVIEW: This motivational and instructional film strip describes the development of a nutrition club, which is a participatory experience for groups of mothers of children under 5 years old. This film strip, for *health workers* or community opinion leaders, describes seven specific steps to follow to establish a nutrition club and conduct, evaluate, and follow up its operations. Suggested activities, in addition to practice in preparing meals for children, include home gardening, fundraising through food sales, and credit cooperatives to get members started in small businesses. To guarantee the success of a nutrition club, one must make sure that 1) the community participates, 2) the activities are interesting, and 3) the mothers themselves are responsible for the finances and sharing of tasks. Produced with the cooperation of Yayasan Indonesia Sejahtera.
CONTACT: World Neighbors

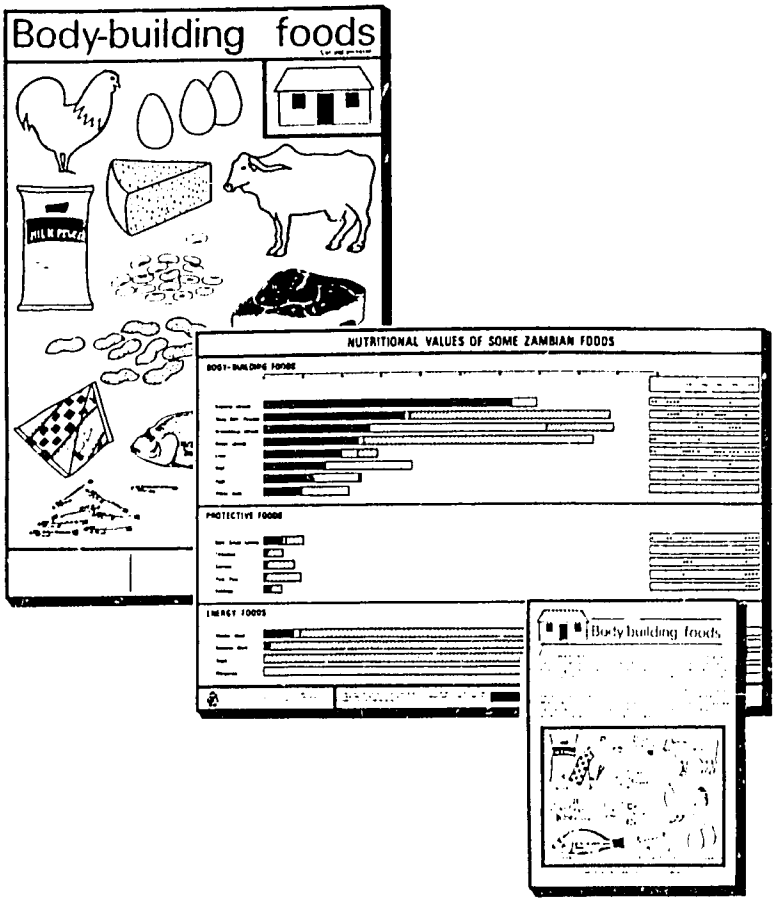
FOOD PICTURES AND FOOD GROUPS

COORDINATED EFFORTS THAT INCLUDE FOOD PICTURES AND FOOD GROUPS

ZAMBIA

National Nutrition Education Campaign

LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.109
DESCRIPTION: wall chart of food groups. Food drawings for flannel graph and booklet describing food groups, all with similar black and white graphics
CONTACT: Zambia-National Food and Nutrition Commission



Food Drawings
LANGUAGE: none
DESCRIPTION: 3 large sheets with black and white line drawings to be cut out and used with a flannelgraph
REVIEW: These large, clear line drawings of local Zambian foods can be used in a variety of educational settings. While they are meant for use in Zambia they could be adapted by other countries.

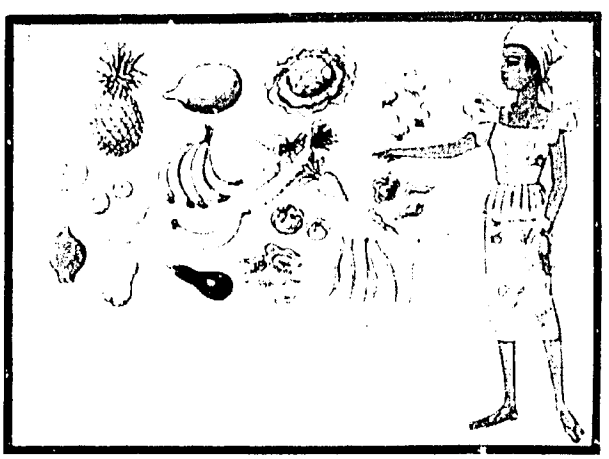
Key Foods and Nutritive Values
LANGUAGE: English
DESCRIPTION: wall posters, black and white line drawings
REVIEW: These 2 posters are probably best used to train *nutrition promoters*. They are clear and offer a basis on which to compare the nutritional value of foods. Because of their orientation towards nutrients rather than foods, their use with villagers should be planned carefully.

Good Food
LANGUAGE: English
DESCRIPTION: booklet, 7 × 8.5", black and white line drawings
REVIEW: This booklet describes the 3 major food groups and has illustrations of their constituent foods. It then briefly describes the importance of providing children of all ages with foods from these groups, with emphasis on adding protein-rich foods to the diet.

OTHER MATERIALS THAT INCLUDE FOOD PICTURES

AFRICA

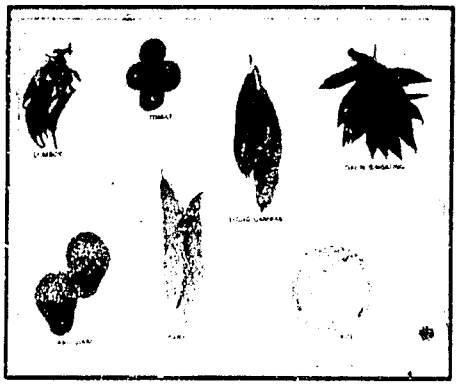
Nutrition
COUNTRY: Zaire
LANGUAGE: French and English
MULTI-TOPIC: see p.117
DESCRIPTION: picture series, 8.5 × 11", and flip chart 18 × 54", color
CONTACT: Zaire-Bureau d'Etudes



Why Do We Eat?
COUNTRY: French-speaking Africa
LANGUAGE: French
MULTI-TOPIC: see Weaning, p.65
DESCRIPTION: film strip, black and white drawings, 33 frames; booklet with captions, notes to the user and a few questions for group discussion
REVIEW: We eat to provide our body with energy for working and materials for growth and healing, and to protect our health. This strip is done in a cartoon style with a West African setting (people, environment, and foods). Basing the presentation on the 3 food groups, the strip discusses specific foods in each group and illustrates situations in which nutrient needs are increased, including breast feeding. It also uses an effective analogy of house-building and maintenance to describe the functions of foods in the body. The final third of the story covers weaning foods, vegetable gardening, and sanitation. The presentation is simple and direct, providing a sound basis for a discussion of dietary needs and changes.
CONTACT: FAO

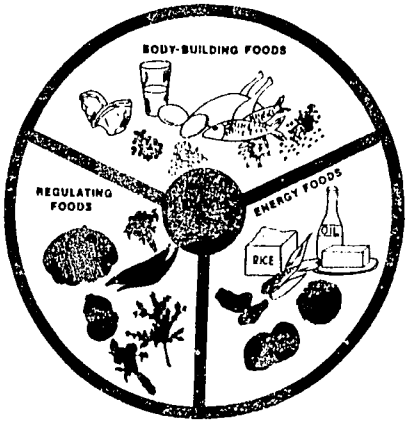
ASIA

Food Pictures for Flannelgraph
COUNTRY: Indonesia
LANGUAGE: Indonesian
DESCRIPTION: large sheets of 4-color food photographs ready to be cut out and used with a flannel graph
REVIEW: These color photographs of food are realistic and are extremely useful in discussing nutrition in a variety of formats. Each photograph has the Indonesian name for the food printed underneath, but these names could be omitted when the pictures are cut out.
CONTACT: UNICEF-Indonesia



The Food We Eat
COUNTRY: India
LANGUAGE: English
DESCRIPTION: leaflet, black and white,
REVIEW: This leaflet for literate persons gives a brief description of the 3 main functions of food and then divides commonly consumed food into the following groups: cereals and millets; pulses; vegetables, roots, and tubers; flesh foods and eggs; sugar and jaggery; milk; and fats and oil seeds. It provides an example of a well-balanced vegetarian meal.
CONTACT: India-National Institute of Nutrition

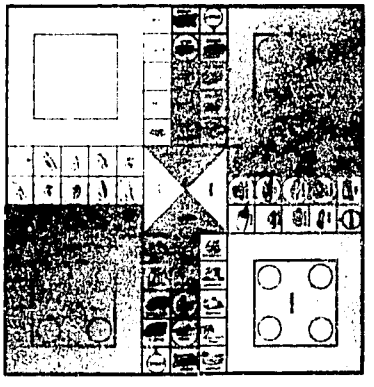
Priority Nutrition Messages
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: flip chart, 20 × 24", color, 16p.
CONTACT: Philippines: Nutrition Center of the Philippines



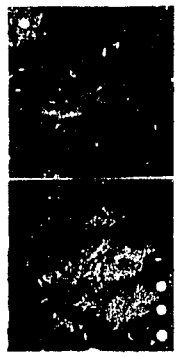
EAT A VARIETY OF FOODS EVERY DAY. NO SINGLE FOOD CAN SUPPLY ALL NUTRIENTS THE BODY NEEDS.

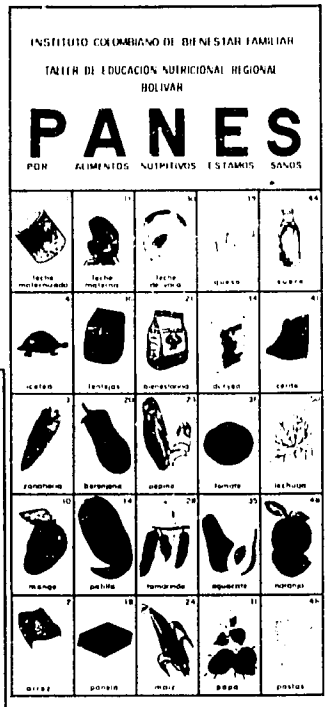
CARIBBEAN

Snakes and Ladders and **Ludo**
COUNTRY: Jamaica
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.112
DESCRIPTION: game boards, 12 × 12", color; instructions on back; spinner and playing pieces are provided
REVIEW: These games have been developed to teach *children* the 4 major food groups (staples, vegetables, peas and beans, foods from animals), which are color-coded and used throughout the campaign. The Snakes and Ladders game also emphasizes "good" vs. "bad" mixtures of foods, based on food grouping rather than what the actual foods are (e.g. eggs and peas are a good mixture, but liver and peas are a bad mixture). This food group system is utilized in all materials of this campaign.
CONTACT: CFNI



LATIN AMERICA





Cuadro de los Alimentos Para Mejorar la Nutrición
(Food Chart for Better Nutrition)
COUNTRY: Mexico
LANGUAGE: Spanish
DESCRIPTION: leaflet, 5 × 8", color
REVIEW: The message of this attractive leaflet is to combine foods from the 3 major food groups at each meal according to food preferences and budget. The back panel is a comic strip dialogue between neighbors discussing the importance of consulting the Cuadro de Alimentos to ensure the good nutrition of the entire family.
CONTACT: Mexico-SAM

Combinación Es Nutrición
(Combining is Nutrition)
COUNTRY: Mexico
LANGUAGE: Spanish
DESCRIPTION: poster, 21 × 26", color
CONTACT: Mexico-SAM

Dominos de Nutrición
(Nutrition Dominos)
COUNTRY: Colombia
LANGUAGE: Spanish
DESCRIPTION: 36 dominos, cardboard, colored pictures of foods
REVIEW: This domino set is structured to help players learn the foods in the different food groups; only those foods in the same group can be joined together. The use of the domino game allows players to learn these relationships between foods for themselves.
CONTACT: Colombia-PAN Taller/Bolivar and PAN/Bogota

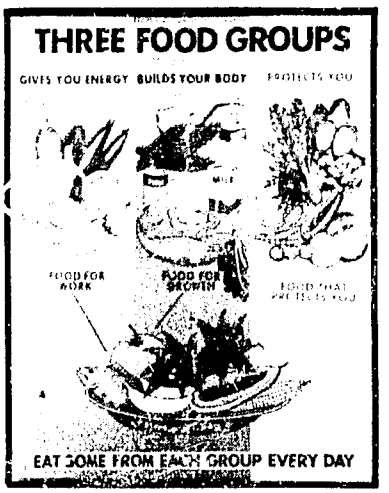
PANES: Por Alimentos Nutritivos Estamos Sanos
(We Are Healthy Because of Nutritous Foods)
COUNTRY: Colombia
LANGUAGE: Spanish
DESCRIPTION: bingo (PANES) cards for players and small numbered and lettered strips for random drawing, color
REVIEW: This game follows the same rules as bingo. However, when the player wins s/he must correctly describe the foods in the bingo line, telling either to which food group they belong or their major nutrient content. This learning game allows for flexibility in its implementation.
CONTACT: Colombia-PAN Taller/Bolivar and PAN/Bogota

Manual Gráfico de Alimentación para Comadronas Adiestradas
(Illustrated Manual on Nutrition for Trained Midwives)
COUNTRY: Guatemala
LANGUAGE: Spanish
MULTI-TOPIC: see p. 121
DESCRIPTION: booklet, 6 × 8", color, minimal text, 24p.
CONTACT: Save the Children or INCS

Mi Cuaderno
(My Notebook)
COUNTRY: Chile
LANGUAGE: Spanish
CAMPAIGN: see Breast Feeding, Campaña para la Promoción de la Lactancia Materna, p. 41
DESCRIPTION: booklet

SOUTH PACIFIC

Three Food Groups
COUNTRY: Papua New Guinea
LANGUAGE: Pidgin and English
MULTI-TOPIC CAMPAIGN: see p.115
DESCRIPTION: poster, 19 × 25", color
REVIEW: This poster shows foods of 3 basic food groups (staples, proteins, protective foods), a meal which includes foods from all 3 groups, and comments on the role of each group in the diet.
CONTACT: Papua New Guinea-Madang



GENERAL NUTRITION AND RECIPES

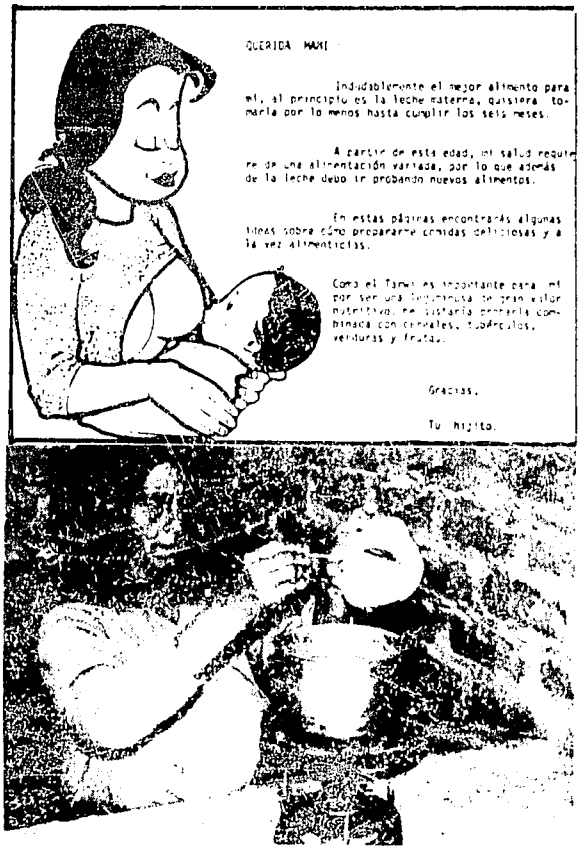
CAMPAIGNS ABOUT GENERAL NUTRITION AND RECIPES

PERU

Promoción De Los Alimentos Indígenos
(Promotion of Indigenous Foods)
LANGUAGE: Spanish
DESCRIPTION: set of 4 pamphlets, booklet, film strip, and a special booklet on young child foods
REVIEW: The Andean region has some highly nutritious native foods, principally *quinua* and *tarwi*. Over the years these crops have been replaced and food habits have slowly shifted. But with growing malnutrition and difficult growing conditions in the highlands, in 1979 the Peruvian government began to promote the use of indigenous foods in this area. A variety of agencies are cooperati[illegible] this effort, and the problem is being addre[illegible] through increased production and education.

Consuma Tarwi
(Consume Tarwi)
DESCRIPTION: booklet, color, 48p.
REVIEW: This attractively designed recipe book would appeal to urban as well as rural families. It begins by stating that *tarwi* is good for the entire family and should be served in combination with corn, *quinua*, or barley. It gives a few recipes especially for babies and preschoolers and continues with recipes for the family menu. At the end of each recipe the calorie and protein content is stated for an individual serving. This recipe book would be useful to others interested in promoting tarwi.
CONTACT: Perú-Instituto Nacional de Nutrición

Recetas Típicas
(Traditional Recipes)
DESCRIPTION: 4 pamphlets—one color
REVIEW: This series was produced to encourage the use of indigenous foods in the daily diet of the rural highland population. The presentation is simple—mimeograph—and the concept is good: provide more variety through new preparations and increase the prestige of traditional foods.
CONTACT: Perú-Oficina Nacional de Apoyo Alimentario



El Tarwi También para Mí
(Tarwi Is Also For Me)
DESCRIPTION: booklet, small black and white, 38p.
MULTI-TOPIC: see Weaning, p.68
REVIEW: This booklet begins with a note from a child reminding the mother that at 6 months s/he needs to begin eating and that *tarwi* is a delicious food. The nutritive value is discussed, and mothers are assured that if prepared properly this inexpensive food can be digested by young children (contrary to popular belief). The rest of the booklet is devoted to recipes using *tarwi* in easily prepared foods for young children. This booklet may be appropriate for other Andean countries interested in promoting *tarwi*.
CONTACT: Perú-Instituto Nacional de Nutrición

Quinua—Protein for the Highlands
LANGUAGE: English, Spanish, French
DESCRIPTION: film strip
REVIEW: *Quinua* is a high-protein cereal, traditionally consumed in the highlands of Peru. The filmstrip encourages use of *quinua* rather than expensive imported grains. The basic preparation of the grain, its substitution for milk, eggs, cheese, or meat and its use in soups, beverages, and desserts are shown. The recipes use inexpensive ingredients and simple methods.
CONTACT: World Neighbors

COORDINATED EFFORTS THAT INCLUDE GENERAL NUTRITION AND RECIPES

PAPUA NEW GUINEA

Konedobu Nutrition Project
LANGUAGE: English or Pidgin
MULTI-TOPIC CAMPAIGN: see p.115
CONTACT: Papua New Guinea-Konedobu

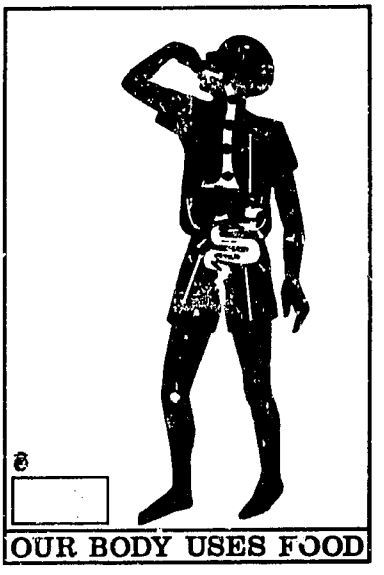
Food for School/Kaikai Bilong Skul
DESCRIPTION: pamphlet, 6 × 8.5"
REVIEW: This pamphlet encourages parents to pack lunches for their children rather than give them money to buy food at school, since local vendors specialize in "rubbish" foods. It also stresses the importance of breakfast and that children need to eat almost as much as adults and need 3 meals a day. The pamphlet recommends certain foods and menu possibilities for both rural and urban children, the importance of keeping food clean by wrapping it in leaves, and starting a school garden. The pamphlet is appropriate reading material for literate parents, *school children,* and officials.

Buk bilong kukim gutpela kaikai
DESCRIPTION: booklet, 5.75 × 8", black and white photographs, 32p.
REVIEW: This booklet provides information on nutritious foods and is filled with recipes for the family such as Filipino Sup and Pinat Sup. Photos of the ingredients are provided with each recipe. There are also sections at the back on foods for babies, *suga wara* (sugar water for rehydration but no salt), and discouraging the consumption of "rubbish foods" (lollywater, candy, and cheese pops).

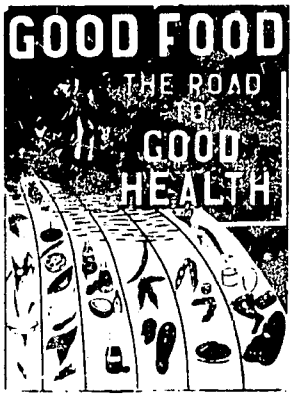
OTHER MATERIALS ABOUT GENERAL NUTRITION

AFRICA

Our Body Uses Food
COUNTRY: Zambia
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.109
DESCRIPTION: poster, large, black and white line drawing
CONTACT: Zambia-National Food and Nutrition Commission



Nutrition Posters
COUNTRY: Ghana
LANGUAGE: English
MULTI-TOPIC: see Weaning, "Add Fish Powder", p.65
DESCRIPTION: posters, ranging from 19 × 24" to 21.5 × 31", color
REVIEW: These posters promote better nutritional practices for the entire family. One poster on general family nutrition shows a mother breast feeding at the homestead while the father works in the field; the other shows a family on "the road to good health" with 6 food groups. The posters could be displayed in health clinics, schools, and other public places.
CONTACT: Ghana-Ministry of Health



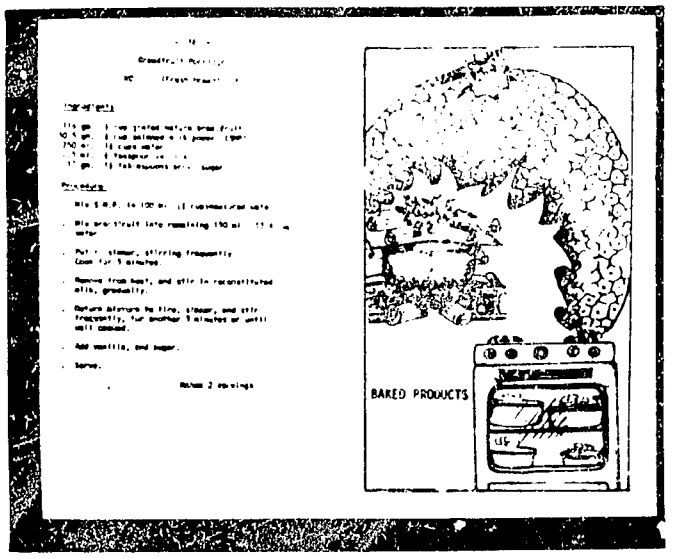
Soybeans: Part 2—Let's Eat Them
COUNTRY: Uganda, Tanzania
LANGUAGE: English, Spanish, French
DESCRIPTION: film strip, 35 frames; booklet with captions, questions for discussion, recipes
REVIEW: This film strip covers soybean use, beginning with cleaning, drying, and storing the beans. The stages of flour preparation are shown: drying, pounding, winnowing, grinding, and sifting. Step-by-step procedures are shown for preparing unleavened bread, fried snacks made from a dough containing egg and baking powder, and soy-enriched porridge. The booklet also gives detailed instructions on preparing soy sprouts and cooked dry soybeans. The tools pictured are simple.
CONTACT: World Neighbors

ASIA

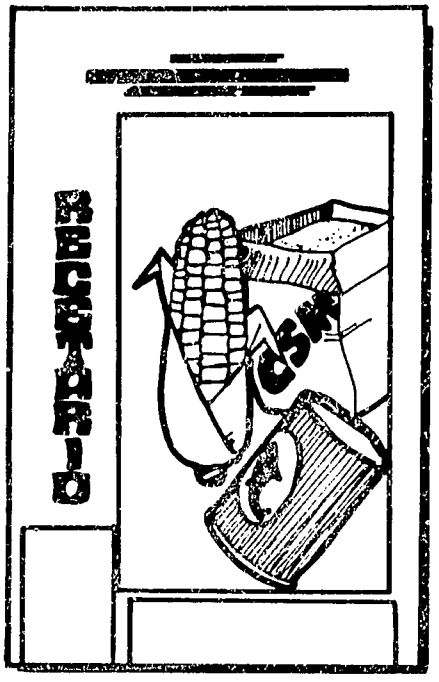
Guidelines for Better Nutrition
COUNTRY: Korea
LANGUAGE: English
DESCRIPTION: 68 slides, script for narration (slides not available for review)
REVIEW: The essence of this slide presentation is that good nutrition protects against disease. A balanced diet includes foods from 5 groups: protein, carbohydrates, vitamins, calcium, and fats and oils. Particular attention is given to traditional foods including *kimchi* (for vitamin C) and seaweed (for calcium). Food preparation also is stressed—vitamins can be lost in cooking water, and overheated fats can be harmful. Finally, food should not be too salty or hot. Special recommendations are included for pregnant and lactating women and for feeding young children. "Good nutrition is not only for the wealthy."
CONTACT: Korea-Meals for Millions Foundation

Cooking For Better Nutrition
COUNTRY: India
LANGUAGE: English
DESCRIPTION: leaflet, black and white
REVIEW: This leaflet for literate housewives contains suggestions for cooking rice, vegetables, and pulses to preserve their nutrient content. It discourages the practices of cooking rice in too much water and then draining off the excess and of cooking vegetables and pulses with baking soda. It encourages the use of raw or lightly cooked vegetables which have been thoroughly cleaned before use.
CONTACT: India-National Institute of Nutrition

CARIBBEAN



Breadfruit for Economy
COUNTRY: Jamaica
LANGUAGE: English
DESCRIPTION: booklet, 5.5 × 8.5", mimeograph, 32p.
REVIEW: Breadfruit is easily grown, abundant, nutritious, and economical, but it does not keep well and can become monotonous when in season. This booklet discusses ways of using breadfruit in recipes for traditional dishes, sometimes as a substitute for flour or more expensive ingredients. The recipes use locally available ingredients given in both standard and metric measures, although the conversions are not always correct. Use of the book requires literacy and basic kitchen equipment; it could be a useful basis for cooking demonstrations. The language is simple, but the few line drawings do not relate to the recipe preparation.
CONTACT: Jamaica Scientific Research Council

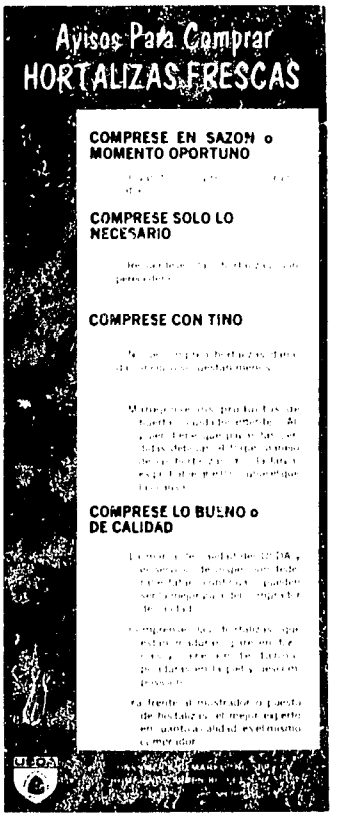


Corn-Soy-Blend (CSB) in Jamaican Meals
COUNTRY: Jamaica
LANGUAGE: English
DESCRIPTION: mimeograph booklet, not illustrated, 30p.
REVIEW: This booklet helps consumers use CSB in local dishes. The introductory section, relevant anywhere, describes CSB's composition, nutritive value, characteristics, preparation, storage, and uses. The recipes incorporate CSB, usually as a grain product, in main dishes, sweets, and breads which use local food resources. Appropriate measures and cooking methods are described.
CONTACT: Jamaica Scientific Research Council

LATIN AMERICA

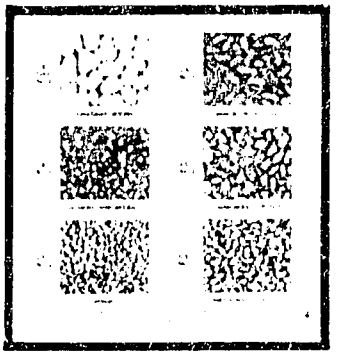
Recetario
(Recipe Book)
COUNTRY: Peru
LANGUAGE: Spanish
DESCRIPTION: booklet, 6 × 8", mimeo, no illustrations, 18p.
REVIEW: This recipe book provides basic information about donated foods and instructions for their use. Recipes for incorporating these foods into traditionally prepared dishes are provided. The donated foods

included in the recipes are: powdered skim milk, powdered whole milk, corn-soy-milk powder, canned fish, and cornmeal.
CONTACT: Peru-Oficina Nacional de Apoyo Alimentario



Como Comprar Hortaiizas Frescas
(How to Buy Fresh Vegetables)
COUNTRY: U.S.A.
LANGUAGE: Spanish
DESCRIPTION: booklet, 4 × 9", black and white, 24p.
REVIEW: The USDA publishes a series of consumer guides to food purchasing. One with broad applicability describes how to select foods in the marketplace. Little attention is given to food preparation, but selection is covered in detail for over 2 dozen vegetables, many of which are used in Latin America.
CONTACT: USDA

Como Comprar Habas, Guisantes y Lentejas en Seco
(How to Buy Dried Beans, Peas, and Lentils)
COUNTRY: U.S.A.
LANGUAGE: Spanish
DESCRIPTION: booklet, 4 × 9", color centerfold, 12p.
REVIEW: This booklet discusses the economic and nutritive advantages of various legumes, qualities to look for when buying them, label-reading, storage factors, and preparation. A color centerfold illustrates 6 common varieties, of high quality. The food names used in this booklet will differ from local names, and the text requires good reading ability.
CONTACT: USDA



WORLDWIDE

Who Should Eat the Egg?
COUNTRY: Philippines or Guatemala
LANGUAGE: English, French, or Spanish
DESCRIPTION: film strip, 18 to 22 frames, depending on language/context, color; with illustrated script
REVIEW: This strip begins with a story about a young child who finds an egg which one of the family chickens has laid. The child takes the egg to the mother and asks, "What are we going to do with it?" The remainder of the strip presents alternative answers, serving to stimulate discussion about family food allocation, protein and cash crops. It does not answer the question, but asks whether the father should eat the egg, because he must work hard; the child should eat the egg, because she found it; the baby, because she is growing fastest; and other possibilities, including selling it.
CONTACT: World Neighbors

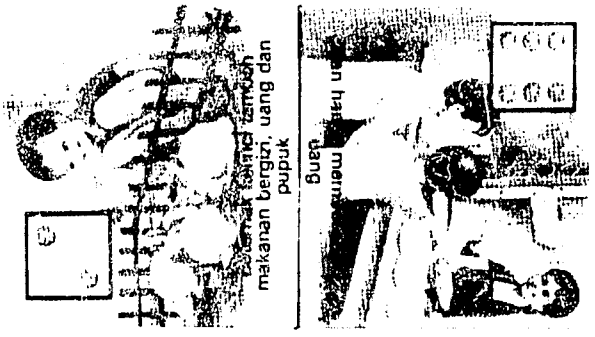
GENERAL NUTRITION FOR SCHOOL CHILDREN

COORDINATED EFFORTS THAT INCLUDE GENERAL NUTRITION FOR SCHOOL CHILDREN

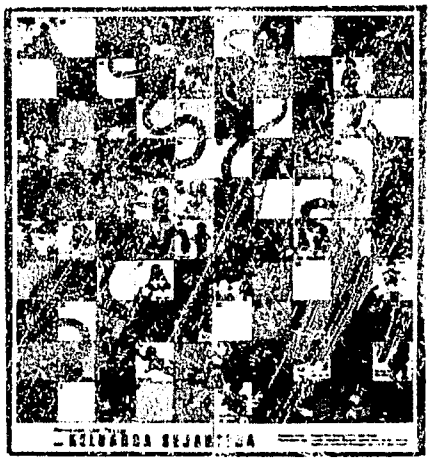
INDONESIA

Yayasan Indonesia Sejahtera Children's Nutrition
LANGUAGE: Indonesian
MULTI-TOPIC CAMPAIGN: see p.111

DESCRIPTION: a set of games: dominos, snakes and ladders, and cards
CONTACT: Indonesia-Yayasan Indonesia Sejahtera



Nutrition Dominos—Economics and Food
DESCRIPTION: 28 dominos, 2 × 4", color
REVIEW: This game is an excellent way to introduce *children* to some activities in which they can contribute to the family's economic well being. Messages included in the domino game are: to save small change; to raise rabbits to eat and sell; to help with home gardens and sell some of the products; to make things yourself; to cooperate in school projects; and to avoid buying snack foods.

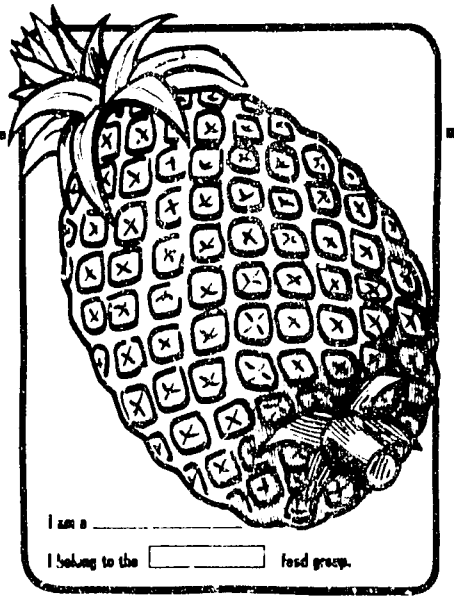


Snakes and Ladders
DESCRIPTION: game, cloth "board", 65 × 95 cm, color
REVIEW: This game is recommended for *children* above age 8 to introduce them to nutrition principles and activities in which they can participate. The game discourages eating snacks and not finishing all the food served. The game encourages children to grow, to eat papaya, to raise rabbits, to help make *tempeh*, to help in the family garden, and to always ask for good healthy food.

Health Card Game
DESCRIPTION: card game, 3 × 5", color, 32 cards
REVIEW: This card game is used to introduce *children* to the importance of food and nutrition in health. General nutrition concepts are introduced through messages that say: 1) A malnourished child is thin, weak, and often sick; 2) A child needs to eat a lot of all the common foods; 3) A child needs to eat fish; 4) A child who eats a lot will be healthy and strong.

JAMAICA

Eat Right
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: CFNI

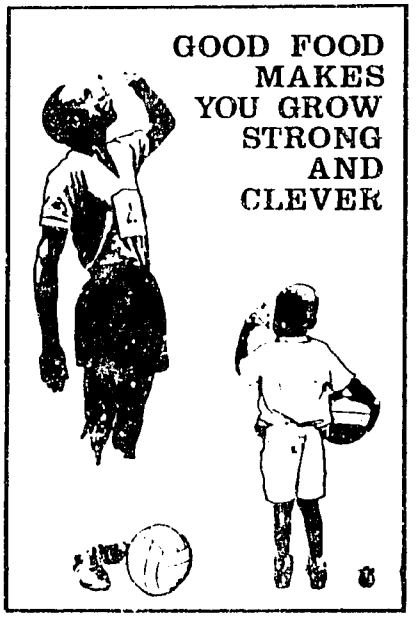


Eat Right Coloring Book
DESCRIPTION: coloring book, 10.5 × 8", 32p.
REVIEW: This coloring book is used to teach *children* the campaign's color-coded scheme for identifying 7 food groups: staples, peas and beans, vegetables, animal foods, fruits, fats and oils, and sugar and sweets. A 2-page discussion of complementary protein groups is included for meal planning using a variety of 4 food groups. The bulk of the book consists of pictures of foods to be identified, classified by food group, and colored in.
CONTACT: CFNI

OTHER MATERIALS ABOUT GENERAL NUTRITION FOR SCHOOL CHILDREN

AFRICA

Good Food Makes You Grow Strong and Clever
COUNTRY: Zambia
LANGUAGE: English
CAMPAIGN: see p.109
DESCRIPTION: large wall poster, black and white photographs
REVIEW: This emphasis on milk and protein foods and athletic ability should be reevaluated carefully in light of real nutrition problems for school age *children*.
CONTACT: Zambia-National Food and Nutrition Commission



CARIBBEAN

Farmer Brown
COUNTRY: Jamaica
LANGUAGE: English
DESCRIPTION: booklet, 5.5 × 8.5"; black and white drawings, 16p.
REVIEW: This booklet was designed to use with third-grade *children* to increase their awareness of food sources and nutrition. Farmer Brown grows a variety of foods, some of which he takes to market; the rest is prepared by Mrs. Brown, who specializes in local dishes with complementary proteins, and raw vegetable salads. In addition to the story, the booklet includes a word-puzzle, other activities, a vocabulary list, and instructions to the teacher on using the booklet. The line drawings can be colored in.
CONTACT: Jamaica-Scientific Research Council

LATIN AMERICA

Good Food Wins the Game / Comer Bien para Jugar Mejor
COUNTRY: Chile
LANGUAGE: English, Spanish
DESCRIPTION: film strip, color, 62 frames
REVIEW: This film strip aims to teach *children* basic nutrition by contrasting 2 boys of the same age who differ in size and strength because they eat differently. We see what they eat, and why one boy is taller and stronger because of the variety of foods he eats. They both eat the basic diet of beans and noodles, but the larger boy also eats (in this order): yellow squash, fish, milk and other dairy foods, fruits, and vegetables. The value of eating a varied diet of foods from Chile's 4 food groups is illustrated by the well-being of the stronger boy and his family and by the smaller boy's delight when he begins to eat as they do. The healthier boy's household seems middle-class and fairly comfortable, but their activities would be feasible for many lower-income families.
CONTACT: UNIPUB

SOUTH PACIFIC

Nutrisen or sik bun nating insait long malang
(Role of Nutrition in Community Schools)
COUNTRY: Papua New Guinea
LANGUAGE: Pidgin
MULTI-TOPIC CAMPAIGN: see p.115
DESCRIPTION: 3 typed sheets for teachers.
REVIEW: Teachers are reminded that malnutrition is a problem in Papua New Guinea. Children need breakfast, especially if they are walking many miles to school, and need lunch to perform well during the day. The specific messages promoted are: eat mixed food of *Laukau, Kumu,* and something else; eat at least 3–4 times a day; and eat beans whenever you can. Specific projects such as gardens and food fairs are suggested.
CONTACT: Papua New Guinea-Madang

Suppose You Eat Lots of Peanuts—Then You'll Be Strong Like the Phantom
COUNTRY: Papua New Guinea
LANGUAGE: Pidgin
DESCRIPTION: poster, 17 × 21", color
REVIEW: This poster is intended for school-age *children* and promises phantom-like strength as the result of eating lots of peanuts. Presumably the Phantom is a popular comic book character—someone school children hope to emulate.
CONTACT: Papua New Guinea-Madang

MATERNAL NUTRITION

Materials dedicated exclusively to maternal nutrition are rare. Only a handful relate to the specific problems facing pregnant and lactating women or to the more general concerns of women of childbearing age. This section contains reviews of materials devoting all or a significant amount of attention to the nutrition concerns of pregnant and lactating women. At a glance, one can see that most of the items described are parts of multitopic materials. There have been no campaigns on maternal nutrition. Breast feeding promotion materials often mention the importance of good diets for pregnant and lactating women, but specific recommendations for dietary improvement are few, so the impact is limited.

Specific messages were developed in the Indonesia Nutrition Education Improvement Project, emphasizing nutrition for lactating women. Qualitative research prior to designing the messages determined the feasible dietary changes and indicated that lactating women were more eager to improve their diets than pregnant women were.

Education of the public about maternal nutrition most often conveys the following messages:

GENERAL (both for pregnant and lactating women)

- Eat a better diet than usual.
- Eat extra food.
- Eat a balanced diet.
- A better diet helps ensure a healthy child.
- Take an iron pill or eat iron-rich foods daily.
- Do not drink alcoholic beverages. Do not smoke.

PREGNANCY

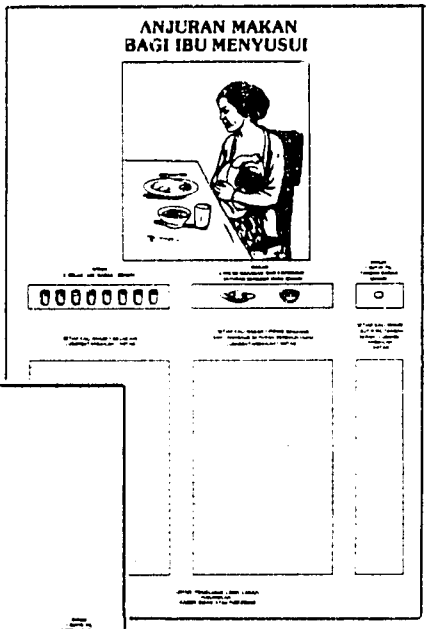
- Eat more protein foods, such as beans, groundnuts, eggs, and milk. (The relevance of this message should be evaluated carefully, considering the adequacy of the current dietary pattern of the woman and the feasibility of her increasing these foods. A more sound and feasible recommendation might be for her to eat more food to increase calorie and protein intake.)
- Eat additional fruits and vegetables to ease the common problem of constipation.
- Try to gain 15 to 25 pounds (the amount varies by country) over the course of the pregnancy to ensure the health of your child and to prepare your body for breast feeding.
- Eat smaller meals, but more frequently.
- Regularly visit a health clinic.
- Limit salt intake. (Recent scientific evidence indicates that this message is not valid and should not be emphasized.)

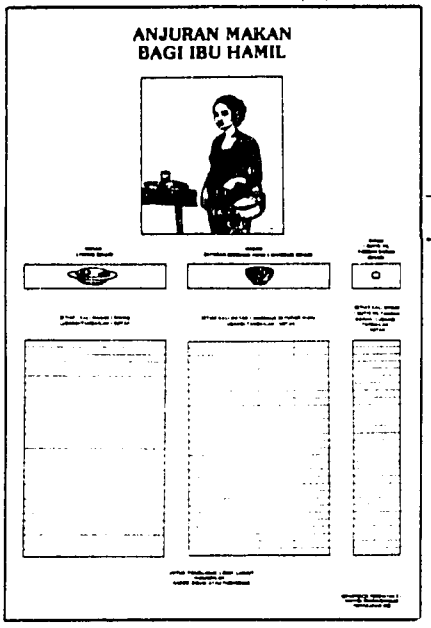
LACTATION

- Eat additional protein foods and drink milk. (As stated above, this message needs careful evaluation.)
- Add an additional plate of food to the normal diet.
- Drink more fluids, at least eight glasses per day.

INDONESIA

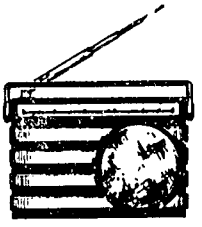
Nutrition Education Improvement Project
LANGUAGE: Indonesian and Javanese
MULTI-TOPIC CAMPAIGN: see p.110





Anjuran Makan Bagi Ibu Menyusui
(Advice for the Nursing Mother)
DESCRIPTION: poster, 15 × 21", color
REVIEW: This poster, given to breast feeding women, is accompanied by an explanation from the nutrition worker about good diet during lactation. They are reminded to drink 8 glasses of fluid each day, to eat 4 plates of food plus green vegetables, and to take an iron pill. The poster addresses specific behavior change objectives of the project. The concepts and the poster itself were well tested with the target audience.

