

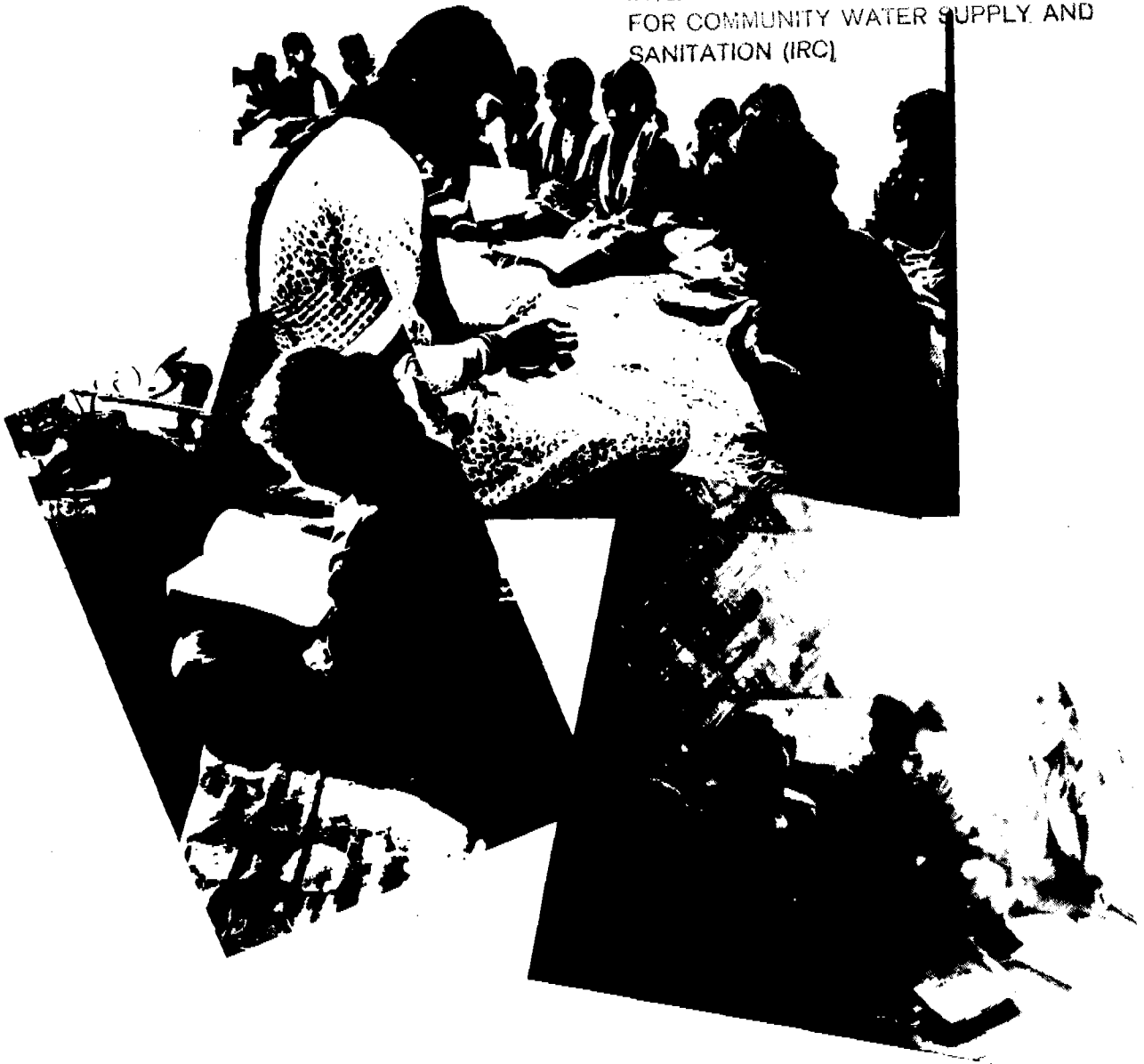
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88 W O

NO. 39

# OUTREACH

A NETWORK FOR ENVIRONMENT AND HEALTH AWARENESS TEACHING, TRAINING.

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FOR COMMUNITY WATER SUPPLY AND  
SANITATION (IRC)



## WOMEN, HEALTH AND ENVIRONMENT

OUTREACH is a unique coalition of local, national and international organisations working to disseminate information on environmental and health issues.

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UNEP



WWF



TVE



202.1-88W0-43512

Issue No. 39

**Main Theme: WOMEN-HEALTH AND ENVIRONMENT**

including planting trees and saving forests;  
building homes;  
breastfeeding;  
shea butter press;  
water supply.

**other topics:**

environment - wildlife in East Africa.

**writer/ editor: Gillian Dorfman**

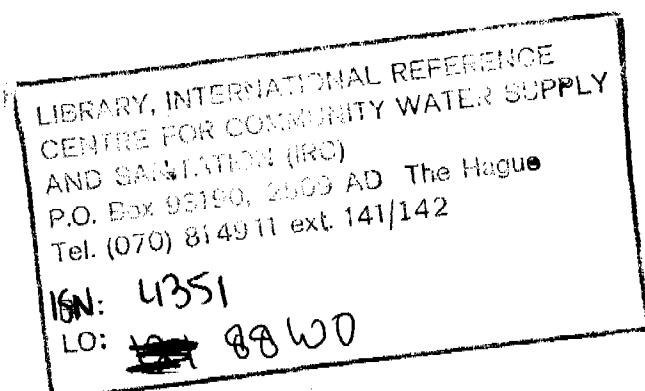
**OUTREACH** packs are prepared bi-weekly. The material in the packs- for children and adults- is for use in magazines, newspapers, radio scripts etc..

Use this material as you wish. **ADOPT, ADAPT and ADD**, but please **CREDIT OUTREACH** and source where indicated

**We need feedback.** How useful is this material? How can we make it better? Are there special topics you need? Please let us know. Write to:

**Valerie A. Leakey**  
**OUTREACH** Network Co-ordinator  
c/o UNEP Information Services  
P.O Box 30552  
Nairobi  
Kenya

**Dr James Connor**  
**OUTREACH** Network  
Science Education  
Programme,  
933 Shimkin Hall  
N.Y. University  
50 West 4th street  
New York NY 10003  
U.S.A.



202.1

INFORMATION POLL FOR OUTREACH issue no. 39

Please complete this poll, and return it to:  
Valerie Leakey, UNEP Co-ordinator of OUTREACH, c/o UNEP Information  
Service, P.O.Box 47074, Nairobi, KENYA  
If you need more space for comments, please use the back of this  
paper.

A. PLEASE ANSWER THIS QUESTION

Do you wish to continue to receive OUTREACH packs? NO  YES   
please note: If you do not return this form, you will not receive  
future issues of OUTREACH.

B. CONTENT

Please list the materials in this issue that are useful in your  
area. (List the items by page number - for example, pages 2-7,  
page 24 and so.)

I particularly liked page(s) \_\_\_\_\_ because \_\_\_\_\_

I would like more information on (list environment and/or health  
subjects). \_\_\_\_\_

C. FORMAT

Which of the following do you find most useful? (Please tick  
appropriate box(es):

- |                                    |                          |
|------------------------------------|--------------------------|
| * factual articles (environment)   | <input type="checkbox"/> |
| * factual articles (health)        | <input type="checkbox"/> |
| * radio scripts                    | <input type="checkbox"/> |
| * practical activities (adults)    | <input type="checkbox"/> |
| * practical activities (children)  | <input type="checkbox"/> |
| formal education:                  |                          |
| * classroom activities             | <input type="checkbox"/> |
| * teachers' notes                  | <input type="checkbox"/> |
| * reviews of educational resources | <input type="checkbox"/> |
| informal education:                |                          |
| * children's games and puzzles     | <input type="checkbox"/> |
| * stories (environment)            | <input type="checkbox"/> |
| * stories (health)                 | <input type="checkbox"/> |
| * other _____                      |                          |

D. USE OF OUTREACH MATERIALS

Do you interpret OUTREACH materials in one or more languages?

NO  YES

What language(s) \_\_\_\_\_

Exactly how do you use OUTREACH materials? (Please tick appropriate box(es):

- \* in children's magazines
- \* in radio programmes
- \* in teacher training
- \* in curriculum development
- \* in literacy classes
- \* in extension courses
- \* in wildlife clubs
- \* other \_\_\_\_\_

Please enclose a copy of article(s)/script(s) which has been adapted from OUTREACH materials, and which has been written in the local language. (eg. newspaper articles, magazines etc.)

**E. YOUR AUDIENCE**

Let us know more about your audience (for example, rural and/or urban; children and/or adult; literate etc.,) \_\_\_\_\_

**F. YOUR AREA**

Let us know more about your area. What's happening? Are local farms losing soil? Do women find it increasingly difficult to find fuelwood? Is there disease because water and sanitation facilities are inadequate? Is local wildlife under threat from encroachment/poaching? \_\_\_\_\_

What's being done about local problems? Are there campaigns to get children immunised? Are people planting trees and/using energy-efficient cooking stoves? Please include information on successful schemes, and what has been learnt from failed projects, too. \_\_\_\_\_

Comments:

Name and address: \_\_\_\_\_

Please write the date when this issue was received: \_\_\_\_\_

## OUTREACH 39

### CONTENTS:

Using the chart below, you can see at glance which fields of interest are touched upon in this OUTREACH pack.

Letters in the chart indicate the following:

- a - articles      b - stories      c - activities and games  
d - teachers'/parents' page      e - resources

Topic		General	Africa	Asia	Middle East	Latin America & the Caribbean	Deserts	Forests	Wetlands	Oceans	Mountains	Grasslands
Land (L)												
Water (Wa)			a									
Atmosphere (A)												
Wildlife (Wi)		a	ab		a		a					
People (P)												
Human Habitation (Ha)		a	a									
Health and Sanitation (He)		ade	a									
Food and Nutrition (F&N)		a	a									
Energy (E)		a	a									

#### Reading levels:

I = for young children aged 8 - 10 years

II = for schoolchildren aged 11 - 13 and adults with basic literacy skills

III = for teachers and/or people with a secondary education

	Topic	Reading Level	Page(s)
<b>Articles</b>			
Kenyan women plant trees for survival (International Wildlife)	Wi/E	II/III	1-2
Women plant trees and fight to save forests (WorldWIDE)	Wi	III	3
Women in Zimbabwe build homes and self-reliance (DESI/UN)	Ha	II/III	4-5
Shea butter press (IWTC)	F&N	III	6-8
25 Questions and answers on breastfeeding	He	II/III	10-15
A tin of spilt water and 1700 wells (Development Forum)	Wa/He	III	16
<b>Stories</b>			
The wonderful world of Willy Warthog part 2: Friends	Wi	II	17-20
<b>Teachers'/Parents' Page</b>			
Educational activities on breastfeeding (INSA)	He	III	21-22
The Pink Gnome (UNESCO/UNFPA)		III	23-27
<b>Resources</b>			
Breastfeeding information and support for women (HClH)	He	III	8-9
Teaching-learning resources for pregnant and breastfeeding women (UNESCO)	He	III	28-29
Information and educational resources from UNICEF: breastfeeding	He	III	30

