



MANUAL FOR FIELD WORKERS

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MANUAL FOR FIELD WORKERS

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FOREWORD

This Manual for Field Workers has grown out of a need that has long been felt in Nepal. It is a need expressed by almost all field workers for practical information and clear guidelines on how to effectively develop their programmes at the community level. A comprehensive manual of this type has not existed up to now.

The various Government and Non-Government agencies which have been working at the village level over many years with UNICEF and UNFPA support have brought the need for such a Manual to the attention of our separate organizations on several occasions. Since the UNFPA and UNICEF programmes are both oriented in large part to working through field workers to reach and assist rural based programmes, the request was perfectly justified. Indeed, the UNICEF/UNFPA programmes have many 'common areas' of interest (maternal and child health, women and development, education, etc.) the fulfillment of which depends on the ability of field workers to engage the community and its resources on clearly defined and practical activities. It, therefore, became obvious that a Manual for Field Workers would serve the mutual interests of both our programmes and could best be developed jointly.

Having undertaken this task, we soon found that it was not as easy as it seemed. The field workers of Nepal, from many different sectors, have a wealth of experience and knowledge, which if 'brought together' and shared in a more systematic manner could contribute significantly to the work of all. The challenge was in tapping this experience and setting it out in as simple and interesting a matter as possible. Everyone who uses the Manual should recognize in it some of their own situation, the problems they face, and their efforts to deal with these, and to do the job better with more

concrete results. The Manual is designed to be of practical 'relevance' and 'usefulness' to the day-to-day job responsibilities of those who use it. It covers a wide range of basic information and skills on how to work at the community level and organize community people. It also includes the content and guidelines for developing specific (and often new) programme areas, such as population, maternal/child health and income generation.

The Manual has been 'field tested' in seven districts of Nepal (Kathmandu, Kavre, Rautahat, Tanahu, Nawalparasi, Dhankuta and Jhapa) with all categories of workers who will use it. The response has been an overall enthusiastic and positive one at all levels. Based on this test, the Manual was modified, and will be produced in English and translated into Nepali for the many field workers for whom it is primarily intended. It will remain with them as a constant reference source. It is planned that further chapters on other subjects of particular interest to the field workers will be added to the Manual from time to time. It is also expected that the Manual will be used widely by the relevant Government and Non-Governmental Agencies for training purposes.

We would like to express special thanks to the Chief Editor of the Manual for developing the material with clarity and insight and in a truly 'field workers' style, and to the many consultants and UNICEF/UNFPA staff who have contributed.

Our achievement is first and foremost the result of a united effort by His Majesty's Government, United Nations, Non-Governmental Organizations, and rural based workers. We have all joined in this venture, and our thanks and appreciation extend to all involved. The rewards will be equally ours to share.



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PURPOSE OF THE MANUAL

This Manual is a simple and practical guide for you, the field workers who are involved in development programmes in rural areas. It has been written for those of you who are associated with the Ministry of Panchayat and Local Development (MPLD), the Department of Cooperatives, Cottage Industries, Panchayat Training Centres, the Small Farmer Development Programme, Commercial Banks, the Ministry of Agriculture, and the Ministry of Health, etc. However, it can also be of use to Trainers, Supervisors, Project Managers, and persons in different Government Ministries, and Non-Governmental organizations who are working with village communities in a number of different programmes.

a
practical
guide for
field
workers

The Manual is meant to assist you by providing ideas, practical suggestions, and information related to your responsibilities in the field. It is hoped that you will be encouraged to adopt new ideas and methods of work, and use the suggestions offered to suit your specific responsibilities in the area where you are working.

The Manual is also aimed to make you aware of the broad dimensions of the work that is involved at the village level. It is not merely by starting up projects, giving out loans, fertilizers or seeds, providing health information, or putting in a water system, that positive changes will occur in the communities. It is as important, if not more, for you to help villagers find out what they can do for themselves by being better organized, by tapping their local resources, and initiating their own activities - in other words building community participation and self reliance.

In order to do this you should get to know the rural communities, build good rapport and relationships with people and their leaders in the community, and also with other Field Workers and Line Agencies. You need to know what are the real problems faced by villagers, what potential the community has, what resources are present, and how best villagers can organize themselves to find solutions to their needs/problems, and the kind of training necessary to do this. Therefore the Manual emphasizes community participation and organization as a basis for development activities.

emphasis
on
community
participation

Attention is drawn to your important and varied responsibilities, and why it is necessary for you to have the abilities and skills to share with villagers the ideas contained in this Manual, and also the right attitude and commitment to your important task.

WHAT THE MANUAL CONTAINS

Part One of the Manual describes the various aspects of community work you need to know, such as, how to get started, ways of organizing the community, planning and carrying out projects/activities, conducting training, preparing monthly and yearly plans, working as a team and coordinating with other agencies.

Part Two of the Manual complements Part One. Once you have acquired the necessary knowledge and skills for working in the community you are well prepared to start up specific projects related to community priorities.

In this Manual we have selected Population Education and Family Planning; Family, Maternal and Child Health, and Early Child Care as some of the specific areas in which you can develop projects. Further sections such as Income Generation will be added to the Manual at later dates.

Each of these topics is briefly described, and is then followed by a guideline on how to start a project in the community. These guidelines are only examples, and have to be adapted to each specific situation, but they provide some suggestions on how to get started.

Besides this, the Manual contains examples of various formats, work plans, check-lists, which can be used by you as tools in your work.

HOW TO USE THIS MANUAL

One of the best ways to use this Manual is as a resource/reference for:

- information/ideas about community and specific project work for yourself,
- guidelines for initiating and continuing local programmes,
- for training purposes.

In using the Manual, refer to the contents at the beginning. They list the major topics and sections covered in the Manual. Each section of the Manual also has its own page of contents, so as to enable you to find easily the information you are looking for. First read those sections that are of most use to you, and later you can deal with other information contained in the Manual.

Cross references are made throughout the Manual and are generally written as, 'see page, or Part One, or Appendix....'. Also when reading the headings on some of the pages, please read across both the pages.

It is hoped that this Manual will assist the work that you are already doing.

IMPORTANCE OF THE FIELD WORKER

The Field Worker is :—

- A key development worker

- The closest link between the development bureaucracy & villagers
- A motivator and catalyst
- An educator, and communicator
- Supporter of community initiatives
- A Resource person. A link between villagers and other resources — services, agencies, funds
- A planner
- An organizer
- A trainer — identifies leadership and trains local leaders
- Supervisor of projects/activities
- A friend to the villagers

[ADD TO THIS LIST WHAT YOU THINK IMPORTANT]...

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PART ONE

WORKING
IN THE
COMMUNITY

I COMMUNITY WORK



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A. WHAT IS COMMUNITY WORK?

When we talk of community work in this Manual, we are discussing work that is being done in connection with the development programmes of Nepal at the rural level. As field workers you are associated with these programmes through the various Ministries/Agencies/Organizations that are working in rural areas.

The purpose of community/development work is mainly to bring changes in the social and economic conditions of the villages, so that people can improve their living conditions. It is also an attempt to make rural people, especially the poorest communities, more confident and self reliant.

Working in rural areas of Nepal in development programmes is not an easy task. As a field-worker you are, or should be, familiar with these areas, and have experienced or are experiencing some of the difficulties that need to be overcome.

Before starting to work with people in rural areas, it is best to have an understanding of what this means and what to expect, so that you are mentally prepared to deal with a variety of situations.

B. WHAT TO EXPECT

• Nature of rural communities

Most rural communities in Nepal, in the hills and the Terai are of low income. The people are primarily farmers, the population is generally illiterate, specially the women, and there are various castes and ethnic groups which live close to each other, yet in their own clusters. Villagers face problems in getting food, water for drinking, for household use, and for crops, as well as firewood, fuel, and many other amenities.

These are some common features in rural areas. But it does not mean, that these rural communities are homogeneous (alike).



When you work in a panchayat(s) you will be relating to people, who are of different castes, speaking different languages, and with differing beliefs. They have varied interests, their own customs, some are better off than others, old and young, some have power and influence, others do not. Some send their children to school, others do not, either because they cannot afford it, or because they need their children for chores, or because they do not consider it essential. This community is not a homogeneous group. Though there is harmony and common interests among

the villagers, there are also conflicts. It is in such a rural setting that you have to work.

● Reluctance of village people to work with you.

As a field worker you may be considered an outsider even if you come from the same community. Village people may at first be suspicious of you and your official capacity. They may not be very forthcoming and friendly, may treat your ideas with little enthusiasm, and be hesitant to work with you. Village people are hesitant to change, or have become suspicious. Experience has taught them, that they cannot afford to take risks or trust every one. It is normal to expect this mistrust.

Building a trustful relationship with village people takes time and patience. It depends mostly on your own commitment and interest to work with villagers to improve their situation and gain their acceptance.

In many communities you may at first have to get the support of the panchas, and other leaders whom people trust, before you are acceptable to the villagers.



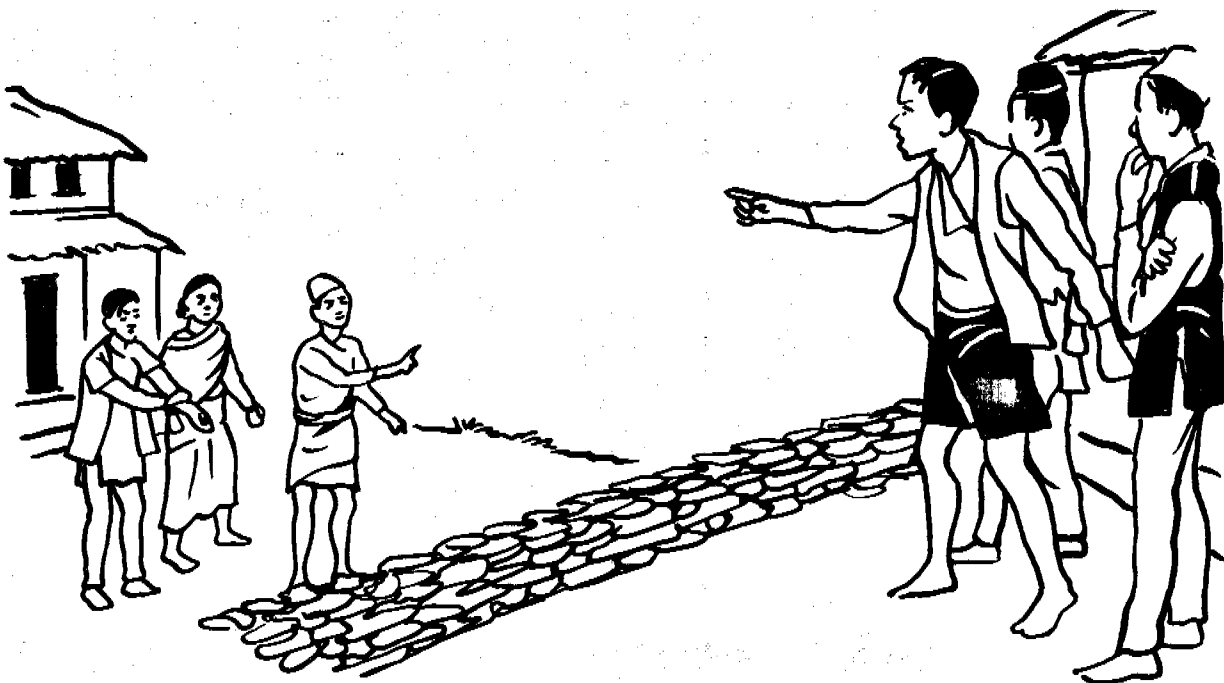
● Your presence in a village raises expectations

Villagers expect that because you are working in their area, they will receive many services, facilities, programmes, other benefits etc. Clear up immediately any wrong concepts and misunderstandings about your role. Do not promise anything you cannot fulfil, or raise expectations to gain acceptance, as this can create serious problems.

However, if villagers seek your advice and assistance in a matter unrelated to your job, do not put them off, instead, direct them to the appropriate place.

● Conflicts/Problems in the Community

Because of differences between people, and their varied interests there is bound to be conflict in the community. There are conflicts between panchayats, conflicts about land ownership, conflicts between those who hold power and leadership positions and those who do not, conflicts about where a water system should be installed, and other problems such as these.



the field worker must be aware &
sensitive to conflicts

conflicts within the community

A conflict may arise because leaders of the panchayat want a project in their area, whereas the people think it is appropriate in another area.

What Can You Do



Try to explain and convince the panchas that even though the project will initially begin in one area, it will be spread to other areas also, which will include their wards. Also explain that a happy healthy community, will recognise the panchas for their support and help in improving the living conditions.

Often working with poorer sections of the community is a threat to other groups who think they will lose their power and influence, for e.g. well-off farmers may resent you organizing small farmer groups.

What Can You Do →

Explain to the well-off farmers the benefits that they can also get from a programme for small farmers. For e.g. projects in irrigation, drinking water facilities, health, if initiated by small farmers groups can also be utilized by the general community.



conflicts of interest between the community & outside agencies

These conflicts arise because villagers may feel that their needs are not being met through the programmes/projects of outside agencies. There may be a large gap between what village people see as important, and what the agencies consider as necessary to carry out in the area.

What Can You Do →

The interests and needs of people are of primary importance in carrying out a programme. You as a field worker will have to point out the importance of this to outside agencies, and try to negotiate (arrange) a practical solution.

Always start on the basis that you are there to help and satisfy the community's needs, not those of outsiders.

These are only a couple of examples of the type of problems you may be faced with. Resolving such problems/conflicts takes skill, patience, and time. But conflicts must be dealt with if you want the support of various sections of the community in working with you on development programmes.



● Physical conditions

Working in rural areas means walking many miles both in the hills over rough terrain, and in the terai. You may have to live without all the amenities found in urban areas. The food you eat will depend on what is available in the village, sometimes this is not much or as varied as one might like. Your working hours are often irregular. Villagers will come to talk with you at any time, once you are friendly with them.

There is lack of personal privacy, and the difficulty of being away from your families. As a field worker you are always having to put up a good front and be polite

to everyone. This is not easy. You may have to adjust to all of these physical conditions/realities.

● Personal satisfaction in your work

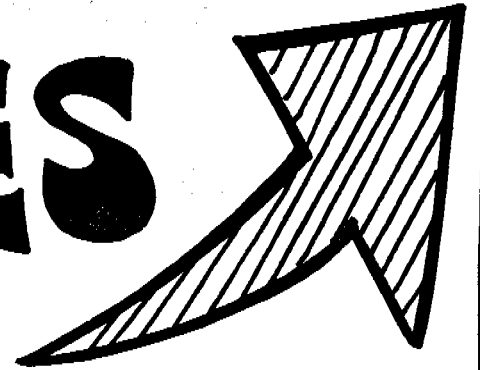
Besides the problems you will deal with, and some of the physical hardships, you can certainly expect to have personal satisfaction in your job. Working with people and trying to involve them in improving their living conditions is a challenging and rewarding task. If people know you are sincerely working for their improvement they will give you their trust and confidence, will respect you and offer support.

However, as you probably know, everything will not run smoothly and according to plans. Change comes slowly. Problems and obstacles are to be expected. Learn to balance these out with the more rewarding aspects of your work.

C. WHAT DOES COMMUNITY WORK REQUIRE?

How well and effectively you can work with rural communities is not based merely on good intentions. Though these count a lot, professional work of this kind also requires that the field workers have the attitudes, abilities, and skills necessary to carry out their responsibilities.

- ABILITIES



- ATTITUDES

ABILITIES NECESSARY

abilities to relate and work with villagers

- Ability to interact and build rapport with village people, and establish good relationships with them.
- Ability to understand the felt needs of people, though they may not be expressed clearly.
- Ability to motivate and organize people for common activities, and promote their participation.

- The field worker needs to have some specific technical skills that can be shared with the community. For e.g. the field worker may have the skill to show people how a smokeless chulo works, or how a loan application form is prepared.

specific skills to share

There are other skills the field worker will acquire over a period of time as he/she receives training and continues to live in the community. It is important to have these professional skills — as building good relationships with people though extremely important will not be sufficient in gaining credibility with villagers.

- The field worker must have the ability to locate and link the resources and services that are available, with the projects/activities community people wish to undertake.

This involves knowing what is available and where, and means of procuring these resources. Villagers will rely heavily on you in this area.

- The field worker must be able to relate to other agencies and co-ordinate the project work.

ability to tap resources

to coordinate with other agencies



ATTITUDES - A KEY FACTOR

commitment
to the work

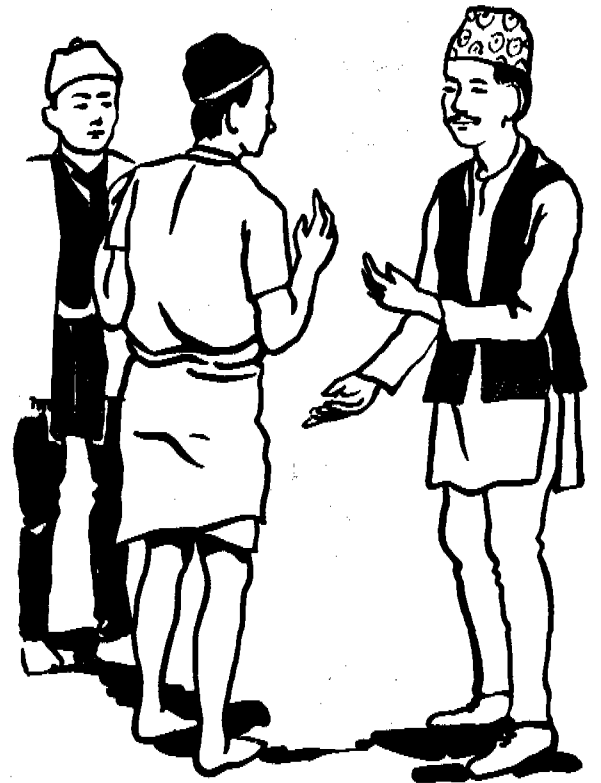
- Commitment to the work. The field worker must have a real interest in helping people improve their lives, and not merely carrying out responsibilities as tasks that have to be completed.

sensitivity
to
traditions

- Awareness, understanding and sensitivity to the social practices, traditions and culture of the community, and its various sub-groups.

respect
for
people

- Respect for people's ideas and abilities. Villagers have a considerable understanding about their problems, possess many skills, and have a lot of wisdom.