Anjuran Makan Bagi Ibu Hamil
(Advice for the Pregnant Woman)
DESCRIPTION: poster, 15 × 21", color
REVIEW: The pregnant woman is given a poster by the community health worker, who explains each of the specific recommendations. She is to take the poster home and use it as a worksheet, marking the boxes under each recommendation when she follows the advice. The practices advocated here are to eat 4 times a day, including a bowl of green vegetables, and to take one iron pill each day. Both the poster and the dietary recommendations were thoroughly tested.



Ibu Menyusui
(Lactating Mother)
DESCRIPTION: one-minute radio spot
REVIEW: This radio script, written as a discussion between a nutrition worker and a young mother who is carrying a crying baby, addresses the mother's concern that her breast milk supply may be inadequate for her child. She is advised to drink more fluids (8 glasses a day), to eat 4 plates of food with extra leafy green vegetables daily, and to take an iron pill each day. The advice and the spot were designed with the help of members of the target audience. The advice to drink more fluids and to eat more green leafy vegetables was well received. The spot reinforces the messages conveyed by the health worker and the poster.

INDONESIA

UPGK Family Nutrition Improvement Program
LANGUAGE: Indonesian
MULTI-TOPIC CAMPAIGN: see p.109

CONTACT: Indonesia-UPGK, Division of Nutrition or APHA

Keluarga Sehat
(Healthy Family)
DESCRIPTION: flip chart, 10 × 14",
sturdy paper, color, 28p.
REVIEW: The flip chart contains specific recommendations for pregnant women to take iron pills and to eat more iron-rich foods. Lactating women, particularly if their young babies are not gaining weight, are encouraged to drink six glasses of fluid more than usual and to eat two more plates of food than they would ordinarily.

INDIA

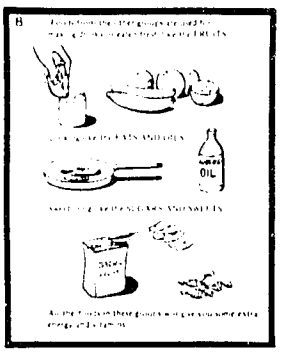
Tamil Nadu Integrated Nutrition Project
LANGUAGE: Tamil
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: India-Tamil Nadu Integrated Nutrition Project

A Flip Book on Mother and Child Care
DESCRIPTION: flip chart, 9 × 13", spiral bound, color, 25p.
REVIEW: Approximately one-half of this flip chart covers care of pregnant and lactating women, including the need for a good diet to meet the demand for extra calories. The lesson on pregnancy also stresses the need for periodic health checks, weighing, hemoglobin test, iron pills, and a tetanus shot.

JAMAICA

Eat Right Campaign
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: CFNI

Eat Right: The Pregnant Woman
DESCRIPTION: flip chart, 21 × 16.5", 8 frames, black and white line drawings; and pamphlet for mothers
REVIEW: This flip chart and pamphlet discuss the importance of a nutritious diet for pregnant women, including the different types of foods which they should eat, using the color-coded complementary food grouping system developed by the Jamaican Nutrition Education Programme. The importance of iron and attending an antenatal clinic are also stressed.



PAPUA NEW GUINEA

Madang Nutrition Materials
LANGUAGE: English and Pidgin
MULTI-TOPIC CAMPAIGN: see p.115
CONTACT: Papua New Guinea-Madang

Pasin bilong gutpela kaikai long old mama i gat bel na mamo
(Good Eating Habits for Pregnant and Breast Feeding Women)
DESCRIPTION: script for slides
REVIEW: The slide tape shows a discussion with mothers led by a nurse who discusses the 3 food groups, anemia, diet alternatives to overcome food taboos, and breast feeding when pregnant. Pregnant women are encouraged to drink a lot of water, stop smoking, and wait until the last child is 2 years old before becoming pregnant again. Children should be fed solids beginning at 4 months and breast fed for 2 years. The nurse also stresses the importance of visiting the antenatal clinic every month as shown. Two women are weighed and tested for anemia. Several mothers ask pertinent questions during the discussion.

ZAMBIA

National Nutrition Education Campaign
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.109
CONTACT: Zambia-National Food and Nutrition Commission

The Needs of a Pregnant Woman
DESCRIPTION: large wall poster with clear black and white photographs
REVIEW: This poster, easily interpreted by those with limited literacy, highlights the need for a pregnant woman to eat a balanced diet and extra food. "Body building foods and milk" are emphasized. Although the graphic portion of the poster was probably pretested, the emphasis on protein foods and special mention of milk may need further evaluation in light of local resources and dietary problems during pregnancy.

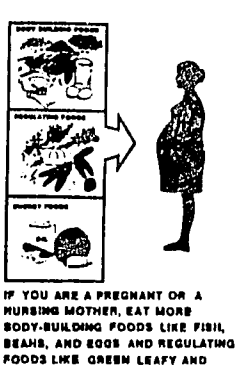
OTHER MATERIALS ABOUT MATERNAL NUTRITION

AFRICA

Small Talks: Lesson 1
Your Diet During Pregnancy and Lactation
COUNTRY: Sierra Leone
LANGUAGE: English
MULTI-TOPIC: see p.116
DESCRIPTION: flip chart, 4 black and white photographs
REVIEW: These 4 pictures make up one of the 10 lessons in the flip chart; mothers are advised that they need extra food for their own health and the baby's. Foods to eat every day include fruit and groundnuts. "It is best to eat at least twice a day; if you do not have plenty to eat during pregnancy, then your baby may be very small and get sick easily."
CONTACT: CARE-Sierra Leone

Nutrition
COUNTRY: Zaire
LANGUAGE: French
MULTI-TOPIC: see p.117
DESCRIPTION: series of 8.5 × 11" or 18 × 25" colored pictures to be used as a flip chart
CONTACT: Zaire-Bureau d'Etudes

ASIA

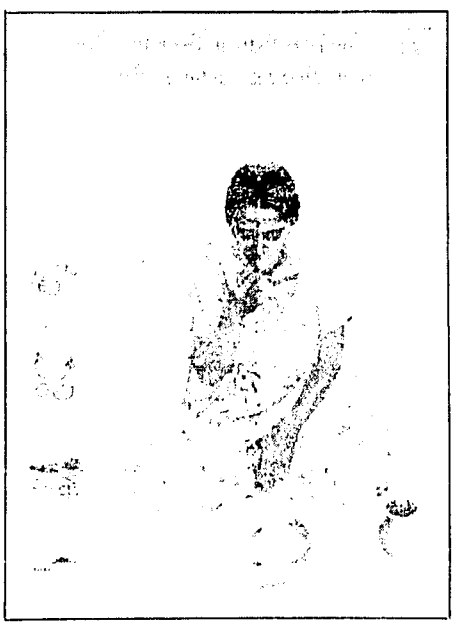


Priority Nutrition Messages
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: flip chart, 20 × 24", color, 16p; also available as individual handouts, 8.5 × 11"
CONTACT: Philippines-Nutrition Center of the Philippines

Breastfeeding
COUNTRY: India
LANGUAGE: English
DESCRIPTION: pamphlet, 8 × 10″,
folded in thirds, black and white
REVIEW: This pamphlet contains technical information on breast milk and stresses an adequate diet for lactating women, including increased consumption of cereals, pulses, green vegetables, and milk. The pamphlet is a good review of information for *health workers.*
CONTACT: India-National Institute of Nutrition

Care of Pregnant Women
COUNTRY: India
LANGUAGE: English
DESCRIPTION: pamphlet, 8 × 10″,
folded in thirds, black and white
REVIEW: Although this folder was designed for distribution to the public, it addresses many technical issues and would probably best be used as a reminder sheet for *health workers.* The content focuses on anemia and anemia prevention, with general nutrition information also included. Produced by the National Institute of Nutrition Research, Hyderabad, India.
CONTACT: India-National Institute of Nutrition

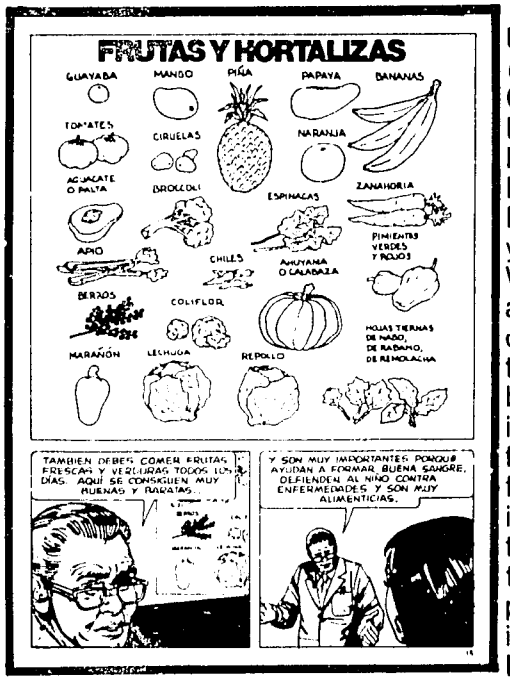
Wall Posters
COUNTRY: India
LANGUAGE: Hindi
DESCRIPTION: 2 wall posters, 23 × 18″,
color; and 2 flyers, 8 × 10″, color
REVIEW: These posters and flyers illustrate both the quantity and the variety of foods that pregnant and lactating women need. There is no over-emphasis on any one food.
CONTACT: CARE-India



LATIN AMERICA

Leche Materna
(Mother's Milk)
COUNTRY: Mexico
LANGUAGE: Spanish
CAMPAIGN: see Mexico-Breast Feeding Promotion Campaign, p.46
DESCRIPTION: pamphlet, 5.5 × 8.5″, color
REVIEW: This pamphlet is designed primarily to encourage urban women to breast feed. It contains dietary advice for both pregnant and lactating women. The advice for the pregnant woman is to eat one more plate of beans and 3 more tortillas than usual and for the lactating mother to drink 2 liters of fluid and eat 2 more plates of beans and 6 more tortillas than usual.
CONTACT: Mexico-SAM

Alimentos para Madres Embarazadas y Lactantes
(Food for Pregnant and Nursing Women)
COUNTRY: Guatemala
LANGUAGE: Spanish
MULTI-TOPIC: see Nutrición Infantil y Pre-Escolar ("Carlos Campesino" series), p.120
DESCRIPTION: 21-frame color film strip and booklet of questions and discussion for each frame
REVIEW: This filmstrip covers the importance of prenatal diet and medical care and the lactating mother's need to eat well and to rest. The discussion focuses on specific foods, emphasizing beans, fruits, and vegetables, rather than on concepts such as nutrient needs or weight gain. The nursing mother is encouraged to drink plenty of fluids and to drink a glass of milk with each meal and at bedtime. Breast feeding is recommended as the best, and only, food for infants' first few months.
CONTACT: CRS-Guatemala



Un Regalo De Amor
(A Gift of Love)
COUNTRY: US/Puerto Rico
LANGUAGE: Spanish
MULTI-TOPIC: see Breast Feeding, p.56
DESCRIPTION: comic book, black and white, 32p.
REVIEW: This comic book tells the story of Isabel, a young woman who has married and moved to the city. When she suspects she is pregnant, she seeks the advice of a neighbor, who directs her to the local health center. We follow Isabel through her prenatal care and the changes in her personal life. Her doctor and husband are supportive and offer constructive advice, including a discussion of the advantages of breast feeding. Inappropriately, her doctor tells her that animal foods are vital to her baby's intelligence. He puts beans in the "grains and starches" group and does not mention the value of combining vegetable proteins. Nevertheless, this comic book is a useful supplement to prenatal diet counseling, for it is readable and realistic in the story it tells. It has been distributed throughout Latin America.
CONTACT: Children's Television Workshop

Lactancia Materna
(Breast Feeding)
COUNTRY: Colombia
LANGUAGE: Spanish
CAMPAIGN: see Breast Feeding, p.43
DESCRIPTION: flip chart and manual
REVIEW: As part of the flip chart on breast feeding, maternal diet is discussed in a general way.
CONTACT: Colombia-PAN

YOUNG CHILD FEEDING

This chapter has been divided into three sections which reflect the changing emphases in nutrition education.

Young Child Feeding: General

This section contains materials which present an overview of child feeding from birth through at least the first year of life. These materials emphasize breast feeding, the introduction of solid foods, and the transition to the family diet. Materials providing a wide range of messages in one lesson have been replaced in many countries by a more focused approach. For example, many programs have developed materials specifically about breast feeding.

Breast Feeding

Because of the international attention which breast feeding promotion recently has received, some communicators have focused on increasing the popularity of breast feeding. They have created materials that deal exclusively with motivational and behavioral problems related to breast feeding.

Weaning

The weaning period (from the introduction of solid foods through the transition to family foods) is a time of high nutritional risk for infants and in many countries is more of a problem than breast feeding. Thus, many materials have been created specifically about the child's first solid foods. In these materials recipes—mixes of local foods—are usually presented.

The first section below lists a variety of individual materials, flip charts and film strips that cover infant feeding. The Nepal (World Neighbors) and Guatemala (World Neighbors and Catholic Relief Services) materials are two good examples. Two education campaigns using radio and interpersonal communication, one in Bolivia ("Buena Madre") and the other in Indonesia (Nutrition Education Improvement Project), made sets of materials on infant feeding, but in component parts to allow specific messages and lessons to be targeted for families with children of specific ages. This is a good strategy when there are regular opportunities to consult with the families of children whose development is being monitored.

For a list of the most widely used messages on young child feeding, see the sections on breast feeding and weaning, pages 40 and 58.

GENERAL YOUNG CHILD FEEDING

COORDINATED EFFORTS THAT INCLUDE GENERAL YOUNG CHILD FEEDING

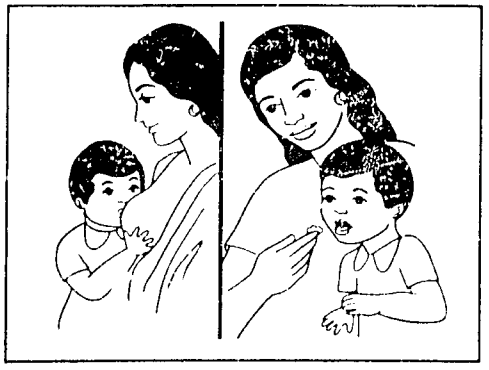
JAMAICA

Eat Right Campaign
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p. 112
CONTACT: CFNI

Eat Right 4 to 6 Months, . . . 6 to 12 Months, . . . One Year and Over
DESCRIPTION: 3 pamphlets unfold to 15 × 8", color
REVIEW: This set of pamphlets reinforces the basic "Eat Right" message and explains to mothers how to feed children in each of these age groups. Messages include avoiding bottles, using supplementary protein sources (especially cow's milk), frequent feedings, and meal planning (by one year of age the child should be eating 3 meals a day with the rest of the family as well as meals in between). ORT instructions, danger signs of dehydration, and reminders for immunizations at 12 and 18 months are included. The pamphlets give specific suggestions relevant to the mother's present habits and resources.

INDIA AND NEPAL

World Neighbors Materials
LANGUAGE: English, Hindi and Nepalese
MULTI-TOPIC: see p.119



Feeding Your Baby
DESCRIPTION: 17 flash cards, black and white drawings
REVIEW: These flash cards are good discussion starters and in unbound format offer a wide variety of ways in which they can be used. Breast feeding from day one until 2–3 years, the introduction of foods at the age of 5 or 6 months, and feeding 3 or 4 times a day are recommended. Captions are supplied on separate sheets as well as on backs of cards in all three langauges.
CONTACT: VHAI or World Neighbors

Feeding Your Baby
DESCRIPTION: flip chart, 8 × 9", heavy cardboard, spiral bound, black and white drawings, 11p.
REVIEW: This flip chart covers several basic topics in young child feeding, including the need to supplement the breast feeding mother's diet, rather than the child's, for the first 5 or 6 months. Then, the child should receive *litho* (see "Sarbottam Pitho, A Nutritious Food" in the *Weaning* section), even if s/he does not like it at first. Children should be fed 5 or 6 times a day to be "bright and healthy." Mothers are encouraged to wash their hands before feeding and keep food covered.
CONTACT: World Neighbors

GUATEMALA

Nutrición Infantil y Pre-Escolar ("Carlos Campesino" series)
LANGUAGE: Spanish
MULTI-TOPIC: see p.120
CONTACT: CRS-Guatemala

La Alimentación del Niño en el Primer Año

La Alimentación del Niño en el Primer Año
(Feeding a Child in the First Year)
DESCRIPTION: 27-frame film strip and booklet with questions and discussion for each frame
REVIEW: This film strip follows a newborn boy through his first year. Emphasis is placed on hygiene, especially washing hands, breasts, fruits, and feeding utensils. Orange juice, given in a drinking glass, is the first food mentioned, and the child seems at least 6 months old, but the next frame discusses giving pureed fruits at 2 months "besides breast milk and fruit juice." Cereal is introduced at 4 months, and a whole egg yolk, hard-cooked, every day. Bean soup is recommended, especially if eggs are scarce. At 5 months, vegetables are given. The commentary says that at 7 months the baby is growing so fast that his mother cannot provide all the milk he needs, so milk (fresh or dried) is added. By 10 months, the baby has some teeth and can manage fruits and vegetables cut-up rather than mashed. Finally, the baby gets some meat, which the mother

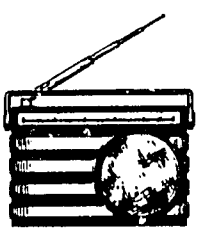
separates from the family meal before adding spices or fat. These recommendations on the introduction of solid foods follow traditional nutrition teaching in Latin America and should be reevaluated according to local food customs and current knowledge about the early introduction of foods.

Alimentación del Niño Pre-Escolar
(Feeding the Pre-School Child)
DESCRIPTION: 22-frame film strip and booklet with questions and discussion for each frame
REVIEW: This film strip first discusses growth; it contrasts a healthy child with a malnourished one, emphasizes the importance of visiting the health center for regular vaccination and growth monitoring, and shows the growth chart of a child whose progress has been good. Recommendations for preventing malnutrition include: cup-feeding of supplemental milk, beginning in the seventh month; a cup of mashed beans daily (for a three-year-old); fruit daily to protect against infections; Incaparina; home-grown vegetables for growth and health; meat, eggs, or cheeses daily; and tortillas. The text warns that despite this good food, children may become ill. In that case, it advises that they continue to eat and to get plenty of fluid.

ECUADOR

Mejores Madres, Mejores Hijos
(Better Mothers, Better Children)
LANGUAGE: Spanish, Quechua, and English
MULTI-TOPIC CAMPAIGN: see p.114
CONTACT: Ecuador-Instituto Nacional de Nutrición and Manoff International, Inc.

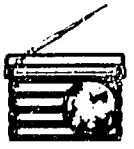
1) Dele un alimento rico en protein
(Give one food rich in protein)
2) Huevos
(Eggs)
DESCRIPTION: 2 one-minute radio scripts
REVIEW: The radio spots stress that love is not enough to help a child grow strong and intelligent. The first says that every day some protein food, such as beans, quinoa, eggs, or fish, should be mixed with the child's regular diet. The other radio spot urges women to sell an egg and keep the other to feed to the children. The protein emphasis in these messages was chosen after some audience investigation showed that this was the major problem with young child feeding in the rural areas of Ecuador. The message was successful in creating awareness of the importance of these foods, especially legumes, and in changing the status of legumes. However, there was only marginal success in changing people's behavior since protein foods, even legumes, were relatively expensive.



Dele a su niño todos los días algunos de estos alimentos
(Every day, give your child some of these foods)
LANGUAGE: Spanish
DESCRIPTION: poster, 17 × 24", two colors

INDONESIA

Nutrition Education Improvement Project
LANGUAGE: Indonesian and Javanese
MULTI-TOPIC CAMPAIGN: see p.110
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi or Manoff International, Inc.



How to Feed a Child Under Two Years
DESCRIPTION: 90-second radio spot
REVIEW: This short radio script, written as a dialogue between a nutrition worker and a group of mothers, emphasizes 3 stages in feeding a child between birth and 2 years. First, for infants birth to 4 months old, breast milk only; second, for infants 5 to 8 months, breast milk plus a rice porridge enriched with soybean curd and green leaves; third, for infants 9 months and older, the same food as the family, plus snacks and breast milk. This radio script was developed and tested with the target audience and was favorably received by them.

Makanan Anak Umur 9 Bulan...
(Feeding Schedule for Children Nine Months Through Two Years)
DESCRIPTION: poster, 15 × 21", color
REVIEW: This poster was designed for use by women with children between 9 months and 2 years old. It is a worksheet given to them by a nutrition worker. The women are to mark the poster as they follow the recommendations to feed their children 4 times a day, give them a snack, and continue breast feeding. The poster addresses specific behavior change objectives of the project. The concepts and the poster itself were well-tested with the target audience.

Feeding Children Nine Months and Above
DESCRIPTION: 60-second radio script
REVIEW: This dialogue between a mother and a nutrition worker stresses the importance of feeding young children frequently. The radio spot recommends feeding the child over 9 months old 4 times a day, plus snacks and breast milk.

INDONESIA

UPGK Family Nutrition Improvement Program
LANGUAGE: Indonesian
MULTI-TOPIC CAMPAIGN: see p.109
CONTACT: Indonesia-Division of Nutrition or APHA

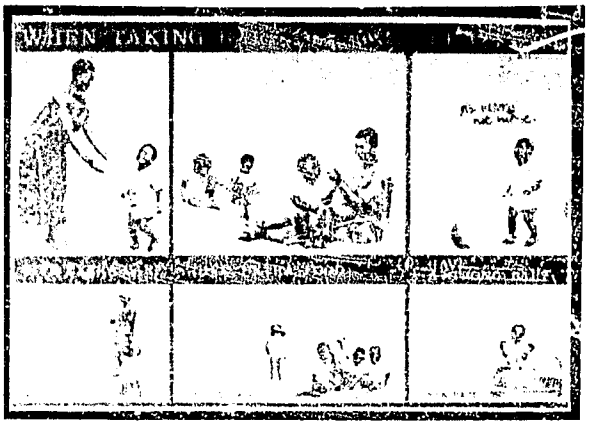
Keluarga Sehat
(Healthy Family)
DESCRIPTION: flip chart, 10 × 14", sturdy paper, color, 28p.
REVIEW: The overall perspective on child feeding is given in a series of messages on how to feed a child depending on the results obtained in the monthly weighing. The messages range from increasing the variety of the food offered to the child to increasing the quantity of food. For example, the child who is 7 to 12 months old and has not gained weight in one month needs "one medium-size dish of soft food 5 times per day and rice twice a day with side dishes of mashed foods, and breast milk."

ZAMBIA

National Nutrition Education Campaign
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.109
CONTACT: Zambia-National Food and Nutrition Commission

Groundnuts Are Good Food For Children
DESCRIPTION: large wall poster with black and white photographs
REVIEW: The objective of this material is to encourage the consumption of groundnuts, a good protein and calorie source, by young children. The poster contains a clear message: "Give your child a handful of groundnuts every day." Both the graphic and message portions of this material were pretested with the intended audience for the materials and serve as a good prototype for rural and semiurban populations.

Feed Your Child with a Cup and Spoon
DESCRIPTION: poster, black and white
REVIEW: This poster, like others produced in Zambia, is clear in its presentation even though four different messages are given. All messages relate to the weaning-age child. The messages are: to use a cup and spoon and not a bottle, to feed the child 3 times a day, to wash all utensils, and to enrich the child's porridge with peanuts and green vegetables. The graphic and content portions of the poster were pretested with the intended audience of rural families.



When Taking Baby Off the Breast
DESCRIPTION: poster, black and white
REVIEW: This poster, which is probably displayed at MCH clinics and used there in group discussions, presents contrasting sequences of photographs of correct and incorrect weaning practices, with short captions to teach mothers to wean their babies without causing physical or psychological problems. In the upper corner of the last photograph in each sequence are summaries of the right and wrong ways to wean. To wean children the "right" way, a mother should make the transition gradually and give the baby extra care; the extra food she gives the child should be pounded groundnuts or other similarly processed protein foods or powdered milk. The "wrong" way describes a mother who learns she is pregnant again, abruptly stops breast feeding, and does not offer special care to the child. The child becomes upset, does not receive extra food, and because s/he is upset will not eat what the mother does provide and becomes weak and sick. The "wrong" sequence suggests extensive research into dangerous weaning practices in Zambia before the materials were developed.

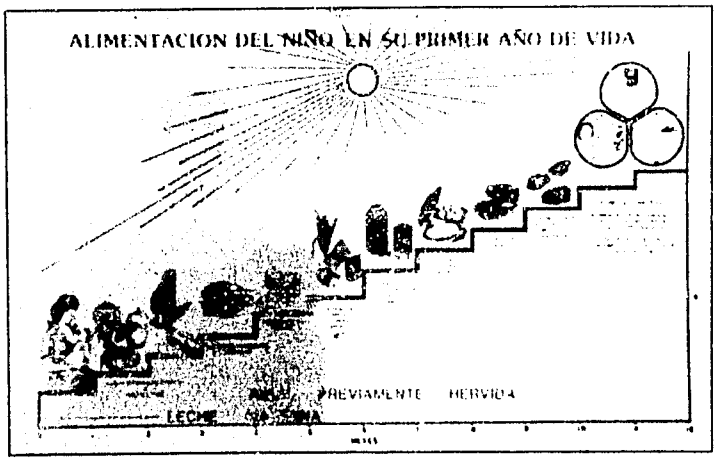
AFRICA

Health Stories of the Lardin Gabas Health Program
COUNTRY: Nigeria
LANGUAGE: English
DESCRIPTION: story booklet
REVIEW: Three stories in this book concern the nutrition of young children and how to feed them. The major points include (1) breast feed immediately after delivery, (2) avoid giving the baby water after delivery, and (3) give the child a variety of foods, especially bean cakes and groundnuts, as the child grows. The idea behind these stories is to introduce new ideas and reinforce current healthful practices through the traditional storytelling medium. These stories are good and have undergone many revisions, but their success depends on the abilities of the storyteller.
CONTACT: Nigeria-Rural Health Program

ENI Posters
COUNTRY: Ethiopia
LANGUAGE: Amharic and English
DESCRIPTION: set of 3 posters, 18 × 24",
black and white
REVIEW: This is a set of 3 posters which are meant to be displayed together in the following order: a) mother *breast feeding* (see p.53), b) mother feeding a *weaning food* (see p.64) to her infant, and c) a happy child, standing, arms in the air. The posters are in Amharic with English translations below, with the following messages; "Breast feed young infants," "Extra food makes a healthy baby," and "A healthy baby." ENI has also developed a flip chart which complements these posters.
CONTACT: ENI

Feed Your Child 3 Times a Day
COUNTRY: English-speaking Africa
LANGUAGE: English
MULTI-TOPIC: see Breast Feeding, p.52
DESCRIPTION: 36 × 26" flannel sheet of pictures to cut out with instructions and general lesson plans; flannel back drop not provided
CONTACT: TALC

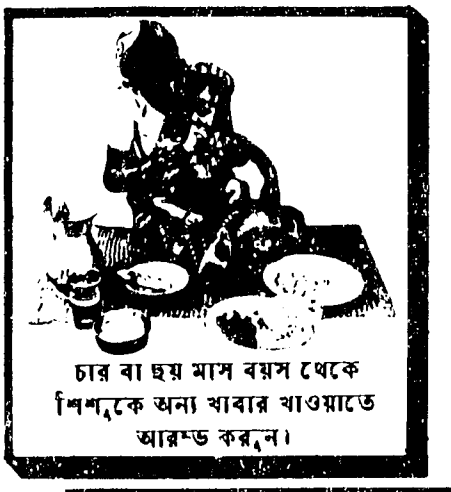
CARIBBEAN



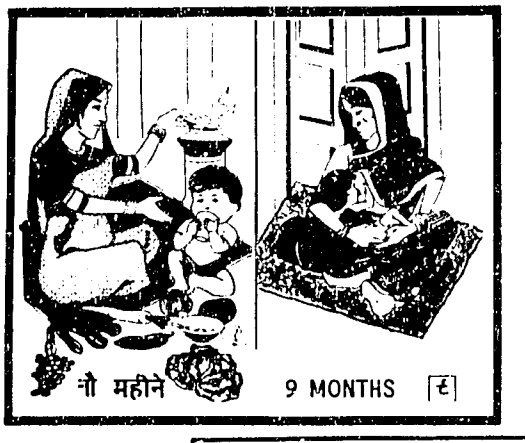
Alimentación del Niño en Su Primer Año
(Feeding the Child in the First Year)
COUNTRY: Dominican Republic
LANGUAGE: Spanish
DESCRIPTION: poster, black and white timeline
REVIEW: This poster showing when to introduce foods to a young child is typical of what has been used for many years in Latin America. It indicates that the child is breast fed through the sixth month and that a new food should be introduced each month, beginning with orange juice in the first month. The child is scheduled to eat family food by one year. Recent field work has shown that timelines similar to this one are inappropriate for the majority of mothers, especially in rural areas. More current thinking on infant feeding is reflected in other materials in this section.
CONTACT: Dominican Republic-División de Nutrición

ASIA

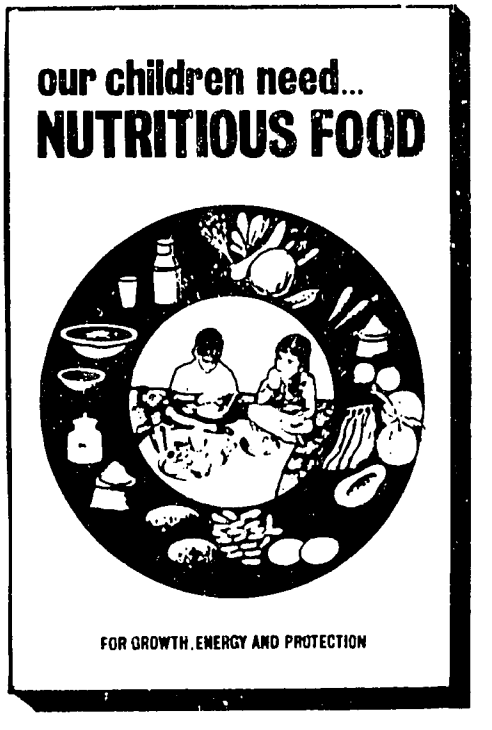
This Child Is Very Sick
COUNTRY: Bangladesh
LANGUAGE: English, Bengali
MULTI-TOPIC: see p.118
DESCRIPTION: flip chart, lightweight cardboard, 9 × 12", black and white photos, 8p.
CONTACT: International Voluntary Services



Supplementary Feeding for Babies
COUNTRY: India
LANGUAGE: English and Hindi
DESCRIPTION: flip chart, line drawings, some green and orange; 14p.
REVIEW: This flip chart, based on "Nutrition for Mother and Child," by the Indian Council of Medical Research, was produced with support from UNICEF and FAO. Its basic message is that after 4 months breast feeding alone is not adequate and the baby needs supplementary foods for growth and health. It tells the stories of two mother/child pairs. One mother does not supplement her breast feeding, and the chart shows the deterioration of her health and her child's. The successful mother, on the other hand, started supplementing the breast feeding at 4 months, and both she and her child are thriving. This flip chart must be used with caution, as the healthy child's mother is not shown breast feeding after 2 months; the pictures could be misinterpreted as a condemnation of breast feeding. The early introduction of liquids in a baby feeder (similar to nursing bottle) rather than a cup and spoon must also be approached carefully, as must advice regarding the early use of animal milks as a substitute for breast milk rather than as a supplement.
CONTACT: VHAI



Our Children Need Nutritious Food for Growth, Energy, and Protection
COUNTRY: India
LANGUAGE: English
DESCRIPTION: poster, 20 × 29", color
REVIEW: This nutrition promotion poster, although decorative, does little to help families understand what they can do to improve current child feeding practices. It does, however, show the use of a slogan.
CONTACT: India-Central Health Education Bureau

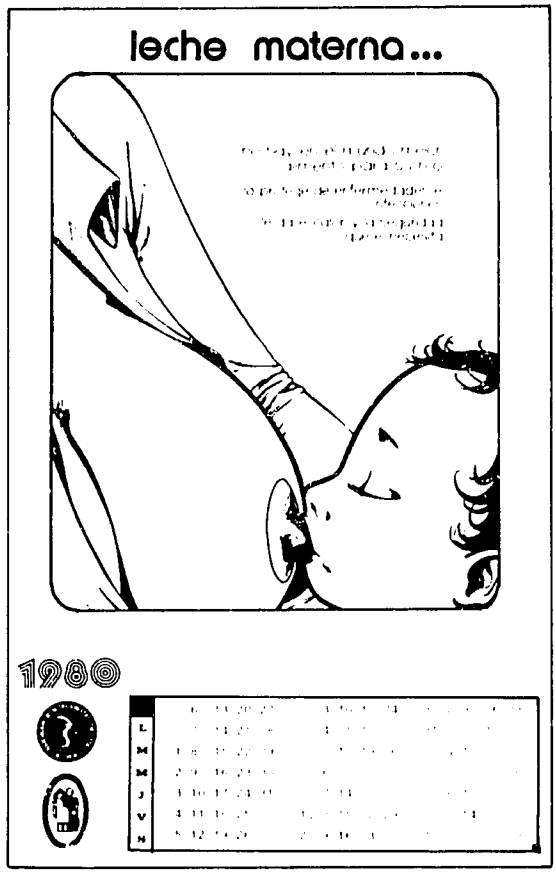


Nutrition and Health Care of Toddlers
COUNTRY: India
LANGUAGE: English
DESCRIPTION: pamphlet, 8.5 × 11", folded in thirds, black and white
REVIEW: This pamphlet for the literate family of moderate means stresses nutrition for the preschool child, especially the importance of providing a good cereal/pulse mix. Three recipes for non-conventional mixes that can be eaten by the older child are included. Developed by the National Institute of Nutrition, Hyderabad.
CONTACT: VHAI

LATIN AMERICA

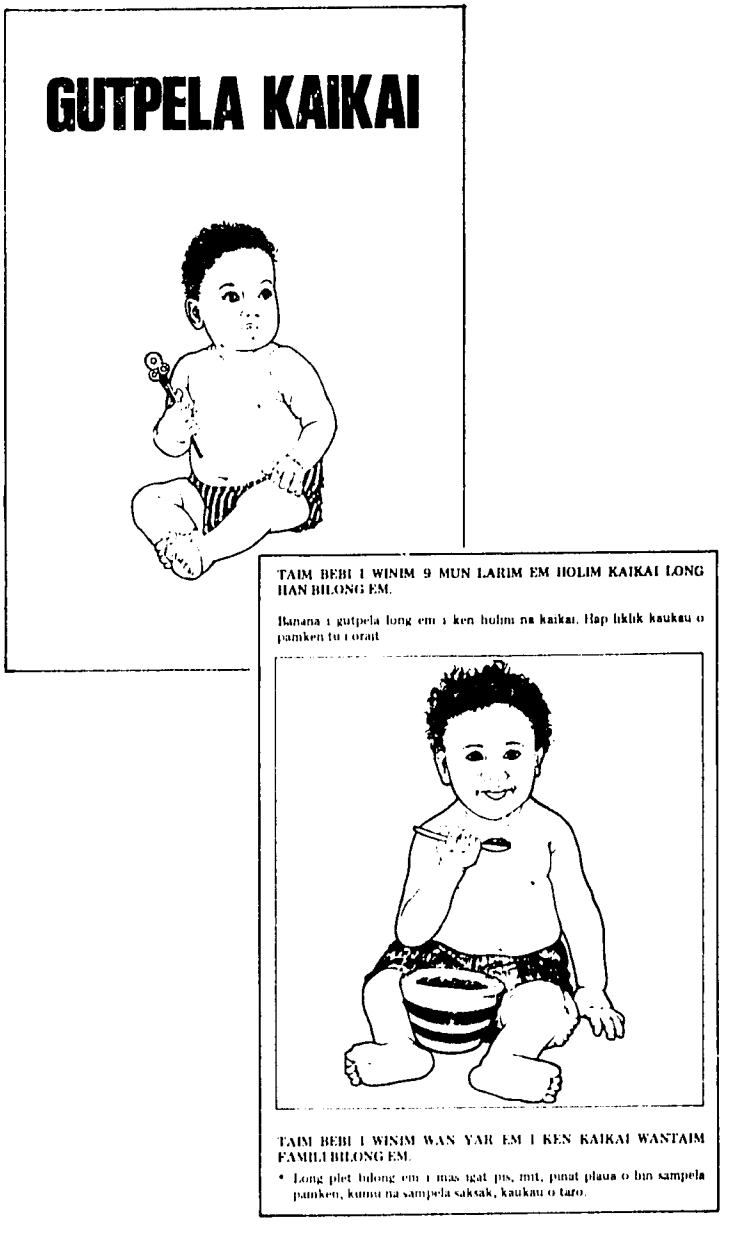
Alimentación Complementaria
(Supplementary Feeding)
COUNTRY: Mexico
LANGUAGE: Spanish
DESCRIPTION: booklet, black and white photos
REVIEW: This booklet uses pictures to portray infant feeding in the first year. The pictures were extensively pretested, but the complexity and number of messages they portray make it necessary to write the messages out on the last page of the booklet. The booklet begins with a pregnant woman eating a variety of foods, then moves to the important aspects of breast feeding. The book indicates by means of a calendar that at 3 months of age infants should receive fruit and fruit juice, and then progress gradually to egg yolk, vegetables, and meat. At a year they can eat family food. The traditional infant feeding messages have been used, rather than a focus on the major behavioral or attitudinal constraints.
CONTACT: Mexico-PIACT

Láminas
(Pictures)
COUNTRY: Honduras
LANGUAGE: none
DESCRIPTION: 5 large black and white drawings
REVIEW: These drawings are meant to be used singly or together by rural promoters working with community groups to stimulate discussions about child feeding. Each drawing has been tested for comprehension and its capacity to involve villagers. The topics illustrated include: 1) breast feeding, 2) colostrum, 3) weaning foods, 4) use of cup and spoon rather than bottle, and 5) what to do if a child rejects a food.
CONTACT: CARE-Honduras



¡Hola! papis . . . llegue a casa
(Hello, parents, I have arrived at home!)
COUNTRY: Peru
LANGUAGE: Spanish
DESCRIPTION: wall calendar, 14 × 20",
color drawings, 5p. (15 months)
REVIEW: Each page of this calendar has a general message. Unfortunately the messages are so general that their impact is weakened. For example: "Breast milk continues to be good for your child but provide the opportunity for him/her to consume other foods. . . form good eating habits." The other aspect of the calendar which is not clear is whether the passage of months under the pictures represents a child of that age. For example, the first page, October through December, shows a newborn child. Breast feeding is shown with the next three months, January-March. The third page, April-June, gives examples of juices and purees. The fourth page, July through September, shows a child eating from a bowl, with the message stated above. Does this represent the child at 6 to 9 months? If so, the connection is difficult to make.
CONTACT: Peru-Ministerio de Salud

Como Alimentar a Su Niño
Feeding Your Baby, From Birth to One Year
COUNTRY: Guatemala
LANGUAGE: Spanish or English
DESCRIPTION: film strip, 46 frames, color photographs; 12-page booklet with reproductions of all frames, accompanying message, and guidelines for using film strip, including questions for group discussions.
REVIEW: This film strip, based on work among the Maya Indians of Guatemala, addresses a full range of concerns related to feeding infants during the first year of life. Healthy and malnourished children are contrasted, the role of good nutrition is explained, breast feeding is encouraged, and bottle feeding condemned. The discussion of weaning covers age, physical development, first foods, and a balanced diet based on protein (from Incaparina, egg, or meat), fruits and vegetables, and beans. Older children should have 2 or 3 glasses of milk a day—cow, goat, or powdered. Sanitation related to drinking water, hand washing, and baby bottles is connected to diarrhea, but the role of diarrhea in malnutrition is not raised—the caption for frame 14 (see illustration) blames the sick child's condition *entirely* (their word and emphasis) on the foods he has eaten. Nevertheless, the series is a colorful and attractive presentation of child development and its relationship to nutritional needs. Comments from people who have used this film strip in Central America are positive.
CONTACT: World Neighbors



SOUTH PACIFIC

Good Food for Your Baby / Gutpela Kaikai Bilong Bebi Bilong Yu
COUNTRY: Papua New Guinea
LANGUAGE: English and Pidgin
MULTI-TOPIC CAMPAIGN: see Konedobu Nutrition Materials, p.115
DESCRIPTION: pamphlet, 6 × 8.5"
REVIEW: This pamphlet stresses the importance of breast feeding and discourages bottle feeding. The breast feeding mother needs to eat "body building foods," especially greens and more peanuts and needs to eat 3 meals a day. The notion that certain foods are harmful during breast feeding is discouraged. Introduction of foods at 4 months is recommended, and the child should be eating 3 times a day by 6 months. Mother should not stop breast feeding if she is pregnant; child spacing is encouraged. Some thought has been put into "traditional" vs. "modernized" notions and problems. Drawings portray mothers in traditional dress. Use of local fresh foods is encouraged; examples of foods to use instead of "lollywater" and biscuits are given. The booklet is for literate mothers.
CONTACT: Papua New Guinea-Konedobu

BREAST FEEDING

The materials in this section include both support materials for educators and mass media materials. We have also included a few items, such as the WHO booklet reviewed on page 57, which are intended to be used by health workers.

The worldwide acceptance of public education on breast feeding as a crucial intervention in halting and reversing the trend in the use of breast milk substitutes is evident from a quick review of this section. The serious efforts of the breast feeding campaigns head the reviews below, beginning with an overview of each campaign. A review of the major efforts indicates that Latin American countries have been extremely active in trying to reverse the trend toward bottle feeding.

The major messages on breast feeding have been compiled from all of the materials reviewed. They are both behavioral and motivational in nature; some are quite specific. As is true of all of the messages in the *Guide*, the relevance of the messages in this section must be evaluated in light of the real behavioral and motivational constraints for women, which requires some testing before making final decisions on messages. The list below shows the different areas and the variety of important points to consider on the topic of breast feeding.

Breast milk and breast feeding are best

- Advantages for mothers—more contact with the child, helps uterus contract, breasts do not lose form, more convenient, comfortable, economical, may help prevent breast cancer, no refrigeration, improves figure
- Advantages for children—close contact with mother, child receives nutrients in proper proportions, milk at correct temperature, child does not need to be on a schedule, minimum contamination, prevents illness

Women should prepare during pregnancy for breast feeding

- women should do exercises to firm breasts
- women should toughen and apply cream or coconut oil to the nipple, and massage breast

Breast feeding should begin immediately after delivery

- place the child at the breast to begin sucking
- colostrum is the first milk and is important for the baby
- food is not advised for newborns
- breast feed on demand

Breast milk alone is sufficient for the child's first five or six months (some say only three to four months) and should be continued as long as possible—preferably two years.

