

REPORT TO UNICEF



on

project support communication activities

1974 – 1978

in the UNICEF Nepal country programme

by Dr. Fred Reed

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UNICEF
Kathmandu, February 1979



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FOREWORD

The work of Ms. Ane Haaland with the support of Mr. Kulø (or is it the other way around ?) at UNICEF/Nepal has become nearly a legend in UNICEF and other international assistance agencies. During four years of work together they have combined with the UNICEF staff to produce an example of how communication efforts can support the projects which UNICEF assists. Beginning with only the most vague notion of the objectives and difficulties ahead, a great deal has been accomplished.

My own contact with Nepal has extended over the past fifteen years. I can thus compare the current situation with what existed in communication in Nepal only five or six years ago. The progress is indeed impressive. Equally impressive is the fact that the Representative and Ms. Haaland wished to have a cynical observer inspect their work, criticize it and make suggestions for the future. The criticisms made in this report have been made with the greatest difficulty and trepidation because I knew that readers who couldn't see the progress would not understand how comparatively minor the criticisms are.

UNICEF/Nepal has made an impressive start with its work in communication. We all hope that the product will flourish.

I trust that this report can give some sense of the determination, energy and competence that have been applied to UNICEF's efforts here.

Fred Reed

Kathmandu January 1979

ACKNOWLEDGEMENTS

Consultancies are curious events. They are born of "dead of night" interspecies couplings and produce unexpected offspring. Any UNICEF representative who undertakes to seek a consultancy with the broad terms of reference used in this current consultancy takes a risk of unknown proportions for rewards of unknown magnitude. The consultant, also faced with great ambiguity, can only hope that events and "chemistry" will combine to provide a useful product. The final judgement concerning the value of this current work rests partly with individuals, some of whom have never been to Nepal and most of whom have not participated in our study and discussions. I trust they will find it to be of value.

The Representative of UNICEF to Nepal, Mr. H.K. Kuløy, has unstintingly supported the work of the consultancy. The staff of UNICEF/Nepal have shown great willingness to be open about their work and problems. Ms. Haaland, the PSC officer, gave time from her busy schedule whenever her efforts were needed - often in the evenings and late at night. Without the help of the entire office and Mr. Kuløy's support, much less would have been done.

I trust that the staff of UNICEF/Nepal will find this report to be an accurate, faithful, and charitable rendering of their work. Criticisms have been made with the greatest respect for the work which this group has done in a difficult situation. After working in over thirty countries, I still find it difficult to say that I take responsibility for the errors in a report while leaving good friends with the results. I apologize for possible inaccuracies and errors of interpretation.

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TERMS OF REFERENCE

ASSIGNMENT DESCRIPTION FOR PSC CONSULTANT

Duration: One month

- Purpose :
- (1) To assess and analyse the situation regarding PSC in the UNICEF assistance programme in Nepal: development, problems and achievements during four years of operation. To present the analysis in a form which has practical use for other UNICEF offices.
 - (2) Based on the above analysis, to suggest future policies as regards the PSC component of UNICEF assistance to Nepal.
 - (3) To give specific advice on the projects listed below, in order of priority.
 - a. To advise on the implementation of the Radio Development Support Project, and on the implementation of the findings of the school broadcast and development broadcast evaluation.
 - b. To advise on the planning and implementation of a communication component in the Community Water Supply and Sanitation project.
 - c. To advise on the implementation of an evaluation of nutrition education materials.
 - d. To advise on the final version of the pretest manual.
 - (4) If possible, in cooperation with PSC/PI officers from Bangkok and New Delhi, to discuss and draft a PSC proposal for submission to HQs.

It is estimated that approximately two weeks should be spent on para (1) and the remaining time on paras (2), (3) and (4).

FINDINGS

1. The PSC programme in Nepal has moved vigorously to develop a variety of materials useful to UNICEF both in Nepal and in the rest of the world.
2. Nepalese agencies have begun to understand the need for communication materials and are beginning to include communication in their programme planning.
3. The PSC work in Nepal has developed pretesting procedures and skills which are generally useful. Numerous Nepalese officials have been trained in the use of these techniques.
4. The PSC programme in Nepal has been of substantial use in the advocacy of programmes for women and children.
5. The PSC programme in Nepal has been a major source of ideas and materials for UNICEF internationally.
6. The PI activities in Nepal have been burdened by a lack of feedback from higher level PI personnel. They have also been burdened by the duty of supporting outside "PI" personnel whose skills and interests have been dubious.
7. The PSC activities in Nepal have had major consequences in upgrading the programmes of other assistance agencies.
8. The UNICEF PSC officer in Nepal, although beginning work with little specific skill in communication for development, has rapidly learned and adapted to the needs of the country.
9. Specific and detailed planning in communication activities has not been possible due to both rapid changes in the country and uncertain programme planning in UNICEF/Nepal.
10. Future communication work in Nepal would benefit from the use of more sophisticated ideas concerning problem analysis and strategy development.
11. More intensive follow-up related to the pretesting training courses would more likely assure the institutionalization of pretesting.
12. Most of the communication work in Nepal has been directed towards the use of print media. Much less attention has been paid to other media and to the systematic delivery of messages and feedback.
13. The facilities for communication work in the UNICEF/Nepal office compare favorably with those in other UNICEF offices. This is partly due to the fact that the PSC officer supplies part of the needed equipment.
14. PSC work in UNICEF/Nepal offers less than adequate opportunity for career development and professional recognition.
15. UNICEF has amply benefited from communication collaboration with other donor agencies. Due to gaps in communication within UNICEF/Nepal, this outside collaboration has at times been perceived as diverting communication work from UNICEF (local office) requirements.
16. Communication work in UNICEF/Nepal would clearly benefit from more intensive coordinated planning between the programme/project officers and the communication officer with support from the representative.

17. The Rural Water Supply Project which UNICEF supports in Nepal has directed its attention primarily towards technical and logistical implementation problems. This limited approach may result in grave problems for water supply in the future.
18. Numerous assistance agencies working in Nepal are eager to donate materials for the development of broadcast and recording facilities. Funding support for this activity does not appear to be a problem for any of the sectoral agencies of H.M.G.
19. Many HMG agencies have an interest in developmental and schools broadcasting. Skills necessary to the development of coherent programmes and plans appear to be lacking.
20. The quality of broadcasting technical and production skills seems to be weak.
21. Research support for developmental broadcasting in Nepal is weak and needs supplementing.
22. UNICEF/Nepal is caught in a fundamental dilemma between developing indigenous skills in communication planning and production and providing needed communication support to assisted programmes. This issue promises to provide a continuing dilemma.

R E C O M M E N D A T I O N S

- 1.1 Strong efforts should continue to be made to support UNICEF assisted programmes and projects with appropriate communication materials. The production of many of these materials will be primarily the responsibility of the PSC officer for some time to come.
- 1.2 Greater efforts should be made to fully include Nepalese government employees in the production of materials to support programmes. These efforts are likely to be less productive and more frustrating than one would like. Only through such work, however, can an indigenous capability be developed.
- 2.1 Greater efforts should be made to include the discussion and planning of communication work in the development stage of project planning. Inclusion of such work as an afterthought leads to episodic production, and in interpretation by HMG officials that communication efforts in projects are optional-rather than essential, and necessarily planned in advance.
- 2.2 To the extent possible, UNICEF should assist government agencies in obtaining the equipment and materials needed to produce their own communication products. Such supplies, however, should be based upon demonstrated need and likelihood of proper use.
- 3.1 Training in pretesting should continue, with the goal of training as many Nepalese government employees as possible. The training not only leads to specific operational skills, but leads to an understanding of the specific needs and perceptions of the Nepalese audience.
- 3.2 Further pretesting training should continue to include field exercises.

- 6.1 Efforts should be made by UNICEF HQs. to provide feedback to UNICEF/Nepal concerning the use of PI materials and future needs.
- 6.2 Greater efforts should be made by UNICEF HQs. to assure that visiting PI teams from various countries will be actually engaged in legitimate PI activities.
- 7.1 Collaboration with other assistance agencies in Nepal in PSC should be continued. This has proved beneficial in the past.
- 7.2 Future collaboration with other assistance agencies in support of PSC should be more coordinated through the UNICEF office staff to minimize possible imagined and real conflicts of interest.
- 8.1 While the PSC officer in Nepal has worked hard and rapidly learned to do the needed work, greater efforts should be made in the future to assure that new PSC officers have required skills before placement.
- 8.2 Efforts should be made in UNICEF to more fully specify the PSC task and to identify the skills needed by the PSC officer.
9. Detailed and phased plans for communication work in Nepal should be developed for each of the project activities. Efforts should be made to move beyond informational materials.
10. The UNICEF programme and communication activities should be periodically reviewed by a qualified social scientist with applied skills. Such a review would permit the communication programme to benefit from a flow of fresh ideas and would reduce the technological and logistical biases of assisted projects.
11. The resources of the UNICEF office should be used when necessary to support the efforts of media people in the HMG ministries. Frequent visits and field trips would allow ideas learned in training courses to develop, mature, and be used.
- 12.1 When the production of any communication material is planned, plans should also be made concerning the delivery of that material.
- 12.2 If print materials are produced for use of field workers, plans must be made for the training of the workers who are to use them.
- 12.3 Systematic work must be begun to ascertain how communication materials are used in the field and the degree to which they are used.
- 12.4 Although Nepal has relatively few radios, this medium of communication has excellent reach in the country. UNICEF/Nepal should continue its efforts in radio production training.
- 12.5 The use of video is becoming more popular in the third world. Evidence thus far does not suggest that video provides important new answers to the problems of communication for social development. UNICEF/Nepal would do best to concentrate on the development of other communication media, e.g. print, slides, photography, outreach workers, and radio. All of these media are badly underdeveloped and under-exploited in Nepal. Efforts to employ video are presently premature and should be vigorously resisted.

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14. In order to maintain morale, give a sense of professional growth, and aid in career development, UNICEF HQs. should give policy attention to the career development of PSC officers. Lacking such possibilities, there is a grave danger that competent PSC personnel will refuse to divert their careers for intermediate term employment.
16. An intensive round of communication planning exercises should be undertaken to coordinate the work of the programme/project officers and the PSC officer. Such work would permit the development of mature and well-developed communication activities.
- 17.1 Careful consideration should be given to developing a project to complete or repair water supplies which have been installed with UNICEF assistance.
- 17.2 The services of a competent professional should be retained to ascertain the degree of danger posed to the Nepalese villagers due to inadequately developed water supplies. Should these systems pose significant dangers, women and children will be the groups most severely affected. Most likely Nepal is not the only country with this potential problem.
- 17.3 Intensive work must be immediately initiated to broaden the mode of implementing the installation of rural water supplies. While suggestions in this report leave many unanswered questions, the continuation of the current mode of operation offers unacceptable problems.
- 17.4 Work must be initiated immediately to develop communication materials to support the rural water supply project. These materials should cover the range from technician's manuals, to environmental sanitation and personal hygiene, to community responsibility for water supplies.
- 18.1 Continuing attempts should be made to make assistance agencies in Nepal aware of the crucial need for coordination and collaborative planning in the development of broadcast and studio facilities.
- 18.2 UNICEF should, with the greatest caution, offer equipment to sectoral HMG agencies with which to broadcast and record programmes. Agencies are currently understaffed and overequipped.
- 19.1 Continued moral support and encouragement should be given to those HMG agencies who wish to engage in developmental broadcasting. These agencies should be assisted with pretesting training and pretesting support as well as expendables to the extent needed. Radio production training should continue.
- 19.2 Due to the strong general interest in developmental and educational broadcasting and the lack of local skills, it is recommended that a competent professional with skills in educational broadcasting be recruited to assist JEMO as well as developmental agencies. Due to the unreasonably large number of charlatans professing to be educational broadcasters, it is recommended that recruitment of this professional be done with caution and with emphasis on good evidence of effective past performance both personally and professionally.
- 19.3 UNICEF should continue its strong interest in educational broadcasting in Nepal. The supply of radios or other support equipment should await the placement and the recommendation of the above professional.

20.1 Currently, Nepalese radio owners prefer to tune their sets to India, Sri Lanka or elsewhere. In order for Nepal to capture its own radio audience, the programmes must exhibit greater production competence. A professional studio engineer should be recruited to help to establish and institutionalize training given with UNICEF assistance.

20.2 Many of Nepal's broadcast difficulties stem from badly adjusted equipment, different adjustment specifications being used throughout the various agencies, careless equipment use, and a lack of studio discipline. It is recommended that the professional noted in 20.1 attempt to assist with these problems.

21.1 It is recommended that a professional with skills in radio utilization be employed to assist in pretesting, audience research, and evaluation of educational and developmental radio in Nepal. This person could be based either at Radio Nepal or at JEMO. It would be important that this person's skills be shared by the various agencies of HMG which have interests in broadcasting.

21.2 The three professionals identified above do not need to be recruited only by UNICEF. Other agencies such as the British Council and USAID have expressed a willingness to consider such support. Assistance of Colombo plan agencies should be encouraged.

21.3 It is recommended that New ERA continue to be used to do needed media research for UNICEF. They have credibility in the country and provide an apparent independent judgement to HMG.