- Warmth, friendliness and patience.
- Willingness to listen to what people have to say and learn from them.
- Adjustment to local customs and manners, dress requirements, and food.

friendly
attitude

willingness
to learn

adjustment
to local
customs

D. COMMUNITY

As a field worker one of your major tasks is to involve community people from the very beginning in all aspects of the development programmes/projects that will be carried out in their area.

You may wonder what this means and why this is so necessary since you already know what has to be done, and the villagers are too busy in any case.

what it is :

Community participation is a process (over a period of time) by which we encourage and awaken people to realise that they themselves have the abilities, and energies, and some of the resources, to take initiatives to better their lives. It means getting various sections of the community, to become actively responsible in deciding what their problems are, and what has to be done about them.



Its importance in development programmes

Community participation is the central point around which projects evolve. It is not merely a side activity or component, but an essential part of any project. Only when community people are actually involved and work together can major problems be overcome.

PARTICIPATION

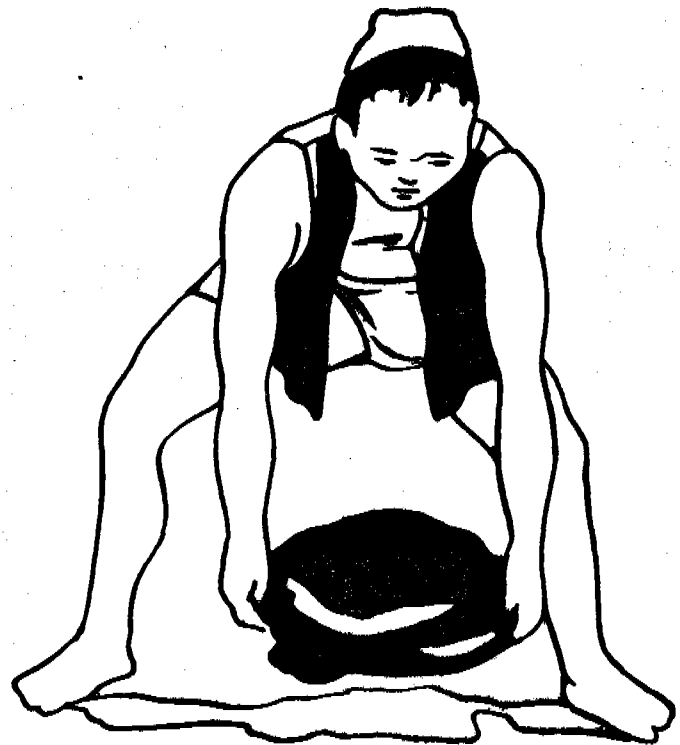
what
it is
not:

Some planners, development workers, have another view: they think community participation is **ONE** of the following:

- Getting people to go along and agree with projects that have already been designed for them.
- Is mere contribution of labour by villagers.
- If delivery of government services is improved, it means that communities are participating.
- Enthusiastic support of a few village leaders.

If villagers are asked to work and carry out projects that others identify, but which the rural poor do not feel are significant, they will be reluctant to take part. Villagers are too busy with survival activities, and are not interested in projects that do not meet their real needs.

People must feel the project is theirs, and only then will they be committed to making it successful.



● how to encourage villagers to participate in activities/projects ●

The view on community participation that we shall take in this Manual is that villagers must be involved in all stages of project work.

In practical terms this means:

- When we do a needs assessment in an area, we let people identify their own problems and needs, and say what is most important to them.
- In doing a survey to assess needs we can involve local people who are interested, to help us carry out this task. They already know the community.
- Letting people suggest solutions to their problems from their own experience and knowledge.
- Letting people say what is their most important problem.
- When making a project plan, get community people sitting together to take decisions and make concrete plans about what needs to be done, what steps have to be taken and how.
- Community participation means that people will assist in finding local resources to support the project/activities they wish to undertake. This could be in terms of meeting some of the costs of a project activity, or contributing labour, or materials (e.g. for construction of a school roof) to get the job done.

people identify
their own
problems/needs

assist in
collecting
information

suggest
solutions

set
priorities

take
decisions
and make
plans

... encouraging participation

Also local people can assist the field worker in obtaining information about other types of resources and services that are available from Government line agencies and other organisations. The field worker can encourage and guide people about where to go for this information and whom to talk to.

find resources
locally & outside

Community people should be encouraged to take a large share of the responsibilities for carrying out the project. When drawing up a Work Plan (as will be discussed in a later section) be sure to allocate responsibilities to villagers according to their skills and abilities.

take responsibility
for specific project
tasks

Villagers will participate in discussing and determining whether or not the project was beneficial, and what could be done to improve it further. A few experienced people in the community can also help the field worker to supervise and oversee certain projects.

assist in
supervision
and
evaluation

There are of course other practical ways by which community people can participate. These vary from project to project, place to place, and people you will be working with. The field worker needs to think what these are.

EXAMPLE



COMMUNITY PARTICIPATION

— IN A DRINKING WATER PROJECT

Fill this blank yourself :—
List out ways in which villagers can participate

- 1.
 - 2.
 - 3.
 - 4.
- etc



COMMUNITY

PARTICIPATION

brings

POSITIVE

RESULTS

Community has greater confidence in its abilities

People become more self-reliant and less dependent on outside help

Better use of local skills and resources

Greater capacity and commitment to continue project activities, because people have an interest in the benefits that will result for them

Increased capability of the community to start other development activities on their own initiatives

SPECIAL NOTE ON WOMEN'S PARTICIPATION & INVOLVEMENT

To involve community people you have to work with various groups in the community: the young and old, the small farmers and some better off farmers, different ethnic groups, men and women.

Here we would like to make special mention of women who are often overlooked in many development programmes.

Social traditions, customs and economic necessity keep women tied to household responsibilities and children, they are also busy in the fields gathering fodder or fetching water. Women are rarely visible at meetings and community gatherings which are mostly attended by men.

In spite of the fact that women in Nepal contribute considerably to the national and family economy, this contribution is not accounted for (it is taken for granted). There are few opportunities for women to gain training, credit, or paid employment.

SOME FACTS ABOUT WOMEN

Women make up 50% of the population, and play a very active role in both the family and the economy in Nepal.

in rural areas

- Women are primarily responsible for the farm enterprise and contribute of time to unpaid family agriculture labour. → 52%
- If women's contribution on the family farm is included they contribute more income than men to the total household income. Income contributed by women. → 50%
- Contribution by men. → 44%
- Contribution by children (10-14 yrs) → 6%
- In collecting water women do → 92% of the work
- To gather fuel & firewood women do → 66% of the work
- In processing foods → 87% of the work
- In household chores → 86% women



Source: Rural Women of Nepal — An Aggregate Analysis and summary of eight village studies by Meena Acharya and Lynn Bennett Vol II, Part 9, Page 213.

WHAT THE RURAL WOMAN DOES

- Prepares the fields
- Plants crops
- Transplants seedlings
- Weeds fields
- Harvests
- Irrigates
- Selects seeds
- Processes grains
- Prepares food
- Washes dishes and clothes
- Cleans the house
- Collects and carries water
- Gathers firewood, and makes cowdung cakes for fuel
- Takes care of the family
- Takes care of the animals
- And does a number of other chores ...

....



important tasks
in
agriculture and
also in the home

Since women are so actively involved, and take responsibility for so many important tasks, their participation in development projects becomes absolutely vital. As field workers you need to consider women's special needs, interests, and skills. Therefore make sure they are not left out from development activities.

.... include women

how to reach women

Again, because of social customs, it is difficult to reach women and talk to them freely. Some special effort needs to be made. You as a field workers, have probably found a way to do this, otherwise here are a few suggestions.

SUGGESTIONS



- Try to meet with women separately. Sometimes if men and women are together, the women might be shy and reluctant to talk.
- Get permission of the head of the household/or male members. They are generally suspicious of outsiders. You may need to convince them of the benefits of the project to their family before they allow you to speak to their wives, mother, daughters and sisters.
- Similarly, permission of senior women might have to be secured to interview younger women.
- Meet with women in places where they are likely to be found: in the home, in the field, at the village well or pandhero, in places where they gather firewood.
- Unless the project you are working with is specifically for women, you may have to organize separate meetings for women and men, until such time as women and men are comfortable in joint groups.
- Contact the wives of local leaders, other women leaders, and women's organizations. They are often influential. Involve them right from the start. Gain their support, as they can assist you in reaching other women in the community.

II

STARTING

WORK

in the

COMMUNITY

STARTING WORK IN THE COMMUNITY
INVOLVES THE FOLLOWING STEPS

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STEP ONE

BUILD RAPPORT

SECTION INCLUDES

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B. BECOME FAMILIAR WITH PROJECT AREA & PREPARE A SIMPLE COMMUNITY PROFILE	30 - 36



A. BUILDING RAPPORT

Purpose

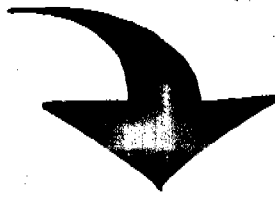
- To work with people you have to begin by establishing a good relationship. You have to get to know the village men and women and they need to know you and the project.
- Building rapport is necessary because as field-workers you will have to communicate continuously with the villagers and gain their confidence and acceptance.

Building
rapport
is a
continuous
process

Building rapport takes time and work. It does not happen in one meeting with a villager. But it is very essential that you attempt to relate with villagers in a friendly trustful manner. Without this you cannot really work effectively with rural people.

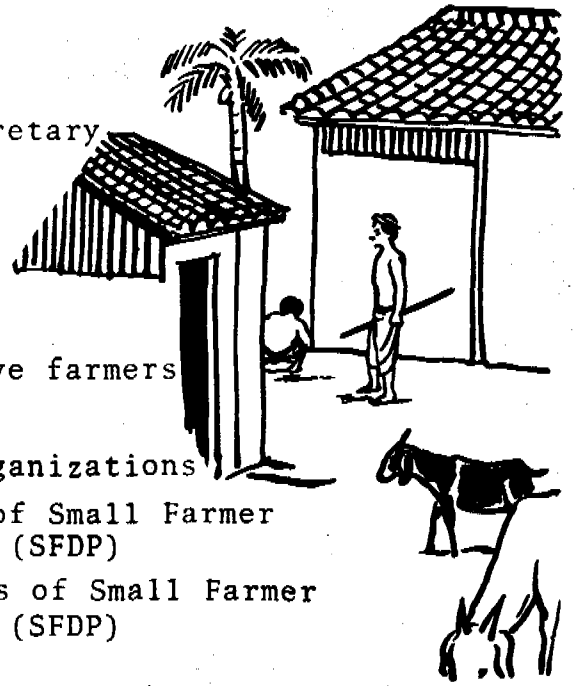
HOW TO ENTER A

VILLAGE



1. Contact and talk with the community leaders

- e.g.
- the pradhan pancha
 - other panchas
 - village panchayat secretary
 - teachers
 - retired army officers
 - field-workers
 - elders
 - some of the progressive farmers
 - pandits/lamas
 - leaders of women's organizations
 - men group organizers of Small Farmer Development programme (SFDP)
 - women group organizers of Small Farmer Development Programme (SFDP)
 - dhami/jhankris
 - other influential people



(Write down their names for future use)

2. Begin by introducing yourself,

- who you are, and where you come from,
- the project you are associated with, what benefits it can bring people
- the kind of work you hope to carry out in the area
- how community people can work with you (field-worker) to obtain advantages from the project)

Note: When explaining the project to village leaders and officials you need to include other kinds of information and details e.g. the Ministry/Department/Organization you are working for. Keep your explanation very simple.

3. Get the agreement and co-operation of leaders to work in their villages, and with various household and family members. This is a way of legitimizing your official role, and gaining acceptance in the community.

4. Request the panchas, village panchayat secretary, Ward Chairman, Bank Field Assistants and other community leaders to take you around the project area, and introduce you to other villagers.

Build rapport with leaders and also other villagers

5. Walk around, go to peoples' homes, make informal contacts with other people in the community who are not leaders.

- e.g.
- small farmers
 - shop keepers
 - women
 - health workers
 - other extension workers in agriculture, family planning
 - elders
 - youth groups
 - persons from different ethnic groups
 - etc...

Try to talk to as many people as possible individually or in small groups, about the project and your role.

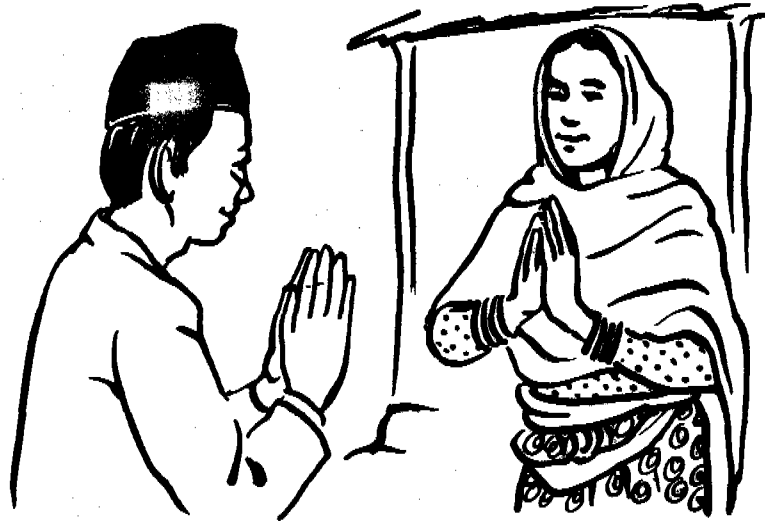
6. At the end of the day you can prepare a brief note of the people and households you contacted, who were most interested in your project.

(This list will be useful to you when doing the needs assessment exercise, and in identifying community people interested in working with you).

7. Generally expectations are very high with your arrival in the village. Check again with the villagers to see if they have really understood your programme. This is the stage when misunderstandings can arise, about you, and about the programme. Clarify these immediately, so that people have a realistic picture of what is possible through your project and what is not.

SOME HINTS - in rapport building

- Introduce yourself in a cordial, friendly and humble manner.
- Do 'Namaste'.
- Speak in the dialect of the villager if you can.
- Address him/her as, Ba, Ama, Kaka, Kaki, Didi, Bahini, Daju, etc, as the local custom suggests. Do not use personal names.
- Be personal in your approach, i.e. talk to people about their families and household matters, — things of most interest to them. Women like to be asked about their maternal village, their children.
- Be brief and clear when explaining the project and your role.
- Let villagers speak out even though it may be unrelated to your project. Try to ask what they are doing ?
- Listen attentively and sympathetically to their views. A monologue does not go very far.
- Sit on the floor with the villagers, or on the bench with them. Do not sit on a chair, and let the villagers sit on the floor.



- If offered chiya or something to eat and drink, try and accept it (unless you have a health problem) or else people will be offended.
- Villagers may ask you personal questions:

'Are you married'? What do you earn', etc... etc...
They are curious. Be polite in your answers, you do not need to give a lot of details, but do not be indifferent. Sometimes a humorous response or a joke about yourself is the best way to deflect curiosity without seeming unfriendly.

B. BECOME FAMILIAR with the PROJECT AREA and PREPARE a SIMPLE COMMUNITY PROFILE

PURPOSE

- Besides getting to know the people, you need to have an understanding of the kind of project area you are working in — e.g, how many people live there, what they do, by profession and in their free time, what are the resources, what is the social and economic situation of the area, some of the ongoing activities in the area.
- This information gives a clear factual picture of the area, and will provide you with the background required for the needs assessment exercise that you will later carry out.
- It will be very useful when you start to plan specific income generation and community development projects.
- It will also be useful when outside consultants at your request, come to help you in doing feasibility studies for more complex projects.

e.g. You need to know

kinds
of
information
needed

- Name of panchayats
- Geographical location of the area you are working in,
- Socio-cultural features:

population, the number of households, ethnic groups, location of houses and facilities, whether or not ethnic or caste groups live clustered together, languages spoken, religious practices, and the literacy level.

Economic factors e.g,

- * Main sources of the economy, main occupation of people, part time jobs offered or available existence of markets, natural resources present — land, forests, rivers, roads and trails.
- * Ongoing development programmes in the project area.
- * Services that are available. i.e. hospitals, health post, water supply, schools, co-operative centres etc.

● Sources of information


You can collect this information from various sources:

1. your own visit around the project area.
2. villagers, village panchayat offices, community leaders and co-workers.
 - women's organizations
 - extension workers
 - banks
 - other organizations in the area
 - village people themselves
 - technical workers from outside the area
3. reports or surveys already prepared in the area by the district office, or other government agencies.
4. notes from your previous colleague's diary, if any.

If you find that a community profile of the area has already been prepared, get a copy for your use. Study it carefully and add other facts that will be useful to you. If you need to prepare one, here are some suggestions.

prepared by all field-workers. It can be done within the first or second month, of your work, and you can add more details to it as you go along. You can put it together in the following format:

HINTS IN PREPARING A SIMPLE COMMUNITY PROFILE



- Most important, make it short, and simple.
- The information should be useful to you and others who will use it. It is not an academic exercise.
- The Community Profile should be

SUGGESTED FORMAT FOR COMMUNITY PROFILE

NAME OF PANCHAYAT(s) _____

NAME OF WARDS _____

GEOGRAPHICAL LOCATION OF PROJECT AREA

In relation to Nepal, and the district* (see attached map on next page).