- breast feed frequently to increase the quantity of milk produced
- lacatating women need to increase fluid intake and eat more than usual
- all women can breast feed
- breast feed from each breast at each feeding
- how to breast feed: wash hands and breast, place as much of the nipple in child's mouth as possible, burp baby when finished
- leave breasts empty at the end of each feeding. Breast feed each time about 10 minutes.
- use family planning methods other than birth control pills which decrease milk production
- continue breast feeding the child during an illness. This is especially important during diarrhea.
- continue breastfeeding during menstruation and through maternal illness unless drugs are being taken
- fathers can help mothers who are breast feeding by giving approval and support for this activity

There may be some special conditions that need attention

- if breasts become too full or tense, milk can be expressed manually or with a pump
- if the mother works and must leave her child, she can continue to breast feed during the night and when she is at home. She can expel the milk by hand when away from the child and save it or give the child a substitute when she is not home.

Do not use a bottle

CAMPAIGNS FOR BREAST FEEDING PROMOTION

CHILE

Campaña Para la Promoción de la Lactancia Materna
(CONPAN Breastfeeding Promotion Campaign)
LANGUAGE: Spanish
DESCRIPTION: 120-page manual for *health workers*, notebook for mothers (5 × 7", 32p.), flip chart (15 × 22", 15p.), 15 × 22" poster; all in color, and 8 television spots
REVIEW: The breast feeding campaign in Chile is an ongoing effort through the health system. A variety of print and broadcast materials for both radio and TV have been prepared. The audience has been identified as women of the middle and lower classes in both urban and rural areas. Common messages are used in materials for all the media. The broadcast media are used to reinforce the interpersonal education. In all printed materials the same graphic style has been used. Materials have been pretested; tracking studies of the communications strategy and an evaluation have been done.
CONTACT: Chile-CONPAN (Consejo Nacional Para La Alimentación y Nutrición)

Mi Cuaderno
(My Notebook)
DESCRIPTION: booklet, 5 × 7", color, 32p.
MULTI-TOPIC: see Nutrition for the Family, p.17
REVIEW: This notebook for pregnant women contains all the major messages of the campaign. It encourages pregnant women to eat well and to breast feed. The format is attractive and informal; the booklet is packed with information, but is relevant only for literate women with access to the many specifically recommended foods. The sections for entering personal details are useful for motivation. Although meant for the prenatal woman, the focus is on breast feeding. Messages include "breast is best" (hygienic; protects against infection and malnutrition; provides affection and security); recommendations for weight gain during pregnancy and diet during pregnancy and lactation are based on a complex food group system; breast preparation during pregnancy; and tips for convenience and comfort during breast feeding.

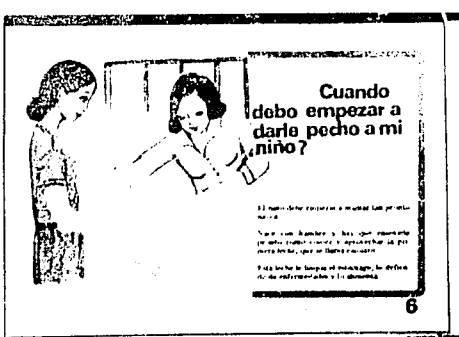
Rotofolio
(Flip chart)
DESCRIPTION: flip chart, 15 × 22", color, 15p.
REVIEW: The flip chart is designed to aid in group discussions. The style is similar to the mother's notebook and contains the same messages. The flip chart contains no printed words and seems like a good tool to stimulate mothers' participation. The illustrations showing a light bulb and doctor and nurse in a hospital imply that this is for an urban audience.

COLOMBIA

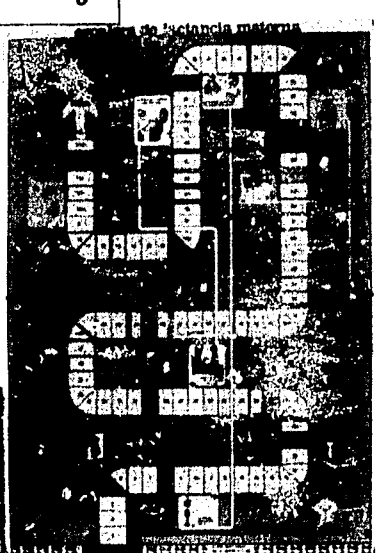
Campaña para Promover la Lactancia Materna
(PAN-Breast Feeding Promotion Campaign)

LANGUAGE: Spanish
DESCRIPTION: booklet for women, game, posters, radio scripts, flip chart and manual, film and slides for movie theatres, booklet for nurses and doctors
REVIEW: This campaign, which ran for approximately a year and a half, was a major effort coordinated by the PAN Communications group in the Colombian Ministry of Planning. The Ministries of Health and Agriculture, Javeriana University, and the Instituto de Bienestar Familiar were instrumental in campaign design and implementation. Additionally, regional communications workshops run by PAN helped train people and develop local materials. Baseline and mid-term studies were conducted but no final evaluation has been done. A set of common messages was carried in the materials. However, messages were developed by an expert panel with little testing done with the intended audience, those families with the greatest economic constraints.

Although no formal evaluation of the campaign has been conducted, it is agreed that the materials were well received because they were so professionally done and easily understood. The campaign reached most of the communities in the project regions. Anecdotal information indicates that the campaign has influenced health professionals' attitudes and advice on breast feeding and that attitudes, if not practices, of urban and rural women have been influenced positively. A more comprehensive review of this campaign appears in *Mothers and Children*, Summer 1981 (Volume 1, Number 3).
CONTACT: Colombia-PAN or APHA



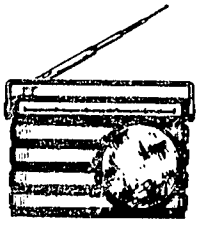
Para Mi Hijo Mi Leche
(My Milk for My Child)
DESCRIPTION: booklet, 5.5 × 8.25", color on newsprint, 20p.
REVIEW: This booklet was designed to be given to mothers who are expecting a child or who have a newborn. The booklet summarizes the basic principles of breast feeding and is coordinated in content with the materials which field workers use in group sessions.



Escalera de Lactancia Materna
(Breast Feeding Ladder)
DESCRIPTION: game board, 20 × 27", color
REVIEW: This learning game was designed on a snakes and ladders model to help reinforce the relationship between breast feeding and child health. For example, one advances in the game by breast feeding each time the child is hungry, and one is penalized if breast feeding is discontinued when the child is sick. The game is well done and could be adapted by other programs interested in materials of this type for small groups.

Ama, Amamanta
(Love, Breastfeed)
DESCRIPTION: 2 wall posters, color
REVIEW: These posters are attractive and their production is highly professional. The photographs are of a middle class, urban woman, rather than a poorer, more traditionally dressed woman. The people responsible for the campaign believe that these factors contributed to the posters' success. The text of the posters gives the following messages: "Mothers' milk is the healthiest and most natural" and "Breast milk should be given exclusively for the first 4 months and continued until the child is 2 years old." The text is under the slogan "Love, Breastfeed."

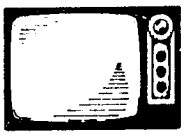
Luchamos Contra la Malnutrición
(Let Us Struggle Against Malnutrition)
DESCRIPTION: radio scripts, 30 seconds and 10 minutes
REVIEW: Two 30-second spots were developed recommending breast feeding as the best food for babies until 4 months and reiterating the attributes of breast milk. These were selected after extensive pretesting. Ten-minute programs were developed consisting of conversations between a mother and a health worker. The program was in the form of a soap opera and dealt with the major issues of breast feeding stressed in the support materials.



Lactancia Materna
(Breast Feeding)
MULTI-TOPIC: see Weaning, p.68
DESCRIPTION: flip chart in 2 sizes, 40×28" and 8×11.5", color, 19p.; manual
REVIEW: The flip chart provides graphics to stimulate interest and discussion on the 5 lessons outlined in the manual on breast feeding and the introduction of foods to infants. The flip chart is designed for heavy use, with a sturdy cardboard cover and plastic coating on each drawing. The drawings are appropriate for a wide variety of audiences. Each page of the flip chart is color-coded with a lesson in the manual. The manual is excellent, offering tips on how to prepare for an educational session, always reviewing what was covered in the lesson and providing tear-out pages on which the community worker can ask questions or express any difficulties s/he had with the lesson. Each page of the manual is divided into 2 parts: what to teach and how to teach. The flip chart and manual were finalized after pretesting the content and format with the community workers.

Four of the 5 lessons contained in the flip chart and manual are directly related to breast feeding. The lessons on breast feeding are quite complete, covering the properties of breast milk, the initiation of breast feeding, what the mother can do to prepare for a successful breast feeding experience, and what to do for common problems including full breasts, sore breasts and nipples, illness of the mother, infant diarrhea, or absence from the child for several hours. At the end of the manual, unaccompanied by drawings in the flip chart, is a lesson on what to do if breast feeding has failed. This lesson is preceded by a note that this lesson is to be given on an individual basis, not in a group. The format of the flip chart and manual is tasteful and clear.

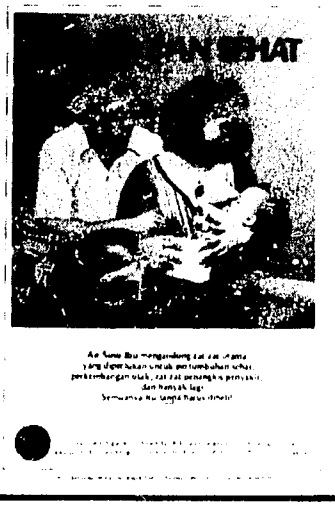
La Leche Materna Es el Mejor Alimento para Su Hijo
(Breast Milk is the Best Food for Your Child)
DESCRIPTION: poster, black and white
REVIEW: This poster was designed by a local group on the Atlantic coast of Colombia. It is a promotional poster for breast feeding with a mother typical of that region.



Leche Materna, La Leche Completa
(Mother's Milk, the Complete Milk)
DESCRIPTION: 10-minute film, one slide for use in movie theaters
REVIEW: These materials were developed to reach urban audiences in movie theaters. The same woman used for the promotional posters appears here. The major campaign messages are stressed, on the benefits of breast feeding and breast milk and the recommended duration for breast feeding.

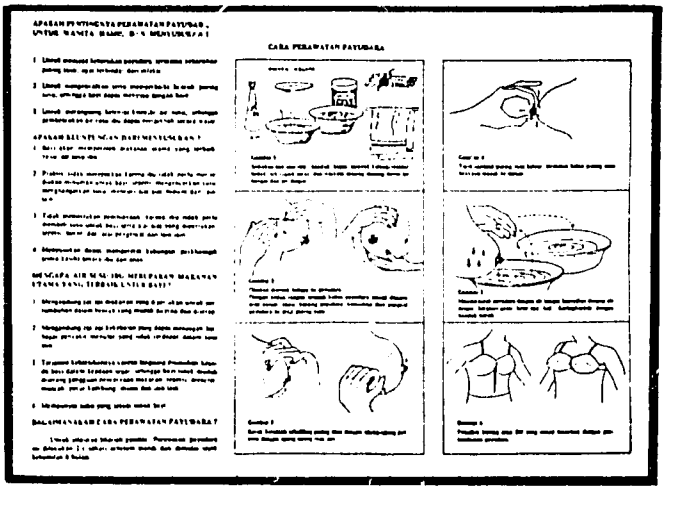
INDONESIA

Breast Feeding Promotion Campaign
LANGUAGE: Indonesian
DESCRIPTION: 4 posters, TV and radio spots, pamphlets
REVIEW: The Indonesian government's breast feeding campaign, organized in 1979, called for the participation of all members of the health community and the assistance of UNICEF. Training and information components about breast feeding were developed for on-going programs. In addition, special mass media materials were produced primarily for urban women and families, the portion of the population which statistics indicated were choosing to bottle feed their children in increasing numbers. A survey of breast feeding practices and media habits was conducted before the campaign began. The theme carried throughout the campaign was one of a healthy and prosperous family with a healthy and "clever" child being breast fed. No evaluation report is available on the campaign. The current breast feeding promotion efforts of the Indonesian government involve the integration of breast feeding messages into all nutrition education materials of the Family Nutrition Improvement Program (UPGK). Some examples are mentioned after the "campaign" materials.
CONTACT: Indonesia-Division of Nutrition, Ministry of Health



1) Safe and Healthy
2) Breastfeed Only
3) Protect the Health of Your Child
4) Healthy and Clever Because of Breast Milk

DESCRIPTION: 4 posters, color
REVIEW: This set of posters was designed to appeal to a middle class, urban audience. The posters stress that breast milk is nutritious, promotes health, and makes for "clever" children. One of the posters carries a quote from the Quran about the merits of breast feeding. These posters were pretested, but no report of their impact was available.



Perawatan Payudara Untuk Wanita Hamil dan Menyusui
(Breast Care for the Pregnant and Lactating Woman)
DESCRIPTION: pamphlet, black and white
REVIEW: The audience for this brochure appears to be urban women interested in breast feeding, who are literate and have some spare time. The stress is on preparing the breasts for lactation: massaging them with cream, toughening the nipples, bathing them with hot and cold water, and firming the breasts through exercise. The brochure was prepared in Jakarta by doctors and medical faculty and probably was not well tested with the intended audience.

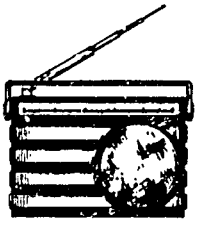
Keluarga Sehat
(Healthy Family)
MULTI-TOPIC CAMPAIGN: see UPGK Family Nutrition Improvement Program, p.109
DESCRIPTION: flip chart, 10 × 14", sturdy paper, color, 28p.
REVIEW: This flip chart covers a variety of topics. It stresses breast feeding exclusively for at least the first 3 months of life and recommends breast feeding as a supplement to food for children 4 months to 2 years of age or older. Emphasis is given to breast feeding the child who has diarrhea and to improving breast milk production in women whose very young children (up to 3 months old) are not gaining weight.

Menuju Keluarga Bahagia Sejahtera
(Towards a Happy and Prosperous Family)
MULTI-TOPIC CAMPAIGN: see UPGK Family Nutrition Improvement Program, p.109
DESCRIPTION: flip chart, 18 × 24", color, 13p.
REVIEW: This multi-topic flip chart is designed for use by religious leaders in community education. One of the topics covered is the importance of breast feeding children for at least 2 years as this conforms to the teachings of Allah.

BRAZIL

Breast Feeding Promotion Campaign
LANGUAGE: Portuguese
DESCRIPTION: booklet for women, flipchart, TV and radio spots, slide/tape presentations
REVIEW: This campaign was carefully planned with materials designed to convince policy makers of the importance of breast feeding and legislation to alter work conditions to make breast feeding possible. The materials designed for the public were made specifically for the urban woman with no support system once she returns home from the hospital. Anecdotal evidence indicates that the campaign has been very successful.
CONTACT: Brazil-INAN or UNICEF-Brazil

Television Commercials and Radio Spots
DESCRIPTION: 5 TV and 5 radio spots, 30 seconds
REVIEW: The spots feature direct, simple statements from male and female celebrities, each emphasizing a different message. For example, a football star who is also a physician emphasizes breast milk's immunological properties, and television stars who breast feed highlight the importance of starting to breast feed at birth and continuing for several months. The unifying theme of all the spots is "Seis meses que valem una vida" (6 months that are worth a lifetime). Message design research indicated that breast feeding should not be idealized, but that a down-to-earth message be glamorized using well-known personalities. Radio and television cover 90% of the prime target group, and exposure may continue for 2 years, using time donated by major networks.



Amamantar e dar a seu filho carinho e proteçao
(Breastfeed and give your child love and protection)
DESCRIPTION: booklet, 6 × 6", pink and white, photographs, 8p.
REVIEW: This booklet is suitable for promoting breast feeding among literate mothers. The booklet states that breast milk is the best and most complete food and should be given for at least a year. Colostrum is especially valuable and should be used. The booklet advises feeding on demand, noting that after the first few weeks babies set up their own schedules; and washing hands and breasts after each feeding.

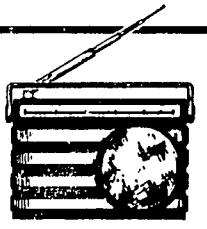
MEXICO

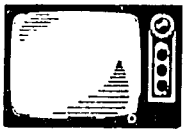
Breast Feeding Promotion Campaign
LANGUAGE: Spanish
DESCRIPTION: pamphlet, TV and radio spots, posters, newspaper and magazine advertisements, slide and cassette presentation for community leaders
REVIEW: The central concept to this campaign is that breast milk cannot be substituted or imitated. It is pure and safe. It is the only milk that contains love. Before launching this campaign a detailed analysis of the breast feeding situation was conducted and clear behavioral objectives established for the communications strategy. For example, an objective for the mother is that she drink an additional 6 glasses of fluid each day; an objective for the child's nutrition is that s/he be breast fed immediately upon delivery to obtain the colostrum. Since the initiation of the campaign, a tracking study has been done indicating the success of the campaign in reaching the public and in affecting knowledge and behavior.
CONTACT: Mexico-SAM

Leche Materna
(Mother's Milk)
DESCRIPTION: pamphlet, 5.5 × 8.25", color
REVIEW: Designed for wealthier, urban women, this pamphlet describes the virtues of breast milk and then asks, "Could you deny your child this?" The pamphlet recommends extra foods for maternal nutrition (see p. 29) and that mothers begin breast feeding immediately after delivery.

TRINIDAD AND TOBAGO

CONSUMER EDUCATION PROGRAMME
LANGUAGE: English
DESCRIPTION: pamphlets, newspaper ads and articles
CONTACT: Housewives Association of Trinidad and Tobago





Mass Media Materials
DESCRIPTION: 5 Radio spots, and slide for television
REVIEW: This campaign was organized in 1974 in response to the dramatic decline in the prevalence of breast feeding noted among island women. The major objective was to "change the belief structure of women about breast feeding, thus giving them the sense of power and confidence that they must breast feed their babies." The campaign relied exclusively on the mass media. They hired a local advertising agency which, under their guidance, prepared all of the materials and the campaign slogan, "Every Baby Deserves the Breast." Evaluation of the campaign showed a high correlation between exposure to the campaign messages and a much-delayed introduction of the bottle.

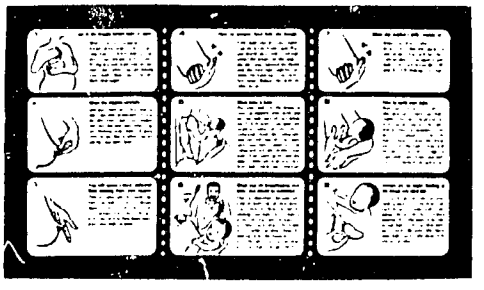
You Can Get Your Figure Back Too
DESCRIPTION: newspaper ad
REVIEW: This is one of several printed ads that were released in 1978 and 1979 during a public education effort. The appeal here is to one of the mother's concerns after delivery—her figure. The ad is well done and carries the campaign's slogan, "Every baby deserves the breast."

COORDINATED EFFORTS THAT INCLUDE BREAST FEEDING PROMOTION

JAMAICA

Eat Right Campaign
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: CFNI or Jamaica-Ministry of Health

Breastfeeding: Birth to 12 Months
DESCRIPTION: pamphlet, unfolds to 20 × 8"
REVIEW: This pamphlet covers care of breasts prior to giving birth and emphasizes the importance of colostrum and breast feeding as soon as baby is born. It stresses that a mother needs to be relaxed and encourages fathers to help with chores and housework; that breast milk alone is sufficient for first 4 months; and that couples should consider family planning methods including "the pill" while breast feeding since pregnancy is possible. It also gives advice on sore nipples and discourages using the bottle. This pamphlet complements the breast feeding flip chart.



Breastfeeding: Birth to 12 months
DESCRIPTION: flip chart, 17.5 × 24.5", color cover with black line drawings inside, 8p.
REVIEW: Contains the same messages enumerated above.

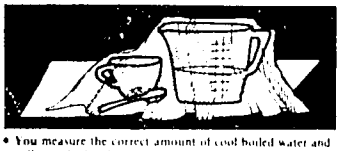
Breast is Best
DESCRIPTION: poster, 18 × 24", black and white photograph, orange border
REVIEW: This poster simply promotes breast feeding, complementing other "Eat Right" campaign posters on maternal nutrition and weaning.

Breastfeed Your Baby
LANGUAGE: English
MULTI-TOPIC: see Weaning, p.67
DESCRIPTION: teaching package, including 141 color slides, audio cassette, commentary, and teaching notes, teaching guide, 4 fact sheets, poster, booklet for mothers, and postcards for evaluation and ordering
REVIEW: This comprehensive package covers 3 basic topics: getting ready to breast feed, successful breast feeding, and weaning. The section on preparation for breast feeding includes both motivational and practical messages (e.g., emotional benefits of breast feeding, nipple preparation). The section on successful breast feeding covers all the basic messages and includes tips on holding the baby, remembering to alternate breasts, and so forth. The third section discusses when and how to manage weaning, both the introduction of supplementary foods and discontinuing breast feeding. The instructions and guides included in this kit will help *health workers* not familiar with the topic. The teaching guide reproduces all 141 slides and would permit selection of messages appropriate for specific audiences.

Breastfeed Your Baby
DESCRIPTION: flip chart, 24 × 18", black and white drawings, 11p.
REVIEW: This flip chart is for use with the teaching guide and other materials in the Breastfeeding Teaching Kit. The drawings are clear and would be easy to see from a distance. A small paragraph of text is on the back of each page for the promoter's use in guiding the discussion. The topics covered are: preparation of the breasts for nursing, use of colostrum, the importance of a good nursing bra, diet during pregnancy, techniques for breast feeding the child, and hand expulsion of milk.

KENYA

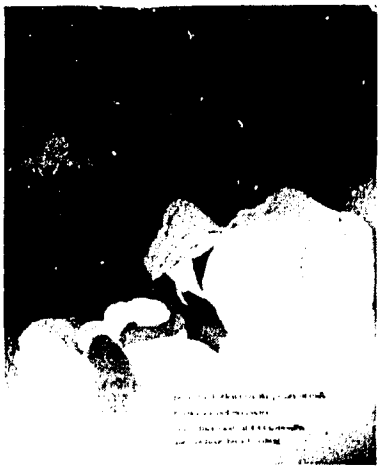
Breastfeeding Information Group (B.I.G.) Campaign
LANGUAGE: Kiswahili and English
DESCRIPTION: posters, pamphlets, information sheets and handouts
REVIEW: B.I.G. has an on-going information campaign on breast feeding. They have developed a variety of printed materials for different audiences: pregnant women, lactating women, fathers, and *health workers.* While the materials appear to be well designed, no information was available on message development, materials pretesting, or impact of these efforts. An article on the campaign appeared in *Mothers and Children,* Summer 1983 (Volume 3, Number 1).
CONTACT: APHA or Kenya-B.I.G.



• You measure the correct amount of cool boiled water and milk powder for the feed and leave them covered and ready.
• Your helper will mix them just before feeding the baby. She must not mix them up early, or keep what remains for another feeding. And she must not carry a milk feed out of the house. Artificial milk feeds spoil very quickly after they are mixed. The feed should be given all at once, not a little bit now and a little bit later.

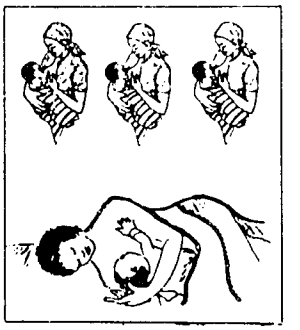
Breastfeeding Information Group
DESCRIPTION: pamphlet, 4 × 9", black and white photograph and drawings, blue highlights, 5 panels
REVIEW: This pamphlet provides useful illustrations but relies primarily on extensive listing of basic messages promoting breast feeding and explaining breast care, promotion of milk supply, working and breastfeeding, and weaning.

Breastfeeding Information Group
DESCRIPTION: poster, 14 × 18", black and white photograph, blue border
REVIEW: This poster promotes the B.I.G. itself, giving the address and telephone numbers, and stating simply that "Mother's milk is best for your baby."

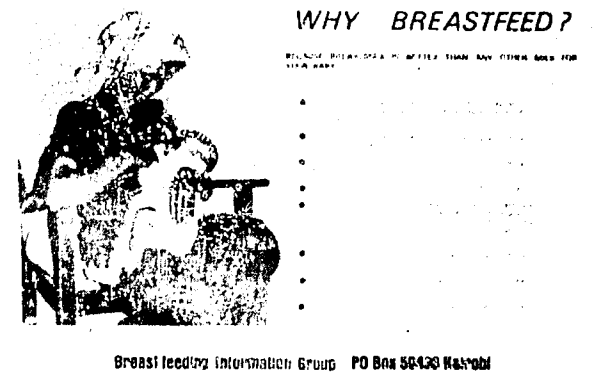


The Best Milk for Baby
LANGUAGE: Kiswahili and English
DESCRIPTION: poster, 20 × 24", color; two-sided poster: (1) Kiswahili (2) English
REVIEW: This poster appears to be designed for urban or semiurban audiences, since the woman who is shown breast feeding her baby appears to be middle-class and young. A blouse and a nursing bra are the most visible articles of her clothing. Three messages are featured in the lower right-hand corner of the poster: (1) Breast feed often to make plenty of milk, (2) Bottles are not necessary, and (3) Start other foods at 4 to 6 months and continue breast feeding.

How to Have Plenty of Milk
DESCRIPTION: information sheet, 10 × 13", black and white drawings
REVIEW: This sheet for pregnant and lactating women discusses basic aspects of promoting milk supply: "breastfeed often" (breast feed immediately, on demand, from both breast at each feeding, no bottles, supplement at 4 to 6 months); "do not worry" (nurse a fussy baby; after a few weeks, breast may seem softer but still have milk); and "take care of yourself" (drink fluids, eat a balanced diet, rest, and use family planning).



Why Breastfeed?
DESCRIPTION: information sheet, 9 × 13", black and white photographs
REVIEW: This sheet, designed to motivate "new readers" to breast feed, lists the advantages of breast feeding for both mother and baby. In addition to pointing out the nutritional, immunological, convenience, and digestive advantages, the paper lists economic and emotional benefits as well.



PAPUA NEW GUINEA

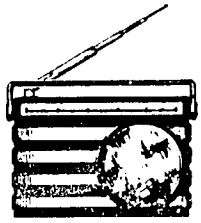
Konedobu Nutrition Campaign
LANGUAGE: English and Pidgin
MULTI-TOPIC CAMPAIGN: see p.115
CONTACT: Papua New Guinea-Konedobu

Breast Milk is Best
DESCRIPTION: 3 posters, 19.5 × 13", color
REVIEW: These posters, developed in conjunction with the booklet "Good Food for Your Baby," are in English and promote breast feeding with the following messages: breast milk is best; breast feed for at least 2 years; and introduce foods at 4 months. These posters are for health centers.

Only the Best for Your Baby
DESCRIPTION: poster, 14.5 × 19.5", black and white photo
REVIEW: This poster shows a mother breast feeding her infant and lists reasons why breast feeding is best: it provides a balanced diet naturally, is always available, safe and clean (even if the mother is pregnant), economical, no extra work, and provides antibodies. At the bottom is a description of how to feed infants cow's milk and the fact that the poster was produced with help from the Nestle Company.

ECUADOR

Mejores Madres, Mejores Hijos
(Better Mothers, Better Children)
LANGUAGE: Spanish (scripts available in English)
MULTI-TOPIC CAMPAIGN: see p.114
CONTACT: Ecuador-Instituto Nacional de Nutrición, or Manoff International, Inc.

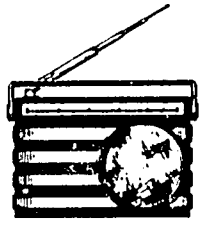


Breastfeeding
DESCRIPTION: 60-second radio spots
REVIEW: Radio and TV spots were produced for the rural coastal population of Ecuador, where a problem had been identified in the early cessation of breast feeding and the belief among mothers that cow's milk and powdered milk were better for children than breast milk. The breast feeding spot is a dialogue between a doctor and a mother who has noticed something wrong with her child. The doctor tells her that she has stopped breast feeding too soon. When the mother says that she works, the doctor encourages her to try to breast feed at least 3 times per day and to continue as long as she can. The doctor reinforces this by citing the advantages of breast milk. An evaluation of the campaign showed that women's perceptions of the advantages of breast feeding and the best type of milk for their children were altered significantly by the campaign in favor of breast feeding.

La Leche de la Madre Es la Mejor Leche
(Breast Milk Is the Best Milk)
DESCRIPTION: poster, color
REVIEW: This poster was developed to reinforce spots being aired over radio and TV on breast feeding in coastal Ecuador. The design is simple and the message direct. The format is the same as others produced in this campaign.

BOLIVIA

Buena Madre *(Good Mother)* Project
LANGUAGE: Spanish, Aymara, Quechua
MULTI-TOPIC CAMPAIGN: see p.113
CONTACT: Bolivia-DAN or Manoff International, Inc.



Buena Madre
(Good Mother)
DESCRIPTION: radio scripts, 8 60-second spots and 5 10-minute stories
REVIEW: The radio spots are in dialogue form and are used to reinforce concepts taught in the interpersonal education: the benefits of breast feeding, the more a child sucks the more milk is produced, the way to breast feed and work, and the need to eat and drink more while breast feeding. The longer stories link the shorter spots together and show what the good mother Maria has learned at her nutrition course and how she helps her neighbors through various crises and celebrates with them when times are good.

Lactancia Materna
(Breast Feeding)
DESCRIPTION: flip chart, 18 × 30", black and white, 9p.; manual, 18p.
REVIEW: The flip chart and manual were designed for use in Mothers' Clubs. A survey of breast feeding practices preceded the development of these materials. The manual is divided into 5 lessons and covers the benefits of breast feeding, the duration of breast feeding, breast feeding techniques, advice for the lactating woman, and a review of the major points of the lessons. The format of these materials is discussed in the review of the campaign. Evaluation of the program showed that exposure to this education may have influenced mothers to breast feed longer and to increase their intake of fluids during lactation.

Buena Madre
(Good Mother)
DESCRIPTION: 3 posters, 13 × 17", color
REVIEW: These breast feeding promotion posters were designed for use in clinics and Mothers' Clubs to reinforce the themes of the Buena Madre Program. A special poster has been developed for each of the geographical/cultural zones in Bolivia.

HONDURAS

Mass Media and Health Practices Project and National Diarrhea Control Program
LANGUAGE: Spanish
MULTITOPIC CAMPAIGN: see p. 95
CONTACT: Honduras PROCOMSI or Academy for Educational Development

Madre Que Pecho Da Es Madre de Verdad
(The Mother Who Breast Feeds is Truly a Mother)
DESCRIPTION: poster, 18 × 12", color
REVIEW: In order to promote continued breast feeding during diarrhea and to help prevent diarrhea by discouraging the use of bottles, the campaign developed this poster which says that a "Mother who breastfeeds is truly a mother!"

Breastfeeding Spots
DESCRIPTION: 10 30-second radio spots
REVIEW: These radio spots reinforce the message about the protective nature of breast milk and encourage mothers to be "a true mother—to breastfeed, as so many mothers are doing."

Curso de Lactancia Materna
(Course on Breast Feeding)
DESCRIPTION: booklet, 6.5 × 8.5", black and white, 18p.
REVIEW: This booklet outlines basic breast feeding advice in 9 lessons or Golden Rules of Breast Feeding. It is designed to accompany a 12-week radio course. Each lesson presents 2 or 3 basic messages and offers mothers specific tips. After each lesson, a series of questions help mothers learn whether they have understood the lessons. The drawings are clear and simple, helping mothers understand each message. The focus is on maintaining milk supply and on appropriate weaning procedures.

OTHER MATERIALS ABOUT BREAST FEEDING

AFRICA

Small Talks: Lesson 4—
Breast Feeding
COUNTRY: Sierra Leone
LANGUAGE: English
MULTI-TOPIC: see p.116
DESCRIPTION: 3 black and white photographs, with accompanying narrative and discussion questions
REVIEW: This brief sequence reinforces local customs of breast feeding on demand for at least the first year. The pictures address: washing breasts and hands before feeding; how to continue breast feeding despite obstacles such as a sore or engorged breast; using colostrum; and avoiding bottles.
CONTACT: CARE-Sierra Leone

Feed Your Child 3 Times a Day
COUNTRY: English-speaking Africa
LANGUAGE: English
MULTI-TOPIC: see Young Child Feeding, p.36
DESCRIPTION: flannel sheet, 36 × 26", pictures to cut out, with instructions and general lesson plans; flannel backdrop not provided
REVIEW: This breast feeding mother is one of several figures on the flannel sheet developed to illustrate discussions about the importance of frequent feeding of young children. The teaching guide supplied with the flannel suggests a discussion about the adequacy of breast milk for infants, as they are breast fed frequently, day or night, as they need. "Young babies on breast milk are usually nice and plump." The style of the illustrations is simple, direct, and colorful, although the figures are performing specific tasks and, therefore, might not be adaptable for a discussion wholly oriented to breast feeding.
CONTACT: TALC

Nutrition
COUNTRY: Zaire
LANGUAGE: French and English
MULTI-TOPIC: see p.117
DESCRIPTION: series of colored pictures, 8.5 × 11" and 58 × 27"
CONTACT: Zaire-Bureau d'Etudes

De la naissance a 6 mois
(From Birth to 6 Months)
COUNTRY: Cameroon
LANGUAGE: French and English
MULTI-TOPIC: see Cameroon Poster Series, p.116
DESCRIPTION: poster, 20 × 25", brown, orange, green
REVIEW: This poster illustrates the 3 parts of a message on infant feeding: a healthy infant, a breastfeeding mother, and a growth chart to promote clinic attendance for monitoring weight gain. Apparently intended for posting in clinics, this item may confuse mothers who cannot independently understand the separate parts of the message. Using 4 separate type styles and sizes to present a 3-part message in 2 languages could confuse rather than clarify for mothers with limited reading skills.
CONTACT: Cameroon-Ministry of Public Health

Breastfeed Young Infants
COUNTRY: Ethiopia
LANGUAGE: Amharic (with English translation)
MULTI-TOPIC: see Young Child Feeding, ENI Posters, p.36
DESCRIPTION: poster, 2 color, 18x24"
CONTACT: ENI

ASIA

Breast Feeding Posters
COUNTRY: Thailand
LANGUAGE: Thai
DESCRIPTION: 2 posters, color
REVIEW: These 2 posters were selected for distribution from a series of 3 posters and 4 slogans which were extensively pretested. The message that "mother's milk is truly good and safe for raising strong, healthy children" was strongly preferred by all groups of mothers. The other 3 messages gave more details about the exact properties which made mothers' milk preferable ("comfortable, clean, economical"; "economical, convenient, safe"; or "high protein and caloric food"). In the picture pretest, mothers' preferences were not as strong, and their comments about the pictures were of more value in choosing one for use with low-income and rural mothers, and another for use with middle-class audiences. Many of the comments focused on the calm appearance of the mother and setting, and the healthy appearance of the infant.
CONTACT: Thailand-Ministry of Public Health

Priority Nutrition Messages
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: flip chart, 20 × 24", color, 16p.
CONTACT: Philippines-Nutrition Center of the Philippines

Bayi Sampai Dengan Umur 4 Bulan Cukup Diberi Air Susu Ibu Saja
(Breast Feeding Alone Until the Baby Is Five Months Old)
COUNTRY: Indonesia
LANGUAGE: Indonesian and Javanese
MULTI-TOPIC CAMPAIGN: see Nutrition Education Improvement Project, p.110
DESCRIPTION: poster, 15 × 21", color
REVIEW: This poster is explained to mothers with newborn infants by health workers. The mother takes the poster home and marks the boxes when she uses her left and right breasts. The poster was developed after field work indicated that women breast fed primarily from one breast; they complained that their children were not satisfied, and in response, they offered food to the infants at an extremely early age. Evaluation of this material in conjunction with radio spots and nutrition workers' reinforcing shows that the women were influenced to use both breasts more frequently.
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi

Breast Feeding
COUNTRY: Pakistan
LANGUAGE: Urdu
DESCRIPTION: booklet, 5.25 × 8", drawings in black and brown. 32p.
REVIEW: This booklet is an adaptation of the WHO "Breastfeeding" booklet for *health workers* described below (see p.57). The text has been translated and new illustrations drawn depicting Pakistani people. In the 2 pictures in which WHO included men (presumably fathers), the men have disappeared, to accommodate local standards.
CONTACT: UNICEF-Pakistan

CARIBBEAN

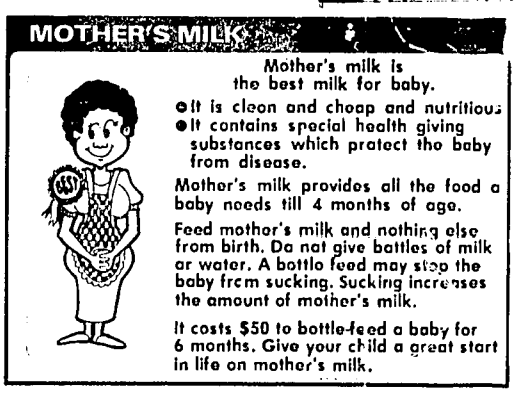
Amamantar Es lo Mejor para Tu Hijo
(Breast Feeding Is Best for Your Child)
COUNTRY: Dominican Republic
LANGUAGE: Spanish
DESCRIPTION: booklet, black and white photographs, 8 × 8", 20p.
REVIEW: This booklet follows a La Leche League prototype. It is written by one woman almost in a testimonial style. The audience is middle and upper class women, and stress is placed on the psychological and cosmetic advantages of breast feeding, rather than on health or economy. The booklet emphasizes the fact that women have sufficient milk to breast feed, but that they must begin breast feeding immediately after the birth of the child and continue for as long as possible. Mention is given to preparation of the breast during pregnancy, what to do immediately after delivery, and the need for the support of the father. Women who have a problem with sore nipples are advised to breast feed frequently and to leave their breasts empty at each feeding. Working women are encouraged to "mix feed."
CONTACT: Dominican Republic-Centro Promoción de la Lactancia Materna

Lactancia Materna
(Breast Feeding)
COUNTRY: Dominican Republic
LANGUAGE: Spanish
DESCRIPTION: posters: 3 black & white photographs, 12.25 × 17.5", one color with drawing, 16 × 21.5"
REVIEW: These simple pictures of women of various economic and racial groups are effective even for those who cannot read the messages, for the women all are happy, successful breast feeding mothers. The color poster is the most elaborate; its message is that breast feeding is natural, nutritious, adequate, and economical, and that it provides better nutrition and psychological health for the child. The black and white posters present single messages: the breast-fed child will be sick less; the nutritive value of breast milk is best; and breast feeding is economical for all social classes.
CONTACT: Dominican Republic-SESPAS

Para Mi Niño lo Mejor
(The Best for My Child)
COUNTRY: Dominican Republic
LANGUAGE: Spanish
DESCRIPTION: booklet, 5 × 7", color drawings and captions; each page in the booklet is also a slide which comes with a script, 62p.
REVIEW: This is an attractive, informative, and easily read bookiet for young women with restricted incomes in rurai and urban environments. The booklet tells the story of Rosa who has many problems bottle feeding her first child and decides, on the recommendation of a friend, to breast feed her second baby. She discusses her decision with a physician and learns how to care for herself while pregnant, how to prepare her breasts, and that immediately upon delivery she should begin to breast feed her child. The lesson continues listing the advantages of breast feeding and how to breast feed, including the positioning of the breast and the baby for the most comfort. Prenatal diet and the introduction of foods at 6 months are briefly mentioned. The booklet closes with some general advice about family planning and sanitation and a warning about laxatives.
CONTACT: Dominican Republic-SESPAS or APHA

LATIN AMERICA

Lactancia Materna
(Breast Feeding)
COUNTRY: Panama and Costa Rica
LANGUAGE: Spanish
DESCRIPTION: large flip chart with color drawings
REVIEW: This flip chart has been designed for use in individual or group counseling with women considering or already breast feeding a child. This flip chart is modeled after one designed in Costa Rica and seems to be tailored to an audience of semiurban or urban women with some degree of sophistication. The advantages of breast feeding are reviewed, including assertions that breast fed babies are happier and breast



feeding helps prevent cancer. Then the procedure for proper breast feeding is summarized, from washing the breasts through burping the baby. Lactating women are reminded that they should drink milk and eat a variety of foods and that they can breast feed during menstruation, if they are pregnant, or after they have had a cesarean section.
CONTACT: Panama-División de Nutrición

Dale Pecho a Tu Hijo y Asi Crecera Sano y Fuerte
(Breast Feed Your Child So S/He Will Grow Healthy and Strong)
COUNTRY: Panama
LANGUAGE: Spanish, Cuna, and Guaymi
DESCRIPTION: 2 posters, 18 × 24″, color
REVIEW: These 2 posters are made for the indigenous Indian populations of Panama: one of a Guaymi woman and the other of a Cuna woman. The message encouraging breast feeding is written in both Spanish and the local language. One wonders if breast feeding promotion is the most appropriate message for this audience and if a behavioral rather than a motivational message might have been better. No background information on the development of the posters was available.
CONTACT: Panama-División de Nutrición

Un Regalo de Amor
(A Gift of Love)
COUNTRY: U.S.A.-Puerto Rico
LANGUAGE: Spanish
MULTI-TOPIC: see Maternal Nutrition, p.30
DESCRIPTION: comic book, black and white
CONTACT: Children's Television Workshop

SOUTH PACIFIC

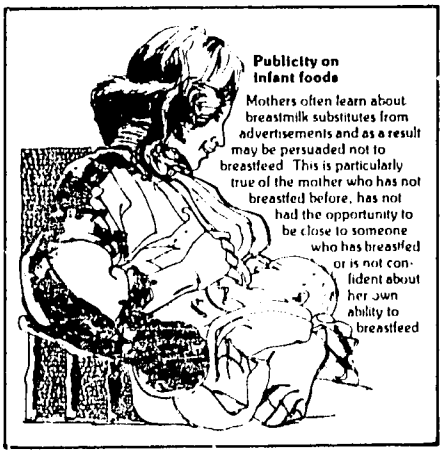
Mother's Milk
COUNTRY: Fiji
LANGUAGE: English
MULTI-TOPIC: see Fiji Nutrition Posters, p.121
DESCRIPTION: poster, 8.5 × 11″, black and white
CONTACT: FPSP

You Can Breast Feed and Work
COUNTRY: Papua New Guinea
LANGUAGE: English
DESCRIPTION: booklet, 8.5 × 11″, black and white drawings
REVIEW: Susu Mamas is a breast feeding support group, which has developed this compendium of messages and general tips about the compatibility of employment and breast feeding. After a discussion of the advantages of breast feeding and Papua New Guinea's antibottle legislation, it addresses specific concerns of working mothers, such as when to return to work, alternative arrangements for child care and feeding, and considerations such as clothing, family relations, milk quantity (too much or too little), and the mother's emotional, nutritional, and rest needs. The content is based on 50 mothers' responses to a questionnaire about breast feeding and working, and with minor cultural adaptations would be useful for most women who are literate and formally employed
CONTACT: Papua New Guinea-Susu Mamas

WORLDWIDE

Visual Learning System
LANGUAGE: English, French, Arabic
MULTI-TOPIC: see p.121
DESCRIPTION: magnetic board with display pieces and instructions
REVIEW: The section on breast feeding has lessons on problems addressing sore or infected nipples and the use of nipple shields and breast pumps.
CONTACT: Cassell Ltd.