21.4 It is recommended that New ERA only be employed to do media research for UNICEF to the extent that a competent professional, not currently on New ERA's staff, designs the research and assists with the analysis and report writing.

22. The UNICEF/Nepal Representative is to be commended for working vigorously to simultaneously use office resources to provide communication support to projects as well as pressing to develop an indigenous HMG capability for the future. Thus far, the effort has been difficult and the progress slow. This orientation offers the promise of assisting in overall development while dealing with immediate problems.

ORIENTING STATEMENT

The typical programming problem with which most assistance agencies are concerned suggests that if the proper equipment, supplies, and technical personnel can be coordinated and delivered to the subject population in a timely manner, then most human problems can be dealt with. This report uses as its point of departure the argument that supply, logistics, and personnel constitute what are often the most easily conceptualized portions of any assistance work. It is true, however, that supply, logistics, and personnel are often identified by the "practical programmers" (those with their feet on the ground and too busy to contend with mushy, abstract, immeasurable qualities) as the proper concern of the programmer.

The success of all but the most trivial projects is contingent on a variety of understandings.

1. The programmer, his counterparts, and those who deliver the programme should have an understanding of how the project is related to national development goals. This understanding may have the consequence

of both organizing the project in terms of national priorities and generating motivation for successful completion.

2. Those who are involved in a project should have an understanding of how the project links their jobs and responsibilities with those of others who are either in the same or in different offices. A water project which does not link with health may be in trouble.

3. Simple projects may carry with them social changes and problems which were not envisaged at the concept stage. The installation of a tube well may bring problems of water sharing which greatly outweigh the water supply problem which the project was meant to solve.

4. A new project may generate additional responsibilities for all persons involved. Unless this is understood and anticipated, a project may fail.

5. No project is ever placed into a community context where the recipients do not already have meanings and conceptions which may affect the success of the project. A project in health and nutrition must consider the recipients' already existing ideas on disease, health, and strength if a positive impact is to be realized.

6. Projects which are placed into a community must be so placed with an understanding of how the community is organized and how it perceives itself in relation to the rest of the world. Communities which perceive the government as a predator are likely to respond with anxiety and concealment to any attempts by an outsider to raise local funds for a self-help effort.

7. Project personnel must learn to understand that although materials and personnel may be supplied for a project, without the appropriate knowledge and motivation (both on his part and that of the recipient) a project may be doomed, although short term success is observed.

8. Project personnel should understand that to the degree that project evaluation focuses on the long term survival and impact of a project, motives, knowledge and attitudes become more important to the project's success.

The above set of understandings are not common-sense, nor are they held by a majority of programme planners. It is, however, to the above set of issues that communication programmes and efforts direct their attention. The communicator's interest is to identify the set of understandings that must be held (not only by the recipients, but by project personnel also) if projects are to succeed in the long run. Moreover, the very interconnected nature of the world in which we work and live forces the communicator for social development to work with understandings which may not be obviously related to the specific projects which he is charged to support. While the development communicator may be involved in a melange of activities which seem to others to be unconnected and unfocused, the communicator should be able to articulate the logic of his work. It is this long-run relatedness of the overall communication effort which we trust will lead to social development.

A BRIEF RESUME OF THE COMMUNICATION EFFORTS IN NEPAL

The purpose of this section is to attempt to summarize the work in communication during the past three to four years, to attempt to identify significant achievements, to identify apparent contributions to UNICEF's programme in Nepal and elsewhere, and to offer an overview

of the current status of communication efforts in Nepal. Sections will be reserved for criticisms of the work and for a summary of problems which have been encountered or which exist. It is anticipated that this section will offer some of the evidence from which suggestions for future work will be derived.

While this summary necessarily focuses upon the work and activities of the communication officer, Ms. Ane Haaland, the reader should bear in mind that the work was nurtured by a UNICEF Representative who believed that communication was important for the success of development programmes. Programme and project officers who perceived the potential of communication also helped to provide opportunities and focus.

An Overview 1975 to 1979 - When Ms. Haaland joined the UNICEF/Kathmandu office in 1975, little structured and planned development communication was being done in the country. This was true even though there was at least one Nepalese official with a Master's Degree in Communication for Social Development in the country. In addition, numerous other Nepalese government employees had advanced training in one area of communication or another. Ms. Haaland had a background in journalism, but had no training in communication for development, no previous training with respect to Nepalese culture, and no training in the language of Nepal. These deficiencies will be dealt with at greater length later in the report.

One of the first problems was to discover an area to use as an entry point into developing communication activities. This opportunity was provided by the National Development Service (NDS). NDS is a programme of His Majesty's Government (HMG) which obliges university students to spend a period of ten months in the countryside doing community development work. NDS was plagued by an absence of materials with which to train the students before they went into the field and also a lack of materials which the students could use in their village education activities. This contact proved to be immensely profitable to the development of communication work for UNICEF in Nepal.

First, it was discovered that no reliable technology existed for the development of appropriate materials for use in villages. Previously, little question had been raised concerning whether visual materials which were produced in Kathmandu were understandable to villagers. Confronting this problem, an intense series of pretesting activities began. Starting with only a rudimentary notion of what was being sought, Ms. Haaland with the staff and a consultant to NDS slowly developed a set of procedures which allowed the productive pretesting and further development of teaching materials. Using this technology (set of techniques) a wide variety of materials were produced. Among the materials which were produced were: new versions of extension training booklets for nutrition, rehydration, latrines, roads and tracks, reforestation, soil erosion, building water systems, and making visuals.

The second spinoff from these activities was the discovery that other ministries and activities (some assisted by UNICEF) needed precisely the materials which had been produced on behalf of NDS. As of now approximately 20,000 copies of each of the materials have been produced and are being used by NDS workers, health workers, family planning workers, and many projects in which bi-lateral and non-governmental organizations (NGO's) are involved.

Through the activities noted here, people began to see that it was possible to produce thoroughly useful materials for use in the field. Also, it became apparent that it was possible for any interested individual to be trained in the use of pretesting for the purpose of improving their organization's training materials. Other organizations now began

to see UNICEF as a source of communication training and expertise. Communication began to gain legitimacy in Nepal as a fundamental and necessary programme input.

The Maternal and Child Health and Family Planning section of the Ministry of Health seemed early on to be a superb point of entry for innovative communication activities. This promise was further augmented by the fact that the MCH/FP had and still has a staff member with a master's degree in Communication for Social Development. Over the past four years, attempts to work with this section have proved frustrating due to a variety of personality and structural problems. It is encouraging to note, though, that during the past year UNICEF has joined with UNFPA and MCH/FP to offer a programme titled, "Innovative Communication Approaches to Family Planning". The first of a series of courses has been offered to field extension workers and district officers in communication with emphasis on Family Planning. It is hoped that this continuing project will (1) improve communication between the central government and the field, (2) help workers to learn to produce needed materials for their own constituents, and (3) help to place the field workers efforts on a more effective level of understanding. One positive development associated with this project is that a national, inter-agency workshop was held to coordinate and plan these training sessions. There is thus a promise of future effective inter-agency collaboration.

Recently, the Agricultural Development Bank of HMG began a Small Farmers' Development Project with MCH and Family Planning as one of its areas of emphasis. Ms. Haaland has worked with this project in a variety of ways. First, the Project discovered that they needed materials which would communicate to the different ethnic groups with which it works. An effort was undertaken to produce materials on Family Planning which would be appropriate for the terai region and separate materials were developed for the hill regions of the country.

More recently, USAID has initiated an effort to supply condoms and birth control pills through the commercial market. Ms. Haaland was contacted early in this effort to assist in the production of culturally appropriate brochures. Through her efforts, the brochures have been produced not only containing family planning emphasis but having a majority of their content oriented towards nutrition, hygiene, and water use. This is a major contribution towards keeping the messages which UNICEF feels are most important before the public. NDS has now decided that they wish to have a family planning booklet for the use of their student workers.

The single greatest area of concentration for communication efforts has been the area of nutrition. This concentration has been the result both of the extreme need in the country which has somewhat focused UNICEF's interest and the receptivity which the UNICEF nutrition officer (Mr. Stewart McNab) has shown to the production of good supportive materials. In addition, the production of nutrition materials has benefited from the private social work which Ms. Haaland has done during her off-duty time.

The range of materials for nutrition which has been produced is indeed impressive. More impressive is the fact that each of the materials has been fully tested in the field with its usefulness and understandability established, and the direct participation of the UNICEF Nutrition and Field Officers in its development. Among the materials which have been produced are: an arm circumference folder which can be given to and understood by mothers; teaching posters with guides; flash cards on feeding, rehydration, weaning foods, etc.; malnutrition visuals with emphasis on before and after comparisons; information materials on goitre; and wide variety of materials which are used in training courses

by various agencies in the country. Efforts have been routinely made to involve the potential users of any materials in the development of those items. Thus, with many of the materials, Nepalese workers have participated in the development and testing.

In the process of developing many of the above noted materials, a mutually beneficial, cooperative relationship has been developed with other assistance agencies working in the country. The Red Cross has participated in testing many of the materials and has provided opportunities for Ms. Haaland to obtain photographs of some of the children used in the visuals. The Community Health Project has received and given help with poster testing and script writing for posters. The British Nepal Medical Trust has received considerable help with the production of materials related to TB and in turn has assisted with the testing of materials which UNICEF has developed for other projects. In addition Ms. Haaland has cooperated with the TB Control Project of Nepal, the Save the Children Fund, UNESCO (Equal Access to Education), UNFPA, The United Mission, and the Panchayat Ministry. In each case it seems that the production done with any cooperating agency has resulted in materials which are germane to UNICEF's organizational concerns.

UNICEF/Kathmandu has been involved in a variety of training exercises of interest to Nepal. Assistance has been given for training of the staff of Radio Nepal in a variety of skills. Training has also been offered in the production of Super 8 film for the Panchayat Ministry Agriculture and FP/MCH. UNICEF/Kathmandu has also engaged in a round of training sessions concerning methods of producing visual aids and of pretesting visual aids. Individuals from numerous government agencies and NGO's have participated in these training courses with the result that the idea that visual materials can be rationally produced is being slowly accepted.

A small set of problems which will be mentioned at greater length elsewhere should be noted at this point. Two government agencies which should have benefited most from the UNICEF communication efforts have failed to profit as much as one would have liked. The Maternal and Child Health section of the Ministry of Health has, because of internal personality situations failed to participate fully in UNICEF's efforts. Some positive responses are now being shown, however. The Health Education Section of the Ministry of Health has suffered for some time because of an inappropriately low status in the ministry. Personnel transfers, changing supervision, and uncertainty about quarters have made it difficult to have a cumulative effect on the work of the section. Finally, those concerned with Community Water Supply have been primarily concerned with the technical aspects of their work and the problems of achieving production quotas. In view of such priorities the Water Supply staff have regarded communication problems as an issue to be dealt with when other more pressing implementation issues have been resolved. A separate section concerning water supply appears later in this report.

SIGNIFICANT ACHIEVEMENTS

One of the most significant achievements of the communication activity performed by UNICEF in Nepal during the past four years must indeed be the prodigious amount of materials which have been produced. The materials have been field tested prior to final production and have been proven effective when used properly. It is difficult to fully appreciate the intensity of effort required to produce this body of materials. Nonetheless, I believe that UNICEF throughout the world is aware of the amount and kinds of materials which have been produced.

Other goals have been achieved in Nepal, through communication efforts, which may not be so readily perceived.

Pre Testing - The consultant has written an academically respectable manual on pretesting which has seen use around the world. It would be safe to argue that the work which has been done concerning the pre-testing of visual materials in Nepal (Communicating With Pictures) has had a greater impact on producing good visual materials than anything done to date. The manual produced by Ms. Haaland with the help of competent colleagues is clear, easy to understand, persuasive, and useful. This work constitutes a contribution to communication on an international scale. More recently, Ms. Haaland has organized the pretesting experiences and techniques learned over the past four years and is preparing the work in illustrated booklength form for local and general distribution.

Culturally Specific Visuals - One of the spin-offs of the pretesting work done in Nepal is the documentation that communication materials are usually only effective with respect to those audiences for whom the materials have been produced. This is a notion which now makes "common-sense" to most officers interested in communication. Common-sense has not prevented us from trying to use materials produced elsewhere in the past. Now the necessity of local production has been amply demonstrated.

Relevant Materials - The communication materials which have been produced in Nepal have been based on problems of importance to programmes and local needs. Materials concerning weaning foods, goitre, and rehydration are directed at problems which concern people in Nepal and also problems towards which UNICEF programmes are oriented. A less valuable kind of production would have been to produce materials on general nutrition, e.g. basic food groups, general childcare, etc. The relevance of the materials which have been produced is attested to by the wide use which one observes in the countryside as well as the constant demand for the materials by a wide variety of local agencies.

Advocacy - Early on during the current Representative's term of service in Nepal, a series of meetings with government officers was conducted to ascertain problems of children in Nepal and to set priorities concerning messages which would work towards ameliorating their problems. The urgency of this task is indicated by the fact that in Nepal 95% of the children live in villages. They constitute the most needy group in the country. Indeed, at least 70% of the children in the country are malnourished and many of that 70% are malnourished to an extreme degree. As a result of that series of meetings, a set of priority messages and concerns was developed. These concerns have provided most of the focus of UNICEF's communication work. (These messages are listed in the appendix to this report).

