

Promoting Improved Infant and Young Child Feeding in Cambodia

Facilitator's Guide



Disclaimer

The designations employed and the presentation of material in this information product do not imply the expression of any opinion whatsoever on the part of the Food and Agriculture Organization of the United Nations (FAO) concerning the legal or development status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries. The mention of specific companies or products of manufacturers, whether or not these have been patented, does not imply that these have been endorsed or recommended by FAO in preference to others.

The views expressed in this information product are those of the author(s) and do not necessarily reflect the views of FAO.

All rights reserved. FAO encourages the reproduction and dissemination of material in this information product. Non-commercial uses will be authorized free of charge, upon request. Reproduction for resale or other commercial purposes, including educational purposes, may incur fees. Applications for permission to reproduce or disseminate FAO copyright materials, and all queries concerning rights and licenses, should be addressed by e-mail to copyright@fao.org or to the Chief, Publishing Policy and Support Branch, Office of Knowledge Exchange, Research and Extension, FAO, Viale delle Terme di Caracalla, 00153 Rome, Italy.

Promoting improved infant and young child feeding in Cambodia: Facilitator's guide

Acknowledgements

The nutrition messages in this facilitator's guide as well as the graphics stem from the IEC materials promoted under the "Communication for Behavioural Impact (COMBI) Campaign to Promote Complementary Feeding in Cambodia 2011-2013", which was developed by the National Centre for Health Promotion (NCHP) and the National Maternal and Child Health Centre (NMCHC) of Cambodia, in close collaboration with development partners.

This guide was produced by FAO in collaboration with the Ministry of Health, Ministry of Women's Affairs and Non-Governmental Organizations, namely Malteser International and Farmer Livelihood Development. In addition, national master trainers from the National Nutrition Program were actively involved in the nutrition training activities and revision of the guide.

Our profound thanks go to Dr Prak Sophonneary, Deputy Director of the NMCHC for her support and advice throughout the development of the guide. Our gratitude also goes to the staff of the Phaav Health Center in Otdar Meanchey province and Kulen Health Center in Preah Vihear province who supported field testing.

The facilitator's guide should be used concurrently with the BFCI flipchart (COMBI campaign) to facilitate group counseling of mothers and caregivers in the community setting. The guide includes instructions and activities to run each of the seven IYCF sessions. The BFCI flipchart is used to show mothers and caregivers the key messages which are illustrated with pictures.

Use of the facilitator's guide should strengthen the efforts of the government of Cambodia to improve the nutritional status of Cambodian children by increasing the rate of appropriate complementary feeding practices of infants and young children aged 6-24 months.

Recipes using diverse, locally available food were developed in a participatory, formative research phase conducted under the FAO predecessor project ("FAO- EU Food Facility project" 2009-2011). The recipes have since been further refined, are being promoted under the FAO project through community cooking demonstrations, and are provided in the annex of the facilitator's guide.

This guide was produced under Project OSRO/CMB/101/EC- "Improving Food Security and Market Linkages for Smallholders (MALIS) in Otdar Meanchey and Preah Vihear provinces" and would not have been possible without the financial contribution from the European Union.

Contributors : Dr Prak Sophonneary, Dr Chea Mary, Dr Phim Loan, Ly Koung Ry, Thoang Sokha
Ellen Muehlhoff, Gina Kennedy, Theresa Jeremias, Ellen Poolman, Yvette Fautsch, Elizabeth Westaway

Design and Layout : Graphic Roots Design

Photos : BFCI flipchart (2012)

Promoting improved infant and young child feeding in Cambodia: Facilitator's guide

About this guide

The facilitator's guide was developed for Community Nutrition Promoters (CNP) to facilitate educational group sessions on improved infant and young child feeding among mothers and caregivers at the community level in Otdar Meanchey and Preah Vihear Provinces in Cambodia. The content presented in this guide was developed based on the Baby-Friendly Community Initiative Flipchart and Training Manual of the National Nutrition Program (Ministry of Health of the Kingdom of Cambodia).

The recipes were developed, field-tested and refined in nine provinces (Kampong Speu, Takeo, Prey Veng, Svay Rieng, Kampong Thom, Preah Vihear, Banteay Meanchey, Siem Reap, and Otdar Meanchey) by teams of officers from the Ministry of Women's Affairs, Ministry of Agriculture, Forestry and Fisheries, Ministry of Health and the Food and Agriculture Organization of the United Nations (FAO) under the Project GCP/CMB/033/EC : "Improve the Food Security of Farming Families Affected by Volatile Food Prices" funded by the European Union.

TABLE OF CONTENT

SESSION 1:.....	4	SESSION 5:.....	33
Lesson 1: Introduction and important of infant and young child feeding.....	5	Cooking demonstration 3:	
Lesson 2: Continuing breastfeeding.....	6	1. Rice with pork liver and ivy gourd leaves porridge.....	33
Lesson 3: Food for a mother who breastfeeds.....	8	2. Rice with chicken and morning glory porridge.....	33
Lesson 4: Food diversity: three food groups.....	9	SESSION 6:.....	35
SESSION 2:.....	13	Lesson 12: Feeding a sick child.....	36
Lesson 5: Hygienic preparation of foods.....	14	Lesson 13: Complementary foods from family foods.....	38
Lesson 6: Washing hands with clean water and soap.....	16	Cooking demonstration 4:	
Lesson 7: Preparing complementary foods for infants - Part1..	18	Steam rice with fish and mixed vegetables soup.....	40
Lesson 8: Preparing complementary foods for infants - Part2..	20	SESSION 7:.....	41
SESSION 3:.....	23	Lesson 14: Review of key messages.....	42
Lesson 9: Snacks.....	24	Lesson 15: Graduation.....	44
Lesson 10: Age-appropriate complementary foods.....	26	ANNEX 1:.....	45
Lesson 11: Active complementary feeding.....	28	Cooking demonstration recipes and recommendation on complementary feeding.....	45
Cooking demonstration 1:		ANNEX 2:.....	50
Rice with fish and moringa leaves porridge.....	30	Monitoring form.....	50
SESSION 4:.....	31		
Cooking demonstration 2:			
1. Sweet potato with peanuts and amaranth porridge.....	32		
2. Taro with eggs and spinach porridge.....	32		

SESSION 1

Materials needed:

BEFORE YOU START THIS SESSION:

- ❖ PREPARE THE SESSION BY READING ALL OF THE CARDS TO BE USED IN THIS SESSION
- ❖ TV AND TRAINING VIDEO ON IMPROVED COMPLEMENTARY FEEDING OF NNP
- ❖ BFCI FLIPCHART
- ❖ FLIPCHARTS
- ❖ MARKERS
- ❖ MASKING TAPE



Source: National Nutrition Programme (NNP)

Lesson 1. Introduction and important of infant and young child feeding

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE WHAT FOOD CAN BE USED TO MAKE ENRICHED PORRIDGE AND WHY GOOD COMPLEMENTARY FEEDING AND CONTINUED BREASTFEEDING ARE VERY IMPORTANT FOR A CHILD'S GROWTH, HEALTH AND DEVELOPMENT.

1

INTRODUCE YOURSELF AND THE TOPIC OF THE SESSIONS (5 minutes)

Good morning, my name is I am a community nutrition promoter of *(name of the village)* and I am here to discuss together with you how to feed infants and young children aged 6 to 24 months. I will be present with you every 1-2 week for the next 7-14 weeks or beyond and we are going to discuss several topics related to feeding young children. I am here to help you learn and answer any question you have, so do not hesitate to ask me anything which is not clear. Before we start, do you have any question?

