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17 pp.

The document describes PSC work in Nepal, especially in conjunction with the water/sanitation project, and outlines short and long-term communication strategies. Pre-testing of posters is illustrated with the initial and improved versions of posters, for building pit latrines, and reforestation. Illustrations are shown

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SAROJA DOUGLAS

Saroja Douglas

17

COMMUNICATION SUPPORT TO THE
COMMUNITY WATER SUPPLY AND SANITATION PROGRAMME

UNICEF-NEPAL

By

Cynthia Reader
Assistant Communication and Information Officer

EAPRO - PSC Workshop
February 1980

Overview

During the current programme period (1980 - mid 1981), the PSC Officer and SSA consultants in Nepal assist the following country programme areas: Basic Maternal and Child Health Services, Community Water Supply and Sanitation, Applied Nutrition, Family and Child Welfare, and Education.

The largest programme area in Nepal, and one which requires substantial PSC support, is the Community Water Supply and Sanitation Programme (CWSS). Of the \$661,000 Water Programme, * \$105,000 is allocated for PSC/and \$36,000 for training. There is also a pilot sanitation project for two urban and two rural communities with an overall budget of \$116,000 including \$10,000 for PSC and \$10,000 for training.

There are currently four projects with PSC components indirectly contributing to the CWSS programme:

1. Oral Rehydration Salts Production
(Nutrition) \$41,000, PSC \$5,000
 2. Programme to Increase Relevance and Availability
of Teaching Learning Materials (Education)
\$236,000, PSC inclusive
 3. Health Education and Communications
(Maternal and Child Health) \$19,000
 4. Family and Child Welfare
- Total: \$561,000, Advocacy: \$30,000, PSC: \$30,000

* Note: This \$661,000 figure represents Regular UNICEF Funds only. Education is the largest programme in Nepal in terms of regular funds, but noted projects for water make it largest overall.

Present Situation

At present, 300 villages in Nepal have simple water supply systems (gravity-flow in the hills, tubewells in the terai plains). By 1990, the end of the Water Decade, the Government of Nepal plans to improve the rural population coverage from 6% to at least 50%. At the same time, sanitation education must also be improved to protect water sources from pollution.

Maintenance of water systems is a major problem. Within three years after their installation is begun, 50% of the water systems are found to be in serious disrepair or abandoned because of poor maintenance or community disputes. A district by district inventory of water systems in Nepal and their condition will begin soon.

During 1980 - mid 1981 UNICEF will assist the training of 600 water technicians and 100 village water maintenance workers, construction of 40 new water systems, and completion of water systems started 1979. Maintenance teams are being organized to assist the village maintenance workers with system upkeep.

Training courses for technicians and maintenance workers are carried out in batches of about 35 trainees, or intervals of about 2 months. Technicians courses last about 2 months, while those for maintenance workers are about one month in duration, village maintenance workers receive a set of repair tools through their village water committee after successful completion of the one-month course.

Short-term Communication Strategy

Since there is presently no government agency responsible for systematic communication planning and support to CWSS, the short-term strategy (for 1980 - mid 1981) is to assist the Panchayat Training Centre to revise the curriculum and provide extended training for water technicians in community development, supported by a package of educational/training materials for use in villages.

Communication training will include theory classes and practical field work in subjects such as:

1. Importance of communications in rural areas
2. Appropriate communication media
3. How to communicate with pictures
4. Interpersonal communication
5. Role of a village communicator
6. Establishment of a communication network by involving other village communicators
7. Importance of the way you introduce yourself
8. How to survey the village for level of motivation and resources
9. How to involve an individual or a group of villagers in discussions
10. Who to ask for help in organizing a group discussion
11. How to attract the villagers' attention to what you are trying to communicate
12. Two-way communications
13. Making notes of villagers' comments and relaying them back to the concerned people or offices.

The first training course of this kind took place in December 1979 in Nepalgunj, Nepal (one of three major training sites). Many practical lessons were learned and technicians' suggestions will be incorporated into the community development curriculum to be developed during 1980.