Several points must be noted concerning these messages. First, the messages are simple. They do not require a sophisticated knowledge of health and nutrition to understand. Second, the messages are relevant. They focus on real problems which can be easily observed in moving about the Nepalese countryside. Third, these messages have not been changed monthly or yearly to provide variety. Rather, because of their importance, the messages have been diffused repeatedly to all government agencies and continue to provide the basis for continued discussions with government officials.

In all of the communication work done by UNICEF/Nepal, this set of twelve simple messages is kept before the public at all times. Currently, every communication (print) done with UNICEF assistance carries all twelve messages. As a consequence of the intentional

repetition of these messages, officials of MHG agencies have become sensitive and attentive to the specific needs of children in the country. Part of this wide awareness of the needs of children in Nepal is due to the fact that the emphasis on these messages has not been only within assistance in health, but has pervaded every programme in which UNICEF has been involved. This is a superb example of cross-sectoral advocacy.

The heavy production of visual materials which are relevant to problems in Nepal has had the consequence of making Nepalese officials more aware of the problems of women and children in the country. Moreover, while local officials are aware that UNICEF is an international organization, they are also fully aware that UNICEF/Kathmandu is immersed in the problems of Nepal and is not in the country simply to maintain international representation. Officers in the UNICEF office believe that the communication materials which have been produced are largely responsible for this effect.

Credibility - One UNICEF programme officer remarked to the consultant that it is reassuring to have a new visual under his arm when he visits government officials. The visuals because of their relevance, high quality, and local production communicate to the government the idea that UNICEF means business and can deliver. Conversations concerning programmes are thus facilitated.

Training - It has been noted above that considerable effort has been put into training Nepalese individuals in the production and pre-testing of visual materials. This effort cannot be too highly praised. Several characteristics of the communication component of the UNICEF/Kathmandu office must be noted before considering the impact of the training.

Most developing countries do not lack for training opportunities. Assistance agencies are often only too willing to respond to training requests made by the host government. The usual response to such requests is to bring in experts from outside the country or to use local academically qualified experts. Problems arise in both cases. Experts from outside the country may lack the cultural training and sensitivity to offer the kind of training most needed locally. Many times experts from outside do not have skill in the local language and thus can offer training only to those who have facility in English, French, or Spanish. A problem common to both local experts and to international experts is that whatever academic qualifications they may have, they usually lack functional credibility. In brief, they usually do not convince those whom they are to train that they can do the job which they are training others to do. This is not to discourage the use of local or international experts. Rather, such a comment may point up or accentuate the peculiarity of the training which has been provided by UNICEF/Kathmandu.

Ms. Haaland, along with being liked by Nepalese officials, has good competence in the language and has clearly acknowledged competence in the production and pretesting of visual materials. The consultant attended a short training course on pretesting offered by UNICEF/Kathmandu. The course was taught in Nepalese by Ms. Haaland and the participants in the course were clearly impressed by the instructor's competence and enthusiasm. The three components of competence, language skills, and enthusiasm as well as a good syllabus developed by Ms. Haaland resulted in highly productive practical training. Follow-up visits to the participants indicated that the training had consequences. The participants were attempting to do more pretesting to improve the materials which they were making.

The work of offering pretesting training by UNICEF has begun to have the effect of making officials aware that they cannot sit in Kathmandu and process acceptable materials for the rural areas. This fundamental work which has begun should not be allowed to languish. UNICEF has received both oral and written requests for continued work of this type.

Idea Generation - Materials which have been produced by the UNICEF/Kathmandu office have been seen in other UNICEF and local government offices around the world. This suggests that some of the materials are offering ideas for local production elsewhere. Unfortunately, there have been attempts to directly use materials developed in Nepal, but direct use without local testing is to be discouraged. Still, it is impressive that UNICEF/Kathmandu has been eager to share its skills with other offices as those skills have been gained. Notes from Nepal in the PSC Newsletter seem to be widely appreciated.

PI - UNICEF/Nepal has supplied the UNICEF Public Information staff with both visual (photographic) and textual materials to show the work and conditions of women and children in Nepal. The consultant has seen some of the materials used by the PI office. Unfortunately, the UNICEF/Kathmandu office has received little feedback from the PI officers concerning the use of materials supplied from Nepal, their appropriateness, or future needs. As a consequence, PI work seems to have been the least rewarding aspect of the communication efforts in Nepal. Given the attractiveness of the country, its people, the problems which they have and the significant efforts made by UNICEF programmes in the country, it would seem that efforts to positively recognize PI work done by UNICEF/Kathmandu would be advantageous to fund raising efforts.

In his most recent Annual Report, the Representative noted problems which have arisen due to visiting teams of "PI" professionals. It is worth reiterating that these groups have often caused unnecessary and vexing problems for both the UNICEF/Kathmandu office and its staff. Often it seems that the PI groups have come for purposes other than to do UNICEF PI work, e.g. sightseeing, gaining entry for purposes that would not otherwise be sanctioned, or to use UNICEF support resources when other more appropriate resources would have been difficult to arrange. This work has frequently made heavy demands upon UNICEF/Nepal with no apparent benefit to UNICEF. In addition, these groups' usual lack of cultural sensitivity has at times proved both officially and unofficially embarrassing to the local UNICEF office.

THE CURRENT STATUS OF COMMUNICATION WORK

The purpose of this section is to attempt to move from the various kinds of communication activities which have occurred in the past to a reasonable overview of UNICEF's current communication situation. It is imperative to begin with a brief note concerning more general issues related to the development of Nepal. Such comments are not meant to supply a course in the problems of economic development or to supply specific information concerning Nepal's governmental structure and problems. Both topics are nicely covered in existing UNICEF documents. Rather, these comments are intended to provide a context for the discussion of the current communication situation and reasonable goals for the future.

Some estimates regard Nepal as one of the five poorest nations in the world. Whether it is number five or number ten, its poverty, strategic location, and its attractiveness as a place to visit create multiple problems for the government and for those agencies involved

in assistance. Having little manufacturing means that most manufactured goods must be imported. This problem combined with being landlocked makes procurement for any assistance programme a major difficulty. Not only is the literacy rate in the country extremely low, but there is a concomitant lack of a highly skilled labor force to staff the government, private endeavors, and development projects. Because of this situation government personnel often get shifted from one post to another as governmentally perceived needs change. Assistance agency staff are often frustrated because those with whom they have done planning and made commitments get shifted just as an activity is about to start.

Nepal's attractiveness as a place to visit and its strategic location combine to make it a prime target for the work of various assistance agencies. Bilateral agencies seem prepared to distribute projects with wild abandon, possibly in order to secure diplomatic commitments as well as to massage their philanthropic orientations. As a consequence, HMG finds itself burdened not only with the problems of governance and development, but also with the burden of sorting out the bi-lateral agencies each of whom often seems to wish to operate programmes which are independent of other intersecting assistance efforts. This situation exacerbates the problems which HMG has regarding both planning and personnel. All of the problems which come to one's mind when the issue of an underdeveloped infrastructure is raised are of concern in any discussion of Nepal. This issue not only places limitations on one's expectations for the future and tempers one's view of the current situation, but also offers opportunities which would not be available in a more developed country.

Awareness of the Need for Communication Support - Because of the vigorous efforts which UNICEF has made in the field of communication, HMG officials are becoming aware of the need for a communication component in programmes with which they work. Visits of the consultant to various government offices produced questions about communication as well as examples of work which had been initiated with UNICEF assistance. As yet, the awareness is clearly at its initial stages and the level of sophistication in thinking about communication is still somewhat rudimentary. Communication is still thought to be a one-way activity with the primary official concern being methods of getting the masses to accept a particular programme. It is expected that future work will, in time, result in an active search for information from the masses concerning their priorities, ideas, and preferences concerning the structure and functioning of programmes.

Awareness of the need for Pre-testing - As a consequence of the training courses which UNICEF has sponsored, there is a growing awareness of the need to field test materials. Trainees are starting to come from other governmental agencies and it is reasonable to expect that during the next few years more and more educational and communication materials produced in Nepal will reflect the contribution of pre-testing. It is worth noting in passing that Nepal is ahead of much of the developing world in this respect.

UNICEF has been locally identified as having expertise and delivery capabilities in the area of communication - Combined with their awareness of the need for communication inputs in programmes and projects, local officials are seeking advice on production, pre-testing, and planning of those inputs. Examples of this direction which local work is taking are relatively numerous. The Small Farmers Development Project has asked for assistance in their training of extension agents. They have also asked for advice concerning their use of radio for development. Similar work is proceeding with such agencies as the Ministry of Panchayat, the Ministry of Education, and the Health Education Unit

of the Ministry of Health. Continued work on the part of UNICEF should see an increase and cumulative effect on various local agencies' activities in communication. It should be remembered though, that because of the frequent shifting of staff, the realization of such a cumulative effect may not be realized for some time (perhaps for four or five years) in the future.

Other assistance agencies working in Nepal have begun to use communication more extensively and effectively - While it is not a primary goal of UNICEF to assist other assistance agencies, this is precisely what has happened with communication. Clearly, through the years other agencies have used existing materials to attempt to support their programmes. One can still see posters written in English in the training facilities of agricultural stations, e.g. WHO teaching posters written in English exhort villagers to learn the five basic food groups. Such items are not so much in evidence as they were five or ten years ago. The efforts in communication by UNICEF have drawn the active attention of such agencies as: WHO, FAO, UNESCO, USAID, The United Mission to Nepal, The British Nepal Medical Trust, The TB Control Project, The Save the Children Fund, The British Council, UNFPA, Peace Corps. These groups have participated in helping to do some of the pre-testing work in which UNICEF has been engaged, have sought UNICEF advice on the production of new materials, and have acquired skills which they have started to routinely use. Among the materials of other agencies which have been produced as part of this effort have been posters on BCG, TB education pamphlets, and nutrition education materials.

CRITICISM OF PAST WORK IN COMMUNICATION

The purpose of this section is to suggest areas in which there may have been gaps and oversights in the conduct of communication activities in Nepal during the past four years. The critical comments, to be helpful though, must be interpreted in the context of the following prefatory comments.

1. The UNICEF Communication Officer, while a trained journalist, arrived in Nepal with little formal or informal background in communication for development. Her background in the area of cultural studies, social psychology, and communication theory was substantially deficient. She arrived with no background in the local language, and while she was a skilled photographer, she possessed only a rudimentary knowledge of broad communication production techniques.

In spite of beginning with the above obvious deficiencies, Ms. Haaland set about her work with energy, enthusiasm, and determination. Other similarly equipped persons might easily have turned their attention to participating in the stimulating social life of Kathmandu. Instead, Ms. Haaland has, with the support of the Representative and the UNICEF staff produced a truly prodigious quantity of superb materials, has involved local personnel in the production of those materials, has produced new methods of pre-testing materials which are of unquestionable quality, has involved local people in pre-testing as well as sharing that knowledge with the rest of UNICEF, and at the same time has acquired fluency in both the Nepalese national language and culture. This is an impressive performance which does not submit to facile criticism.

2. The development situation in Nepal presents the image of a myriad of constantly shifting personnel, priorities, and programmes. In the context of this situation, it is safe to say that no agency, local or international, has produced a coherent and stable annual programme.

Communication efforts by UNICEF in Nepal have flourished in this environment as have several other UNICEF assisted activities. Much of this productive response to uncertainty can be attributed to the Representative's understanding of the situation and his demand that the UNICEF staff work with discipline, but in a programmatic atmosphere of "benign, but creative anarchy". This position on the part of the Representative has encouraged flexible and creative responses to fortuitous opportunities. Having worked hard to take advantage of chance opportunities presented in an atmosphere of apparent chaos, potential patterns and structures which may guide the long-term future are beginning to appear.

3. The communication work in Nepal began in the frequently observed situation where a government maintains contact with the people through governmental edicts. The goal of establishing two-way communication between programmes and their recipients has thus demanded a substantial change in the world view of the government officials who have been associated with UNICEF's efforts in communication. Efforts to develop a communication programme has thus demanded considerably effort to change the attitudes of government officials.

4. While it might be argued that UNICEF programme and project officers are considerably more "egalitarian" than are the government officials, there is within UNICEF considerable resistance to perceiving projects as having communication implications. Some of this resistance appears to be rooted in bureaucratically implied objectives of showing progress as soon as possible. It is easier and more direct for a programme officer to get the medicines and other needed items to a project site than it is to deal with the stubborn problem of attempting to help individuals know how the materials can best be used, delivered to the public, or consumed. This stance on the parts of programme officers is supported by evaluation procedures which are directed at issues such as: percent of project execution, number of projects in place, number of people trained, etc., rather than at issues of how programmes and projects change the lives of those whom the action is supposed to benefit. Moreover, most reporting and evaluation refuses to attempt to ascertain the effects of projects six months, one, or two years after apparent completion. Finally, in few cases do the results of long-term evaluation have positive or negative consequences for the programme officer. With an absence of clear, programmatically based incentives for the programme officers' use of communication, an internal resistance to such inputs is understandable.