## INTRODUCTION

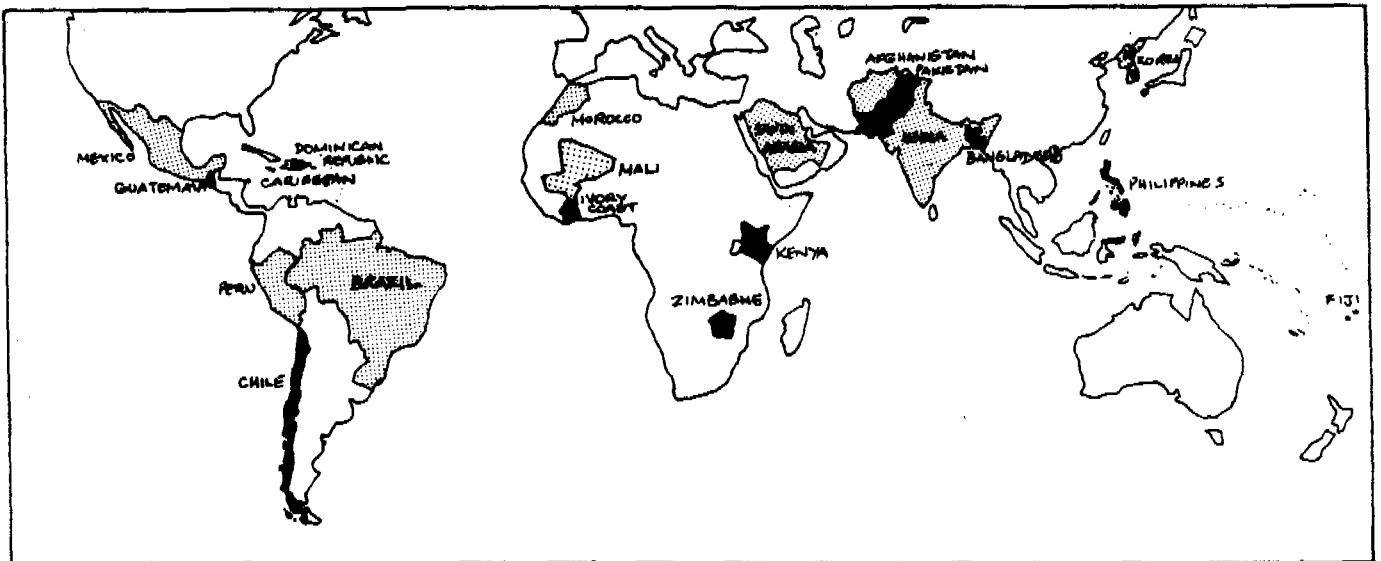
OUTREACH issue nos. 38, 39 and 40 are about and for women. They focus on women because of the contribution that women do - and can - make to the health and welfare of themselves, their families and communities and to the state of the environment.

The issues aim to:

- \* Encourage people to believe that belonging to one sex or another should not limit one's possibilities of participating in the family and in the sustainable development process.
- \* Offer practical ideas and activities for women to improve their health and that of their families and community.
- \* Demonstrate how women have achieved - and can achieve - improvements to their living conditions and to the environment in general.

## LOCATION MAP

The map below shows the location of places mentioned in OUTREACH issue no. 39:



KENYAN WOMEN PLANT TREES FOR SURVIVAL

National Wildlife Federation,  
1412 Sixteenth Street, N.W.  
Washington, D.C. 20036  
U.S.A.

The Editor,  
International Wildlife,  
8925 Leesburg Pike,  
Vienna, VA 22184  
U.S.A.

The article below is an extract from: "Healing the Ravaged Land" by Maryanne Vollers which appeared in International Wildlife Vol.18, No.1 (January-February 1988). Maryanne Vollers' article is about Third World women becoming a powerful force for conservation.

If the article below is reprinted, please include the following credit on the title page:

Copyright 1988 by the National Wildlife Federation. Reprinted from the January-February 1988 issue of International Wildlife magazine, with permission of the publisher, the National Wildlife Federation.

This article may be reprinted/adapted for educational purposes in developing countries.

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Before conservation came to her village, Esther Wairimu was a tree killer.

Two days each week, the Kenyan woman trudged along the red dirt paths of her village. On her back were lashed bundles of branches. As she walked, her eyes scoured the hillside for more firewood. With ten children to cook for over an open hearth, Esther needed a lot of firewood. No small tree was safe.

Then in 1982, a conservation project called **The Green Belt Movement** arrived in Esther's village. The campaign changed Esther, and others like her, from tree killers to tree planters.

Esther remembers what happened. "My neighbours joined the Green Belt Movement and began to argue with me. They said if I planted my own trees, I would not have to go looking all the time for firewood." So when the time came

for Esther to plant her rows of maize and beans, she planted trees as well.

Now five years later, Esther's family farm is a small woodland. Around the fields grow mango trees, blue gums, casuarinas and straight-trunked podocarpus. The trees provide shade for Esther's tin-roofed house. There is fodder for the goats and cows, better soil for the crops and branches for firewood. Says Esther, "I have learned that a tree is life."

Esther is just one of the many rural women in Kenya who are helping to halt the loss of trees and protect the land. Through the Green Belt Movement, women are working to re-green their country, where 90% of the native forest has been cleared in the past century. Since it was founded in 1977, the project has planted nearly five million trees. Miniature forests have sprung up on school and church grounds.

More than 500 communities have their own tree nurseries. 25,000 households like Esther's now have thriving woodlots.

Unlike many development projects, the Green Belt Movement does not move into an area: it waits to be invited. Women's groups learn about it, mostly by word of mouth, and then apply to start a tree nursery. The Green Belt organisation then supplies hoes and water tanks. It also trains and pays a nursery attendant who is chosen by the women. The women are taught to gather seeds from local woodlands and to care for seedlings.

Once the young trees are given out, the Green Belt Movement pays "promoters" and "Green Belt Rangers" to make sure the seedlings are being cared for. These people are usually old or handicapped people chosen by the women. Because of this follow-up care, about 80% of the trees survive.

The Green Belt Movement pays the women for each tree that survives its first few months: half a Kenyan shilling (about US 1¢) for native trees and more for exotic plants like eucalyptus and cedar. A woman might make 500 shillings a year.

This is the equivalent of a month's salary for a labourer. The money ensures that the trees will live long enough for local people to experience the benefits the trees provide. But money is only part of the women's motivation. "We are planting trees to ensure our own survival," says Wangari Maathai, the founder and director of the Green Belt Movement. The Movement succeeds because local people run the projects from the very beginning. They plan the nurseries, supply the labour and reap the benefits.

While the Green Belt Movement is a tree-planting project, its long-term goals are more ambitious. It hopes to make rural people self-sufficient in fuelwood and to restore fertility to lands made barren by forest clearance. It also hopes to educate people and improve the image of women. But "our most important goal," says Wangari, "is to raise people's awareness of the need to protect the environment."

Because of the success of the Green Belt Movement in Kenya, the United Nations Environment Programme is trying to encourage similar projects elsewhere in Africa.

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For more information about the Green Belt Movement:

Write to: Ms. Wangari Maathai,  
The Green Belt Movement,  
The National Council of Women of Kenya,  
P.O.Box 43741,  
Nairobi,  
KENYA

Read: "Kenya's Women of the Trees: an interview with Wangari Maathai (source: Development Forum, October 1986) see OUTREACH issue 21, page 12.

For other information on women and conservation, read: "Women of the Chipko Movement" (source: "Tree as a guide to Ecology: for every child a tree" produced by UNEP) see OUTREACH issue 23, page 13.

For practical information on trees, fuelwood and tree-planting, see OUTREACH issues 27, 28, and 29.



WOMEN PLANT TREES AND FIGHT TO SAVE FORESTS

WorldWIDE,  
P.O. Box 40885,  
Washington, DC 20016  
U.S.A.

The two articles below are from:  
WorldWIDE News, published by WorldWIDE, an organisation Working for Women Dedicated to the Environment. If either article is reproduced, please give credit to WorldWIDE.

■ A women's tree-planting program in the Dominican Republic has been so successful that the program is growing too. In two years MUDE, Mujeres en Desarrollo or Women in Development, planted 40,000 seedlings in 10 communities of southern Azua province. An equal number of shade, wood and fruit trees will be planted in seven more villages this year. All told, 19 MUDE groups with 600 women are cooperating in the program.

Azua "is a very depressed area, almost desert-like, with deforestation that goes back many years," said Barbara Taveras, regional coordinator for CODEL (Coordination in Development), a consortium of 40 Christian organizations that is jointly funding the \$45,000 project with MUDE. "There were almost no trees except what they planted." Now, she reported, "The women are talking about how good it is to have the trees." Not only do they have cooling shade and fuelwood in their future but the fast-growing trees provide much-needed cattle forage. The women want fruit trees now, and CODEL and MUDE are helping them set up nurseries for the seedlings.

The enthusiasm is so high—even in communities where trees died—that the women's husbands and children are helping with the planting. And, the word has spread: Other MUDE groups (there are 175 in all) want similar programs. *Contact Environment and*

*Development Program, CODEL, 475 Riverside Drive, Room 1842, New York, NY 10115, USA, telephone (212) 870-3000.*

source of article:  
"From Around the World" by Libby Basset in WorldWIDE News, May 1987.

■ The Brazilian women's environmental action group, Acao Democratical Femina Gaucha (ADFG)—Friends of the Earth, is fighting to save the Amazon forest and all that lives within it from the "ever-accelerating process of massive and irreversible destruction." President Magda Renner says ADFG is trying to change the institutions, governments and policies responsible for tropical deforestation—with some success. ADFG has been asked by the government Committee for Environment and Security "to give our input for the new Brazilian Constitution on these issues. We hope to contribute in establishing constitutional limits to the ruthless exploitation of tropical forests and the violation of human rights of its native inhabitants."

*Contact Ms. Magda Renner, President, ADFG, Rua Miguel Tostes No. 694, CEP 90.420, Porto Alegre, Brazil; telephone (0512) 32-8884.*

source of article: "WorldWIDE Network" by Libby Basset, WorldWIDE News, October 1987

WOMEN IN ZIMBABWE BUILD HOMES AND SELF-RELIANCE

Division of Economic and Social Information,  
 Department of Public Information,  
 United Nations,  
 New York NY 10017  
 U.S.A.

The article below is adapted from one by the same title and written by Simon Mubi as DESI Feature No. 170, August 1987. Simon Mubi is a journalist based in Zimbabwe.

The article may be used without permission, but credit should be given to: **Simon Mubi, DPI/DESI.**

"I had been lodging in one room with my six children. It was terrible. My relatives did not want anything to do with us because they felt that we would be a burden. Now I have my own six-room house, with electricity and a flush toilet, and my relatives don't avoid us any more. They give us respect."

These are the words of Vagina Churugwi from Kwekwe, a town in Zimbabwe. Like many of her countrywomen, Vagina is the head of a household. Her husband died in 1975. Since then, she has had to support herself and her six children on her own, making ends meet from her small earnings as a dressmaker and a market vendor. Until recently Vagina had little hope of ever improving her family's living conditions.

That changed when the Government of Zimbabwe, with support from the United Nations, started a project to build low-cost housing in her village. Using her own hands and energy, Vagina Churugwi then built her family a home.

Mercy Gave, married with four children, was given the same chance. After some instruction, she built a new home by herself in less than two months, while her husband was working away from home.

"After being married for twelve years, this is the first time that my husband, my children and I can live together as a family," Mercy said recently. She added, "There were times when we did not eat so as to have enough money to build. But the sacrifice was worthwhile because now we have our own home. And building it brought out reserves of strength and determination that I didn't know I had."

When Zimbabwe became independent in 1980, there was little low-income housing. Since then, the population has grown by more than 3% a year, and many people are moving to the cities. According to the Government, 13,000 new homes must be built each year if every citizen is to be adequately housed by the year 2000.

Shortly after independence, when the United Nations began to help Zimbabwe with low-cost housing, new standards were set down for community development and sanitation planning.