Four items intended for the training materials "package" for water technicians were also tested in Nepalgunj. These extension materials are to be used by the water technicians during their 9-month stay in a village, while they are surveying and designing the system. The materials are being prepared through the Programme for Applied Pre-test Research administered by the PSC Officer and carried out through an association or "club" of pre-testers from concerned Ministries. Originally trained by UNICEF, some 100 pre-testers continue to improve their skills through projects such as the development, evaluation and production of: (1) supplementary readers and teacher guides which pertain to water and sanitation, health, nutrition and role of women (Curriculum Development Committee/Janak Educational Materials Production Centre), (2) Oral Rehydration Salts packaging, displays, guidelines for pharmacies and handouts for illiterate consumers (Royal Drugs, Ltd./Health Education Section), and (3) functional literacy course materials (Adult Education Division, Ministry of Education/Women's Affairs Training Centre/Central Materials Production Centre, Ministry of Home-Panchayat).

The club holds meetings of trained pre-testers to share experiences, exchange materials and plan projects. Approximately every two months a small group of 10-15 new pre-testers are trained. Preference is given to A/V producers, artists and curriculum writers in government projects assisted by UNICEF or related to UNICEF priority areas.

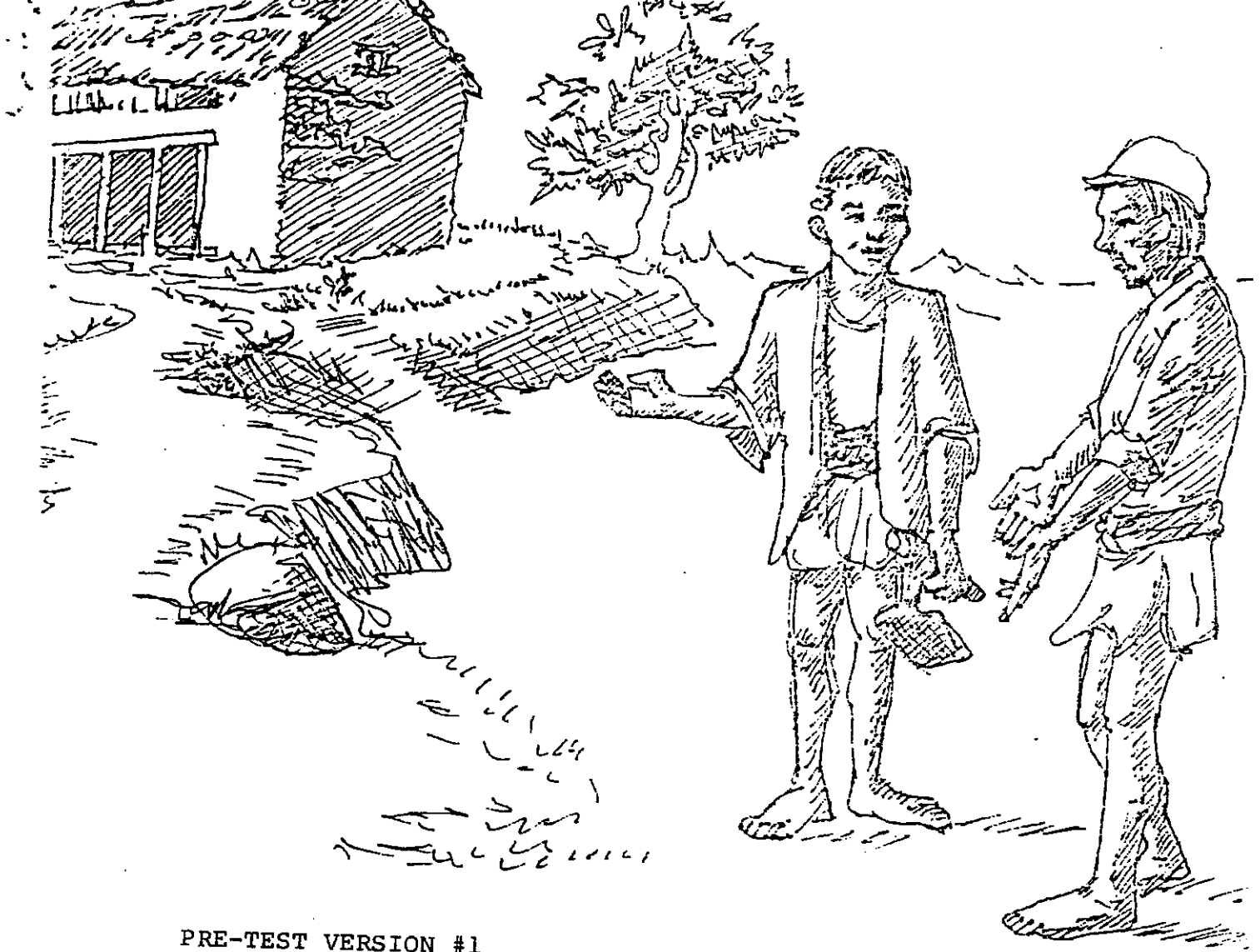