SOCIO-CULTURAL INFORMATION

1. Population — Total _____
(Give numbers) Males _____ Females _____ Children _____
2. No. of households in village _____
3. Castes and Ethnic Groups (give approximate numbers)

4. Location of houses and facilities
(include how households of castes — ethnic groups are arranged)
5. Languages and dialects spoken, apart from Nepali
6. Religious practices of the community
7. Literacy among men and women

ECONOMIC INFORMATION

1. Main Source of Economy

(a) Agriculture —

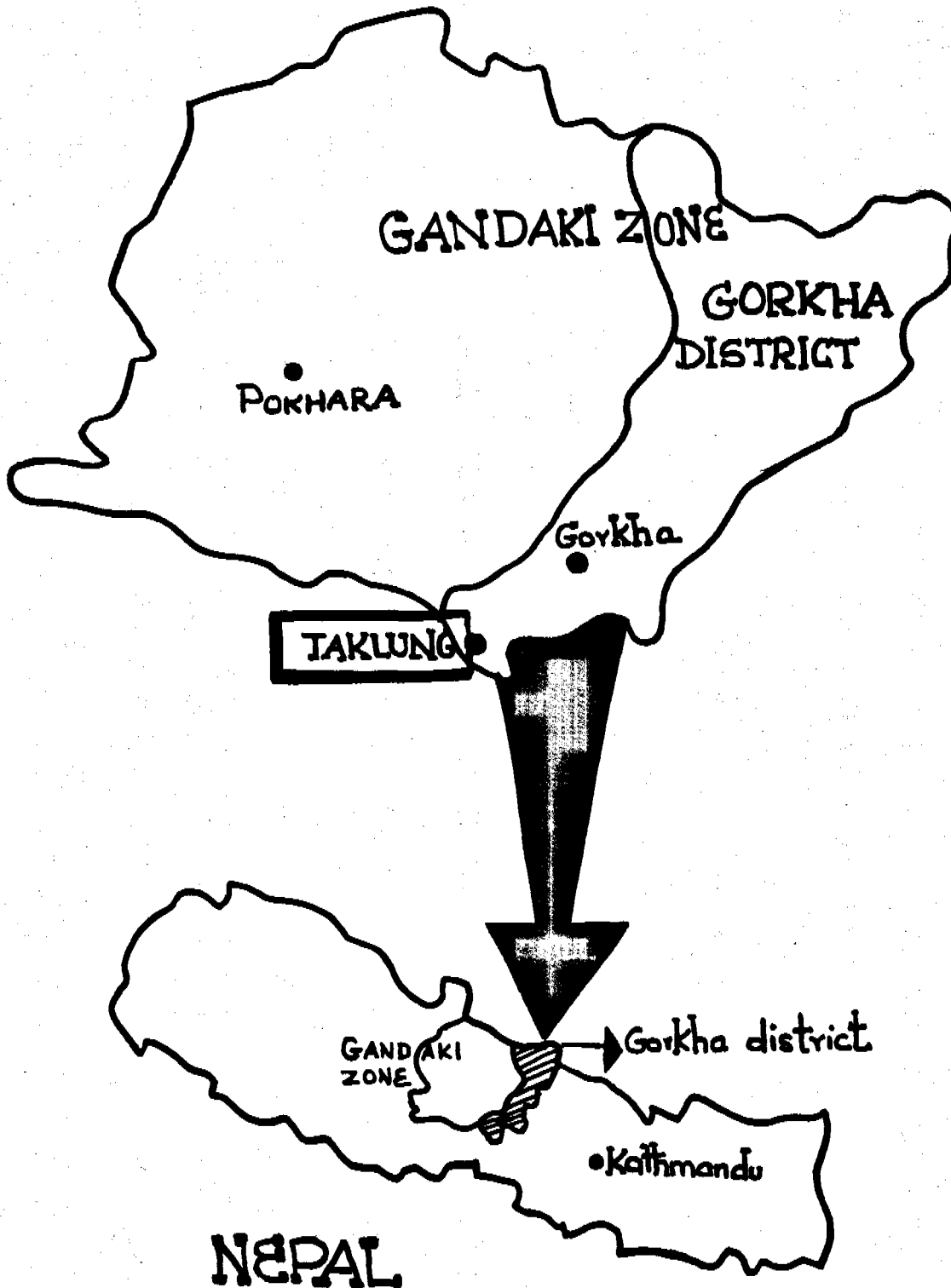
e.g.

Crops (Indicate cash crops)	Livestock	Fruits and vegetables
Paddy	Buffaloes	'Mula'
Potato (cash)	goats	'Kera'

(b) Small Industry/Factory

EXAMPLE:

— showing geographical location of Taklung (project area) in relation to Nepal



2. Main Occupations of People

Approximately, how many people (be sure to include women) earn the major part of their living through:-

- Agriculture
- Business
- Labourer
- Worker in factories
- Government service

● Traditional Craftmanship

- e.g. — kami (ironsmith)
 — sunar (goldsmith)
 — damai (tailor)
 — sarki (leather worker)
 — sikarmi (carpenter)
 — dakarmi (mason)
 — kumale (earthen pot maker)

3. Natural Resources

- Lands (include who owns these lands) _____
 how big is the land holding _____
 irrigated or non-irrigated _____
- Forests _____
- Rivers _____
- Minerals _____

4. Markets most widely used, 'Haat Bazar' — where and when it is held.

HEALTH

Most Common Health Problems/Diseases

_____	_____	_____
_____	_____	_____
_____	_____	_____

DEVELOPMENT PROJECTS—COMPLETED/ONGOING IN THE AREA

(Indicate if any of these are specially for women)

Programmes	Agencies/Organizations responsible	Remarks

SERVICES in the project area or nearby



Health

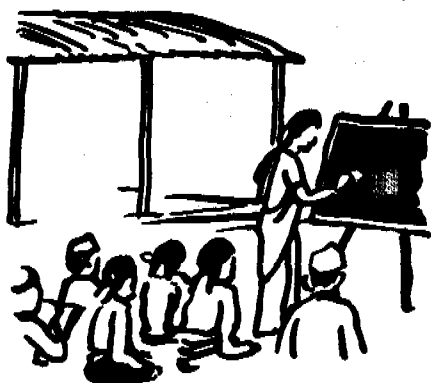
Health Post
 Hospital
 Family Planning Clinic
 Ayurvedic Clinic
 Dhami Jhankris
 (Traditional Healers)
 Sudenis
 (Traditional Midwives)
 Medical Shops

Education (Formal)

Primary School
 Secondary School
 Campus
 (Non-Formal)
 Adult Education Classes

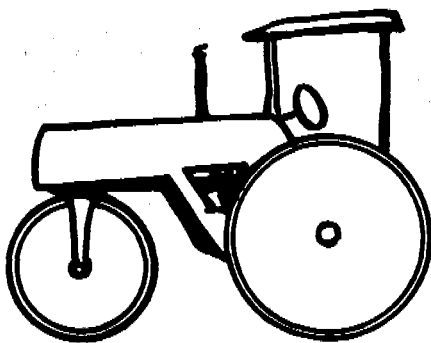
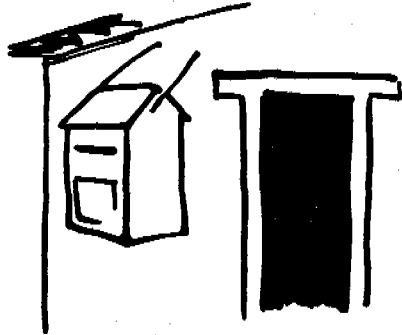
Agriculture

Agricultural Development Bank
 Agriculture Sub-Centre
 Small Farmer Development Programme Office (SFDP)
 Agricultural Input Corporation
 Forestry Range Office (Nursery)
 Herbal Farm
 Irrigation Facilities (Private or Government)
 Private Animal Breeders (e.g. Piggery)



Services	Number Present	Distance from project site
<p><u>Health</u></p> <p>Health Post Hospital Family Planning Clinic Ayurvedic Clinic Dhami Jhankris (Traditional Healers) Sudenis (Traditional Midwives) Medical Shops</p>		
<p><u>Education (Formal)</u></p> <p>Primary School Secondary School Campus (Non-Formal) Adult Education Classes</p>		
<p><u>Agriculture</u></p> <p>Agricultural Development Bank Agriculture Sub-Centre Small Farmer Development Programme Office (SFDP) Agricultural Input Corporation Forestry Range Office (Nursery) Herbal Farm Irrigation Facilities (Private or Government) Private Animal Breeders (e.g. Piggery)</p>		

... SERVICES



Services	Present	Distance
<p><u>Other Services</u></p> <p>Choti Hulak or Post Office</p> <p>Banks</p> <ul style="list-style-type: none"> - Rastra Bank - Vanijya Bank - Nepal Bank Limited <p>Transportation Available</p> <p>Road Department Office</p> <p>Drinking Water Facilities (Private or Government)</p> <p>Handicrafts or Skill Training Facility</p> <p>Electricity</p> <p>Markets</p>		

STEP TWO

ASSESS COMMUNITY NEEDS

SECTION INCLUDES

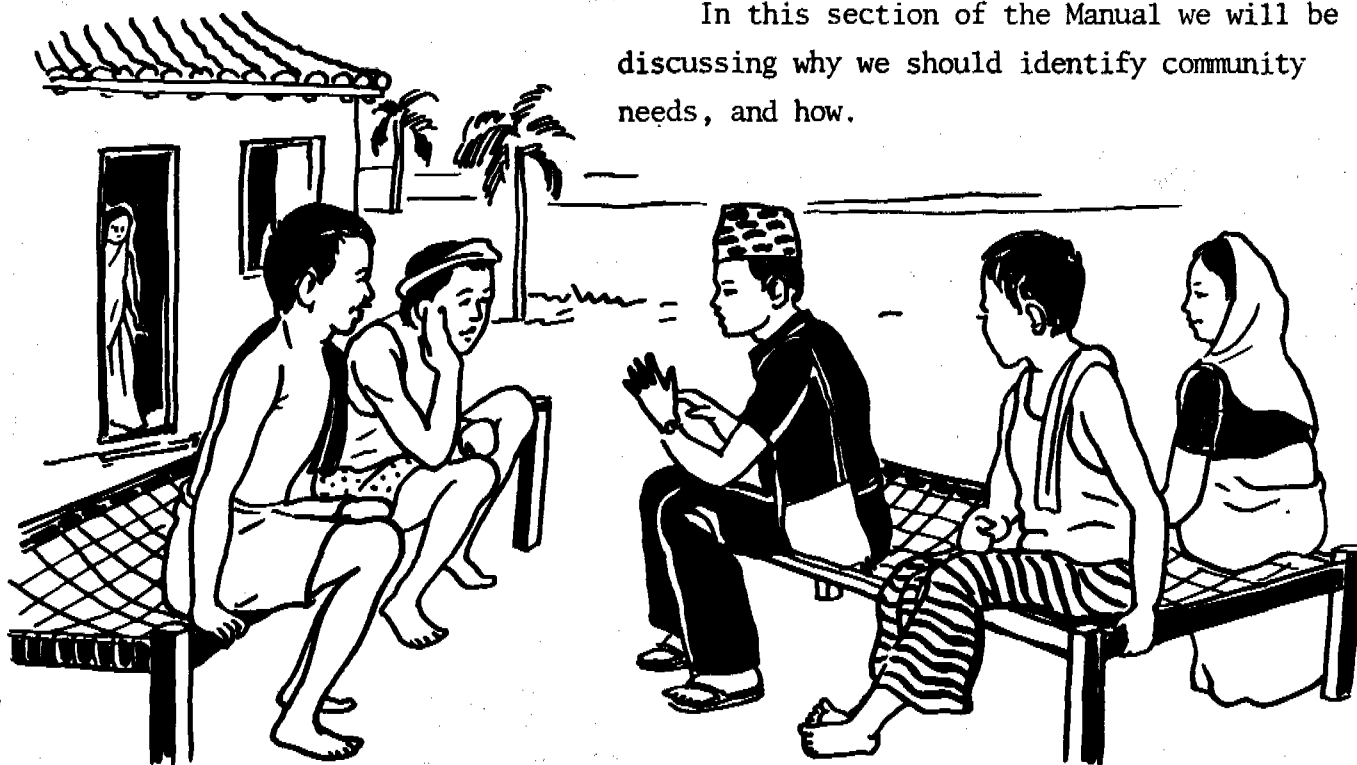
	<u>Pages</u>
A. PURPOSE & IMPORTANCE OF ASSESSING NEEDS	40
B. TOOLS & SKILLS TO ASSESS NEEDS	41
1. Observation	42
2. Survey	43 - 47
● What it is ?	43
● A Note of Caution in Using Surveys	43
● How to Conduct Survey & with Whom ?	44 - 45
* Tips in Interviewing	46 - 47
* Tips in Recording Information	47
3. Informal Discussions with Villagers, Government Workers, Co-workers	48
C. PROBLEMS TO BE AWARE OF IN ASSESSING NEEDS	48
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ASSESS COMMUNITY NEEDS

The community profile gives you some basic facts and figures about the project area, and a general idea about the villagers living conditions. Now you need to gather information which gives you a deeper understanding of the real situation of people in the area, their strengths, their needs — the things they lack in order to have better lives, their main problems and their interests.

If you go to a village and ask people, 'what are your needs', at first they may not quite understand what you mean. So give an example, ask them what are some of the most important problems they face in their daily lives. They may then indicate a wide range of needs/problems that are personal, or are those felt by a group, or by the entire population of the area. For e.g. many individuals/families may say that their problem is getting water. This could also be a need felt by the general community — lack of drinking water facilities.

In this section of the Manual we will be discussing why we should identify community needs, and how.



A. PURPOSE & IMPORTANCE OF ASSESSING NEEDS

to learn about:

1. Identify problems/needs
 - the main problems/needs and interest of people.
 - special needs and problems of women and children.
 - the causes of these problems.
2. Suggest solutions to problems
 - what people would like to do to change their situation, e.g. take up economic or community development activities.
3. Define relevant projects in the community and encourage participation
 - Assessing needs properly is a key step in getting people to identify the projects/activities that they think are important in solving some of their problems. Villagers are more likely to participate later in a project that follows. Projects as a result of this will be more successful.
4. Assess changes & improvements at a later stage
 - Assessing the needs and problems in the early stages of your work, helps you to record the situation in the community and individual household. At a later stage you can make comparisons to see what changes have occurred and the benefits realized by people.

B. TOOLS and

SKILLS

There are no set rules, or one right approach for assessing needs. We are making suggestions based on the experience of field-workers who have done 'needs assessment' in the rural area.

to
ASSESS
needs



1. OBSERVATION

2. SURVEY

**3. INFORMAL
DISCUSSIONS**



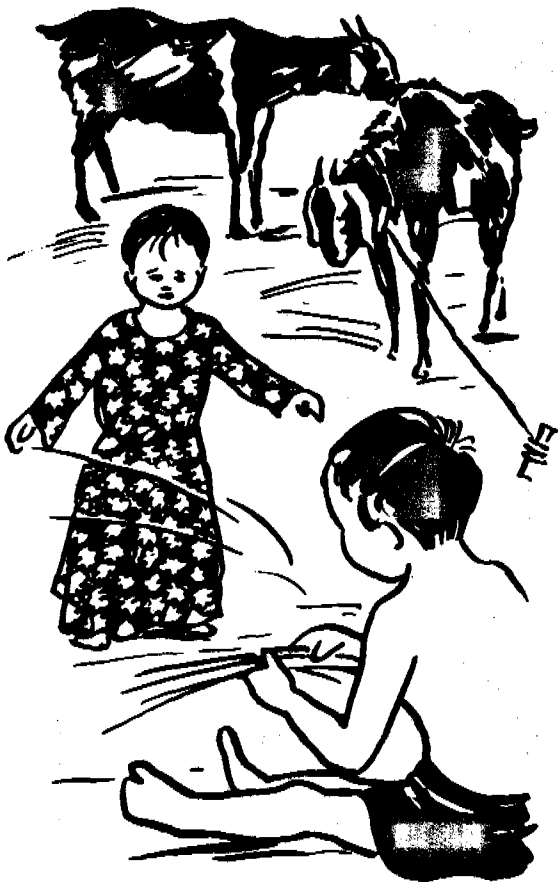
1. OBSERVATION OF THE COMMUNITY

From the time you start work in the community you need to observe people and their surroundings. You should do this when preparing a community profile, when carrying out a survey, or in talking with people informally.

You can find out as much by watching the way people behave and do things as you can by asking questions.

how to observe

SOME HINTS



- Train your eye to see as much as possible, (not just the things you are looking for) e.g. when you arrive at the home of the person you are going to interview:
 - look at the surroundings — are they clean, well kept ?
 - does the household look fairly well off or poor, do people look happy ?
 - appearance of children, are they clean, healthy, going to school ?
 - are there chickens, goats, animals — how healthy ?
 - is there a vegetable garden, fruit trees etc. ?
- Write down as much as possible (do not rely only on memory).
- Do not rely on one time of the day for your observations to be accurate, visit again at different times.
- Check observations with oral questions.
- Check your observations with other people's observations, either with your team members or with people in the area.

2. SURVEY WITH VILLAGERS

• WHAT IT IS ?

BASLINE SURVEY
OF _____

1. District — Panchayat — Ward —

2. Name of _____

3. _____

4. _____

5. _____

6. _____

7. _____

A survey is commonly used to help us in interviewing people and collecting information about their needs/problems. It consists of a list of questions or points with a specific focus about which detailed information is required.

Different agencies and organizations have designed specific surveys depending on the kinds of programmes they are supporting. You are probably familiar with the one used by your organization/Bank/Department. The survey should be prepared by your Division/Monitoring Unit, and should have been pre-tested in the field before you use it.

• A NOTE OF CAUTION in preparing & using surveys

- A survey should attempt to get the information that is going to be most useful to the community and the project. Do not make the survey long and complicated.
- Do not ask just for the sake of asking, only ask necessary questions.
[The above two points are for those who are preparing surveys]
- The survey should not take up a lot of the villagers' time. They are busy people.
- Community people are often over-surveyed, (especially low income groups) but seldom see any real benefits. Keep information gathering as informal as possible.
- If you are already familiar with your community, you may wish to do the survey only to update your information.
- Do not start an enquiry unless you have the intention and possibility of following through with action programmes at a later stage. Otherwise:
 - you raise people's hopes
 - they become disillusioned and disappointed
 - it is harder to start the next time

For those field-workers who have not conducted a survey, but need to do so, we include a sample survey e.g.:

Sample survey for JTA [SEE APPENDIX II]

• HOW TO CONDUCT THE

In order to start your survey you must define a locality/localities to work in, since you cannot possibly cover the entire project area.

Some factors to help your selection:

* select area

- nearby to your office (e.g. SFDP Office, or the Bank, or the extension office) so you can closely supervise the activities especially in the initial stages.
- do not select an area in the main market, because it does not represent the real village situation.
- an area where little development activity has taken place, and where low income groups reside.

* select households/community



• If for e.g. there are 2200 households in the project area, you will need to select a smaller number to start with — may be 50 households in the first year of your work. Out of these 50 you may again select a smaller number for your initial survey, later on completing the remainder of the households.