In 1982, housing projects began in the medium-sized town of Kwekwe and the rural centre of Gutu. People with below-average incomes of \$US80 to \$US240 a month could take part in the projects.

Four basic house plans, which can be changed to suit each family's requirement, are available. A core house is built. Then, rooms can be added as finances and time permit. By early 1987, more than 1000 houses in Kwekwe and 200 houses in Gutu were near completion.

Both public and private funds have been used. Public money has been spent on land, roads, water, electricity and sewerage. Private funds, from one of Zimbabwe's largest home financing institutions, have been used to buy building materials. A "self-help" approach to building the homes has been important to the housing projects.

The terms of the loans, which allow up to 25% of disposable income to be spent on housing, made it possible for many women on low incomes to take part in the project.

Laws, passed recently, gave women the right to own homes. Land and buildings no longer have to be registered in the name of a husband, son or other male relative. Previously, lacking the collateral or title deeds necessary to get traditional loans, home ownership was only a dream for these women.

One woman who has benefited from the house-building in Gutu is Emily Dzikera. She is unmarried with seven children. She works as an assistant cook in a local hotel. She says, "My children and I had been living with relatives, wandering from one home to another and leading a very insecure existence. This caused tension and many arguments between us."

Now Emily lives in her own home. She has electricity and a modern toilet for the first time. But it is the electric hot plate that she values most. "It saves so

much time and energy after a hard day's work. I no longer have to go out looking for wood, which is getting more difficult to find."

Determined that nothing will make her lose her home, Emily normally pays back up to \$US80 a month towards her loan even though her monthly payments are set at \$US44.80.

People that take part in the house-building projects learn their skills at weekend workshops. They are taught about building methods, building materials, house designs, and community participation in, and administration of, housing co-operatives.

Many women master home-building methods quicker than men. One officer says, "A woman will put more effort into building her house than a man, and you can actually see her confidence grow when she has a house of her own."

And it was a woman who organised the first housing co-operative in Gutu. Called "Masimba Evanhu" (meaning "the strength of the people"), it is made up of 13 female and one male heads of household. Co-op member Philipa Chidumba says, "Many people were sure that women working together without supervision from men would not achieve much. But I think that by our efforts and the genuine good spirit we have proved them wrong."

The feelings of people who have taken part in the low-cost housing projects in Zimbabwe might best be summed up by the names that residents of Kwekwe have given their streets: "Tinotenda" (We are Grateful) Road; "Cheziya" (What I have Sweated For) Crescent, and "Rusununguko" (Freedom) Street.

# SHEA BUTTER PRESS

International Women's Tribune  
Centre (IWTC)  
777 United Nations Plaza,  
New York, NY 10017  
U.S.A.

Intermediate Technology Publications  
9 King Street,  
Covent Garden,  
London WC2E 8HW  
ENGLAND

This information is taken from: The Tech and Tools Book: a guide to technologies women are using worldwide compiled by Ruby Sandhu and Joanne Sandler and produced by IWTC and I.T. Publications, 1986.

This publication is an illustrated guide to 60 technologies women are using worldwide, with descriptions of each technology's strengths, weaknesses and uses. Technologies useful to agriculture, communications, energy, food processing, health and sanitation, and income generating projects are included. Other sections provide guidelines for introducing AT components into women's projects, with listings of AT centres, journals, catalogues and donor agencies. The cost of the publication is US\$10.00 and is available from IWTC.

If the information below is reproduced, please include the following credit on the title page:

Copyright 1986 by I.T. Publications and International Women's Tribune Centre. Reprinted from The Tech and Tool Book with permission of the publishers, International Women's Tribune Centre and I.T. Publications.

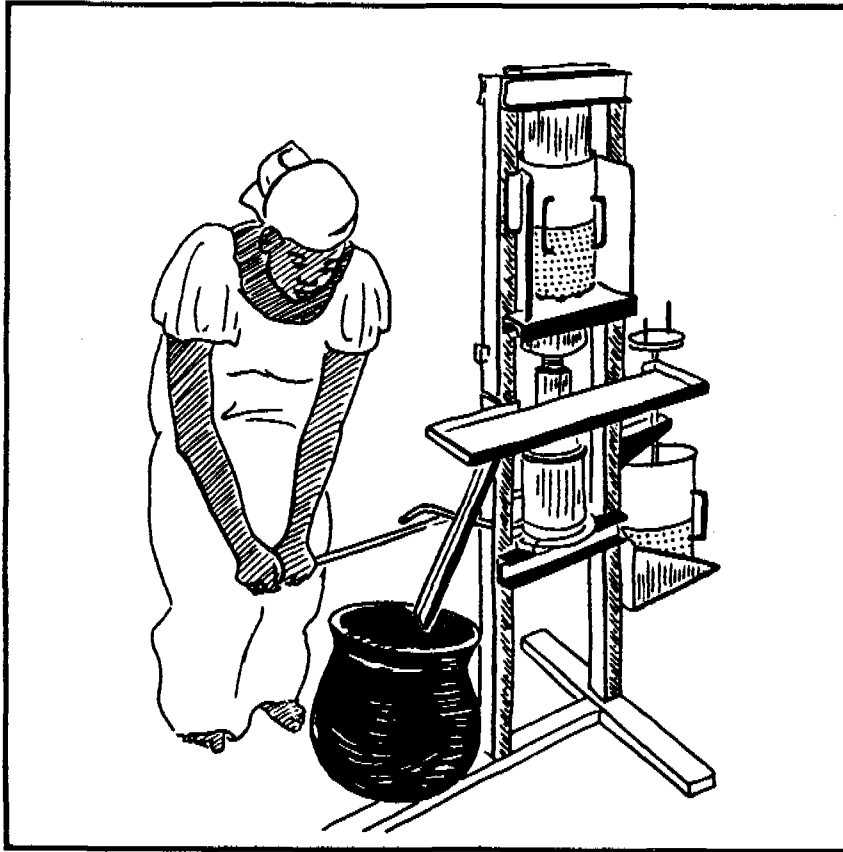
## Some ideas on how to use the information below

- \* If the information is useful to you or your group, write away for further information.
- \* Adapt the idea of the Tech and Tools Book, (as illustrated in these sample pages), and compile your own directory of technologies that women are using in your town, district or country.
- \* Start a "Women's Appropriate Technology Mini-Resource Centre" and collect information that women can use in their projects. You could begin by ordering the Tech and Tools Book.
- \* Organise a meeting of women in the community and describe this technology to each of them. Ask them to read the "How It's Been Used" information and discuss the potential for their own uses. Have them generate ideas about the uses and misuses of technology in their family and community.

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## BRIEF DESCRIPTION

Shea nuts are traditionally processed by women into an edible fat, shea butter. The proceeds accumulated using the traditional method are not worth the labour input. GATE (a German-based technology organization) developed a hand press using a dry method, in which the fat is squeezed out of the heated shea-powder under high pressure. Using the shea press, the fat output is between 40 and 45 per cent (related to dry kernels), while the output with the traditional method is about 25 per cent.



	NO COST	
COST:	LOW COST	
	HIGH COST	✓
USE:	NO TRAINING NEEDED	
	TRAINING NEEDED	✓
	TRAINED OPERATOR NEEDED	
CON- STRUCTION:	SELF-BUILT	
	ARTISAN-BUILT	
	FACTORY-BUILT	✓
POWER SOURCE:	DIESEL/ ELECTRICITY	
	ANIMAL/ MANUAL	✓
	RENEWABLE	
PURPOSE:	LABOUR- SAVING	✓
	INCOME- GENERATING	✓
	DOMESTIC	
MAINTENANCE:	SIMPLE	
	TRAINING NEEDED	✓
	SPECIALIST NEEDED	

## STRENGTHS

1. Use of the press reduces working time, since only a quarter of the time traditionally spent is needed.
2. Significantly increases income because the sale value of shea butter is greater than that of shea nuts.
3. Reduces consumption of firewood and eliminates the use of water in the processing of shea butter.
4. Press can also be used to produce peanut oil.

## WEAKNESSES

1. Initial cost of press is high; but, it is estimated that it will pay for itself in two years.

## HOW IT'S BEEN USED

### MALI

In 1980, GATE initiated a project to develop an appropriate shea-fat technology for West Africa. After the testing and development period, the press was distributed by GATE during 1984 and 1985. International agencies have shown considerable interest in financing villagers who want a shea

press. The total cost of the equipment is US\$900, and assuming there are good shea nut harvests, a Malian village can pay for a press within two years. Using the traditional method, women earn US\$1500 annually, while with the improved press they can earn US\$2400.

Over the last year, women have expressed great interest in the technology. They are especially receptive because it increases their incomes and reduces fuel expenses. The new process does not require water. The women users have assumed responsibility for both maintenance and simple repair of the machine.

By the end of 1985, 20 presses were operating in Mali. The demand for presses is greater than the numbers available. A Malian enterprise is producing the presses, but the 30-ton jack needed in its construction, has to be imported. A special maintenance and repair service, with women technicians, was created to ensure the availability of repair services.

#### FOR MORE INFORMATION

**WRITE:** 1) GATE/GTZ,  
Postfach 5180, D-6236  
Eschborn 1, Germany.

**READ:** 1) "New Shea-Butter  
Technology for West African  
Women," GATE Magazine, (GATE,  
Eschborn, Feb 1983).

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#### BREASTFEEDING INFORMATION AND SUPPORT FOR WOMEN

Child Survival Action News,  
National Council for International Health (NCIH)  
1701 K Street, N.W.  
Washington, D.C. 20036  
U.S.A.

The following information is taken from: Child Survival Action News No.6 1987, published by the NCIH, with support from the U.S. Agency for International Development (USAID).

If reproduced, please give credit to: Child Survival Action News/  
National Council for International Health

New mothers need support and follow up if they are to breastfeed successfully. A number of organizations in the field are active in providing support to women breastfeeding. Many are modeled after La Leche League but are tailored to the needs of their individual communities. The Breastfeeding Information Group (B.I.G.) in Kenya is

one example. B.I.G. was started quite informally to provide assistance to women having problems breastfeeding. In addition to advising mothers, B.I.G. publishes a newsletter and other educational materials, trains health workers about breastfeeding and has been working with other organizations in Kenya to improve policies that sup-

port breastfeeding. B.I.G. also helps to coordinate similar support efforts in other African regions and networks to share information with mothers' support groups around the world through the International Breastfeeding Affiliation.

ORGANISATIONS

**Breastfeeding Information Group**, P.O. Box 59436, Nairobi, Kenya. A grassroots organization that promotes breastfeeding through support groups, training of counselors, publication of educational materials, and informational talks.

**Clearinghouse on Infant Feeding and Maternal Nutrition**, American Public Health Association, 1015 15th St., NW, Washington, DC 20005. An international center for information and materials on all aspects of maternal and child nutrition. The data base is automated.

**Family Health International**, Triangle Drive and Highway 54, Research Triangle Park, NC 27709. Supports program-oriented research on fertility-related issues, including breastfeeding.

**International Baby Food Action Network (IBFAN)**, 3255 Hennepin Ave., So., Minneapolis, MN 55409. Promotes and monitors implementation of the International Code of Marketing of Breastmilk Substitutes.

**International Breastfeeding Affiliation**, 11 Morris Street, Doncaster, Victoria, 3108, Australia. An international affiliation whose objective is to further the effectiveness of mothers' breastfeeding support groups worldwide by representing their interests and providing assistance and encouragement.

**La Leche League International**, 9616 Minneapolis Ave., P.O. Box 1209, Franklin Park, IL 60131-8209. Promotes breastfeeding through use of mothers' support groups and publication of educational pamphlets and manuals.