Long-term Communication Strategy

The importance of community participation and the role of communication have been increasingly appreciated by the Director-General of the Local Development Department (Ministry of Home-Panchayat) which is the executing agency of the CWSS. Together with UNICEF and the Panchayat Training Centre in Kathmandu, the Director-General held a 2-day workshop in November 1979 as a first attempt to bring together fifteen major donor and government agencies concerned with communication for drinking water and sanitation in Nepal.

The objectives of the workshop were (1) to provide an opportunity for concerned agencies to exchange ideas and educational materials related to drinking water and sanitation and (2) to form an inter-sectoral working group or "task force" to develop a long-term communication strategy for CWSS. The workshop participants recommended better top-level coordination and a series of communication workshops at the central, district and village levels.

Workshop participants also recommended that a long-term communication strategy should provide for a team of extension workers (be they education, health or technical personnel) trained in how to encourage community participation.

English translations of the Drinking Water and Sanitation Workshop Report are available through the PSC Officer, UNICEF, Nepal. This report includes a listing of target groups and messages.



PRE-TEST VERSION #1

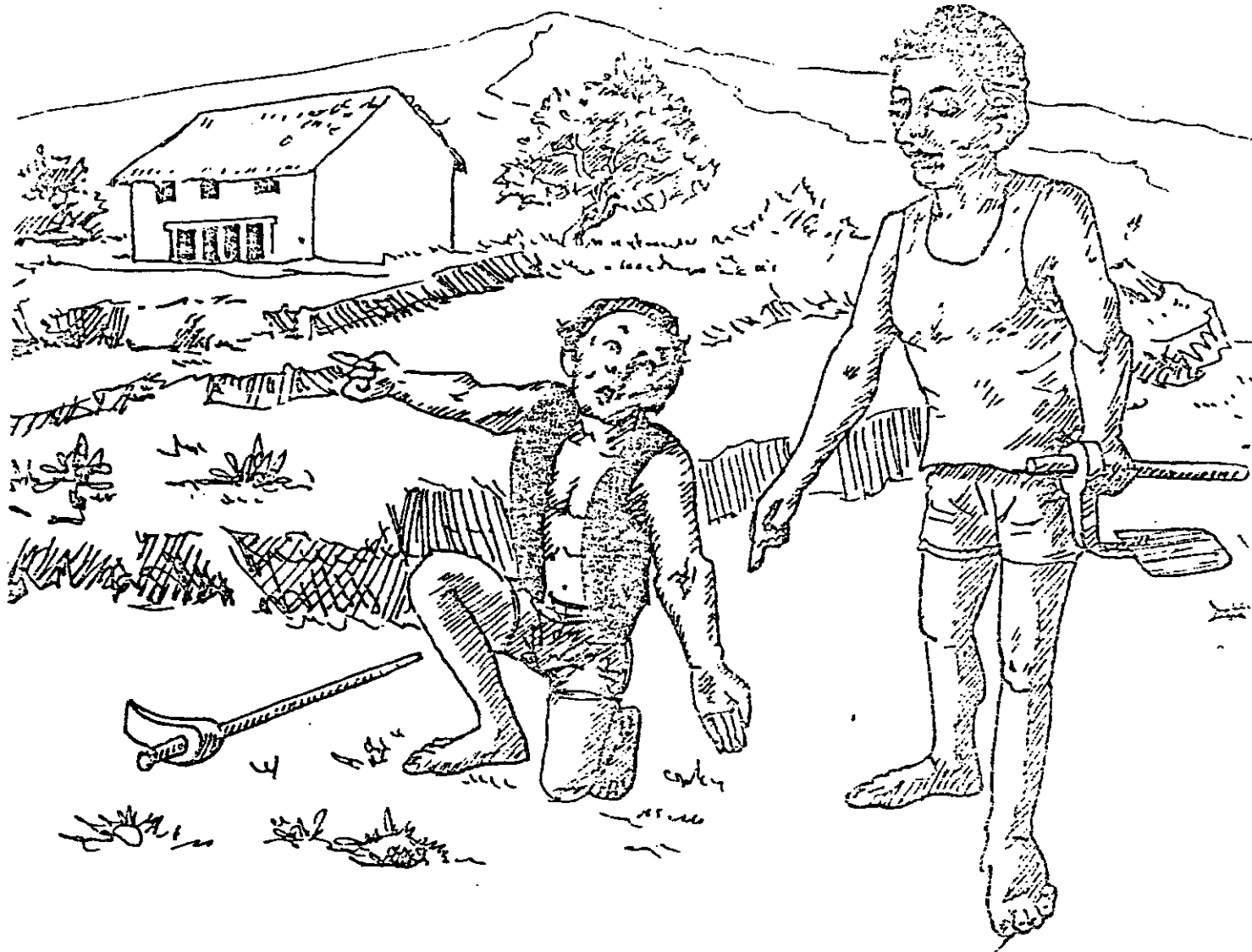
PAGE 2 of "How to Build a Pit Latrine", a 23 page flipchart.