• Begin with those persons who have shown the most interest — and are ready to work with you. If you remember, you identified some of these households when doing the community profile.

- Try to conduct the survey with a cross section of the community, so as not to have a one-sided view of the community problems and possibilities. It is best to get opinions from a variety of people. Extension workers and other agencies can give you information on the kinds of programmes they are carrying out in the area, and their view points.

SURVEY and WITH WHOM

whom to talk to



- Village men and women
(this may have to be done separately)
- Official and unofficial leaders
- Government extension workers
- Village panchayat officials
- Technical advisors from outside project area
- Younger and older people
- Co-workers
- Others...

- Once you have selected the families/households/persons whom you wish to interview, find out when they are free and set up a time convenient for them to meet with you.
- You may have to meet people in the homes or in their places of work, but it is better to meet with them privately and separately so that you can really talk with them. A lot of people around you is very distracting.
- Carry out the survey by interviewing local people.

It may be good idea to involve interested local people to assist you in survey work. They know the community well, and people may talk more freely with them. It is also a way of making them aware of local problems, and getting their participation and co-operation early in working with the community.

But at the same time you must be careful whom you select, or else you can have a very biased view.

(Formulating and asking questions)

(a) Prepare for the Interview

- know why you are interviewing people.
- become familiar with the survey form, so that you don't have to read it out stiffly.
- prepare four to five questions which will help you get a dialogue started.

(b) Conducting the Interview

Prepare the person(s) to be interviewed by telling them your name and explaining what your purpose is.

Also stress these points:

- the survey is not a development programme but may lead to one.
- make no promises
- Chat informally, build rapport and put the person at ease.
- Begin with open questions, (the ones you have prepared)
e.g, How are you ?
Where are the children ?
Where is your maiti ?
What are you busy doing ?
How were your crops this year ?
- You may request permission to write down the replies at this point, once you have got a conversation started, and people have warmed up.

tips in interviewing



- Keep questions short, simple, and direct.
- Do not ask big general questions that may be difficult to answer. Keep questions specific e.g,



<u>Less Appropriate</u>	<u>More Appropriate</u>
what is grown by farmers ?	what vegetables do you grow in your backyard ?
what foods are generally given to children ?	what does your child eat daily?

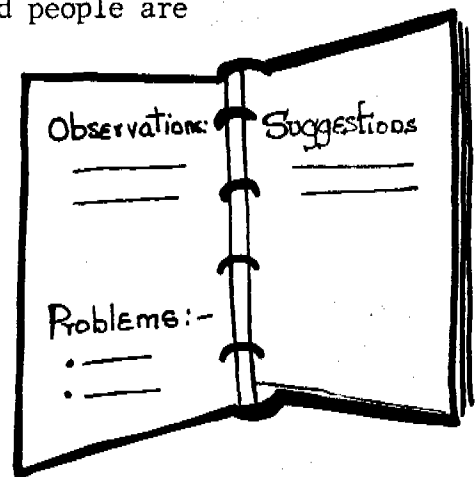
... interviews

- Try not to imply, suggest, or encourage a particular response.
- Let the person come out with their own real feelings and needs. Remember that what people initially express as their need is often a preliminary reaction, and should not be taken as conclusive.
- Probe each reply in greater detail. Ask questions that get people thinking in a positive way. Besides talking about their problems/needs, get them thinking about solutions, or ways of dealing with the problems, and what resources there are in the community to do this.

- You may have to go back over some questions and answers again, as it often takes people a while to warm up.
- Ask people what they consider as their most important problem.
- Thank people for taking part, and say a friendly 'Namaste'.
- If you think you will need to return for more information, request permission to do so.
- On your return visit, you need to build rapport again, before getting further information.

tips in recording information

- (a) When recording, do not produce notebooks early in the dialogue. After conversation has been initiated and people are warming up, ask whether you can write answers, and explain why this is helpful.
- (b) When recording carry a notebook to write down observations, problems, peoples' ideas, and solutions, etc.
- (c) Give attention in recording to: persons from whom information is being sought. Know how to contact them should you need more information, or need to follow-up.



3. INFORMAL DISCUSSIONS

Informal discussions are another very useful tool in assessing the actual needs of people. Follow up the formal survey with informal talk and discussions with the villagers.



- this may mean meeting with them two or three times to get a more in depth view of their real needs, their most important problems, and possibilities of solutions to their problems.
- you can also verify the information collected from the survey, with that obtained from more casual talk with various people.
- Often through these discussions you gain insights which are not possible through a formal survey.
- Discussions with your co-workers, and government extension agents will bring out another point of view, some of the problems, and limitations to what they can do, and what they consider is most important in the community.

C.
PROBLEMS
TO BE AWARE OF IN
ASSESSING NEEDS



- Assessing needs of people is not a one time activity.
- It cannot be completed merely through a survey done in an hour or so, or in one discussion session with members of the household.
- It requires repeated visits because:
 - often people in the first meeting may tell you what they think you wish to hear.
 - people may have difficulty expressing themselves the first time, they may not have thought things through.
 - due to religious beliefs, traditions, age old practices, villagers are often not aware of problems because they have always lived that way.
 - they may hesitate to speak with you freely at first and may keep the most important things to themselves.

D. SUMMARIZE FINDINGS

From your observations, survey, and informal discussions prepare a summary of the major needs/problems you have identified:

FOR EXAMPLE :-

LIST OUT THE MAIN PROBLEMS/NEEDS OF PEOPLE

You may prepare a list such as this for yourself by putting the needs/problems in order of importance.

Needs according to residents of wards _____
panchayat _____

MOST IMPORTANT

- Health Services
- Employment for men & women to earn cash income
- Drinking water
- Land slide control

IMPORTANT

- Irrigation
- Loan (Credit) for women
- Seeds
- Chemical fertilizers
- Marketing of products
- Family planning services
- Storage facilities
- Child Care Centre
- Repair of trail
- Agriculture training
- Land for grazing animals

LESS IMPORTANT

- Seedlings of fuel trees
- Schools
- Grain mills
- Chulos

NOTE:

The above is only an example of how to summarize one part of the needs assessment exercise.

You can summarize other points on the survey in a similar manner.

STEP THREE

DECIDE ON
PRIORITIES

SECTION INCLUDES

Pages

- WAYS TO HELP COMMUNITY DECIDE WHAT IS MOST IMPORTANT 52 - 55

DECIDE ON PRIORITIES FOR ACTION

From the list of needs identified, the community has to now decide, what are its most important concerns and what needs to be done.

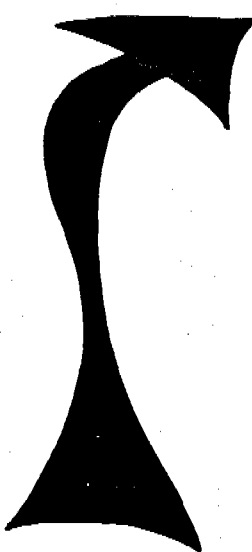
Listing of priority needs must come from the village people. The field worker merely acts as a guide and catalyst.

WAYS TO HELP COMMUNITY DECIDE WHAT IS MOST IMPORTANT

1. Set out a few guidelines (criteria) on the basis of which priorities can be set.

For example:

- How common is the problem.
- In taking action, will it have a positive impact on the very poor, e.g. will the project help generate income for poor families ?
- Will the project benefit other disadvantaged groups -- women and children ?
- Number of people who will benefit ?
- Is the community ready and willing to take the needed steps ?
- Are some of the resources (people, materials and finances) available locally or nearby ?
- Is there possibility of concrete and early results (e.g. within 6 months) from the project, which helps to keep people enthusiastic and motivated ?
- What needs can the programme address ? (Refers to the programme that the field workers are associated with e.g. Agriculture Extension, Health, etc.) ?
- What can be done immediately, and what will take a year or longer ?



SOME
criteria
for
deciding
priority
needs

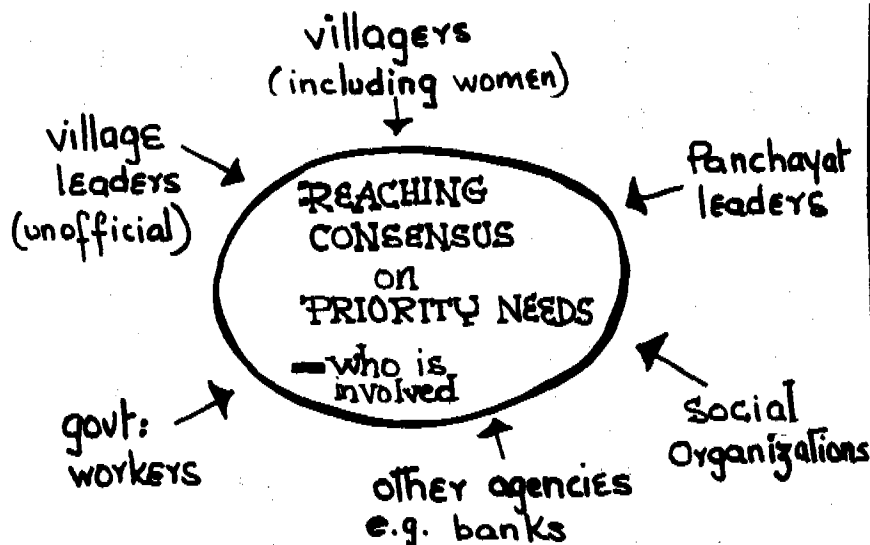


2. Study carefully the list you have drawn up after collecting and analysing information from the needs assessment, and underline for yourself the priority areas as people have indicated to you.
3. If the priority needs identified by villagers are common, then of course there is no problem. These can be easily identified.
4. However, it is more likely that there are different points of view of what are the biggest problems. If this is the case you will have to discuss it over with the

various people. Selection of priorities must be carefully thought out — not done in a hurry.

- Take the list of community needs to the village leaders e.g. the pradhan pancha, other leaders, women's organisations. Get their views and agreement. They will also become aware of what people consider are real problems in their area. The support and commitment of community leaders is necessary later on.
- Then meet with village people in small groups and also discuss the same list with them. Get their views. Make a special effort to involve women's groups.
- From these small groups, begin to identify key men and women who are interested enough and keen to take action in solving some of the problems they face. Make a note of these persons. These could be potential leaders:

The same persons could later form a user's Committee and work for the whole project. They could also take the responsibility of maintaining the project after completion.




DECIDING PRIORITIES


LOOK OVER LIST OF NEEDS



MEET WITH COMMUNITY LEADERS
&
MEET WITH VILLAGERS in small
groups. Discuss list of needs.



ORGANIZE A MORE GENERAL & FORMAL
MEETING OF COMMUNITY.
Discussion & Consensus on MOST
IMPORTANT PROBLEMS



FORM SMALL GROUPS/COMMITTEES
TO DEAL WITH PRIORITY NEEDS

5. Now you are ready for a more general and formal meeting of the community. Again, with the assistance of the key interested people organize this gathering. Invite community people, local leaders, government extension workers and people from other organizations.

NOTE:

If women cannot and do not attend this formal meeting you need to organize a separate session with them

- Present list of priority needs as selected by the informal group and also suggested solutions to problems.
 - Have a discussion on these issues, and also on various methods of resolving the problems, the advantages and disadvantages of these means. Make sure the discussion is not dominated by a few, but that everyone has an opportunity to speak out and express their opinions.
 - Try to reach consensus, and narrow down the list of priority areas to perhaps:
 - * 2 or 3 main problems the community will tackle.
 - * What kind of action has to be taken.
 - * The order in which the community will begin to work on these problems i.e. what it will do immediately and what will take a longer time.
6. Once this is approved and decided, smaller groups and committees of interested people can be formed to work on these issues. For e.g. as a result of the discussions in the general meeting, the people may decide to set up a committee on adult education programmes, or a committee on nutrition, etc.

IN THE PROCESS OF SETTING PRIORITIES TWO IMPORTANT THINGS OCCUR :-

- The community is clearly defining for itself the most appropriate and relevant project for the area. It will, therefore, be more committed to seeing this project through.
- Participation and involvement of local people in this process is a step towards organizing people around issues and common concerns.

(We shall discuss this point in greater detail in the following section "Organizing the Community")

What has been suggested above is one way of setting priorities, but you can also devise other methods to help community people to decide priority issues.

STEP FOUR

ORGANIZING THE COMMUNITY

SECTION INCLUDES

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A. PURPOSE OF ORGANIZING GROUP/COMMITTEE	58 – 59
B. HOW TO ORGANIZE	59 – 66
1. Initial Work to Organize Community	59
2. Organize According to the Activity	60
a. Existing Committees	61
● e.g. Village Panchayat	61
● Ward Health Committee	61
● Sajha Co-operative	62
b. Existing Groups/could be formed	62
● e.g. Users Committee	63
● Rural Youth Groups 'Charpate Club'	63
● Mothers' Clubs	64
● Village Development Groups	64 – 65
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C. AN ACTIVE COMMITTEE/GROUP	66 – 67

ORGANIZING THE COMMUNITY

In order to help people deal with their problems effectively, we have to work through a structure that promotes this. Obviously the field worker cannot meet everyone's needs separately or work from household to household. Therefore organization of the community becomes a necessary part of your work.

It is best accomplished by forming groups/committees of local people. Groups/committees are formal and informal structures within which people can work together to achieve common objectives. The first step in forming group/committees might be to sensitize people as to why they need to organize themselves; and then help them to acquire organizational skills.

Ideally the villagers should organize themselves, but initially this may need the assistance & guidance of field workers.

A. PURPOSE OF ORGANIZING THE COMMUNITY

- It ensures the participation of the community in the very early stages of planning activities/projects to tackle priority needs identified.
- It makes it possible for people to work in co-operation with others, thereby accomplishing things which would not be possible alone.
- It encourages local responsibility. People learn from each other. This promotes growth of individual skills.
- Gives a sense of togetherness (solidarity) in working towards a common goal and achieving practical results.

- It forms a basis by which people can be heard and listened to more effectively. The weakest members e.g. poor farmers can be protected from exploitation.
- Groups/committees can more easily obtain benefits from development programmes of HMG and line agencies like cooperatives, banks, extension agents and other services, rather than individuals.
- It goes beyond giving people an efficient structure that simply carries out activities. More important a group/committee structure can help build confidence and self reliance in the community.



• Benefits to women

This point needs emphasis. Women have been tied to household and agricultural chores, and have had little time and experience in working in groups and committees, and relating to outside institutions, and the development bureaucracy.

Becoming part of an organized group, can raise their awareness about themselves, their capabilities

and skills, and give them self-confidence. It also brings them in closer contact with the 'outside' world.

B. HOW TO ORGANIZE a GROUP/COMMITTEE

You have already started the process of organizing people by:

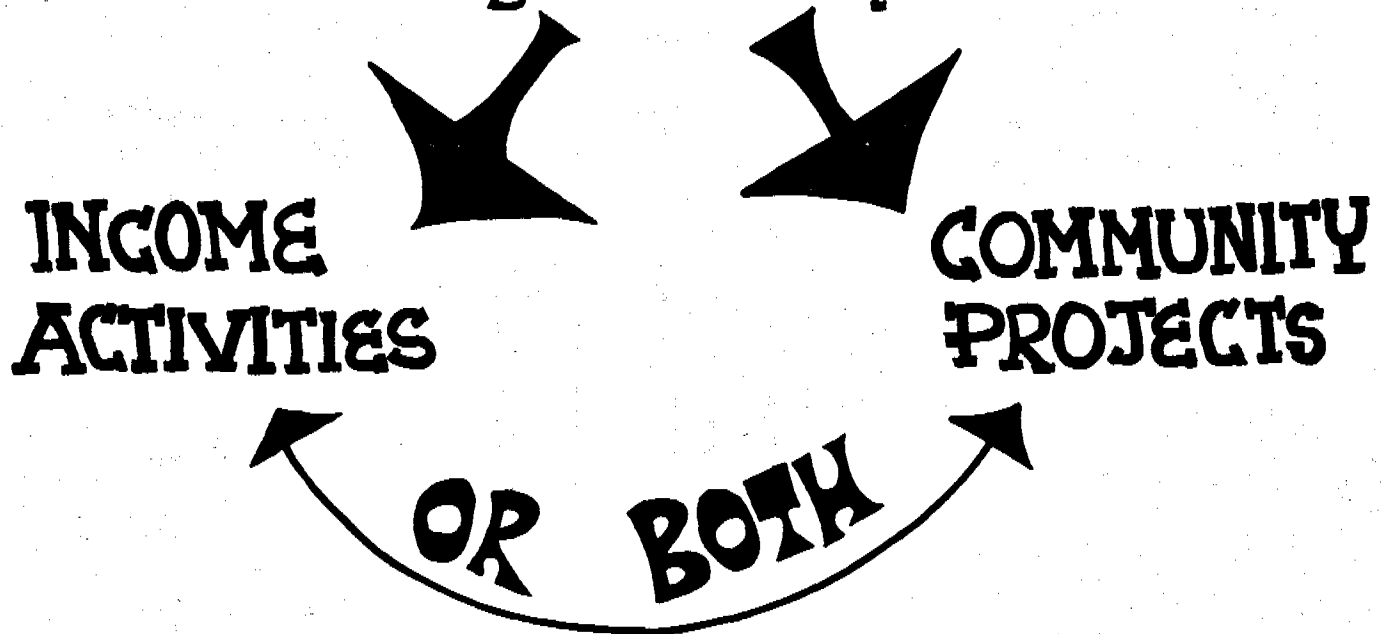
- Establishing good contacts in the community
- Meeting people several times, motivating and interesting them in the programme your agency/organization offers.
- Explaining to people the benefits the programme can bring to them.
- Finding out the needs/problems of the community, its strengths, the interests of people.
- Setting priorities for the most important problems that have to be dealt with, and beginning to form groups.

NOTE: We have discussed the above points in the previous sections of the Manual.

①
initial
steps

② Organize according to the activity

GROUPS/COMMITTEES
of small farmers & low income families
organized for



points to consider

- Whatever activity you carry out, keep in mind the following points when forming groups/Committee:
 - What will be the main responsibilities of the committee/group.
- Who should be included as members.
- Who should be selected as leaders, e.g. the Chairperson, Vice-Chairperson, Secretary, Treasurer and for how long.
- How often will the committee/group meet.