Breastfeeding; L'Allaitement Maternal; Lactancia Materna
LANGUAGE: English, French, or Spanish
DESCRIPTION: booklet, 6 × 8.25", color drawings, 40p.
REVIEW: This pamphlet for *health workers* covers the entire art of breast feeding. Chapter headings are: "Breastfeeding," "The Natural Course of Breastfeeding," "Conditions that Help the Mother to Breastfeed Successfully," "Conditions that Need Special Attention," and "You the Health Worker," covering philosophy, problems, social aspects, pressures to bottle feed, and weaning. The pamphlet has been developed for literate health workers and others who promote breast feeding. All 3 versions of the book include the same pictures, mostly of mothers with infants and some family scenes, depicting a variety of ethnic groups. The booklet has also been adapted for use in Pakistan; see p.54
CONTACT: WHO



Breastfeeding? Naturally!
LANGUAGE: English
DESCRIPTION: poster, 12 × 16", black and white on color
CONTACT: IBFAN

Breastfeeding
LANGUAGE: English
DESCRIPTION: 24 color slides with script or cassette tape
REVIEW: This slide set has been developed for use with *health workers*, midwives and medical students, but can also be used with doctors. The detailed script covers breast feeding and maternal nutrition. Questions and answers are provided to follow descriptions for each slide. There are also questions for "further discussion" which cover other areas in more detail. An appendix provides useful addresses of breast feeding promotion organizations as well as a bibliography.
CONTACT: TALC

Breast or bottle: What difference does it make?
LANGUAGE: English
DESCRIPTION: poster, 12 × 16", black and white
CONTACT: IBFAN

WEANING

This part of the young child feeding chapter presents materials that specifically focus on weaning foods or the period when foods are first introduced (usually four to six months of age). Some of the materials in this section overlap with those in the general section of young child feeding, which presents an overview of nutrition in the first year of life, and with those in the breast feeding section. However, it is important to separate weaning materials to demonstrate the low priority this topic has received compared to breast feeding. Most of the major efforts in weaning food education, including campaigns, have been conducted in Asia and India, regions where the introduction of solid foods is more of a problem than is the trend away from breast feeding.

Below are the major messages presented in the materials on weaning. Like other messages, these must be evaluated in each region considering local foods, preparation practices, and feeding customs.

Begin feeding the child at four to six months of age.

- For adequate growth, the child needs to receive foods at about four to six months
- Breast feeding should continue as foods are introduced

The young child needs a highly nutritious food that is concentrated. The best way to achieve this is:

- Combine staple foods from the family pot (grains and legumes)
- Add nuts or legumes to the common porridge
- Add a fat source (coconut milk, avocado, oil) to the most popular porridge
- Add finely chopped, well-cooked greens to the porridge
- Offer mashed vegetables (pumpkin, sweet potatoes) or fruit (papaya, banana, or avocado)

Food preparation is crucial

- First foods should be soft, well mashed, or ground
- First foods should be prepared without the spices added to the family food. If the food comes from the family pot, remove it before adding the spices
- First foods should not be watery—they are soft foods, not liquids or soups
- Hands and food should be washed before preparation, and all utensils must be clean

Do not keep the weaning food for more than half a day without thorough recooking

The child should be fed frequently in small quantities and with patience

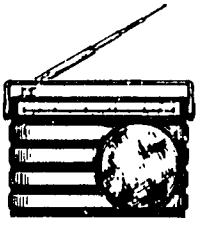
- Offer the child food whenever s/he is hungry
- Feed the child using a cup and spoon
- If the child spits out food, it does not mean that s/he does not like the food, but that s/he is still learning to eat
- Feed the child frequently, five to six times each day, because infants' nutrient requirements are high, but their stomachs are small

CAMPAIGNS FOR WEANING FOOD PROMOTION

PHILIPPINES

Mass Media Campaign On Weaning Foods
LANGUAGE: Filipino, Ilongo, and English
DESCRIPTION: 6 one-minute radio scripts
REVIEW: The objective of this campaign was to measure the effectiveness of radio in reaching rural households and in pursuading families to alter their infant feeding practices, specifically the first food offered to a young child. Extensive audience testing was conducted before the spots were designed. The mixed food was called *lugaw*, and the recipe stressed the addition of oil and green leafy vegetables to the more traditional rice and fish porridge. The campaign was successful in increasing knowledge and in changing attitudes and behavior related to the addition of these ingredients.
CONTACT: Philippines-National Nutrition Council of the Philippines or Manoff International, Inc.

What Are You Putting in the Lugaw?
DESCRIPTION: 6 one-minute radio scripts
REVIEW: These messages are for mothers with children under one year of age. They are done in dialogue format, usually a conversation between a daughter with a young baby and her mother. The theme carried through all the spots is that customs change, people learn from experience, and that one of the changes for the better is the practice of feeding young babies *lugaw*, which is a weaning food that contains oil and chopped green leaves.



NEPAL

Sarbottam Pitho—A Nutritious Weaning Food
LANGUAGE: Nepalese and English
DESCRIPTION: flip chart, 8 × 9", 14p.; posters; and recipe insert in growth chart
REVIEW: This campaign which encouraged mothers to make a weaning food using locally available legumes and grains has apparently been successful. Intensive education was done in mothers' groups through demonstrations of how to make the food and best combine locally available ingredients. The addition of the recipe card in the arm tape packet was a good reminder for the women about what they should do at home.

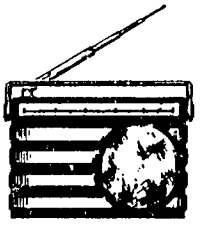
Sarbottam Pitho—A Nutritious Food
MULTI-TOPIC: see Better Health and Nutrition in Nepal. p.119
DESCRIPTION: flip chart, spiral bound heavy cardboard 8 × 9", black and white drawings, 14p., and coordinated posters
REVIEW: *Sarbottam Pitho* is a weaning porridge based on soy, wheat, and maize or other combinations of locally available legumes and grains. This flip chart helps health workers explain how to make a dry mix, store it, and prepare the porridge. It is recommended that the porridge be fed to infants twice a day, beginning at 6 months of age, in addition to giving other foods 3 or 4 times daily. Cleanliness of hands and utensils is explained. Comments printed on the backs of some pictures indicate that pretesting showed some pictures were difficult to understand and required especially careful explanation; one example is the illustration of the measures showing the proportions of legumes and grains to use.
CONTACT: World Neighbors or APHA

Arm Tape Card
MULTI-TOPIC: see p.120
REVIEW: Enclosed in the arm tape card is a recipe card for the weaning food *sarbottam pitho,* made from mixtures of pulses and grains with the emphasis on lentils combined with rice, wheat, or corn. There are also reminders to the mother to persevere when feeding a stubborn child and to feed a young child 5 or 6 times a day.
CONTACT: UNICEF-Nepal

COORDINATED EFFORTS THAT INCLUDE WEANING FOOD PROMOTION

BOLIVIA

Buena Madre *(Good Mother)* Project
LANGUAGE: Spanish and Quechua
MULTI-TOPIC CAMPAIGN: see p.113
CONTACT: Bolivia-DAN or Manoff International, Inc.



Alimentación Complementaria
(Supplementary Feeding)
DESCRIPTION: 6 10-minute radio stories and 12 30-second radio spots
REVIEW: These radio spots and stories were developed to support the work of the promoters in the mothers' clubs. The stories were played once a week, introducing the short spots for that week. Most of the stories and spots are in the form of a dialogue between Maria (the good mother) and one of her neighbors or her husband. The following points are emphasized in this set of radio scripts: 1) A child of 6 months needs to eat soft foods even though s/he does not have any teeth; 2) Begin feeding in small amounts but increase quickly until the child is eating a small bowl of food twice a day; 3) At 8 months the child should have 3 meals a day, plus breast milk; 4) By one year the child can eat family foods: a half-plate of food 3 times a day; 5) Children need to eat frequently, so give them food between meals; and 6) Children's food should not be watery, but thick; soups are not enough.

Alimentación Complementaria
(Supplementary Feeding)
DESCRIPTION: flip chart, 18 × 30", large black and white drawings, 12p., manual
REVIEW: This flip chart and manual contain 5 lessons that cover the period from 6 months through a year—from the introduction of solid food until the child can eat family foods. It is comprehensive and well done, stressing both quantity and quality of the food given. Each lesson is short, designed to allow for discussion among the participants in a mothers' group where these materials were designed to be used. The flip chart contains no words. The women are asked to interpret the drawings and then are asked questions about what they see in the picture and what they do at home. These materials were developed in close collaboration with mothers' groups and have proven useful in changing infant feeding practices.

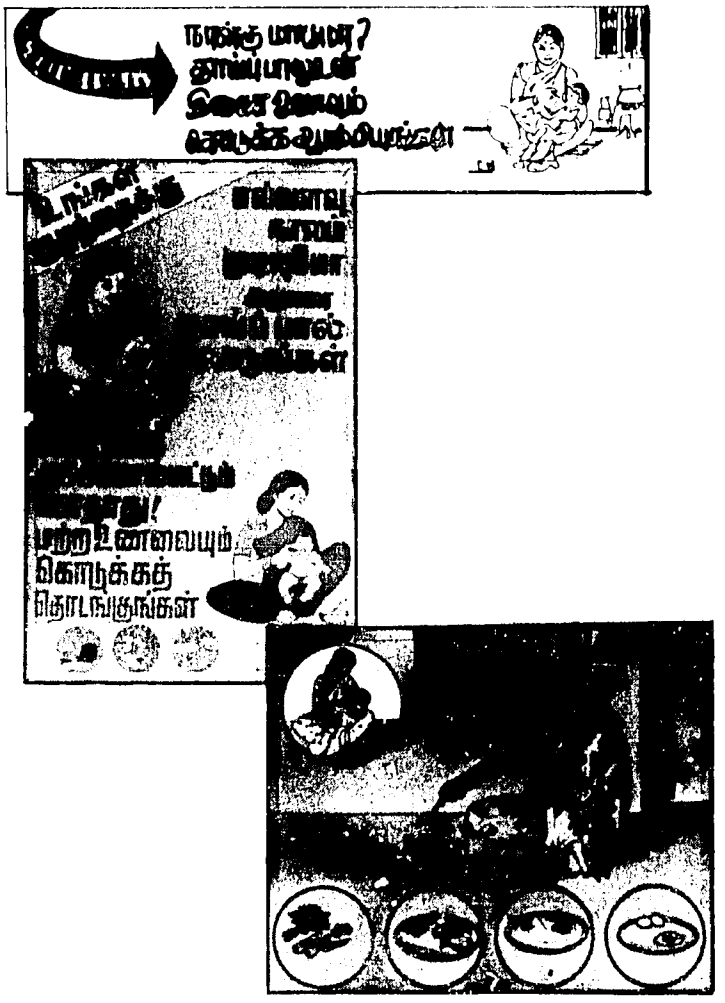
INDIA

Tamil Nadu Integrated Nutrition Project
LANGUAGE: Tamil
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: India-Tamil Nadu Integrated Nutrition Project

You Can Introduce Foods
DESCRIPTION: sticker, 3 × 10", color
REVIEW: This sticker recommends giving weaning foods to infants at 4 months of age in addition to breast milk.

For Your Child . . .
DESCRIPTION: poster, 20 × 29", color
REVIEW: This poster advises mothers to breast feed "for as long as you can" but to begin at the fourth month to supplement breast milk with other foods because "breast milk is not enough."

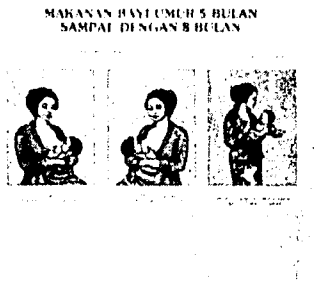
Supplementary Food
DESCRIPTION: flashcards, 9 × 11", color 9p.
REVIEW: This set of flashcards illustrates the gradual introduction of foods to children in the first year of life. Breast milk is recommended from birth through the first year. Purees and juices are introduced at 4 months. (The puree is banana, and the juices are from green leaves and tomatoes. This recommendation should be examined more closely for its practicality and nutritional implications; consumption of these foods could mean less breast milk for the child.) At 5 to 6 months, cooked vegetables with rice and eggs are recommended. The diet is expanded at 7 to 8 months to include other grains and breads. At 9 to 10 months, fish and meat are given, and at one year the children are eating family foods. Mothers are reminded to feed children 4 times per day and to keep utensils clean. Explanations for each picture are provided on the back of the card. The cards were pretested, but no concept testing took place before message design; if it had, the fragmentation of infant feeding into 6 different messages might have been avoided.

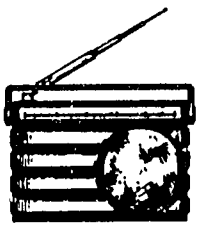


INDONESIA

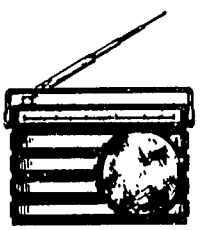
Nutrition Education Improvement Project
LANGUAGE: Indonesian, Javanese, and English
MULTI-TOPIC CAMPAIGN: see p.110
REVIEW: Extensive concept testing and behavior trials were conducted before message and materials development began for this project's weaning food component. The trials showed that slightly different preparation techniques were needed in different regions to accommodate women's preferences on how best to add oil, green vegetables, and soy products or fish to the traditional rice porridge. Evaluation results indicate that this campaign was successful in changing weaning food preparation practices and that these changes were associated with improved nutritional status.
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi; or Manoff International, Inc.

Makanan Bayi Umur 5 Bulan Sampai Dengan 8 Bulan ***(Feeding a Child 5 to 8 Months Old)***
DESCRIPTION: poster, 15 × 21", color
REVIEW: This poster is to be used by women as a worksheet to remind them of a feeding pattern for their children 5 to 8 months old. It promotes breast feeding, using both breasts at each feeding, and the feeding of a weaning food 4 times a day. The poster addresses the specific behavior change objectives of the project. The concepts and the poster itself were well tested with the target audience.





Feeding a Child Five to Eight Months Old
DESCRIPTION: 90-second radio script
REVIEW: This radio script is a dialogue between a mother and a nutrition worker about the introduction of solid foods to young children. This script emphasizes that children who spit up food are not vomiting and are not showing a dislike of food; they are learning to eat. The script urges patience and giving children small quantities on the tip of a spoon at first.



Bubur Campur
(Mixed Porridge)
DESCRIPTION: one-minute radio spot
REVIEW: This script reviews the recipe and preparation instructions for a weaning food made of locally available foods: rice, soybean products or flaked fish, green leafy vegetables, and oil or coconut milk. The script was prepared in 2 versions for different areas after extensive concept testing and materials pretesting. The weaning food proved popular among the rural families.

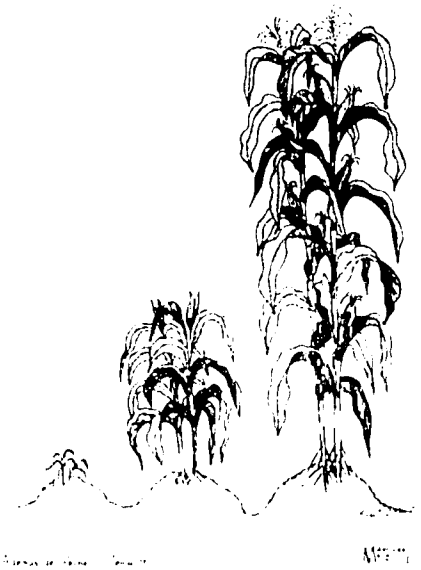
GUATEMALA

Materiales María Maya
LANGUAGE: Spanish
MULTI-TOPIC CAMPAIGN: see p.114
CONTACT: Guatemala-Materiales María Maya or APHA

Además del Pecho: La Alimentación del Niño Pequeño Desde 4-6 Meses Hasta Que Coma Igual a Los Grandes: 1° Tema: Cuando Darle de Comer
(When to Give Food)
DESCRIPTION: guidebook, black and white, 28p.; and 7 large black and white illustrations
REVIEW: This material presents factual information and activity suggestions for promoters who work with Mayan mothers. In this guidebook the promoter is given general information about feeding children from birth to 6 months of age. The book recommends that if a child is gaining weight each month, it is more simple and economical to wait until his/her sixth month to introduce foods; it is better to give the good food to the mother, who will pass the benefit on to her child through breast milk. Other information includes: (1) maternal nutrition, (2) weighing children and what to do when weight does not increase, (3) introduction of food, if weight is normal, between infants' fourth and sixth months. Growth of children is compared to growth of plants. There is also a discussion of different views of when to introduce foods in a section called, "What mothers say." Each view's merits are weighed; incorrect ones are rebutted. The second part of the material presents activities for groups of mothers, including questions to help mothers express their beliefs and to hear those of other mothers. The large illustrations are to be used in group meetings; suggestions for their use are made in the guidebook for explaining an idea, telling a story, beginning a talk, and making a review or evaluation.

Además del Pecho: La Alimentación del Niño Pequeño Desde 4-6 Meses Hasta Que Coma Igual a Los Grandes: 2° Tema: ¿Será Importante la Limpieza?
(Is Cleanliness Important?)
DESCRIPTION: guidebook, black and white, 40p. and 8 large black and white illustrations
REVIEW: This guidebook explains the relationship of hygiene to health, particularly focusing on the equations: (1) Filth and hunger equals sickness, (2) Sickness and a weak child equals death. The book promotes a sequence of changes: little changes--better hygiene, better nutrition, which make better health, and more strength, which make big changes. Bad hygiene is discussed as a "big problem of poverty." A discussion of different mothers' views is presented in "What mothers say." Recommendations to improve hygiene are made, especially directing attention to the quality of the water source families use. The activities section in this book includes a song, "El Agua para Tomar" (Water to Drink), instructions for making a fly trap (promoters are warned against using pesticide sprays), practice in covering foods, a demonstration of how flies drop eggs and filth when they walk on food or hands, and a story. The final pages show reduced versions of the 8 large illustrations and suggest questions or points to make about each picture. The pictures can be used to explain an idea, tell a story, begin a talk, review, or evaluate. There are also pictures to cut and use for flannelboard stories.

Además del Pecho: La Alimentación del Niño Pequeño Desde 4-6 Meses Hasta Que Coma Igual a Los Grandes: 3° Tema: ¿Porqué Es Peligrosa la Pacha?
(Why Is the Bottle Dangerous?)
DESCRIPTION: guidebook, black and white, and 7 large black and white illustrations
REVIEW: This guidebook is for areas where bottle feeding has encroached on breast feeding, and it explores (1) the dangers of using bottles, and (2) why it is better to use a glass or a spoon to feed liquids to children. Of interest is the section on what mothers think and the discussion of each of the answers. One response to the question of why a mother bottle feeds her child is, "A doctor told me to." This response is treated in terms of questions the doctor should have asked to understand the mother's situation and whether she could afford or manage to use bottles to feed her child. The activities section suggests what to do if there are only a few mothers who bottle feed, a demonstration of the dangers of the bottle, and a demonstration of how to feed small children using spoons and glasses. The final pages show reduced versions of the 7 large illustrations and suggests questions or points to make about each of the pictures.



Además del Pecho: La Alimentación del Niño Pequeño Desde 4-6 Meses Hasta Que Coma Igual a Los Grandes: 4° Tema: ¿Que Alimentos Son Mejores?
(Which Foods Are Best?)
DESCRIPTION: guidebook, black and white, and large black and white illustrations
REVIEW: This guidebook explores the best nutrition for infants who have begun to eat: (1) comparing children's growth to the growth of plants, (2) corn: does it provide complete nutrition to children, (3) what nutrients are needed for growth and energy (a discussion of protein and calories), and (4) which foods will the community need to be taught to use? There is a discussion of complementary protein. Breast milk is considered the base of good nutrition for children 4 to 6 months old and is called a good source of protein for infants older than 6 months, especially if the mother eats well. The importance of vitamins—especially vitamins A and C—and minerals and foods rich in both are discussed as are ways to prepare nutritious foods. Foods good fo children's growth are listed. In the activities section, promoters are told to investigate which foods are available before recommending mothers use them.

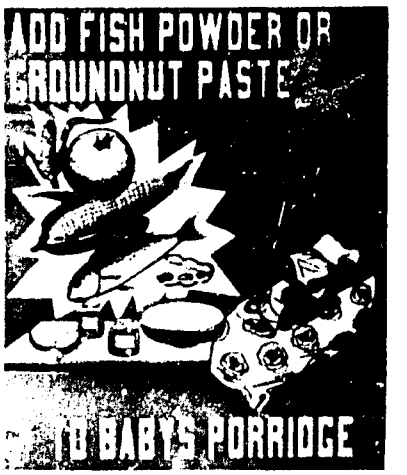
OTHER MATERIALS ABOUT WEANING FOOD

AFRICA

Small Talks: Lesson 6—Weaning Your Baby
COUNTRY: Sierra Leone
LANGUAGE: English
MULTI-TOPIC: see p.116
DESCRIPTION: flip chart, 4 black and white photographs
REVIEW: This sequence of photographs introduces mothers to principles of timely and safe weaning. It first emphasizes that breast milk should be given until 18 months and adds that it should be supplemented after about 4 months. The basic, customary rice pap can be a good weaning food if it is supplemented with properly prepared groundnuts, bananas, beans, or fish, and palm oil. The second picture shows malnourished children who have been fed only rice pap. Because forced feeding by hand is customary and dangerous, this lesson stresses feeding with a cup and spoon, not by hand, even though it takes the baby a while to learn to eat from a spoon. The narrative with the final picture, of a mother cooking, repeats the messages that breast is best but baby needs other foods, and adds that baby should not be given foods with the customary hot peppers.
CONTACT: CARE-Sierra Leone

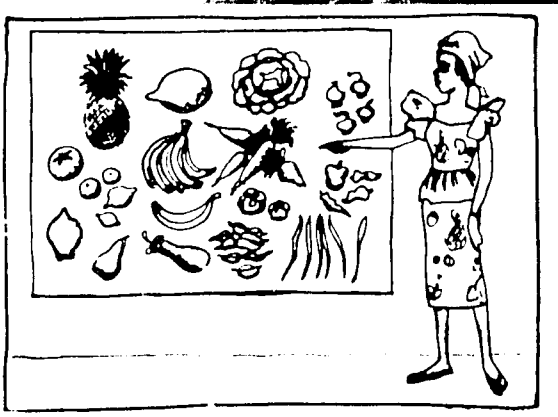
Extra Food Makes a Healthy Baby
COUNTRY: Ethiopia
LANGUAGE: Amharic and English
MULTI-TOPIC: see Young Child Feeding, ENI Posters, p.36
DESCRIPTION: poster, 18 × 24"
CONTACT: ENI

Add Fish Powder . . .
COUNTRY: Ghana
LANGUAGE: English
MULTI-TOPIC: see Family Feeding, p.19
DESCRIPTION: poster
CONTACT: Ghana-Ministry of Health



Nutrition
COUNTRY: Zaire
LANGUAGE: French and English
MULTI-TOPIC: see p.117
DESCRIPTION: picture series, 8.5 × 11" and 58 × 27", color
CONTACT: Zaire-Bureau d'Etudes

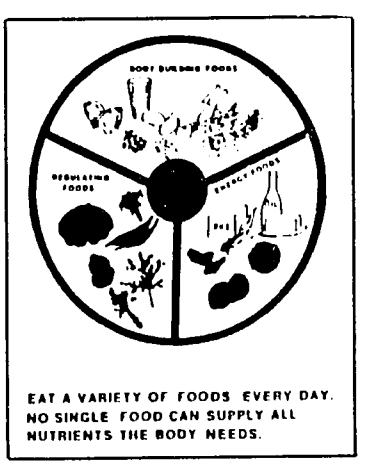
Why Do We Eat?
COUNTRY: general, French-speaking Africa
LANGUAGE: English, French
MULTI-TOPIC: see Nutrition for the Family, p.14
DESCRIPTION: film strip, black and white, 33 frames, with script
CONTACT: FAO



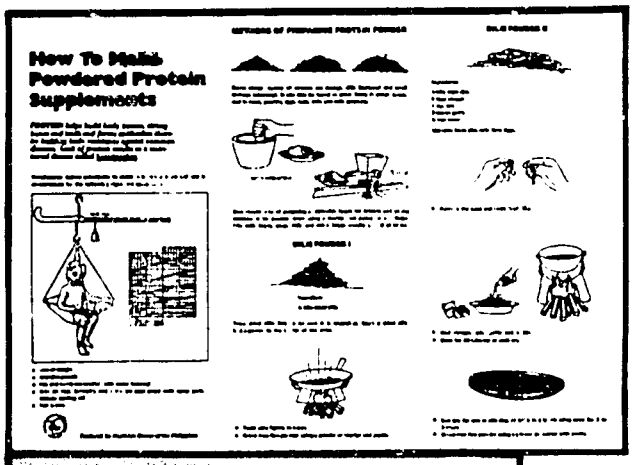
ASIA

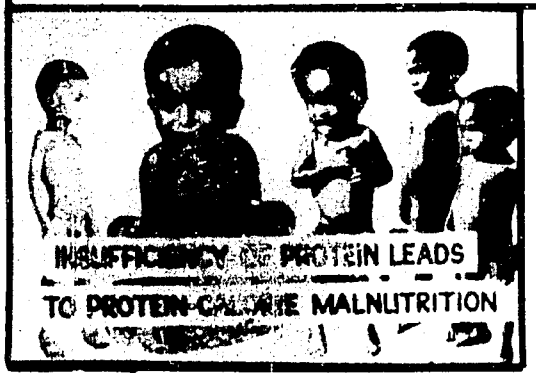
How to Make Nasi Tim and Family Food for Babies
COUNTRY: Indonesia
LANGUAGE: Indonesian and English
MULTI-TOPIC CAMPAIGN: see Nonformal Participatory Nutrition Education Project, p.112
DESCRIPTION: 12 pictures, 11 × 14", color
REVIEW: This set of small pictures has explanatory captions and suggested questions on the back of each one. The pictures can be assembled in 2 different sequences to tell 2 different stories. Essentially it is an unbound flip chart—the fact that there is no binding allows for greater flexibility in its use. One of the lessons is about how to prepare a specific weaning food recipe, *nasi tim*, which is a steamed rice purridge with green leaves and local soybean products. The other lesson is about the use of food from the family pot to make a weaning food. The drawings are specific to the region of Indonesia where the material was developed, but the weaning food recipe should have been more carefully pretested with the target audience. The concept of unbound or unserialized pictures is excellent and useful for many programs.
CONTACT: Save the Children

Priority Nutrition Messages
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: flip chart, 20 × 24", color, 16p.
CONTACT: Philippines-Nutrition Center of the Philippines



How to Make Powdered Protein Supplements
COUNTRY: Philippines
LANGUAGE: English
DESCRIPTION: leaflet, 9 × 12", folded in thirds, black and white line drawings
REVIEW: This leaflet provides step-by-step instructions for producing powdered protein supplements from dried fish, shrimp, or beans. It explains that





protein is needed for growth and disease resistance, and that protein deficiency causes kwashiorkor, mostly in children under 6 years of age; the symptoms of kwashiorkor are described. The leaflet also explains how to store and use the powders, giving specific recipes for each protein source, and the amount of each needed by young children in various age groups. Since these instructions require literacy and specific measures (which mix tablespoons and cups), community workers might need to give extensive support to illiterate mothers if they are to be abie to make these foods.
CONTACT: Philippines-Nutrition Center of the Philippines

Processing and Preparation of "Winfood"
COUNTRY: India
LANGUAGE: English
DESCRIPTION: film strip, black and white
REVIEW: This film strip explains the method of preparation of an infant weaning food for prevention of PCM and for rehabilitation. The first few frames show various forms of malnutrition,. contrast sick and healthy children, and give reasons why "Winfood" is the best food to keep a young child healthy.
CONTACT: VHAI

Super Porridge—Nutritious Supplementary Food
COUNTRY: Nepal/India
LANGUAGE: Nepalese, Hindi, and English
MULTI-TOPIC: see World Neighbors Flash Cards, p.119
DESCRIPTION: 16 flash cards, 9.25 × 7.25", black and white drawings
REVIEW: This set of flash cards provides instructions for the preparation of Super Porridge, a weaning food to supplement breast milk. This porridge is made of 2 parts soybeans, grain or pulses, and one part each of 2 other grains. Drawings for various grains are provided which are interchangeable, depending on what is available locally. Emphasis is placed on keeping hands clean when preparing infant's food.
CONTACT: World Neighbors or VHAI

Caring for Baby
COUNTRY: India
LANGUAGE: English and Hindi
MULTI-TOPIC: see p.118
DESCRIPTION: film strip
CONTACT: World Neighbors

Infant Feeding
COUNTRY: India
LANGUAGE: English
DESCRIPTION: pamphlet, 8.5 × 11", folded in thirds, black and white
REVIEW: The pamphlet suggests giving other food besides breast milk to young children in the fifth month. The foods include other kinds of milk and mashed vegetables. A warning is given about making foods too watery. Other examples of foods are given for children during the first year; 2 recipes for appropriate mixed weaning foods are included. The pamphlet, although it contains good advice, requires literacy skills.
CONTACT: VHAI

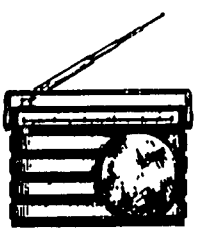
Record of Child's Gradual Development
COUNTRY: Bangladesh
LANGUAGE: Bengali and English
MULTI-TOPIC: see p.119
DESCRIPTION: growth chart, folds in fourths to 5 × 13"
CONTACT: Save the Children

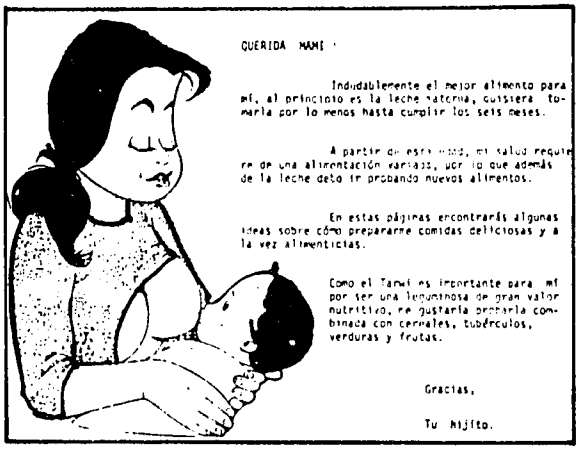
Be Careful with Your Baby . . . At 5 Months S/he Should Eat Small Pieces of Soft Food
COUNTRY: Bangladesh
LANGUAGE: Bengali
DESCRIPTION: sticker/poster, 8 × 11.5", color
CONTACT: Bangladesh-Information, Education and Motivation Division

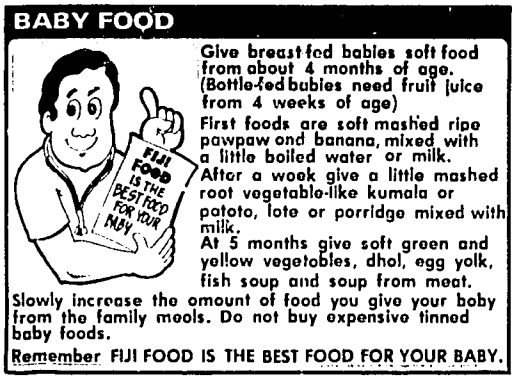
CARIBBEAN

Breast Feed Your Baby
COUNTRY: Jamaica
LANGUAGE: English
MULTI-TOPIC: see Breast Feed Your Baby, p. 47
DESCRIPTION: teaching package
REVIEW: The third section of this teaching kit discusses how and when to begin the weaning process, both the introduction of solid food and the gradual cessation of breast feeding.
CONTACT: CFNI

Habichuelas y Arroz
(Beans and Rice)
COUNTRY: Dominican Republic
LANGUAGE: Spanish
MULTI-TOPIC CAMPAIGN: see Mass Media Nutrition Education Campaign, p.113
DESCRIPTION: radio script, one-minute spot
REVIEW: The Dominican Republic Mass Media Campaign had two focuses: one was increasing the credibility of the community health promoter and the other was decreasing the age at which children were introduced to appropriate weaning foods. In this script the promoter is counselling a mother to feed her young child beans and rice that are mashed and thick. Actual weaning food trials were conducted with mothers to identify the appropriate weaning food to recommend in the radio spot and to choose the best words to describe the consistency of the food. Unfortunately, no tracking study or evaluation was ever done to analyze the effect of this material.
CONTACT: Dominican Republic-División de Nutrición or Manoff International, Inc.







LATIN AMERICA

Lactancia Materna
(Breast Feeding)
COUNTRY: Colombia
LANGUAGE: Spanish
CAMPAIGN: see Breast Feeding, p.43
DESCRIPTION: flip chart, color, in 2 sizes: 28 × 40" and 8 × 11.5", 19p.; with color-coded 60-page manual
REVIEW: One chapter of this manual and flip chart set is devoted to the feeding of infants 4 to 9 months old. The chapter discusses: the care which should be taken with children's food; the types of food to introduce at 4, 5, and 6 months; and family foods for children at 9 months, stressing the combination of commonly available foods.
CONTACT: Colombia-PAN

Manual Gráfico de Alimentación para Comadronas Adiestradas
(Illustrated Manual on Nutrition for Trained Midwives)
COUNTRY: Guatemala
LANGUAGE: Spanish
MULTI-TOPIC: see p.121
DESCRIPTION: booklet, 6 × 8", color 24p.
CONTACT: Save the Children or INCS

El Tarwi También Para Mí
(Tarwi Is Also for Me)
COUNTRY: Peru
LANGUAGE: Spanish
MULTI-TOPIC: see Nutrition for the Family, p.18
DESCRIPTION: booklet, black and white, 38p.
REVIEW: This booklet is part of a national effort to promote *tarwi*, an indigenous legume. It begins with a reminder from a child that at 6 months s/he needs to begin eating and that *tarwi* is a delicious food. Mothers are assured that if prepared properly, this inexpensive food can be digested by young children (contrary to popular belief). The rest of the booklet is devoted to recipes using *tarwi* in easily prepared foods for young children. This booklet may be appropriate for other Andean countries interested in promoting *tarwi*.
CONTACT: Peru-Institúto Nacional de Nutrición

SOUTH PACIFIC

Baby Food
COUNTRY: Fiji
LANGUAGE: English
MULTI-TOPIC: see Fiji Nutrition posters, p.121
DESCRIPTION: poster, 8.5 × 11", black and white
CONTACT: FPSP

GROWTH MONITORING

The materials included in this section are either support materials for training workers in growth monitoring or educational materials for the community. Growth monitoring tools (charts, armbands, etc.) are included only if accompanied by education messages: i.e., if they link the monitoring results with remedies field workers or families could apply to help children grow. While the act of monitoring can itself be educational, it is preferable to reinforce it with educational messages.

The materials described below show that many programs have designed growth cards and explanatory material about growth chart interpretation; but few have made growth monitoring a tool for nutrition education. The only example of the true integration of growth monitoring and nutrition education comes from Indonesia. There, the nutrition education strategy was built around growth monitoring, the program's major nutrition activity. The Indonesian National Family Nutrition Improvement Program (UPGK) developed specific messages for health workers to convey to families whose children did not gain weight for one or two months. The advice varies according to the age of the child (see "Actions," below). Similarly, the Nutrition Education Improvement Project developed a set of posters with well-tested advice, which health workers distributed to the families at weighing sessions. Other materials have been developed to promote weighing and to encourage school-age children to be sure their younger brothers and sisters are weighed. The Indonesia case stands out because of the importance it gives to monitoring providing timely detection of growth failure in children and proposing specific remedies to administer to them at home.

The major messages about growth monitoring are:

General

- Growth monitoring is something a community can do for itself.
- Monitor growth to know if your child is healthy.
- Children's growth should be checked regularly. (Most programs suggest once a month.)
- Children should be monitored from birth to five years of age. (This varies, depending on the program and the tool. If children are monitored with armbands, for example, the monitoring period usually covers ages one to five years.)

Interpretation

Weight/Age Cards:

- If the child's weight increases and/or if his or her weight is recorded in the upper zone on the card, s/he is healthy.
- If the child's weight has not increased and/or if his or her weight is recorded in the intermediate zone on the card, s/he may have a health problem.
- If the child's weight decreases or does not increase for three months, s/he may have a serious problem and the child's mother should receive medical counsel.
- If the child's weight is recorded below the bottom line on the card, s/he is in a dangerous state of health and should receive medical attention immediately.

Arm bands

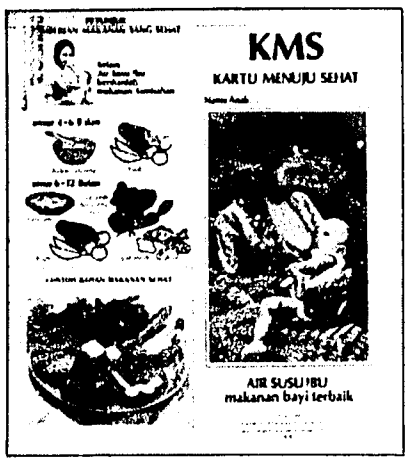
- Green zone: Child is healthy.
- Yellow zone: Child is thin and may be sick.
- Red zone: Child is unhealthy and needs medical attention.

Actions

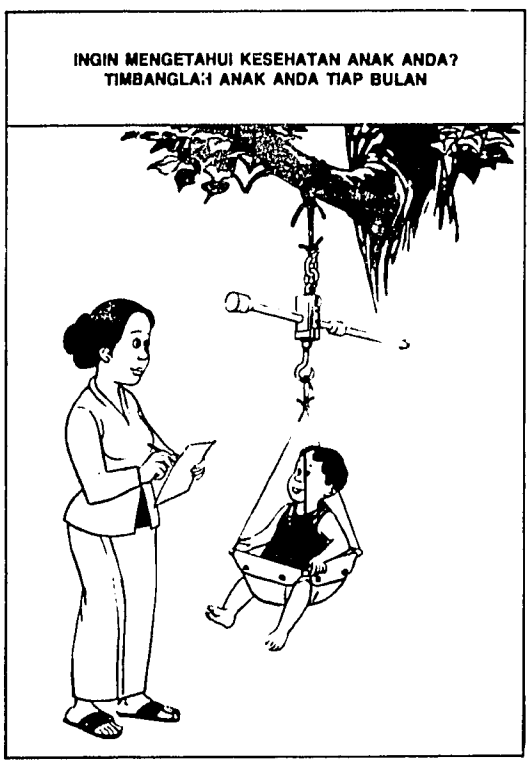
- If the child's growth is failing, give him or her more food.
  - For young children: breast feed three to five times more each day and encourage the mother to drink more fluids.
  - For children four to nine months old: offer food five times per day. Offer an appropriate, nutritionally sound, calorically dense weaning food. This food will depend on local resources and customs.
  - For children over nine months old: offer food five times per day and snacks.
  - For all children: provide plenty of body building foods.
- If the child's growth is failing and food does not help, or if there is another problem, take the child to the health post.

INDONESIA: 3 Coordinated Efforts

UPGK Family Nutrition Improvement Program
LANGUAGE: Indonesian (English translations are available for most materials.)
MULTI-TOPIC CAMPAIGN: see p.109
CONTACT: Indonesia-Division of Nutrition or APHA



Kartu Menuju Sehat
(Health Monitoring Card)
DESCRIPTION: card, 9 × 15", heavy cardboard, color, folded in fourths
REVIEW: This is an attractive, easily read growth card developed for families with children under 5 years old. The growth curve has 2 cut-off lines and 3 different zones: healthy, moderately malnourished, and severely malnourished. The growth card has an area for recording immunization status and receipt of vitamin A capsules. The front of the card shows an Indonesian woman breast feeding a child; an area inside highlights the homemade oral rehydration solution and a back panel contains a schedule for the introduction of foods to a young baby. This card is a good example of how important concepts for child health can be integrated with the growth chart.



Keluarga Sehat
(Healthy Family)
DESCRIPTION: flip chart, 10 × 14", sturdy paper, color, spiral bound, 28p.
REVIEW: This flip chart begins with the question to families, "Do you want to know if your child is healthy?" The message is that healthy children gain weight as they get older. Parents are encouraged to weigh their children monthly and to keep the weight chart. After a discussion of general nutrition information, the flip chart presents advice to parents based on the outcome of the weighing and the age of the child. This format is good, providing the community workers with sound recommendations and the family with concrete activities to initiate. Examples of the recommendations: A baby 0–3 months old whose weight does not increase during one month should be breastfed 3 to 5 times more often every day; a child 4–6 months old whose weight does not increase for 2 successive months should be given one medium size dish of soft food 5 times a day, and breast milk should be continued.

Menuju Keluarga Bahagia Sejahtera
(Towards a Happy and Prosperous Family)
DESCRIPTION: flip chart, 18 × 24", color, spiral-bound, 13p.
REVIEW: This flip chart for religious leaders to use with the community stresses weighing a child each month as the duty of every parent, as well as the special care for children not growing well. The community in general is also reminded that to glorify God children must be healthy and therefore the community must provide for nutrition activities such as weighing.

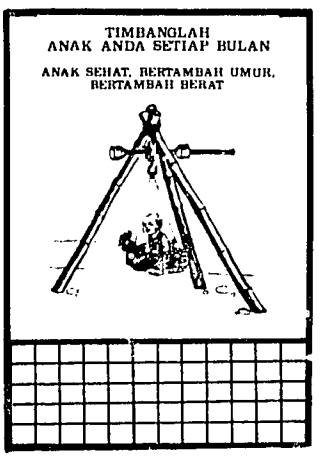
Membina Keluarga Bahagia dan Sejahtera
(Building a Happy and Prosperous Family)
DESCRIPTION: wall poster, 24 × 36", color
REVIEW: This comic strip tells the story of the family of Abdul Samad and the marriage and subsequent child of his daughter Fatimah. Part of the comic strip shows Fatimah taking her child to be weighed. The child increases in weight and grows "in keeping with the Plan of God."

INDONESIA

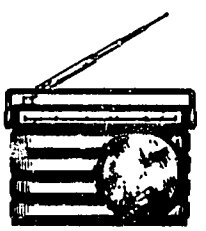
Nutrition Education Improvement Project
LANGUAGE: Indonesian and Javanese
MULTI-TOPIC CAMPAIGN: see p.110
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi or Manoff International, Inc.

Penimbangan
(Weighing)
DESCRIPTION: wall poster, 15 × 27", color
REVIEW: This poster was designed to encourage community self reliance in health activities. The color photograph shows village volunteers and mothers at a weighing session. The poster says: "Weighing all children under 5 years can be done by the community itself."

Timbanglah Anak Anda Setiap Bulan
(Weigh Your Child Every Month)
DESCRIPTION: poster, 20 × 15", color
REVIEW: This poster for the home is given to parents the first time they bring their children to be weighed. It says "Weigh Your Child Every Month—A Healthy Child Gains Weight as S/he Gets Older." Under the drawing of the child being weighed are 60 boxes, representing each month between birth and 5 years. The parent is told that each month when the child is weighed a box should be marked on the poster. The intention is that, even if boxes are not marked, the poster will serve as a reminder of the importance of monthly weighing.