**Manoff International, Inc.**, 2001 S St., NW, Suite 420, Washington, DC 20009. Specializes in mass media programs and social marketing to improve child feeding practices.

**PROALMA**, Tercer Piso, Junta Nacional de Bienestar Social, Tegucigalpa, D.C., Honduras. A national breastfeeding promotion program which has increased the extent and duration of breastfeeding dramatically by changing hospital practices, training health practitioners, and educating mothers.

**Teaching Aids at Low Cost (TALC)**, Institute of Child Health, P.O. Box 49, St. Albans, Herts. AL1 4AX, U.K. Offers books, manuals, and slide sets on primary health care (including nutrition and breastfeeding) at a low price.

**World Federation of Public Health Associations**, % Secretariat, American Public Health Association, 1015 15th St., NW, Washington, DC 20005. Publications in the Information for Action Series include a resource guide on maternal nutrition and an issue paper on improving weaning practices.

**World Health Organization (WHO)**, 1211 Geneva 27 Switzerland. Publishes policies and guidelines on breastfeeding and provides support for breastfeeding promotion programs and research.

PUBLICATIONS

**ASI** (Avances en Supervivencia Infantil), quarterly newsletter, INCAP, Apartado 1188, Guatemala, Guatemala

**Manual on Feeding Infants and Young Children**, Margaret Cameron and Yngve Hofvander, 1983, Oxford Medical Publications, Oxford University Press

**Mothers and Children**, a bulletin on infant feeding and maternal nutrition published by the American Public Health Association (APHA), 1015 15th St., NW, Washington, DC 10005

**Network**, a quarterly published by Family Health International, Research Triangle Park, NC 27709

25 QUESTIONS AND ANSWERS ON BREASTFEEDING

The Population Council,  
1 Dag Hammarskjold Plaza,  
New York NY 10017  
U.S.A.

PIACT/PATH,  
Canal Place, 130 Nickerson Street,  
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The information below is adapted from: "A Mother's Guide to Breastfeeding" produced by the Population Council with the assistance of PATH (Program for Appropriate Technology in Health) in cooperation with the Nursing Department at Metropolitan Hospital.

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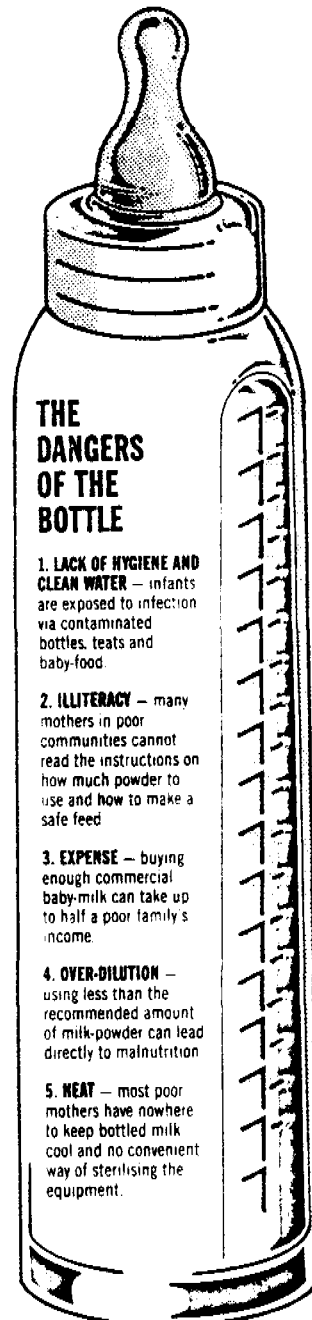
These questions and answers may form the basis of a radio programme, or be used as a series in a newspaper or magazine.

**Q. Which is better for my baby - breastmilk or bottle milk?**

**A.** Breastmilk is the very best milk you can give your baby. Milk that comes in boxes or tins does not keep your baby as healthy as your own breastmilk, see picture "The Dangers of the Bottle".

**Q. Why is breastmilk best?**

**A.** It is healthier for your baby for many reasons:  
\* Breastmilk is always safe and is always ready. It is just at the right temperature, and it is naturally clean.  
\*Breastmilk has all the proteins, vitamins and minerals a baby needs for the first few months of life. Even among malnourished mothers, studies show that breastfed babies are twice as likely to achieve normal weight for age.



source: UNICEF



\* Breastmilk provides protection against some illnesses.

\* Breastfed babies have fewer allergies, less diarrhoea, and fewer ear infections.

**Q. What are the other advantages to breastfeeding?**

**A.** Breastmilk is not expensive, and breastfeeding helps the mother and child to develop a close and loving relationship. Although not a reliable method, breastfeeding has a powerful contraceptive effect. In many countries, it is the most important factor in preventing another pregnancy in the first year after giving birth.

**Q. When should I begin to breastfeed my baby?**

**A.** Right after birth. This helps to increase your milk supply. The first liquid that comes out of breasts is a clear, yellow fluid called **colostrum** (said: ko-LOST-rum). This is not quite like milk that will come out after 2 or 3 days. This first liquid is very good for your baby, and helps keep your baby from getting sick. It looks different from milk, and it is different from milk, but it is very important to let your baby drink it.

**Q. How often should I feed my baby?**

**A.** Breastfeed whenever the baby wants to eat, not by the clock. Frequent feedings allow your milk supply to increase as your baby grows. In the beginning, mothers often breastfeed 10-12 times over a 24-hour period.

**Q. How long should a feeding last?**

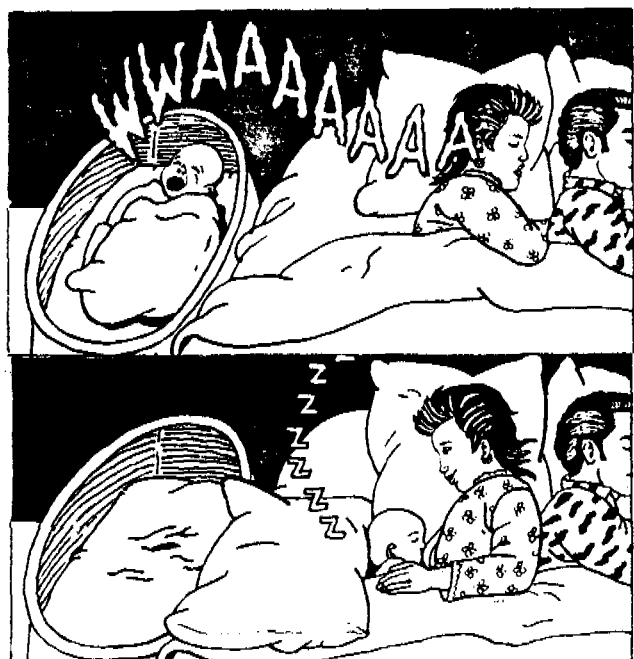
**A.** There are no set rules. Usually it is the baby who decides how long the feedings last: the baby knows when he or she



is full! However, in the early weeks, some babies are not very efficient at nursing or fall asleep at the breast. This means that it may take them longer than you think to get enough milk for their needs. As a general rule, nurse 7-10 minutes on each side at each feeding right from the start.

**Q. Should I feed my baby at night?**

**A.** Night feeding is important to develop a good milk supply. Breastfeeding at night also



takes less time than heating a bottle at 3 o'clock in the morning!

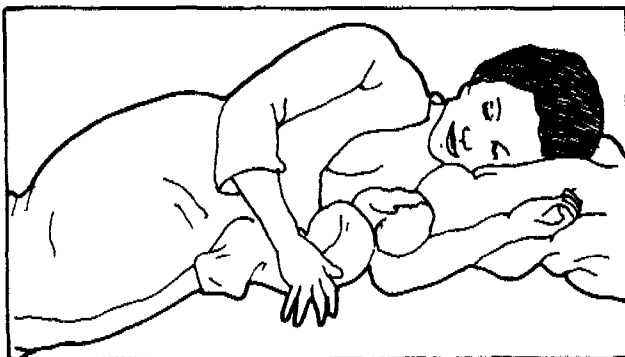
Some mothers feed their babies very often during the day to decrease the number of night feedings. Do not let the baby sleep longer than about 4 hours between daytime feedings or longer than 6 hours between feedings at night during the early weeks.

**Q. Do I continue to feed my baby often as it grows?**

**A.** As the baby gets older, nursing patterns change. After the first 6 weeks or so, your baby may start to go longer between some of the feedings and sleep a little longer at night. But this is different for all babies. Use your common sense - if the baby is hungry, feed him or her.

**Q. How should I hold my baby when I am breastfeeding?**

**A.** Hold the baby close to the breast without leaning forward. Leaning down to nurse a baby can lead to back strain and cracked nipples. A good idea is to place a pillow on your lap. Then, put the baby on his or her side on top of the pillow. You and the baby will be tummy to tummy, and the child's head will not have to turn sideways to reach the nipple. Another way is to nurse while lying on your side by placing



the baby, facing you, on his or her side. The child's mouth will be level with the nipple. Do not let the baby pull down on your nipple to nurse.

**Q. How do I put the baby to breast?**

**A.** After you have found a comfortable way to hold the baby, touch your nipple on the baby's lower lip. As the baby opens his or her mouth, bring the child closer and lift the breast up a little to guide the nipple in. Hold the baby so that the nipple and  $\frac{1}{2}$  an inch of the dark skin around it (the areola) are in the baby's mouth. If the baby does not suck, tip the nipple up towards the roof of the baby's mouth.

**Q. How do I remove my baby from the breast?**

**A.** Do not pull the baby from your breast while he or she is sucking. Before removing the baby from your breast, place your finger in the child's mouth between the gums. This will break the suction and the baby will not hurt your nipple.



**Q. How do you know which breast to use?**

**A.** Use both breasts at every



feeding. The baby will suck harder on the first breast offered. So, if you use the right breast last during one feeding, begin the next feeding using the right breast.

As soon as you finish breastfeeding, you can tie a ribbon to the bra strap on the side you used last. This will remind you where to begin at the next feeding.

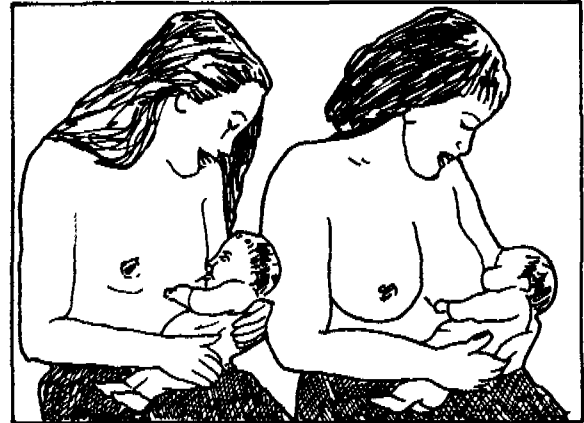
**Q. When should I burp the baby?**

**A.** Between sides and feedings. The baby may not always burp, but always try. Sitting the baby up, burping him or her and switching sides will help to wake the baby up and renew the child's interest in nursing. Some mothers switch sides often during a feeding if the baby is falling asleep on the first breast and not taking the second.

**Q. I have small breasts. Does this mean I shall not produce enough milk for my baby?**

**A.** The amount of milk you produce is determined by how often

you breastfeed, and not by the size of your breasts.



**Q. How do I know if the baby is getting enough milk?**

**A.** New mothers often wonder about this, but there are several ways you can tell that the baby is well-fed:

\* The baby is receiving only breastmilk and is urinating 8 or more times in 24 hours.

\* The urine is clear and pale, not dark yellow and concentrated.

\* The baby is being fed 8-12 times in 24 hours.

\* The baby is having one or more bowel movement per day (or an enormous bowel movement, say, every two days).