CRITICAL COMMENTS

Strong Action Orientation - In order to gain entry to important programmes and agencies in any country, it is essential that the communication officer exhibit the ability to do something. It seems, in general, that only after the UNICEF officer or other expert shows an ability to do something will a local agency be willing to use their other kinds of skills. In Nepal, the communication activities owe their life to early demonstrations of competence on the part of Ms. Haaland. This emphasis on action has resulted in the strong impression, both within UNICEF and among local government employees that communication skills are primarily oriented towards practical and immediate production. While this is certainly a positive emphasis in a country and activity where talk and theoretical notions are often the major products, the communication activities in Nepal would benefit from a greater emphasis on developing strategies and theories concerning what kinds of materials (form and emphasis) should be produced. The development of a theoretical orientation towards the communication of innovations to Nepal would provide guidance with respect to the range of materials to be produced

in the future. For example, while it is useful and important to produce informational materials concerning weaning foods and practices, the inclusion of a theoretical approach to communication would suggest that more production directed towards motivation and attitude change will be necessary.

Coherent Production - It has been noted above that communication activities in Nepal as well as programme planning must operate in an environment where governmental plans, strategies, priorities and personnel seem to be in a constant state of flux. In such an environment the UNICEF communication officer as well as the UNICEF programme officer must be prepared to function productively in a situation of "benign, but creative anarchy". Once it is acknowledged that the communication officer must be prepared to seize fortuitous opportunities which arise, it is important to add that such an apparently disorganized environment should not prevent one from having an overall, long-term agenda. Such an agenda might include notions of the kinds of communication activities that should be engaged in for the near and distant future as well as an image of how the capabilities of various governmental offices will be strengthened during the next one to four years. Working in tandem with the programme officer and in response to the programme officer's work, ultimately the PSC officer depends upon sound and detailed programming.

It would be possible, for example, to take a single area of concern and to use it as a basis for a planning exercise. (1) with respect to the subject of proper (healthy) weaning practices one could establish what kinds of things the population already knows about the subject. That information could then be used to develop an agenda concerning kinds of materials and other activities needed to fully inform the public of possible salutary weaning practices. (2) People do not use a particular weaning practice because they don't know other methods. Such practices are rooted in tradition and are supported by communities who often believe that they are doing the right thing. It would be necessary, therefore, to discover why people are using the weaning practices which are customary and to use that knowledge to help motivate them to use better weaning practices as well as to change their attitudes about adopting new methods. These communication efforts might well be directed towards grandmothers, grandfathers, husbands, etc. as well as towards only the mother. (3) The planning exercise would also attempt to identify which workers and organizations might be best suited to carry the messages about weaning foods and practices.

This sort of planning exercise would offer a number of benefits to communication activities in any country. First, an agenda of materials and media would emerge. It might even be possible to establish a set of priorities concerning which kinds of materials should be produced first. Second, such an analysis would probably indicate that one of the most important audiences for communication efforts would be particular government employees and agencies. Third, this planning exercise would likely identify which government outreach workers will need training concerning weaning foods and practices as well as how to use the production materials to carry the message. Should this form of planning exercise be carried out with respect to the variety of UNICEF programmatic emphases and interests, it would be possible to develop a long-range view of which government agencies would most productively be the focus of attempts at communication training as well as attempts to develop internal competence in communication.

The consultant clearly recognizes that the continuing situation of administrative and programmatic uncertainty makes such planning efforts seem fruitless. Even so, having such a long-term agenda may perhaps bring coherence to UNICEF's communication activities and perhaps to the government's work as well.

Pre-testing - The pre-testing work which has been done in Nepal during the past four years stands out as one of the major communication achievements. Much remains to be done in this activity. The long-range goal of pre-testing training is to assure that at some time in the future, every communication effort of the government is diffused only after adequate pre-testing. Students in the pre-testing training courses leave with unqualified enthusiasm for pre-testing and the knowledge that pre-testing can immensely improve their work. Because of work pressures and the influence of supervisors and co-workers who "have not seen the light", those who have completed pre-testing training do not uniformly act on their training. Moreover, those who wish to do pre-testing often discover that they do not have the means to do so. While attempts to follow-up the pre-testing training have been made greater efforts should be made in the future.

Emphasis on Print Media - The major emphasis in media in Nepal has been on print. Clearly these materials have been relevant and of high quality. Also, some effort has been made in the area of radio use. Most of the print materials which have been produced have been designed to be used in conjunction with outreach workers. To be maximally effective, the outreach workers who use teaching posters, booklets and flip charts must use them properly. Due to the fact that the print materials are usually distributed by sectoral ministries there is little assurance that one important medium of communication, i.e. the fieldworkers, understands the materials, understands the purpose for which the materials have been produced, and understands how to use them more effectively. It is hoped that UNICEF/Nepal's emphasis on print will continue unabated. At the same time, additional efforts must be made to assure the proper utilization of the materials.

Relations with Other Donor Agencies - As has been noted in previous sections, communication efforts in UNICEF/Nepal have benefitted from intensive contacts and cooperation with other donor agencies. Other agencies have assisted with pre-testing, locating subjects to be used for photographs, sharing production ideas, etc. Indeed, persons from other agencies have greatly assisted with Ms. Haaland's training. The cooperation has been useful and mutually beneficial. It is possible, however, that such cooperation can (1) divert the PSC officer's attention from the duty of working to support UNICEF assisted projects or (2) generate the perception among UNICEF programme and field officers that their needs are being neglected in favor of activities with other assistance agencies. It is not clear that PSC activities in Nepal have indeed supported the work of other agencies to the neglect of UNICEF supported work or interests, yet, this perception has emerged at times. Cooperation with other agencies is likely to usefully continue for the indefinite future. Caution, though, must be continuously exercised to see to it that coordination with UNICEF programme officers be maintained so that such misunderstandings can be minimized.

THE FUTURE

The purpose of this section is to take up a crystal ball and to suggest future activities and orientations for communication work in Nepal. In view of the level of development of Nepal and in view of frequent and unexpected changes in governmental staff and policies (major changes occurred during this consultancy) this section could be regarded as rooted in vanity and arrogance. There are, however, some suggestions which can be usefully made and used IF NOT WRITTEN IN STONE.

This section is organized around two major focii. First, suggestions of more general concerns are presented. These suggestions are both with respect to supply and operations. Second, an attempt will be made to review a limited number of programmes and agencies with which UNICEF is concerned. The programmes and agencies will be briefly reviewed (relevant documents are cited in the bibliography) and suggestions will be made for future action and planning.

Planning - It has been suggested above that much of the communication production done to date has been episodic and segmental with little organization towards maximum cumulative impact. Brochures have been made, for example, largely on the grounds that at a particular time there was a pressing need for such materials. It has also been argued above that in most instances this approach to production has been the only available and perhaps the most productive approach. Having done the initial work necessary to establish the usefulness and credibility of communication activities, it would now be worthwhile to engage in some solid and critical planning of communication activities for the future. The planning exercise could follow a number of steps.

1. A meeting could be scheduled for the personnel (Representative, programme officers and field officers) of the UNICEF/Nepal office. The agenda for that meeting would be to review the communication activities of the past year, to point out the sectoral areas of concentration, and to indicate the accomplishments. Those who attend the meeting would be asked to come prepared to discuss communication and problems and deficiencies which they had observed in the recent past. This meeting would attempt to deal with issues of a general nature and to identify potential conflicting demands that may be perceived by the staff and the PSC officer. A schedule for detailed meetings with each of the programme staff would be arranged.
2. The PSC officer would then meet with each of the programme officers and their associated field officers. This meeting might take the form of a series of meetings whose purpose would be to review as well as possible the activities, programmes and priorities of that group for the next year or two. Once the plans, programmes and activities were reviewed, each of the items would be reviewed to identify both the short-term and the long-term objectives. Time would then be spent identifying the various groups whose understanding and participation is essential to the success of each activity and in what ways their participation and understanding is essential. Once such groups are identified and their particular participation needs established, it would be possible to deal with the question of how communication inputs should be programmed to support the interests of each project. Priorities could then be established for future material development and production work.
3. After the detailed discussions with each of the programme officers are completed, it would be useful for the programme staff and the PSC officer to meet with the Representative to review the needs which have been identified. In some instances these discussions with the Representative might result in writing projects for additional assistance for particular agencies and in others, the meetings would set an agenda for work with officials of HMG.
4. Once the UNICEF personnel share an understanding of their shared goals, meetings with relevant government officials could be scheduled. The purpose of these meetings is likely to vary. In some instances, HMG officials have not been able to identify their own communication needs. Such a meeting would help them to incorporate communication into their view of more operational concerns. In other instances, officials may already have ideas concerning communication and could benefit from

a discussion with UNICEF programme and PSC staff. Detailed discussions could, at this level, result in specifying project activities and needs. Ideally, these meetings would result in actions which would help the HMG official to develop programmes and materials which are needed. In other instances, it may be necessary solely to obtain the official's agreement to allow UNICEF to produce materials for him.

5. In the process of participating in the above noted meetings the PSC officer should be able to develop an overall plan for action and a set of communication priorities. While the specific plan is likely to be violated with regularity, it would provide a basis for understanding and coordination within the UNICEF office as well as providing an overall focus to the work of the PSC officer.

This exercise in planning, while it can be written about briefly, is certain to demand considerable time. Without such an exercise, though, the communication work of UNICEF/Nepal is likely to lack the focus and direction necessary for long-run cumulative effects.

Materials - It is the goal of the current Representative to assist in the establishment of communication competence and resource capability in each of the HMG agencies with which UNICEF works so that those agencies will eventually be able to develop and produce their own communication materials. This is an important goal and one that is achievable in the long-run. For the next five to ten years, however, it is likely that most of the communication production for projects in which UNICEF has an interest or is assisting will be done with the direct involvement of the PSC officer and with the use of equipment and materials in the UNICEF office. Hopefully, as programmes develop and agencies of HMG mature, that competence and capability will be transferred to HMG agencies. At present, then, UNICEF should be prepared to support the efforts of its PSC officer with materials and equipment.

The darkroom which is operating in the UNICEF office seems to be of adequate quality to do most of the work needed for PSC. Production which has been done for PSC clearly supports the need for this darkroom. Hopefully, during the next five to eight years the need for this darkroom will decrease with respect to PSC. PI work will continue, however, to need this support.

WATER SUPPLY

One of the major health concerns of the Government of Nepal is the supply of safe and potable water to communities. As reflected in UNICEF policy, this programme is of prime importance to women and children. In Nepal, the supply of safe water not only is of health benefit, but also can have the consequence of greatly reducing the workloads of women and children, supporting more live stock, kitchen gardens, personal hygiene.

As of December 1978, nearly 200 water supplies have been constructed with UNICEF assistance. Others have been constructed with either World Bank or local funds. Water supplies which have been constructed face a number of problems most of which have been covered in the UNICEF/Nepal annual report of 1978. Among these problems are: poor construction, inadequate maintenance, and water disputes following the construction of the water supply. A recent report by New ERA, a Kathmandu based research firm, indicates that some of the water supplies which they inspected exhibited excessive coliform bacteria counts, had major construction deficiencies, or were no longer operable. There is every

reason to believe that the near future will see additional UNICEF assisted water supplies with major difficulties.

NOTE : Excessive coliform bacteria counts do not necessarily mean that a substance is dangerously contaminated. High counts do mean that the system is vulnerable to contamination given the availability of a dangerous contaminating substance, e.g. amoebae, bacillae, typhoid, cholera, cysts, worms, etc. These substances are abundantly available in ground and surface run-off water.

The answers to the above problem so far have tended to be primarily technological, e.g. perform better initial surveys, train the overseers better, train village technicians better, make materials more readily available for construction, and find ways to pay the maintenance technicians. A more intensive look at the social context into which water systems are placed might offer some suggestions for an improved programme of water supply installation. One significant characteristic of the rural water supplies is that after they are installed, they will become a community responsibility. No government programme is foreseen which can supply maintenance and routine inspection. Such activities are a community responsibility. Given this basic premise, what can be done?

A number of observations common to all persons might provide some guidance in discovering an approach to this problem. (1) One of the major problems with schools' radio programmes is that the radios are often without battery cells. Radios get broken and remain unrepaired. In the same communities, it is common to find a number of privately owned radios which may be old, but which are in good repair and have fresh battery cells. (2) Often one finds the vehicles in a government motor pool to be badly abused, in poor repair with long waiting times for spares. At the same time, we observe that government officials who own personal vehicles keep them in good repair and do not abuse them. (3) Communities which have had to organize to build a school and furniture for the school tend to keep the building and its furniture in better condition than do those who have received major outside subsidies to achieve their goals.

A single general principle seems appropriate to organize and make sense of the above observations. Individuals and communities will take better care of items which they have voluntarily chosen and for which they have had to work and organize themselves to obtain. Due to the pressures of achieving construction targets, this principle has had to either be ignored or receive little attention. Only when a water supply is installed is it discovered that often the community has not organized itself to solve the problems of how to get a water supply and how to use it properly once the facility is obtained.