* AS FAR AS POSSIBLE WORK WITH EXISTING GROUPS/COMMITTEES

What follows are some examples of groups/committees that are existing, or could be formed by field workers. Please adapt and work with what fits best in your situation and project.

a. EXISTING COMMITTEES/GROUPS

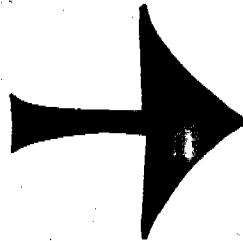
You may already be working through committees that exist at the village level.
For example:

● VILLAGE PANCHAYAT COMMITTEE

Composition

This is an elected committee consisting of 11 members, besides its secretary

- Pradhan Panch
- Upa Pradhan Panch
- Panchayat Secretary
- 9 members, one from each ward



Function

Primarily to carry out development programmes in the village panchayat.

- It plans projects and makes decisions
- Implements projects
- Organizes voluntary contributions, both cash and labour from the villagers
- Liaises with District Panchayat and other agencies for the village

● WARD HEALTH COMMITTEE

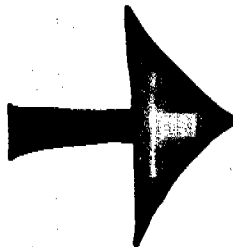
This committee may be present at the Ward Level.

Composition

Could have 8-10 members

They may be:

- Community Health Leader
- Ward Assembly Chairman
- People who have interest in health services, and those engaged in other community activities
e.g. teachers
sudenies
dhamis



Function

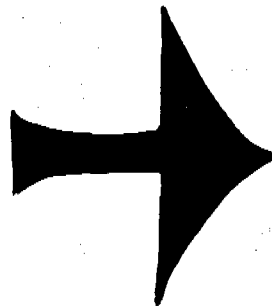
- Primarily responsible for initiating and carrying out activities for the improvement of health in the community
- To recruit Community Health Leaders

● SAJHA (co-operative)

Composition

- All villagers belong to Sajha
- Elected members are 9

One acts as Chairman



Function

Primarily promotes income projects

- Provides loans to members and collects loans
- Provides and supplies inputs for income projects
- Provides marketing facilities
- Supplies some necessities to the villages
- Through the co-operative programme to provide education in population & family welfare matters

B. EXISTING GROUPS OR COULD BE FORMED

● USERS COMMITTEES

There may or may not be all these committees present in your area. Generally, users committees are formed to undertake specific community development activities. The committees may cover one ward, or several wards.

USERS COMMITTEES

example :

HEALTH

FOREST

ADULT
EDUCATION

FAMILY PLANNING

WATER

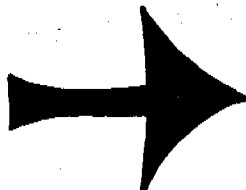
• • • USERS COMMITTEE

Composition

Users committees are flexible in composition, may have 6-8 members

- One must be a woman
- Community people
- People with particular technical expertise (in project to be undertaken)

Any others



Function

- To plan and implement the specific project for which committee is formed

• RURAL YOUTH CLUBS - CHARPATE CLUBS

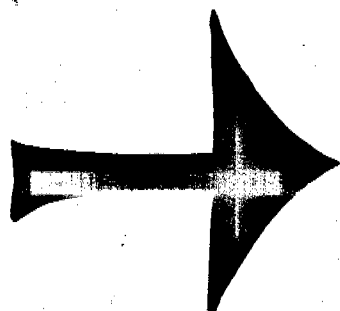
Charpate club activity is a part of the agriculture extension programme carried out by the JT/JTA. Local youth clubs work under the direct guidance of a local adult club leader, who is a volunteer and trains the youth to be better farmers.

Plan for a Charpate Club only in those panchayats where general agriculture extension has made some impact.



Composition

- Rural youth
- boys or girls between 10-21 years



Function

- To encourage rural boys and girls to be better future farmers and home managers by learning skills in:
 - farming and agricultural production
 - home management
 - population education & public health

● MOTHERS CLUBS

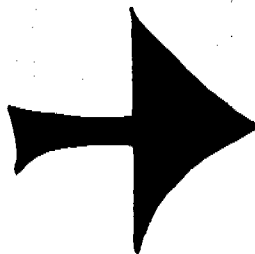
These exist in nine districts of Nepal and have 33 branches at present, with the central office in Kathmandu. Basically it is a non-governmental organization which runs various programmes for women.

Composition

- Must have at least 50 local women members to form a club

Office bearers include:

- President
- Vice-President
- Secretary
- Treasurer
- 3 other members



Function

- To plan and carry out activities based on needs of local women. e.g. providing opportunities:-
 - for skill development in income generation
 - in learning about nutrition, maternal child health, health and family planning
 - in adult literacy programme

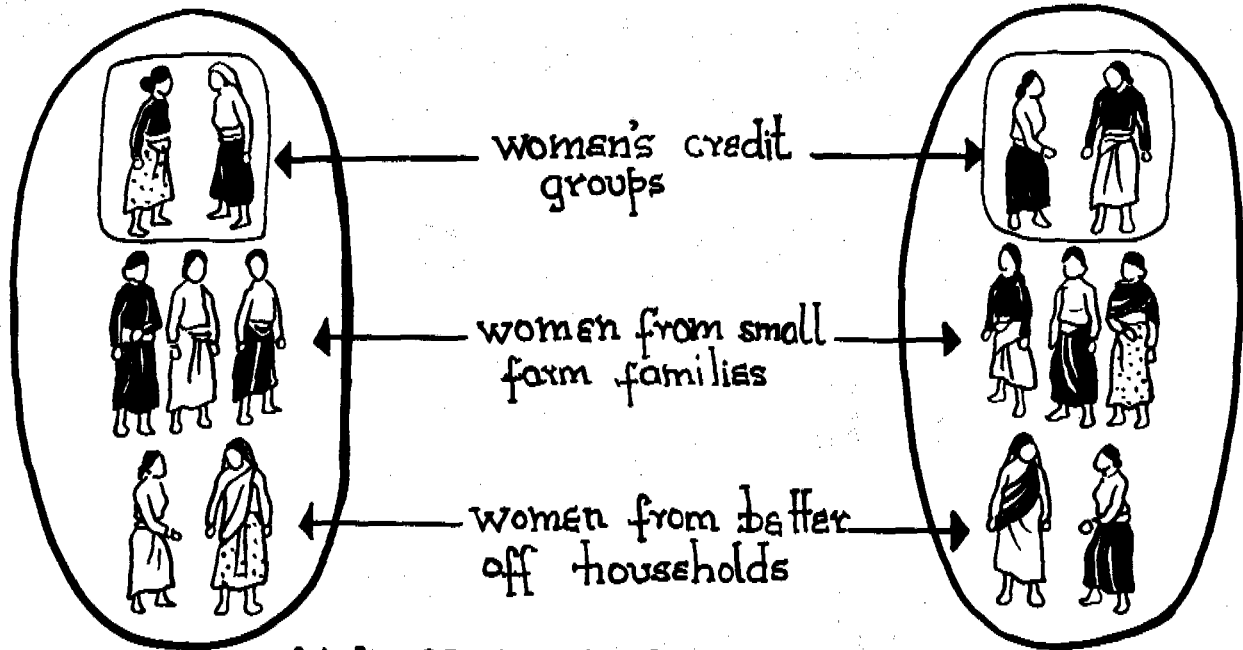
● VILLAGE DEVELOPMENT GROUPS

These groups can be similar to users committees. Several small credit groups (either women's group, or men's groups) can join together, along with non-group members, even of better households, to form larger Village Development Groups.

They may do this if they feel the necessity to work together for activities that require a large scale of operation, or to provide and maintain common facilities which are too expensive for individual groups. Since these activities affect the larger community they will need the support of resources from as many people as possible.

Example :- village development groups in Gajuri

[Production Credit for Rural Women Project - PCRW]



TWO GROUPS HAVE BEEN FORMED

The two village development groups in the project area carry out multipurpose activities

small farmers groups

Group formation was begun by the Small Farmer Development Programme (SFDP) and is widely used for organizing only small, disadvantaged farmers into groups of 8-20 members. This manner of forming groups is primarily for purposes of obtaining credit/loan for income generating activities.

This method has distinct characteristics and will be discussed in greater detail in the section on INCOME GENERATING ACTIVITIES



— FOR
INCOME ACTIVITIES

..... small farmers groups

The method of group formation is also being adopted by field workers in the Production Credit for Rural Women Project (PCRW) where women from low income families are organized into groups to obtain credit from the Commercial Banks under the Priority Sector Credit Scheme.

Small Farmers Groups and other Credit Groups can also take up community development activities e.g. adult education classes, kitchen gardens, building of pit latrines, water taps for a few household etc.



C. AN ACTIVE GROUP/ COMMITTEE

A well organized, responsible and hard working village committee can be an enormous help in leading activities, and encouraging people to take part. It also forms the main base of community support for the field worker.

Unfortunately many committees do very little. They start out full of enthusiasm but because of problems in selection of members, leadership, or motivation they gradually become inactive. Make sure the committees you help form are active.

SUGGESTIONS FOR AN EFFECTIVE PROJECT COMMITTEE

The field worker helps organize a project committee/groups

- Select appropriate members
 - Fair representation of people from the community, (specially representatives from the poor farmers)
 - Persons who have shown a real interest
 - Some persons with leadership qualities
 - Persons with special technical expertise to contribute
 - Field workers and government extension workers
- Select able leaders who are also acceptable to the villagers.
- Keep committee size manageable, say 6-12 members.
- Define purpose and responsibilities of committee clearly
- Hold regular meetings, with a list of main topics to be discussed at each meeting. (Do not discuss too many things at one meeting).
- Contact members in advance to make sure they attend the meeting and contribute their ideas.
- Have a concrete work plan, of what needs to be done, by whom, and when, and assure these tasks are carried out.
- Provide an opportunity for all members to share responsibilities, and be active.
- Encourage a friendly atmosphere in which members communicate with each other freely and contribute their ideas.
- Use group discussions to analyse and solve problems, rather than leaders making decisions.
- Maintain good relationship with other organizations and agencies.
- Keep minutes/records of meetings so as to know what decisions are taken and be able to inform absent members of the same.
- Keep financial reports on a monthly basis.
- Evaluate regularly project activities, so as to know what is being achieved, and to make necessary changes and improvement.
- Replace inactive members.

STEP FIVE

IDENTIFY
RESOURCES

SECTION INCLUDES

	<u>Pages</u>
A. IDENTIFY RESOURCES — Emphasis on Local Resources	70 - 71
B. WHAT RESOURCES ARE AVAILABLE	72
● People	72 - 74
● Services Available (Map)	75
● Resources from Line Agencies	76 - 82
● Materials for Construction, Materials for Training	83
● Financial Resources	84 - 85
● Facilities	86

A. IDENTIFY RESOURCES

AS A FIELD WORKER YOU ARE YOURSELF A GREAT RESOURCE FOR THE VILLAGERS

PEOPLE

e.g. extension workers or local people who can help in project.



SERVICES

e.g. health post, school, etc.



MATERIALS/SUPPLIES

e.g. cement, drugs, equipment-water pumps

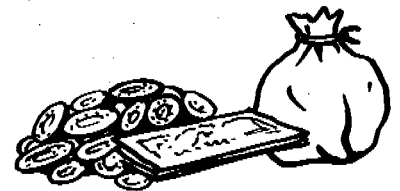


FACILITIES

e.g. Buildings, Space Land.



MONEY, LOANS

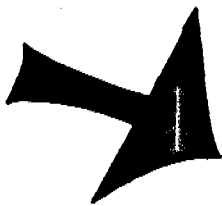


All of the above resources are very necessary in order to start up project/activities that the local people have identified. Some of these resources are available in the community, some you can obtain from line agencies and other organizations.

As mentioned earlier, the field-worker must know how to tap resources. You are mostly concerned with channelling resources from the district to the field level.

RESOURCES

YOU MUST KNOW



- what the resources are
- where they are available
- how to obtain them
- what procedures have to be followed

Villagers are often not aware of available resources and services, and even if they are aware, they lack the practical know-how for acquiring these. So they will rely on you for guidance in this matter. You can at the same time encourage, and train them also, in how to go about procuring resources.

The main point is to link opportunities being offered by planners, Government services, extension agents, with what villagers themselves require.

SERVICES/PROGRAMMES ← link → **VILLAGERS**

Every effort must be made to first identify local resources. These are easier to obtain, cost less, are often more suitable for local conditions (a project can be replicated if low in cost, and uses local technologies). It also means more involvement and participation from the community in looking for local sources, and in making their own contribution in terms of time, money, energy and effort. You and the communities will be less dependent on outside inputs, though this does not imply that outside inputs will not be required.

**EMPHASIS
ON
LOCAL
RESOURCES**

B. WHAT ARE THE RESOURCES AVAILABLE ?



You have already identified some of these when preparing the community profile, in doing the needs assessment exercise, and through your various contacts with the panchayat leaders.

List resources —

● PEOPLE RESOURCES

Most of us tend to think of resources in terms of money and materials. But a very key resource for any development activity is: PEOPLE. They are a resource because they may have:

- ideas for the project and suggestions for how things should be done.
- specific technical skills and expertise required.
- contacts with organizations/agencies who can support the project
- influence in the community.
- knowledge and experience in dealing with difficult problems.
- leadership abilities in organizing groups/committee.

... PEOPLE RESOURCES

- skills, experience & 'know how' in organizing a training, & in working in rural communities.
- time and energy to contribute their labour.
- small financial contributions they can give for a project.

Therefore identify 'People' resources in your project area.



**RESOURCE PERSONS
&
OTHER SKILLED
PEOPLE IN THE
PROJECT AREA**

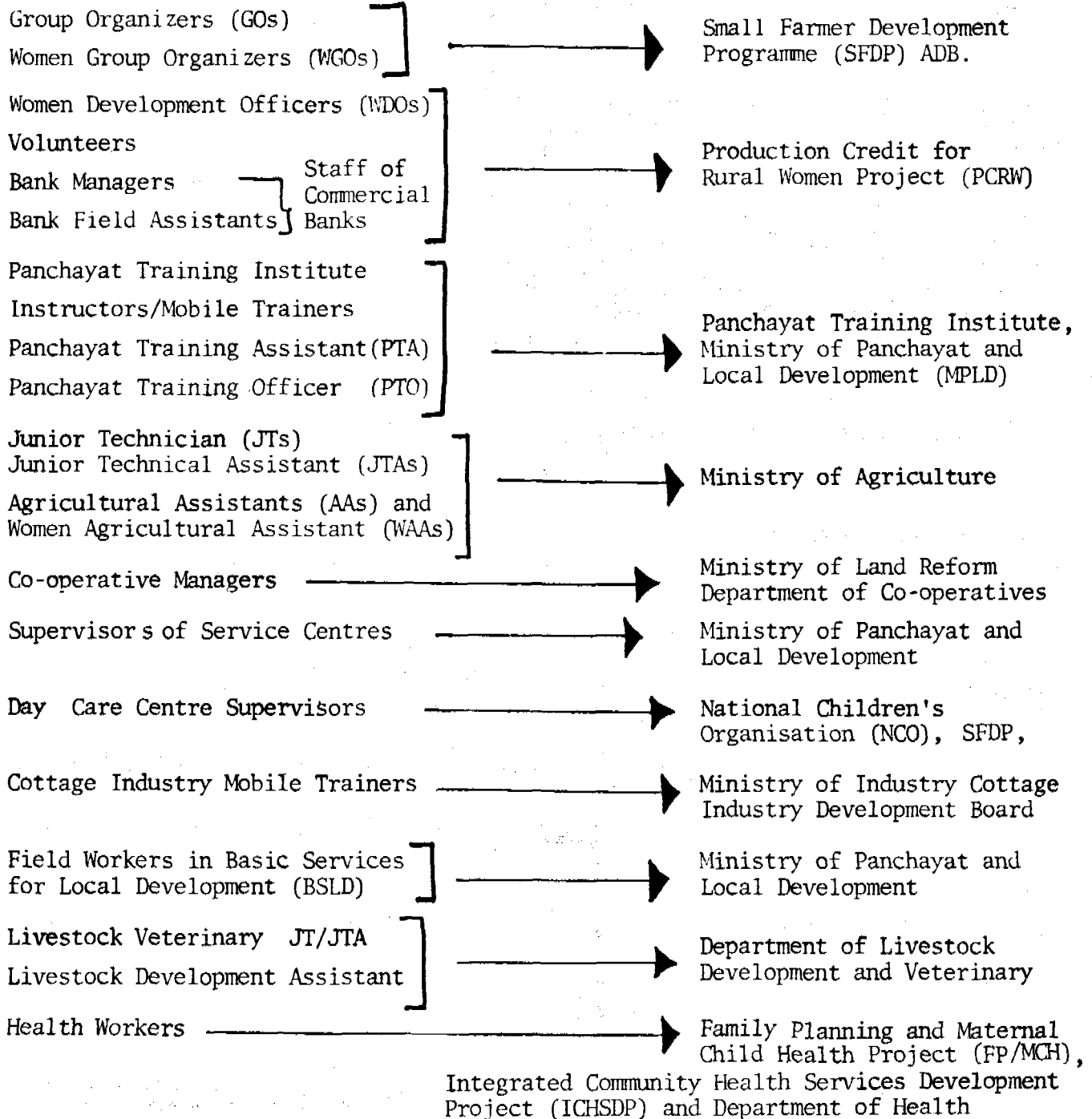
- Local Development Officer (LDO)
- Chief District Officer (CDO)
- Women Workers (Women Training Centres)
- District Education Officer (DEO)
- Panchayat Training Assistant (PTA)
- Panchayat leaders
- Other field workers
- Technical Advisors
- Leaders of men and women's groups (e.g. from Small Farmer Development Programme, from Production Credit for Rural Women Project etc...)
- Government extension workers in health, agriculture, family planning, etc.
 - Agricultural assistant (AA)
 - Livestock Development Assistant
 - Family planning motivator
 - Community forest worker
 - Local veterinary practitioner
 - Community health leader
- People with technical skills:- carpenters, weavers, craftsmen, nurses, sudenis (midwives)
- Leaders of rural youth clubs — Charpate club, mothers clubs, and co-operatives.