Message: "Dig the pit latrine about 25 steps away from the house".

Target Audience: Adult Nepali villagers, especially men, in a functional literacy pilot project in remote areas of four districts of Nepal.

Produced by: "Centre for Research, Innovation and Development", Ministry of Education, in collaboration with UNICEF.

During a UNICEF pre-test training course, CERID's supervisors, field workers and artist decided to revise this picture. Villagers had guessed the distance between the men and the house to be only half the intended number of steps. It was also thought that one man was trying to convince the other to do more work.



PRE-TEST VERSION #2

Page 2 of "How to Build a Pit Latrine"

How it was changed: More clues are given to indicate distance between the men and the house -- three terraces instead of one, more emphatic arm gesture pointing to the house, smaller house in relation to men in the foreground.

Criticisms: This version was well-understood by illiterate males. However, during field testing of the first 100 pre-test copies, sanitarians commented that the picture's message itself was incomplete. In addition to distance from house, distance from water source should also be indicated. Another picture must be added to the flipchart or substituted for this one before the final version of the flipchart is printed.



शुद्ध
कचरा बनाउने

How to Build a Pit Latrine ?

FRONT COVER: "How to Build a Pit Latrine" flipchart

After this flipchart has been field-tested, revised and published by CERID for their literacy course, additional copies will be published with UNICEF assistance and distributed through the Panchayat Training Centres during training courses for water technicians.

The technician's curriculum is being revised to include community development theory and field work. Several agencies are producing materials on water and sanitation for teachers, students, political leaders, women's groups and health post personnel. Special attention should be given to developing materials to help stimulate village discussions. Who will guide these activities? Perhaps the inter-sectoral "Task Force" can help. (See page 5)



full colour)

पाहाडको सडक गाउँमा राम बहादुर धले भने एकजना सुष्ठुपुष्ट, फुर्तिलो लडकन वस्तुथो । जो उसैको गाउँको कथा हो ।



PRE-TEST VERSION #1

Page 1 of REFORESTATION COMIC BOOK

Message: Man says, "This is my village". Caption says, "A smart, healthy boy named Gihale used to live in a hilly village. This is the story of his village."