\* You can see milk and hear the baby swallow during feedings.

\* The baby is gaining a steady weight.

**Q. How long should I breastfeed my baby?**

**A.** Breastmilk alone is enough for the first four to six months. After that, babies still need breast milk, but they also need extra food.

**Q. I must go back to work. Can I continue to breastfeed when I**

am working?

A. Yes. One or two weeks before you are ready to return to work (or school), begin using a bottle. Your baby may accept the first bottles more easily if another person, not the mother, gives it to him or her. You can take milk out of your breast by hand and keep in the refrigerator for up to 24 hours. But remember, it is best not to breastfeed and use a bottle for the first few months. Very young babies can get confused if you breastfeed and use a bottle.



Q. How should I take care of my breasts during nursing?

A. Every woman should wash her breasts daily during nursing. Use water, but avoid soaps because they dry out the skin. You should also wash your hands before feeding to stop any dirt from getting in the baby's mouth.

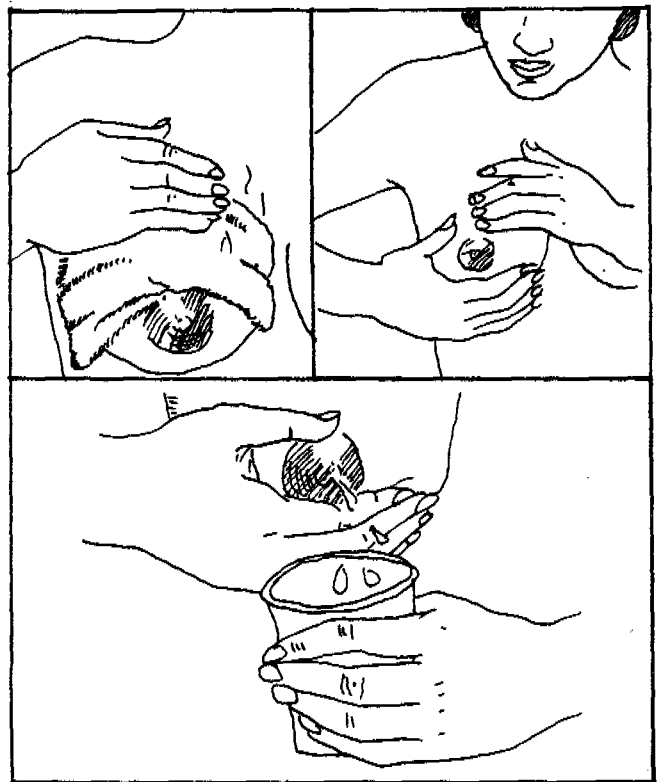
Q. Will my breasts lose their shape because I am breastfeeding?

A. The shape of breasts appears

to be much more affected in pregnancy than during nursing. As soon as your breasts enlarge in pregnancy, you can wear a bra that gives you the support you need. During nursing, a nursing bra with flaps in the cups work well. Immediately after weaning, breasts appear to lose their shape. But after some months the normal breast shape usually returns.

Q. My breasts feel hard and swollen. What can I do?

A. If your breasts feel hard and too full, do not stop breastfeeding your baby. Instead, apply a moist, warm towel to your breasts, massage your breasts and take out some of the milk by hand before breastfeeding the baby. Breastfeed more often.



Q. What can I do if my nipples become cracked or sore?

A. If you have cracked or sore

nipples:

- \*Breastfeed your baby before he or she is hungry, so the baby will not suck so hard.
- \* Breastfeed more often - about 7-10 minutes on each breast.
- \* Change your position each feeding because holding the baby the same way all the time can hurt your nipples.
- \* Check to make sure that the baby has both the nipple and  $\frac{1}{2}$  an inch of the dark skin around it in his or her mouth.
- \* Let the nipples air dry completely before you cover them after a feeding.
- \* You can put a little breast milk on your nipples. Breastmilk can help protect and heal your skin.

**Q. Should I continue to breastfeed my baby if my baby or I get sick?**

- A. Yes, continue to nurse your baby. Your milk is good, even if you are sick. And the baby gets protection (called antibodies) from your milk. If you stop breastfeeding, the protection also stops and the baby may catch your germs and become sick. If your baby gets diarrhoea, continue to breastfeed. The breastmilk will help the child get better.

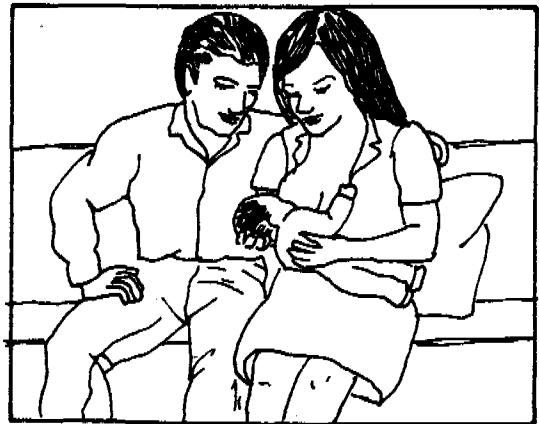
**Q. Do I eat more food when I am nursing my child, and does this mean I shall gain weight?**

- A. You should eat more food than you normally eat, but you should not gain weight. This is because the body requires extra energy for breastfeeding - and the extra energy is quickly used up by the baby.

**Q. What should I eat while I breastfeed?**

- A. Continue to eat foods rich in protein, iron and calcium, such as dried beans and peas, green leafy vegetables, cheese and liver. Drink plenty of liquids, such as water, juices and soups. Milk is also good to drink, if you like it, but it is not required to produce breastmilk.

**Q. How can my husband help me while I am nursing our baby?**



- A. He can help by encouraging breastfeeding, and also by helping you with your daily chores in the house and on the land. Your husband's support may also be needed to encourage you to eat more and better food.

## A tin of spilt water and 1,700 wells

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**T**he mother of six stood up and told the meeting how she had set out at 6 o'clock in the morning, arriving at the communal water hole three hours later. She filled her tin, rested and chatted a while, then started on the long return walk with her heavy load.

At midday she hit her foot against a stone and tripped, spilling all the water. She sat down and cried.

She was so exhausted and disheartened that she was tempted to drag herself home with the empty can. But the thought of her thirsty children made her go back to fetch more water.

So she returned for a second filling of her can. It was 6 o'clock in the evening when she reached her home. Six thirsty children raced to meet her, calling out for a drink.

Her story was heard by Rugare Shiri, a nurse at Bulawayo Hospital and head of the women's section of the Evangelical Lutheran Church in Zimbabwe.

Shiri asked the woman to repeat her story in the same simple dramatic way at the Church's General Assembly of Women a few weeks later. An official from the Lutheran World Federation who was in the audience promised immediate action.

He was as good as his word. A decision to finance the digging of rural wells was taken, and the first engineer from the Federation, Piet te Velde, arrived in 1981.

Wells were chosen rather than boreholes because of cost considerations and because once the site had been selected - often by divination forked twig - the plan do the initial digging

When the diggers blasting licence takes team of organizers show dig and shape each well, which is 17 metres.

Men dig while women provide them with food. But the management committee of three set up for each well always has two women - "Always", stresses Shiri, who is the wife of Bishop Jonas Shiri, head of the Church in Zimbabwe. "This composition recognizes the fact that household hardships bear more heavily on the women of the family."

The first completed well was in the Gwanda area, near the village of the woman whose story inspired the programme. Rugare Shiri performed the official opening in September 1981. By the time she inaugurated the second well, 100 others were under construction.

The Church, which employs 150 permanent well-workers, was asked by the Roman Catholic Church to build wells in North Matabeleland. As a result, the region now has more than 160 wells.

Shiri was recently invited to join in village celebrations for completion of some of these projects, and her inspection of the new sources of water



by Gift  
Sipho Seso

the site had been selected with bent fencing wire or was for local people to free.

strike rock a man with a over. An engineer and a the community how to the average depth of

in the dry bushveld inspired her to set up a programme to establish communal gardens around such wells.

It was, she said, the joyful sight of the dry earth turning green where water had splashed that gave her the idea of making greater use of watering points.

Almost 1,700 Lutheran-financed wells have been dug throughout the country since independence, 905 in the traditionally dry area of Matabeleland. More are underway. Expenditure on the programme has been increasing consistently, and now runs at about \$5 million a year.

When Shiri became a leader of the women's section, just over 10 years ago, she called on the senior women in each rural Lutheran parish (administrative district) to tell her their problems: "Just write about anything and everything that interests you. Write to me about anything that worries you." Rural families had never received such an offer. Their replies took weeks, sometimes months, to arrive. Some contained requests for urgent help. But in all the greatest, the most agonising need was water.

GEMINI

Gift Sipho Seso is a Zimbabwean journalist currently based in Bulawayo.

THE WONDERFUL WORLD OF WILLY WARTHOG by Leanore Bittner

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For more information on "The Wonderful World of Willy Warthog", write to: Leanore Bittner, 4545 55th Avenue, N.E., Seattle, WA 98105, U.S.A.

The Wonderful World of Willy Warthog may be presented as a complete story, or may be published as a serial in three parts. Part 1: Snared!, printed in OUTREACH issue 38, introduces Willy the Warthog, and describes what happened when his friend, Gerry Giraffe, got into difficulties. Part 2: Friends appears below. It is about Willy's friends and some of the dangers that they face. Part 3: The mysterious yellow monster, in OUTREACH issue 40, describes the changes that are taking place to Willy's home, and how these changes threaten the lives of Willy and his friends.

Part 2: FRIENDS

Most of our neighbours in the Park are friendly and don't hurt us or each other. They share all the food. Each animal family eats a different kind of grass, or leaf, or fruit, or root. Would you believe I've counted about 120 different kinds of grass around here? Everything from tender red oat grass and star-grass, to tough tussock grass. And there's one called Pennisetum which tastes so yucky that nobody eats it unless there's nothing else! If the animals have arguments, they settle them mostly without hurting each other. Let me introduce you to some of my friends.

Maybe my best pal is Jonny Jackal (maybe because we're about the same size). He lives with his parents and his sister in a burrow, just as I do. We play tag in the tall grass until suddenly Jonny pounces on a mouse! While he enjoys his snack, I nibble a few shoots of new grass and then off we go again. We also like to chase the baby ostriches in their nursery flock. They're so silly-looking! But we have to

be careful because the two parents looking after them have long, strong legs and can give you a very mean kick.

It's fun to visit my impala friends who live near the woods in the hilly parts of our Park. There, the trees make for wonderful games of hide 'n' seek. The impalas are fun until they grow and the boys get horns. Then, the only thing they're interested in is chasing girl impalas. My younger impala friends live in a big herd with their mothers and father and a whole bunch of cousins and aunts. Their uncles all live in their own herd: I don't know why - can you figure it out?

The bushbucks are friendly, too, but very shy. They live deep in the woods and are sometimes hard to find because of their colours and stripes and spots - just like sunlight on the trees. Down by the rivers I can also find a good game with the young waterbucks. We can chase baboons and monkeys; that is, until their huge families come running after us. In fact, I guess I like all

the antelopes and gazelles - even the kongoni and eland.