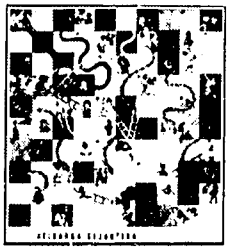


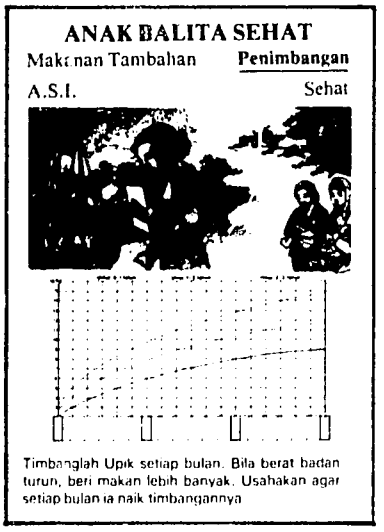
Penimbangan
(Weighing)
DESCRIPTION: radio spot, 60 seconds
REVIEW: This spot is a discussion between 2 friends, one on her way to the monthly weighing, about the importance of child weighing. One woman tells her friend that weighing helps her know if her child is healthy. The card they fill out at the weighing post tells her if her child is healthy for her age because a healthy child gains weight as s/he gets older. The radio spot was written to answer the problem expressed by many mothers that they often did not go to weighing because they did not know why they should go. The mother in the radio spot tells them weighing will help them know with more certainty whether their children are healthy.



INDONESIA

Yayasan Indonesia Sejahtera Children's Materials
LANGUAGE: Indonesian
MULTI-TOPIC CAMPAIGN: see p.111
CONTACT: Indonesia-Yayasan Indonesia Sejahtera





Weighing Puzzle
DESCRIPTION: game, 8 × 10" cardboard jigsaw puzzle, color
REVIEW: A colored picture of a child being weighed has been made into a jigsaw puzzle as a way of familiarizing *children* with weighing and of reminding parents of the community weighing activity.

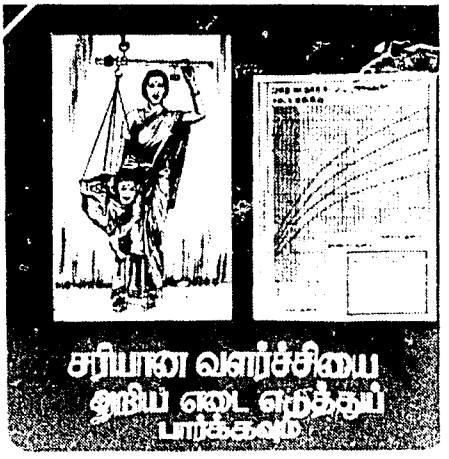
Keluarga Sehat
(Healthy Family)
DESCRIPTION: game (Snakes and Ladders), heavy cardboard board with 4 markers and dice
REVIEW: Rewards are given in this game for weighing children, bringing the players (*school children*) closer to the goal of a healthy family.

Dominos for Health
DESCRIPTION: 28 dominos. color drawings, 2 × 3.5"
REVIEW: One of the messages in this domino game for *school children* is that their younger brothers and sisters should be weighed every month until they are 5 years old.

Anak Sehat—Naik Berat Badan
(A Healthy Child—Increasing Weight)
DESCRIPTION: 28 cards, 3 × 4", color
REVIEW: One of the sets of cards in this game for *school children* is about child weighing—the messages are "Weigh your brother or sister every month" and "If the weight goes down s/he needs more to eat; the regular progress is for the weight to increase every month."

INDIA

Tamil Nadu Integrated Nutrition Project
LANGUAGE: Tamil
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: India-Tamil Nadu Integrated Nutrition Project



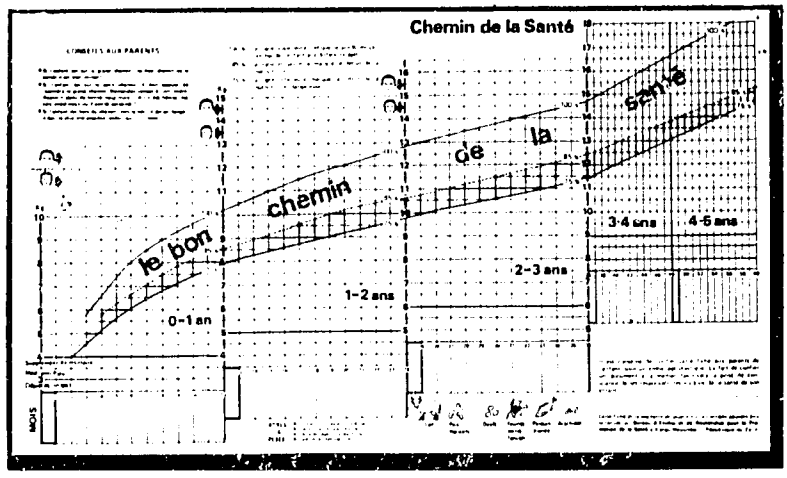
1. At the Beginning . . .
2. Your Child, Is S/He Underweight?
DESCRIPTION: posters, 20 × 29", color
REVIEW: These 2 posters promote one of the core activities of this nutrition project—growth monitoring. The posters stress the importance of continuous weight gain and the relation of weight to health. The respective texts of the posters read: (1) "At the beginning. . . the baby's smile, understanding and knowledge indicate growth, but you also need to know the weight of your baby," and (2) "Your child. . . Is S/He Underweight? For proper growth, weight gain must be continuous."

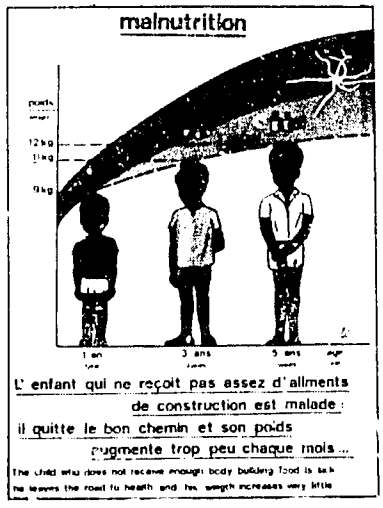
Your Responsibility
DESCRIPTION: flannelgraph, 20 figures, color
REVIEW: This flannelgraph is for community nutrition workers to use with mothers to emphasize the relationships between weight gain, good nutrition, and good health.

OTHER MATERIALS ABOUT GROWTH MONITORING

AFRICA

Consultation d'enfants de 0 à 5
(Counseling for Children from 0 to 5)
COUNTRY: Zaire
LANGUAGE: French
DESCRIPTION: card, 9.5 × 17", folded into 4 panels, black and white, in clear plastic envelope
REVIEW: This take-home record card is for the mother, to remind her of her responsibilities regarding her child's health. The Road-to-Health growth chart which fills one side is accompanied by explanations of how to interpret the chart. Illustrations of high protein foods appear under the 2–3 year section of the growth chart with no explanation—this could be misinterpreted to mean that younger children should not get these foods. The other side, in addition to the usual vaccination and health records, includes a table of 12 health education topics and a chart on which each topic is to be checked once a year when the mother attends the class. The topics include general child nutrition, anemia, diarrhea, and illnesses associated with malnutrition.
CONTACT: Zaire-Bureau d'Etudes

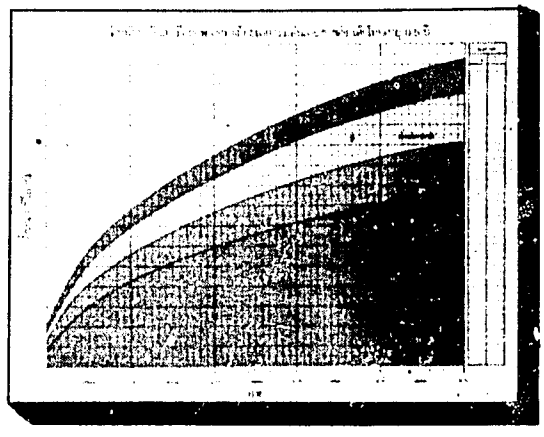


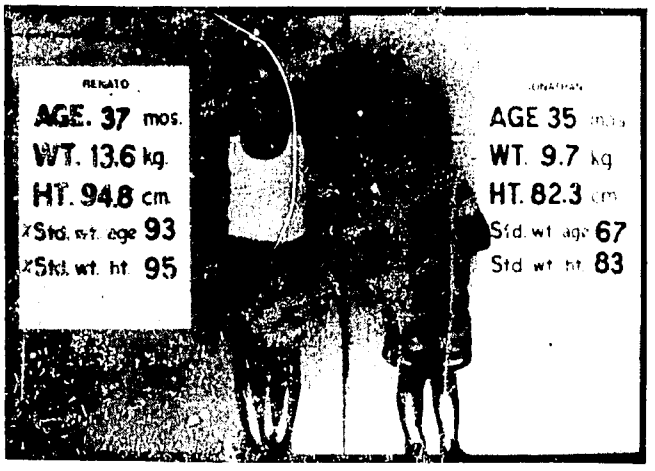


Nutrition
COUNTRY: Zaire
LANGUAGE: French and English
MULTI-TOPIC: see p.117
DESCRIPTION: 8.5 × 11" or 58 × 27" series of colored pictures
CONTACT: Zaire-Bureau d'Etudes

ASIA

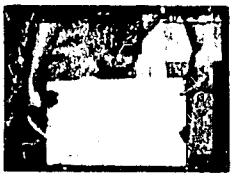
Growth Record
COUNTRY: Thailand
LANGUAGE: Thai
DESCRIPTION: card, 15.5 × 12", folded once
REVIEW: This take-home growth record uses color to show mothers the significance of a child's growth range; the only numbers are for weight and age (0 to 5 years). On the front is a picture of a breastfeeding mother which corresponds to a picture used for national breast feeding promotion; on the back is a schedule for the introduction of foods to supplement breast milk.
CONTACT: Thailand-Ministry of Public Health or UNICEF





Malnutrition in an Urban Environment
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: 24 color slides, script
CONTACT: TALC

Arm circumference strip and folder
COUNTRY: India
LANGUAGE: Hindi and English
DESCRIPTION: cardboard folder with instructions and a tricolored arm circumference tape
REVIEW: This strip, designed by Doctors Morley and Shakir, is to be used by community volunteers on a monthly basis to determine if children between one and 5 years are healthy. The link between the assessment and education is clear and well done. The strip has green (healthy), yellow (caution), and red (danger) zones. The major message for the community health worker to convey to the mother is: "with more food the child grows healthier; with more food his arm grows thicker." Simple messages for mothers, corresponding to the outcome of the arm assessment, are listed on the inside of the folder. For example, if the child is in the red area: 1) the child needs more of the foods s/he usually eats; 2) feed 5 or 6 times a day; 3) if the child has not begun to eat soft food, begin now; and 4) feed more food than before. The back of the card specifies proper feeding for a one-year-old including that the daily quantity should be half that which the mother eats.
CONTACT: VHAI

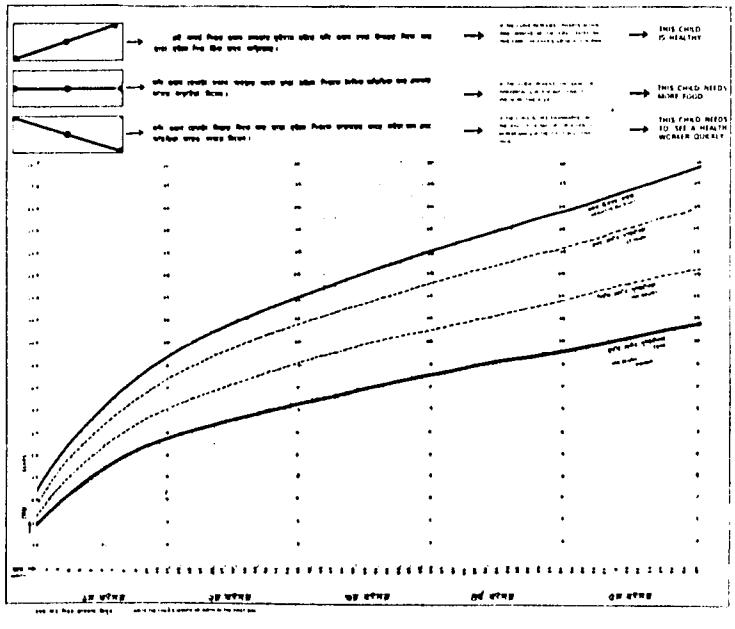


Caring for Baby
COUNTRY: India
LANGUAGE: English, Hindi
MULTI-TOPIC: see p.118
DESCRIPTION: film strip
CONTACT: World Neighbors

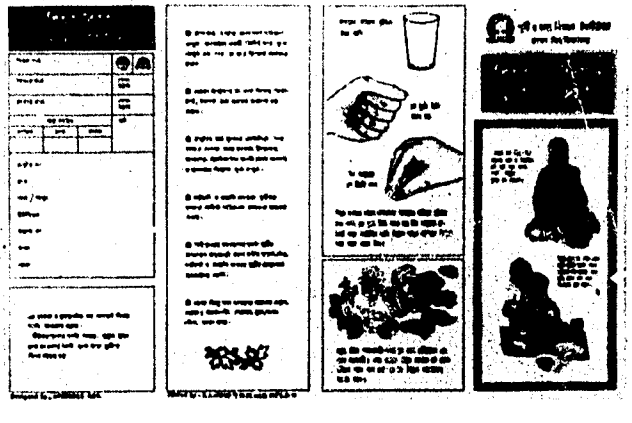
Arm Tape Card
COUNTRY: Nepal
LANGUAGE: Nepalese (instructions on a separate sheet in English)
MULTI-TOPIC: see p. 120
DESCRIPTION: cardboard folder, 4.5 × 10", with instructions, colored arm band, card with weaning food recipe, and arm circumference growth card
REVIEW: This arm tape package has all of the components to reinforce the link between good food in the proper quantities and a healthy child. The arm circumference band is the Morley-Shakir strip with green (healthy), yellow (caution), and red (danger) zones. The tape is used each month to monitor children between one and 5 years old. A card for the child with green, yellow, and red bands marked in months is provided so the mother can watch her child's status over time. There are clear instructions for the use of the tape, a guide for interpreting the results, and suggestions for

what treatment to recommend for the child in the yellow or red bands. These instructions include: feeding the child 5–6 times per day and persevering with the food even if the child cries. A card has been inserted into the package with a *weaning food* recipe (*sarbottam pitho,* see p. 59) which combines lentils with a local grain. The major message of this material is: "if the child does not get enough to eat he will not grow."
CONTACT: UNICEF-Nepal

Operation "Dehi" Punjab
COUNTRY: Pakistan
LANGUAGE: Urdu, Pakistani, manual also in English
DESCRIPTION: wall poster, 17 × 23", color,
with 32-page training manual for workers
REVIEW: The purpose of this poster is to create community awareness about growth monitoring. The healthy child suspended from a scale in weighing pants is the symbol for this program and serves as a reminder to families. It is assumed that this image was pretested with the community and was correctly understood. The drawing of the child is removed from the context in which weighing normally occurs: a crowded room with a health worker nearby and a floor somewhere under the child.
CONTACT: UNICEF-Pakistan



Record of Child's Gradual Development
COUNTRY: Bangladesh
LANGUAGE: Bengali and English
MULTI-TOPIC: see p.119
DESCRIPTION: cardboard growth chart,
folds in fourths to 5 × 13", color
REVIEW: This growth monitoring chart is for the child's mother and is brought to the clinic at each visit. On one side, a 60-month growth chart is accompanied by instructions on interpreting the chart. If the slope of the line goes up, the child is healthy; if it does not, an intervention is indicated. The reverse side includes space for recording vaccinations and clinic visits; family information; instructions for preparing a sugar-saltwater oral rehydration fluid to give to children with diarrhea; and pictures of mothers breast feeding and giving weaning foods, with appropriate messages.
CONTACT: Save the Children

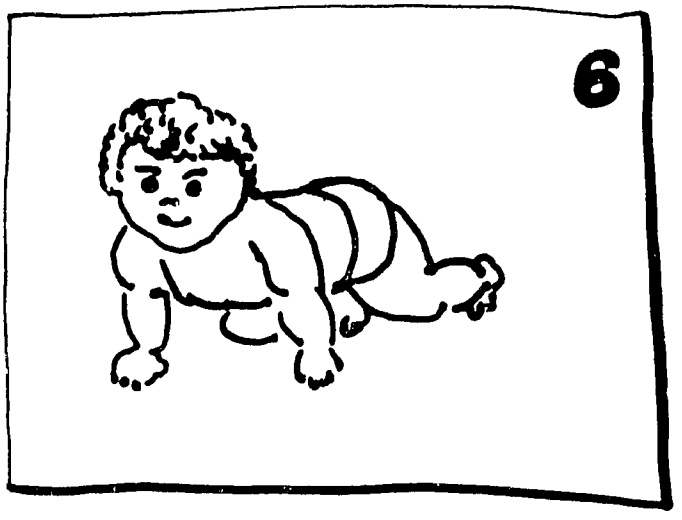


Health Record
COUNTRY: Bangladesh
LANGUAGE: Bengali
DESCRIPTION: record card, 15 × 9", folded in thirds, in plastic bag; either full-color or 2-color (orange)
REVIEW: This growth chart, to be kept at home by mothers, shows how to interpret the slope of the growth (weight) curve and encourages regular weighing, early introduction of supplementary foods, and immunizations. It also illustrates the use of oral rehydration solution and promotes feeding vegetables and protein sources to young children.
CONTACT: UNICEF-Bangladesh

CARIBBEAN

Medical Record Folder
COUNTRY: Jamaica
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see Jamaica-Eat Right, p.112
DESCRIPTION: lightweight cardboard folder, 9.5 × 10"
REVIEW: This folder holds the 4 booklets on child feeding of the "Eat Right" campaign. The outside shows the Eat Right logo and motto—"Good health begins with eating right." Under the large flap is a full-year calendar with the instructions, "Circle the date of your next appointment at the Health Center." The weight chart itself, inside the flap, has red lines marking the Gomez classifications.
CONTACT: CFNI

LATIN AMERICA

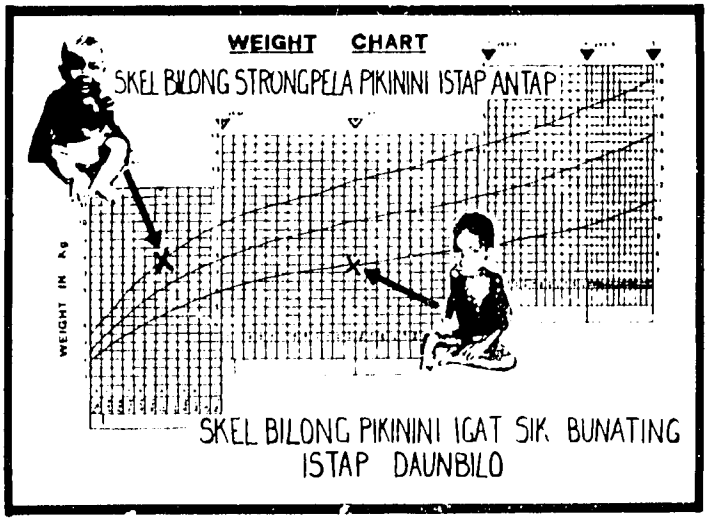


Juego de Crecimiento
(Growth Game)
COUNTRY: Latin America
LANGUAGE: Spanish
DESCRIPTION: playing board in form of growth chart, 2 sets of differently colored markers, and 2 sets of 24 cards
REVIEW: This game is the product of workshops conducted with field workers to improve their nutrition education skills. The game is simple, involving 2 players who place their markers on the growth chart according to the age and weight recorded on their sets of cards. Players see how the nutritional status of 2 children can be equal at birth and be very different at 2 years of age. This is a good discussion starter on the causes of growth failure.
CONTACT: Save the Children or SARAR International

Además del Pecho: La Alimentación del Niño Pequeño desde 4-6 meses hasta que coma igual a los grandes: 1° tema: Cuando dale de comer
(When to give food)
COUNTRY: Guatemala
LANGUAGE: Spanish
MULTI-TOPIC CAMPAIGN: see Materiales María Maya, p.114
REVIEW: Growth monitoring in general and the use of weight loss as an indicator of when to begin solid foods are discussed in part of this module.
CONTACT: Guatemala-Materiales María Maya

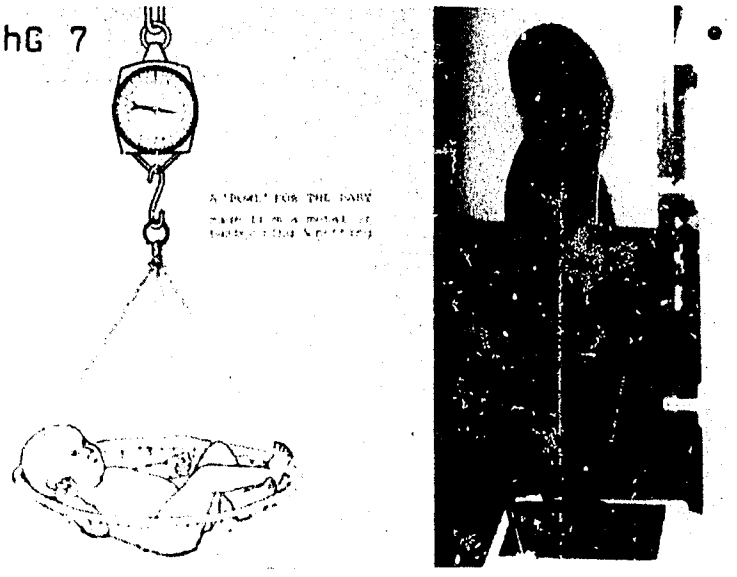
SOUTH PACIFIC

Weight Chart
COUNTRY: Papua New Guinea
LANGUAGE: English and Pidgin
MULTI-TOPIC CAMPAIGN: see p.115
DESCRIPTION: poster, 20 × 30", black and white
REVIEW: This poster of the simplified Papua New Guinea weight chart was produced as a teaching aid to show mothers the meaning of the growth zones. By providing pictures of well-nourished and undernourished babies, the poster shows the relationship between child development and the growth chart. This kind of poster could be reproduced readily in other countries using locally relevant pictures.
CONTACT: Papua New Guinea-Madang

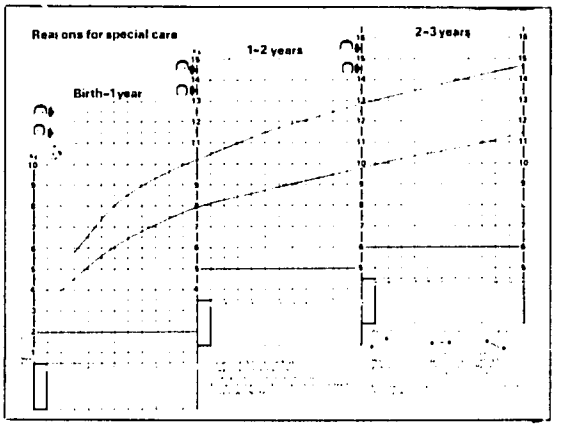


WORLDWIDE

Charting Growth
LANGUAGE: English
DESCRIPTION: 24 color slides, guide, script
REVIEW: This slide set, designed for teaching *medical professionals* and *health workers*, explains the "Road-to-Health" growth chart and is divided into 4 sections: the purpose of growth charts, how to fill them in, reading the chart, and recognizing malnutrition. The text is written in question and answer style. Cases of various children are used to help teach the lessons. Reasons for malnutrition are discussed (terminating breast feeding, weak porridge, vitamin A deficiency). Since the script covers so much information, it is suggested that it be reviewed several times and that the teacher develop a number of lessons on the subject, to make sure all students learn how to use the chart. The discussion ends with suggested visual aids which can be used in teaching the subject, such as a flannel graph. Appendices cover discussing upper and lower lines on the chart, the idea of using a Local Events Calendar, information on brain growth, and suggested exercises.
CONTACT: TALC



Road-to-Health Flannelgraph
LANGUAGE: English
DESCRIPTION: flannelgraph, black or yellow, with instructions
REVIEW: This flannelgraph can be used to teach *health workers* or community members about the Road-to-Health chart. The flannelgraph itself has only the lines and curves of the growth chart. The dots to plot the child's weight each month, as well as explanations for good and poor growth patterns, can be added on the flannelgraph to correspond to the points raised during the training. This is a useful tool if the Road-to-Health chart is being used.
CONTACT: TALC



NUTRITION-RELATED HEALTH PROBLEMS

This chapter is divided into six subsections reflecting the different deficiency or nutrition related diseases educators have found in their countries. The problems that have received the most attention worldwide are protein-calorie malnutrition, vitamin A deficiency, and diarrhea. Iodine deficiency has received much attention in the Andean region of South America because of its high prevalence. Iron deficiency anemia and alcohol abuse have been addressed in a few countries. Although many materials about alcohol abuse and about diarrhea have been produced, this section contains only those which either demonstrate the relation between the disease and nutrition, or were produced by nutrition education projects. The following list of subsections shows the major educational messages of the materials reviewed.

Malnutrition

1. The major cause of malnutrition is lack of proper foods in sufficient quantity.
2. To prevent kwashiorkor (characterized by edema, peeling skin, and thin discolored hair), enrich regular foods with foods that have good protein values, such as beans and groundnuts.
3. To prevent marasmus (thin, weak children), feed them more food at each meal or feed them more frequently.
4. To prevent malnutrition, do not use a baby bottle: breast feed.

Vitamin A Deficiency

These educational messages are the recommendations of Helen Keller International.

1. Breast feed infants for at least one year.
2. Breast feed vitamin A-rich colostrum (the first breast milk) to newborns soon after birth.
3. When infants are three to six months old, give them finely chopped, well-cooked dark green leafy vegetables, which are rich in vitamin A.
4. Feed dark green leafy vegetables to preschool children every day.
5. Include yellow-orange fruits rich in vitamin A (e.g. papaya and mango) in the child's diet. Include this fruit every day if a child refuses to eat green leafy vegetables.
6. Include fat in the child's diet together with the green leafy vegetables, fruits, and other sources of vitamin A.
7. Feed green leafy vegetables and yellow-orange fruits to children who have diarrhea, measles, respiratory or other serious infections. If possible, give them a vitamin A supplement.
8. Pregnant and lactating women should eat foods rich in vitamin A every day.
9. Give vitamin A (200,000 IU) to preschool children every four to six months.
10. Administer vitamin A to mothers immediately after the birth of their children or to the children within one month after birth.
11. Night blindness is an early warning of xerophthalmia and can be treated by feeding children green leafy vegetables and giving them vitamin A (200,000 IU).
12. Vitamin A deficiency, if untreated, can cause blindness.

Iodine Deficiency—Goiter

1. Goiter is a serious disease which causes the enlargement of a gland in the neck. It is not always visible.
2. Goiter is caused by a lack of iodine.
3. A pregnant woman with goiter can bear children with mental problems.
4. A man with goiter will be weak and unmotivated.
5. A child with goiter may have difficulties learning in school.
6. To prevent goiter, consume iodine in the form of iodized salt.
7. Be sure to buy the brands which have been iodized properly.
8. Use iodized salt in the same way as any other salt.
9. Iodized salt does not cure goiter, it prevents it.

Iron Deficiency—Anemia

1. A woman with iron deficiency will feel weak and dizzy as she tries to do her daily work.
2. A person (man, woman, or child) who is anemic will have a pale tongue and the inside of the lip or eyelid will also be pale.
3. To prevent anemia, eat green leafy vegetables every day.
4. Iron supplements can also be taken to prevent or cure anemia. Supplements should be taken by those who are anemic and by pregnant and lactating women to prevent anemia.

Alcohol Abuse

1. Drunken men make fools of themselves and are not good fathers because they spend money on alcohol rather than food for their children.
2. Alcohol affects judgement and movement. Too many drinks numb the brain and cause drunkenness.
3. If you drink, eat before drinking and stop after a few drinks.

Diarrhea and Oral Rehydration

1. Three or four liquid stools per day is considered diarrhea.
2. Diarrhea can cause malnutrition, dehydration, and death.
3. Diarrhea causes dehydration and malnutrition because its victims lose both liquid and food.
4. The dehydrated child becomes pale, sad, and weak, has sunken eyes and dry lips, may not have urinated for a long time, and may have a sunken fontanel.
5. Diarrhea has many causes, including contaminated food and drinking water.
6. To prevent diarrhea, boil water, wash hands, cover feces, and wash all food and utensils well.
7. For a child with diarrhea: (a) make oral rehydration solution (recipe varies from country to country), (b) continue breast feeding, (c) give teas, lemonade, or rice water, (d) continue feeding bland foods, soft rice, and vegetables if the child already eats them.
8. Offer a glass of oral rehydration fluid each time the child has a liquid stool—give at least a liter of the fluid per day.
9. Do not use purges (laxatives).
10. Take the child to the health center if s/he has diarrhea, is vomiting, or has blood in the stools.

MALNUTRITION

CAMPAIGNS ABOUT MALNUTRITION

INDIA

Protein Is Life
LANGUAGE: English
DESCRIPTION: booklets, advertisements in newspapers and magazines
REVIEW: In the early 1970s this campaign was launched to increase awareness of the malnutrition problem and particularly of what was then believed to be the protein deficiency problem in India. The campaign had two major target audiences: (1) parents of young children; (2) officials, other policy makers, and opinion leaders. The campaign was well coordinated, carried the same logo, slogan ("Protein Is Life"), and style throughout. Although the type of emotional appeal and some contents may appear outdated, it is one of the few examples of campaigns which include specific messages about what government and policy makers can do. It was also a mass media campaign that sought rapport with the audience, inviting them to write for a booklet.
CONTACT: India-The Protein Foods Association of India

Protein Is Life
DESCRIPTION: booklet, 4 × 5", black, white, and red, 16p.
REVIEW: This booklet was distributed to families who wrote for more information in response to the mass media advertisements. Written for a sophisticated audience, it reviews the major nutrients, why they are important, what functions they serve. The "protein emergency" is explored in terms of the needs of pregnant and lactating women, weaning-age infants, and preschoolers. Sample menus and food quantities are provided.

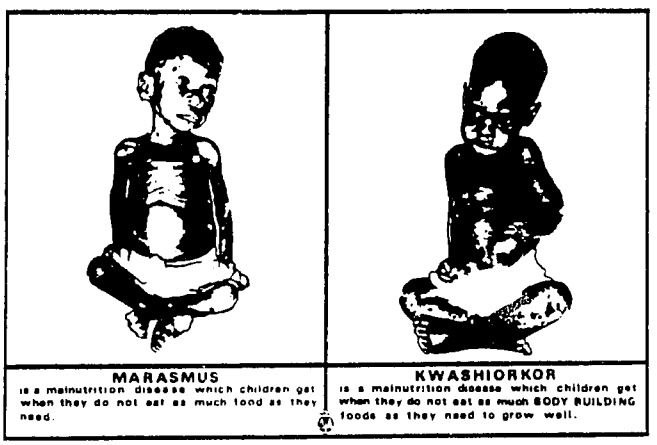
1) By the time your child is 5 . . .
2) Mother Nature won't fail baby.
DESCRIPTION: magazine advertisements, 8 × 10", black and white
REVIEW: These print ads are targeted to an urban audience. They underscore the negative effects of malnutrition, rather than the benefits of good nutrition. Mothers were encouraged to clip the ads and pass them along to friends.

1) The inheritors . . .
2) A generation condemned . . .
DESCRIPTION: magazine advertisements, 5 × 7", black and white
REVIEW: These print advertisements, which appeared in political and economic weeklies, are strongly worded to capture the attention of policy makers. The copy makes a direct appeal to them for help and lists specific activities in which they can become involved. It is effective, and more nutrition campaigns should consider avenues of this type to inform opinion leaders and policy makers.

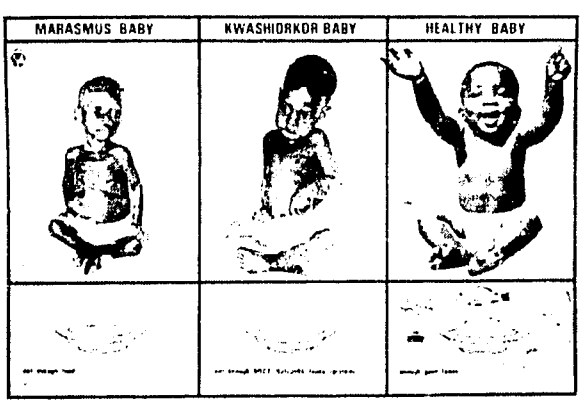
COORDINATED EFFORTS THAT INCLUDE MALNUTRITION

ZAMBIA

National Nutrition Education Campaign
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.109
CONTACT: Zambia-National Food and Nutrition Commission

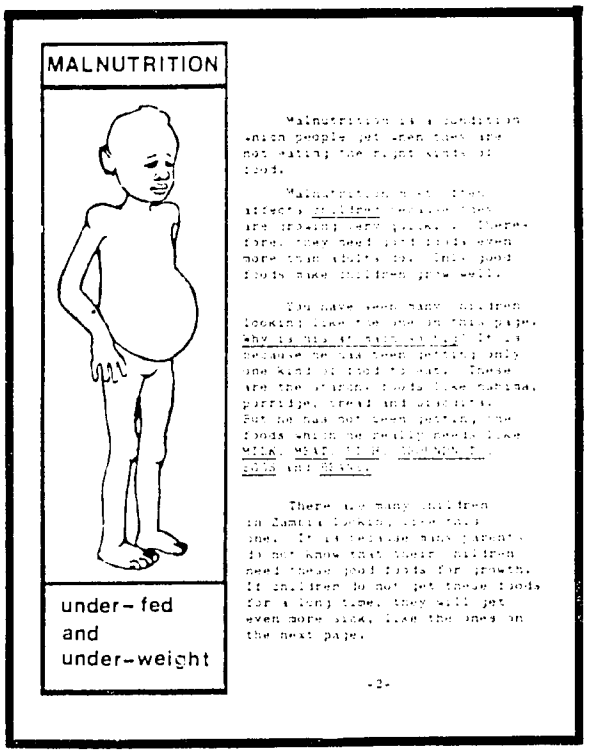


Marasmus Baby, Kwashiorkor Baby, Healthy Baby
DESCRIPTION: wall poster, black and white photographs
REVIEW: This poster features photographs of infants with marasmus, kwashiorkor, and good health. Under the first 2 photographs are explanations of how the babies came to be sick. The text on marasmus includes a warning that babies who are bottle-fed are at risk for marasmus because mothers do not know how to keep bottles clean, and that it is best to breast feed. The text on kwashiorkor recommends indigenous foods that are high in protein, which should be added to the baby's porridge. The text on "healthy baby" recommends that at 6 months the baby should be fed porridge in addition to breast milk. The porridge should contain protein-rich foods; indigenous protein foods are listed. Mashed vegetables and fruits are also recommended for the baby's daily consumption. The poster was sight-tested. It is appropriate for training or for community group education.



1) Marasmus
2) Kwashiorkor
3) Mwana Wa Moyo Wabwino *(Healthy Baby)*
LANGUAGE: English text with Zambian names of diseases
DESCRIPTION: 3 posters with black and white photographs
REVIEW: 1. Marasmus (photograph of child with disease): text explains that babies get marasmus when they do not get enough food; 2. Kwashiorkor (photograph of child with disease): text explains that this disease is the result of not having enough "bodybuilding foods"; 3. Mwana Wa Moyo Wabwino (photograph of healthy baby): text in Zambian—presumably saying that a healthy baby like the one in the photograph gets enough food and plenty of bodybuilding foods. These 3 posters show the same children as those presented on the poster described above. The captions are brief and state why the child is in the particular state of malnutrition or health. These materials were sight-tested and are appropriate for training or for community group education.

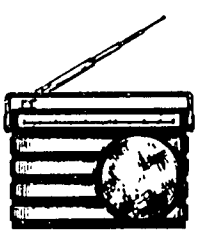
What Is Malnutrition?
DESCRIPTION: booklet, black and white drawings, 6p.
REVIEW: This booklet can be used for *health workers* or for public education and stresses the same messages as the posters on malnutrition. It explains what malnutrition is and how children who eat primarily starchy foods become malnourished. The booklet stresses the need for protein foods: milk, meat, fish, groundnuts, eggs, and beans, so that children will not get marasmus or kwashiorkor. The booklet is illustrated with drawings of children with different nutritional deficiencies. Under each picture a caption identifies the culprit foods. For example, under the picture of the child with marasmus are the words "porridge, bread" in small letters, and beneath these words, in larger letters, "Not Enough Food." The text on marasmus warns that babies who are bottle-fed are at risk for marasmus and that breast feeding is best. It adds that at 6 months the baby should have body-building foods mashed into a porridge, which s/he should be given in addition to breast milk. The final picture shows a healthy baby. The text under the picture lists beneficial foods that made the baby healthy, and in larger letters says, "Right Foods." This section recommends adding one large spoonful of one of the body-building foods to the baby's porridge and also suggests feeding the baby mashed vegetables and fruits each day.



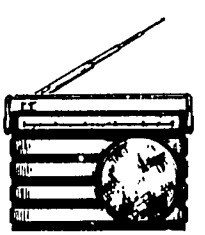
ECUADOR

Mejores Madres, Mejores Hijos
(Better Mothers, Better Children)
LANGUAGE: Spanish, Quechua; scripts in English
DESCRIPTION: radio spots and poster
MULTI-TOPIC CAMPAIGN: see p.114
CONTACT: Ecuador-Instituto Nacional de Nutrición or Manoff International, Inc. (radio spots only)

Protein Foods
DESCRIPTION: radio spot (English and Spanish versions 60 seconds, Quechua 90 seconds)
REVIEW: This spot is a dialogue between a doctor and a mother who wants to know why her child is small and weak. The doctor explains that love is not enough to make the child grow big and strong, that he needs the right foods, especially protein foods. Knowledge, attitude, and practice tracking studies done at 6- and 12-month intervals found increases in awareness of the need for the foods mentioned in the message.



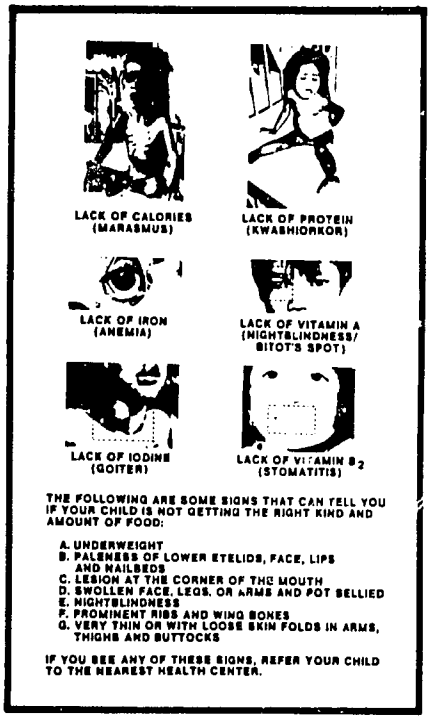
Eggs
LANGUAGE: Spanish, English translations
DESCRIPTION: radio spot, 60 seconds
REVIEW: This spot was specially designed for broadcast in the farming region of Ecuador. It is a dialogue between a teacher and María, who is a mother and the wife of a farmer. The teacher sees María selling eggs and asks if she kept any for her children. The teacher explains that eggs are rich in protein, which children need to grow. Knowledge, attitude, and behavior tracking studies done at 6- and 12-month intervals found increased awareness about the value of protein-rich foods.

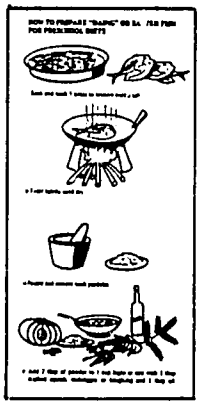


Dele a Su Niño, Todos los Días, Algunos de Estos Alimentos
(Each Day Give Your Child Some of These Foods)
LANGUAGE: Spanish
DESCRIPTION: poster, 16.5 × 24", color
REVIEW: This poster shows fish and other animal sources of protein and several kinds of beans. The pictures of nonanimal sources of protein actually outnumber the pictures of animal sources, but because the nonanimal pictures are smaller, the poster appears to feature the cheese, beef, poultry, etc.—contrary to one of the objectives of the campaign, which is to increase awareness of the value of nonanimal sources of protein.