In the context of this discussion, it is important to note that water supplies should not be narrowly regarded simply as sources of water for drinking and other local purposes. Rather, the installation of a water supply implies a wide variety of changes in a village. Waste water may suddenly become a village problem with its accompanying filth and disease. New potentials for kitchen gardens are discovered. Additional animals can be maintained. Water use and storage practices must be modified. Some families will have easier access to water than do others. Some community resources must be diverted to the maintenance of the water supply and all community members (some of whom have little or difficult access to the water) must contribute. The installation of a water supply, because of its impact on community organization, health, nutrition, and new community responsibilities is a problem in

community development and should be treated as such. The technical problems of installation constitute only a small segment of the implications for the recipient community. The consultant is prepared to argue that unless a wider perspective is adopted by UNICEF and HMG concerning water supplies, these potentially rich community resources may constitute a major development and health problem within the next one to three years.

Proposal for Action - An alternative approach to the installation of water supplies should not impose excessive additional costs. It should be executable. It may demand a change of focus from immediate project achievements to longer-term evaluation and community development. The major underlying assumption of this proposal is that if installed water supplies are to be maximally useful to communities, their installation must involve the community. The installation of a water supply can be seen to involve three stages.

1. Approximately three months before a community is to receive a water supply, a government servant should be identified to do community development work in that community. After a period of appropriate training the extension worker would be dispatched to the community to help prepare for the installation. Preparing the community for the installation will necessarily involve a variety of activities. Some of the most important preparatory activities are as follows:
 - a. Work with the groups in the community should take place which will develop the idea of how a water supply system works. This stage would make community members aware of the fact that not all community members can have a tap stand near their house. Ideas of how the water should be shared must be raised. This stage should be used to defuse local rumors concerning how important people will get convenient water and result in less factional disputes after the system is installed.
 - b. The community should be informed concerning how their lives will be changed when the water system is installed. Among the changes to be discussed could be such issues as: less diarrhoea among the children, less work for women and children to get water for the household, the possibility of raising more household animals and kitchen gardens, greater convenience in clothes washing and bathing, improved health of the village, and other topics which can be developed to generate wide interest in the village concerning the water system.
 - c. Once the community is sufficiently interested in the water system (in the past not all have been) intensive work might be started to inform the community members concerning the added responsibilities they will have with a water system. These responsibilities will include: work to bring the hose pipe to the village, work to dig trenches and build the structures for holding tanks and tap stands, etc., and a tax to be imposed on themselves in the future to support the efforts of the maintenance man whom they appoint. Maximum agreement in the community at this point is essential.
 - d. Only when the outreach worker is convinced that the community is prepared to install a water system should the materials be presented to the village.

2. The second stage of installation concerns the actual building and installation of the water supply. During this stage several community involvement activities are important.

- a. A maximum number of villagers should be involved in the survey and design of the system. The purpose of this involvement is to allow the community members to see how the decisions are made concerning the placement of taps stands and holding tanks. Encouraging the villagers to participate at this point will certainly slow progress on construction but is very likely to help avoid future disputes. Also, individuals are more likely to be willing to work if they have participated in the decisions concerning how the work is to be done.
- b. Strong efforts must be made to see to it that every able-bodied individual in the village does an equitable amount of work on the system. Also, the construction stage should be used to permit the villagers to do as much of the fitting work as possible. On one hand involvement at this stage is likely to generate increased future involvement of the community members. On the other hand, the construction period should be used to develop as wide a distribution of potential maintenance skills as possible.

3. The final stage of construction is one which has received little attention and one which seems to have been the root of many problems in the past. In the past, a number of problems have existed: increased water supply has created sanitation problems in the village, water supplies have often been handed over to villages prior to the full completion, villages have often failed to evolve a system of paying maintenance workers after the system has been handed over. Several activities should be undertaken during this final stage of installation.

- a. All parts of the installation, however minor, should be satisfactorily completed prior to handing the system over to the village. This work could be overseen by the extension worker. In the past, a number of systems have never been fully completed.
- b. Members of the community should be taught how to use waste water that becomes available in the village. Kitchen gardens and drainage ditches should be constructed.
- c. The final training of the maintenance man should be undertaken. Assuming that the maintenance man has received training during the construction stage, this period should be used to initiate maintenance routines which must be sustained.
- d. Disputes concerning the distribution of water should be settled and if necessary, alternations of the system should be made (when practicable) to spare the community those future disputes and to protect the system from future sabotage.
- e. The system for collecting payment for the maintenance man should be instituted. This has been a recurrent problem in the past and should be settled before handover of the system. In principle, the pradhan pancha should collect the salary for the maintenance man.
- f. This is an excellent time to introduce training in the village (in the schools, among the females by NDS personnel, among men by the extension worker) concerning personal hygiene and water safety.

Some Alternatives - Although some form of the programme suggested above would probably offer a substantial improvement to the ongoing water programme, it is not likely that such a comprehensive programme would be instituted in its entirety. Fully instituting this programme would require major training efforts and the diversion of a substantial number of personnel from other priority tasks. The Rural Water Supply programme is a priority government programme, it is not likely that implementation will be retarded. Some activities can be instituted which may bring substantial improvement to the ongoing programme.

Broader training of overseers - The government is currently engaged in the training of overseers to install the water systems. Most of the training is oriented towards developing technical skills. Since the overseers tend to have substantially more education than the general public in the villages which they will serve and since they usually stay in the villages for a period of from three to six months they offer a prime group to do some of the education work in the villages. It is suggested that the curriculum for overseer training be broadened to account for some of the problems which have been encountered in existing water systems.

Using the materials suggested above, the overseers could be trained in: community development techniques, environmental sanitation, kitchen gardening, water use, water storage, and health practices. During their stay in the village, the overseers would be charged with the responsibility of carrying on community education to support the water system. In addition, more materials which could be used to train maintenance technicians should be developed which the overseers could use for this important job. Finally, it should be noted that every effort should be made to see to it that the water supply systems be fully completed before the overseers leave and that a system of paying the maintenance man be instituted.

Training of water committee members - In order for the village to get a water supply, the village must have a water committee. This committee is usually made up of the most important people in the area to be served by the system. It is entirely reasonable that a form of regular training for village water committees be instituted. Since the village water committee will eventually have the responsibility for seeing to it that the maintenance man does his job, the committee should be trained to understand when their water system needs repair or maintenance.

Training of school teachers - The government currently has a strong emphasis on training teachers for village schools. Both males and females are being recruited to come from villages, to be trained as teachers and to return to their villages. Since water has become a major government priority, it is entirely reasonable that training concerning water use, sanitation, hygiene, kitchen gardening, and nutrition could be included in the curriculum materials for teacher training.

Training of health workers - The anticipated programme for restructuring the health care delivery system will be placing health workers in nearly every geographical area where there is or will be a water supply. Given both the high priority of water as a government programme and the close links between water and health, such materials could certainly be included in the training programmes for rural health workers. If health care in Nepal's future is oriented towards preventive rather than curative medicine, then training in water related subjects is fully germane to the work of health workers.

Use of media - The development of the water programme in Nepal has received little or no media support. Two activities in this area offer some promise. First it would be possible to produce a series of teaching posters concerning proper water use, hygiene, sanitation, etc. These posters could be distributed to the villages which have water supplies. Since each panchayat receives mail service the distribution should not pose insurmountable problems. Teachers and health workers could then give instructions with respect to the messages of the posters prior to putting them up in the schools, near the water taps, or in the health centre. Second, an extended series of radio programmes could be made concerning the problems of water use noted above. This series of programmes could be included in the radio docotr series, in the agriculture information series, or could be a special series on its own. Using a drama format to show what happens in a village when it gets a water supply, the listeners could be informed of ways in which to solve their own water use problems. Clearly, at present, the use of radio to support the water programme would result in reaching many who do not have access to water and many who have water may not have radios. Nonetheless, such a radio series should be seriously considered.

(NOTE: Many of the ideas offered as alternatives above, were suggested by the field officers of UNICEF/Kathmandu. The field officers are a superb source of ideas concerning which kinds of problems exist in villages and communication activities which may be needed and which may be possible.)

BROADCASTING

The area of developmental broadcasting exhibits nearly every facet of development problems in Nepal both from the country's side and from the sides of the various assistance agencies. The purpose of this section is to try to establish a perspective on developmental radio in Nepal and to try to summarize the current situation. Current deficiencies will be pointed out as well the strengths that are found. Because of the large number of actors involved in broadcasting in Nepal, separate sections will be devoted to each of the concerned parties. An attempt will be made at the end of this section to organize an overall perspective.

DONORS

As was mentioned in an earlier section, Nepal is faced with an embarrassment of riches with respect to available funds. Assistance agencies, in general, hover about seeking to find a place where they can write a check or supply equipment with little other input. One gets the image of Nepal as a beautiful girl surrounded by post-pubescent boys each of whom is flexing his muscles and attempting to look attractive while at the same time trying not to look too eager. In this environment, one of the dangers to Nepal's development may well be the great likelihood of the country's being buried in funds and equipment which cannot be utilized, administered, or integrated into the current structure.

USAID - USAID's involvement in broadcasting in Nepal extends back a number of years and has been closely associated with their involvement in education and family planning (population control). Some of the involvement seems to be associated with Nepal's strategic position in the geography of Asia as well as the fact that the US has massive

amounts of funds in Indian rupees which can be spent in Nepal and India but not elsewhere. While these two factors loom large, it can be suggested that the US may also have an honest interest in the economic and social development of the country.

Currently, USAID appears to have one dominant interest in broadcasting in Nepal. Associated with a project with Southern Illinois University, USAID is attempting to mount a teacher's education programme with the use of radio. The purpose of the programme is to upgrade teacher's skills through the purposeful use of radio and associated print materials. One of the main motivating forces of the programme for the teachers is that completing the training will result in the teachers receiving a certificate of completion and a pay raise.

In order to support the programme, USAID is making a variety of capital inputs. A 100kw Harris transmitter is being gifted to Radio Nepal which will assure approximately one hour a day of teacher education broadcasts. Also, some studio facilities are being constructed for the Ministry of Education in which to produce teacher's education programmes. It is anticipated that the staff of the Janak Educational Material Centre will do the actual production of the programmes.

The current plan seems to be to simply add the new transmitter to the existing Radio Nepal facilities to permit broadcasting of the existing programmes over yet another transmitter. Planning has not been initiated to add another channel to Radio Nepal.

DANIDA - DANIDA is searching for a way to write a check in order to upgrade broadcast facilities and programme production in Nepal. DANIDA's efforts seems to be focused largely through UNESCO. It appears, at present that the DANIDA effort may be ultimately directed towards helping to develop a regional radio network which would eventually see four regional transmitters, each with its own production facilities, erected. Discussions with key UNESCO staff suggest that UNESCO sees the new installations as a possible way to initiate innovative, high quality programming in new locations and to avoid the traditions and routines which have plagued Radio Nepal.

While it is clear that radio coverage of the entire country is essential, it is not clear that the government of Nepal currently has the administrative apparatus or the staff to operate additional facilities. Moreover, there is a currently existing shortage of trained and competent producers who can produce regionally.

The British Council - The British Overseas Development Ministry is currently swimming in funds with which to upgrade broadcasting in Nepal. Current preferences are to offer more transmitting facilities, programme production facilities, and technical assistance. Actual moves to finalize a project only wait for hints of HMG's desires. It is the consultant's opinion that the British, more than any other assistance agency other than UNICEF, are eager to coordinate their activities with other assistance agencies and are seeking to help a coherent picture to develop before moving on any plan. The British Council and UNICEF have collaborated to provide a series of training courses for radio technicians and radio producers. This collaboration appears to be progressing nicely. The full effects of the training will only be realized with changes in studio operations noted later in the report.

UNICEF - UNICEF has a continuing interest in broadcasting in Nepal. This interest is as varied as the ministries and programmes which act in relation to UNICEF's terms of reference. Given the fact that radio has the potential of reaching the greatest proportion of Nepal's people

and communicating best with the largely illiterate audience, this interest is highly appropriate. Among the HMG agencies of interest are the following: The Ministry of Education, for schools broadcasting to supplement inadequate teaching; the Health Education Unit of the Ministry of Health for general health broadcasts, e.g. nutrition, hygiene, disease prevention, etc.; the MCH/FP unit of the Ministry of Health for family planning and maternal and child health; the information unit of the Ministry of Agriculture, for health broadcasts and community development; the Ministry of Home Panchayats, because this ministry produces materials which integrate the inputs of the various sectoral ministries; and the Women's Affairs Training Centre. UNICEF also seems to have funds available with which to financially support large capital projects in broadcasting.

Each of the above listed assistance agencies (and possibly others which are not listed) is focusing on a small number of Nepalese agencies.

NEPALESE AGENCIES INTERESTED IN BROADCASTING

The Nepalese agencies with interests in broadcasting face a variety of common problems. Among these are: lack of production skills, lack of technical skills, a lack of a sense of the audience to whom they are broadcasting, and a lack of planning skills. The following section attempts to discuss several agencies in some detail.