(NOTE: Each community nutrition promoter/volunteer (CNP) should introduce him or herself at the beginning of the session.)

2

SHOW TRAINING VIDEO ON IYCF (20 minutes)

Introduce the video that will be played for them:

To start, we are going to see a video together on complementary feeding of young children. I will ask you to listen very attentively. Please ask any question you have at the end of the video.

(Link to the video: <http://www.youtube.com/watch?v=1INKwENz2bc>)

3

ASK AND DISCUSS (5 minutes)

Ask participants about the video and actively discuss with them by asking questions:

- 1) What did this video tell you about?
- 2) What are the ingredients that can be used to make enriched thick porridge?
- 3) How is the consistency of the porridge you feed and the porridge you saw in the video?
- 4) How do you feed your children at home?

4

EXPLAIN (5 minutes)

Describe the video:

- ❖ We have just seen a video on complementary feeding, that is, on how to feed babies after they are 6 months.

Explain the plan for the following sessions:

We are going to review what you just saw in the video in the next weeks. We will be able to discuss that and practice how to prepare good food for your children.

(Total of 45 minutes)

Lesson 2. Continuing breastfeeding

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: UNDERSTAND CONTINUED BREASTFEEDING TILL 2 YEARS OF AGE OR OLDER ARE VERY IMPOTANT FOR A CHILD'S GROWTH, HEALTH AND DEVELOPMENT.

1

SHOW

(5 minutes)

Show the picture to the participants.

Picture poster 1

2

ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) How long should a mother breastfeed her baby?
- 3) At what age should a child start to eat complementary foods in addition to breast milk?
- 4) Why is it important for the children of this age to continue to have both, breast milk and food?

3

EXPLAIN

(5 minutes)

Describe and explain the pictures:

- ❖ These are pictures of mothers breastfeeding their child.
- ❖ As we have learnt in the video and last week, children at 6 months need other foods because breast milk alone cannot provide enough nutrients for the rapid growth and development of the child.
- ❖ However, it is also important that mothers continue to breastfeed their child on-demand because the nutrients in breast milk help babies to stay healthy and to fight diseases.

4

SUM-UP

(5 minutes)

- ❖ Breastfeed your child on demand in addition to giving complementary foods.
- ❖ Breastfeed your child until he/she is 2 years of age or older.
- ❖ Introduce complementary foods at 6 months, while continuing to breastfeed.

(Total of 30 minutes)

Lesson 2. Continuing breastfeeding



Source: National Nutrition Programme (NNP)

Continuing breastfeed your child until he/she is 2 years of age or older

Lesson 3. Food for mothers who breastfeed

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: UNDERSTAND HOW MUCH AND WHAT KINDS OF FOODS A MOTHER SHOULD EAT WHEN SHE IS LACTATING, AND BE AWARE OF OTHER HEALTH MEASURES THAT ARE RECOMMENDED FOR LACTATING MOTHERS.

1

SHOW

(5 minutes)

Show the picture to the participants.

BFCI flipchart page 4



2

ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) What do you think this lesson is about?
- 3) What do others think?

Write the answers on a big paper: **Brainstorming**

3

EXPLAIN

(10 minutes)

Describe and explain the pictures:

- ❖ The picture on the right shows a mother and her baby. She has a baby that she breastfeeds.
 - ◆ In the same picture, we can see different types of foods: mothers also need to eat a variety of foods every day
 - ◆ **Energy foods:** such as rice or noodles
 - ◆ **Body-building food:** animal products such as fish, chicken, meat, eggs, liver, beans or tofu
 - ◆ **Protective foods:** fruits and vegetables, especially green leafy vegetables, orange vegetables (e.g pumpkin, carrot), and yellow orange fruits such as papaya and mango
- ❖ The mother should eat 4 meals per day and snacks between meals to be healthy and produce enough breastmilk for her child.
- ❖ On the other images, we see a health professional and a mother who went to the health center or hospital for a check-up.
- ❖ In the last picture, there is a baby who sleeps under an insecticide treated bed net. This is to prevent malaria.

4

SUM-UP

(10 minutes)

- ❖ A lactating mother should be eating four meals per day to be healthy and produce sufficient breast milk for her baby.
- ❖ A mother should regularly go to the health center for check-ups.
- ❖ In the health center, mothers will get vitamin A capsules and iron/folate tablets. The health center staff will explain when and how to take those tablets.
- ❖ If you live in a zone with malaria, make sure you and your baby sleep under an insecticide-treated bed net to prevent malaria.

(Total of 40 minutes)

Lesson 3. Food for mothers who breastfeed



Nutrition and health care during lactating

Source: National Nutrition Programme (NNP)

Lesson 4. FOOD DIVERSITY: THREE FOOD GROUPS

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE THE ROLE OF EACH OF THE THREE FOOD GROUPS IN MAINTAINING HEALTH AND GOOD GROWTH FOR CHILDREN.

1 SHOW

(10 minutes)

Show the picture to the participants.

BFCI flipchart page 10



2 ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) What is in the three circles? Can you name any of these foods? Do you usually use these foods at home?
- 3) What are the images under these three circles? What do they represent?

Write the answers on a big paper

3

EXPLAIN

(15 minutes)

Describe and explain each picture:

- ❖ We can see a family eating a variety of foods.
- ❖ Under this picture, there are three circles containing different foods, these represent the three food groups.
 - ♦ **Energy foods:** Energy foods like rice, noodles, bread, potatoes, oil etc. normally come from plants, but can also come from animals, for example oil and butter. The children in the image are running, they got their energy from energy foods.
 - ♦ **Body-building foods:** To grow and be strong, it is important to eat body-building foods like meat, fish, eggs, liver, beans, soya and tofu. In this image, one girl is taller than the other, the image represents growth and strength.
 - ♦ **Protective foods:** Protective foods are peeled, cooked and mashed vegetables and fruits that are bright colors like green, orange, red, or yellow. The colors come from the different kinds of vitamins that are contained inside of these fruits and vegetables. In this picture we see two healthy kids and a doctor. These kids are healthy because they ate protective foods and are protected from disease.
- ❖ It is not enough that a child's stomach is full. It is also important that the child is fed a variety of foods from these three different food groups. This is because each type of food helps our bodies in different ways ensuring that we have enough energy and strength, and protection from disease, and that our bodies and our brain develop well.

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ From the age of 6 months, feed your child enriched borbor made with meat or fish or egg or beans and vegetables every day.
- ❖ Give your child fruit such as banana or mango or other soft fruits as a snack between meals.
- ❖ Continue to breastfeed your child until he/she is two years of age or older. fruits as a snack between meals.

Lesson 4. FOOD DIVERSITY: THREE FOOD GROUPS



Three food groups: why your child needs to eat diversify foods?

Source: National Nutrition Programme (NNP)



END OF SESSION 1

- Do you have any questions?

Thank mothers/caregivers for their participation and remind them of the date and time of the following session.

SESSION 2

Materials needed:

BEFORE YOU START THIS SESSION:

- ❖ PREPARE THE SESSION BY READING ALL OF THE CARDS TO BE USED IN THIS SESSION
- ❖ BFCI FLIPCHART
- ❖ FLIPCHARTS
- ❖ MARKERS
- ❖ MASKING TAPE
- ❖ WATER TIN
- ❖ SINKS
- ❖ TOWEL
- ❖ SOAP

Source: UNICEF



Source: National Nutrition Programme (NNP)

Lesson 5. Hygienic preparation of foods

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE THE IMPORTANCE OF FOOD HYGIENE AND HOW TO KEEP FOOD SAFE.