OTHER MATERIALS ABOUT MALNUTRITION

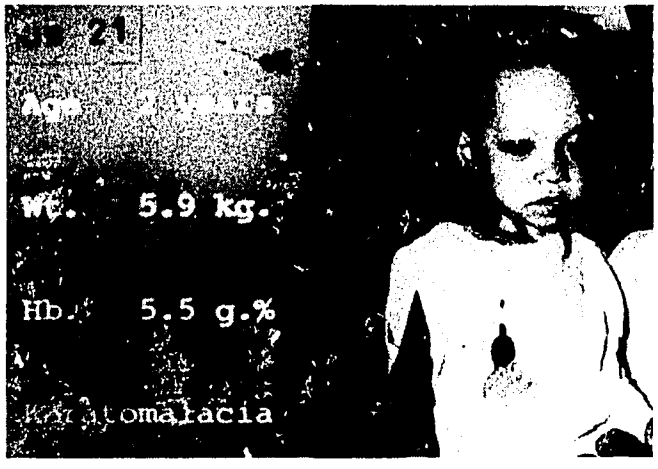
ASIA





Priority Nutrition Messages
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: flip chart, 20 × 24", color, 16p.
CONTACT: Philippines-Nutrition Center of the Philippines

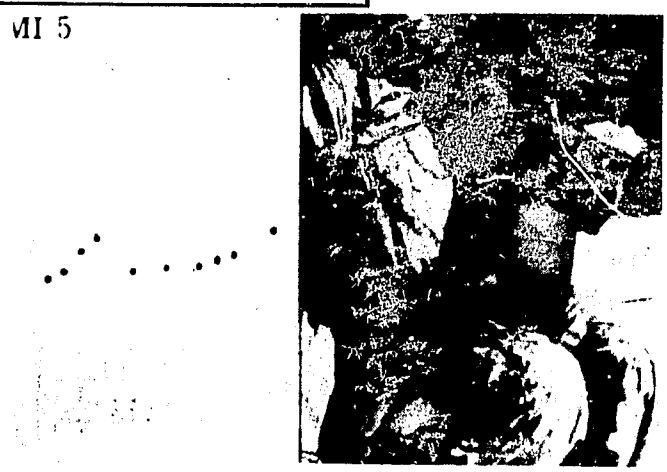
What to Do if Your Child is Malnourished
COUNTRY: Philippines
LANGUAGE: English
DESCRIPTION: booklet, 8 × 12", folded in thirds, black and white drawings
REVIEW: This booklet can be used with literate mothers or with *health workers.* Malnutrition's severity is defined in terms of weight for age percentiles (Gomez) and whether the child has had diarrhea; these determine which of 4 diets the child is to follow. The diets, based on local foods, vary in the volume of fluids given and in the caloric density of the solid foods. A fifth diet, for healthy children, is presented in terms of 3 food groups. Additional messages include: give children small, frequent feedings; have child weighed monthly to monitor health; and how to prepare and use salted fish in ways suitable for young children.
CONTACT: Philippines-Nutrition Center of the Philippines



Malnutrition in an Urban Environment
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: 24 slides, color
REVIEW: This child, when brought to the clinic, had marasmic kwashiorkor, keratomalacia, anemia, and bronchopneumonia. She had been fed since birth on sweetened condensed milk and little else. Her mother had been advised not to breast feed because of heart disease. "This was a mistaken diagnosis."
CONTACT: TALC

This Child Is Very Sick
COUNTRY: Bangladesh
LANGUAGE: English, Bengali
MULTI-TOPIC: see p.118
DESCRIPTION: flip chart, light weight cardboard, 9×12", black and white photographs, 8p.
CONTACT: International Voluntary Services

Malnutrition in India
COUNTRY: India
LANGUAGE: English
DESCRIPTION: 24 color slides, guide booklet
REVIEW: These informative and motivational slides are separated into 4 groups: PEM; deficiencies in vitamins A, D, and B (and mixed deficiencies); anemia; and weight charts. The text is presented in question-and-answer style, and teaches how to recognize these deficiencies in children, what foods are necessary to prevent them, and treatments for severe cases, including "Hyderabad mix," used to prevent and treat PEM. Attention is given to traditional ideas which may prevent mothers from following nutritional advice: vegetarianism, ideas of "hot" and "cold" foods, and opposition from relatives and traditional health care practitioners. For this reason, "Other satisfied mothers . . . make the best teachers." An appendix shows various Indian foods and how a growth chart works. At times the language is fairly technical, although this filmstrip should be suitable for use with *health workers* with limited medical training if the discussion is led by a health professional.
CONTACT: TALC



The Danger of Under Feeding: Protein Calorie Malnutrition
COUNTRY: India
LANGUAGE: English
DESCRIPTION: pamphlet folded into thirds, 3.75×8.5", black and white photographs with text
REVIEW: This pamphlet, intended for literate *health workers* and mothers, defines PCM and identifies (1) victims, (2) signs and symptoms, and (3) treatment. Each of these divisions is accompanied by a photograph. The treatment section, in addition to recommendations to increase intake of protein and energy-rich foods (particular food groups are named), suggests an energy and protein-rich mix, the ingredients of which can be changed for regional variations.
CONTACT: India National Institute of Nutrition

WORLDWIDE

The Management of Severe Kwashiorkor
LANGUAGE: English and Spanish
DESCRIPTION: slide set or filmstrip with study guide and tape available
REVIEW: This set of slides is for training *health workers* and can be used in individual study sessions or in classroom presentations. The material focuses on the recognition of symptoms of kwashiorkor, how to determine the degree of severity through clinical examination, and the treatment of the disease including diet, tube feeding, and maintenance of body temperature. Complications and their prevention are also discussed.
CONTACT: VHAI

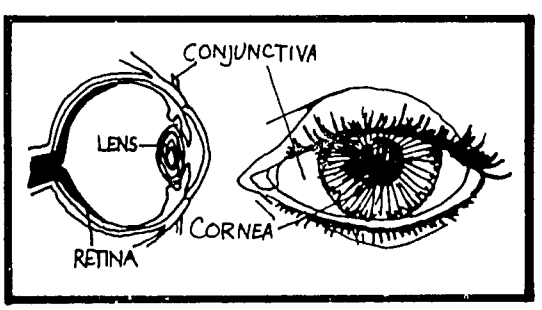
VITAMIN A DEFICIENCY

CAMPAIGNS ABOUT VITAMIN A DEFICIENCY

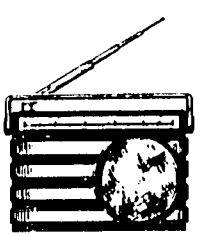
KENYA

Macho Ya Kenya
(Rural Blindness Prevention Project)

LANGUAGE: English, Kiswahili
DESCRIPTION: magazine, games, posters, radio scripts, slide series, health workers' guide
REVIEW: This campaign covered a variety of topics in eye hygiene and the prevention of blindness. The nutrition messages encourage the consumption of local foods rich in vitamin A. The magazine and poster, distributed to primary schools, were coordinated with radio program discussions about eyes and health. The campaign also encouraged participation in agriculture fairs and produced a slide series for teachers which were presented at the fairs. The slide series on nutritional blindness shows the progressive eye changes which result from vitamin A deficiency, food sources of vitamin A, and emergency supplementation with vitamin A capsules. A concise, 8-page manual for village *health workers* includes directions about proper feeding, describes the relationship between diet and blindness, and encourages health workers to teach proper dietary habits to clients. Finally, the package includes a discussion on applying these materials to other anglophone African countries. A collection of information sheets describes many project components, including brochures, media, personal appearances, local newspaper stories, a teacher training series, and some of the components reviewed below. The main nutrition-related objectives of the campaign were increased recognition of deficiency signs and appropriate response, as well as increased consumption of foods rich in vitamin A, particularly by vulnerable groups. Informal assessment of some components reported enthusiastic participation in campaign activities such as those at fairs and in schools.
CONTACT: International Eye Foundation



Nutritional Blindness
DESCRIPTION: 22 slides, scripts
REVIEW: This slide program was designed for training *health workers* but could also be used with parents or teachers. The messages include: undernutrition (PEM) predisposes children to "nutritional blindness"; infections in malnourished children precipitate nutrient-related crises; children who appear healthy also may be at risk, especially bottle-fed and recently weaned young children; signs and progress of xerophthalmia; prevention through use of local foods high in vitamin A; and emergency doses of vitamin A for those with deficiency signs.



Children's Curriculum Radio
DESCRIPTION: radio script, 5p.
REVIEW: The primary target audience for this spot is *children*, but the information is useful to a general audience. The dialog is between a health worker and his niece, after-hours in the eye clinic. Most of the lines are spoken by the health worker; the child inserts comments and questions; many of the messages are not nutrition-related. The page of nutrition concerns promotes increased consumption of vitamin A from specific local sources and identifies deficiency signs and vulnerable persons. It mentions the need to provide supplemental sources of vitamin A at 5 months of age for all infants and describes in depth the health perils and costs of bottle feeding. The niece quotes her mother regarding infant milk choices: "Why buy something if you already have it!" The Kenya Institute of Education, which helped prepare this script, reports that it received very positive reports from teachers using this program.

INDONESIA

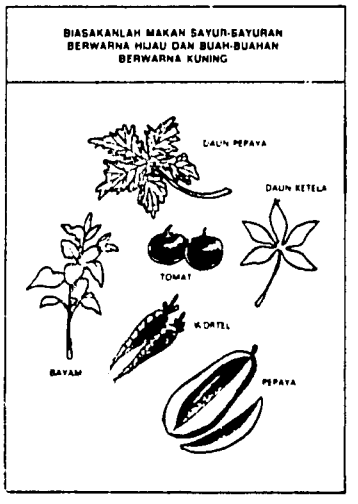
Vitamin A Deficiency Prevention Campaign

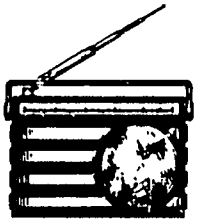
LANGUAGE: Indonesian
DESCRIPTION: poster, flip chart, child's domino game, radio spots and a song, TV spot
REVIEW: Indonesia has undertaken a serious effort to eradicate vitamin A deficiency. Education is an important component of all activities. Most of the education materials link night blindness—common in Indonesia—to a lack of vitamin A, which can be obtained from green leafy vegetables and yellow and orange fruits, both of which are common and well liked in rural villages. Children over one year of age are also encouraged to get a vitamin A capsule once every 6 months. An attempt has been made to organize capsule distributions for fixed one-week periods and to precede the distributions with promotion campaigns.
CONTACT: Indonesia-Vitamin A Deficiency Control Program and other projects as indicated

Mencegan Kekurangan Vitamin A
(Vitamin A Deficiency)
DESCRIPTION: flip chart, 8 × 11", color, 11p.
REVIEW: A flip chart for health workers to use with village families tells the story of a blind boy in a village and then presents some points on blindness prevention: (1) all children need a lot of green vegetables and yellow and orange fruits; (2) children should be breast fed exclusively for the first 4 months of life; (3) at 5 months of age children need *bubur campur*, a porridge which contains green leafy vegetables; (4) at 9 months of age the child can eat family foods but still should receive breast milk; (5) children with night blindness or any serious illness need a vitamin A capsule; and (6) get vitamin A capsules at the Health Center.
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi

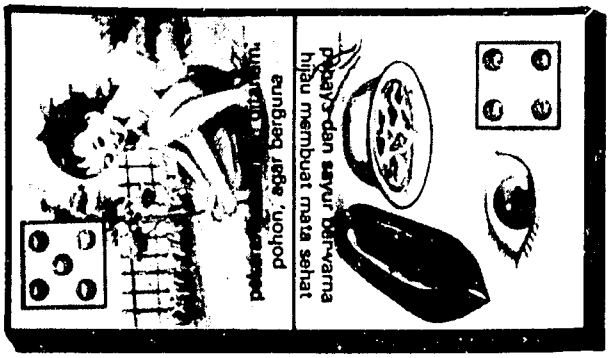
Agar Mata Tetap Sehat
(To Have Healthy Eyes)
DESCRIPTION: poster, 15.75 × 20.75", color
MULTI-TOPIC: see Indonesia Nutrition Education Improvement Project, p. 110
REVIEW: The poster is intended for display in health centers and health workers' homes as a reminder to them of the messages about healthy eyes and how to prevent eye disease. The poster emphasizes that children should eat more green leafy vegetables and yellow and orange fruits for healthy eyes. Additionally, at one year a child should begin to receive a vitamin A capsule every 6 months.
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi

Keluarga Sehat
(Healthy Family)
MULTI-TOPIC CAMPAIGN: see p.109
DESCRIPTION: flip chart, 10 × 14", color, 28pp.
REVIEW: One lesson in this flip chart emphasizes the relationship between night blindness and the need for plenty of green vegetables and fruits like papaya and mango.
CONTACT: Indonesia-Division of Nutrition





1. Nightblindness, An Early Sign of Vitamin A Deficiency
2. Prevention of Vitamin A Deficiency
3. Let's Get the Capsule
DESCRIPTION: 3 radio spots and a song
REVIEW: These scripts were written to promote the one-week capsule distribution activities. They are short and to the point. They relate vitamin A deficiency to signs that might be detected at home, specifically night blindness.
CONTACT: Indonesia-Vitamin A Deficiency Control Program

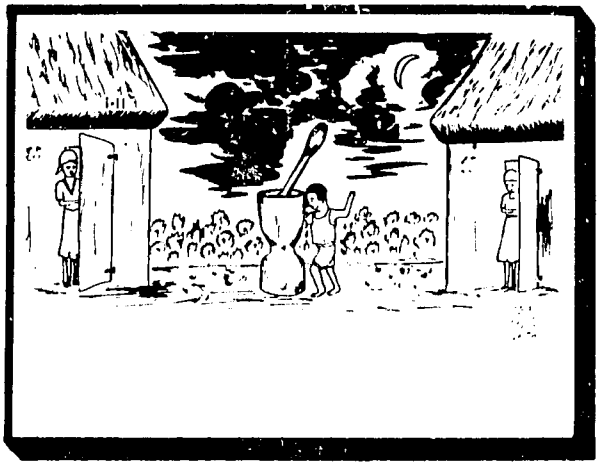


Nutrition Dominos
MULTI-TOPIC CAMPAIGN: see p.111
DESCRIPTION: game, 28 1.5 × 3" dominos, color,
REVIEW: The game is intended for young *school children* and provides color drawings of 6 concepts with a nutrition message under each drawing. The messages relevant to vitamin A are: "Papaya and green vegetables give healthy eyes" and "Start a garden by planting a tree." The game was tested and seems like a good way to introduce these concepts to children. The messages are clear.
CONTACT: Indonesia-Yayasan Indonesia Sejahtera

HAITI

Vitamin A Deficiency Prevention Campaign

LANGUAGE: Creole and English
DESCRIPTION: flip chart, radio spots, and song
REVIEW: Haiti has a vitamin A deficiency prevention program with an education component. The materials developed for this effort were some of the first to address this problem and have served as prototypes for those in other countries.
CONTACT: Haiti-Ministry of Health, or Helen Keller International

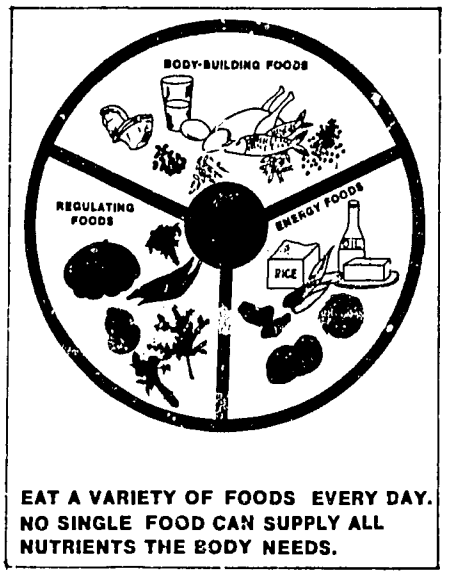


Vitamin A for Beautiful Eyes
LANGUAGE: English
DESCRIPTION: flip chart, 8.5 × 11", plastic-spiral bound, black and white drawings, captions, 26p.
REVIEW: This flip chart presents the idea of poor nutrition as a possible cause of blindness and prescribes a diet adequate in protein and vitamin A to protect health, with emphasis on weaning and young child feeding. It presents the plight of a blind child, telling that he was a healthy infant, but once weaned, he began to "swell" and lose his vision, starting with night blindness. The lesson recommends prevention through prolonged breast feeding, "foods of construction" (protein sources—meat, eggs, fish, and beans), and vegetables (for vitamin A). The presentation of the progress of xerophthalmia, in line drawings, is not very clear and would require an accompanying explanation, but there are good descriptions and illustrations of early signs: night blindness, light sensitivity, and "itchy eyes" (from dryness). Regular health care is also recommended. This flip chart, developed in Haiti, has served as a prototype and has been adapted by groups in Indonesia and the Philippines.
CONTACT: Helen Keller International

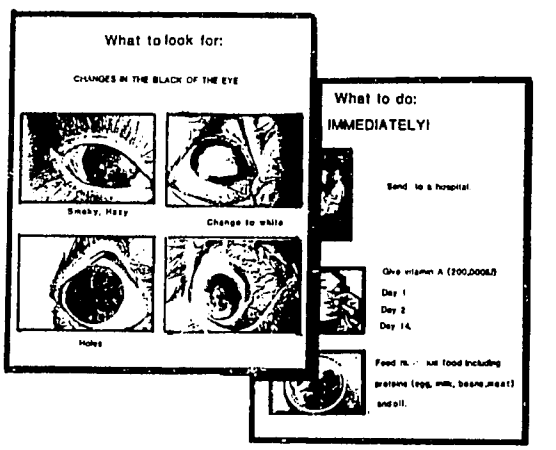
OTHER MATERIALS ABOUT VITAMIN A DEFICIENCY

ASIA

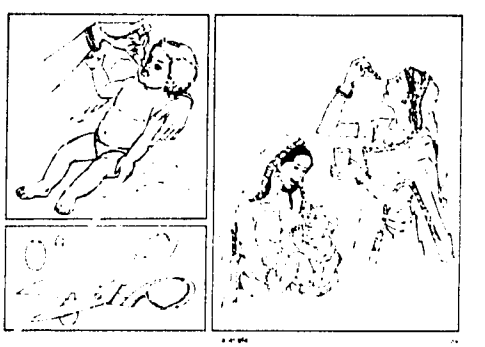
Priority Nutrition Messages
COUNTRY: Philippines
LANGUAGE: English
MULTI-TOPIC: see p.117
DESCRIPTION: flip chart, 20 × 24", color, 16p.
CONTACT: Philippines-Nutrition Center of the Philippines



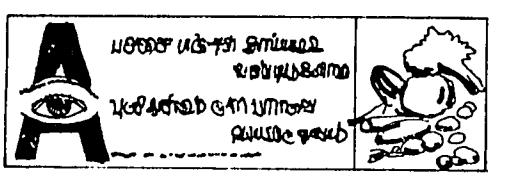
Save Your Child from Nutritional Blindness
COUNTRY: general Asia
LANGUAGE: English
DESCRIPTION: draft prototype booklet, copy is black and white (final edition will probably have color photos)
REVIEW: This prototype booklet is designed to be used by primary and secondary *health workers* in Asia, who are likely to see children with xerophthalmia before the clinics. The booklet's theme is that "blindness from xerophthalmia is preventable if treated in time," and the booklet is designed to aid health workers in recognizing and treating children at risk for nutritional blindness. The text is minimal; emphasis is on photographs. Captions are supposed to be translated by primary health care workers in each country where the booklet will be distributed. The text is divided into 3 parts. (1) Changes in the white of the eye: (a) signs to look for—questions to ask mother and photographs of changes in the white of the eye; (b) "What to do immediately"—curative messages (amount of vitamin A to administer) and preventive messages (recommended foods); (2) Changes in the black of the eye: (a) photographs of signs to look for; (b) "What to do immediately"—curative messages (sending child to hospital and dosage of vitamin A to administer) and preventive messages (types of food to give to child); and (3) What to observe in a child and what to ask a mother during an interview and examination; includes messages for the mother.
CONTACT: WHO



Vitamin A and Blindness
COUNTRY: Bangladesh
LANGUAGE: Bengali
DESCRIPTION: flip chart, 8 × 10.5", heavy paper, spiral bound, color and black and white, 9p.
REVIEW: This flip chart uses a variety of photographs and drawings. The 2 pictures showing vegetable sources of vitamin A are quite good; others show the development of vitamin A deficiency eye problems, including night blindness, and a health worker administering vitamin A capsules.
CONTACT: UNICEF-Bangladesh

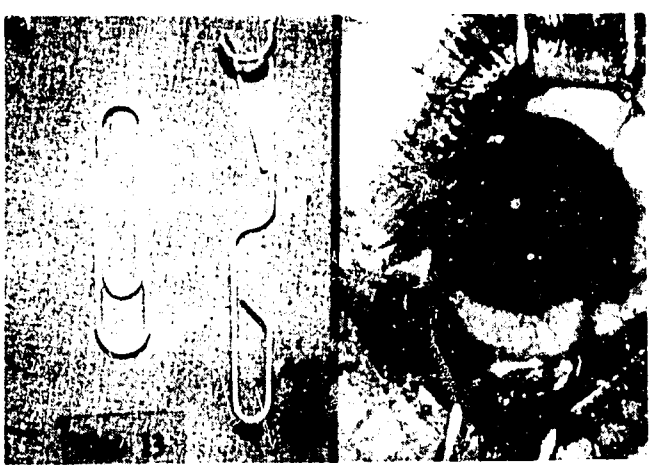


Green and Yellow Vegetables Help Improve Eyesight
COUNTRY: India
LANGUAGE: Tamil
MULTI-TOPIC CAMPAIGN: see Tamil Nadu Integrated Nutrition Project, p.112
DESCRIPTION: sticker, 3 × 10", color

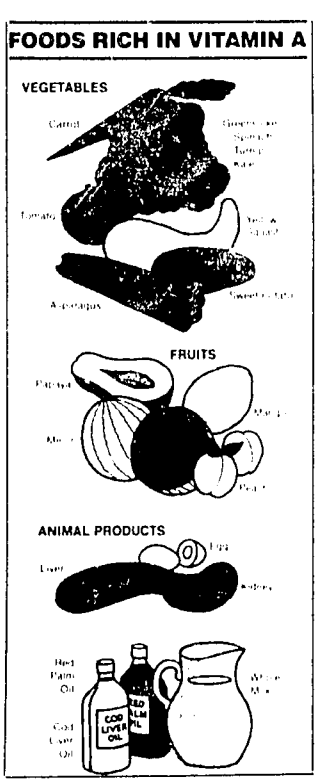


WORLDWIDE

Good Food, Good Health, Good Eyes
LANGUAGE: English, French, Spanish, or Hindi
DESCRIPTION: film strip, 35 frames, and booklet
REVIEW: This motivational film strip is available in adaptations made for either India or Haiti. It first examines the plight of a blind child, then introduces the idea that the child became blind because he did not eat correctly. A good diet (3 groups) is discussed first, then the particular foods high in vitamin A are highlighted. Symptoms of vitamin A deficiency's progress, from night-blindness to total blindness, are shown. Diarrhea and protein-calorie malnutrition are shown as common associates of vitamin A deficiency. Prevention of deficiency is based on breast feeding for at least one year, and a balanced diet containing sources of vitamin A. The booklet includes a caption for each frame, questions for discussion, and guidelines for recognizing, treating, and preventing vitamin A deficiency. Produced with cooperation of Helen Keller International.
CONTACT: World Neighbors

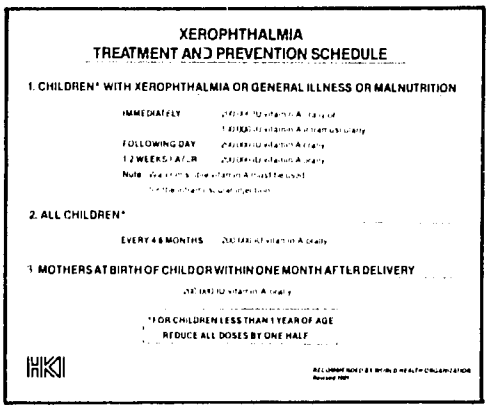


Xerophthalmia
LANGUAGE: English
DESCRIPTION: 24 slides, color
REVIEW: Although this slide set is most suitable for use with health professionals, it also has potential for other *health workers* or individuals with limited health training. The slide set teaches the viewer to recognize the different phases of the disease and ends with a discussion of prevention and treatment. Foods rich in vitamin A are discussed in detail and emphasis is placed on "using available natural food resources" and growing foods rich in vitamin A in home gardens. The presentation is structured to allow for discussion; individual slides or major sections are followed by review questions. The script ends with a glossary of important technical terms. The slides were taken in Indonesia and Africa.
CONTACT: TALC



Saving a Child from Xerophthalmia: A Disease of Darkness
LANGUAGE: English
DESCRIPTION: folder, 4 × 9", black and white glossy; slide strip and viewer; insert
REVIEW: This kit for health professionals contains: a miniature dosage chart (see below); drawings and slides of the progression of xerophthalmia and keratomalacia; answers to basic questions about xerophthalmia (what is it, with what diseases is it associated, can it be prevented, can it be cured, where is it a problem); and recommended infant feeding patterns. Messages emphasized for the *health workers* are: learn to recognize the early signs and symptoms of xerophthalmia; treat symptomatic children with adequate doses of vitamin A; participate in vitamin A distribution programs; and educate mothers to provide children with a balanced diet during all illnesses, feed children foods rich in vitamin A, and breast feed babies at least until the age of one year. A flyer included in the folder shows foods rich in vitamin A. This item would be useful as a handout if it were available alone and adapted to local foods.
CONTACT: Helen Keller International

Xerophthalmia Treatment and Prevention Schedule
LANGUAGE: English
DESCRIPTION: chart, 8.5 × 11", black and white
REVIEW: This chart shows the vitamin A dosages recommended by WHO for prevention and treatment of vitamin A deficiency. When posted conspicuously, it can serve also as a reminder to *health workers* to screen for and treat this problem.
CONTACT: Helen Keller International


XEROPHTHALMIA
TREATMENT AND PREVENTION SCHEDULE

1. CHILDREN* WITH XEROPHTHALMIA OR GENERAL ILLNESS OR MALNUTRITION

IMMEDIATELY

FOLLOWING DAY

1-2 WEEKS LATER

Note

2. ALL CHILDREN*

EVERY 4-6 MONTHS

3. MOTHERS AT BIRTH OF CHILD OR WITHIN ONE MONTH AFTER DELIVERY

*FOR CHILDREN LESS THAN 1 YEAR OF AGE
REDUCE ALL DOSES BY ONE HALF

IODINE DEFICIENCY—GOITER

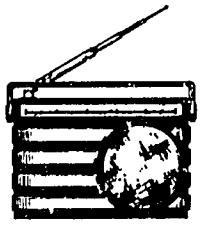
CAMPAIGNS ABOUT IODINE DEFICIENCY—GOITER

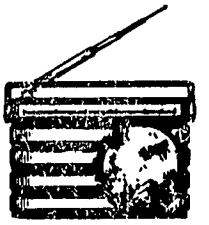
BOLIVIA

National Campaign Against Goiter and Buena Madre (Good Mother) Project

LANGUAGE: Spanish, Quechua, English (radio scripts only)
MULTI-TOPIC CAMPAIGN: see "Buena Madre" (*Good Mother*) Project, p.113
DESCRIPTION: radio scripts, flip chart and manual, poster, comic book
REVIEW: Education was one of several interventions in this campaign. The national campaign coordinators recorded some radio spots but also used the Buena Madre materials on goiter because they proved to be well understood by women's group participants. These materials emphasized the use of iodized salt. A midterm examination of the program showed that awareness of the seriousness and cause of goiter had greatly increased in villages exposed to the campaign materials.
CONTACT: Bolivia-Instituto Nacional de Alimentación y Nutrición and Manoff International, Inc.

1. ¿Qué Es el Coto?
(What is Goiter?),
2. ¿Esperando Familia?
(Expecting Children?),
3. Niños con Coto
(Children with Goiter),
4. Vecinos con Coto
(Neighbors with Goiter)
LANGUAGE: Spanish
DESCRIPTION: radio scripts, dialogue format
REVIEW: These radio scripts were created for rural communities. The messages they contain were reinforced by a 4-page comic book, which was used in schools. Each spot is a dialogue between a mother and a doctor. The objective of all of the spots is to encourage people to use iodized salt rather than regular salt. The nutrition messages presented are: (1) goiter is an enlargement of a gland in the neck, (2) goiter is caused by a lack of iodized salt in the diet, (3) goiter can be prevented by using iodized salt, (4) pregnant women need to use iodized salt, (5) children born to women with goiter will also have an iodine deficiency, and (6) salt with iodine is different from regular salt. The testing these materials received was minimal.





Bocio
(Goiter)
LANGUAGE: Spanish, Quechua
DESCRIPTION: 8 radio spots, 30 or 60 seconds; 3 radio stories, 10-15 minutes
REVIEW: These radio scripts are dialogues between the "good mother" María and either her neighbor Julia or her mother. They answer the question about why people have goiter, the serious consequences of goiter for children and how these problems can be avoided. The longer radio stories were played once a week and combine the short spots into a story—this one is about María's visit to a fair where she sees people with goiter. The spots were thoroughly tested and were well accepted by people in all three regions of Bolivia—Valle, Altiplano, and Llanos.

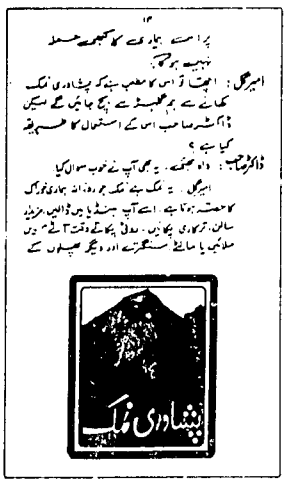
Bocio
(Goiter)
LANGUAGE: Spanish
DESCRIPTION: flip chart, black and white, 9p., and manual for flip chart, 9p.
REVIEW: This manual begins with explicit instructions on its use in meetings with mothers at Mothers' Clubs. The flip chart has pictures only; each picture has a page number corresponding to one in the manual. Each page in the manual has a list of questions on the left side which the health worker should pose to the group of mothers. On the right side of the page are the concepts which should be mentioned for each question. The instructions emphasize that the health worker should wait for the mothers' responses and that s/he should help guide the discussion but always ensure that the mothers arrive at the correct answers themselves. The manual is divided into 5 lessons, which are color coded. Only one lesson is to be presented per meeting. Lessons are: (1) what is goiter, (2) why is goiter dangerous, (3) why do people become sick with goiter, (4) how to avoid goiter, and (5) what people should know about goiter. The last page of the manual is an evaluation form.

Con Sal Yodada No Hay Bocio
(With Iodized Salt There Is No Goiter)
LANGUAGE: Spanish
DESCRIPTION: poster, 12.5 × 16.75", color
REVIEW: This poster, which has been tested thoroughly, is intended to be posted at Mothers Clubs or clinics as a reminder of flip chart and radio messages on the same topic.

PAKISTAN

Peshawari Salt Marketing
LANGUAGE: Urdu, Pushto, and Chitrali
DESCRIPTION: booklet, comic books, stickers, calendars, mobiles, packaging, handbills, buntings (banners)
REVIEW: This campaign was developed to promote the use of iodized "Peshawari" salt in the goitrous regions of Pakistan. The success of this campaign will depend on the government's willingness to curb the sale of rock salt; impact will be measured through monitoring of salt distribution. The campaign's messages not only point out that iodized salt prevents goiter, but also stress the hygienic quality of Peshawari salt. A Quranic exhortation to pursue good health and utilize local customs and traditional stories are also used.
CONTACT: UNICEF-Pakistan

Peshawari Namak
DESCRIPTION: information booklet, 5.5 × 8.5″, black and white
REVIEW: This booklet is designed for opinion leaders and change agents. A dialogue between a doctor and a common man dramatizes questions about the quality and processing of salt, iodine deficiency, prevention of goiter, and use and availability of Peshawari salt, which are dealt with in detail. The title page bears the face of a happy man used on other materials. The back cover features the pack design. Ten photographs of the people (including a goiter patient), places, and processing are included.



Nan Doshi Ki Kahani
DESCRIPTION: cartoon book, 5.5 × 8.5″, black, white, red, and green, 16p.
REVIEW: This booklet especially produced for classrooms depicts a regional folk story. A beautiful young girl dies on her marriage day, and her younger sister, who has goiter, is adorned as bride. The drama is heightened when the bridegroom refuses to take her hand, although he finally accepts her. Teachers are to tell students that now such happenings can be averted by using Peshawari salt. Questions about goiter, iodine, how to use Peshawari salt, and where it is available are answered. The booklet was produced especially for *school children,* through whom the message spreads faster.

Stickers
DESCRIPTION: 16 cartoon stickers, 1.5 × 2″ and 2 × 3″, pink or green
REVIEW: These cartoon stickers are for inserting into each pack of salt. The 16 stickers complete the folk story of Nan Doshi as well as the important messages.

Mobile
DESCRIPTION: mobile, 6 × 9″, black, white, and red
REVIEW: This mobile has the happy face of a man from the region where goiter is prevalent on one side, with the message, "Good Salt—Good Health. Don't say just salt. Ask for Peshawari Salt (brand name) and add taste to your curry." The other side has a pack design with the slogan, "Peshawari Salt prepared under hygienic conditions. Available in Chitral, Dir, and Swat (goiter districts). It also bears the name and address of the factory. This mobile is for dealers and sales depots.

Calendars
DESCRIPTION: calendars, 10 × 30″, pack design (green) with Quranic verse (green and yellow)
REVIEW: The single-color calandar has a blow-up of the pack design as its main illustration. The message is "Good Salt—Good Health. Use Peshawari Salt (brand name) in your daily food. It prevents goiter." The 2-color calendar has a Quranic verse, "So how can you deny (so many) blessings of God," as its main slogan with the pack design. The pack design featured on both calendars has a landscape of the "goiter valley," the seal of the provincial government, names and addresses of the factory (printed) and the retailers (space provided for rubber stamp), retail price, and a slogan "Peshawari Salt—prepared under hygienic conditions."

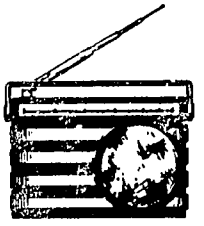
COORDINATED EFFORTS THAT INCLUDE IODINE DEFICIENCY—GOITER

ECUADOR

Iodine Deficiency Prevention Campaign in Mejores Madres, Mejores Hijos (Better Mothers, Better Children)

LANGUAGE: Spanish, Quechua (English translations)
MULTI-TOPIC CAMPAIGN: see p.114
DESCRIPTION: radio spots and poster
REVIEW: The objectives of the campaign component are to increase: (1) the frequency of purchasing iodized salt, (2) the number of respondents who know that iodized salt is sold only in a distinctive package, (3) the number of respondents who understand the cause of goiter, and (4) the number of respondents who understand that goiter is a serious illness. Cooperation from the iodized salt manufacturer in Ecuador was obtained when this message was broadcast. The company pledged that it would assure a supply and gave access to sale data for the project period to corroborate claimed behavior changes by consumers.
CONTACT: Ecuador-Instituto Nacional de Nutrición and Manoff International, Inc.

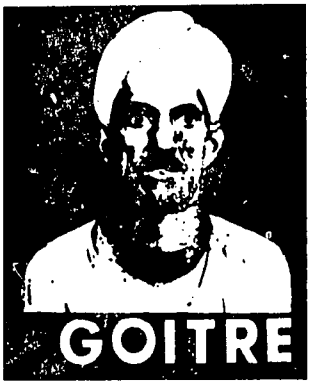
Sal Yodada
(Iodized Salt)
DESCRIPTION: radio spot (English and Spanish versions, 60 seconds; Quechua, 90 seconds)
REVIEW: This radio spot is a dialogue between a mother who has an abnormal baby (abnormality unspecified) and her doctor. The mother, who has goiter, asks why her newborn is abnormal. The doctor explains that the mother's goiter caused it and that iodized salt is what she needs. The dialogue stresses that iodized salt is "such a little thing," but "such an important thing." Awareness increased in both of the



regions where the message was broadcast; prior to the message only 5% used iodized salt, but by the third wave of the message 98% of those aware of the message claimed to use the salt.

Coma Sal Yodada y Evite el Coto
(Eat Iodized Salt and Avoid Goiter)
LANGUAGE: Spanish
DESCRIPTION: poster, 16.5 × 24", color
REVIEW: A package of iodized salt is featured in the foreground. In the background a spoon of salt is shown being put into a cooking pot. Its objectives are to increase the frequency of purchasing iodized salt and to increase the number of respondents who understand the cause of goiter. A problem with the poster could arise from the portrayal of the *heaping* teaspoon of iodized salt that is going into the cooking pot. The coordinated radio spot does not discuss the amount of salt to use, only that iodized salt is healthful, so it is possible that this portrayal of iodized salt could lead to overconsumption.

OTHER MATERIALS ABOUT GOITER



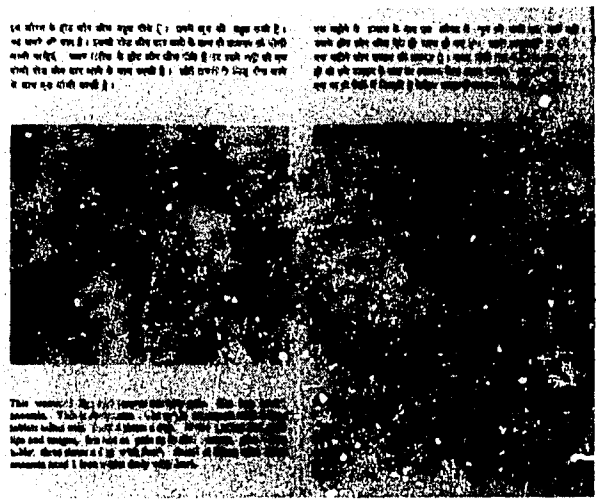
Goiter Can Be Prevented
COUNTRY: India
LANGUAGE: English
DESCRIPTION: leaflet, 4 × 5", 4p.
REVIEW: This small leaflet has dense text on 3 pages. Sophisticated answers are given to the following questions: How do people develop goiter? How is goiter identified? Who gets goiter? What are the effects of goiter? How can goiter be prevented? It is unlikely that this leaflet was pretested with the people who need this information.
CONTACT: India-Central Health Education Bureau

IRON DEFICIENCY—ANEMIA

ASIA

Keluarga Sehat
(Healthy Family)
COUNTRY: Indonesia
LANGUAGE: Indonesian
MULTI-TOPIC CAMPAIGN: see p.109
DESCRIPTION: flip chart, 10 × 18", color, 28p.
REVIEW: The lesson on anemia begins with a working woman who feels tired, weak, and dizzy. The advice for her is to take iron pills regularly and eat lots of green leafy vegetables and beans.
CONTACT: Indonesia-Division of Nutrition

Anaemia Recognition
COUNTRY: India
LANGUAGE: English, Hindi, Bengali, 5 others
DESCRIPTION: card, 8.5 × 7", folded once, color photographs
REVIEW: This tool is for use by *health workers* or others in the community in screening for anemia; it can also be used in support of general education about anemia, such as motivational work with anemic individuals for whom iron supplements have been prescribed. The card has color photographs, one of which shows pale, anemic lips, tongue, and fingernails; the other, healthy pink ones. The user is instructed to match the colors and diagnose accordingly. The test is for all pregnant women and small children and anyone who is tired or giddy. Iron supplements are the recommended intervention. Daily consumption of green leafy vegetables is recommended for prevention.
CONTACT: VHAI



ALCOHOL ABUSE

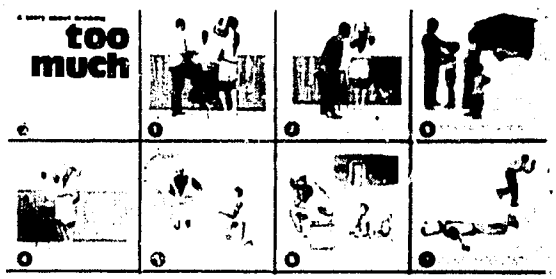
COORDINATED EFFORTS THAT INCLUDE ALCOHOL ABUSE

ZAMBIA

National Nutrition Education Campaign
LANGUAGE: English
MULTI-TOPIC CAMPAIGN: see p.109
CONTACT: Zambia-National Food and Nutrition Commission

1. Bad Father
2. Good Father
3. Story About Drinking Too Much
DESCRIPTION: posters, black and white photographs
REVIEW: These posters were developed for rural and semiurban populations. They present clear black and white photographs with text in large type. The objective of the posters is to decrease the frequency of drinking among young males. The messages are: (1) A Bad Father is a drunk father whose family has no food and whose children are sick; (2) A Good Father is one who

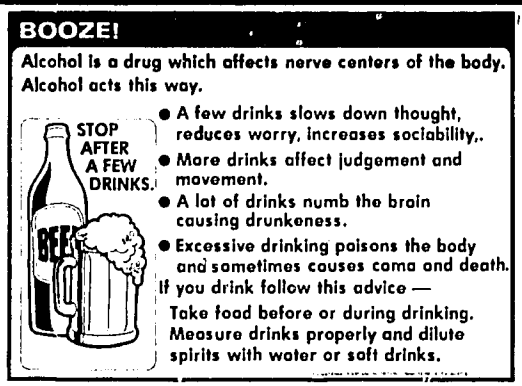
does not get drunk and spends his money on food for his family and therefore has healthy children; (3) Story About Drinking Too Much—drunk men make fools of themselves. The posters are clear and were pretested.



OTHER MATERIALS ABOUT ALCOHOL ABUSE

SOUTH PACIFIC

Booze!
COUNTRY: Fiji
LANGUAGE: English
MULTI-TOPIC: see Fiji Nutrition Posters, p.121
DESCRIPTION: poster, 8.5 × 11", black and white
CONTACT: FPSP

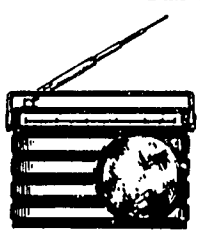


DIARRHEA AND ORAL REHYDRATION

CAMPAIGNS ABOUT DIARRHEA AND ORAL REHYDRATION

COLOMBIA

National Diarrhea Prevention Campaign
LANGUAGE: Spanish
DESCRIPTION: booklet and radio spots
REVIEW: This was the first campaign undertaken by the education group of Colombia's National Food and Nutrition Program. Interpersonal and mass media messages were coordinated. The emphasis is on recognition and prevention of diarrhea. The messages on prevention focus on breast feeding and improving hygienic conditions. Although the materials were tested, the campaign was not evaluated.
CONTACT: Colombia-PAN (Plan Nacional de Alimentación y Nutrición)



Usted Puede Salvar el Niño de la Diarrea
(You Can Save a Child from Diarrhea)
DESCRIPTION: booklet, black and white photographs, 15p.
REVIEW: This booklet is designed for literate women. It begins by stating the number of children who die each day from diarrhea in Colombia and says that "if you don't care for your children, they will die from diarrhea." The booklet then describes how to tell when a child has diarrhea and recommends what to do. (1) What to do if a child appears to have diarrhea: continue to breast feed infants; give soft foods; do not give them other milks; give a homemade ORS (oral rehydration solution); make sure that foods are prepared under hygienic conditions; and do not give purgatives because they will aggravate the condition. Illustrated instructions on how to make ORS are provided. The text recommends giving one large bottle of the ORS per day, in spoonfuls,

PLAN NACIONAL DE ALIMENTACION Y NUTRICION

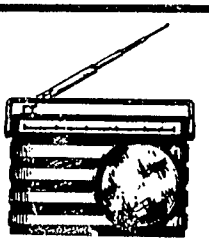
"little by little." (2) What happens and what to do if the diarrhea is serious. The booklet describes fluid loss and symptoms of severe trouble, such as fever, vomiting, more than three stools per day, and sunken eyes; it suggests following the steps plus taking the child to the health center. (3) Why children become sick with diarrhea: poor hygienic conditions and insufficient cooking of foods. (4) How to avoid diarrhea: breast feeding, preparing foods that have been well-washed, preparing foods with clean hands and utensils, and using boiled water—"even if the water appears to be clean: only boiled water is good for health." (5) Taking children to the health center for serious cases of diarrhea and for other debilitating illnesses.

HONDURAS

Mass Media and Health Practices Project and **National Diarrhea Control Program**

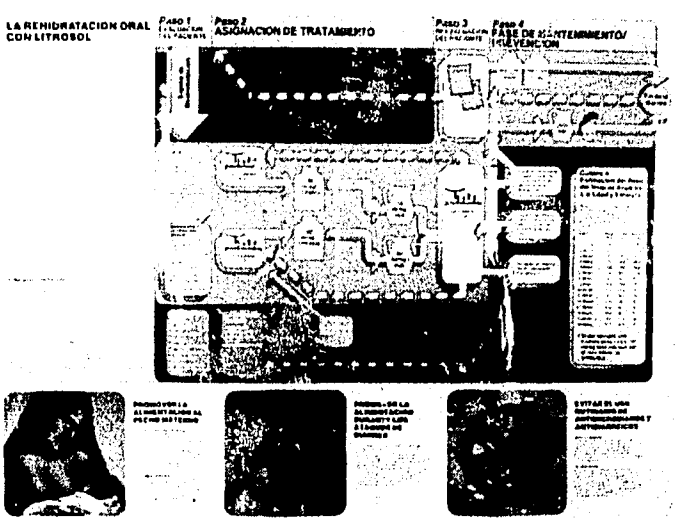
LANGUAGE: Spanish and English (radio scripts only)
DESCRIPTION: radio scripts, posters, leaflets, comic book
REVIEW: This national campaign began as a 5-year pilot project effort in one of Honduras' health regions. The pilot project was an intense educational effort using radio and printed media and training health professionals to promote the use of "Litrosol," locally packaged oral rehydration salts. Before designing messages and the campaign strategy, there was extensive audience survey work and a behavior inventory was constructed. The campaign strategy was designed to cover periods of both high and low diarrheal incidence. Breast feeding (see p. 51) is emphasized as a preventive measure as well as an important practice to continue during diarrheal episodes. Feeding a child with diarrhea also receives attention as does the avoidance of purgatives and antibiotics for these children. The pilot project is currently being evaluated.
CONTACT: Honduras-PROCOMSI and Academy for Educational Development

Radio Scripts
DESCRIPTION: 34 radio spots
REVIEW: These radio spots were designed for a year of broadcasting to cover the periods of both peak and low incidence of diarrhea. Some are dialogues; others are songs. The dialogues introduce a variety of characters, many with names which are humorous and which are derived from the subject treated in the spot. There is more than one spot for most of the eleven topic areas which promote the use of Litrosol early in diarrhea cases. Rural mothers are advised on where to acquire



Litrosol and how to mix and administer salts properly, and to seek help at a local clinic if their child's diarrhea persists more than 3 days or if he becomes listless and loses appetite.