Janak Educational Materials Organization (JEMO) - JEMO has been making schools broadcasts for approximately 14 years. Only within the past four years, however, have they had fully professional facilities in which to produce their programmes. Currently, there are a small number of series being broadcast which are oriented towards language, social sciences and geography. Little is known about the audiences for these broadcasts and the effectiveness of the programmes. (UNICEF has sponsored an evaluative study of schools broadcasting in Nepal). Lacking the final report about schools broadcasting in Nepal, a number of problems can be cited and addressed based upon discussions at JEMO, UNICEF, and New ERA (the schools broadcast evaluation research organization).

- a. The programmes which are currently being broadcast were last made in 1974. There is no currently available information concerning whether the programmes had any goals or objectives when they were made. It is clear that the programmes were not pretested and that no evaluation has ever been done.
- b. Planning for schools broadcasting has not been done. There is no current idea in the Ministry of Education concerning what would constitute a schools broadcast series, how many series should be planned, or how the teachers, their students, and the communities should be involved in schools broadcasting.
- c. Schools broadcasts have little or no curriculum relevance. The producers of schools broadcasts (JEMO) have no formal link with the curriculum division of the Ministry of Education. It is thus impossible to discover the basis for producing any of the existing programmes. There are current plans for liaison between the curriculum division and the schools broadcast people, so there is some current likelihood that future programmes will be relevant to the curriculum.
- d. It is not clear which schools use the educational broadcasts. Two researchers from New ERA, in their field work, had not visited any school which was using the broadcasts.

It is not clear whether the lack of use of the programmes is due to: lack of relevance to the curriculum, the broadcast of programmes out of phase with the school programme, technical problems of reception, lack of teacher training, lack of receivers, or lack of technical support (repair and maintenance) of receivers. It is clear, however, that the Ministry of Education has had difficulty in addressing these issues.

- e. Teachers are not trained to use the schools broadcasts. Any broadcasts which are made to supplement the programme of a school can be effective to the extent that the teacher knows what the broadcasts are going to be about, how they are intended to fit into the curriculum, what kinds of in-class activities would take place with respect to the programme, and to the extent that the teacher's use of the programmes is monitored systematically.
- f. Programmes which have been produced to date have concentrated on "academic" subjects rather than on subjects which are likely to have relevance to citizens who are likely to spend most of their lives in village communities. Given the fact that most Nepalese students drop out of school at very early ages (the highest drop out rates are in years one and three), programmes should be produced which are oriented towards the particular needs of such students. It is doubtful that English lessons are essential to students who do not continue in school for more than one or two years.
- g. There is no current systematic planning concerning new programmes which will be needed during the next few years. Schools broadcasting has been shown around the world to be important and effective in supplementing in school programmes and in supplementing teacher's skills and local resources. The lack of planning for new broadcast series may indicate that the ministry of education is not interested in schools broadcasting, that there is little local expertise in organizing such an effort, or that such work has a low priority in the Ministry of Education. The greatest likelihood is that expertise in planning and programming is lacking.
- h. Technical skills are below standard at JEMO. Tapes which are made at JEMO do not play properly (with good fidelity) when broadcast on the facilities of Radio Nepal. This is likely due to the fact that the heads on the tape machines at JEMO are not aligned to the same standard as those at Radio Nepal. In addition, the Director General at Radio Nepal indicates that the programmes made at JEMO are not of acceptable professional production standards. Scripts are bad and poor production techniques are used. Additional help is needed in this area.
- i. The staff at JEMO cannot give an idea of the number of hours of broadcast time that they will demand in the next few years. Currently, Radio Nepal is broadcasting slightly more than 80 hours per week. Should the educational broadcasts of JEMO mature, it is likely that they will require approximately 20 to 30 hours of broadcast time each week. No one knows whether such time will be available.

Health Education - The Health Education Unit of the Ministry of Health is currently enthusiastic about producing radio programmes concerning the various areas of health behavior. Currently, UNICEF is assisting this unit in the production of a radio doctor programme. The radio doctor

programme is currently being produced in an independent studio in Kathmandu, due to difficulties in obtaining the required time at the studios of Radio Nepal. The radio doctor programme and a series of radio spots made in collaboration with UNICEF have been pretested and have been well received by the public.

In the face of the many needs of health education broadcasting, the health education unit is badly understaffed and underutilized by the Ministry of Health. The Head of the Unit is an individual who seems to have had enough training in communication to use the appropriate jargon. He fails, however, to have any "vision" of what can be done through the use of broadcasts and training to improve the status of health in the country.

One programme which should fully occupy the health education unit is related to the intended restructuring of the health delivery system. The intention is to have a trained health worker in every ward (the lowest administrative level) of the country. The implication of this programme is that the health education unit is to be necessarily involved in the training of approximately 30,000 health workers during the next five years. In the face of this apparent mandate, the Head of the Health Education Unit has not begun to address the problems of how such workers should be trained, what personnel would be needed to conduct the training, what materials would be useful, and what media should be mobilized. During an interview, the only material request made of UNICEF was to be supplied with video recording and playback equipment. Considering the skills of the unit, its mandate, and other pressing problems, video work should be one of their lowest priorities.

The Health Education section has a number of pressing problems towards which discussions might be usefully directed. Personnel turnover has been a recurrent problem. The underlying problem here may well be the skill, energy, and personal characteristics of the head of the unit. The unit seems to be lacking in planning skills. There is little idea with the unit at present concerning the kinds of materials needed for the next few months or years. In the face of this lack of planning and action, other governmental agencies have been forced to move into health education. Indeed, UNICEF assisted health projects have usually had to rely directly on the Communication and Information officer for production to support projects. Hopefully, direct technical assistance can be given to the Health Education Unit until high level personnel changes bring a new head with planning and execution skills.

Family Planning/MCH - The Family Planning/Maternal and Child Health (FP/MCH) section of the Ministry of Health is one of the most politically powerful units in that ministry. The Head of the unit also serves on the board of the Nepal Family Planning Association, and on the board of the Nepal Population Commission. This political visibility and the emphasis which USAID has placed on family planning has made the section one of the most resource-wealthy of the ministry. The section has one of the few individuals with professional level communication training as the chief of information and education activities and enjoys good personnel stability. In addition, the section will have soon one of the best radio production facilities in the country. Currently, the section is broadcasting 15 minutes a week of family planning broadcasts, but intends to increase its broadcasting work with the installation of their new studio facilities. The establishment of new studio facilities in FP/MCH offers the rich possibility that the Health Education Unit might also use those facilities for programme production. Unfortunately there is little communication between the two sections with little in sight to suggest an impending rapprochement.

The FP/MCH section would also like to do production in video. Their needs, however, seem to lie in the area of planning, pretesting of their work, utilization of pretesting, and evaluation. For example, the poster which the section produced to support the use of the contraceptive pill has been shown in pretesting exercises to generate the belief among the audience that the "pill" will cause one to turn black. Nonetheless, the poster remains in use and new billboards continue to be erected using the poster. The greatest help which could be given to this section would be in the areas of planning, evaluation and utilization.

Agricultural Information - The Agricultural Information section of the Ministry of Agriculture produces developmental broadcasts. These broadcasts cover the range of programmes from agricultural information to women's affairs. In the past, this section has received encouragement to produce more material in the field. Numerous problems with respect to programme production have arisen.

- a. The section head has become one of the riders on the international study tour circuit. Thus when planning exercises and discussions relevant to programme are conducted, the section head is often in Bangkok, Kuala Lumpur or elsewhere. Happily, the second in command in the section seems to be a competent dedicated person, but faces severe administrative constraints.
- b. The quality of programmes produced by this section is variable. The problem seems to be of two sorts. First, programmes are of poor recording quality. Work, both in the studio of the section, and in the field is often of such recording quality that Radio Nepal is forced to complain. It is thought that poor recording quality greatly limits the number of local listeners. Second, the production skills of the section are below standard. Programmes are often produced which listeners cannot understand and which in a variety of ways fail to maintain listener interest.

The resolution of the broadcast problems in the Agricultural Information section may be found in a number of activities. First, recorders used out of the studio are of poor quality. Recorders, either cassette or reel to reel, with external microphones and manual gain controls are needed for out of studio production. Such units are not expensive and with proper training can produce broadcast quality tapes. Second, training in production techniques must continue. UNICEF has assisted with training for the producers of this section. Such training is likely to be effective only if feedback systems are set up to provide corrective information to the producers. It would also be useful if Radio Nepal would simply refuse to broadcast programmes of low quality. Finally, the section needs emotionally supportive assistance in planning its programmes. At present, the programmes are not planned well in advance and clear links between the programmes and the continuing work of the Ministry are not clear.

- c. Long range programme planning needs to be done by the Agricultural Information Section. Persistent queries could not successfully discover the degree or extent of broadcast time which the section anticipated it would need within the next two to four years.

The Ministry of Home Panchayats - The partyless government of Nepal regards the panchayat as the core of its structure. The panchayat is a traditional community based governing body which has existed in the sub-continent for centuries in one form or other. The Panchayat Ministry links the various lower level panchayats into the sectoral ministries and coordinates the programmes of the various ministries which are directed at the grass roots. Moreover, the Panchayat Ministry, because of its base in the countryside, presumes to speak as the voice of the people. In these various functions, the ministry is interested in doing a variety of broadcast work. With its position of influence, material assistance from UNICEF should not be necessary. Production, pretesting, and evaluation training, though, could continue to prove useful.

Radio Nepal - Radio Nepal constitutes the only broadcast authority in Nepal. Thus, broadcast work of any other HMG agency must flow through Radio Nepal and ideally, Radio Nepal would coordinate the agencies who use its resources. A number of issues with respect to Radio Nepal should be discussed.

- a. Technical competence - Since before the consultant's first visit to Radio Nepal, the technical competence of the organization has been less than up to standard. Studio production equipment receives unnecessarily hard use with only cursory maintenance. Machines often fail before their time and few items of studio equipment are in optimal condition. Technicians have been repeatedly trained but the necessary maintenance routines and utilization procedures have never been instituted. Technical training to Radio Nepal studio technicians continues with the assistance of various donor agencies. Nevertheless, until the skills learned in training are systematically put to the task and routines and procedures are initiated the equipment belonging to the station is not likely to operate up to specification.

Technical competence in operating the transmitters of Radio Nepal seems to be of the same level of that in the studios. Obvious basic gaps in competence are frequently evident. For example, the station operates a 100kw Harris transmitter which has given less than satisfactory service. Components fail long before giving the expected service. When asked about their operating techniques the Director General of the service indicated the transmission was stopped twice a day in order to rest the equipment. Such a procedure is deleterious to the equipment. Because of the heat generated by a transmitter of that size, the parts are designed to operate continuously at high temperatures. If the equipment is repeatedly cooled parts break down because of excessive expansion and contraction due to repeated heating and cooling. During the consultancy Radio Nepal received the same information from the manufacturer. It is not clear that they will change their procedures, however.

The technical competence of the station's producers seems to be of less than acceptable quality. Scripts are often unintelligible to the listener. There is little attempt to make the programmes interesting and engaging. Thus, many of the country's listeners depend upon programmes from Sri Lanka, India, VOA, and the BBC for entertainment. Until the quality of programmes is raised, Nepal is not likely to be able to communicate with its intended audience. The major problems in this area seem to lie in several causes. First, producers are required to produce between seven to nine hours of fresh materials each week. This work load necessarily generates a lack of professionalism with an attendant tendency to produce primarily music programmes. Second, the station gets little feedback concerning

its listeners and their responses to programmes. Producers thus work in a vacuum. Finally, it appears that bad programmes are as well rewarded as good programmes. Lacking any real incentive to produce good material, it is unlikely that producers will put forth the extra effort necessary to do well, regardless of their skills.

- b. Management - Radio Nepal variously operates four or five production studios. They contend that they do not have the capacity to serve sectoral ministries in programme production with their present facilities. In the past, however, radio production training has been able to use the facilities for long periods of time without interruption. There is no evidence that the station schedules the use of its facilities. Nor, is there any evidence that studio discipline needed for professional production exists. While the station currently desires six additional studios, any action on that request should await the effective and efficient use of existing facilities.
- c. Planning - It has been suggested above that various sectoral ministries and their ancillary sections have radio broadcast needs. Those needs are real and of importance to the development of the country. We should anticipate that in the coming years, the demand for broadcast time is going to increase markedly. Indeed, it should be anticipated that an effective programme for radio use would double the broadcast time needed for integrated development. When confronted with this perception, the Director General of Radio Nepal agreed that such a need was certain to arise. It was the consultant's impression that that was the first time the Director General had seriously thought about the magnitude of future needs. It is not clear that any plans are afoot to expand broadcasting as the need arises.
- d. Coordination - As the sole source of radio time in Nepal, Radio Nepal is in the position to function as the coordinator of the country's potential broadcasters. Instead, the programme producers in the country are autonomous. Each produces programmes on its own or borrowed equipment and each negotiates for broadcast time individually. Programmes are produced in different studios, each with its tape machines set up as they wish and none knows how a programme will sound when broadcast using Radio Nepal's recording equipment. Moreover, it seems that none of the programme producing agencies in the country are more than vaguely aware of what the others are doing. This is hardly an environment calculated to stimulate the mature development of useful developmental radio.

