K.E.Y-Knowing and Engaging for Young child food and feeding:

(Leveraging a successful literacy initiative assessment approach)

An implementation pilot

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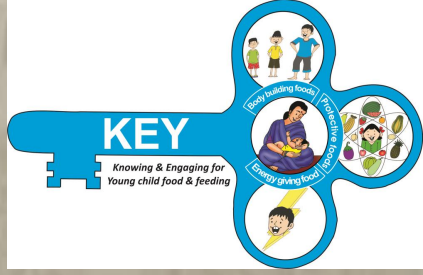
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INTRODUCTION & BACKGROUND

Pratham Education Foundation



- **Pratham Education foundation was established in 1995 in Mumbai and has grown in both scope and geographical coverage since then.**

- **India's largest non government organization.**

- **An innovative learning organization created to improve the quality of education.**

- **Run various programs reaching 7.7 million children across the country*.**

*http://www.pratham.org/

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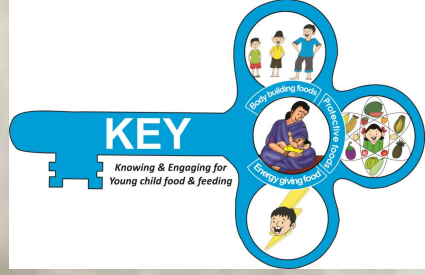








ASER (Annual Survey of Education Report)



- ASER Centre was established in 2005.
- The largest non-governmental household survey conducted in rural India.
- ASER surveys have been involving more than 25,000 volunteers and covering over 700,000 children in 15,000 villages each year.
- Tracks children's ability to read and do basic arithmetic involving local organizations and institutions in every rural district in the country.
- Has become an important resource for the education policies of both Central and State governments.

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ASER Testing tool for Arithmetic

MATH TEST SAMPLE (1)

	Number recognition 10–99	Subtraction 2 digit with borrowing	Division 3 digit by 1 digit
3 7	65 38	51 − 35 = ____ 67 − 48 = ____	7) 918 (
1 4	92 23	84 − 49 = ____ 73 − 36 = ____	6) 769 (
8 9	47 72	56 − 37 = ____ 31 − 13 = ____	8) 987 (
5 2	56 87	45 − 18 = ____ 43 − 24 = ____	4) 513 (
	29 11		
Ask the child to recognise any 5 numbers. Atleast 4 must be correct.	Ask the child to recognise any 5 numbers. Atleast 4 must be correct.	Ask the child to do any 2 subtraction problems. Both must be correct.	Ask the child to do any 1 division problem. It must be correct.

ASER Testing tool for Language

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Story

is a little girl. Her mother gave her a book. It had lots of stories and nice pictures. Seema reads it every morning on her way to school. She learned many words. Her teacher was very happy. The teacher gave Seema another book. It had more stories. She showed it to all her friends.

Para

I go to school by bus.

The bus has four wheels.

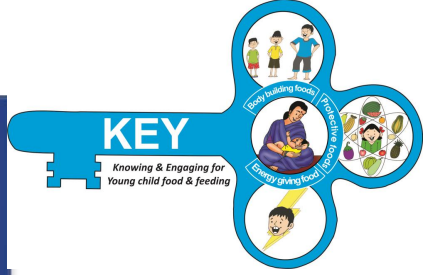
It has many windows.

It is blue in colour.

e	d	w
s		c
g	h	z
	i	q

hand	star
bus	
cat	book
day	few
old	
sing	bold

Rapid diet assessment tool developed



Based on ASER philosophy of community involvement, simple assessment and understandable evidence

- **Rapid Diet Assessment tool**:
- A rapid diet assessment tool was developed.
- An attempt to involve common people/ with not necessarily a technical background to unpack the age appropriate complementary feeding.
- A possible interface for common people to look at IYCF, analyze and assess gaps for possible actions.
- Reference period: 24 hour

* ***The community workers were trained on fundamentals of food and nutrition and had no prior technical knowledge about diet planning.***

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Rapid diet assessment tool

FOOD INTAKE PROFORMAE - BASELINE

(Mother and Birth - 2 years old child)

Identification:

Child's Name:

Date of birth: DD MM YY Child's Age: (in months)

Mother's Name:

Surveyor's Name: Date of Survey: __/__/____

Food Practices: (Tick the appropriate)

Vegetarian	M	C	Eggitarian	M	C	Non-vegetarian	M	C

Nature of the previous day of the survey:

Normal		Special (feasting/fasting)	

Is the child well today: Yes No

Instructions:

About the Tool:

This tool has **3 sections. Section 1,2,and 3.**

Section 1 of the tool has to be filled in the field by asking **the mother/primary caregiver of the child.** Other family members can also participate.

Section 1 of the tool is about the **food record of the mother**. This record is used as a reference to a child's diet so that detailed information about child's diet can be obtained. For example ask the mother when you ate this and then what did you feed the child, was anything fed to the child before or after that meal?

Section 3 SHOULD NOT be asked but **should be filled** from **the food intake record** taken in **Section 2.**

Ensure that **Section 3** is filled before submitting the form and preferably before going to the next household.

How to ask about diet (Food Intake):

Ask about food as normal conversation and not as formal questions/interview. Be patient. Respondents take time to recollect.





Respondents tend to give general food intake. Ask specifically about the last 24 hours. In case the last day was not a normal day then take record of the day previous to that or general food intake.

Very often you will find a difference in what the mother/primary caregiver is saying and what others are saying about child's food. Enquire patiently and try to get the real picture.

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Rapid diet assessment tool

Section 1- Mother's Food Intake

- Ask mother/caregiver of the … reference period: last 24 hours.
- Ask about food as norm… and not as formal questions/interview. Be very patient. Respondents take time to recollect.
- Ask what was eat… hours. Start with the most recent meal and then go backwards to cover the 24 hour period.

…aten ?	What was eaten ?	Ingredients

Now go to section 2 and start asking about child's diet. Remember to come back to this section and complete the table as instructions below.

Given below is the list of food items. From the information about various dishes eaten and ingredients that go into the dishes (collected above) write (1) against the food item if it was ever consumed in the last 24 hours by mother or write (2) against the food item if it was not consumed.

	S. No.	Food product (Ingredients)	Write code (1=Yes; 2=No)
1- Energy giving foods	(A)	Rice, roti made of atta/bajra/ maize/maida, bread/pav	
	(B)	Roots like potato, sweet potato, yam	
	(C)	Visible fat like cooking oil/butter/ghee	
	(D)	Nuts like dry fruits like peanuts, almonds etc	
	(E)	Sugars like table sugar, sugarcane, jaggery and jam	
2-Body building foods	(F)	Pulses like soyabean, lentils, rajma	
	(G)	Milk like Animal milk-cow/ buffalo/sheep	
	(H)	Milk in tea	
	(I)	Milk products like curd, *paneer* buttermilk, *khoya*	
	(J)	Egg	
	(K)	Meat and meat products like chicken, mutton, meat	

	S. No.	Food product (Ingredients)	Write code (1=Yes; 2=No)
3- Protective foods	(L)	Green leafy vegetables like Methi, Palak, Bathua etc	
	(M)	Dark colored vegetables like pumpkin, tomato, carrot etc	
	(N)	Other vegetables except onion	
	(O)	Citrus fruits like orange, lime, mausami, guava, amla etc	
	(P)	Dark yellow or orange colored fruits like mango, papaya	
	(Q)	Other fruits like apple, peach, banana	
4- Foods bought from market	(R)	Packaged foods: Namkeen or sweet snacks like biscuits, namkeens	
	(S)	Packaged foods: Aerated Drinks like cold drink	
	(T)	Unpackaged foods like samosa, kachori, bread pakoda etc.	

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Rapid diet assessment tool

Section 2 - To[illegible] for the target child by asking the mother or primary caregiver

1. In case, the child is given only [illegible] the number of times fed _____ & leave other sections blank. *2. Was water given in the last 24 hours? Yes/No*

Note: For column G, H & I[illegible]tion as mentioned by caregiver while s/he explains the recipe. Do not specifically ask these questions.