La Rehidración Oral con Litrosol
(Oral Rehydration with Litrosol)
DESCRIPTION: poster, color
REVIEW: This poster, designed for *health professionals* in clinics, consists of written instructions and a diagram covering (1) evaluation of the patient, (2) treatment, (3) reevaluation of the patient, and (4) maintenance and prevention. On the right side of the poster is a chart displaying weights and heights of children birth to 30 months old to aid in calculating the amount of Litrosol needed by the child in a day. On the bottom of the poster are 3 messages for clinicians to tell families who come to the clinic: (1) continue breast feeding infants with diarrhea, (2) continue feeding children during diarrheal episodes, and (3) avoid purgatives and antibiotics. The instructions seem clear. The diagram is intended to be used as a reminder to the clinician after he has read the instructions.



Salvaste a Tu Hermanita
(You Saved Your Sister)
DESCRIPTION: fotonovela, color photographs on cover, black and white with text and explanatory flyer (letter), 21p.
REVIEW: This comic book, intended for *school children,* uses photographs of Honduran people and scenes to present the story of a young child who is left to care for his younger sister who has diarrhea. The younger sister becomes severely dehydrated, so the boy goes with his mother to the health worker, from whom they learn the signs of dehydration and how to mix Litrosol (rehydration mix). They then go to the Health Center, where the messages of the health worker are reinforced. Written instructions are sent home with the family which the boy can read to help his illiterate mother if she forgets the instructions they received at the Health Center. A review or test form is provided on the last page of the materials with an illustration of a sick infant. Numbers show the places on the infant's body where the symptoms of dehydration appear. A letter to teachers lists the new vocabulary words students should be acquainted with before they read the fotonovela. The letter also recommends using the material during the rainy season, when the number of cases of diarrhea increases. The material was well tested. The instructions to teachers are based on pretests and observation of areas of difficulty for students and teachers.

NICARAGUA

Diarrhea Control Program
LANGUAGE: Spanish
DESCRIPTION: comic books
REVIEW: Two comic books have been designed to teach *health workers* important concepts about diarrhea, its treatment and prevention. These workers are stationed at UROs (oral rehydration units) around the country. Recent statistics point to the success of these units.
CONTACT: Nicaragua-Ministerio de Salud Publica

Las Causas de la Diarrea: ¿Como Podemos Prevenirla?
(The Causes of Diarrhea: How Can We Prevent It?)
DESCRIPTION: comic book, 12p.
REVIEW: This booklet is intended for training volunteer *health workers* or for them to use with mothers. Discussion questions are posed throughout the material. The comic book has 3 main sections: causes, symptoms, and prevention. (1) The primary cause of diarrhea is the unhealthy living conditions of poor people, the result of social injustice. The signs of poor living conditions that may cause diarrhea and ways to improve hygiene in the home are described. (2) The symptoms of diarrhea and the danger of dehydration and its signs are clearly enumerated. (3) The booklet discusses prevention, including breast feeding until a child is one year old, and gives recommendations about hygiene in the kitchen and around the home. Also included are recommendations to wash children's toys if they fall on the floor, keep animals outside, keep children's fingernails short and hands clean, and keep healthy children away from the sick. This comic book, like the other in the series, emphasizes the manageability of the causes of the disease and of its prevention, and is written in a humorous, nonthreatening style which is easy to understand.

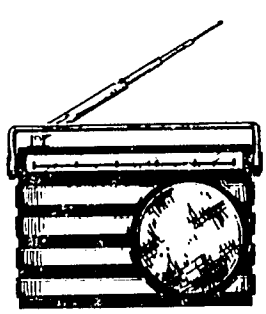
Como Tratar la Diarrea
(How to Treat Diarrhea)
DESCRIPTION: comic book, 4p.
REVIEW: This booklet is intended for training volunteer *health workers* or for volunteer health workers to use with mothers. A few discussion questions are included. The material describes symptoms of diarrhea and encourages mothers to come immediately to the health center for URO (oral rehydration salts). Mothers are encouraged to stay with sick children until their condition improves. Fluid loss is explained and illustrated. Mothers are instructed to feed children in "little drinks." The material is written in a humorous and nonthreatening way. The text states several times that mothers need not be frightened, but should recognize the signs of diarrhea and respond immediately by going to the health center and following the advice given. The presentation is not clear about how much water mothers should mix with the salts, because they are to learn this at the rehydration center where the salts are administered. The one misleading element is the illustration of a mother feeding a child with a bottle. This could appear to be an endorsement of bottle feeding over breast feeding or to encourage the use of bottles to feed URO, a practice which could be harmful if the bottle is highly contaminated.

NICARAGUA

Super-Limonada Campaign

LANGUAGE: Spanish (English translations)
DESCRIPTION: 7/30- and 60-second radio spots
REVIEW: Super Limonada was the name given to the homemade oral rehydration solution in this campaign. Research showed that lemonades were commonly used for colds, hangovers, etc. The campaign promoted the preparation of Super Limonada for infants with diarrhea. At the campaign's peak, 25% of the mothers administered Super Limonada to their sick children. Also at the peak period, 47% remembered the correct amount of salt and 93% adopted the continuation of breast feeding. The message about purges met with less success, although it heightened *health workers'* awareness of the abusive practice. Visits to doctors increased 12 percent. Doña Carmen was known throughout Nicaragua as a radio personality.
CONTACT: Manoff International Inc.

Super-Limonada Radio Spots
DESCRIPTION: 7 30- and 60-second radio spots
REVIEW: Much attention is given to using a "half-teaspoon of salt, no more, no less" and one liter of water, because these were the most important ingredients to measure. They are repeated in each spot along with the amounts of sugar and lemon juice. The other objectives, in order of importance, are the cessation of purgatives, continuing to breast feed infants with diarrhea, feeding soft foods and soups to older infants, and taking children to the doctor if diarrhea persists for more than one day. The spots, most of which featured Doña Carmen, the wise neighbor, and a concerned mother, were pretested and then evaluated during the broadcasts every 6 months.



COORDINATED EFFORTS THAT INCLUDE DIARRHEA AND ORAL REHYDRATION

INDIA

Tamil Nadu Integrated Nutrition Project
LANGUAGE: Tamil
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: India-Tamil Nadu Integrated Nutrition Project

What to Do When Your Child Has Diarrhea?
DESCRIPTION: sticker, 3 × 10", color
REVIEW: This sticker reinforces the importance of oral rehydration solution and continued feeding of customary food.

Diarrhea Management
DESCRIPTION: 10 flash cards, 9 × 11", color
REVIEW: These flashcards, which can be used in sequence or rearranged to stress different aspects of diarrhea management, tell the story of two mothers whose children have diarrhea. One mother follows the advice of a health worker—she uses the packaged ORS, learns to make the drink from ingredients she has at home, continues to breast feed her child and to give him food, and learns to make the home environment clean. All of these practices work together to produce a healthy child. The other woman is shown refusing the ORS package and taking her child to a local healer. The child suffers from severe dehydration and ends up in the hospital, extremely ill. Instructions are provided on the back of each card for the health worker. The story seems well done and realistic. The material was pretested with the intended audience.

For Your Child in Cases of Diarrhea . . .
DESCRIPTION: poster, 20 × 29", color
REVIEW: This poster reminds health workers and mothers of the 2 principal activities they are to carry out when their child has diarrhea: (1) make oral rehydration solution using one pinch of salt, 4 pinches of sugar, and one glass of water, and (2) continue feeding customary food.

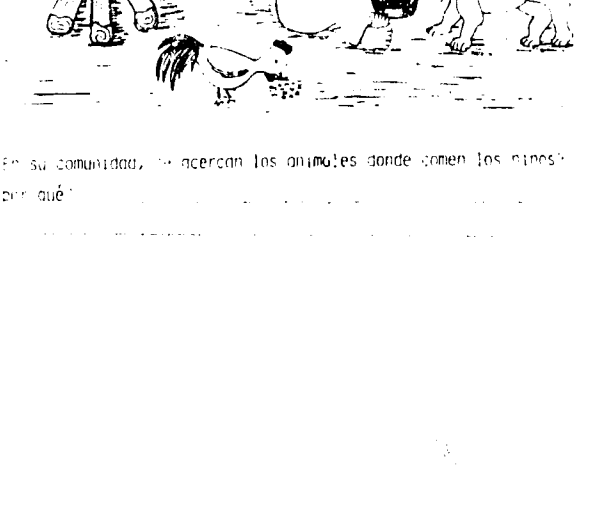
GUATEMALA

Materiales María Maya
LANGUAGE: Spanish
MULTI-TOPIC CAMPAIGN: see p.114
CONTACT: Guatemala-Materiales María Maya or APHA

La Diarrea en los Niños, 1° Tema: La Diarrea: Enemiga Mortal en los Niños
(Diarrhea in Children, First Theme: Diarrhea: Mortal Enemy of Children)
DESCRIPTION: guidebook, 26p., and 7 large black and white illustrations
REVIEW: This guidebook teaches the promoter about (1) the harm diarrhea does to children, (2) the 3 classes of diarrhea, (3) homemade ORS (oral rehydration solution) and how to prepare it, (4) special diets for children with diarrhea, (5) why vomiting is dangerous and what

to do about it, and (6) why it is not good to give just any medicine to children with diarrhea. The ORS is made with: 4 cups water, 2 teaspoons sugar, 1/4 teaspoon salt, 1/4 teaspoon bicarbonate of soda, and one teaspoon lemon juice. Alternative recipes are offered which use different juices. The section about diet cautions promoters about the custom of not feeding children with diarrhea, adding that most mothers can be persuaded to feed children "special foods" and urging them to treat each mother individually: find out which foods she finds acceptable and urge her to prepare them for her child. Activities include instructions on how to use the large illustrations with groups of mothers, demonstration of how to prepare homemade ORS, a story, riddles, and suggestions for home visits.

La Diarrea en los Niños, 2° Tema: ¿De Donde Viene la Diarrea?
(Diarrhea in Children, Second Theme: Where Does Diarrhea Come From?)
DESCRIPTION: guidebook, black and white illustrations, 34p., and 17 large illustrations
REVIEW: This guidebook helps promoters explore the following causes and ways to prevent diarrhea: (1) why unboiled water gives diarrhea, (2) how to avoid having feces behind the house, (3) how to avoid having infants crawl on the ground, (4) how to avoid contamination by flies and cockroaches, (5) problems caused by eating fruits, (6) the best way to prepare food, (7) how bottles are contaminated, and (8) how to prevent animals from entering the kitchen. Because many mothers contend that small children cannot use a latrine, instructions for a child's potty are included. Another hygiene problem is the scarcity of water, which makes mothers reluctant to waste water on washing hands as often as they should. Instructions are provided for converting an old pot with a small hole in it that can be stopped. Soap is wrapped in a corn husk and hung with the pot on a post of the house or nearby, low enough for a child to reach. The discussion about washing fruits cautions that, besides dirt and animal waste, these foods may have pesticides on them. The activities section includes suggestions for using the large illustrations, and demonstrations of how to make a potty, how to make the washbasin, how to prepare fruits hygienically, and a story with questions about it.



En su comunidad, se acercan los animales donde comen los niños? por qué?

La Diarrea en los Niños, 3° Tema: La Deshidracion o Resequedad
(Diarrhea in Children, Third Theme: Dehydration or Parching)
DESCRIPTION: guidebook, black and white illustrations, 20p., and one large illustration
REVIEW: This guidebook helps promoters explore the following questions: (1) why do children become dry when they have diarrhea, (2) what are the signs of dehydration, and (3) how is malnutrition related to diarrhea. All of the symptoms are listed at the beginning of this section. The section builds upon the progressive symptoms of diarrhea—from the early signs to the late, when diarrhea is chronic. As each of the later signs is described, the text notes that if the child had been given treatment when the earlier signs appeared, s/he

would not be suffering from the later symptoms. The treatment of the relationship between diarrhea and malnutrition is scant, merely stating that the 2 form a vicious circle. Presumably the authors planned on the promoters using the weaning materials first, especially the guide book on the most nutritious foods, to explain how to correct malnutrition. In the activities section, one large illustration of a very dehydrated child is used to review all the symptoms of diarrhea. Other activities include a sociodrama, riddles, a demonstration using a gourd to show why the fontanel becomes depressed, and a demonstration with 2 plants to explain dehydration.

INDONESIA

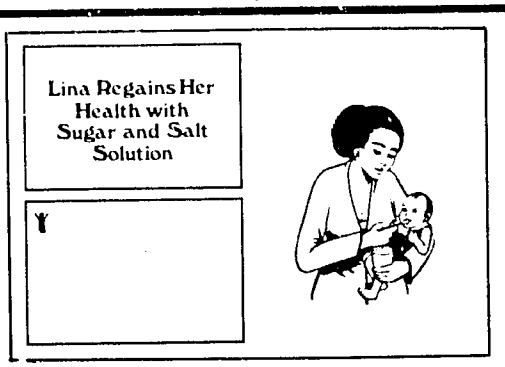
UPGK Family Nutrition Improvement Program
LANGUAGE: Indonesian
MULTI-TOPIC CAMPAIGN: see p.109
CONTACT: Indonesia-Division of Nutrition or APHA

Menuju Keluarga Bahagia Sejahtera
(Towards a Healthy, Prosperous Family)
DESCRIPTION: flip chart, 18 × 24", color, 13p.
REVIEW: This flip chart for religious leaders to use with the community stresses the program's major messages on diarrhea: the need of a child with diarrhea for plenty of liquids, especially oral rehydration solution; the importance of continuing to breast feed; and to give the sick child soft foods during diarrhea.

Keluarga Sehat
(Healthy Family)
DESCRIPTION: flip chart, color, 27p.
REVIEW: The major messages stressed in the diarrhea section are: (1) beware—diarrhea can cause the death of a child; (2) a child with diarrhea needs to be given oral rehydration solution (ORS) to recover; (3) the recipe for homemade ORS; (4) the preparation of the WHO/UNICEF packaged ORS; and (5) a child with diarrhea must continue to be given breast milk and soft foods.

INDONESIA

Nonformal Participatory Nutrition Education Project
LANGUAGE: English and Indonesian
MULTI-TOPIC CAMPAIGN: see p.112
CONTACT: Save the Children and Indonesia-USPI/BPKB Jayagiri

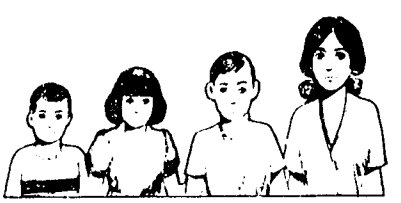


Lina Regains Her Health with Sugar and Salt Solution
DESCRIPTION: flip chart, 14.75 × 10", color silkscreen drawings, spiral bound, 13p.
REVIEW: This flip chart presents the story of Lina, a well-cared-for baby, who suddenly becomes sick with diarrhea. Her mother seeks the advice of the midwife. The midwife explains to the mother that Lina has lost a lot of fluids from her body which must be replaced. Then she makes a "special drink" for Lina with boiled water or tea, and using a clean glass and teaspoon,

mixes in a teaspoon of sugar (any kind of sugar will do), and a quarter teaspoon of kitchen salt. The mother is told to taste the mixture and be sure that it is not "saltier than tears." If it is, she is told to throw it out and to make the mixture again with less salt. The mother is then told to give a glassful of the mixture to the baby, a spoonful at a time, each time Lina has a liquid stool. The midwife also tells the mother to continue to breast feed Lina and to give her extra food. She tells the mother that if the baby has not recovered by the next day, she should go to the Health Center. The discussion cues stress that mothers should only allow one day for recovery from diarrhea, and that if a child does not recover it may be because s/he has a serious disease, which should be treated at the Health Center. On the back of each page are a description of what is happening in the picture and reminder messages for the person relating the story. The story is printed in large letters and the discussion cues in smaller type. It might have been better to suggest questions to ask mothers instead of statements to tell them. Additionally, the ORS recipe should have been pretested, as the quarter-teaspoon is difficult to measure and its accurate measurement is not given enough emphasis in the story.

Lina Regains Her Health with Sugar and Salt Solution
DESCRIPTION: comic book, black and white, 13p.
REVIEW: This comic book addresses the same audiences and issues as the slide show and comic book described above.

Lina Regains Her Health with Sugar and Salt Solution
DESCRIPTION: slide show with text
REVIEW: This slide show accompanies the flip chart on oral rehydration and is meant for *health workers* and families. It tells the same story of Lina, a well-cared-for baby, who suddenly gets diarrhea. Lina's mother is taught by the local midwife to make ORS at home. The story seems an excellent way to communicate this information, but the ORS should have received more thorough pretesting, especially the quarter-teaspoon of salt.

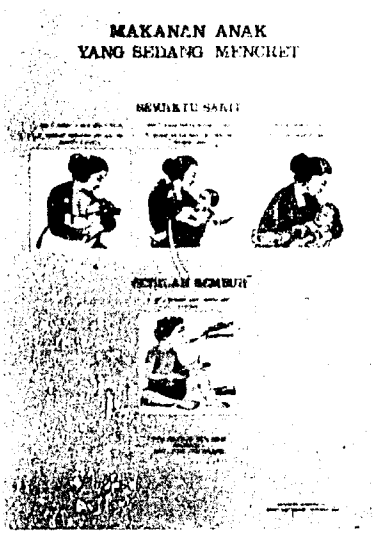


Open-Ended Story: Kisah and Aisyah
LANGUAGE: English
DESCRIPTION: pamphlet, 8.5 × 11", foldout, brown and white, 6p.
REVIEW: This material is intended for literate *health workers* with at least secondary education and probably should be used in a training workshop to create open-ended stories under supervision. The stories themselves are to be used in community discussions. The material begins with a brief discussion of the difference between closed and open-ended stories and describes how to present the open-ended story, "Kisah and Aisyah," that follows. The story is about an Indonesian family whose youngest child becomes sick with diarrhea. The story breaks off with conflicting views about the causes of and remedies for the infant's illness. A discussion section, which follows the story, recommends questions to ask participants. The material does not contain a guide for answering these

questions. Illustrations of flannelboard characters are offered. The last page offers an outline of how to write an open-ended story. This includes recommended lines of research in local beliefs and mannerisms, character development, presentation of conflict, and where to stop the story. There is a second section on analysis of the story, which is divided into (1) structural analysis—for the story elements and (2) objective analysis—for the emotive impact of the story.

INDONESIA

Nutrition Education Improvement Project
LANGUAGE: Indonesian and Javanese
MULTI-TOPIC CAMPAIGN: see p.110
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi and Manoff International, Inc.



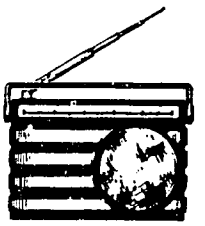
Makanan Anak Yang Sedang Mencret
(Food for a Child with Diarrhea)
DESCRIPTION: poster, 15 × 27", color
REVIEW: This poster contains messages for both the child sick with diarrhea and the child recovering from diarrhea. The messages for the sick child are divided according to the age groupings used in the overall campaign: (1) a child of 0–4 months should be breast fed, (2) a child of 5–24 months should be breast fed and should receive soft foods, and (3) a child of 24 months and older should be given soft foods. The recommendation for the child recovering from diarrhea is that s/he eat more than usual.

BOLIVIA

Buena Madre (Good Mother) Project
LANGUAGE: Spanish, Quechua
MULTI-TOPIC CAMPAIGN: see p.113
DESCRIPTION: flip chart, manual, poster, leaflet, radio spots and stories
REVIEW: Diarrhea was one of the topics addressed in the campaign because of the high prevalence of the disease. The objectives were to: (1) develop understanding of the relationship between diarrhea and dehydration, emphasizing that fluid loss is dangerous; (2) increase awareness and use of homemade OR solution as best treatment for dehydration, to restore fluids lost; (3) increase the number of mothers who continued to breast feed and give the sick child other fluids, the best of which is the homemade OR solution; (4) increase the number of mothers who took sick children to the doctor—the doctor is the only person who should prescribe medicines; mothers should not rely only on homemade remedies for sick children because they are insufficient; (5) increase the number of mothers who fed older infants soft, bland foods; (6) increase awareness that diarrhea can be prevented by good hygiene—particularly washing hands, boiling drinking water, and burying feces.
CONTACT: Bolivia-DAN and Manoff International, Inc.

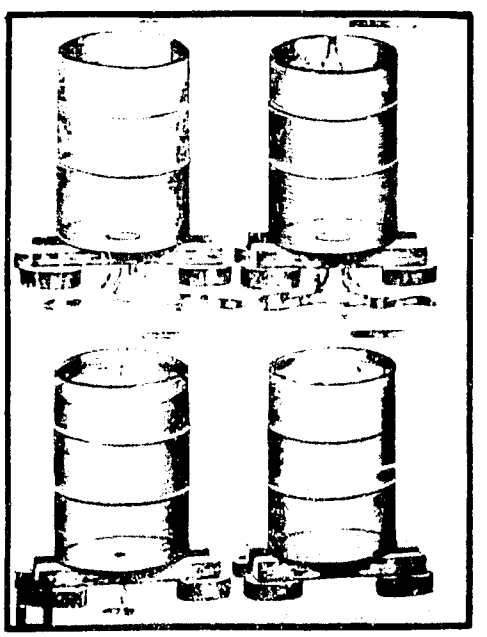
Suero Casero para Diarrea Infantil
(Homemade Solution for Infantile Diarrhea)
DESCRIPTION: flyer, 13 × 8.5", black and white
REVIEW: This flyer was distributed to Mothers' Club participants to remind them of the recipe for homemade oral rehydration mix, made with a liter of boiled water, 2 tablespoons of sugar, and a teaspoon of salt.

Diarrea
(Diarrhea)
DESCRIPTION: 7 radio spots, 30 or 60 seconds, and 5 radio stories, 10 or 15 minutes
REVIEW: The radio spots emphasize the major messages of the interpersonal material. Each spot is written in dialogue format and touches one key point. The dialogues are between the good mother, María, and her neighbor, Julia. The spots cover: recognition of diarrhea, the causes, the way to make an oral rehydration solution at home, the importance of fluids, food, and visiting the doctor. The radio stories, also about María, were aired once a week. They are written in a folk style and elaborate on the theme to be emphasized during the week.



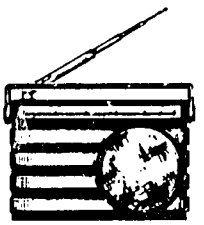
Suero Casero para Diarrea Infantil
(Homemade Solution for Infantile Diarrhea)
LANGUAGE: Spanish
DESCRIPTION: poster, 12.5 × 16.75", color
REVIEW: Intended to be posted at Mothers' Clubs or clinics as a reminder of flip chart and radio messages on the same topic, the poster illustrates the oral rehydration solution recipe and emphasizes the continued feeding of sick children.

Diarrea Infantil
(Infantile Diarrhea)
LANGUAGE: Spanish
DESCRIPTION: manual for flip chart, on multicolored papers, 10p.; and flip chart, black and white, 10p.
REVIEW: The manual begins with explicit instructions on its use in meetings at Mothers' Clubs. The flip chart has only pictures; each picture has a page number corresponding to one in the manual. Each page in the manual has a list of questions on the left side which the health worker should pose to the group of mothers as they see the corresponding picture in the flip chart. On the right side of the page are the concepts which should be mentioned for each question. The instructions emphasize that the health worker should wait for the mothers' responses and that s/he should help guide the discussion but always ensure that the mothers arrive at the correct answers themselves. The manual is divided into 5 lessons, which are color coded. Only one lesson is to be presented per meeting. The lessons are: (1) water is the major element of life, (2) why people are sick with diarrhea, (3) how to treat diarrhea, (4) the care and feeding of a child with diarrhea, and (5) what a good mother should know abot diarrhea. The last page of the manual is an evaluation form. The material was well tested and utilized extensively by the Mothers' Clubs; 3 regionalized versions were produced.



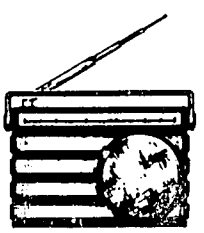
ECUADOR

Mejores Madres, Mejores Hijos (Better Mothers, Better Children)
LANGUAGE: Spanish, Quechua (English translations)
MULTI-TOPIC CAMPAIGN: see p.114
REVIEW: The objectives of this component of the campaign are to: (1) increase the frequency of adults and children who wash their hands after using the latrine, and before eating or preparing food; (2) increase the number of people who use soap when washing their hands; and (3) increase the number of people who understand that boiling water may kill parasites and will help prevent illnesses.
CONTACT: Ecuador-Instituto Nacional de Nutrición and Manoff International, Inc.



Hierva El Agua
(Boil Water)
DESCRIPTION: radio spot (English and Spanish versions 60 seconds, Quechua 90-120 seconds)
REVIEW: This spot is a dialogue between a doctor and a mother whose child nearly died because he was given contaminated water—"sick water." The doctor tells the mother to boil water, which is more work for her but less than caring for a sick child or burying a dead one. Covering the drinking water is also recommended. Knowledge, attitude, and practice studies done at 6- and 12-month intervals found that awareness of water contamination increased 60% or more in 2 areas and 47% in the third. There was a conflict between the message and conditions: water scarcity in some areas and rising cost of fuel created problems in implementing the recommended practices. However, there was an increase in the number of respondents who covered their water.

Hierva el Agua para Tomar
(Boil Your Drinking Water)
LANGUAGE: Spanish
DESCRIPTION: poster, 16.5 × 24", color
REVIEW: This poster was made to reinforce the messages conveyed in the radio spot on boiling water.



Lavese las Manos
(Washing Hands)
DESCRIPTION: radio spot (English and Spanish versions 60 seconds, Quechua 90-120 seconds)
REVIEW: This radio spot is a dialogue between a mother and a doctor, who discuss how unwashed hands can harm a family's health. The doctor explains that hands carry *bichos*, or bugs, which cannot be seen. The *bichos* go from unwashed hands into food. Knowledge, attitude, and practice studies done at 6- and 12-month intervals found that awareness increased more than 50% in each of the 3 culturally distinct regions where the project was conducted.

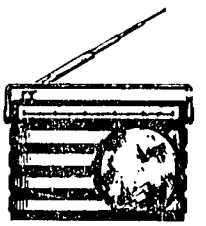
Lavese las Manos con Agua y Jabón
(Wash Your Hands with Water and Soap)
LANGUAGE: Spanish
DESCRIPTION: poster, 16.5 × 24", color
REVIEW: This poster was designed to complement the radio spot described above. Someone without any experience in looking at drawings might have difficulty in understanding the message about using soap that the drawing is meant to convey.

DOMINICAN REPUBLIC

Mass Media Nutrition Education Campaign
LANGUAGE: Spanish
MULTI-TOPIC CAMPAIGN: see p.113
CONTACT: Dominican Republic-SESPAS and Manoff International, Inc.

1. **Diarrea—Suero Casero**
   (Diarrhea—Homemade Solution),
2. **Diarrea y Vomitos**
   (Diarrhea and Vomiting),
3. **Diarrea y Agua Hervida**
   (Diarrhea and Boiled Water),
4. **Diarrea y Higiene**
   (Diarrhea and Hygiene)

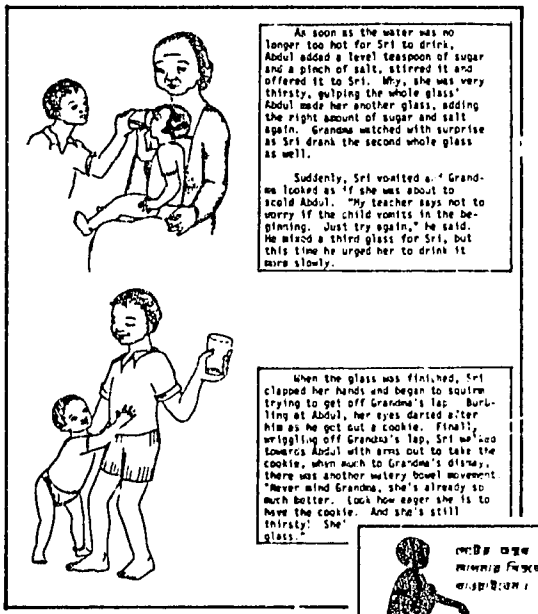
DESCRIPTION: 4 60-second radio spots, dialogue format
REVIEW: These dialogues between a mother and her neighbor are made to appeal to mothers' sense of self-reliance. The mother is someone who "knows how to manage things for herself." In one spot the mother--Rosa—is already aware of the value of *suero casero* for her sick child but does not have the money to buy it. Her neighbor, Milagros, offers the recipe, explains how to administer it, and tells Rosa to go to a hospital or doctor if the diarrhea persists more than one day. In other spots Rosa learns that some of the causes of diarrhea are dirty water and utensils. She realizes that she can do something about them and makes a commitment to change her old practices and to tell others to change, too.

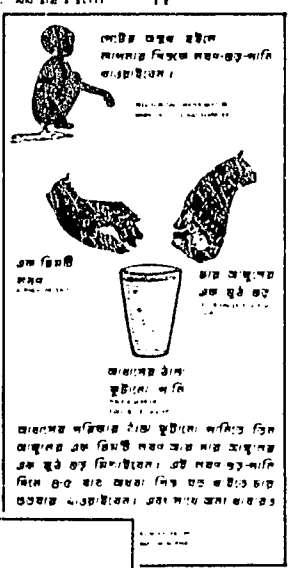


OTHER MATERIALS ABOUT DIARRHEA AND ORAL REHYDRATION

AFRICA

Evitez le Biberon
(Avoid the Feeding Bottle)
COUNTRY: Cameroon
LANGUAGE: French and English
MULTI-TOPIC: see p.116
DESCRIPTION: poster, 20 × 26", 2 color
REVIEW: This poster was designed to discourage bottle use. The child and mother are miserable, and the doctor is looking at the bottle with alarm. Without going into the reasons why bottles, diarrhea, and malnutrition are linked, it effectively establishes the connection between the bottle and the mother and child's distress, while the major message, backed by a medical authority, prescribes the effective remedy—get rid of the bottle! Although it seems there is little chance of illiterate mothers' misinterpreting the doctor's dismayed expression, if it *is* misunderstood, his association with the very prominent bottle could be construed as an endorsement of the bottle as a remedy. These kinds of images require careful pretesting.
CONTACT: Cameroon-Ministry of Public Health





ASIA

Abdul and Sri
COUNTRY: Indonesia
LANGUAGE: English
DESCRIPTION: 9-frame story; 5 pages
REVIEW: The objective of this story-telling exercise is to teach *children* problem-solving in health and nutrition through story telling. The introduction, directed at school teachers, is a short discussion of how to use story telling in instruction. The story used as an example tells of a child who learns about ORT at school, arrives at home to find a young sibling suffering from diarrhea, and convinces his grandmother to try this remedy. The story shows how Abdul handles problems such as his grandmother's skepticism and his sister's vomiting.
CONTACT: Indonesia-Yayasan Indonesia Sejahtera and APHA

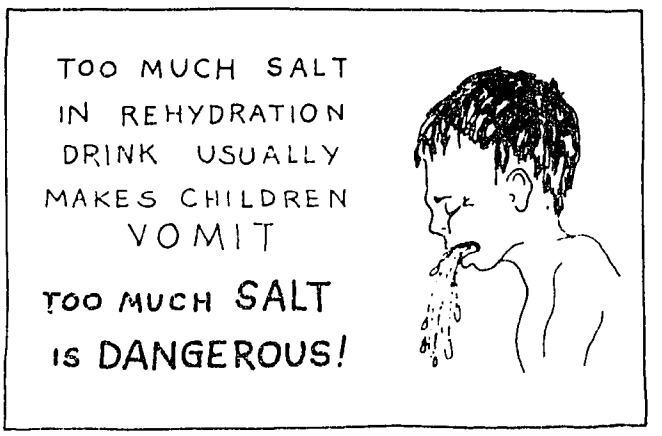
Record of Child's Gradual Development
COUNTRY: Bangladesh
LANGUAGE: Bengali
MULTI-TOPIC: see p.119
DESCRIPTION: growth chart, folds in fourths to 5 × 13"
CONTACT: Save the Children

Rehydration Solution
COUNTRY: Nepal and India
LANGUAGE: Nepalese and Hindi
MULTI-TOPIC: see World Neighbor Flash Cards, p.119
DESCRIPTION: 15 flash cards, 9.25 × 7.25", black line drawings
REVIEW: This flash card set provides mothers with an ORS recipe (water, salt, sugar, soda). It recommends that after a child passes a liquid stool the mother should clean the child, bury the stool, wash her hands and give the ORS to the child. It advocates restoring at least as much liquid as is passed, rest, and clean clothes for the child. Information is provided to enable mothers to recognize severe dehydration (dry tongue, loose skin, vomiting, sunken eyes). Mothers are urged to take a child in this condition to the health clinic immediately.
CONTACT: World Neighbors

Medicine Water
COUNTRY: Nepal
LANGUAGE: English, Nepalese
MULTI-TOPIC CAMPAIGN: see Better Health and Nutrition in Nepal, p.119
DESCRIPTION: cardboard flip chart, 8 × 9", black and white drawings, text on back of each page, 11p.
REVIEW: Medicine Water is an ORT solution of boiled water, salt, sweetener (sugar, honey, brown sugar), and soda if available. "A [diarrhetic] baby who drinks this medicine water will not lose weight fast. He will not be sick very often." The flip chart shows how to make the drink, to offer it in a clean bowl, and to give one glass for each loose stool. Mothers are also told to wash their hands before feeding the baby, to feed the baby "soft food" to make her strong, and to wash soiled clothing.
CONTACT: World Neighbors

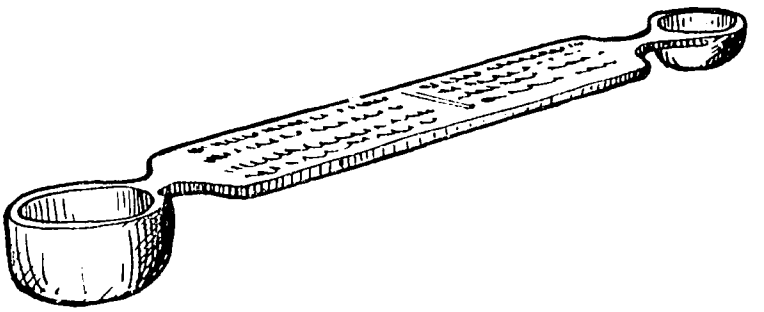
WORLDWIDE

Teaching About Diarrhea and Rehydration
LANGUAGE: English
DESCRIPTION: 72 slides with accompanying text
REVIEW: This slide show is intended for training *health workers*. The text explains that diarrhea is one of the main causes of death in small children, but that the reason children die is because they have become dehydrated. It recommends (1) restoring liquids lost by children who have diarrhea and (2) countering the underlying social causes of diarrhea, poor sanitation and poor nutrition, which are the result of "unfair distribution of land." The slide show is divided into 7 sections, each accompanied by recommended reading in *Helping Health Workers Learn* and *Where There Is No Doctor*: (1) diarrhea and dehydration, (2) rehydration, (3) importance of breast feeding, (4) sanitation, (5) nutrition education, (6) good nutrition, and (7) land distribution. It stresses teaching self-reliance through understanding causes and treatment, and teaches preparation of homemade OR solution, using "the pinch and scoop" method, of sugar, salt, and, if possible, sodium bicarbonate and potassium. It encourages homemade rather than packaged ORS from WHO, UNICEF, etc. It further recommends adapting the recipe to local containers. This is an excellent show because it is practical and contains training and demonstration suggestions for health workers as well as for families and school children.
CONTACT: Hesperian Foundation

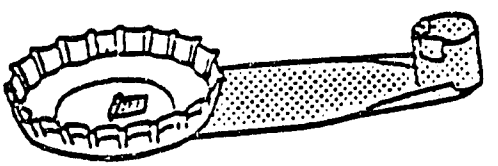


Visual Learning System
LANGUAGE: English, Arabic, French
MULTI-TOPIC: see p.121
DESCRIPTION: sectional white magnetic board, 24 × 34"; magnetized pieces; instructor's notes
REVIEW: This system, developed by McMillan, S.A., uses the health worker as the medium but employs dramatic, flashy, and carefully engineered magnetic board as the material. The board can be used with learners at all levels. The instructions advise that teaching should be done under the supervision of qualified medical personnel, but the lesson directions are detailed enough to be useful for instructors not thoroughly familiar with the topics. The lesson related to diarrhea explains that it is caused by lack of cleanliness of food, water, hands, or face, or by unhygienic breast feeding, and promotes personal and community hygiene. If a child does get diarrhea, mothers are advised to continue giving breast milk and food, and to buy and use oral rehydration packets. Dehydration is explained, and mothers are encouraged to use health centers. Although this was developed for use in the Arab world, it has passed a "3-country validation process" and has been tested for durability in all climates.
CONTACT: Cassell Limited, Prices: board, £41; binder

TALC ORT Tool
LANGUAGE: English, French, Spanish, Portugese, and Arabic
DESCRIPTION: green plastic double-ended spoon, 7" long
REVIEW: This tool is a self-contained ORT kit: one end is for measuring sugar; the other, for salt—both are clearly labeled. The center bar gives the instructions for mixing the "dose" and for taking it (1 for children, 2 for adults). In addition, it warns to taste the mix and not to use it if more salty than tears; this guards against a too-strong mix resulting from using the wrong end of the spoon or too little water. Finally, it says to seek advice before treating bottle-fed babies. This spoon has become a prototype for others made more country-specific.
CONTACT: TALC



Ajoya Clinic Special Drink
LANGUAGE: English
DESCRIPTION: 8.5 × 11" paper, printed both sides
REVIEW: This instruction sheet shows how to use a bottle cap and scrap metal (from a can) to make a tool for preparing oral rehydration fluid. In addition to the pattern for making the tool, which functions in the same way as the TALC spoon described above, the paper explains why ORT is important in preventing dehydration and death from diarrhea and includes other basic messages related to home use of ORT: give the solution after each stool and do not use if more salty than tears. In the spirit of the child-to-child program, the children of Ajoya, Mexico made many of these spoons and sent them to the child-to-child headquarters for distribution to the national committees for the International Year of the Child. Through knowing how to prevent diarrhea, young children could prevent more deaths than doctors who treat children after they are very ill. Indeed, in the community in which the project began the "under-5 mortality" has dropped from 35% to 4%, which they attribute to this program. This tool is outstanding for its replicability, adaptability and results.
CONTACT: CHILD-to-child or Hesperian Foundation



MULTI-TOPIC

MULTI-TOPIC CAMPAIGNS

The campaigns reviewed below were extensive efforts that covered a variety of topics. These campaigns have been mentioned in preceding topical sections of the *Guide* under "Coordinated Efforts," and the pages of these other reviews are given here.

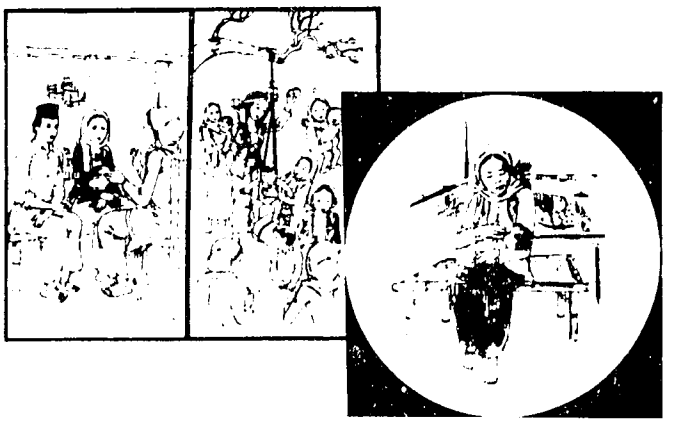
AFRICA

ZAMBIA: National Nutrition Education Campaign
LANGUAGE: English
DESCRIPTION: booklet for health workers and mothers, black and white, 6p., and large black and white posters.
REVIEW: The national campaign focused on decreasing malnutrition by increasing Zambians' understanding of the causes, how to detect malnutrition through baby weighing, and improved infant feeding practices. Attention was given to distinguishing between marasmus and kwashiorkor and to improving the protein content of the diet. Materials were pretested well although there was no concept-testing phase before the messages were designed. There is no evaluation information on their impact. Materials produced as part of this effort have been reviewed in the sections on *general nutrition* (see pp.13, 14, 19, and 23), *maternal nutrition* (see p.28), *young child feeding* (see p.35), *malnutrition* (see p.80), and *alcohol abuse* (see p.93).
CONTACT: Zambia-National Food and Nutrition Commission

ASIA

INDONESIA: UPGK Family Nutrition Improvement Program
LANGUAGE: Indonesian (some English translations available)
DESCRIPTION: manuals and flip charts developed for each of 3 collaborating ministries—Health, Agriculture, and Religion. Growth monitoring card.
REVIEW: The UPGK Family Nutrition Improvement Program was begun in Indonesia in 1979. It is a multisectoral program coordinated by a working group of representatives from the Ministries of Health, Agriculture, and Religion. The effort has been financed in part by UNICEF. The emphasis has been on training community level workers in a series of core nutrition activities related to their principal jobs and in providing them with simple, clear messages for families. For example, those in agriculture are trained in home gardening; those in religion, to disseminate the important nutrition messages as part of their teachings. The community volunteers in the health sector focus their attention on *growth monitoring* (see p.70) and, based on the monitoring results of either individual children or the community, have specific recommendations to make regarding *breast feeding* (see p.45), *young child feeding* (see p.34), *maternal nutrition* (see p.26), *vitamin A deficiency* (see p.85), *anemia* (see p.93), or *oral rehydration* (see p.100). The series is well coordinated—the principal messages, the emphasis on growth monitoring, and the format of the materials make this a distinctive set of nutrition education materials. The 2 items reviewed below are the core materials for the health and religious workers.
CONTACT: Indonesia-Division of Nutrition or APHA

Keluarga Sehat
(Healthy Family)
DESCRIPTION: flip chart, 10 × 14", color, 28p.
REVIEW: This flip chart is designed to aid nutrition workers in providing important nutrition advice in their communities. The front part of the flip chart has brief explanations and advice on growth monitoring, breast feeding, vitamin A deficiency, anemia, and diarrhea. The second half of the flip chart is oriented to the setting in which most nutrition education is done: the weighing session. A range of specific, behavior-oriented advice is proposed for children of different ages depending on the results of the monthly weighing. This approach is innovative and should be considered by other programs—it effectively makes growth monitoring a forum for nutrition education.