Alternatives - Radio is of such crucial importance to the development of Nepal that it is not reasonable to turn one's back in disgust, despair, or sophist disregard. As one World Bank official said "We expect less than 1% of the projects which we support to succeed. When I see most of the projects which we support going badly, I assume that the percentages are about right and don't lose any sleep". Other approaches are certainly more human and appropriate to assisting the development of Nepal.

- a. Supply - One of the most attractive approaches for assistance is to heavily engage in supply. Concentrating simply on the supply of desired materials permits an assistance agency to assure itself that it is assisting while at the same time

avoiding the concerns of getting involved in development programmes. It would thus be possible to seize upon the satisfaction of writing a large check to supply some transmitters, radio studios and ancillary gear to either supply facilities or to renew failed equipment. Such an approach, at the present time, is largely irresponsible.

- b. Training - For the last two or three decades, assistance agencies have often, in a facile fashion, been willing to regard most problems as training problems. Training, in this context, has usually been narrowly defined as providing a course for the relevant individuals either in their own or in another country. Such an approach still permits the assistance agency to simply write a check, arrange for the training, and avoid getting involved in the recipient's problems. While such training courses continue to be needed in Nepal, their continuation without ancillary support is likely to be futile.
- c. Training and technical support - One of the administratively and politically stickiest methods of support and assistance is technical support. Recipient countries must be encouraged to seek such technical support when they are often convinced that their technical skills are sufficient. Once the country is willing to accept such support difficult and tedious recruitment must take place. Often recruitment of technical experts results in the recruitment of individuals whose personal qualifications and technical competencies are inadequate. Once an effective technical expert is placed in a country, continuous support of the expert is required. In sum, technical assistance is an uncertain, disgusting, and abhorrent. Yet, it is believed that technical assistance in the area of broadcasting is needed in Nepal. Such assistance is needed to follow up training which is given locally and abroad. It could help to establish the routines and rituals necessary to quality broadcasting. And it could help to provide skills and coordination which are not presently available.

Suggestion - It is suggested that the current round of training for radio producers in Nepal continue. This training is needed both for producers who are currently employed and for the radio producers who are likely to be needed within the next two to five years. Training of studio technicians and transmitter technicians should also continue for reasons noted above. A number of technical advisors are needed if the training and material support is to be most effective. The following individual placements would be useful.

Educational Broadcaster - The Ministry of Education badly needs an expert with skills and experience in educational broadcasting in the third world. The responsibilities of this individual would be as follows: (1) help to liaise between the JEMO and the Curriculum Division of the Ministry of Education. (2) Help to plan which kinds of programme series should be developed by the Ministry of Education. (3) Help to train the JEMO producers to produce programmes with educational objectives. (4) Assist in the development of more innovative programme styles for educational broadcasts. (5) Help to incorporate pretesting as a routine part of educational radio production. (6) Help to identify the kinds of print materials needed by teachers in order to productively utilize educational radio programmes, and (7) help to design and organize training in which teachers would learn how to use radio effectively in their duties.

While the tasks identified above are likely to be more than one person could do effectively, it would be superb if the same person could frequently visit some of the other sectoral ministries with interests in developmental broadcasting to help them focus their interests. While the proper agency in which to place this individual should be discussed for final resolution, initial placement could be at the JEMO.

Studio Engineer - There is a growing number of studios in Nepal. Currently none of the existing studios have systematic and competent maintenance procedures. The different studios use different standards for aligning their tape recorders and have different production standards. If developmental radio is to be effective in Nepal, then the materials must be of good technical quality and produced on equipment of a common technical standard. It is proposed that an engineer be recruited to assist in solving problems of technical production and studio maintenance. The duties of such an engineer would be: (1) to work with the various recording studios belonging to HMG to help to establish common recording standards. (2) To help establish maintenance routines in the studios (3) to continually train locally available personnel in the maintenance of studio equipment and to establish maintenance routines. (4) To provide follow-up of technician's training courses, (5) to help institutionalize good studio operation procedures including scheduling and requisition, (6) to help identify when additional equipment is needed for relevant projects and to specify the kinds of equipment to be ordered.

Radio Utilization Specialist - Radio programmes which are currently being produced for development in Nepal suffer from a variety of utilization problems. First, radio programmes are never pretested prior to diffusion (a limited number of notable exceptions exist). Second, school teachers, agricultural extension agents, health workers, etc. whose work the programmes are calculated to support are not trained in the use of the programmes. Third, no systematic feedback is available concerning the use, utility, or effectiveness of the programmes.

Each of these constitutes an essential function in developmental broadcasting. The person to be recruited would institute these procedures and develop techniques appropriate to Nepal for achieving these goals. The work of this individual should cover all of the HMG agencies with interests in developmental broadcasting.

Duration of Contracts - There is every reason to believe that the above specialists are needed for at least the next five years in Nepal. That length of time is suggested due to the difficulty of institutionalizing the various functions in any country as well as the uncertain personnel situations existing in the ministries. It is not necessary, however that all or any of the above experts be recruited by UNICEF. Rather, other assistance agencies may be willing to share the burden of recruitment. The best possibility for cooperation in this regard, in the consultant's opinion, would be the Colombo Plan. The Colombo Plan has long experience in the field of educational broadcasting and developmental broadcasting as well as having a cadre of personnel with proven experience in the third world. The British Council may also supply such personnel. The consultant is much less sanguine about the resources of USAID and UNESCO.

Although it is anticipated that the above work could continue for five years, it is suggested that personnel be recruited for one year with extension of contract subject to technical and personal acceptability. Indeed, technical competence without personal acceptability is likely to prove destructive.

Supply of Equipment - Most of the agencies listed above have indicated that they could upon request supply long shopping lists of equipment which they need for broadcast purposes. It is the consultant's opinion that the supply of much broadcast or recording equipment to sectoral ministries of HMG is currently unjustified. First, there are numerous, generous alternative sources of such equipment. Second, few broadcast efforts of any sectoral agency are suffering from a lack of equipment. Rather, human skills are in short supply. Third, the supply of equipment should be clearly linked to intended, planned activities, not to vague aspirations. Finally, Nepal and UNICEF would be well served if equipment requests were, for the near future, coordinated through one of the above noted competent experts.

NOTE ON BROADCASTING INFORMATION AND RESEARCH

A variety of sources have been used for information with which to discuss developmental broadcasting and educational broadcasting in Nepal. Among these have been reports by local researchers and outside experts dating from the mid-1960's. Visits have been made to all of the above listed agencies and an evening was spent with the UNESCO expert who is working on the proposal for regional broadcasting. In addition, New ERA, a Nepalese research organization, has supplied much current information. Several comments concerning New ERA, its strengths and weaknesses are justified.

New ERA was organized several years ago in response to the need of assistance agencies for independent, locally collected and analyzed research information. A competent foreign expert participated in the organization of New ERA and left when his visa was no longer renewed. The research agency appears to have good skills in putting personnel into the field to collect information under difficult circumstances (in the mountains, during monsoon in remote areas). Their research design, analysis and report writing skills seem to be severely lacking.

1. The research firm seems to do particularly well when a census is taken. They do not have competence in sampling, nor does local expertise seem available.
2. The concern has great enthusiasm for research work. This enthusiasm seems to lead them to over-commit themselves and to take on more work than they can effectively manage. Rather, than recognize their problems and hire more staff, New ERA seems content to miss agreed upon deadlines.
3. New ERA does not seem aware of modern data analysis and tabulation techniques. Data which they collect is hand-tabulated causing delays and inaccuracy, while there are fully adequate keypunch and counter-sorter facilities available.
4. With respect to their work for UNICEF in school broadcasting, New ERA did not seem to recognize that they needed to know something about the subject before beginning the evaluation exercise. They thus, simply started into the project collecting as much information as possible with no idea of how they would use the information collected.

Suggestion - New ERA has good credibility in Nepal. Its work is taken seriously by the government and foreign agencies. If for only this reason, it is worthwhile to continue to use New ERA's facilities. In the future, it would be good practice (and inexpensive) to have studies conducted by New ERA designed by outsiders of recognized competence. The assistance agencies operating in Nepal have such personnel. In addition, some of the regional agencies can provide design and report writing assistance.

THE DILEMMA OF DEVELOPMENT - A DILEMMA IN PSC

Development assistance efforts, if they are to be successful, must result in helping to develop a country's ability to sustain and carry out development efforts without external assistance. Any of the projects which UNICEF assists must confront this challenge. At the same time, there is considerable pressure in any assistance agency to achieve objective project targets. Any officer in UNICEF is thus faced with an irresolvable dilemma. Should a project proceed only as fast as the host country situation can sustain the project or should the UNICEF officer "pull out all the stops" and see to it that water supplies, nutritious foods, and health care are distributed as expeditiously as possible. On one hand, proceeding only as fast as the country resources permit may result in the development of a self-sustaining ability in the country. On the other hand, moving ahead with the project as rapidly as possible and, if necessary, overcoming local deficiencies with large infusions of cash and talent may assure the completion of a maximum number of measurable results. The UNICEF PSC officer is confronted with this glaring dilemma to an extent not applicable to UNICEF programme officers.

The notion of PSC in UNICEF rests on the evidence that projects to be successful must be supported by appropriate communication activities. The PSC officer thus has two tasks. First, it is necessary to see to it that UNICEF assisted projects receive appropriate communication support. Second, it is important to assist local agencies to develop an indigenous capability to provide communication support for projects. In choosing one mode of operation over another, the PSC officer may be forced to decide to provide support to UNICEF assisted projects in spite of the lack of local skills. In this case, efforts to develop indigenous capabilities are underemphasised. If the other emphasis is chosen, then work will be done to develop indigenous skills and UNICEF assisted projects are likely not to receive timely and adequate communication support. A number of structural constraints combine to induce the PSC officer to do all the production and to leave the development of indigenous capabilities to those with more time and less constraints.

1. Career Needs - At present, all but a handful of UNICEF PSC officers are short - or intermediate-term consultants. They have left other activities to work with UNICEF for one or two years. If these individuals are to resume their careers again after leaving UNICEF, then it is necessary that they have substantive evidence of their work during the time that they were employed by the U.N.

2. Lack of careers in UNICEF - The programme or project officer who does a good job in UNICEF may reasonably assume that there is a career path within UNICEF for him. Programming is a recognized function within the organization and that recognition is certified by positions being allocated to programming. PSC, however, enjoys the status of an illegitimate, albeit attractive, child. Thus the PSC officers must continually look to the day when they will be forced to find employment elsewhere. This consideration creates pressure for immediate and visible results.

3. Professional Orientations - Ideally, the PSC officer in UNICEF should be a successful professional communicator with broad technical and production skills. If such persons are recruited, then they are likely to bring with them goal orientations which measure time and progress in terms of activities completed. Working to develop an indigenous capability can often result in months, even years, passing without good objective results. The professionals bring with them an internalized pressure to work and produce materials themselves.

4. The need for Credibility - While many developing countries, similar to their more industrialized peers, emphasize personal skills and characteristics in the work place, a professional's credentials are often only accepted when he or she has demonstrated competence by producing professional work. Thus, one of the five tasks of the PSC officer is to demonstrate skill in communication production. It is easy to permit production demonstrations to outweigh work to develop indigenous competence.

5. Time - Efforts to develop indigenous communication competence may not be successful within any reasonable time. Nepal may be ten to fifteen years away from having this competence. At the same time, U.N. consultancies are often measured in terms of one, two, or three years. The PSC officer, in order to rescue some product from the consultancy, is confronted with the demand that he or she must do production of communication materials if a product is to be realized from the work period. Both UNICEF and outside agencies demand such evidence of competence and progress.

The conflict between "doing the work oneself" and "developing an indigenous competence" is heavily weighted in favour of ignoring local development needs. This conflict and resolution is not found only in PSC, but also in other programme assistance. The PSC officer, faced with the above structural constraints as well as demands of the programme officers and the Representative for production, is in a particularly stressful situation.

It is the consultant's opinion that the products of communication work in Nepal during the past four years are clearly outstanding. Indeed, they substantially outshine similar efforts elsewhere in the U.N. during the same period of time. The development of local communication competence has not been ignored, but it has been under-emphasised. Local communication production has improved and pretesting has begun in various agencies.

It is recommended that the UNICEF Communication and Information officer continue to work to support UNICEF assisted programmes with communication. If necessary, that work may be done using whatever indigenous resources may be found, hired, or purchased. Additional efforts must, however, be directed towards assisting HMG agencies to gain competence. Failure to develop local competence is to fail in developmental assistance.

The PSC officer and UNICEF Representative are left to deal with the conflicts and dilemmas..