When was food eaten? (Refer to the dish) A	S.N. B	[illegible] food? 1=Prepared at Home 2=Neighbour 3=Bought from market 4=Anganwadi centre 5=Mother's milk* 6=Any other (Specify) (multiple option possible) C D	Ingredient (Don't take information about dry spices)  E	Food from family pot** 1=Yes 2=No  F	Which utensil was used for cooking? 1=Iron 2=Any other G	Special measures for increasing energy density taken? 1= Added ghee 2=Added Jaggery 3=Use of ARF^ 4=Any other(specify) 5=No such measure taken H	Measures taken to improve nutritional quality of food? 1=Used lemon juice for better iron absorption 2=Germinated grains 3=Fermented the foods 4=Any other (specify) 5= No such measure taken I	Quantity *Note: Fill the quantity in terms of Spoon and Katori as shown below or in pieces/units for solid foods* J	Consistency 1= Thick 2= Thin 3= Medium 4= Solid K
1 Meal 1 (M-1)	11								
	12								
	13								
2 Meal 2 (M-2)	21								
	22								
	23								
3 Meal 3 (M-3)	31								
	32								
	33								

		
Teaspoon	Tablespoon	Katori/Bowl

**In case of mother's milk, leave column E to K blank.*
***Food that is prepared for the entire family & not especially for the child.*
^ARF: is Amylase Rich Flour that is made of germinated or sprouted cereals which are rich in a particular enzyme.
Note: *In case of Water, Snacks and Commercial foods, leave column E to G blank.*

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Rapid diet assessment tool

Section 3- Child's Food Intake

Instructions for Section3:

Fill the information fr… **section 2** for each meal. While filling in the information in the column of "Number of meals" refer to **column A** of **section 2** & write 1 for mea… …. and so on for each ingredient. There are 9 meals in totality.

For Ex…s eaten khichdi in meal 1 with rice & moong dal as ingredients, then write 1 in front of S.No. (A), (C) & (F) and similarly for other meals.

	S.No	Food Product	Number of Meal (1, 2, 3, 4, 5, 6, 7, 8, 9)
1- Energy Giving Foods	(A)	**Rice,roti made of atta/bajra/ makki/maida, bread/pav**	
	(B)	**Roots** like potato, onion, sweet potato	
	(C)	**Visible fat** like butter/ghee Apart from what is used in cooking	
	(D)	**Nuts** like peanuts, Badam	
	(E)	**Sugars** like Sugarcane, Jaggery and Jam	
2-Body Building Foods	(F)	**Pulses** like soyabeen, lentils, Rajma	
	(G)	**Milk** like Animal Milk- cow/buffalo/sheep	
	(H)	**Milk** (Mother's Milk)	
	(I)	**Milk in Tea**	
	(J)	**Milk products** like Curd, paneer, buttermilk, khoya	
	(K)	**Egg**	
	(L)	**Meat and meat products** like chicken, mutton, meat	
3-Protective Foods	(M)	**Green Leafy Vegetables** like methi, palak, bathua etc	
	(N)	**Dark Colored Vegetables** like Pumpkin, Carrot, Tomato	
	(O)	**Other Vegetable** like cauliflower, brinjal, Lady finger etc	
	(P)	**Citrus fruits** like Orange, Mausami, Lime etc	
	(Q)	**Dark Colored Fruits** like Mango, Papaya	
	(R)	**Other fruits** like apple, banana, peach	
4- Foods bought from market (Packaged foods)	(S)	**Commercial formula feeds**	
	(T)	**Formula milk**	
	(U)	**Powder milk**	
	(V)	**Sweet & Salted Snacks** like biscuits, namkeens	
	(W)	**Aerated Cold drinks**	
	(X)	**Unpackaged foods** like Samosa, Kachori, Bread pakora etc	
	(Y)	**Water**	

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Genesis: PAHELI (People's Assessment of Health Education and Livelihoods)

- First PAHELI was done in 2006, the second and latest one in 2011.

- It applies ASER model in understand other human development domains: Life & Livelihoods, Water & Sanitation, Education & Literacy and Mother & Infant Health & Care.

- Done in eight districts across seven states.

Pratham Gujarat Primary Caregivers Programme-K.E.Y



- A collaboration between partners were ASER centre, Pratham and IIT Gandhinagar.

OBJECTIVE: This pilot aimed to create an interface wherein community workers could be trained to assess the situation of Infant and young child practices in their areas as well as engage with the community for corrective actions if required.

METHODS: The study included *Balwadi* teachers in Ahmedabad (intervention site, n=60) and Baroda (control site, n=30).

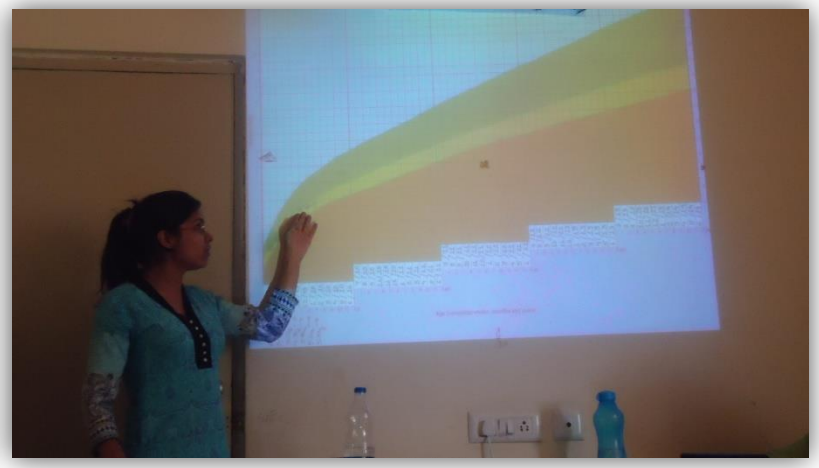
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Step 1

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Training: Community workers were trained on rapid assessment tools and ***K.E.Y*** curriculum





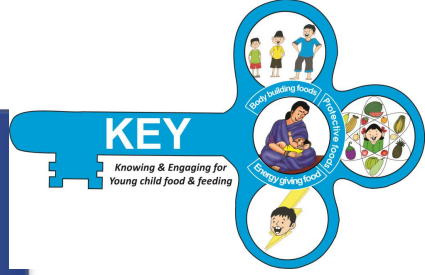




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* ***The community workers had no prior technical knowledge about diet***

K.E.Y (Knowing and Engaging for Young child food and feeding)



- An ECD-Nutrition curriculum to train frontline workers/volunteers to work with caregivers of very young children (less than 3 years) on nutrition, health and overall development.

- Simple, measurable and actionable indicators have been identified to enable volunteers and caregivers to monitor Young child food and feeding practices, growth and overall health and development.





ECD Nutrition curriculum comprises of:

- Main K.E.Y module

- Supporting modules- Growth monitoring, Immunization, Diarrhoea, Water, hygiene and sanitation

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Step 2

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Baseline: Rapid diet tool and baseline questionnaire



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Step 3

Intervention: Application of ASER approach by Balwadi teachers

Home visits: 33 visits in every household → Total 33*86= 2838 home visits



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Monthly group meetings in the community 7 monthly meetings by each teacher (7*6=42 community meetings)

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Body building foods
Protective foods
Energy giving food









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Step 4

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Endline: Rapid diet tool and baseline questionnaire



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Picture pertaining to Infant and young child food and feeding and other practices

Sample Profile

- Total sample involved in the pilot-**86**; age bracket of birth till 2 years.
- Majority of the children were in the age group of 12-23 months at the time of baseline**(55.8%)** crossed the age of two by the endline**.**
- **86%** were young mothers between the age bracket of 18-30 years
- One third of them were the first time mothers.
- Mothers who attended secondary schools – **24.4%**
- Fathers who attended secondary schools – **40%**

Sample Profile…

- **83.7%** mothers were home makers.
- Amongst fathers one third were self employed (**35.7%**), a quarter was working on the daily wages (**28.9%**).
- More than 50% of the children (**59.3%**) belonged to joint families.
- A large percentage of families (**86.1%**) were Hindu by religion.