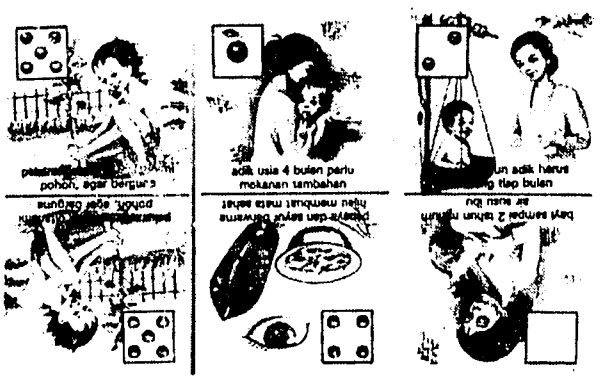
Menuju Keluarga Bahagia Sejahtera
(Towards a Healthy and Prosperous Family)
DESCRIPTION: flip chart, 18 × 24", color, spiralbound, 13p.
REVIEW: This flip chart is for use by religious leaders to stimulate community awareness and a sense of community responsibility for the health and well-being of young children and pregnant and lactating women. The community is reminded repeatedly that to glorify God children must be healthy. Most of the emphasis is on monthly child weighing, the importance of breast feeding, and—in turn—maternal nutrition, as well as the importance of adequate and appropriate child feeding. Passages from the Quran are included.

INDONESIA: Nutrition Education Improvement Project
LANGUAGE: Indonesian, Javanese (some English translations available)
DESCRIPTION: 8 posters, 6 radio spots, manual and flip chart, and book with newsletters for project coordinators
REVIEW: This pilot project was carried out in 5 counties of Indonesia by the Division of Health Education of the Indonesian Ministry of Health. It was financed in part by the World Bank and had technical assistance from Manoff International. Before the formulation of the messages, considerable time was spent in a qualitative research phase, holding open-ended interviews with rural Indonesian women and actually allowing the time for them to try proposed behaviors. The resulting messages were specific and oriented towards changing behaviors thought to be causing malnutrition. The media utilized were health workers and radio. The materials produced include Action Posters designed for the village worker to give to mothers at monthly weighing sessions. All the posters were produced in the same style, contain specific advice, and recommend that further information be obtained from the health center, the midwife, or the village worker. Each poster addressed a specific problem or offered advice for children of certain ages. The radio spots supplemented the messages on the posters and supported the health workers' instructions. The radio spots all had the same lead—"Good Nutrition: Healthy Child"—and were written in dialogue format. The pilot project evaluation showed associations between knowledge of the messages, actual implementation of the recommendations, increased protein and calorie consumption, and improved growth status of children. All of the materials except the manual and flip chart for health workers and a manual for project coordinators are single-topic, and their reviews can be found in the sections on *maternal nutrition* (see p.26), *breast feeding* (see p.54), *young child feeding* (see p.34), *weaning* (see p.61), *growth monitoring* (see p.71), *vitamin A* (see p.85), and *diarrhea/oral rehydration* (see p.102).
CONTACT: Indonesia-Proyek Pengembangan Penyuluhan Gizi or Manoff International, Inc.

Gizi Baik, Keluarga Sehat: Enam Pesan Pokok
(Good Nutrition, Healthy Family: Six Major Messages)
DESCRIPTION: flip chart, 8 × 11.5", spiral bound, color, 9p.
REVIEW: This flip chart was printed for *health workers* as a review of all the major campaign messages. Each page reproduces the message portion of the Action Posters. The 6 major messages are for the different campaign target audiences: pregnant and nursing women, infants birth to 4 months and 5 to 8 months old, and children 9 to 24 months old. There are reminders about monthly child weighing, vitamin A, and oral rehydration.

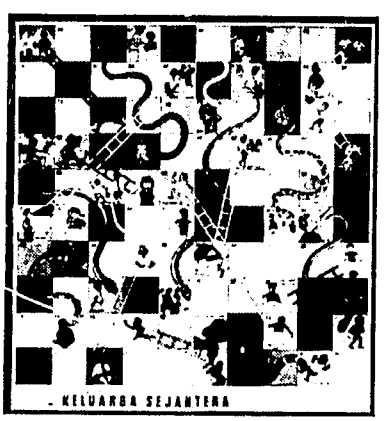
INDONESIA: Yayasan Indonesia Sejahtera
Children's Nutrition Games
LANGUAGE: Indonesian
DESCRIPTION: puzzle, 3 domino sets, card game, and board game
REVIEW: This set of materials was designed for use by preschool and *school age children* (see p.22). The games range in complexity from a puzzle to a sophisticated card game. The messages of the games are all aimed to show children what they can do to protect their own health and to contribute to the health and well-being of their families. All of the materials are of high quality and reinforce the major messages of Indonesia's national nutrition campaign: *growth monitoring* (see p.72), and *vitamin A* (see p.86) sources. Response to these materials has been enthusiastic. The materials reviewed below are 3 multitopic materials that are part of the set.
CONTACT: Indonesia-Yayasan Indonesia Sajahtera

Nutrition Dominos
DESCRIPTION: game, 28 1.5 × 3" color dominos, cardboard
REVIEW: The game is intended for young *school children* and provides color drawings of 6 concepts with a nutrition message under each drawing. The messages are: (1) A baby should be breast fed until s/he is 2 years old; (2) Younger brothers and sisters should be weighed monthly until they are 5 years old; (3) Children should brush their teeth; (4) Papaya and green vegetables give healthy eyes; (5) Start a garden by planting a tree; and (6) You must bathe twice a day.
The game was probably tested and seems like a good way to introduce concepts to children. The messages are clear. Unfortunately, the game does not include a message about the quantity or number of times per day a child should eat.



Health Card Game
DESCRIPTION: card game, 32 3 × 5" color cards
REVIEW: To play this game, one player asks another for a card which will make a "book" of cards on one theme that can then be set aside. The player with the most "books" at the end of the game wins. The "books" (4 cards each) cover feeding children under 5, diarrhea, malnutrition, eye health, household safety, dental health, and immunizations. The illustrations are beautiful, and the messages are clear. When a player sets a "book" aside from his hand, all of the messages on the cards must be read aloud to the group.

Snakes and Ladders
DESCRIPTION: board game, sturdy cardboard, 15 × 15", color; comes with markers
REVIEW: As this game is played certain actions are praised (player advances) and certain actions are disapproved (player goes back). The actions praised are: breast feeding, eating good protein foods like tahu and tempe, and beginning a young child on foods at 4 months. Actions which are disapproved are: eating too much candy, not eating fish, and giving a bottle to a baby.



INDONESIA: Nonformal Participatory Nutrition Education Project
LANGUAGE: Indonesian and English
DESCRIPTION: instructions with examples of participatory exercises: Johari's window, Ice Breakers, food habits chart, flexiflans, open-ended stories, discussion starters, Bamboo Bridge, Lollipuppets, unserialized posters, a Story With a Gap, and flipchart, slides, and comic books
REVIEW: These materials were developed during a special U.S.A.I.D.-sponsored project under the direction of Save the Children Federation. The materials were developed during a series of seminars on nonformal participatory education for community workers. The objective was to train community workers in participatory techniques which they could use with their communities to guide the communities through the process of: problem investigation, analysis, planning, action, and evaluation, especially for problems and community activities relating to food or nutrition. Most of the materials available were produced in Indonesia, in the Province of Aceh, and are very specific to that area. The project was also undertaken in the Dominican Republic (see p.113). The packet of materials includes both open and didactic materials on *diarrhea* (see p.100) and *weaning* (see p. 65), and open-ended materials to promote *general nutrition awareness* (see p.11). A handbook called *Bridging the Gap* was written about this experience.
CONTACT: Save the Children

INDIA: Tamil Nadu Integrated Nutrition Project
LANGUAGE: Tamil
DESCRIPTION: flannelgraph, flip chart, 4 posters, 4 stickers, 2 flash card sets, and manuals
REVIEW: This integrated nutrition project is being conducted on a pilot basis with assistance from the World Bank. The materials designed by the project's communications group are keyed to the activities of the community nutrition worker, which are: *growth monitoring* (see p.72), vitamin A capsule distribution, promoting consumption of foods containing *vitamin A* (see p.87), *weaning* (see p.61), and *oral rehydration therapy* (see p.98) for children with diarrhea. In addition to stressing key program concepts considerable emphasis is placed on how to communicate with villagers. There is a consistency to the messages in all materials, and the drawing style gives them a "campaign look." All materials have been pretested with the intended audience, although no concept testing was done prior to message design. Preliminary reports on project achievements are positive.
CONTACT: India-Tamil Nadu Integrated Nutrition Project

A Flip Book on Mother and Child Care
DESCRIPTION: flip chart, 9 × 13", spiral bound, color, 25p.
REVIEW: This flip chart begins with a brief explanation for the health or nutrition worker of how to organize an educational session with a group. It then introduces a story about a healthy mother and child, with sickly counterparts. The story explains how to ensure that both mother and child are healthy: the key to success is continuous contact with the health worker, who checks, weighs, immunizes, and counsels the mother about her diet during pregnancy (see p.27). The mother prepares for delivery and is properly attended by the health worker. After the birth of the child, the mother immediately begins to breast feed, eats well herself, weighs her child, and takes the infant for immunization. Solid foods are introduced at an appropriate age.

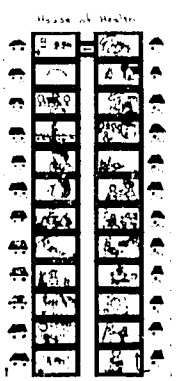
CARIBBEAN

JAMAICA: Eat Right Campaign
LANGUAGE: English
DESCRIPTION: 5 color pamphlets, flip charts, coloring book, posters, and game
REVIEW: The Jamaican Ministry of Health developed a general maternal and infant nutrition campaign through its Nutrition Education Programme. The materials complement one another. A number of them incorporate a color-coded complementary food grouping system. So much stress is placed on identifying the color coding and grouping systems that the messages regarding nutrition are sometimes lost or deemphasized. Some materials use a 7-group system; others, a simplified 4-group system. But overall, the illustrations and text are clear, simple, and relevant. The campaign look comes from the logo, the motto ("Good Health Begins with Eating Right"), the simple line drawings, and the consistent age groupings of children. See *family feeding* (see pp.15 and 23), *breast feeding* (see p.47), *maternal nutrition* (see p.27), and young child feeding (p. 31).
CONTACT: CFNI

DOMINICAN REPUBLIC: Mass Media Nutrition Education Campaign
LANGUAGE: Spanish
DESCRIPTION: 6 one-minute radio scripts
REVIEW: This campaign relied solely on radio to encourage mothers to introduce an enriched *weaning* (see p.67) food to their infants at an earlier age, to increase the frequency and duration of breast feeding, to increase the frequency with which they correctly treated infants and toddlers with *diarrhea* (see p.105), and to increase awareness of and confidence in the health services provided by promoters. The target group was mothers of infants and young children and women of childbearing age in rural households. The campaign scripts were written to appeal to women's sense of self-sufficiency. The messages are stated simply and in behavioral terms. The changes they recommend are those that would have a direct effect on health. All the spots have as their principal character Rosa, a mother who is "always learning something," and who is proud of being able to manage her household affairs herself. Although the spots do not employ a slogan, their appeal to mothers to improve children's health with what they have or can do at home and the use of the central character Rosa give them a campaign sound. Also, Rosa almost always says that she will pass the information on to a friend or neighbor. This campaign was the result of a Ministry of Health initiative financed in part by USAID and with limited technical assistance from Manoff International. No evaluation information is available.
CONTACT: Dominican Republic-SESPAS and Manoff International, Inc.

DOMINICAN REPUBLIC: Nonformal Participatory Nutrition Education Project
LANGUAGE: Spanish
DESCRIPTION: participatory exercises: lollipuppets, open-ended stories, unserialized posters, games, a story with a gap
REVIEW: These materials were developed through a series of workshops to train community workers in nonformal participatory education techniques. (See review of Indonesia project, p.112.) One of the materials, developed specifically for the Dominican Republic, is described below. The Dominican Republic experience is described in *Bridging the Gap*.
CONTACT: Save the Children

House of Health
LANGUAGE: English
DESCRIPTION: game, board 22 × 9", color
REVIEW: This game is for use at meetings with groups of 3 to 13 people. The purpose of the game is to create awareness of factors that influence health and actions that can be taken to prevent illness. The topics covered in this game include breast feeding, immunization, latrine use, proper diet, and growth monitoring. Once the players are acquainted with the way the game is played, illustrations of different illnesses or prevention measures can be substituted.
CONTACT: Save the Children



LATIN AMERICA

BOLIVIA: Buena Madre *(Good Mother)* Project
LANGUAGE: Spanish, Quechua
DESCRIPTION: 4 manuals and flip charts, 18 60-second radio scripts, 8 10-minute radio stories, 4 posters, and recipe leaflets. All materials produced in 3 regional variations
REVIEW: The Buena Madre pilot project was carried out with Mothers' Clubs in a small area in each of 3 regions of Bolivia. The campaign had 4 modules covering topics thought to be of national importance by those in charge of the health system, but carrying messages derived from a survey of the campaign's intended audience. The topics were: *breast feeding* (see p.50), *weaning foods for young children* (see p.60) in the first year of life, *goiter* (see p.89), and treatment and prevention of infantile *diarrhea* (see p.102). For each module a mix of media and materials was used: a large flip chart and manual for the leaders of the Mothers' Clubs, posters for the community, and scripts for short spots and longer stories on the radio. The manual is structured in a question and answer format to encourage the group leaders to start discussions with mothers about the picture in the flip chart or about their own practices. The radio spots and the posters reinforce the messages given by the group leader. The campaign, carried out by the Government of Bolivia with financial assistance from USAID and technical assistance from Manoff International, received a favorable evaluation for its ability to change attitudes and to begin to affect certain practices amongst rural households, particularly in relation to breast feeding.
CONTACT: Bolivia-DAN and Manoff International, Inc.

ECUADOR: Mejores Madres, Mejores Hijos
(Better Mothers, Better Children)
LANGUAGE: Spanish, Quechua
(English translations)
DESCRIPTION: 5 30- or 60-second radio scripts, 6 posters, TV spots
REVIEW: This campaign, which relied primarily on radio, was directed toward rural and semirural families and treated the topics of *diarrhea* and *oral rehydration* (see p.104), *malnutrition* (see p.81), *iodine deficiency* (see p.92), *breast feeding* (see p.50), and *young child feeding* (see p.33). Because preliminary studies determined that goiter and declining breast feeding rates were region-specific health problems, they were given attention in the high altitude and coastal regions, respectively. One or more radio spots and one poster were produced for each topic. TV spots were produced on breast feeding in the semirural coastal region. All campaign materials carried the slogan "Mejores Madres—Mejores Hijos." The posters bore a campaign logo and used a similar art style. The radio spots were all dialogues, most often between a doctor and a mother. They were similar in style in that each spot discussed the consequence(s) of a deleterious health practice and weighed that against the extra work or expense a new, healthful practice might demand without being threatening. The prerecorded messages were produced in Ecuador under the supervision of Manoff International and were broadcast over local stations approximately ten times per day on each station over a 15-month period. Before the campaign and during the project period, 2,800 households were interviewed to determine the campaign's impact on knowledge, attitude, and behavior. Evaluation results showed that the campaign was most effective in creating awareness of the causes of diarrhea and in getting people to cover their drinking water. Awareness was also increased about the importance of iodized salt in preventing goiter, and sales of the iodized salt increased in areas where people understood that there were 2 kinds of salt, with iodine and without.
CONTACT: Ecuador-Instituto Nacional de Nutrición and Manoff International, Inc.

GUATEMALA: Materiales María Maya
LANGUAGE: Spanish
DESCRIPTION: 6 guidebooks with large, detached black and white illustrations, a pamphlet on group work, and an instruction book
REVIEW: These materials on *weaning* (see p.62), *growth monitoring* (see p.76) and *diarrhea* and *oral rehydration* (see p.98) were designed to help community health promoters address the principal health problems among Mayan Indians in Guatemala and to help them conduct community campaigns to remedy the problems. Before subjects were chosen, promoters and women in communities were surveyed, and local statistics on morbidity and mortality were studied. The work on each subject began with an extensive literature review. All of the guidebooks are divided in 2 parts: Part I has studies for the promoter and helps the promoter review his or her own knowledge of a topic as well as giving detailed information, which is certain to be new. Most of the guidebooks conclude Part I with a section called "What Mothers Say." In this section several typical answers from mothers to questions about a health practice or problem are listed and their merits or errors discussed. Part II contains suggestions for activities—demonstrations, discussions, and instructions for using the large illustrations. The project emphasized not only what to communicate but also how to do so. The materials were continuously tested with Mayan mothers to ensure the relevance of the contents, cultural agreement, and the mothers' understanding of remedies proposed for health problems. Care was taken to ensure that the materials presented factual information adapted as much as possible to the Mayan belief system. Promoters were encouraged to conduct meetings in the language of the community, and because the promoters had an average of a third grade education, the materials have large type and simple words. Feedback from promoters, which was solicited, was enthusiastic, and demand from government health clinics was high. The materials were also requested for Western-trained doctors, to educate them about Mayan health beliefs. The materials derive a campaign look from the style of the drawings and the use of the cartoon promoter "Rosita."
CONTACT: Guatemala-Materiales María Maya

Introducción: Como Usar los Materiales
(How to Use the Materials)
DESCRIPTION: book, 8 × 11", black and white, 20p.
REVIEW: This book provides orientation for *health workers* and other using the Maria Maya materials, discussing how to use the guidebooks on diarrhea and weaning, how to use the illustrations that accompany the guidebooks, and how many meetings to hold on each theme. In addition, promoters are instructed to use the materials to help them determine which of the topics presented are most relevant to their communities and to omit those that are inapplicable.

Un folleto para promotores. . . Una promotora comparte sus experiencias de grupo
(A pamphlet for promoters. . . A promoter shares her experience in working with groups)
DESCRIPTION: pamphlet, 8.5 × 5.25", black and white, 37p.
REVIEW: This pamphlet helps orient *health promoters* to working with groups of mothers in meetings. It gives practical suggestions about: (1) the proper preparation for successful meetings (which includes understanding the materials, the customs of the community, and the importance of coloring the large illustrations that accompany each lesson with colors used in local dress); (2) how to begin meetings (which includes the importance of giving the meeting orientation to new ideas, the importance of listening and not talking too much); and (3) how to conduct meetings so that mothers are active participants (including advice about encouraging mothers to offer their ideas, not disparaging their ideas, the kind of attitude that will help a promoter in his or her work, speaking the language of the community, the physical conditions best for meetings, and how to summarize at the end of a meeting). At the end of the pamphlet are a review of the important points covered in the pamphlet and a solicitation of promoters' ideas about and experience in using the materials.

SOUTH PACIFIC

PAPUA NEW GUINEA: Konedobu Nutrition Campaign
LANGUAGE: English and Pidgin
DESCRIPTION: posters, pamphlets, booklet, and recipe book
REVIEW: The target audience for most of these materials is literate mothers, presumably urban or semiurban. A pamphlet, designed for use in *schools*, suggests nutrition activities and some nutrition principles to teach school children. Some activities also involved the children's mothers. *Breast feeding* (see p. 49) and the use of fresh, local foods rather than junk foods are the campaign's topics. The materials, developed by the Konedobu Health Department, rely on distribution through health centers, and in the case of the *family feeding* (see p.18) pamphlet, schools. Although the campaign emphasizes maintaining traditional practices and using noncommercial foods, it received some aid from Nestle. Because mothers are encouraged to breast feed for so long (two years), the importance of good maternal nutrition is included in the pamphlet on *young child feeding* (see p.39). One of the *breast feeding* posters (see p.49) and the pamphlet on young child feeding encourage mothers to continue breast feeding when they are pregnant. The use of local foods also seems to have bee[illegible] searched. The messages that recur in [illegible] campaign are: (1) breast feed infants for at least two years, (2) introduce foods in infants' fourth month and feed them three times per day by the sixth month, (3) fresh, local foods prepared at home are more nutritious and economical than "rubbish" foods. Each of the materials in the campaign has a single topic; therefore, all materials reviews are found in the corresponding sections.
CONTACT: Papua New Guinea-Konedobu

PAPUA NEW GUINEA: Madang Nutrition Materials
LANGUAGE: English and Pidgin
DESCRIPTION: slide show and script, weight chart, posters, handout for teachers
REVIEW: This package of materials was designed by the Madang Province Department of Health to help meet their seven-point provincial health plan. The target groups for these materials are *pregnant women* (see p.27), mothers of young children, mothers of school-age children, teachers, and *school children* (see p.24). The materials could be used in rural or urban areas. The topics of the *Three Food Groups* (see p.17) and good family nutrition play important parts in all materials except the weight chart poster (see *growth monitoring*, p.77), which encourages growth monitoring. However, since that material is to be used to talk to groups of mothers about their children's growth, it is likely that health workers would eventually talk about what foods would help children grow and would then discuss the three food groups and good family nutrition. All the materials except the handout for teachers are to used in groups at health centers.
CONTACT: Papua New Guinea-Madang

MULTI-TOPIC MATERIALS

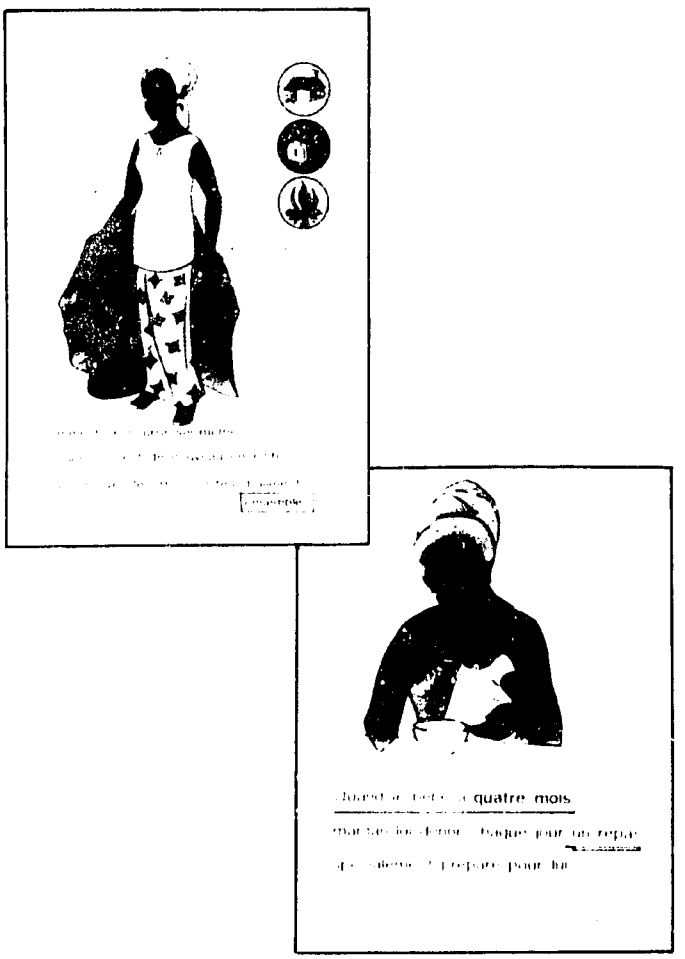
The following materials have already been reviewed in various sections. Because they are comprehensive, covering a variety of topics, they could not be reviewed adequately in any one section. The reviews here attempt to describe the materials, not just one topic, and to provide an understanding of how programs have combined important topics and messages. References to sections of the *Guide* where other reviews and illustrations appear are italicized.

AFRICA

Cameroon Poster Series
COUNTRY: Cameroon
LANGUAGE: English and French
DESCRIPTION: 22 posters, 20 × 25", color
REVIEW: This series of posters covers a variety of general nutrition topics, emphasizing the special needs of women and children. The simple art style and bold colors make them eye-catching and attractive for display. But several posters have messages too complicated to be effective without verbal explanation. The *breast feeding* posters (see p.53), for example, include growth charts and long messages inappropriate for a semiliterate population. The poster on *diarrhea* and bottle feeding (see p.105), on the other hand, has few words, transmitting the relationship between the bottle, a child's misery, and the doctor's dismay about the bottle through "body language."
CONTACT: Cameroon-Ministry of Public Health

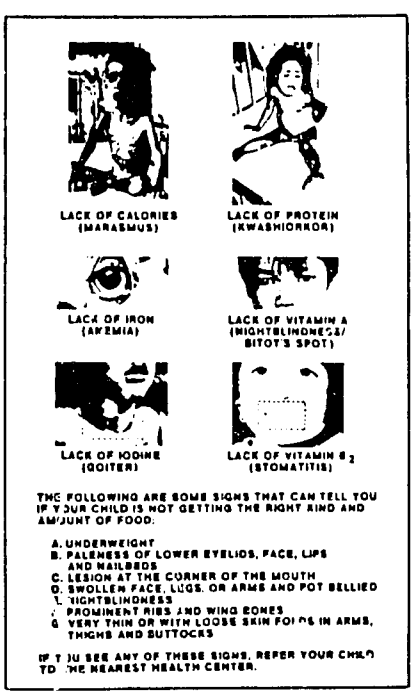
Small Talks
COUNTRY: Sierra Leone
LANGUAGE: English
DESCRIPTION: flip chart, 18 × 16", black and white photos, 37p.
REVIEW: This flip chart was developed to be used by health workers with groups of women in health centers or in villages too remote to be served by the health care system. The 37 photographs, mounted on heavy cardboard with a protective cover, are backed with a suggested lesson or narrative for the worker to use. The 10 lessons cover a range of topics identified during an extensive development phase which included representatives from several organizations and testing in a variety of communities. The companion book, *Small Talks*, includes all the photographs and narratives as well as a detailed description of the development process. This process and material could be adapted for use in a variety of settings, to identify relevant topics and develop locally relevant materials. The ten topics include *maternal nutrition* (see p.28), childbirth, care of newborns, *breast feeding* (see p.52), feeding with a cup and spoon (since force-feeding by hand was identified as a major cause of respiratory distress and ill health in infants), *weaning* (see p.64), water, household hygiene, worms, and composting.
CONTACT: CARE-Sierra Leone

Nutrition
COUNTRY: Zaire
LANGUAGE: French and English
DESCRIPTION: The "Nutrition" series is available as 56 hand-colored 8.5 × 11" pictures; a full or partial series of posters, 18 × 25", wood-mounted and plastic-covered; slides; or in a wooden carrying case of posters; flannelgraph, and a nutrition manual.
REVIEW: The "Nutrition" series illustrates a comprehensive set of concepts in family and child nutrition. The first section deals with infant feeding; the second, with *weaning foods* (see p.65) and *young child feeding* (see p.65); and the third, with *family feeding* (see p.14). Throughout, the theme of 3 *food groups* is repeated, with small illustrations of the groups on each page. The 3 food groups, as shown in example 4, are foods for construction (protein food), fuel (staples, sugar, and fats), and protection (fruits and vegetables). Meal planning is discussed in terms of including the 3 food groups in proportions appropriate to individual needs for growth, energy, etc. In the initial section on infant feeding, illustrations of appropriate supplementary foods are shown alternately with illustrations of the mother continuing to *breast feed* the infant, up to 18 months (see p.52). The final section on family feeding also discusses *growth monitoring* (see p.73) and special nutritional needs of children and pregnant and breast feeding *women* (see p.28). The Bureau also produces health booklets on several topics, including malnutrition and general nutrition education with an emphasis on protein foods, to be used in conjunction with this item. Some materials may also be ordered in Spanish and Portuguese.
CONTACT: Zaire-Bureau d'Etudes

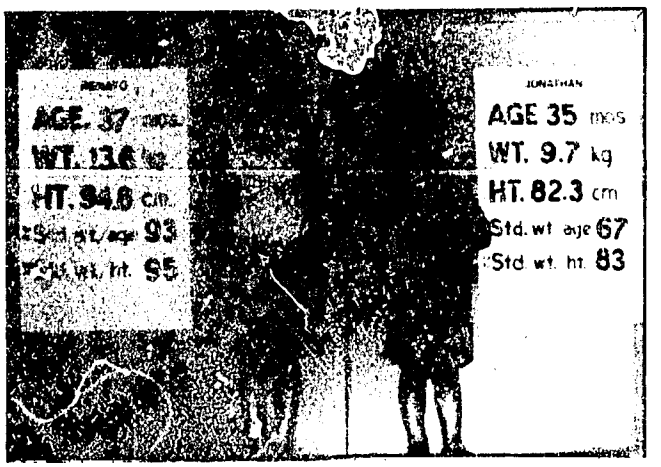


ASIA

Priority Nutrition Messages—New Directions of the Philippine Nutrition Program
COUNTRY: Philippines
LANGUAGE: English
DESCRIPTION: flip chart, 20 × 24", color, 16p.
REVIEW: This flip chart, produced by the Nutrition Center of the Philippines for the Philippine Nutrition Program, concisely presents 16 different major topics in nutrition, including *maternal nutrition* (see p.28), *breast feeding* (see p.53), *weaning* (see p.65), *family feeding* (see p. 15), feeding in illness, the importance of eating green leafy vegetables for *vitamin A*, (see p.87), family planning, gardening, hygiene, *malnutrition* (see p.82), and growth monitoring. Each topic is treated briefly. Thus, the flip chart serves best as a reminder to the *health worker* of the most important concepts; it is a guide for more extensive interpersonal education.
CONTACT: Philippines-Nutrition Center of the Philippines



Malnutrition in an Urban Environment
COUNTRY: Philippines
LANGUAGE: English
DESCRIPTION: slides with script, 24 frames, color
REVIEW: This slide set discusses the relationship between poverty and *malnutrition* (see p.82). It looks at 2 families, comparing weight, age, weight for height,

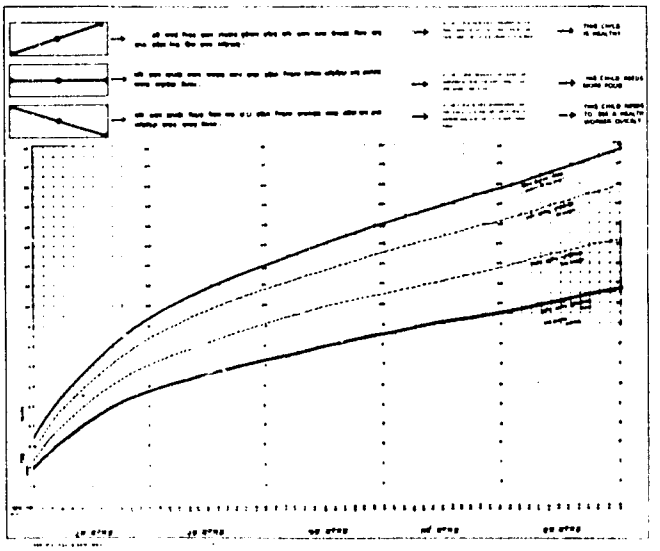


and weight for age of a number of their malnourished children to "standard" or well-fed children of the same age (see *growtn monitoring*, p.74). The family's diet is discussed; hardships caused by poverty are examined (dense urban population, insects, open sewers). The doctor at the neighborhood health clinic is criticized for his lack of interest and enthusiasm. The discussion ends with an emphasis on the risk of raising children with "impaired mental development" who may not be able to break the poverty-malnutrition cycle. The filmstrip is "suitable for teaching a wide range of *health workers* and non-medical workers concerned with nutrition or community development." It is helpful if the audience already has had some orientation to growth monitoring. (Note: the filmstrip does not provide solutions, but it does stimulate action.) There is a bibliography at the end of the script.
CONTACT: TALC

Caring for Baby
COUNTPY: India
LANGUAGE: English, Hindi
DESCRiPTION: film strip, 54 frames color; booklet with caption for each frame and questions for discussion
REVIEW: This film strip covers several topics related to child health, including prenatal care, immunization, sanitation and water, and *growth monitoring* (see p.74). Half the filmstrip is on nutrition, including diet for pregnant and lactating women, the importance of breast feeding, the introduction of *weaning* foods (see p.66), basic diet for a one-year-old (5 or 6 meals including wheat, rice, dahl, vegetables, banana, milk, and sugar), home-prepared oral rehydration fluid, and home vegetable gardens. This is a lot of information for one lesson. The filmstrip is a good comprehensive overview of child-related concerns which can be followed by more in-depth discussions of particular topics.
CONTACT: World Neighbors

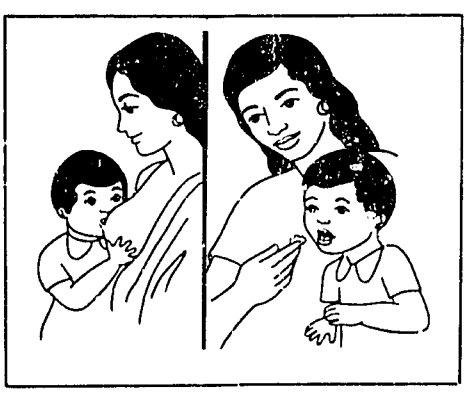
This Child Is Very Sick
COUNTRY: Bangladesh
LANGUAGE: English, Bengali
DESCRIPTION: flip chart, lightweight cardboard, 9 × 12", black and white photos, 8p.
REVIEW: This motivational and informative flip chart was designed to help health workers introduce mothers to principles of *young child* feeding (see p.37): the first picture (see p.83) shows a *malnourished* child—"This child is very sick." Following this is a picture of a healthy child—"You can help your child survive." The remaining messages cover mother's need for extra food during pregnancy and lactation, the promotion of 2 years of breast feeding, the introduction of foods at 4 to 6 months, treatment of diarrhea through maintenance of feeding and making and giving oral rehydration solution.
CONTACT: International Voluntary Services

Record of Child's Gradual Development
COUNTRY: Bangladesh
LANGUAGE: Bengali
DESCRIPTION: growth chart, cardboard, folds in fourths to 5 × 13", color
REVIEW: This child health record is a good example of how a document intended for family use can also serve as a reminder of important health and nutrition messages. On one side of the card there is a *growth chart* (60 months, weight/age, see p.75) and instructions on how to interpret the line of the child's growth (up healthy, horizontal indication of a problem, down illness and immediate response). On the reverse side there is space for recording vaccinations, clinic visits, family information, and instructions on the preparation and administration of oral rehydration solution during *diarrheal* episodes (see p.106). One of the panels contains messages on breast feeding and the introduction of *weaning foods* (see p.67).
CONTACT: Save the Children



Better Health and Nutrition in Nepal
COUNTRY: Nepal
LANGUAGE: English and Nepalese
DESCRIPTION: 9 posters, 19 × 30", black, white, and red; 3 flip charts, 8 × 9", heavy cardboard, spiral bound, 11 to 14 pictures; flip chart guide book
REVIEW: The posters illustrate several messages in young child nutrition and health: breast feeding, infant feeding, appearance of protein-energy malnutrition, nutritional rehabilitation, preparation of oral rehydration fluids, and food for lactating mothers. The developers say the posters are for use in training all program personnel, as well as for working with villagers. They caution not to simply post them on the wall, but to use them as teaching aids along with the flip charts. The flip charts focus on areas where detailed explanations are necessary—preparation and use of *oral rehydration* fluids (see p.106), young child feeding, and the preparation of *sarbottam pitho,* a *weaning* porridge (see p.59) made of soy, wheat, and maize. The flip charts have been pretested; the messages on the back include comments on pictures which need especially careful explanation, such as the proportions of weaning mix ingredients. The "Teaching Posters Guidebook" is a good, common-sense guide for using this type of material.
CONTACT: World Neighbors

World Neighbors Flash Cards
COUNTRY: Nepal/India
LANGUAGE: English, Hindi, and Nepalese
DESCRIPTION: flash cards, 9.25 × 7.25", line drawings
REVIEW: World Neighbors and the Shanta Bhowan Community Health program of Kathmandu, Nepal developed flash card sets which can be used by health workers teaching mothers. The focus of several card sets is on the importance of keeping hands clean when handling children's food. Another set provides an introduction to the health center's functions, including growth monitoring, immunizations, family planning,



and health workers using teaching aids. Other sets cover *young child feeding* (see p.32), *weaning* (see p.66), and *oral rehydration* (see p.106) at home.
CONTACT: World Neighbors or VHAI

Arm Tape Card
COUNTRY: Nepal
LANGUAGE: Nepalese and other (English instructions)
DESCRIPTION: sturdy cardboard folder with arm band and weaning food recipe card enclosed
REVIEW: This package has all of the components to reinforce in a strong and positive way the link between good food in the proper quantities and a healthy child. The arm band (see *growth monitoring*, p.74) is designed for easy use and is accompanied with a card for the mother which notes the results of the measurement. Clear instructions are provided for interpreting the results and good simple advice is listed for what to advise families with underweight children. A recipe card for a *weaning food* (see p 60) made from locally available pulses and grains is also provided. The major message of this material is: "If the child does not get enough to eat, he will not grow."
CONTACT: UNICEF-Nepal

LATIN AMERICA

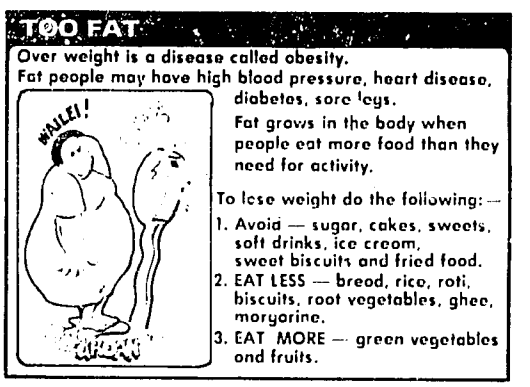
La Alimentación del Niño en el Primer Año

Nutrición Infantil y Pre-Escolar
("Carlos Campesino" series)
COUNTRY: Guatemala
LANGUAGE: Spanish
DESCRIPTION: 8 film strips, color photographs, 20 to 27 frames each, color, with companion booklets containing scripts and discussion questions for each frame
REVIEW: This collection of film strips covers a full range of nutrition concerns. Separate reviews have been written for the strips on *maternal nutrition* (see p.30), and infant and *young child feeding* (see p.32). There are also strips on water filters, food storage, preparing powdered milk, buying food in the marketplace, and child health. The booklets are concise, providing up to 5 discussion questions for each frame, to encourage group participation. The whole series concerns a single family of modest means who are nevertheless healthy and happy because they make effective use of local foods and other resources. Several frames are repeated in 2 or more strips—handwashing, breast feeding, the happy family eating together. Each strip can be used independently. Yet, when used as a series over a number of meetings some concepts are repeated, and there is some continuity from one lesson to the next. The foods illustrated are local produce, except for powdered milk, which is mentioned in most of the strips.
CONTACT: CRS-Guatemala

Manual Gráfico de Alimentación para Comadronas Adiestradas
(Illustrated Manual on Nutrition for Trained Midwives)
COUNTRY: Guatemala
LANGUAGE: Spanish
DESCRIPTION: booklet, 6.25 × 8.25", color, 24p.
REVIEW: This booklet was designed as a training aid for midwives but could be used as a support material for training other *health* and *community workers* or in education sessions with mothers. It covers a variety of basic nutrition and health messages, including the importance of a balanced diet (see p.16); sanitation; boiling water; safe storage of different types of food; diets for pregnant and lactating women; breast feeding; *weaning* (see p.68); and treatment of diarrhea.
CONTACT: Save the Children or INCS

SOUTH PACIFIC

Fiji Nutrition Posters
COUNTRY: Fiji
LANGUAGE: English
DESCRIPTION: 7 posters, 8.5 × 11"
REVIEW: These posters address common nutrition concerns: *weaning foods* (see p.68), anemia, prenatal nutrition, *breast feeding* (see p.56), and problems of special concern in Fiji—cow's milk hygiene, obesity, and *alcohol abuse* (see p.94). Each poster names a nutrition-related problem, gives reasons for concern, and recommends specific actions. The line illustrations are clearly drawn and often humorous. The messages might be too long or complicated for the poster to be effective in promoting behavior change. Foods recommended for consumption (or avoidance) are oriented to local diets but are not always accurate nutritionally—for example, milk is recommended for anemia.
CONTACT: FPSP



WORLDWIDE

Visual Learning System
LANGUAGE: English, French, and Arabic
DESCRIPTION: white magnetic board, 24 × 34"; colored magnetic pieces and instructor's manual
REVIEW: This teaching tool is meant to be flexible enough to use in training sessions for *health workers* or in group presentations with community members. It was developed for Arab countries but has been "validated" outside this region. The magnetic board can be used with all of the learning kits. The two kits reviewed here are on *breast feeding* (see p.57) and *rehydration therapy* (see p.107). The pieces are put on and taken off the board to allow different concepts to be illustrated while an explanation is being given. The principle is similar to a flannel graph, although the plasticized, colored magnetic pieces make this set more dramatic. This system allows a great deal of flexibility for the instructor.
CONTACT: Cassell Limited

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Kenya Freedom from Hunger Council for National Development
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- Save Your Child from Nutritional Blindness

India
- Anaemia Recognition
- Breastfeeding
- Care of Pregnant Women
- The Danger of Under Feeding: Protein Calorie Malnutrition
- Malnutrition in India

Indonesia
- Nonformal Participatory Nutrition Education Project
- Nutrition Education Improvement Program
- UPGK Family Nutrition Improvement Program
- Vitamin A Deficiency Prevention Campaign

Pakistan
- Breast Feeding

Philippines
- Malnutrition in an Urban Environment
- Priority Nutrition Messages—New Directions of the Philippine Nutrition Program
- What to Do if Your Child is Malnourished

CARIBBEAN

Jamaica
- Eat Right Campaign

LATIN AMERICA

Chile
- Campaña para la Promoción de la Lactancia Materna *(CONPAN Breastfeeding Promotion Campaign)*

Guatemala
- Manual Gráfico de Alimentación para Comadronas Adiestradas *(Illustrated Manual on Nutrition for Trained Midwives)*
- Materiales Maria Maya

Nicaragua
- Diarrhea Control Program
- Super-Limonada Campaign

Worldwide
- Breastfeeding: L'Allaitement Maternal; Lactancia Materna
- Breastfeeding
- Charting Growth
- The Management of Severe Kwashiorkor
- Saving a Child from Xerophthalmia: A Disease of Darkness
- Teaching About Diarrhea and Rehydration
- Visual Learning System
- Xerophthalmia
- Xerophthalmia Treatment and Prevention Schedule

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Kenya
- Macho Ya Kenya *(Rural Blindness Prevention Project)*

Zambia
- Good Food Makes You Grow Strong and Clever

ASIA

Indonesia
- Abdul and Sri
- UPGK Family Nutrition Imrovement Program
- Vitamin A Deficiency Campaign
- Yayasan Indonesia Sejahtera Children's Nutrition Games

Pakistan
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CARIBBEAN

Jamaica
- Eat Right Campaign
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Chile
- Good Food Wins the Game *(Comer Bien para Jugar Mejor)*

Honduras
- Mass Media And Health Practices Project
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SOUTH PACIFIC

Papua New Guinea
- Konedobu Nutrition Campaign
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