1 SHOW

(5 minutes)

Show the picture to the participants.

BFCI flipchart page 18



2

ASK AND DISCUSS

(20 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

1) What do these pictures tell you about?

Write the answers on a big paper

2) Are you able to do any of these things at home?

3) Which of these things are easy or difficult to do?

What makes it easy?

What makes it difficult?

3

EXPLAIN

(10 minutes)

Describe and explain each picture:

- ❖ Contaminated food and water can cause various diseases in children, such as diarrhea, cholera, and hepatitis.
- ❖ Mothers and caregivers of young children should practice good hygiene and sanitation when preparing food for their children to prevent sickness.
- ❖ These are pictures of good hygiene practices to ensure that the food families eat is clean and safe.

1. Washing hands; wash your hands with clean water and soap before preparing food and before feeding baby.
2. Store dishes and utensils in a place where bugs and animals cannot reach them, such as the utensil cabinet.
3. Covering foods; cover the food with a safety net or in a cabinet, to protect it from flies, dust and other germs.
4. Always drink boiled water.
5. Wash vegetables and fruits with clean water before cooking or eating.

4

SUM-UP

(10 minutes)

Provide the key message of the session

- ❖ Wash foods with clean water before cooking.
- ❖ Wash hands before cooking and before feeding baby.
- ❖ Wash dishes and cutting board.
- ❖ Cover food and store utensils in clean place.
- ❖ Always drink boiled water.

(Total of 45 minutes)

Lesson 5. Hygienic preparation of foods



Food hygiene

Source: National Nutrition Programme (NNP)

Lesson 6. Washing hands with clean water and soap

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE AND DEMONSTRATE THE CORRECT WAY TO WASH HANDS.

1 SHOW

(5 minutes)

Show the picture to the participants.

Picture poster 2



2

ASK AND DISCUSS

(10 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What does this picture tell you about?
- 2) Why is it so important to wash our hands?
- 3) When do you think we should wash our hands?

Write the answers on a big paper

3

EXPLAIN

(25 minutes)

Washing hands in those key moments will prevent dangerous germs to reach food or water which can make your child and other family members sick

Describe the images:

This picture shows the of good way of washing hands, with clean water and soap.

Demonstrate the correct way to wash hands. Let participants practice washing hands in this way. Ask 2 or 3 participants to practice demonstrating hand-washing to the other participants:

1. Wet hands with clean water.
2. Rub the soap between hands until there are thick, white bubbles.
3. Rub all parts of the hands for a total of 20 seconds (count from 1 to 20 or sing a song that is 20 seconds long):
 - a. the palms,
 - b. the tops of the hands,
 - c. between all of the fingers, and
 - d. scrape under the fingernails with nail of the opposite hand
 - e. rub the nails into the palm of the opposite hand
4. After 20 seconds, rinse hands with clean water until all the soap is gone.
5. Dry hands on a clean towel or let them air dry. Do not dry hands on a dirty towel.

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ Wash your hands with clean water and soap before cooking.
- ❖ Wash your hands and baby's hands with clean water and soap before eating.
- ❖ Wash your hands with clean water and soap after using the toilet or cleaning baby's bottom.

(Total of 45 minutes)

Lesson 6. Washing hands with clean water and soap



Source: UNICEF

Lesson 7. Preparing complementary foods: Part 1

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE WHAT FOODS CAN BE USED TO MAKE ENRICH PORRIDGE.

1

SHOW

(5 minutes)

Show the picture to the participants.

BFCI flipchart page 12



2

ASK AND DISCUSS

(20 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures?
- 2) Which foods can you recognize?
- 3) Please describe how the foods are prepared.
- 4) Do you prepare these foods the same way or do you do it differently?

3

EXPLAIN

(10 minutes)

Describe and explain each picture:

- ❖ These pictures show caregivers how to cook and mash the complementary foods for their children such as: mashed banana, rice porridge, mashed egg, mashed sweet potato, and mashed pumpkin. The mashed food is soft, not dry.
- ❖ On the left-hand side, there is a mother breastfeeding, meaning that breast milk should be given in addition to complementary foods.
- ❖ Babies in these pictures (in the center) are healthy because their mother is feeding them good complementary foods (picture on the right).

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ Feed your child animal source foods such as fish or meat or egg or bean every day.
- ❖ Feed your child vegetables every day.
- ❖ Feed your child with a separate bowl and spoon.

(Total of 40 minutes)

Lesson 7. Preparing complementary foods: Part 1



How to prepare complementary food for infants (part 1)

Source: National Nutrition Programme (NNP)



Lesson 8. Preparing complementary foods: Part 2

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DEMONSTRATE HOW TO COOK ENRICHED PORRIDGE FOR YOUNG CHILDREN.

1 SHOW

(5 minutes)

Show the picture to the participants.

BFCI flipchart page 13



2 ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) Which foods do you recognize?
- 3) Do you give these types of foods to your baby?

3

EXPLAIN

(5 minutes)

Describe and explain each picture:

- ❖ These pictures show the mothers and caregivers how to cook and mash the complementary food for their infants such as:
 - ◆ **Fish:** should be well cooked and mashed finely. Make sure that all the fish bones are removed from the fish.
 - ◆ **Vegetables:** Should be finely chopped/mashed and well cooked
 - ◆ **Meat:** Should be finely chopped/mashed and well cooked
- ❖ On the left-hand side, there is a mother breastfeeding, meaning that breastmilk should be given in addition to complementary foods.
- ❖ Babies in these pictures (in the center) are healthy because their mother is feeding them good complementary foods (picture on the right).

Good complementary food should have at least one or more of each food groups:

Starchy food + Protein rich food + Vegetable + a little oil/fat

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ Feed your child animal source foods such as fish or meat or egg or bean every day.
- ❖ Feed your child vegetables every day.

(Total of 30 minutes)

Lesson 8. Preparing complementary foods: Part 2



How to prepare complementary food for infants (part 2)



Source: National Nutrition Programme (NNP)

END OF SESSION 2

- Do you have any questions?

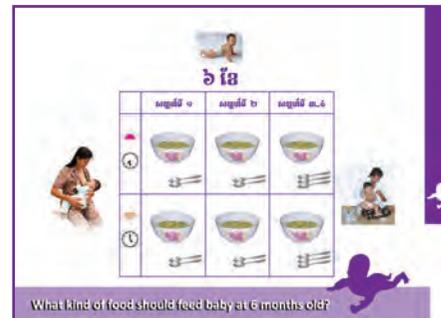
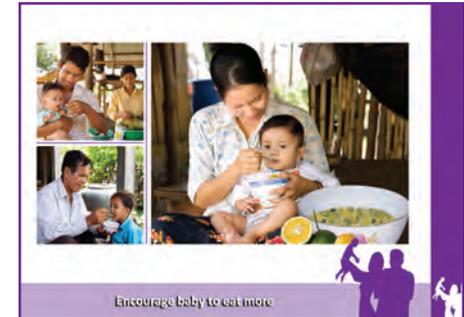
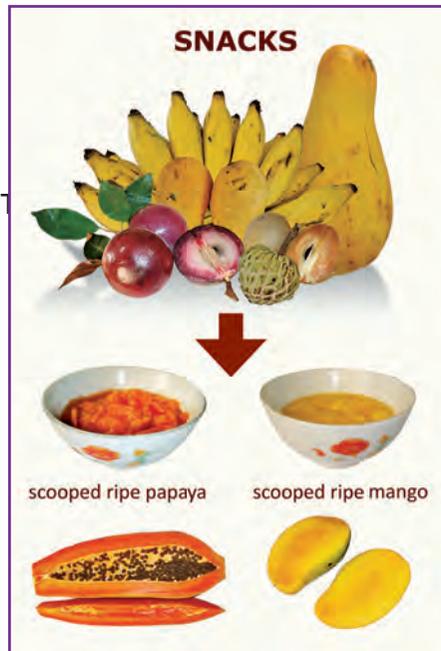
Thank mothers/caregivers for their participation and remind them of the date and time of the following session.