Household Characteristics

- Provision of toilets inside the household – **87.2%**
- Use of community taps as source of drinking water – **85%**
- **75%** of the households with cemented flooring.
- **61.6%** used stove as a means of cooking fuel.

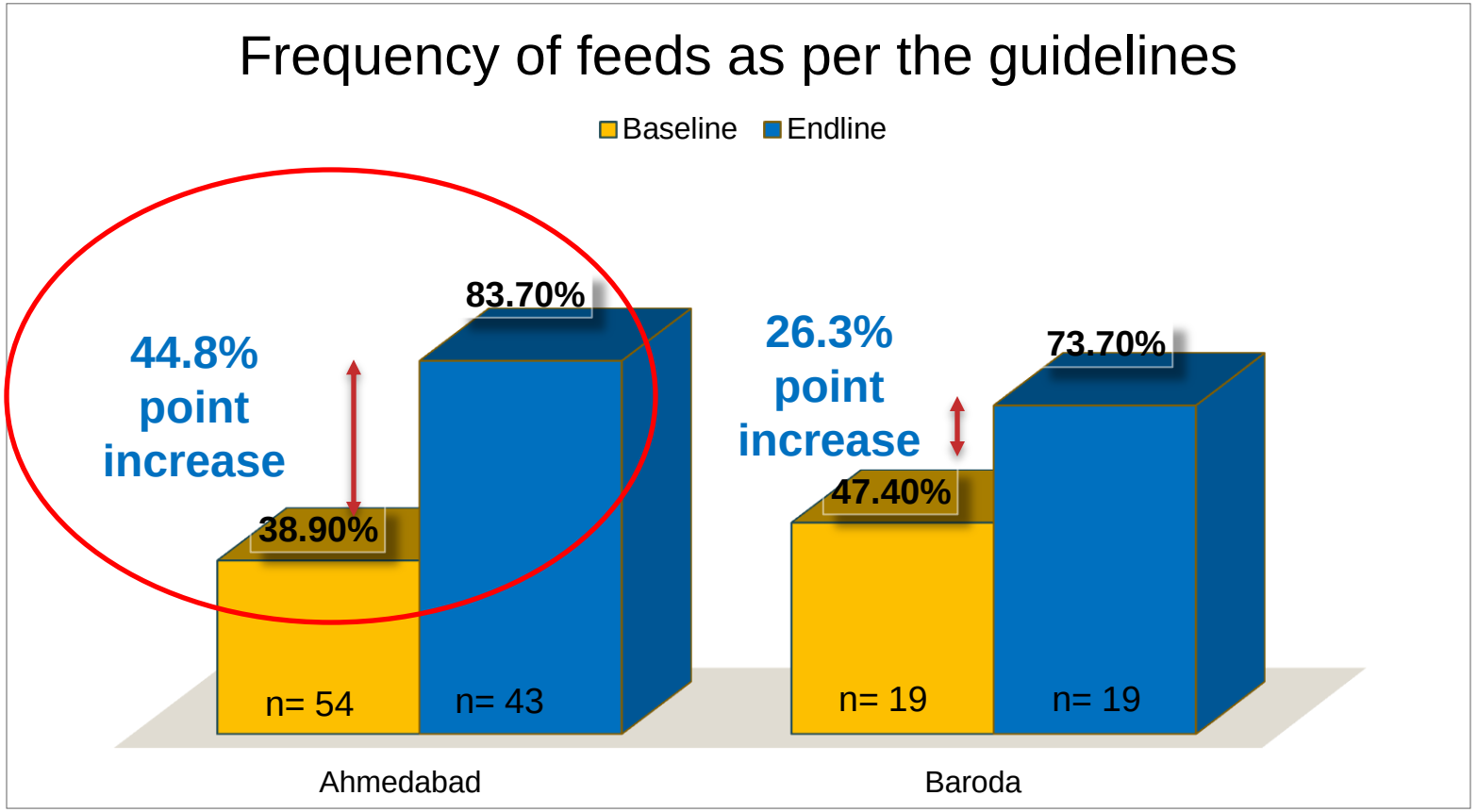
Household Possessions

- **97.7%** had electricity in the household, **80.2%** had television and mobile phone and **40.7%** had a two- wheeler.
- Majority **(86%)** did not own any land; while only around **11.6%** owned livestock.

Salient findings:

Changes observed in Endline assessment wrt Infant and Young child food and feeding based on the rapid diet tool assessment

Adherence to guidelines wrt frequency of feeds given to children



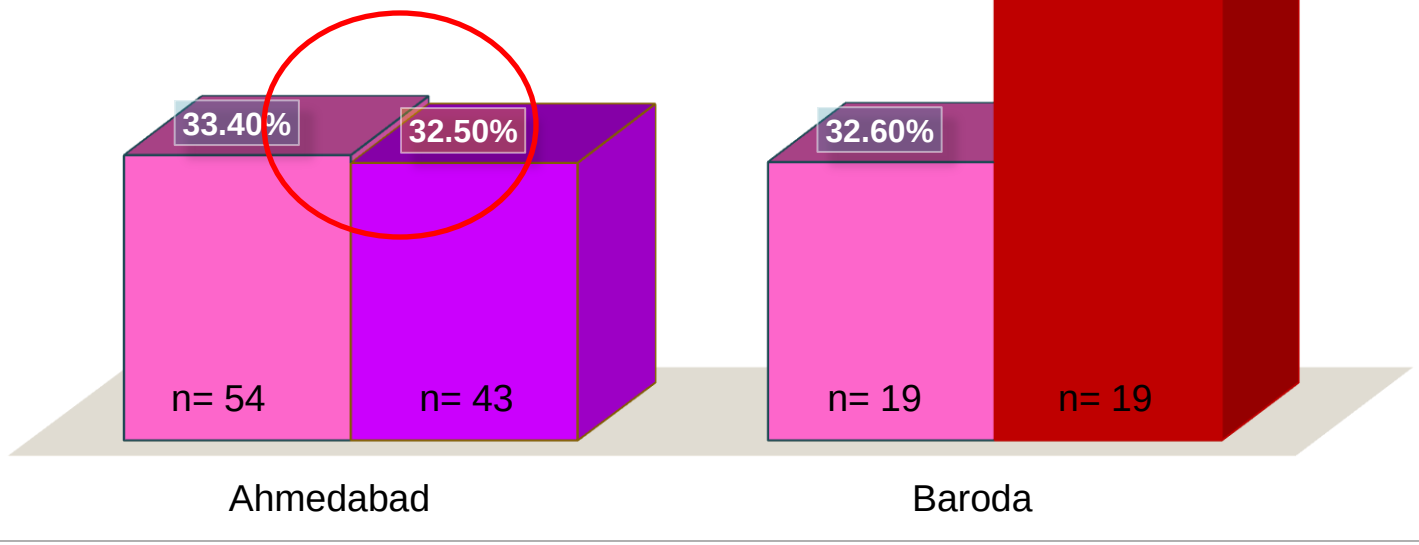
Consumption of different food groups

Locale	Energy giving		Body building		Protective	
	Baseline	Endline	Baseline	Endline	Baseline	Endline
Ahmedabad	85.2%	97.7%	88.9%	97.7%	29.6%	93%
Baroda	100%	94.7%	94.7%	100	42.1%	57.9%