YOUR CO-WORKER & OTHER FIELD WORKERS

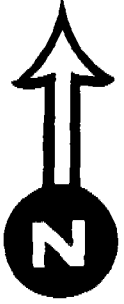
This is another group of resource persons who can be of support in your work. A list of those to whom this manual is being sent is attached. Try to contact them, if they happen to be in your area and build links with them.

Field Workers

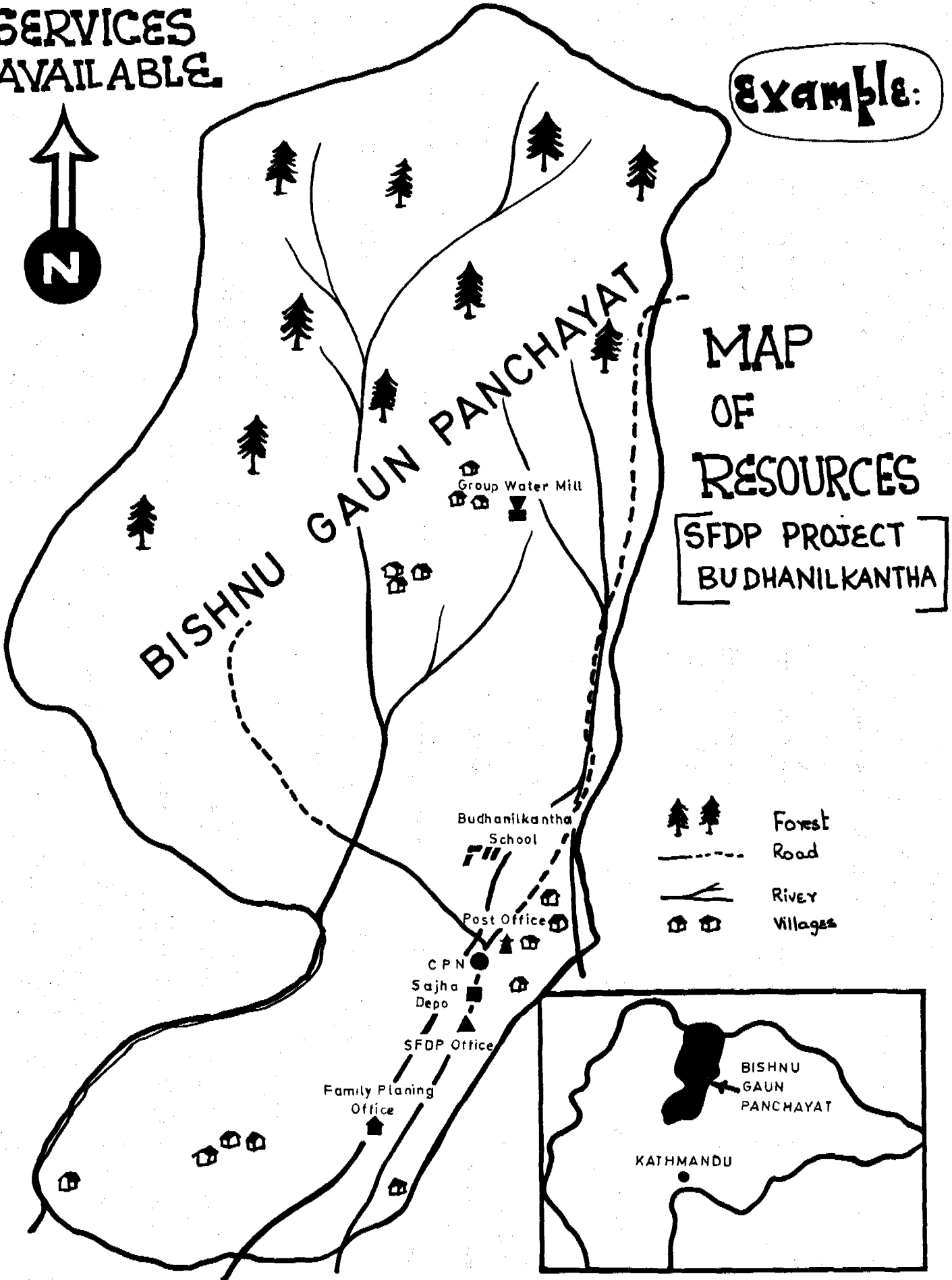
Associated with



● SERVICES AVAILABLE



Example:



75 [To know what services and other resources are available, and where they are located, prepare a simple map.]

RESOURCES FROM DISTRICT LINE AGENCIES

SUGGESTIONS
-in meeting
with
Line agencies

You should be familiar as far as possible with District development programmes that are ongoing in the area. District Line Agencies offer various resources. Get to know them and build links with these agencies.

- Make contacts with the various line agencies, go to their offices, meet the staff, get to know them, find out what their responsibilities are.
- Explain what your programme is doing, what it offers.
- Find out what line agencies are doing and the resources/services they offer for development programmes. Get to know what procedures are required to obtain the resources.
- In doing this, emphasize how you can support their services/programmes and ways by which they could support your project. Do not just ask what they can do for you, but also explain what you can do for them.
- Be ready to assist and co-ordinate activities with line agencies if mutual support is appropriate.
- The field worker should make contacts with as many people and agencies as possible. Even if a resource is not directly related, it can still support or publicise your programme.
- Continue contact with line agencies and inform them of your project work. It will keep them interested and, hopefully, supportive.

emphasize
mutual
support



BOMB TIPS IN PROCURING RESOURCES

When trying to obtain resources for a specific purpose:

- Make personal contact with the officer in-charge, discuss your requirements and get a response at that time.
- Follow-up with a letter, write on official stationery. (It helps).
- To send letters - best if you take it yourself, but if this is inconvenient, see if you can send it through contacts at the local school or others.
- If you have not had a response to your letter, arrange an appointment with the 'Hakim' of the Department, or better still arrange a meeting with the officer you spoke to earlier, and his/her 'Hakim'.
- Timing in procuring resources is important, so plan ahead, and start early. Be patient but persistent.

Following is a list of some of the line agencies, and the resources they offer. Find out the procedures from those offices and note in appropriate places on the following pages.....



IT IS RECOMMENDED THAT YOU PREPARE A LIST FOR YOUR AREA, WHICH YOU CAN REFER TO WHEN PLANNING YOUR PROJECTS.

RESOURCES FROM LINE AGENCIES

	LINE AGENCIES	AVAILABLE RESOURCES/SERVICES	PROCEDURES
1	DISTRICT PANCHAYAT OFFICE [Local Development Officer, LDO].	Can assist these projects:- <ul style="list-style-type: none"> -drinking water -well digging -irrigation -suspension bridge - wooden bridge -culverts - trails - school buildings/roofing - panchayat ghar -health post -community hall -gives 'food for work', e.g. wheat, rice and maize 	FILL THIS COLUMN BY YOURSELF
2	DISTRICT EDUCATION OFFICE	<ul style="list-style-type: none"> ● Adult Education Programmes, text books 	

LINE AGENCIES	AVAILABLE RESOURCES/SERVICES	PROCEDURES
<p>3 DISTRICT AGRICULTURE OFFICE</p>	<ul style="list-style-type: none"> ● Provides training in: <ul style="list-style-type: none"> - crop production - cash crop production - horticulture practices - vegetable production - vegetable seed production - plant protection ● Demonstration materials of crop production ● Publication of agriculture practices ● Agriculture extension materials ● Provides <ul style="list-style-type: none"> - fruit saplings - fingerlings - ducklings - potato seeds - some seed treatment materials - mulberry plants - help in soil analysis ● Services of JT/JTA ● Services of AA 	<p>FILL THIS COLUMN BY YOURSELF</p>

	LINE AGENCIES	AVAILABLE RESOURCES/SERVICES	PROCEDURES
4	AGRICULTURAL INPUT CORPORATION	<ul style="list-style-type: none"> ● Can provide: <ul style="list-style-type: none"> - improved variety of seeds - insecticides - fertilizers - tools 	
5	AGRICULTURAL DEVELOPMENT BANK	<ul style="list-style-type: none"> ● Provides credit facilities for individual farmers, and through Sajha ● Also special credit facilities for small disadvantaged farmers through the Small Farmer Development Programme (SFDP) 	FILL THIS COLUMN BY YOURSELF
6	HEALTH POST	<ul style="list-style-type: none"> ● Provides general health services:- <ul style="list-style-type: none"> - family planning and Mother Child Health Services - Malaria Eradication - Tuberculosis Control - Leprosy Control - Community Health Leader (CHL) works at the ward level supported by the Health Post 	
7	EXPANDED PROGRAMME FOR IMMUNISATIONS (EPI)	<ul style="list-style-type: none"> ● Provide <ul style="list-style-type: none"> - Vaccinations - BCG - DPT, etc. 	

LINE AGENCIES

AVAILABLE RESOURCES/SERVICES

PROCEDURES

8

PUBLIC WORKS SECTION

- Technical help in estimating and designing construction works
- Inspects and approves the construction work (with aid from district panchayat)

9

COTTAGE INDUSTRY SECTION

- Registers cottage industries
- Conducts various kind of cottage industry training for skill development in:
 - weaving
 - handicraft
 - knitting
 - carpentry
 - pottery
 - sewing
 - etc.

FILL THIS COLUMN
BY
YOURSELF

10

LIVESTOCK DEVELOPMENT AND
VETERINARY SECTION

- Makes available improved breed of male cattle, goats, chicks, piglets
- Provides fodder plants for planting
- Training in animal rearing
- Medical treatment of cattle
- Seeds for grass

	LINE AGENCIES	AVAILABLE RESOURCES/SERVICES	PROCEDURES
11	DISTRICT OFFICE COOPERATIVE BRANCH	<ul style="list-style-type: none"> ● Auditing of Sajha Organization ● Registration of Sajha Organizations ● Conducting Sajha Camps 	
12	LABOUR AND SUPPLY CENTRE	Training in: <ul style="list-style-type: none"> — local masonry and carpentry 	
13	FOREST OFFICE	<ul style="list-style-type: none"> ● Distributes saplings for afforestation, ● Provides written materials in forest conservation ● Provides chulos 	FILL THIS COLUMN BY YOURSELF
14	FOOD CORPORATION	<ul style="list-style-type: none"> ● Provision of food materials e.g. foodgrains, wheat, rice, maize, oil, sugar 	

समाजवादी

LINE AGENCIES

● MATERIALS FOR CONSTRUCTION

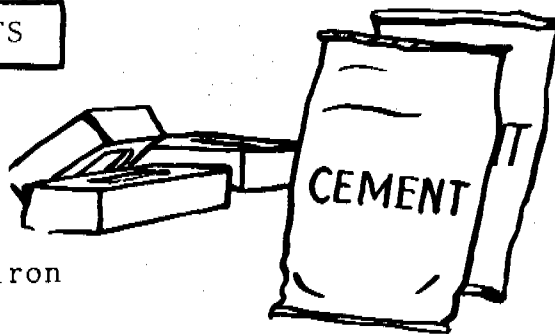
These can be obtained from the District Panchayat through your own village panchayat.

You can also obtain Technical/Professional support through District Public works section.

MATERIALS

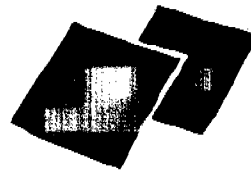
OUTSIDE INPUTS

- Cement
- Rods
- Galvanised iron Pipes (GI)
- GI & HDP fittings
- Fitting Tools (blue torch plate)
- Corrugated sheets, L-hooks, trusses, PVC lining for damp proofing
- Raw materials from Cottage Industry
- Explosive Materials



LOCALLY AVAILABLE (Community)

- Slate for roofing
- Wood
- Lime and red mud
- Stone (soil/mud) water



● MATERIALS FOR TRAINING

These include simple charts, posters, flannel graphs, tapes, blackboards, etc.

1. Some of these materials can be provided through the different sections in the district offices (e.g. education, agriculture, health posts). It depends whether they have them or not.
2. Some of these materials you may be able to prepare yourself locally.

● FINANCIAL RESOURCES

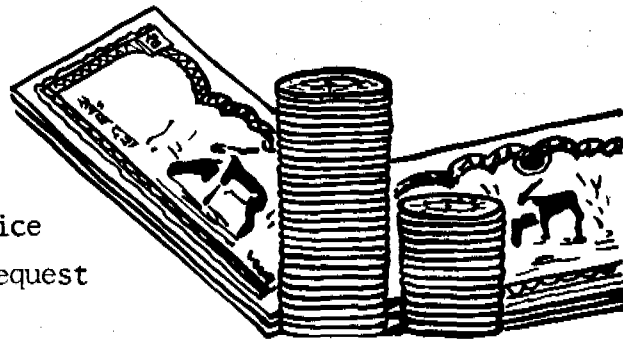
Some Sources

● DISTRICT LINE AGENCIES

When you make contacts with line agencies, check to see what funds are available.

Find out:

- How you apply for these funds (any application forms?)
- The information needed by the office
- Deadline for submission of your request
- To whom you should apply
- How long does the procedure for approval take ?



● VILLAGE PANCHAYAT OFFICE

Check to see what resources (cash or kind) are available

● VILLAGE SELF DEVELOPMENT FUND

Set up specifically for the Production Credit for Rural Women Project (PCRW). Women Development Officers (WDOs) have access to these funds in their budget. They have to prepare a feasible project proposal and send it through the Women Development Section (WDS) in Ministry of Panchayat and Local Development (MPLD).

● COMMUNITY NEEDS RESPONSE FUND

Set up specifically for the SFDP, the purpose of these funds is to provide support in a quick manner to community activities that are not itemised in SFDP.

The Group Organizers and UNICEF field officers have access to this fund for projects up to Rs 7,000/-. For projects over Rs 7,000/- the Group Organizer must obtain authorisation from the ADB Central Office. ADB in turn must have the approval of the UNICEF Programme Co-ordinator.

- COMMUNITY DEVELOPMENT FUND

The Basic Services for Local Development programme (BSLD) also has a special fund. Requests for supplies and equipment worth less than Rs 10,000 are handled directly through UNICEF field officers.

- LOANS FROM COMMERCIAL BANKS

(Rastriya Baniya Bank, Nepal Bank Limited)

Contact the branch manager at the bank office in your area to obtain details. Under the Priority Sector Credit Scheme, commercial banks are making loans to people (men and women) from low income families for projects in agriculture, cottage, industries and services, e.g. Production Credit for Rural Women (PCRW) project is a sub-part of this scheme.

Many commercial bank & branches also provide loans to establish small industry under CSI (Cottage and Small Industry Project).

- LOANS FROM AGRICULTURAL DEVELOPMENT BANK (ADB)

Credit facilities are available for farmers through Agricultural Development Bank (ADB). The Small Farmers' Development Programme provides loans to groups of small farmers and landless peasants. Contact the office in your area.

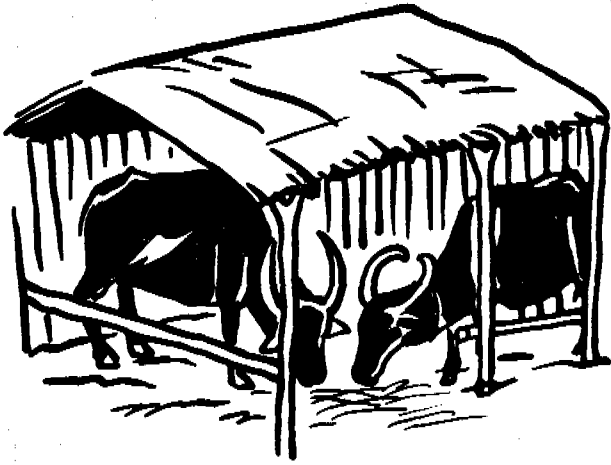
- SAJHA

Also provides loans to small & big farmers, provided they are members of the Sajha.

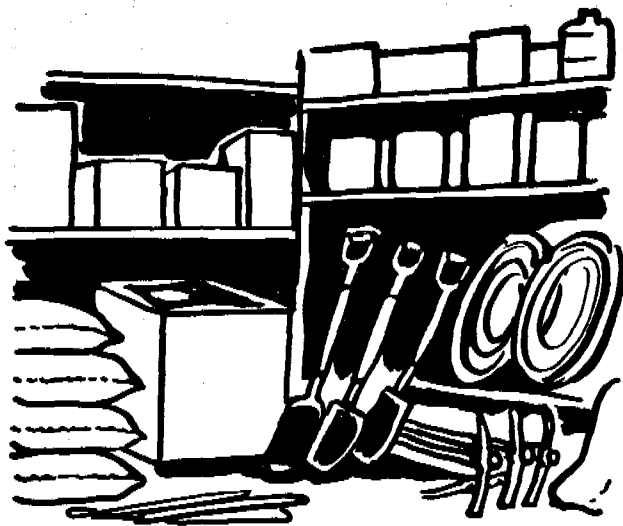
- COMMUNITY CONTRIBUTIONS

The community may decide to make voluntary contributions for a specific activity. These contributions may form a very small part of the funds that will be required.

FACILITIES



- shed for animals



- storage space for equipment /supplies

Look around your project area to see the kinds of facilities that exist, e.g:

- a panchayat ghar in which community meetings can be held
- community meeting house for holding training programmes
- building for a Child Care Centre
- space for constructing poultry unit
- space that can be a play area for children
- small plots of land for cultivation e.g. starting vegetable gardens
- sheds that can house animals
- grazing land for animals
- storage space for equipment, medical supplies etc.
- water supply
- others.....

III

PLANNING & IMPLEMENTING the PROJECT

SECTION INCLUDES

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A. PLANNING THE PROJECT	90
1. Define Problem	90
2. Select Groups/People & Area	90 - 91
3. Set Objectives	91 - 92
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- introduction -

By this time you have become familiar with the community, have together with the villagers identified the most important needs and problems, you have a good idea of what resources are available, and have been able to organize a village group/committee that is interested in working with you to solve some of these problems.

Before you and your committee attempt any project or activity, you will have to decide what needs to be done and how. To help you in your task, this section of the Manual outlines the steps and guidelines in planning and implementing a project.

NOTE:

PART TWO OF THIS MANUAL WILL DISCUSS THESE SAME STEPS AS THEY RELATE TO SPECIFIC PROJECTS — POPULATION EDUCATION AND FAMILY PLANNING, FAMILY MATERNAL & CHILD HEALTH, INCOME PROJECTS ETC.