SESSION 3

Materials needed:

BEFORE YOU START THIS SESSION:

- ❖ PREPARE THE SESSION BY READING ALL OF THE CARDS TO BE USED IN THIS SESSION
- ❖ BFCI FLIPCHART
- ❖ FLIPCHARTS
- ❖ MARKERS
- ❖ MASKING TAPE
- ❖ COOKING DEMONSTRATION EQUIPMENT (BOWL, POT, KNIFE, CUTTING BOARD, TEASPOON, TABLESPOON)
- ❖ INGREDIENTS



Source: National Nutrition Programme (NNP)

Lesson 9. Snacks (fruits)

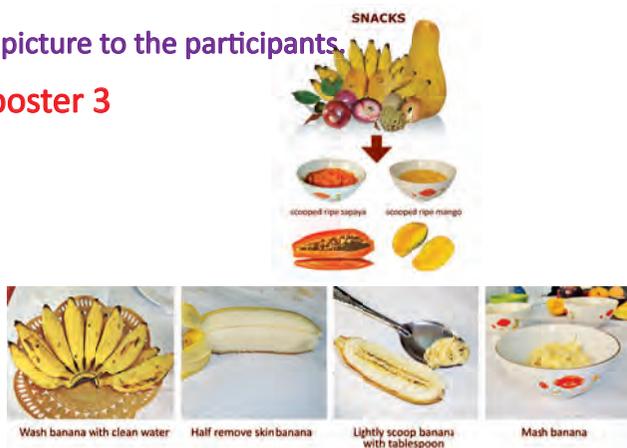
OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE THE SELECTION AND PREPARATION APPROPRIATE SNACKS FOR THEIR CHILDREN.

1 SHOW

(5 minutes)

Show the picture to the participants

Picture poster 3



2

ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) Do you have these foods available to give to your child?
- 3) What other foods make good snacks for children?
- 4) Which foods are not healthy and do not make good snacks for children?

3

EXPLAIN

(10 minutes)

Describe and explain each picture:

- ❖ Bananas and papayas can be given to children as snacks between meals. Other foods such as mango, sweet potato, taro or soya milk can also be given to children as snacks. Fruits are part of protective foods.
- ❖ It is better to not give children snacks such as candy, chips or fizzy drinks as these fill the stomach but are not healthy.
- ❖ The pictures show the preparation of fruits for young children who still need very soft, mashed food:

Show the preparation of banana

1. Wash banana with clean water
2. Half remove skin banana
3. Lightly scoop banana with table spoon
4. Mash banana

Explain that after nine months of age, children can be given small pieces of soft fruit such as ripe banana, papaya and mango to eat by themselves.

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ Feed your baby ripe fruits for snacks such as banana, papaya and mango.

(Total of 35 minutes)

Lesson 9. Snacks (fruits)

SNACKS



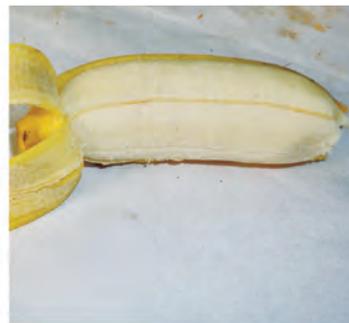
scooped ripe papaya



scooped ripe mango



Wash banana with clean water



Half remove skin banana



Lightly scoop banana with tablespoon



Mash banana

Lesson 10. Age-appropriate complementary foods

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE THE RECOMMENDED FREQUENCY, AMOUNTS, AND CONSISTENCY OF COMPLEMENTARY FOODS FOR THE VARIOUS AGE GROUPS OF YOUNG CHILDREN STARTING FROM 6 MONTHS OF AGE.

1 SHOW

(10 minutes)

Show the picture to the participants.

BFCI Flipchart page 14,15,16,17



2 ASK AND DISCUSS

(30 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) Look at the box on the right, what does this mean?
- 3) How much food is recommended for a baby of 6 months? For a baby of 7 to 8 months? 9-11 months? 12-24 months?
- 4) How often should a baby of 6 months, 7 to 8 months, 9-12 months and 12 to 24 months be fed?
- 5) What are the types of food that can be given at 6 months, at 7-8 months, at 9-11 months and at 12-24 months?
- 6) When should the baby start to get fresh fruit as a snack in between meals?

3

EXPLAIN

(15 minutes)

- ❖ These pictures summarize the preparation of complementary foods for children using different types of foods
- ❖ Once the borbor is obtained from these different types of foods and is thick, you also need to know which quantities you need to feed your baby. The pictures show us the quantities to give:
 - ♦ **When the baby is 6 months old, you should:**
 - Feed him/her 2 times per day, one in the morning and the other in the evening.
 - Give 2 to 3 spoons of borbor
 - ♦ **When the baby is 9-11 months old, you should:**
 - Feed 3 times per day: in the morning, at mid-day, and in the evening.
 - Gradually increase the amount from half- a bowl per meal to one nearly full-bowl
 - Give one snack per day in the afternoon. Snacks can be foods that baby can pick-up him/herself, such mango, papaya, banana, sweet potato or taro.
 - ♦ **When the baby is 12-24 months old, you should:**
 - Feed 3 times per day: in the morning, at mid-day, and in the evening.
 - Give one full-bowl per meal
 - Give two snacks per day, one in the mid-morning, one in the afternoon. Snacks can be foods that baby can pick-up him/herself, such banana, papaya, mango, sweet potato or taro.

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ Gradually increase the quantity and frequency of complementary foods as your child grows older!
- ❖ Feed your baby ripe fruits for snacks such as banana, papaya and mango.

(Total of 60 minutes)

Lesson 10. Age-appropriate complementary foods

៦ ខែ

	សប្តាហ៍ទី ១	សប្តាហ៍ទី ២	សប្តាហ៍ទី ៣-៤
 			
 			

What kind of food should feed baby at 6 months old?

៧-៨ ខែ

What kind of food should feed baby at 7-8 months old?

៩-១១ ខែ

What kind of food should feed baby at 9-11 months old?

១២-២៤ ខែ

What kind of food should feed baby at 12-24 months old?

Source: National Nutrition Programme (NNP)

Lesson 11. Active complementary feeding

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE CREATIVE WAYS TO PROVIDE FOOD TO CHILDREN AT DIFFERENT AGES.

1 SHOW

(5 minutes)

Show the picture to the participants.

BFCI Flipchart page 12



Encourage baby to eat more

2

ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) Which family members can help encourage children to eat?
- 3) What are ways that parents, grand-parents, older siblings can encourage young children to eat?