Consistency of feeds while feeding the chi

Children who were fed foods in thin consistency



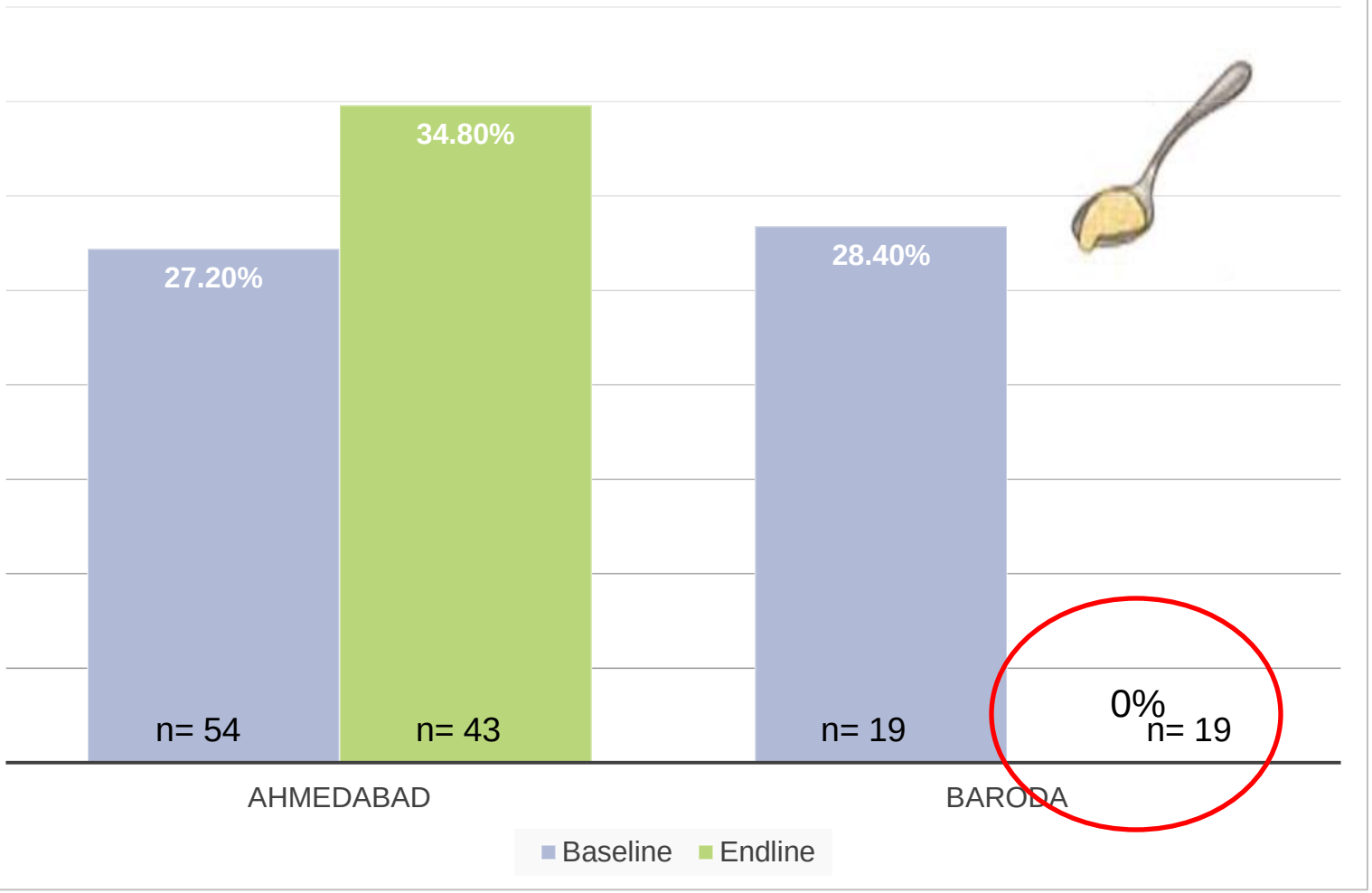


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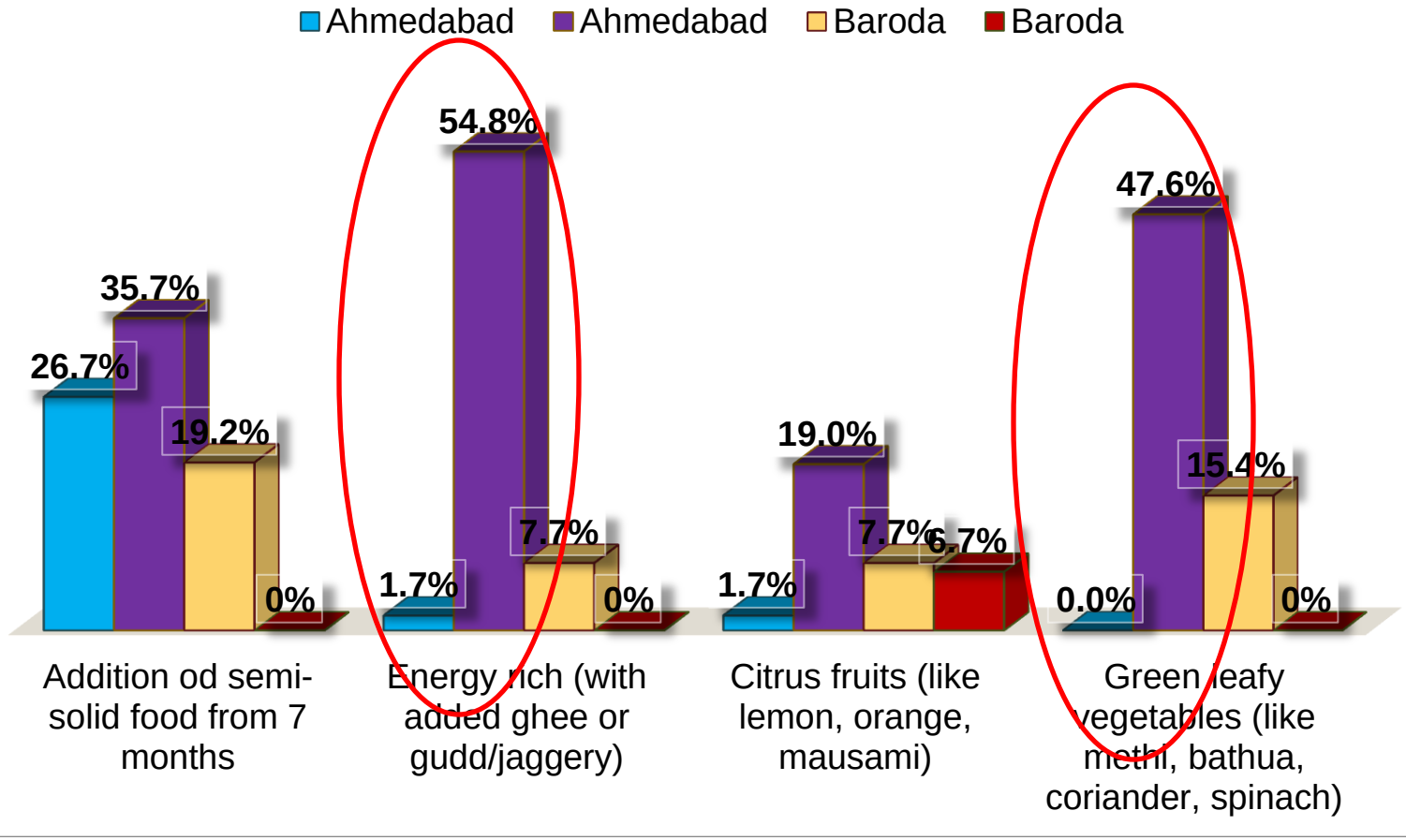
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Children who were fed feeds in thick consistency