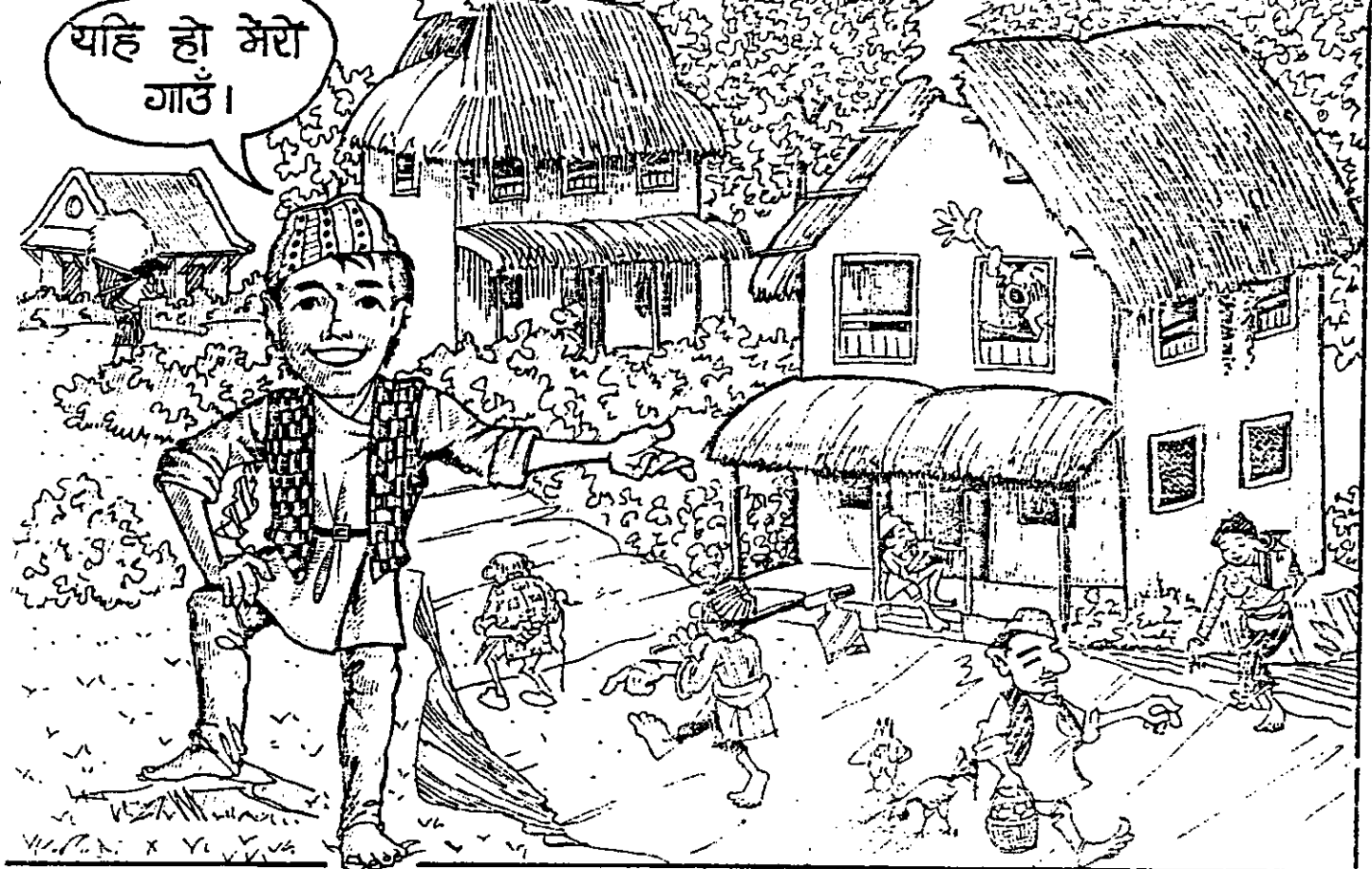
Target audience: Semi-literate or literate village men, some of whom are returning Gurkha soldiers. (Secondary target audience school children at the 3rd grade reading level).

Plot of the 30-page storybook: Young man grows up in hilly village with plenty of trees for firewood and fodder, plenty of water for drinking, cleaning, irrigation, ponds for animals, etc. He leaves his village to join the Indian Gurkhas. Twenty years later, after seeing famous places like the Taj Mahal, he misses his family and returns home. He finds few trees, little water, thin cattle. He decides to be trained in forestry and help his village.

Produced by: Integrated Watershed Management Project
(FAO/Department of Forestry) and UNICEF

Villager's comments: Pictures too small, writing difficult to read,
did not understand waterfall. A village in the
valley. Not hilly. Man looks around 40 years old.

Producer's comments: Full colour reproduction cannot be faithful
to the original in Nepal. Too expensive.