Write the answers on a big paper

3

EXPLAIN

(10 minutes)

Describe and explain each picture:

- ❖ These pictures show the mothers and caregivers feeding their children in an active way, that is, they are encouraging and praising the child to eat.
- ❖ If your child is a baby, hold him/her on your lap, make eye contact and try to feed several times even if the baby spits out.
- ❖ If a child is left alone by him or herself, he or she may not eat enough. Parents, grand-parents, siblings and any other family member need to take care that the child eats enough nutritious foods.
- ❖ Young children often eat slowly; it is very important to give the child plenty of time during each meal.
- ❖ Young children like colors. Presenting food on colorful plates, or spoon can help them eat.

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ Make mealtimes a relaxed and happy time for the child, for example clap your hands, make funny faces, demonstrate opening your own mouth very wide, say encouraging words.
- ❖ Feed slowly and patiently, and encourage children to eat, but do not force them.
- ❖ Have fun and encourage your child to eat.

(Total of 35 minutes)

Lesson 11. Active complementary feeding



Encourage baby to eat more

Source: National Nutrition Programme (NNP)

Cooking Demonstration 1. Preparation of rice with fish and vegetable

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: GAIN PRACTICAL SKILLS AND SELF CONFIDENT IN PREPARING ENRICHED PORRIDGE.

1

COOKING DEMONSTRATION AND PRACTICE (60 minutes)

ARecipe 1: Rice with fish and moringa leaves porridge

(see Annex 1: recipe no. 1)

Note on preparing in advance of the session:

- Prepare the bulk amount of porridge
- Write the recipes on a big paper

STEPS TO FOLLOW:

1) Explain objective:

- 2) Show BFCI flipchart page 11 and 13
- 3) Actively discuss with the caregivers by asking questions:

- Would you be able to make this enriched porridge at home?
- If you were missing one of the ingredients could you use a similar food that you have at home or could buy?

4) Describe and explain:

- It is important to cook enriched porridge for children. You can add fish or egg or meat or tofu or beans and vegetables (morning glory, amaranth, pumpkin or any similar foods you have in your home).
- The porridge should be thick, and should stay on a spoon, it should not fall from the spoon when the spoon is held sideways. This is a sign that it is nutritious.
- The thick porridge helps your child to grow and gives him/her strength and intelligence. Prepare a separate bowl for the child.



- 5) Read and explain the recipes to the caregivers before starting
- 6) Demonstrate preparation of enriched porridge:
 - Show how to wash equipments
 - Show how to wash hands
 - Show how to wash rice, fish, vegetables and how to chop, boil and mash etc.
 - Show how to mix ingredient and amount of raw ingredients to get half, nearly full and full bowl.
- 7) Let caregivers taste and rate the recipes in terms of taste, consistency, smell, color and quantity
- 8) Practice active feeding
- 9) Ask the caregivers if they have any questions.

2

SUM-UP

(10 minutes)

Provide the key message of the session:

- ❖ Fish, meat, eggs or tofu are foods that can be added to enrich the porridge that you give to your child.
- ❖ Each meal for your baby should be well cooked. All ingredients should be finely chopped or mashed, and soft.
- ❖ Porridge should be thick.

(Total of 70 minutes)

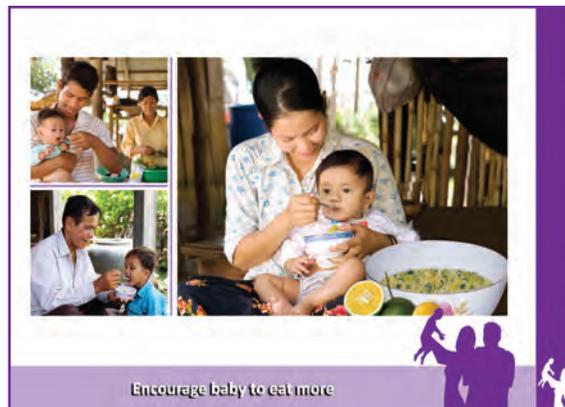
SESSION 4

Source: National Nutrition Programme (NNP)

Materials needed:

BEFORE YOU START THIS SESSION:

- ❖ PREPARE THE SESSION BY READING ALL OF THE CARDS TO BE USED IN THIS SESSION
- ❖ BFCI FLIPCHART AND PICTURE POSTERS ON PREPARATION OF PEANUT AND EGG
- ❖ FLIPCHARTS
- ❖ MARKERS
- ❖ MASKING TAPE
- ❖ COOKING DEMONSTRATION EQUIPMENT (BOWL, POT, KNIFE, CUTTING BOARD, TEASPOON, TABLESPOON)
- ❖ INGREDIENTS



Cooking Demonstration 2. Preparation of sweet potato/taro with peanuts and egg

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: GAIN PRACTICAL SKILLS AND SELF CONFIDENT IN PREPARING ENRICHED PORRIDGE.

1

COOKING DEMONSTRATION AND PRACTICE (120 minutes)

Recipe 2: Sweet potato with peanut and amaranth porridge

(see Annex 1: recipe no. 2)

Recipe 3: Taro with egg and spinach porridge

(see Annex 1: recipe no. 3)

Note on preparing in advance of the session:

- Prepare the bulk amount of porridge
- Write the recipes on a big paper

STEPS TO FOLLOW:

- 1) Welcome
- 2) Explain objective:
- 3) Ask for participating time (morning)
- 4) Show BFCI flipchart page 10,11 and 26 and ask questions:
 - Would you be able to make this enriched porridge at home?
 - If you were missing one of the ingredients could you use a similar food that you have at home or could buy?

Describe and explain:

- It is important to cook enriched porridge for children. You can add fish or egg or meat or tofu or beans and vegetables (morning glory, amaranth, pumpkin or any similar foods you have in your home).

- The porridge should be thick, and should stay on a spoon, it should not fall from the spoon when the spoon is held sideways. This is a sign that it is nutritious. The thick porridge helps your



child to grow and gives him/her strength and intelligence. Prepare a separate bowl for the child.

- 5) Select 3 groups of caregivers (maximum of 3 persons per group) and select group leader
- 6) Demonstrate preparation of enriched porridge:
 - Read and explain the recipes to the caregivers before starting
 - Show how to wash equipments
 - Show how to wash hands and encourage the caregivers to wash their hands too
 - Ask caregivers to show how to wash sweet potato, taro, vegetables and how to pound peanut, scramble egg, chop, and mash etc.
 - Ask caregivers to show how to mix ingredient and amount of raw ingredients to get half, nearly full and full bowl.
- 7) Evaluation:
Let caregivers taste and rate the recipes in terms of taste, consistency, smell, color and quantity
- 8) Let caregivers practice age appropriate quantity of enriched porridge (by age group)
- 9) Practice active feeding
- 10) Cleaning and washing
- 11) Ask the caregivers if they have any questions.

2

SUM-UP

(10 minutes)

Provide the key message of the session:

- ❖ Peanuts or eggs are foods that can be added to make enriched porridge.
- ❖ Remember that feeding times are period of learning and love – talk to children during feeding, with eye-to-eye contact.