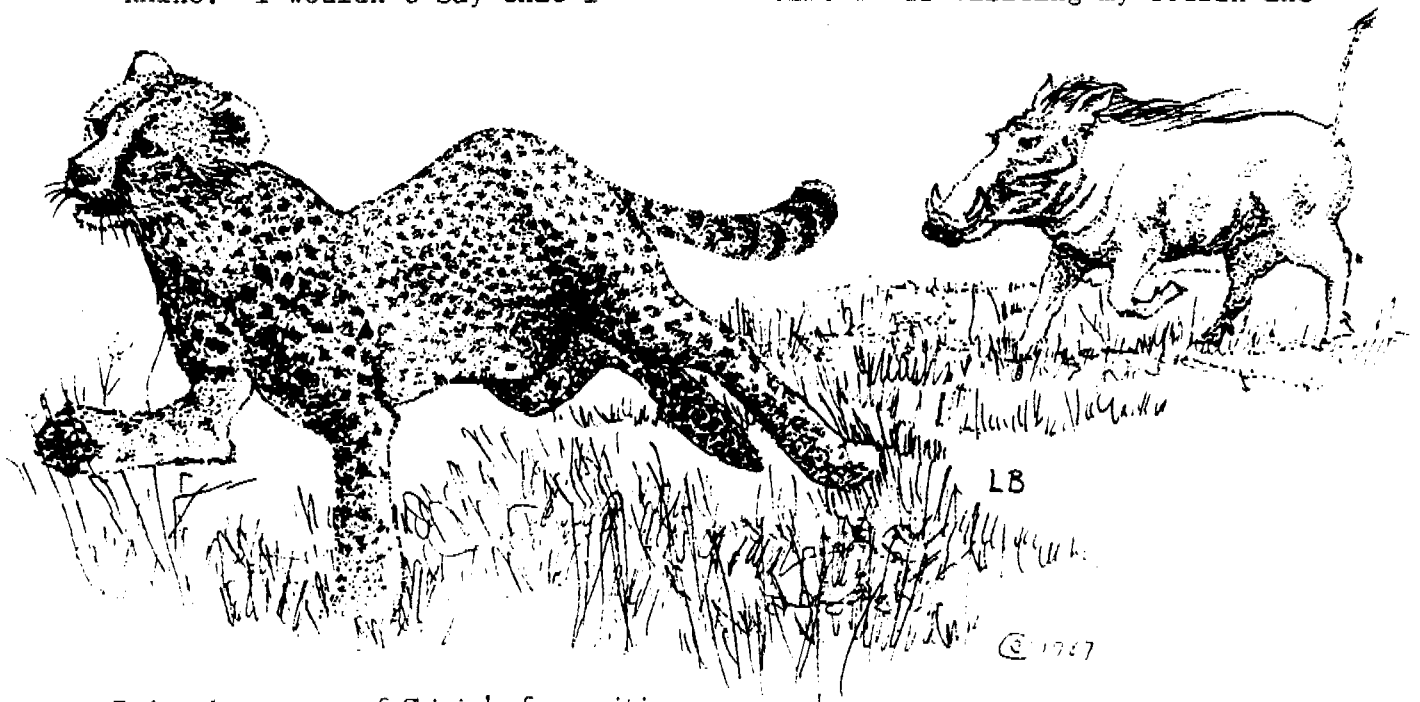
During the hot, dry months - August to November where I live - I also have the chance to meet many new friends because then a strange thing happens. Almost overnight our Park is suddenly filled with wildebeest and zebra families. Most of them have youngsters I can play with. I've heard that they come from a land hundreds of miles away. My family doesn't travel much - except for those two stupid brothers I told you about. The wildebeest and zebra families come to our Park when their home country has no more food. Then, when the rains come here, they go back home. That's a lot of walking! And very dangerous, too, because lions and leopards are waiting to catch them along the way. Yet, they make this trip every year! I'm always sad when they leave.

One of the friendliest of the animals (though you wouldn't guess it to look at her) is Rhoda Rhino. I wouldn't say that I

exactly play with her, because she's about 20 times bigger than I am. But she's very motherly and kind - most of the time. When she has a baby, though, she gets pretty cranky. She's so afraid someone might hurt her baby, and because she can't see well, she charges anything she hears! I've heard stories about how some humans kill rhinos. It seems that they want the poor rhinos' horns! I can't figure it out. But I guess that's why Rhoda sometimes gets very upset.

I can just hear you asking, "Well, how about the lions, and leopards and cheetahs - are they friends, too?" Let me put it this way. The big cats are okay most of the time. In fact, the lions are pretty easy-going and sleep most of the day. At night, when the lions hunt, I'm snug and safe with my family in our burrow, so the lions usually don't bother me. And the cheetahs are push-overs!

Let me tell you about the time I was visiting my cousin and



I chased every one of Chisia's four waiting children.

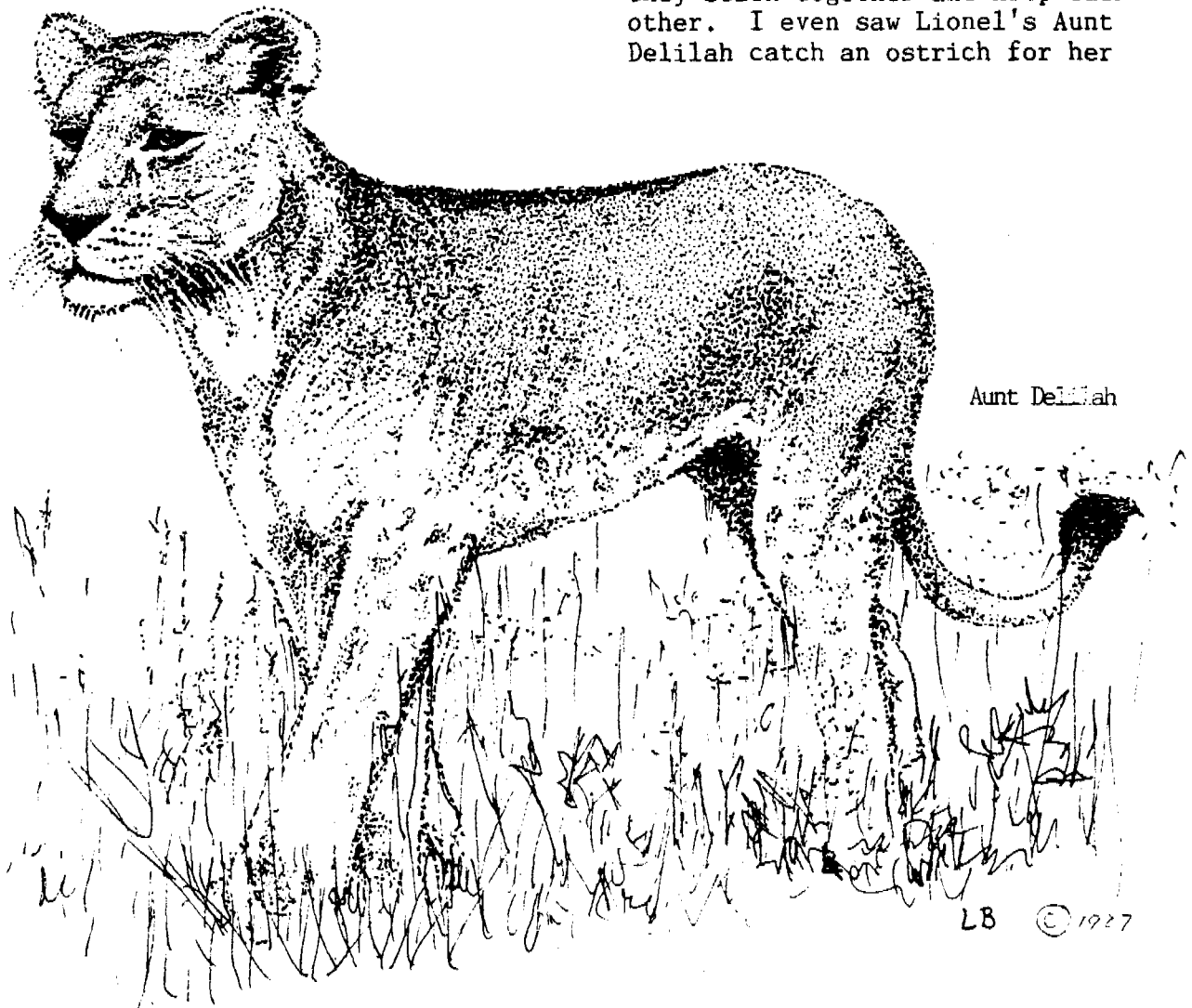


her family over on Oloonjuo Ridge. We were just catching up on all the news about my family at Lone Tree, when suddenly Chisia Cheetah came tearing through our gathering at 50 miles an hour! She was running down a young gazelle to catch it and teach her children something about hunting: she lets them kill the hunted animal and eat it. Thank goodness this gazelle was no one I knew! Anyhow, Chisia rudeness in scaring us made me so angry I chased every one of her four waiting children! You should have seen them run! I didn't hurt them, though. After all, they hadn't done anything to hurt us. Besides, they were too young to know that I use my beautiful

curved tusks only for digging delicious roots. I saw them a short time later playing together on a dead tree, still waiting for their mother to return with the catch.

The younger lions like to play a lot with each other. And, though my parents don't know it, sometimes I play with a very gentle young lion called Lionel. I can usually find him hiding at the edge of the woods because he's so shy. We may play running games with the small cats, like Sarita Serval and Gina Genet, until they get tired and lie down in the tall grass. Then, we can't find them again!

I'll say this for the lions: they stick together and help each other. I even saw Lionel's Aunt Delilah catch an ostrich for her



Aunt Delilah

hungry sister who had been hurt in a fight with another ostrich. The big bird had kicked poor Brenda in the face. Now she has a big scar there. I hope she doesn't mind when we call her Brenda Scar. She also had a sore leg, so she couldn't catch her meals by herself. Do you know, Delilah let Brenda eat all the meat she wanted before Delilah took a single bite!

You're probably wondering why I haven't told you anything about leopards. The truth is that the leopards' tale is kind of a sad one, and I don't like to think about things like that. You see, the leopards are probably the most beautiful animals around, and that's what causes them so much trouble. According to my parents (and the parents of my friends), it seems that humans think that the leopard's coat is so beautiful that if they take the leopard's coat and wear it themselves, they, too, will look just as nice!

I know that sounds crazy, but that's what makes life so hard for the leopards, and what makes them so shy. Because, of course, when the humans take the leopard's coat, the poor thing has to die first. As if it weren't bad enough that hyenas and baboons are always trying to steal the leopard's food!

Anyhow, my mum knows a leopard named Leila, and has heard from her how hard it is to bring up her babies when they're always forced to run and hide. I asked Leila if it was okay for you to meet her, but she wouldn't come out of the shade. She doesn't want anyone to see her too closely. I wonder whether things will ever be better for her...

I have one more lion story for you. It explains some other things I've told you. One day, late in the afternoon, as the sun was almost touching the Ngong Hills, I found myself at the beginning

of the road to Ormanyi Dam, just at the bottom of a hill. I was munching my last nibble of a scrumptious, juicy root, when suddenly I felt little prickles all over my skin. My sixth sense told me that danger was near! I looked behind me and all I saw was Delilah Lion coming through the grass. I had no reason to be frightened because she had never chased me. Then, in a flash, I saw her whiskers go forward, and I knew that this was going to be the first time, and, if it didn't run as fast as I could, it would be my last! She wanted to eat me - me!!

For a split second I stood like a stone. And in that tiny bit of time, I smelled something that seemed to be over the top of the hill - something that might save me! Delilah had already quickened her pace when I started running. It was uphill, remember. I was running so fast I didn't think I could get another breath! Still, she was gaining on me. Just when I knew I couldn't possibly get away from her, I reached the top, and what was at the top stopped Delilah in her tracks! It was a huge herd of big, mean Cape buffalo: so many buffaloes that no lion would dare go near. I ran straight into the herd - between their legs and under their bellies. I was finally able to slow down and catch my breath enough to be able to laugh at the sight of a very disappointed Delilah. Well, I vowed then I would have to be more careful - always.