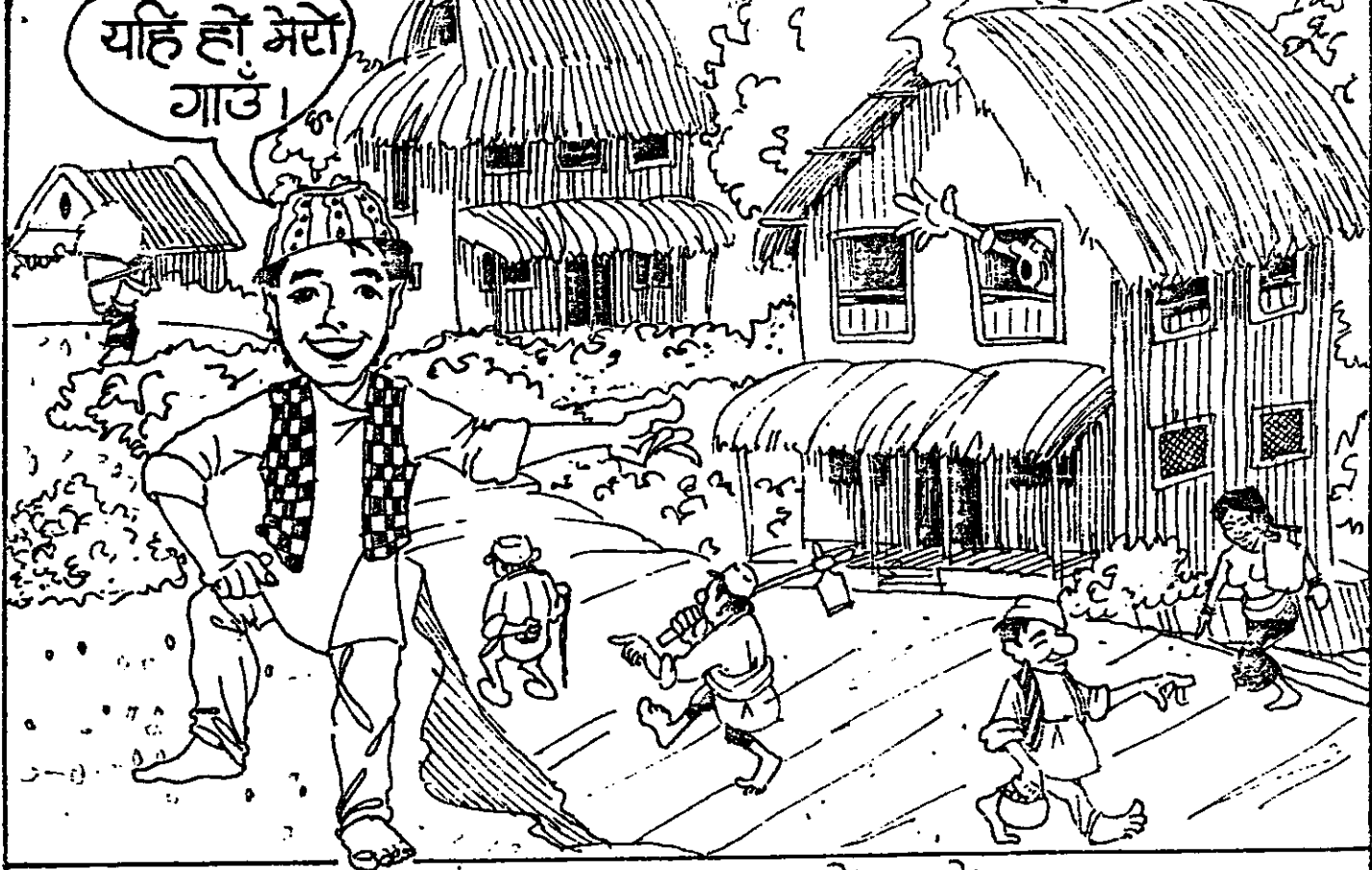
पहाडको सउटा गाउँमा राम बहादुर घले भन्ने एक-
जना हुष्टपुष्ट, फुलीलो लडका बस्तार्यो । यो
उसैको गाउँको कथा हो ।

PRE-TEST VERSION #2

Page 1 of REFORESTATION COMIC BOOK

How it was changed: No more than one panel on each page.
Writing enlarged. Since the first panel is intended to
show a hilly village, the path was made steeper. Black
and white was used, not colour. Main character drawn to
look younger (supposed to be around 18 in this picture).