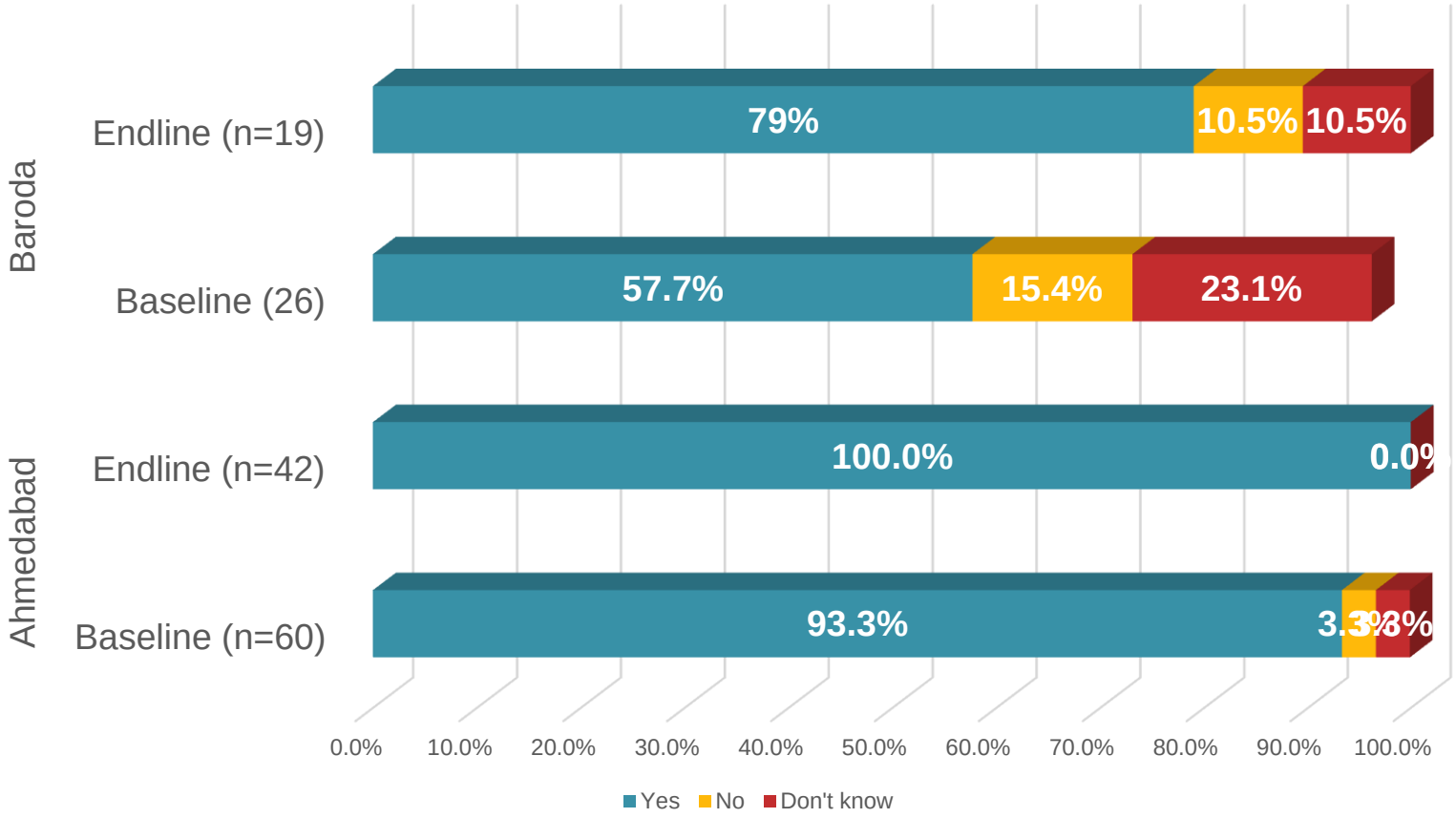


Special considerations taken care of while feeding young children

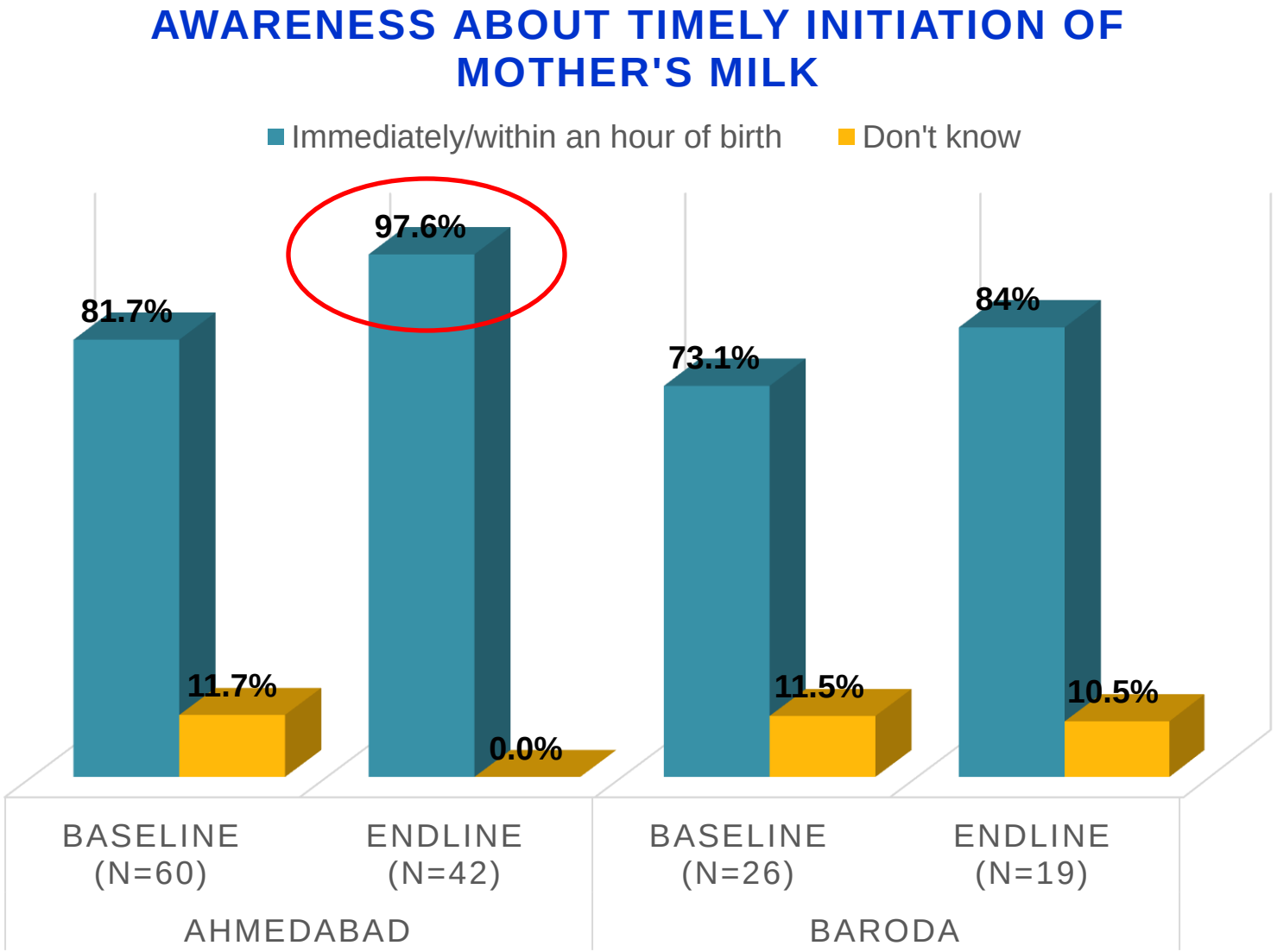


Improvement in sensitization about feeding very young children (< 2 years)