TEACHERS' / PARENTS' PAGEEDUCATIONAL ACTIVITIES ON BREASTFEEDING

Development Education Project,  
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This teaching unit is taken from: "Healthy Children / Healthy World", a curriculum guide developed in May 1986 by Cynthia Dean for INSA, the International Service Association for Health, Inc. for use in the Campaign for Child Survival.

The development of this manual was made possible through a matching grant from the U.S. Agency for International Aid and INSA. The International Service Association for Health, Inc. is an international health and development agency with permanent programs in India, Haiti and Atlanta. Its development education project has worked with schools, educators, churches, corporations and youth groups since 1982.

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NOTE TO TEACHERS/PARENTS

This teaching unit is intended for use in middle schools through the beginning years of high school, but the activities can be adapted for use with younger children. Enrichment activities and suggestions for ways to become involved are included at the end of the unit. More in-depth suggestions are included for older children.

Description

This unit will attempt, in a sensitive way, to demonstrate the positive aspects of breast-feeding, while avoiding the connotation that only poor people breast-feed, or need to. This lesson also seeks to avoid casting in a negative way, those mothers who choose not to breast-feed. Positive reasons for giving babies 'mother's milk' as well as disadvantages to bottle-feeding in developing countries will be discussed. Breast-fed infants in developing nations have much higher survival rates during their first six months of life.

Related Subjects: Science, Nutrition, Health

Objectives: At the end of this session, the students will be able to:

- 1) Describe at least two advantages of feeding babies mother's milk.
- 2) Describe some disadvantages to bottle-feeding in developing countries.
- 3) Identify significant differences between survival rates of breast and bottle-fed infants.

Procedure:

- 1) Review with students some characteristics of mammals. Ask if various animals are mammals? Are humans?
- 2a) FIRST OPTION: Show pictures of animals suckling. Ask children what the animals are doing. This can begin a discussion on certain types of milk for certain animals. Do pigs drink dog's milk, etc.?
- 2b) SECOND OPTION: for older students. Omit animal pictures. Have the class as a group list the advantages/disadvantages of breast-feeding and the advantages/disadvantages of bottle feeding on the board. Ask them which advantages of bottle-feeding might not be present in the developing world, which disadvantages of breast-feeding might not apply, and so forth.
- 3) Ask what human babies drink. Explore with students the changes that need to be made for cow's milk to be used by babies. In much of the developing world, goat's milk is used in place of cow's milk. What good properties do they think human milk has? What are some reasons mothers would give their milk to babies? The concept of antibodies can be explored. The advantages can be listed on the board.

Enrichment Activities

- Have children research various animals and how they feed their young.
- Research an infant's food needs from birth to two years of age, and share results with class.
- Make a chart or poster that represents a baby's growth in the first two years.
- Use popular magazines and cut out pictures of babies, mothers, baby food and formula. Do you find many pictures of babies breast-feeding? Drinking from bottles? Put them together in a collage.

For Older Students

- Let students interview a new mother who breast-feeds her baby. Why did she choose to do so?
- Research a woman's food and nutrition needs during breast-feeding. Are they different from when she is not pregnant or breast-feeding? Explain the differences.
- Talk with a pediatrician, internist or an allergist about the immunization properties of breast-milk. What common ailments are prevented? For what period of time? What substances are passed on through a mother's milk? What dietary restrictions might be placed on a nursing mother?

# "The Pink Gnome"

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The activity below is taken from Unit 2 ("Together Men and Women Will Make a More Just, Human and Constructive World.") in Population Education Teaching Guide: Third Grade of Basic Education by Jairo Palacio, María C. Arango, Rafael Mazín, Socorro Espinales, Isobel Quintero, José Pinto, María V. Castro and Socorro N. de Márquez. The guide was published in 1985 by UNESCO Regional Population Education Programme, with the financial support of the United Nations Fund for Population Activities (UNFPA).

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Other activities from Unit 2, "Mr. and Mrs. Towers and the Children..." (Let's Work Together) and "Who?" (It's Good to Know That We All Can!), appear in OUTREACH issues No. 38 and 40 respectively.

## UNIT 2 "Together Men and Women Will Make a More Just, Human and Constructive World."

**Basic Concepts:** \* The idea of belonging to one sex or another should not limit our possibilities of participating in the family and the society. \* The idea that "masculinity" and "femininity" are two opposite and exclusive attitudes limits the possibilities of development and impoverishes human relations in general. \* As men and women participate on a more equal basis the world will be more just, human and constructive.

**Contents:** \* Role of culture in determining patterns of masculinity and femininity. \* Social and cultural limitations of male or female participation and expression. \* Need for well-rounded development of men and women to allow displaying their intellectual, emotional and social capabilities.

**Activities:** • "Mr. and Mrs. Towers and the Children..." (Let's Work Together)  
• "The Pink Gnome..." (Let's Not Waste Any More Time.)  
• "Who?" ... (It's Good to Know That We All Can!)

# ACTIVITY No.2

## "The Pink Gnome"

STORY AIMED AT RECOGNIZING THE EXPRESSION OF FEELINGS.

### HOW?

- \* Reading and discussing the story entitled "The Pink Gnome" (pages 36 to 40) with the children.
- \* Emphasizing the importance of recuperating many forms of expression that have been lost.
- \* Encouraging a dialogue which includes everyone.
- \* Acting out or discussing certain ideas that might arise in the mind's of the children after listening to the story.



### FOR WHAT?

#### SO THAT BOYS AND GIRLS WILL BE ABLE TO...

- \* recognize themselves as individuals who are capable of experiencing infinite emotions and feelings independently of the sex to which they belong.
- \* develop attitudes of respect toward themselves and others.
- \* learn to avoid limiting their ability to express their feelings, and to give them their fullest expression.
- \* take advantage of the possibility of feeling and reacting to life and the possibilities it offers.

### AND ...

### WITH WHAT?

- The "Pink Gnome" story.
- Imagination.
- Experiences from the children's lives.
- Active participation on everyone's part.
- A good deal of critical judgment.

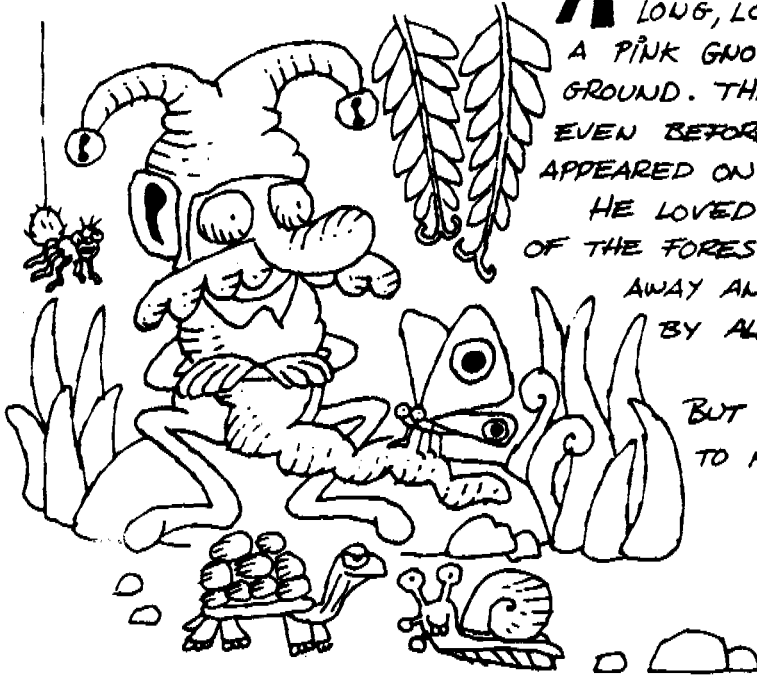
# "THE PINK GNOME."

## STORY

**A** LONG, LONG TIME AGO THERE WAS A PINK GNOME THAT LIVED IN THE GROUND. THEY SAY THAT HE WAS WISE EVEN BEFORE THE TIME THAT DINOSAURS APPEARED ON OUR PLANET.

HE LOVED THE DAMPNESS AND DARKNESS OF THE FOREST. HE NEVER WANDERED AWAY AND LIVED HAPPILY SURROUNDED BY ALL THE LITTLE ANIMALS.

BUT ONE DAY HE BEGAN TO HEAR VOICES, HUMAN VOICES.



THIS AWAKENED HIS CURIOSITY AND HE DECIDED TO SPY ON THOSE THAT ENTERED THE FOREST TO SEARCH FOR FIREWOOD OR TO TAKE A WALK.

SOON HIS INTEREST TO LEARN ABOUT PEOPLE LED HIM OUT OF THE FOREST AND INTO SMALL TOWNS AND CITIES WHERE HE SECRETLY LISTENED TO LONG CONVERSATIONS BETWEEN MEN AND WOMEN.

THUS, HE DISCOVERED SOMETHING THAT SURPRISED HIM: HUMAN BEINGS HAD DISTRIBUTED FEELINGS AND EMOTIONS ...

"SOMEONE" HAD ONCE DECIDED THAT CERTAIN ONES CORRESPONDED TO MEN AND OTHERS TO WOMEN.

THE IDEA WAS THAT MEN COULD BE STRONG, GET ANGRY AND SHOW THEIR RAGE, BUT NEVER CRY.

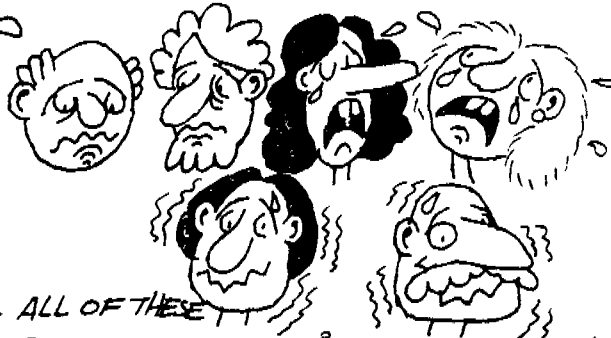
ON THE OTHER HAND, WOMEN COULD CRY AND BE WEAK, BUT NEVER SHOW STRENGTH, ANGER OR RAGE.

ONLY WOMEN COULD BE AFRAID, AND MEN WERE ONLY TO BE BRAVE....





THOUGHT THE PINK GNOME WHILE WATCHING HEARTBROKEN MEN TRYING SO HARD NOT TO CRY, WOMEN RAGING IN SILENCE; FRIGHTENED MEN PRETENDING NOT TO BE AFRAID AND WOMEN CRYING OVER ANYTHING JUST TO SHOW THEIR WEAKNESS.



REMARKED THE GNOME. ALL OF THESE BELIEFS HAD CREATED TREMENDOUS CONFUSION BECAUSE: WHO WAS SUPPOSED TO LAUGH? MEN OR WOMEN? WHO WAS ALLOWED TO? SINCE THE PEOPLE COULD NOT OPENLY EXPRESS THEIR FEELINGS, EVERYONE WAS SERIOUS, NO ONE LAUGHED.

**B**ECAUSE PEOPLE WERE ALWAYS PRETENDING, CONFUSING FEELINGS AND EMOTIONS, HOLDING BACK THEIR FEELINGS AND DISTRUSTING EACH OTHER, MANY TIMES THEY **EXPLODED!**



AND, CONSEQUENTLY, LIES, WARS, CRIME, INJUSTICES, AND SO MANY AWFUL THINGS OCCURRED!