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PUBLICATIONS & MATERIALS PRODUCED BY GOVERNMENT OF NEPAL AND/OR UNICEF

1. Nutrition and Health: Nutrition and health teaching poster series (10 posters, Nepali). Guidebook for teaching posters (English-Nepali). Flash card sets on medicine water, weaning food, feeding your baby. (English-Nepali). Flash card guide book (Nepali), Better Child Care booklet (Nepali), Arm circumference tape folder with insert on preparation of medicine water and weaning foods (Nepali), Nepal Nutrition News (English - Nepali), Calendar/poster on basic services (English-Nepali), Filmstrip booklets on Child Care (English-Nepali), Posters on TB and BCG Booklets on same (Under prod.), Nepali. Nutrition and Child Care programme booklet (Nepali and English). Better Child Care booklet (Nepali)
2. Rural Water Supply: Guide List to standard supplies (English, Nepali and Tibetan), Technical training manuals (five volumes, English). Use of hydraulic rams in Nepal (English).
3. Construction and Village Technology: Plastic Water proofing for flat mud roofs in Nepal (English-Nepali), Field Guide for School roofing programme (English), Fuel Gas from Cow dung (English), Village technology (English-Nepali).
4. Education: Motivation booklet on Equal Access to Education for girls and women (Nepali), poster on same. Supplementary readers for teachers (5 titles, Nepali).
5. Village Improvement booklet series (NDS) - Nepali
 - a. Nutrition
 - b. Rehydration (prevention & treatment of diarrhoea)
 - c. Building & use of latrines
 - d. Building & maintenance of roads and tracks
 - e. How to prevent soil erosion
 - f. The why & how of reforestation
 - g. Survey for a village water supply system
 - h. Communicating with pictures (English - Nepali)
The booklets have posters inserted in them
6. Communication: Communicating with pictures in Nepal. Report on a study by NDS and UNICEF. Pretesting manual.
7. Miscellaneous: Booklet for motorcycle users, Information pamphlet on Nepal, Information handouts on all programmes (40 issues), Photo Series on Women at Work (under prod.), Photo series on Children at Work (under prod.), Catalogue on films, filmstrips, slide-sets, UNICEF digest (illustrated), English.

VISITS & INTERVIEWS

Janak Educational Materials Organization

Mr. B.B. Chitrakar, Head A-V Division
Mr. R. Kapali, Head, Print Production
Mr. K.P. Kapali, Design and Layout Artist

Health Education Section - Ministry of Health

Mr. G.M. Singh, Chief
Mr. Mohan Man Shrestha, Artist

MCH/FP Section - Ministry of Health

Mr. Hem Hamal IEC Chief
Dr. Badri R. Pande, Chief
Mr. B. Man Shrestha, Artist

Agricultural Information Section - Ministry of Agriculture

Mr. K. Karmacharya, Asst. Chief

Radio Nepal

Mr. B.P. Shah, Director General
Mr. Mahesh Adhikari, Chief Engineer

WHO

N. Saravanapavananthan, Sanitary Engineer
Dr. Larry Hulbert, Consultant to Inst. of Medicine

UNFPA

Mr. Peter Witham, Coordinator

British Council

Mr. Nigel Ross, Representative
Mr. Peter Dannheisser, Communication Expert

UNESCO

Mr. Alan Hancock - Communication Chief (on visit to Nepal)

UNICEF/Kathmandu

1. Mr. H.K. Kuløy, Representative
2. Mr. Damrong Silpachai, Senior Programme Officer
3. Dr. Minto J. Thapa, Programme Officer/Health
4. Mr. Prabhad Bangdel, Field Officer, Eastern Region
5. Mr. Naresh Jung Gurung, Field Officer, Western Region
6. Mr. Sundar Gurung, Field Officer, Far Western Region
7. Mr. Ragu Bir Joshi, Field Officer, Central Region
8. Mr. Gordon Temple, Project Officer, Construction
9. Mr. Stewart McNab, Project Officer, (Nutrition)
10. Mr. Leo Goulet, Project Officer, (Community Water Supply & Sanitation)
11. Ms. Ane Haaland, Communication & Information Officer
12. Ms. Cynthia Reader, Communication & Information Officer

USAID

- L. Bennett, Anthropologist
- G. Campbell, Anthropologist
- D. Paige, Coordinator, SIU Teacher Ed. Project

British Nepal Medical Trust

Dr. Don Patterson, Director

New ERA

- Mr. Bal Gopal Baidya, Director
- Mr. Trilokya Man Singh Shrestha, Researcher
- Dr. Sharma, Educational Consultant
- Mr. Siddharta, Field Officer

Projects Visited

- 1 Jibjibee - Rural Water Supply Project
- 1 Tupche - Small Farmer Development Project
- Laharepipal - World Bank Water Project

REVISED '12' CHILD CARE MESSAGES'

1. Mother's breast milk should be fed to the baby for at least two years.
2. To ensure a sufficient amount of breast milk the mother must eat nutritious foods and the infant should be encouraged to nurse frequently.
3. Lactating mothers and pregnant women must eat more legumes, green leafy vegetables, and fruits during pregnancy. They should have regular health examinations during the antenatal period.
4. At 5-6 months of age, coinciding with the rice feeding ceremony, the mother should begin feeding porridges, soups, and other soft foods to the baby in addition to breast milk.
5. Babies and small children should be fed 5-6 times a day.
6. Mothers should feed their children when they are ill and should encourage the child to eat and drink. If the baby is ill he/she should be taken immediately to the nearest health post or hospital.
7. Children with diarrhoea should be given a mixture consisting of a pinch of salt, a pinch of soda (if available), and a fistful of glucose (or sugar), in one mana of boiled water. The amount of mixture to be given should be the same as the amount of fluid lost in the stool.
8. Undernourished and "runche" children must be given more food than usual: such as rice, mush (dhido), legumes (dal), milk, yogurt, vegetables, etc. A good food for all children is Sarbothum Pitho. Roast two types of cereals and one legume, grind and make the mixture into a porridge with boiling water.
9. Immunizations against infectious diseases should be given as early as possible (Smallpox, TB, DPT).
10. The rooms and the varandah of homes should be kept neat and clean. The mother and the child should maintain good personal hygiene, and each house should have a clean latrine.
11. The mother should wash her hands well before touching the baby and its food. Plates and utensils used for the baby's food should be washed in clean water.
12. For the health of the mother and child there should be a space of 2-3 years before the birth of another child.

बच्चाको स्नाहार गर्ने आमाबाबुहरूले जान्नुपर्ने कुराहरू

१. बच्चाको राम्रो स्वास्थ्यको लागि सकेसम्म दुई वर्षसम्म आमाको दूध सुवाउने गर्नुपर्छ ।
२. धेरै पटक दूध चुसाएमा र आमालाई पौखिली साना दिस्मा धेरै दूध आउंछ ।
३. दूध सुवाउने र गर्भवती आमाले राम्रोसँग पाकेको दाल, हरियो सागपात तथा तरकारी र फलफूलहरू अपिपक्षिको मन्दा बढी खाने गर्नुपर्छ । गर्भवती हुँदा समयसमयमा आफ्नो स्वास्थ्य जवाउनु पर्छ ।
४. बच्चा ५-६ महिनाको पर्यपक्षि (अर्थात् पास्नी गरेपक्षि) जाउलो, लिटो जस्तो केही गिलो खानेकुरा दिनुपर्छ ।
५. बच्चालाई दिनमा ५-६ पटक सुवाउनुपर्छ ।
६. बच्चालाई सन्धो नभए पनि साबिककमोजिम नै पीउने र खानेकुरा फकाउँदै फकाउँदै दिनुपर्छ । सन्धो नभएको रोग लागेमा तुरुन्त नजीकैको अस्पताल वा स्वास्थ्य केन्द्रमा लगेर जाँच गराउनुपर्छ ।
७. बच्चालाई फाडा लागेमा जीवन जल दिनुपर्छ । यदि जीवन जल स्थानिय बजारमा नपाएमा एक माना उमालेको पानीमा एक चिम्टी नून, पाएमा एक चिम्टी खानेसोडा र एक मुठी ग्लुकोज वाचिनी मिलाई औषधि पानी बनाई फाडा लागेको निको नभएसम्म बच्चालाई धेरै औषधि पानी दिनुपर्छ ।
८. सन्धे लागेमा बच्चाहरूलाई बढी मात्रामा खानेकुरा दिनुपर्छ, जस्तै राम्रोसँग पाकेको दाल, भात, टिन्डो, दूध, दही र हरियो सागपात आदि । बच्चाहरूका लागि सर्वोत्तम पिठो अन्न खाना हो: दुधकिसीमको गेडागुडी र दाल मुटने अनि पिन्ने र उमालेको पानीमा हाली लिटो बनाउने ।
९. बच्चालाई सङ्घारोगहरूको बिरुद्ध जति सक्दो चाडै तोपाउनु पर्छ (डिप्टीटी, टायरोस र बिफरको तोप दिनुपर्छ)
१०. कोठा, आगन र घर सधैं सफा-सुग्घर राख्नु पर्छ । आमा र बच्चा सधैं सफा सुग्घरसँग बस्नु पर्छ, र प्रत्येक घरमा सफा बर्फी हुनु पर्छ ।
११. बच्चा र बच्चाको खाना हुनुअघि राम्रोसँग हात धुनुपर्छ र खानेकुरा राख्ने थाल, कषीरा, रिकामी आदि भाँडाकुँडा पनि सफा खाने पानीले सफा गर्नुपर्छ ।
१२. बच्चा र आमाको राम्रो स्वास्थ्यको लागि दुई-तीन वर्ष बिराएर मात्र बच्चा पाउनु राम्रो हुन्छ ।

UNICEF/NEPAL PSC OFFICER JOB DESCRIPTION AS PROPOSED BY THE CONSULTANT

Duties

1. Study the Nepalese language until fluency sufficient to conduct a training course in Nepali is attained.
2. Continue current series of pretesting training courses with field exercises at the rate of four each year.
3. Follow-up and maintain contact with pretesting trainees. Provide field trips when necessary to assist in the maintenance of routine pretesting.
4. Continue to conduct training courses in the production of visual materials. This should take place at least twice a year.
5. Join with programme/project officers in developing UNICEF assisted projects.
6. Follow-up visual materials trainees.
7. Advise programme/project officers on communication implications of projects being developed or executed. ✓
8. Assist in the design and preparation of communication materials to support UNICEF assisted projects. Join with the relevant HMG ministries in this work.
9. Design and prepare communication materials to support UNICEF assisted projects. This work may be undertaken alone and in the UNICEF office when such preparation is necessary for timely production. Emphasis should always be on maximum participation of Nepalese counterparts.
10. Assist and advise HMG offices in the design and preparation of relevant radio programmes.
11. Assist in the continued training of radio producers.
12. Assist in the continued training of radio technicians.
13. Advise the UNICEF Representative and staff on needed research to support communication and programme activities.
14. Assist in the design of research to support UNICEF communication and programme activities.
15. Prepare and assist in preparation of communication materials desired by programme/project officers.
16. Design and participate in the training of field workers whose efforts are supporting UNICEF assisted programmes.
17. Prepare supply lists for UNICEF assisted projects with respect to communication materials and equipment.
18. Undertake frequent field trips to ascertain the receptiveness and response of the people to UNICEF assisted projects.
19. Undertake frequent field trips to ascertain the use, effectiveness and reach of communications supporting UNICEF assisted projects.
20. Maintain UNICEF/Nepal efforts in Public Information.
21. Maintain IYC Information and Advocacy Work.
22. Supervise the UNICEF/Nepal press activities.
23. Supervise the UNICEF/Nepal artist and editor.
24. Continue to develop the UNICEF/Nepal photographic activities including the archives.
25. Perform such administrative duties as assigned by the Representative.

Specific Immediate Tasks

Water Supply

1. Join with the Water Supply Officer to plan activities to develop a productive strategy for improving the water supply project.
2. Begin production and pretesting of the following materials and design necessary associated training activities.
 - a. Water supply maintenance manual
 - b. Village sanitation manual
 - c. Kitchen garden and nutrition materials
 - d. Preparation for a village water supply booklet and supporting materials
 - e. Poster series on sanitation and health
 - f. Other materials as needed to support maintenance, maintenance technicians, and others working in response to problems related to RWS.
 - g. Materials necessary to train overseers and others in the human relations and community development aspects of water supply development.

Education

1. Join with the Education Officer to plan broad range communication activities to support UNICEF assisted projects in education.
2. Work to produce, revise, design and pretest the following:
 - a. Village improvement book services.
 - b. Equal access to Education recruitment radio programme and booklet
 - c. Village leader handbook
 - d. Development Education school kit.
3. Work with New ERA on evaluation of school radio evaluation.
4. Work with JEMO to help develop the schools' broadcasting services

Nutrition and Health

1. Join with the nutrition/health officers to plan broad range communication activities to support UNICEF assisted projects in nutrition.
2. Begin production and pretesting of the following materials and design necessary associated training activities.
 - a. Materials to support rehydration project.
 - b. Finalise "Better Child Care Booklet".
 - c. Finalise TB Booklet.
 - d. Finalise BCG Booklet.
 - e. Refine and reprint poster services on nutrition & health.
 - f. Continue Nepal Nutrition News Series.

- g. Continue to supervise work of the Radio Doctor Series.
- h. Booklets on causes, prevention and cure of malnutrition.
- i. Slide series on nutrition.

3. Other tasks are as follows:

- a. Support Innovative Communication Approaches to Family Planning project.
- b. Undertake full evaluation of existing nutrition and health materials..





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