The guidelines in this section will be useful to you in:

- PLANNING THE PROJECT WITH YOUR PROJECT COMMITTEE.
- WRITING A PROJECT DOCUMENT FOR OBTAINING FUNDS IF YOU NEED TO.
- IN ACTUALLY CARRYING OUT THE PROJECT.
- IN MONITORING AND EVALUATING THE PROJECT.

When you begin to plan the project, you should sit down with your committee and write out these steps together, briefly and simply, to help you clarify your thoughts.

Later you should organize the information, finalize it and then come back and let the committee see it. Make changes if necessary.

A. PLANNING THE PROJECT

1. DEFINE PROBLEM

Define the problem/needs the project will address. This is the first step.

You need to be clear about why the project is needed, and emphasize what contribution the project will make in improving the situation in your community.

2. SELECT GROUPS/ PEOPLE & AREA

Since it is impossible to work with everyone in the community at the same time, you and the committee need to decide where and with whom you will start.

It is best to begin small, and later as you gain experience in the project you can work with a broader section of the community and a larger area.

**BEGIN
SMALL**

With Whom and Where to Start

Start with the group/families, and the area in which you carried out the needs assessment (see section on Needs Assessment). Selection will also depend on the type of project. For e.g. you may:

- Select people who were involved in the survey and are physically living close to each other.
- Another way to select would be those who were involved in the survey and live in different areas.
- Those who have shown most interest in the project.
- From amongst these villagers, choose a certain number of families/groups. Say who these people are—their ethnic group or caste, their economic status and how many.

EXAMPLE

40 people from 18 households will be involved and assisted by the project. The project will be carried out in Village Panchayat Hanspur wards 3 and 4 where the people reside. The people are small craftsmen belonging to the Sarki community. Their average household earning for the year amounts roughly Rs 800/-.

...select
people
&
area

3. SET OBJECTIVES

Setting clear attainable goals helps people work towards them. Therefore state the purpose of the project in terms of the measurable end results you hope to achieve, not only how you will achieve these results.

Writing Objectives for a Community Development Project

e.g. The objective of the project is to educate the community in better sanitation methods.

this objective
is too
general

e.g. By the end of the project:-

- 3 pit latrines will be constructed.
- 20 households will be taught the use of these facilities.

clear
objective

By setting out the goals in measurable terms, you will be able to determine at the end of the project how far you have come and what has been achieved.

However, there are other objectives the project may wish to achieve, like changing attitudes which are more difficult to measure but are nonetheless extremely important e.g.

- villager's awareness about problems in the community.
- growth of self-reliance and confidence in the community.

... setting objectives

- people's response to the programme.
- changes in attitudes by and towards women.
- co-operation in the community and better organization.
- etc.
- Include these also when writing the objectives.

4. FEASIBILITY OF PROJECT

This means making sure the project is a practical and appropriate one for the community, and that it will bring the benefits that the village community expects or that it will be economically profitable (as in the case of an income project).

So before making final plans you must think thoroughly about what it will take to accomplish the objectives, or else you may have to revise the objectives.



(a) FEASIBILITY FACTORS TO CONSIDER

● Community Interest

- Are people ready & willing to become involved in the project and take the necessary steps.
- If people are not at all interested, and are not involved, it is difficult to carry out any activity with success. Hopefully as a result of all the initial work that has been done by you to generate participation of the people, there is real interest in the community for the project.

FEASIBILITY FACTORS

● The Availability of Resources

— people with expertise and skills in the community that are required for the project, e.g. Is there expertise in rearing/raising silkworms for silk production ?

— raw materials

e.g. for a weaving project. Are thread, dyes available locally or in a nearby place ?

— facility or space where the project can be housed. e.g. building or room for a child care centre. Will this facility be used by village families ?

— equipment and supplies

e.g. looms for weaving, smokeless chulos, or water pumps. Are these available locally or in the neighbouring districts ?

— money how much money will be required, what money can be contributed by the community, what can you get from outside sources, and by when money should be received.

● The type of training that will be required

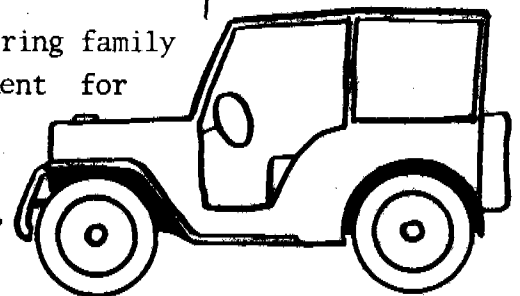
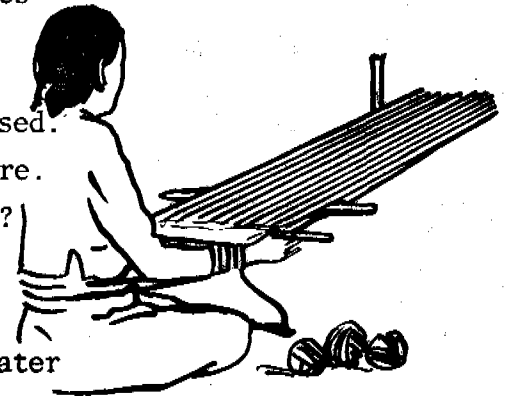
e.g. training villagers in proper plantation techniques for fuel and fodder trees. Is this kind of training available locally or in a nearby area ?

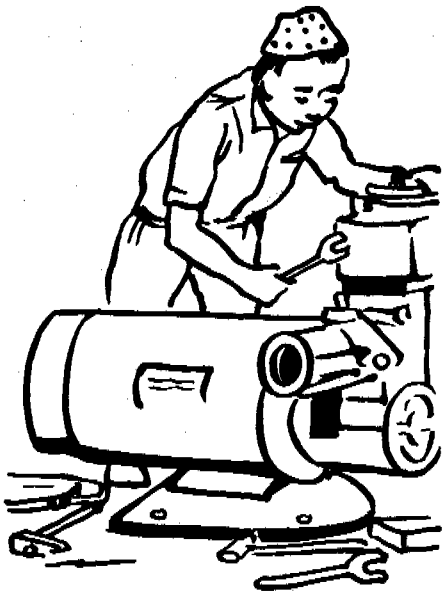
● Marketing possibilities

Is there a local market and is it a steady market, e.g. can jholas be sold ? (Marketing will have to be considered in a project where saleable goods will be produced and sold for income).

● Transportation

e.g. what transportation will be required to bring family planning services, including necessary equipment for sterilization camps to the villages ?





● Simple technology

e.g. solar heaters for drying fruits. Are these available locally ?

● Maintenance of facilities/equipment

e.g. in installing a water system who will operate it, maintain, and repair it ?

● Organizational and managerial needs of the project

Are there trained people in the community to organize and run the project. If not, what skills, experience and training are required ?

● Long-term effect (positive or negative) of the project on the area

e.g. will starting a livestock project destroy the shrubs and vegetation in the area, if it is used to feed the animals. How can trees and shrubs be continually replanted?

● Activities that the project is likely to generate

e.g. if a water system is installed, women will have more time for other activities, (adult education, income generation etc.).

● Possibility of repeating the project

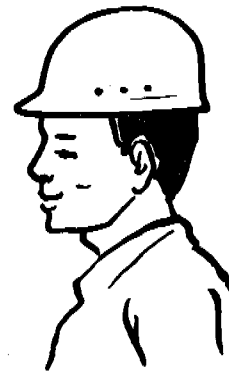
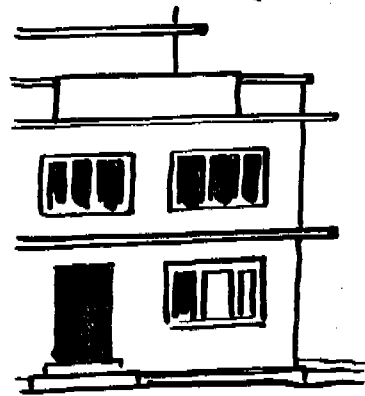
You will want to repeat this project in other wards, which have similar problems. Is the project simple, the cost low so that local people can start and manage similar projects themselves ?

ALSO SEE FEASIBILITY CHECKLIST — APPENDIX III



Starting new activities ...

Who is responsible for checking feasibility?



VILLAGE COMMITTEE AND FIELD WORKER

In this case you as a field worker together with the group/committee can check for the factors that will contribute to a feasible project.

This is true in the case of small simple projects e.g. a poultry unit, or raising goats, or setting up child care centres, or carrying out a nutrition education programme.

OUTSIDE AGENCY/PERSON WITH EXPERTISE

If you are taking up a larger and more complicated project, e.g. installing a water supply system, you will need outside expertise to decide if this is a sound project or not in your area.

Before going to outside experts, check some of the feasibility factors yourself. Give this information to the expert so that he/she can then look at the more specific technical factors.

To do this type of feasibility you need to:

- define clearly what needs to be done
- locate person to do this
- decide when and how it will be done
- consider costs involved

Once you have decided together with the village committee that the project is an appropriate one, begin to detail the activities of the project.

5. ACTIVITIES OF THE PROJECT

Define the practical tasks that have to be carried out to achieve the objectives, then list them.

For example: some activities in a sanitation project:

- *organize meetings with the 20 households to discuss good sanitation practices.*
- *demonstrate how a pit latrine should be built.*
- *organize the 20 households to help build pit latrine.*
- *organize a cleanliness campaign in area where families reside.*
- *etc... etc...*

6. DURATION

Set out a realistic time frame within which the project can be completed and the objectives achieved). (Avoid cultivation and festival seasons). *For example: the sanitation project will be carried out over a period of 3 months.*

7. RESOURCES

In checking the feasibility of the project, you determined possible resources i.e. people, materials, equipment, facilities and funds that would be required, and you have an idea of what is available locally.

Now that you have set out the project activities you know even more specifically the resources needed.

RESOURCE CHECKLIST

List down what you have and what you will require.

FOR EXAMPLE:

RESOURCES AVAILABLE LOCALLY

RESOURCES REQUIRED

PEOPLE

- Project Manager e.g.

Group Leader from
Group 8, Ward # 7

- Women to work at Child
Care Centre

- Operator for Water
System

- Trainer

MATERIALS

- Wood

- Tools

- Cement

- Wire fence

- Seeds

- Kerosene

EQUIPMENT/ FACILITIES

- Community Hall

- Small shed for
storage

- Stoves

- Vehicle

FUNDS

Community will contribute
Rs 500/=

Finances required are
specified in the budget.

Under Resources Required you will need to think about:

1. Sources from where you will obtain the resources.
2. What steps you need to take to procure these resources.
(Look again at section on RESOURCES Page No. 68 - 86).

8. BUDGET

On the basis of determining what resources are available, and those required, you will find it easier to prepare your budget.

The budget is a written financial plan:

- it shows the sources from where finances will be obtained.
- it sets out a realistic estimate of all the costs that will be involved.

Cost estimates should be broken down into categories such as:

- Salaries for project workers/staff
- Allowances
- Equipment and materials
- Facilities (space/building)
- Training —
 Materials for training
- Transportation
- Miscellaneous/contingencies

Funds are generally given in installments, not at one time, except for small amounts such as Rs 500/=-, which may be given by the funding organisation at one time.

Indicate when money is required and how much.

EXAMPLE:

<i>Installment</i>	<i>Money required</i>	<i>Date when required</i>
<i>1st installment</i>	<i>Rs 3000/-</i>	<i>by Nov. 15th</i>
<i>2nd Installment</i>	<i>Rs _____</i>	<i>by _____</i>
<i>3rd Installment</i>		
<i>4th Installment</i>		

The budget should be prepared for the period of the project/activity. It could be for a month, 2 months, 6 months, a year, or more. Here is a sample budget to help you prepare one for your project. Adapt this format for your own requirements.

A SAMPLE BUDGET

Budget Items	Costs			Source of Funding	
	1st year	2nd year	Total	Community funds	Outside funds
<ul style="list-style-type: none"> ● Salaries for project workers/staff ● Allowances ● Equipment and Materials <ul style="list-style-type: none"> - Supplies - Construction materials e.g. (cement, wire, fence) ● Facilities (space/building) <ul style="list-style-type: none"> - Rent - Utilities - Electricity - Water - Maintenance costs ● Training costs (including materials) ● Transportation ● Others 					

9. INSTITUTIONAL FRAMEWORK



In this step of project planning, you need to say who will be responsible for carrying out the project, *FOR EXAMPLE*:-

— the Adult Education Committee for Ward # 2, and 3 in Ramnagar Panchayat is responsible to plan and implement the project. Also include here a brief description of the committee, when it was formed, who the members are, and the function of the committee.

— Specify your responsibility as a field worker in the project.

— specify which agencies/organizations will be cooperating in this effort, and the specific support they will give, *FOR EXAMPLE*: The District Education Office will provide support through a trainer, and materials for the training. SFDP office will provide assistance in organizing the training, and looking after practical arrangements — accomodation and food etc.

10. WORK PLAN

Now that you are clear about the objectives, know what has to be done, the resources available, the support possible from other agencies, you are ready to draw up a work plan.

THIS IS A PLAN OF ACTION FOR THE PROJECT. It sets out in sequence — what has to be done, when, where, how, and by whom

The work plan is a very useful step in allocating specific responsibilities to people, and putting these within a time framework so that the job gets done.

Be sure everyone in your committee/group understands the objectives of the project and his or her task. Go over the work plan with them.

Points to consider

1. Keep in mind the special skills and abilities of people when allocating responsibilities to them.
2. Keep in mind climatic conditions, agricultural cycles, e.g. rice planting season) festivals (e.g. dasain) in deciding when a particular activity will take place. You may need to work around the above factors, so that the timing is realistic.

PREPARING A WORK PLAN

This is how a work plan can be prepared. Take THE EXAMPLE of the sanitation project:—

<i>Activities to be undertaken</i>	<i>Time Framework</i>	<i>Location</i>	<i>Responsibility of:</i>
1. <i>Organize meetings with 20 selected households to discuss good sanitation practices</i>	<i>Nov 10th – Dec 7th</i>	<i>Ward # 2 3</i>	<i>- Field Worker - Community Health Leader</i>
2. <i>Demonstrate how a pit latrine should be built</i>	<i>Dec 10th – Dec 12th</i>	<i>Ward # 2</i>	<i>- Community Health Leader - Field Worker - Technician</i>
3. <i>Organize 20 households to help build pit latrines. Distribute responsibility amongst group</i>	<i>Dec 15th – Jan 15th</i>	<i>Ward # 2 3</i>	
4. <i>etc...</i>			
5. <i>etc...</i>			

If you wish to include a Time Bar, do so (this is also a helpful tool). It gives the time when a particular activity will start and finish.

sample time bar

Activities	Nov	Dec	Jan	Feb	Mar	Apr	May
1. Organize meetings with 20 selected households to discuss good sanitation practices	■						
2. Demonstrate how a pit latrine should be built		■					
3. Organize 20 households to help build pit latrines. Distribute responsibility amongst group			■				
4. etc...							
5. etc...							

B. WRITING a PROJECT DOCUMENT for funding



At this stage you are ready to implement the project. However, unless funding has already been provided for, you will need to write a project proposal/document to obtain the necessary funds before you get started.

When writing a project document for funding, the same steps have to be thought through as when planning the project.

Include the following points in the project document:

1. Summary of the Project
2. Define the problem
3. Selected people, & area for the project
4. Objectives of Project
5. Feasibility of Project
6. Activities
7. Duration
8. Resources
9. Budget
10. Institutional Framework
11. Work Plan
12. Plan for Supervision
13. Reporting Plan
14. Plan for Monitoring and Evaluation
15. Follow-up Plan

SUBMITTING THE PROJECT for FUNDING

Before submitting the project document:

- Read through it carefully and critically. Hand it to coworkers, make changes if necessary.
- Know the sources of Funding.
- Know who to submit the proposal to:—
 - name of person/department and the Ministry/Agency. Include a brief cover letter if necessary.
- Know the date by which it has to be submitted.
- Follow-up, if you have not heard from the funding source fairly soon.

C. IMPLEMENTING The PROJECT



With all the planning that has been done, and assuming that you have received the necessary funds, you can confidently move ahead with the project.

When starting the project:

- Recheck the Work Plan with the Project Committee, and make necessary changes as required. Between the time

that the project was submitted for funding and the time you received the money, the situation may have changed somewhat, and you must take this into account.

- Then follow the Work Plan and start activities as scheduled.
- Re-orient people to the project
 - it is helpful if once again you explain to the villagers who will be involved, what the project will do, what results you hope to achieve, and the need for their support.
- Procure supplies, equipment and materials as needed.
- Training cum orientation of project staff
 - Meet with the project staff and once again clarify their responsibilities with regard to the project.
- Set up a time for regular meetings with the project committee and project staff, so that information can be exchanged amongst all concerned, about progress and problems in the project. Plan to take remedial measures if necessary.

D. SUPERVISION OF PROJECT

1. WHAT IS SUPERVISION ?

Supervision means checking on the progress and problems of project activities at regular intervals. The process of supervision is an active and continuous one.

CHECKING

PROGRESS

&

PROBLEMS

2. WHY SUPERVISE ?

Through supervision you can find out:

- whether or not the activities set out in the work plan of the project are going according to schedule.
- whether or not the resources (materials, supplies, funds) are being used adequately (properly).
- if the project staff/workers are capable of carrying out their responsibilities.
- the number of people benefitting from the programme, and whether the services provided are being used.
- whether or not the facilities/buildings, and the equipment are being well maintained.
- whether or not the animals e.g. pigs are healthy (in case of pig-rearing project).

Regular supervision of all the above listed points and others (depending on the project) will keep you on top of the situation.

3. WHO SUPERVISES ?

- You as a field worker are responsible for supervising the project activities in your area.
- Get the support of one or two members of your project committee or a group leader to help you carry out this task. This is a way to encourage community participation, and train local people.
- To supervise more technical projects e.g. a water supply system, you may sometimes need the help of an outside expert to accompany you.

.. field
worker

.. group leader /
committee member

.. sometimes
technical
experts

ROLE OF SUPERVISOR

The role of the supervisor is:

- to see that the project work is being carried out.
- to encourage the committee or the community to take action.
- to give advice and organizational help,
[this means providing support without taking charge of the project.]
- the supervisor also needs to report to the local committee and to the government agencies concerned about how the project is going.

4. HOW TO SUPERVISE

In practical terms it means:

— making actual visits to the project site (rather than discussions in an office) to observe what is being done.

talking with the project committee/group, project owner, (if it is an income project) villagers, and finding out what activities have been completed, what problems have arisen.