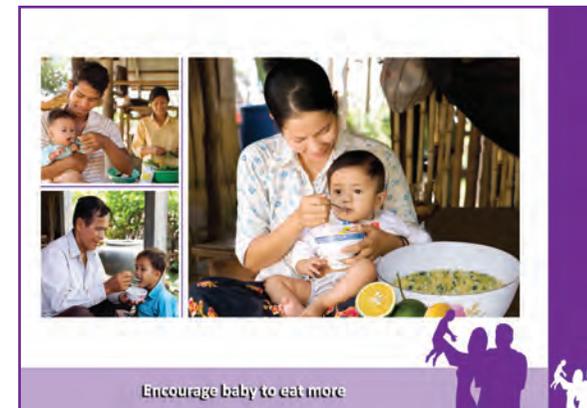
(Total of 130 minutes)

SESSION 5

Materials needed:

BEFORE YOU START THIS SESSION:

- ❖ PREPARE THE SESSION BY READING ALL OF THE CARDS TO BE USED IN THIS SESSION
- ❖ BFCI FLIPCHART
- ❖ FLIPCHARTS
- ❖ MARKERS
- ❖ MASKING TAPE
- ❖ COOKING DEMONSTRATION EQUIPMENT (BOWL, POT, KNIFE, CUTTING BOARD, TEASPOON, TABLESPOON)
- ❖ INGREDIENTS



Source: National Nutrition Programme (NNP)

Cooking Demonstration 3. Preparation of rice with pork liver and chicken

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: GAIN PRACTICAL SKILLS AND SELF CONFIDENT IN PREPARING ENRICHED PORRIDGE.

1

COOKING DEMONSTRATION AND PRACTICE (120 minutes)

Recipe 4: Sweet potato with peanut and amaranth porridge

(see Annex 1: recipe no. 4)

Recipe 5: Taro with egg and spinach porridge

(see Annex 1: recipe no. 5)

Note on preparing in advance of the session:

- Prepare the bulk amount of porridge
- Write the recipes on a big paper

STEPS TO FOLLOW:

- 1) Welcome
- 2) Explain objective:
- 3) Ask for participating time (morning)
- 4) Show BFCI flipchart page 10,11 and 26 and ask questions:
 - Would you be able to make this enriched porridge at home?
 - If you were missing one of the ingredients could you use a similar food that you have at home or could buy?

Describe and explain:

- It is important to cook enriched porridge for children. You can add fish or egg or meat or tofu or beans and vegetables (morning glory, amaranth, pumpkin or any similar foods you have in your home).

- The porridge should be thick, and should stay on a spoon, it should not fall from the spoon when the spoon is held sideways. This is a sign that it is nutritious. The thick porridge helps your



child to grow and gives him/her strength and intelligence. Prepare a separate bowl for the child.

- 5) **Select 3 groups of caregivers (maximum of 3 persons per group) and select group leader**
- 6) **Demonstrate preparation of enriched porridge:**
 - Read and explain the recipes to the caregivers before starting
 - Show how to wash equipments
 - Show how to wash hands and encourage the caregivers to wash their hands too
 - Ask caregivers to show how to wash sweet potato, taro, vegetables and how to pound peanut, scramble egg, chop, and mash etc.
 - Ask caregivers to show how to mix ingredient and amount of raw ingredients to get half, nearly full and full bowl.
- 7) **Evaluation:**

Let caregivers taste and rate the recipes in terms of taste, consistency, smell, color and quantity
- 8) **Let caregivers practice age appropriate quantity of enriched porridge (by age group)**
- 9) **Practice active feeding**
- 10) **Cleaning and washing**
- 11) **Ask the caregivers if they have any questions.**

2

SUM-UP

(10 minutes)

Provide the key message of the session:

- ❖ Foods from animals like chicken, meat, fish and egg help children gain weight, grow strong and lively.
- ❖ Foods from animals are also important to ensure your child will be intelligent and do well at school.

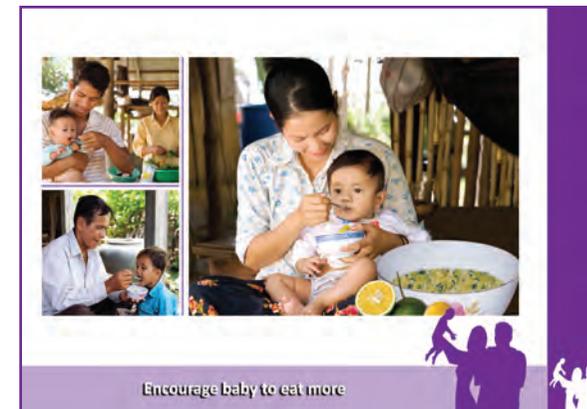
(Total of 130 minutes)

SESSION 6

Materials needed:

BEFORE YOU START THIS SESSION:

- ❖ PREPARE THE SESSION BY READING ALL OF THE CARDS TO BE USED IN THIS SESSION
- ❖ BFCI FLIPCHART
- ❖ FLIPCHARTS
- ❖ MARKERS
- ❖ MASKING TAPE
- ❖ COOKING DEMONSTRATION EQUIPMENT (BOWL, POT, KNIFE, CUTTING BOARD, TEASPOON, TABLESPOON)
- ❖ INGREDIENTS



Source: National Nutrition Programme (NNP)

Lesson 12. Feeding a sick child

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE APPROPRIATE FEEDING DURING ILLNESS AND RECOVERY.

1 SHOW

(5 minutes)

Show the picture to the participants.

BFCI Flipchart page 25



2 ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) What do others think?
- 3) What kind of illnesses can a child have?

3

EXPLAIN

(10 minutes)

Describe and explain each picture:

- ❖ The pictures on the right show children that are sick
- ❖ On the first one, the baby has diarrhea and needs ORS (oral dehydration solution). You will receive ORS when you go to the health center or hospital and will receive information about how to use it.
- ❖ On the other pictures, the babies are crying, one of them is vomiting.
- ❖ Diarrhea and vomiting can make the baby lose water and the food he or she ate. The baby can become dehydrated, this is when the body does not have enough liquids inside. The baby can also lose weight.

4

SUM-UP

(5 minutes)

Provide the key message of the session:

- ❖ If the baby has diarrhea or is vomiting, he or she should be taken to the health center or hospital immediately to get medication like oral rehydration solution (ORS) and instructions about its use.
- ❖ A sick child should be given more fluids and food: breast-feed more, give more frequently thick porridge, coconut water, and plain clean water.
- ❖ Because the child is not feeling well, it is important to feed the child with patience and encourage him to eat by talking to him and helping him to eat.

(Total of 35 minutes)

Lesson 12. Feeding a sick child from 6 months of age



Diarrhea



Fever



Vomit



+



+



+



Feeding a sick child from 6 months of age



Source: National Nutrition Programme (NNP)

Lesson 13. Complementary foods from family foods

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: DESCRIBE HOW TO PREPARE ENRICHED PORRIDGE FROM FAMILY FOODS.

1 SHOW

(5 minutes)

Show the picture to the participants.

BFCI Flipchart page 19



2

ASK AND DISCUSS

(15 minutes)

Ask participants about the picture and actively discuss with them by asking questions:

- 1) What do these pictures tell you about?
- 2) How is the food for the baby being prepared?
- 3) How is the baby being fed?

3

EXPLAIN

(10 minutes)

Describe and explain each picture:

- ❖ The picture on the left shows the preparation of foods for the family using different types of foods.
- ❖ Family food can be given to children from 9 months of age.
- ❖ On the following picture, the caregiver uses a spoon to mash well the family food on the plate.
- ❖ Family foods should be mashed to a soft and thick porridge.
- ❖ The thick porridge is then used to feed the child. The child has his or her own bowl and spoon.
- ❖ Breastfeeding on demand should be practiced until the age of two.

4

SUM-UP

(10 minutes)

Provide the key message of the session:

- ❖ From 9 months, caregivers can give mashed food from the daily family food, in addition to breastfeeding.
- ❖ Give young children small, soft pieces of animal source foods, vegetables and fruit from family meals.
- ❖ Serve your child food from family foods in a separate bowl.