Comments: Villagers understood version #2 very well, including
age of main character, hilly village, and all details in
the background except for the bushes and trees!
Writing is now legible, but some vocabulary too difficult.



पहाडको सट्टा गाउँमा राम बहादुर घले भन्ने एकजना हृष्ट-
 युष्ट, फुलीलो लडका बस्तथ्यो । यो उसैको गाउँको
 कथा हो ।

PRE-TEST VERSION #3

Page 1 of REFORESTATION COMIC BOOK

How it was changed: Since the presence or absence of trees is a crucial element in the story, it was decided to use less shading on trees and to print one additional colour -- green, for bushes, grass and trees.

NEXT PAGE

VILLAGE MAINTENANCE WORKER'S CALENDAR

PRE-TEST VERSION #1

Target Audience: Village men, chosen by their community to receive a one month training course at a regional Panchayat Training Centre. Ninety percent are literate. Mostly skilled laborers, such as masons.

Produced by: Local Development Department/UNICEF

This calendar is a visual aid designed to accompany a simple maintenance checklist and short, illustrated manual. These materials are meant as a guide during training and as a simple reminder when maintenance workers return to their villages.

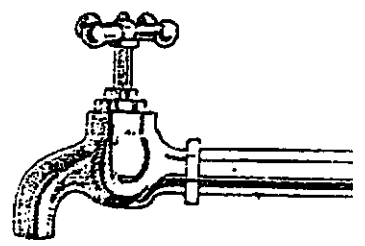
On the far left of the sheet are written the 1st, 8th, and 15th of each month. Next to each date is the number of the checklist of maintenance duties to be performed that week. In the large blank space, the maintenance worker can briefly record any major repairs or problems for that month.

A calendar format was used because maintenance tasks differ with the seasons and some tasks need only be performed every 3-6 months or every quarter. The calendar also serves as a report form which the maintenance worker can show to government maintenance teams which visit. But will they fill it out?

Manual, checklist, and calendar are all currently being tested and revised.

Each calendar sheet represents six months.

खाने पानी योजनाको हेर-विचार



मिति	चेक लिस्ट नं.	टिप्पणी
१	१	
८	२	
१५	२	
		देशाख
१	३	
८	४	
१५	५	
		जेष्ठ
१	६	
८	४	
१५	५	
		अषाढ
१	३	
८	४	
१५	५	
		श्रावण
१	३	
८	४	
१५	५	
		भाद्र
१	६	
८	४	
		आश्विन

PRE-TEST VERSION #1

Illustration of Amoeba from "Parasite Meeting", a play for 3rd graders

Most village water systems installed with UNICEF assistance in Nepal, include a water tap for the school and the construction of a school latrine. Although teachers could influence children to use the latrine, there are so few written materials for teachers and school children on personal hygiene that very few schools actually include health education in their programme. This situation is part of a larger educational problem in Nepal: many untrained primary school teachers with irrelevant or no teaching materials.

The above drawing of amoeba illustrates one of 14 characters in "Parasite Meeting", a children's play written by a doctor in Baglung, Nepal. During pre-testing of the script, it was found to contain too many characters. The number of characters has been reduced and the script re-written by a professional Nepali writer.

Limited pre-testing of the illustrations indicates that the size of the parasites will be hard for the teacher to explain without a microscope.

This play and another, more realistic story about two village boys fighting flies will be analyzed for language levels and learning objectives by the Education Ministry's Curriculum Development Committee (CDC), then pre-tested and published by Janek Educational Materials Production Centre (JANEK). JANEK has 20 trained pre-testers, including producers, artists and writers. Curriculum writers at CDC will be trained in late March 1980 and assisted in the evaluation of their teacher guides.

Copies of supplementary readers and a new primary school teacher's guide on health education will be made available to water technicians in the CWSS programme. The technicians can take the materials to teachers in the villages where they are building a water system. Here, the technician's training in how to enlist the help of other village communicators may help him persuade the teacher to actively involve school children in environmental sanitation activities (or at least to keep children from breaking the taps!)

Some relevant social statistics: 60-90% worm infestation among Nepali children, according to three small sample surveys; in Nepal, around 40% of the children die before the age of five, many from water-borne diseases; illiteracy in Nepal is around 86% (75.3% for men, 96.4% for women).

प्राँको

किपा