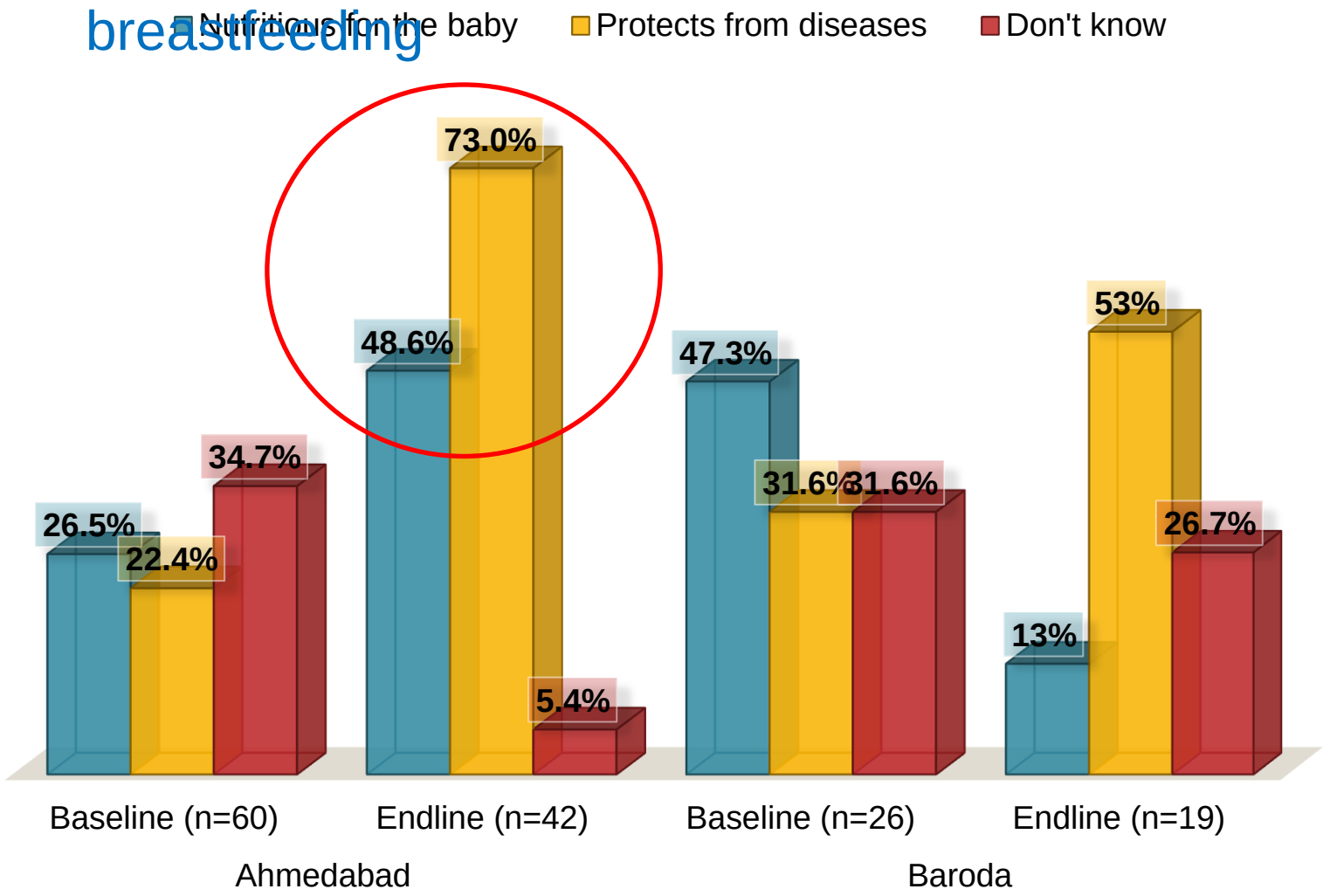
Mothers who believed special consideration are required while feeding children < 2 years



Awareness about mother's milk



Awareness about the advantages of breastfeeding



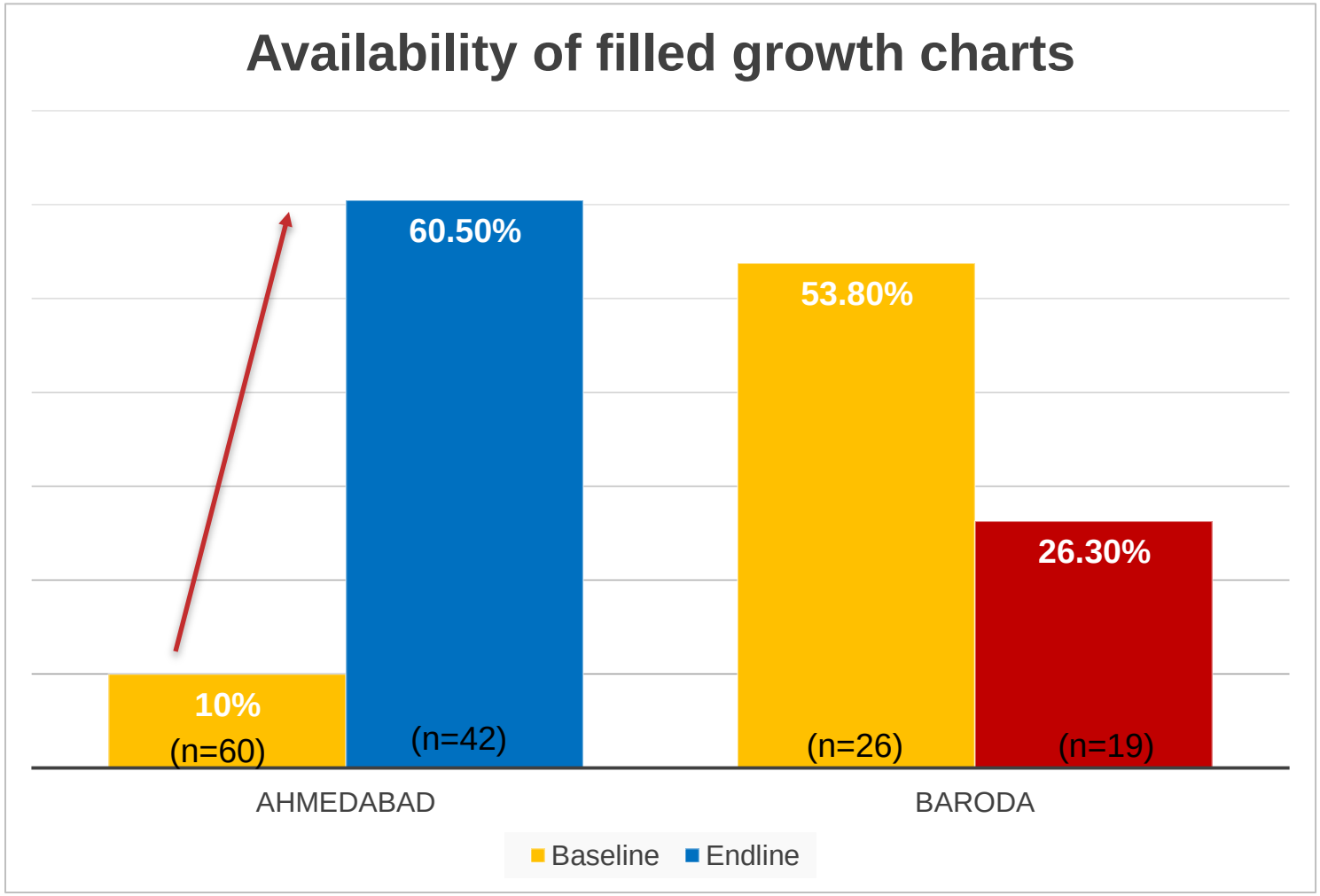
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Signs of changes observed in other practices