**F**ACED WITH SUCH A DESPERATE SITUATION, THE PINK GNOME GATHERED A GROUP OF PEOPLE (THIS TOOK PLACE A LONG TIME AGO) AND PROPOSED CERTAIN THINGS TO THEM. HE TOLD THEM THAT THEY WERE CONFUSED, THAT FEELINGS AND EMOTIONS WERE MEANT FOR BOTH MEN AND WOMEN EQUALLY, AND THAT THERE WAS NO REASON TO PRETEND, MAKE BELIEVE OR AVOID EXPRESSING ONESELF FREELY.....



HE RECOMMENDED THAT THEY STUDY ALL EMOTIONS AND FEELINGS, LEARN WHAT THEIR NAMES ARE AND WHAT THEY ARE ABOUT, AND CHERISH THEM DEARLY. HE THEN PROPOSED THAT THEY DISTRIBUTE THEM THROUGHOUT THE WORLD TO ALL PEOPLE SO THAT THEY COULD ADOPT THEM AS A MEANS OF EXPRESSION.

**S**INCE THEN, THERE ARE MANY PEOPLE, MEN AND WOMEN, WHO HAVE LEARNED THE LESSON. THEY TRUST OTHERS, RARELY LIE TO THEMSELVES OR OTHER PEOPLE, EXPRESS THEIR EMOTIONS FREELY AND ALMOST NEVER EXPLODE! BUT, THERE ARE STILL MANY HUMAN BEINGS THAT FORGET LAUGHTER, CRYING, AMAZEMENT, TENDERNESS, MELANCHOLY AND ALMOST ALL OF THE OTHER FEELINGS. AS A RESULT, THEY ARE STILL CONFUSED AND STILL EXPLODING!

**A**S WE KNOW, THE OLD AND WISE PINK GNOME HAS LIVED MANY, MANY YEARS MORE THAN ELEPHANTS AND EVEN MORE THAN DINOSAURS ... AND HE WILL LIVE FOR A LONG TIME YET.

HE KEEPS WAITING BECAUSE HE'S SURE THAT SOMEDAY WE WILL ALL LEARN THE LESSON. -

**THE END**

# MANY PEOPLE BELIEVE THAT...

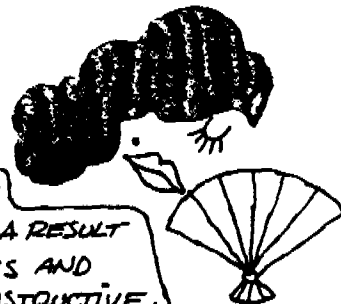


MEN ARE BY NATURE:

- Not very sensitive
- "Bossy"
- Decisive
- Rational and calculating
- Not inclined to show affection
- Irresponsible
- Very intelligent

AND WOMEN ARE BY NATURE:

- Very sensitive
- Not very rational or conniving
- Docile and submissive
- Undecided
- Tender and loving
- Careful
- Less intelligent



THE TRUTH OF THE MATTER IS THAT THESE CHARACTERISTICS ARE A RESULT OF PEOPLE'S CUSTOMS AND EDUCATION. IS IT CONSTRUCTIVE, LIBERATING, HUMAN OR FAIR TO UPHOLD THESE STEREOTYPES?

RESOURCESTEACHING-LEARNING RESOURCES FOR PREGNANT AND BREASTFEEDING WOMEN

UNESCO;

Division of Science, Technical and Environment Education,  
7 place de Fontenoy,  
75700 Paris,

FRANCE

(contact: S. Van der Vynckt, Ph.D. Nutrition Education Programme)

The teaching-learning resources described below are taken from:  
"Show and Tell: A Worldwide Directory of Nutrition Teaching-Learning Resources" UNESCO Nutrition Education Programme, Paris 1985

This directory is a remarkable collection of both in- and out-of-school educational materials, and is part of the new **UNESCO RESOURCE PACK FOR NUTRITION TEACHING-LEARNING**. The directory is indexed by region and country.

(\* items the directory considers outstanding in one way or another - either because of content, graphics, organisation or general design)

Chile Spanish

MI CUADERNO. PROYECTO PARA EL FOMENTO DE LA LACTANCIA MATERNA

FORMAT: Booklet, 32 pages,  
12cm x 18cm, illustrations

CONTACT: Proyecto S.N.S. -  
CONFAN, Instituto de Nutricion  
y Tecnologia de los Alimentos,  
Universidad de Chile,  
Santiago, Chile

CONTENTS: ¿Por qué es bueno dar pecho?  
Mientras doy pecho tengo que comer  
Tomar bastante liquido antes de poner el niño  
al pecho  
No fumar durante el embarazo, ya que puede dañar  
al niño

COMMENTS: Small notebook with health reminders for  
pregnant women. Happy illustrations.

SUGGESTED USE: Parents-to-be, community

Fiji English \*

FEEDING BABIES WITH LOVE

by: Linda Knerieman and  
Gloria McConnaghy. 1983

FORMAT: Booklet, 45 pages,  
size 1, illustrations

CONTACT: Ministry for Health  
and Social Welfare,  
National Food & Nutrition  
Committee,  
Suva, Fiji

CONTENTS: Breastmilk composition  
Dangers of bottlefeeding  
Breastfeeding and contraception, drugs  
Working mothers  
My baby is allergic to my milk  
I have twins  
Things the health worker can do

COMMENTS: Good design, straightforward presentation.  
Discusses many important topics. An excellent  
booklet. Useful elsewhere.

SUGGESTED USE: Community, secondary school,  
parents

India English

BETTER CHILD CARE  
1977

FORMAT: Booklet, 52 pages,  
size 1, photographs in colour  
and black and white

CONTACT: Voluntary Health  
Association of India,  
C-14 Community Centre,  
Safdarjung Development Area,  
New Delhi 110016,  
India

CONTENTS: Ante-natal nutrition, breast-  
feeding, post-partum nutrition, infant  
nutrition and health, sanitation

COMMENTS: Useful. Straightforward and  
relevant information. Good booklet. Could  
be adapted for use elsewhere.

SUGGESTED USE: Community, parents

OTHER LANGUAGES: Hindi, Bengali,  
Assamese, Garo, Gujarati,  
Kannada, Khasi, Malayalam,  
Marathi, Oriya, Punjabi, Tamil,  
Telugu and Urdu

Mexico Spanish

GUIA NUTRICIONAL PARA LA MUJER  
EMBARAZADA Y MADRE LACTANTE

FORMAT: Pamphlet, 18 pages,  
size 1, illustrations

CONTACT: Instituto Chihuahuense  
de Investigación y Desarrollo  
de la Nutrición,  
Chihuahua, Chihuahua,  
México

CONTENTS: Una alimentación adecuada  
Leche materna  
La dieta de la mujer embarazada tiene una  
doble finalidad  
Calendario de nutrición para el lactante

COMMENTS: Directed to pregnant woman with some  
postpartum nutritional advice. Attractive  
illustrations.

SUGGESTED USE: Parents, community

Morocco Arabic

HIMAYET SIHHET ALOUMM WA ALTEFLE  
(Protection of Maternal &  
Child Health)

FORMAT: Booklet, 26 pages,  
size 3, illustrations

CONTACT: A.S.B.U./Unesco,  
Al Rabat,  
Morocco

CONTENTS: Protection of mother's health during  
pregnancy  
Pre-natal and post-natal nutrition  
Care of your baby, breast-feeding, complementary  
feeding, solid food, immunizations

COMMENTS: Direct style, easy to understand.

SUGGESTED USE: Community, parents

Papua New Guinea English

"YOU CAN BREASTFEED AND WORK"  
SUSU MAMA'S BOOKLET

FORMAT: Booklet, 14 pages,  
size 4, illustrations

CONTACT: Susu Mama,  
P.O. Box 5857, Boroko,  
Papua New Guinea

CONTENTS: Topics covered include:  
Breast is best, Papua New Guinea's baby bottle  
legislation, some ideas about working, job-leave,  
support etc.  
Child care: Baby's food, other points about  
breast-feeding

COMMENTS: Very supportive, with many good ideas  
about working and breast-feeding. Could be  
useful elsewhere.

SUGGESTED USE: Community, mothers

Philippines English \*

BREASTFEEDING: A GUIDE FOR  
NURTURING YOUR BABY

by. Mary Ellen Garfeade Jesus  
and Suchinta Abhayaratna  
Wijesooriva

FORMAT: Booklet, 41 pages,  
size 1, illustrations and  
colour photographs

CONTACT: Nursing Mother's  
Association of the Philippines,  
Manila, Philippines

CONTENTS: Colostrum and its advantages  
How the breasts produce milk  
Manual expression of breastmilk, Marmet technique  
How to store, freeze and thaw expressed milk  
Relactation

COMMENTS: Thorough explanations of most aspects  
of breast-feeding. Very good booklet. Useful  
elsewhere.

SUGGESTED USE: Secondary school, mothers

Saudi Arabia Arabic

AL ENAYA BEL HAMEL  
(How to take care of a  
pregnant woman)

FORMAT: Pamphlet, 6 pages,  
size 3, illustrations

CONTACT: Ministry of Health,  
Nutrition & Health Division,  
Riyadh, Saudi Arabia

CONTENTS: Visits to the mother care centre  
Nutritional needs during and after pregnancy  
How to keep clean and to take care of your  
breasts  
Healthy habits

COMMENTS: Simple and clear.

SUGGESTED USE: Pregnant women, new mothers

INFORMATION AND EDUCATIONAL RESOURCES FROM UNICEF: BREASTFEEDING

UNICEF Division of Information and Public Affairs,  
UNICEF House,  
3 UN Plaza,  
New York, NY 10017  
U.S.A.

The information below is taken from the reference list of materials available on Children's Survival and Development Revolution produced by UNICEF's Division of Information and Public Affairs in September 1985. If reproduced, please give credit to: UNICEF

Slide sound sets

- Successful Breastfeeding (for mothers, nurses, midwives) 80 slides, cassette and script. 18 minutes. (produced by PSC in 1984) English version available from New York.
- Bangladesh: Mother's milk is best 68 slides with cassette and script (produced by UNICEF Dhaka)
- Caribbean: Breastfeeding your baby teaching guide, 141 slides and cassette, notes, poster, booklets (produced by the Caribbean Food and Nutrition Institute with support from UNICEF)
- Guatemala: Lo mejor: lactancia materna (for mothers in urban marginal areas) 74 slides and a cassette. Spanish (produced by UNICEF Guatemala)

Cassettes

- Ivory Coast: Song promoting breastfeeding - sung by Nayenka Bell with music by National Police Force - cassette - French (produced by UNICEF Abidjan and National Public Health Institute)

Publications

- Afghanistan: Mother's milk: elixir of infant life (produced by the Dept. of Kindergartens, Ministry of Education, with assistance of UNICEF Kabul). Dari.
- Bangladesh: Shishu Diganta (A child's horizon) No. 13 - issue promoting breastfeeding (produced by UNICEF Dhaka) Bangla.
- India: Leaflets promoting breastfeeding (produced by UNICEF New Delhi)
- Ivory Coast: La Conduite Du Sevrage - (published by UNICEF and the Ivorian National Institute for Public Health) French.
- Korea: Pamphlet promoting breastfeeding. Korean (produced by the Korean Citizen's Alliance for Consumer Protection sponsored by WHO Manila)
- Pakistan: Booklets and flipchart promoting breastfeeding (produced by UNICEF Islamabad) Urdu.
- Peru: Por que es mejor la lactancia materna? booklet. Spanish (produced by Ministry of Health and UNICEF Lima)
- Philippines: The right way to breastfeed - mother's milk the best for baby booklet Pilipino (produced by UNICEF Manila)

Kits

- M/East & N/Africa: Breastfeeding kit including articles, poster, photo sheets (produced by UNICEF MENA Amman) Arabic.