(Total of 40 minutes)

Lesson 13. Complementary foods from family foods



How to prepare complementary food for children from the daily family food

Source: National Nutrition Programme (NNP)

Cooking Demonstration 4. Preparation of enriched porridge from family foods

OBJECTIVE: PARTICIPANTS WILL BE ABLE TO: GAIN PRACTICAL SKILLS AND SELF CONFIDENT IN PREPARING ENRICHED PORRIDGE FROM FAMILY FOODS.

1

COOKING DEMONSTRATION AND PRACTICE (120 minutes)

Recipe 6: Steamed rice with fish and mixed vegetables soup

(see Annex 1: recipe no. 6)

Note on preparing in advance of the session:

- Prepare the soft steamed rice and fish with mixed vegetables soup
- Write the recipes on a big paper



STEPS TO FOLLOW:

- 1) Welcome
- 2) Explain objective:
- 3) Ask for participating time (morning)
- 4) Show BFCI flipchart page 10,19 and 26 and ask questions:
 - Have you ever make the enriched porridge from family foods at home?
 - What were the ingredients you used to prepare this porridge?

Describe and explain:

The recipe we just prepared contained fish, vegetables. and is therefore nutritious for your family and especially for young children

- The rice is part of the energy foods
- The fish are part of the body-building foods
- The green leafy vegetables, pumpkin are part of the protective foods

- 5) Select 3 groups of caregivers (maximum of 3 persons per group) and select group leader
- 6) Demonstrate preparation of enriched porridge:
 - Show how to wash hands and encourage the caregivers to wash their hands too
 - Show how to mix ingredients and amount of cooked ingredients to get nearly full and full bowl.
- 7) Evaluation:
Let caregivers taste and rate the recipes in terms of taste, consistency, smell, color and quantity
- 8) Let caregivers practice age appropriate quantity of enriched porridge (by age group)
- 9) Practice active feeding
- 10) Cleaning and washing
- 11) Ask the caregivers if they have any questions.

2

SUM-UP

(10 minutes)

Provide the key message of the session:

- ❖ From 9 months, mothers and caregivers could give mashed food from the daily family food, in addition to breastfeeding.
- ❖ Feed your child animal source foods such as fish, meat, or egg every day.
- ❖ Feed your child vegetables every day.
- ❖ Feed child with a separate bowl and spoon.

Thank the mothers for their participation. Let them know that the following week will be the last session.

(Total of 130 minutes)

SESSION 7

Materials needed:

BEFORE YOU START THIS SESSION:

- ❖ PREPARE THE SESSION BY READING ALL OF THE CARDS TO BE USED IN THIS SESSION
- ❖ TV AND TRAINING VIDEO ON IMPROVED COMPLEMENTARY FEEDING OF NNP
- ❖ BFCI FLIPCHART
- ❖ FLIPCHARTS
- ❖ MARKERS
- ❖ MASKING TAPE

Lesson 14. Review of key messages

OBJECTIVE: TO REVIEW ALL THE KEY MESSAGES TRAINED.

1

EXPLAIN THE REVIEW SESSION

(5 minutes)

This session of a review session of all the sessions that were covered until now. Explain to participants

Today we will review all the sessions which we have had over the last couple of weeks.

2

SHOW, ASK, AND DISCUSS

(45 minutes)

a) Introduce the video that will be played for them

To start, we are going to see the video on complementary feeding of young children we saw in the first session. I will ask you to listen very attentively as it is a summary of what we have learnt throughout the sessions:

Link to the video: <http://www.youtube.com/watch?v=1INkwENz2bc>

b) After the video, show the pictures that were discussed in the last sessions and ask a question for each. Let participants give the answer. Give them the answers at the end.

Now, I will show you the pictures we discussed and ask you some questions. If you know the answer, feel free to say it aloud. You can also help and support each other.

Lesson 5: Hygienic preparation of food

Question: What are the good hygiene practices that ensure that the food eaten by the family is safe and clean?

Answers:

- Washing hands
- Storing dishes and utensils
- Covering food
- Boiling water
- Washing dishes
- Washing vegetables are fruits.

Question: What should the mother or caretaker and child do before the mother or caretaker feeds the child?

Answers:

Wash their hands.

Lesson 4: Food diversity: three food groups

Question: What types of foods are good for children to eat?

Answers:

- Energy foods: rice, noodles, bread, potatoes, oil
- Body-building foods: like meat, fish, eggs, liver, beans, soya, tofu
- Protective foods: peeled, cooked and mashed vegetables and fruits that are bright colors like green, orange, red, or yellow.

Question: Name one food that can be used to make enriched porridge?

Answers:

Dark green leafy vegetables, pumpkin, sweet potato, oil, egg, fish, meat, peanut, beans, tofu.

Lesson 3: Food for mothers who breastfeed

Question: How often should a breastfeeding mother eat?

Answers:

A breastfeeding mother should be eating four meals per day to be healthy and produce breast milk for her baby.

Lesson 8: Preparing complementary foods for young children – Part

Question: How should the food for the child be prepared?

Answers:

Complementary foods for your baby should be well cooked, finely chopped or mashed, and soft.

Question: What should good complementary consist of?

Answers:

Good complementary foods should contain at least one or more from starchy foods, protein rich foods, vegetables and a little oil/fat.

Lesson 11: Active complementary feeding

Question: Can you tell me ways to encourage young children to eat?

Answers:

Feed slowly and patiently.
Talk to children during feeding, with eye-to-eye contact.
Clap your hands, make funny faces, demonstrate opening your own mouth very wide, say encouraging words.

Lesson 10: Age-appropriate complementary foods

Question: When should a mother start giving complementary foods to her child?

Answers:

At the age of 6 months.

Question: Should the mother only give complementary foods to her child? Nothing else?

Answers:

No. She should continue breastfeeding while giving complementary foods, until the child is 2 or older.

Question: With time, young children grow. How should you feed children then?

Answers:

The quantities of complementary foods for your baby should gradually increase with his/her age.

Question: How should the consistency of the porridge be?

Answers:

The porridge should be thick, and should stay on a spoon, it should not fall from the spoon when the spoon is held sideways. This is a sign that it is nutritious. The thick porridge helps your child to grow and gives him/her strength.

Lesson 12: Feeding a sick child

Question: How should you feed a sick child?

Answers:

Breastfeeding more frequently.
Give more food: Give thick porridge more frequently.
Giving more liquids: coconut water, plain clean water.

3

THANK MOTHERS

(10 minutes)

Thank you for your participation during these sessions. I hope everyone is happy with what was learned and feels confident to put in practice what you learnt in the sessions.

We are now moving into the graduation for every participant.

(Total of 60 minutes)

Lesson 15. Ceremony of graduation

The graduation session is a session which mainly focuses on sharing knowledge and on handing out certificate for all participants. All participants and their family members are invited, as well as the chief village, the commune chief, and the health center staff.

1

ASK

(30 minutes)

Ask the participants to share their new knowledge to people present in the ceremony

- Who would like to share to the people present today, what you have learnt during the sessions?

Ask the participants to share their new knowledge to people present in the ceremony

- Does anyone would like to ask questions?