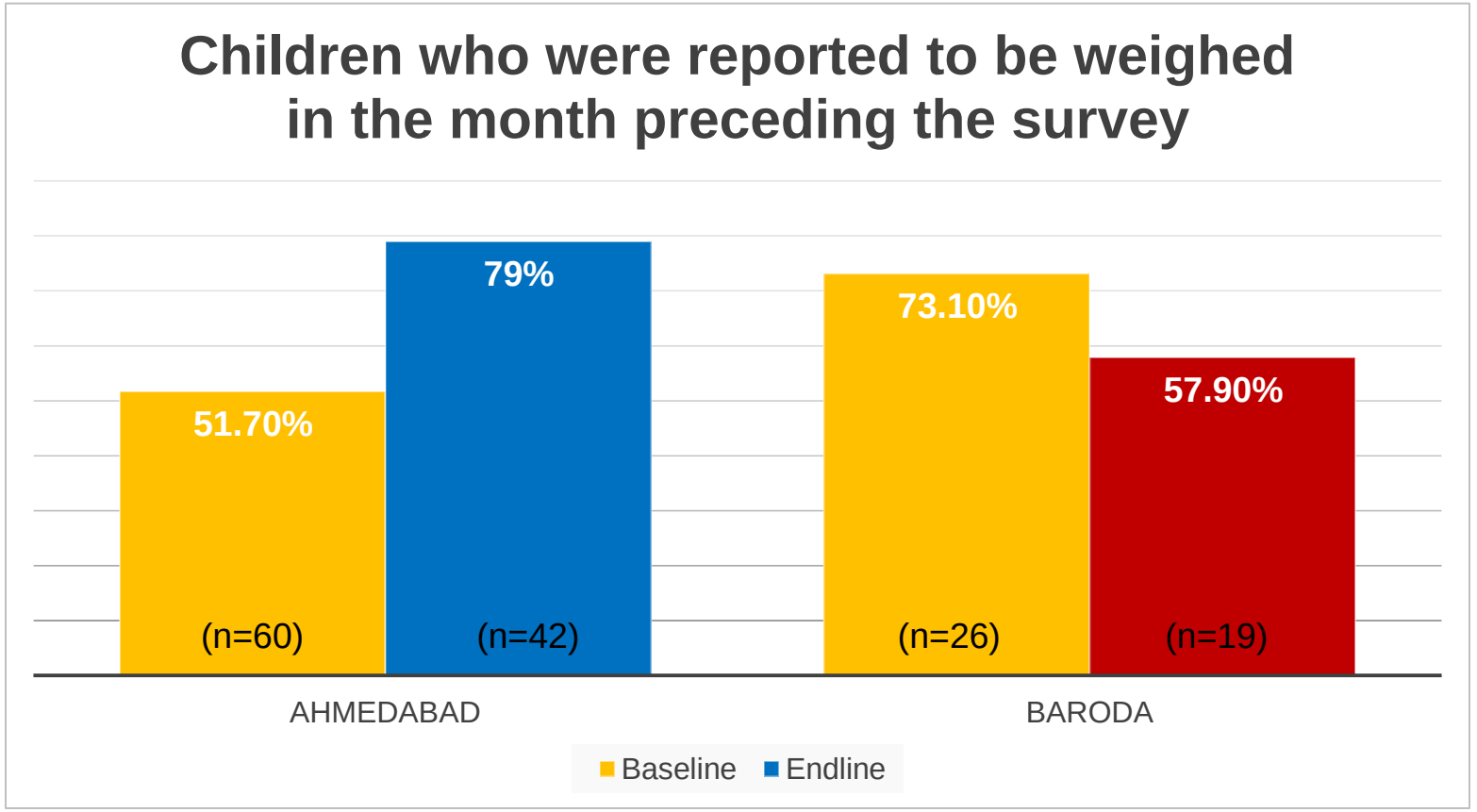
Growth Monitoring



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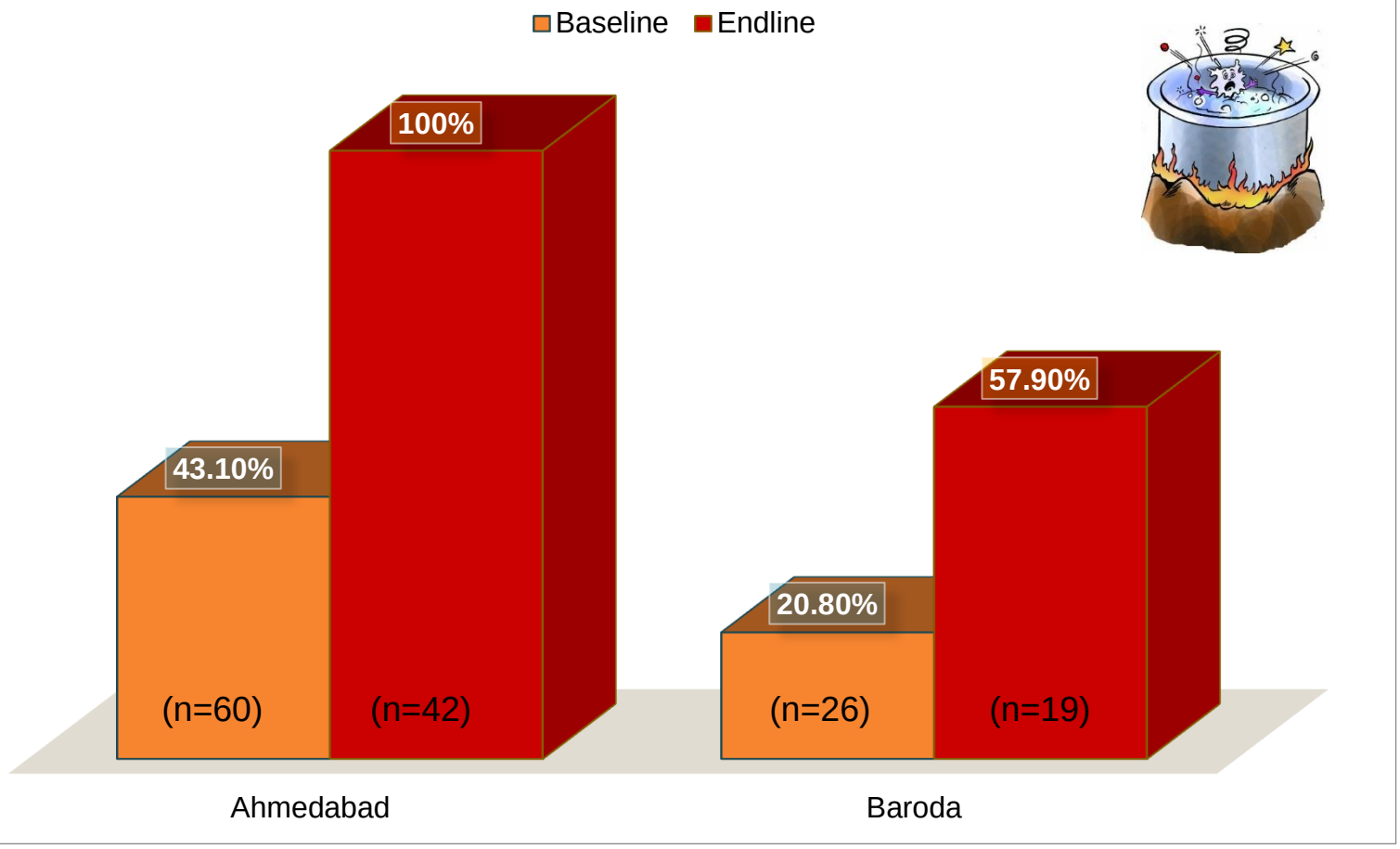
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Hygiene Practices

Percentage of households which reportedly purify drinking water for young children