2

HAND-OUT OF CERTIFICATES

(30 minutes)

(Total of 60 minutes)

ANNEX 1: Cooking demonstration recipes

Recipe No.1:

Rice with fish and moringa leaves porridge

Ingredients	Amount for bulk cooking (10 full bowls)
Rice	20 tablespoons (level)
Water	8 bowls
Mashed fish	20 tablespoons (level)
Finely chopped moringa leaves	20 tablespoons (heap)
Oil	5 tablespoons

Steps to follow:

- Boil rice with the water
- Boil fish and debone and mash debone fish
- Finely chop moringa leaves
- When rice is boiling, reduce and cook on low heat for 10-15 minutes and stir from time to time to make sure that the food does not stick at the bottom of the cooking pot
- When rice is soft, add mashed fish and cook for 2-3 minutes. Make sure that all the fish bones are removed from the fish before adding it
- Add oil and chopped vegetables
- Mix well and cook for 2-3 minutes
- Taste.

Recipe No.2:

Sweet potato with peanut and amaranth porridge

Ingredients	Amount for bulk cooking (10 full bowls)
Sweet potato	10 nearly full bowls
Water	4-8 bowls
Fine peanut paste	20 tablespoons (level)
Finely chopped amaranth	20 tablespoons (heap)

Steps to follow:

- Boil the sweet potato pieces with the water in a pot. When it is boiling, reduce the heat and cook for 10-15 minutes, or until the sweet potatoes are cooked and soft
- In the meantime, remove poor quality peanuts, roast, remove roasted peanut skins and pound roasted peanuts until obtaining a peanut flour
- Finely chop amaranth
- Mixed the peanut flour (pounded peanuts) with rice water and mashed the peanuts flour to make a soft paste
- Add the peanut paste and mash the sweet potatoes into a smooth paste with the back of the ladle or spoon and cook for 2-3 minutes
- Add chopped vegetable
- Mix well and cook for 2-3 minutes
- Taste.

ANNEX 1: Cooking demonstration recipes

Recipe No.3:

Taro with egg and spinach porridge

Ingredients	Amount for bulk cooking (10 full bowls)
Taro	10 nearly full bowls
Water	4-8 bowls
Scrambled egg	20 tablespoons (level)
Finely chopped spinach	20 tablespoons (heap)
Oil	5 tablespoons

Steps to follow:

- Boil the sweet potato pieces with the water in a pot. When it is boiling, reduce the heat and cook for 10-15 minutes, or until the sweet potatoes are cooked and soft
- Wash egg, break, and scramble
- Finely chop spinach
- Add the scrambled egg and mash taro into a smooth paste with the back of the ladle or spoon and cook for 2-3 minutes
- Add oil and chopped vegetables
- Mix well and cook for 2-3 minutes
- Taste.

Recipe No.4:

Rice with pork liver and ivy gourd leaves porridge

Ingredients	Amount for bulk cooking (10 full bowls)
Rice	20 tablespoons (level)
Water	8 bowls
Finely chopped pork liver (boiled)	20 tablespoons (level)
Finely chopped ivy gourd leaves	20 tablespoons (heap)
Oil	5 tablespoons

Steps to follow:

- Boil rice with the water
- Boil pork liver in rice pot. Finely chop the boiled pork liver
- Finely chop ivy gourd leaves
- When rice is boiling, reduce the heat and cook on low heat for 10-15 minutes and stir from time to time to make sure that the food does not stick at the bottom of the cooking pot
- Add the finely chopped pork liver and cook for another 3-5 minutes
- Add oil and chopped vegetables
- Mix well and cook for 2-3 minutes
- Taste.

ANNEX 1: Cooking demonstration recipes

Recipe No.5:

Rice with chicken and morning glory porridge

Ingredients	Amount for bulk cooking (10 full bowls)
Rice	20 tablespoons (level)
Water	8 bowls
Finely chopped chicken	20 tablespoons (level)
Finely chopped moringa leaves	20 tablespoons (heap)
Oil	5 tablespoons

Steps to follow:

- Boil rice with the water
- Finely chop chicken
- Finely chop morning glory
- When rice is boiling, reduce the heat and cook on low heat for 10-15 minutes and stir from time to time to make sure that the food does not stick at the bottom of the cooking pot
- Mix the chopped chicken with rice water and mash to make a soft paste
- Add the finely chicken paste and cook for another 3-5 minutes
- Add oil and chopped vegetables
- Mix well and cook for 2-3 minutes
- Taste.

Recipe No.6:

Steamed rice with fish and mixed vegetables soup

Ingredients	Amount
Rice	0.8 kg
Water	1 liter
Fish	0.8 kg
Pumpkin	300 g
Winter gourd	300 g
Sponge gourd	300 g
Ivy gourd leaves	100 g
Star gooseberry leaves	100 g
Herb	Little
Turmeric, galangal, lemongrass, garlic	Little each
Fish sauce	3 tablespoons
Palm sugar	1 and half tablespoons
Salt	1 teaspoon

Steps to follow:

- Boil water and add turmeric, galangal, lemongrass, and garlic
- When water is boiled, add pieces of fish. Add palm sugar, fish sauce and vegetables
- When vegetables are soft add herb and salt.
- Taste.

Recommended frequency, amounts, and consistency of complementary foods

Amount of raw ingredients for making enriched porridge

Ingredients and amount of enriched porridge	Half bowl	Nearly full bowl	Full bowl
Rice	1 tablespoon (level)	1 tablespoon and half (level)	2 tablespoon (level)
Water	2 bowls	2 bowls and half	3 bowls
Sweet potato or taro	1/3 bowls	½ bowl	¾ bowl
Water	1 bowls	1 bowls	1 bowl
Mashed fish or chopped meat or pounded peanut or scrambled egg etc.	1 tablespoon (level)	1 tablespoon and half (level)	2 tablespoon (level)
Vegetables (green leafy or yellow or orange etc.)	1 tablespoon (level)	1 tablespoon and half (level)	2 tablespoon (level)
Oil	1 teaspoon	1 teaspoon and half	1 teaspoon and half

Noted:

Caregivers do not need to add oil if they make enriched porridge using peanut instead of meat.

Recommended frequency, amounts, and consistency of complementary foods

Amount of cooked foods for making thick porridge from family foods

Ingredients and amount of thick porridge	Nearly full bowl	Full bowl
Steamed rice (soften)	½ bowl	¾ bowl
Soup	2 tablespoon	3 tablespoon
Mashed fish or chopped meat or mashed egg etc.	1 tablespoon and half (level)	2 tablespoon (level)
Vegetables (green leafy or yellow or orange etc.)	1 tablespoon and half (level)	2 tablespoon (level)

Recommendation on complementary feeding

Age	Texture	Amount	Frequency + Snacks	Continue breastfeeding
6 month	Start with one food, well mashed foods + start with thick enriched porridge, well mashed foods	2-3 tablespoons	2	Continue
7-8 months	Thick enriched porridge, well mashed foods	½ bowl	3	Continue
9-11 months	Thick enriched porridge, well mashed food or well mashed family foods	2/3 bowl	3 + 1	Continue
12-24 months	Thick enriched porridge or chopped or mashed family food	1 bowl	3 + 2	Continue

ANNEX 2: Monitoring form

Monitoring form for promoting improved infant and young child feeding

Village.....Commune.....District.....

Date:...../...../.....

Number of families:.....

Name of facilitator:.....

No.	Caregiver			Ability to read and write				Child			Date of session								
	Name	Sex		Age	Read		Write		Name	Sex		Age
		F	M		Yes	No	Yes	No		F	M		Session1	Session2	Session3	Session4	Session5	Session6	Session7
1																			
2																			
3																			
4																			
5																			
6																			
7																			
8																			
9																			
10																			
11																			
12																			
13																			
14																			
15																			
Total									X										