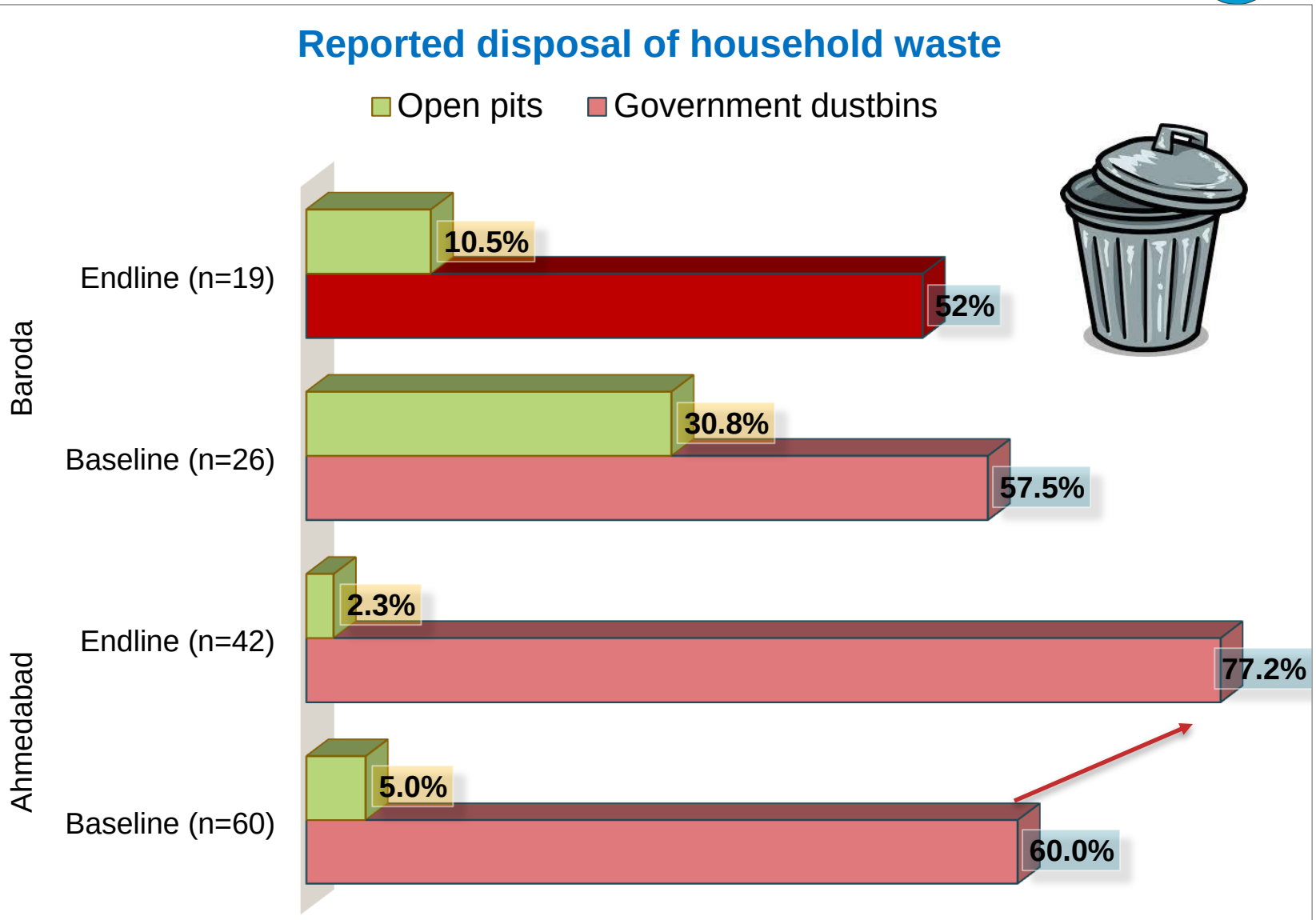


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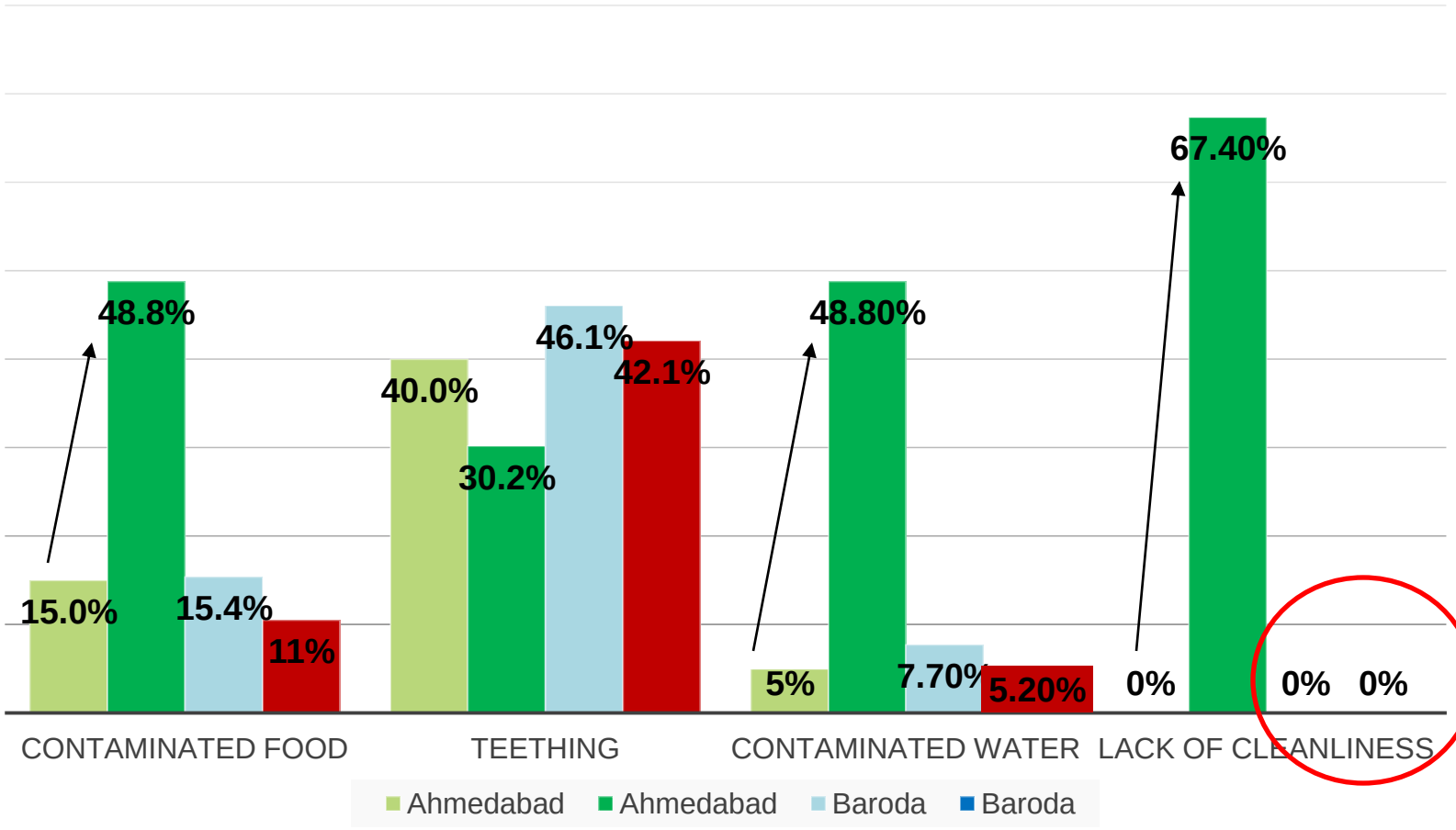
Reported disposal of household waste



Awareness about causes of diarrhoea



Awareness about causes of Diarrhoea

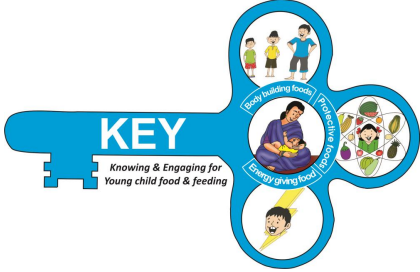


Use of ORS as treatment for diarrhoea



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- It was an attempt to give people some ownership/chance to come and participate in assessing and knowing and take actions also.
- Via these simple diet tool assessments beneficiaries itself can be a part for action and motion.
- This means that there is a potential for grass root engagement where simple tools like these might be able to address many sensitive issues by simple rapid assessments.
- The development of human resource is key to the development of a nation.

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Some field shots

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