— resolving problems as quickly as possible so as not to hold up the project. This may have to be done with the help of project committee/group, or with help from co-workers, or through the assistance of district line agencies, or the central office. (depending on what the problem is).

— giving positive feedback on progress, to the project committee, or to project owner, (if it is an income activity) to keep them encouraged and motivated.



Regular
Supervision

5. HOW OFTEN TO SUPERVISE ?

As already mentioned, regular supervision is best, and should be done at least every month or more often depending on the project work, e.g. a poultry project. Regular supervision is required by most agencies/organizations.

... how often to supervise

If too much time elapses between one supervisory visit and the next, you may be unable to deal with all the problems that have accumulated, and also you will have a poor idea of the state of the project.

6. WHAT WILL YOU SUPERVISE ?

● The activities of the project

- in the preparatory stage.
- once the project gets started, in the operational stage.

● Funds for the project

Some field workers have to supervise finances of the project.

You do this in order to know if the money is being spent according to the budget that was prepared. Also the funding agencies — MPLD, ADB, UNICEF, UNFPA, & others will need the information.

In case of deficit in budget headings in HMG, you can request for funds specified under other budget headings. Check the procedure from your organization.

Remember, in managing funds, to keep a record of:

- all the money that you receive both from the community or outside agencies.
- keep all bills, and receipts for payments that are made.
- then fill in your supervision Sheet No. 4.

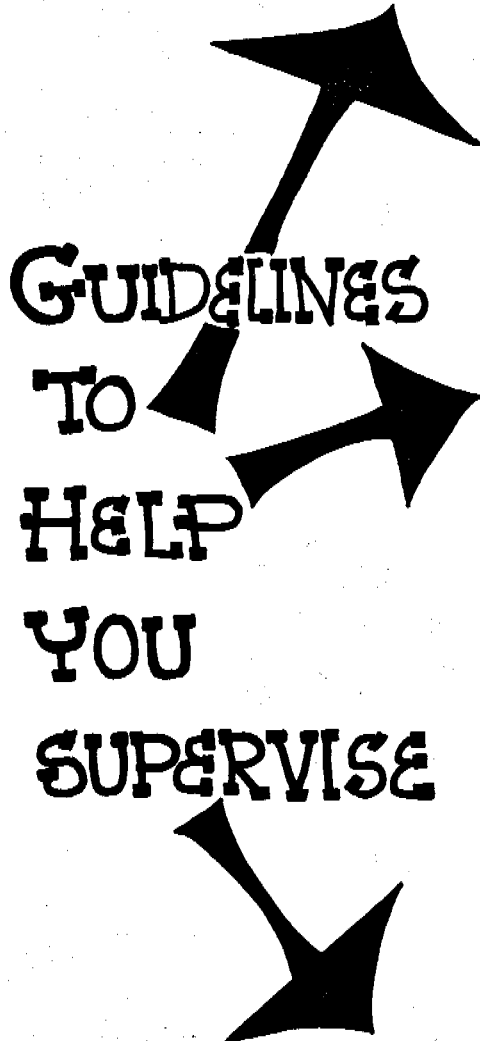
Again, it is recommended that you do this supervision on a monthly basis, unless required at shorter intervals.

SUPERVISION SHEET No 1

For PREPARATORY STAGE OF PROJECT

This is when you are getting things set up in the project, and must observe if required activities have been completed before starting the project.

**GUIDELINES
TO
HELP
YOU
SUPERVISE**



SUPERVISION SHEET No 2 & No 3

For OPERATIONAL STAGE OF PROJECT

The project has now started, and you will be supervising various ongoing activities.

- Project Activities According to Work Plan

In this column fill in the activities listed in your work plan for the particular month/period of time. These activities will vary from month to month.

- Support Activities

These activities are a fairly routine part of the project and remain the same.

SUPERVISION SHEET No 4

THIS SHEET IS FOR FIELD WORKERS WHO ARE HANDLING PROJECT FUNDS:

You need to maintain a simple income/expenditure sheet to keep track of project finances e.g. for a Literacy Project.

SUPERVISION SHEET FOR COMMUNITY DEVELOPMENT PROJECT

Sheet No: I

PREPARATORY STAGE

Date of visit: _____
Group No/Committee: _____
Village/Panchayat: _____
Title of Project & Number: _____
Report by: _____

Activities/Inputs to be Supervised	Progress to date (Include physical description)		REMARKS
	Done	Not Done	Problems/Action Required/Person Responsible to take Action
<ul style="list-style-type: none"> ● Establishing of Project Committee/Group to take care of: <ul style="list-style-type: none"> - Management - Labour - Materials - Cash contributions - Other 			
<ul style="list-style-type: none"> ● Selection of facility/building 			
<ul style="list-style-type: none"> ● Procurement of Equipment/supplies for project 			
<ul style="list-style-type: none"> ● Selection of project workers 			
<ul style="list-style-type: none"> ● Others 			

SUPERVISION SHEET FOR COMMUNITY

Sheet No: 2

DEVELOPMENT PROJECT

OPERATIONAL STAGE

Date of visit: _____
Group No/Committee: _____
Village/Panchayat: _____
Title of Project & Number: _____
Report by: _____

Project Activities (Write in Activities for this Month/Period from your Work Plan)	Materials/ Supplies Used	Progress to date		Remarks
		Done	Not Done	Problems/Action Required/Person Responsible to take Action

OPERATIONAL STAGE

Sheet No: 3

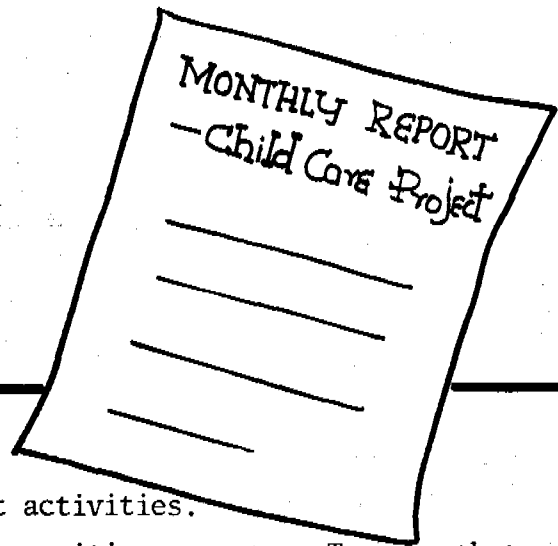
SUPPORT ACTIVITIES

Specific Support Activities	Progress to Date		Remarks
	Complete Good <input type="checkbox"/>	Incomplete Poor <input type="checkbox"/>	Problems/Action Required/Person Responsible for Action
<ul style="list-style-type: none"> ● Maintenance/condition of Building, Equipment ● Competency/Attitude of Project Workers ● Co-operation with other Agencies ● Delivery Replenishment of Supplies ● Record Keeping ● Committee Meetings ● Contribution (Cash/ Kind) from Community ● Refresher Training for Project Staff ● Other Comments 			

7. HOW TO USE THE INFORMATION FROM YOUR SUPERVISION SHEETS

- Keep the filled out supervision sheets in your local office. You will need this information for yourself and will also need to share it with your co-workers or team and with the project committee/group. This information will be useful for planning your activities with regard to the project. It will give you pointers as to what needs to be done by you or others.
- Some of the information from the Supervision Sheet will need to be transferred to your monthly report forms (see section on reporting procedures) which are sent to the central offices, so that people there can have a clear idea about what is going on in the project.

E. REPORTING PROCEDURES



Most of you may not like to write reports, especially if you are busy with villagers in project activities.

You may consider these activities more important than writing reports. True as that might be, reports from field workers are also very necessary. They can be helpful in several ways:

1. Field workers can use reports to evaluate their own work.
2. Your timely details, and information in the report may help you to procure the required facilities and support.
3. Reports provide an ongoing record of activities in the community.
4. On the basis of reports, your project committee can plan follow up activities in the coming months of the project.
5. You can also keep additional notes for yourself, besides the information required on the report form.
6. Reports are useful for your supervisors, the district and central offices, to know about your project—some of the problems, and the types of assistance you require. For e.g. health offices need certain records so as to provide free vaccines, medicines and drugs for tuberculosis, malaria etc.

reports
are
useful

HOW DO YOU MAKE A REPORT ?

- Generally a written report is the most common form of reporting. It also provides documentation about the project.

The various Ministries/ Agencies/Organizations that you are associated with, may have their own Report Forms. You are probably familiar with these:

- Some of the information for the Report Forms, can be drawn out from the supervision you carried out, where you used supervision sheets.

HOW OFTEN TO SUBMIT REPORTS ?

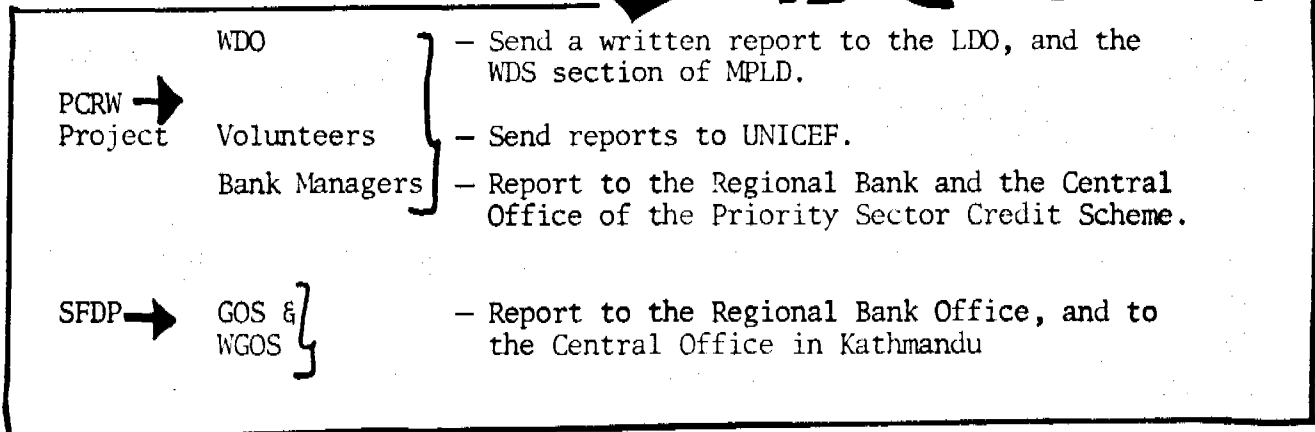
Reports should be made on a monthly basis, and it is recommended that all field workers do this.

Report forms should be simple & few

WHO DO YOU REPORT TO ?

The field worker reports to his/her supervisor and to the Central Office.

FOR EXAMPLE




F. EVALUATION

PURPOSE

The main reason for evaluating is to find out

- how effective the project is,
- whether or not the objectives set out in the plans were achieved,
- how well things are being done,
- and to learn from experience so that future activities can be even more satisfactorily planned and implemented:

you can find out 

- | | |
|--|---------------------------------|
| 1. What has been achieved | 4. Strong points of the project |
| • | • |
| • | • |
| 2. What has <u>not</u> been achieved | 5. Problems that have arisen |
| • | • |
| • | • |
| 3. <u>Why</u> has it not been achieved | 6. Ways to improve |
| • | • |
| • | • |

Therefore what you evaluate are the:

- Objectives of the project.
- Work Plan — to see if activities were completed as scheduled and how well they were done.

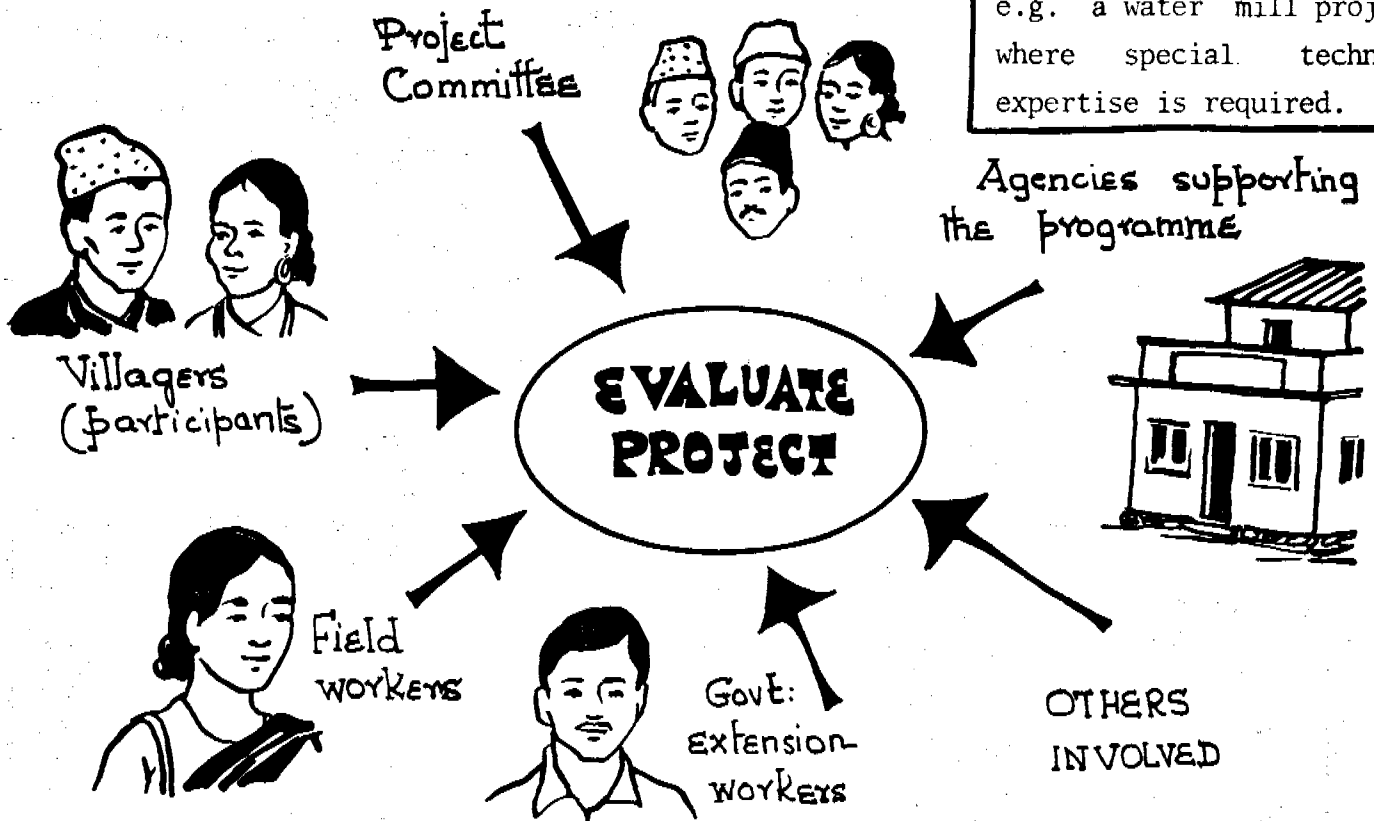
WHO EVALUATES?

Some people think that evaluation is a complicated study that can only be carried out by 'outside experts'. But the most important type of evaluation takes place when people who are implementing the project/activity, discuss with each other on a continual basis the progress of their work. You as a field worker will be one of the persons to evaluate the project.

NOTE:

Sometimes it is helpful to bring in people from outside to do an evaluation, so long as they understand the local situation, and give the specific assistance required - e.g. a water mill project where special technical expertise is required.

EVALUATION MUST INCLUDE SEVERAL POINTS OF VIEW :- example



This is known as participatory evaluation, in that, everyone related to the project takes part.

HOW OFTEN TO EVALUATE?

This depends on your project. When planning for evaluation you must decide with your project committee and the supporting agencies, when evaluation needs to be done.

You can do evaluation:

- Periodically—e.g. if your project is for a year, you could evaluate every 6 months. If it is a month long project you could evaluate at a two week interval.
- Final evaluation—This takes place at the completion of the project before you start up any new activity. At this point everyone evaluates the results and the entire process of the project.

suggestions:

conducting
an evaluation

Every committee/organization has its own method of conducting evaluation, e.g. through visits and meetings, discussions, workshop sessions, or written reports. Evaluation can be either verbal or written.

Whichever method you use the main points to bear in mind are that:-

Evaluation should be:

- Regular

Set a time for evaluation, every week, every 4 months, every 6 months etc.

- Clear and Straightforward

Observe the project, and find out the main things you need to know, as suggested in point 1, purpose of evaluation.

You do not require complicated questionnaires, charts, statistics, graphs and lengthy procedures.

The findings should be simply stated so they can be understood and useful to all those involved in the project.

visits,
meetings,
discussions,
written reports,

... suggestions

-evaluation

Conducted in a Friendly Atmosphere

This will allow everyone an opportunity to present their view. If villagers are taking part in the meeting they will not be afraid to speak in front of Government workers.

Constructive

When evaluating be sure to comment on the positive results achieved in the project as well as its failings. List two or three things that were positive, then point out the failings. Make practical suggestions of how the weak points could be improved. This kind of criticism does not threaten and antagonise people.

The SFDP programme carries out participatory evaluation with Small Farmers Groups. A description of this method is included [IN APPENDIX IV] if you wish to use a similar approach.

EXAMPLES

In planning and implementing a project one of the last (but not least important) points to consider is the follow-up activities once the project is completed. This will assure that the benefits and activity that the project generated are not wasted.

G.

**FOLLOW-
UP
PLAN**

● Management and Organizational Support for Project

- who will manage and continue the project, and with what organizational support ?
- will the project committee continue ?
- will the project manager/project workers stay on the project ?
- if not, who amongst the community people will take charge? Will they take charge willingly, or are you trying to shift responsibility on someone who is not interested/too busy?
- If someone can take charge, is more training needed for the person ? Will he/she be paid ?

● Maintenance Aspects of the Project

- who will maintain project equipment/supplies and facilities? This includes things like water pumps, petromax lamps, drugs, kerosene supplies, training aids, buildings etc.
- how will equipment be repaired?
- where will supplies, materials be stored for future use ?
- who will take care of the building of facility the project provided ?

● Resources

What resources are still needed and for how long?

- are outside inputs in terms of materials, finances, equipment/supplies still required to continue project activities ?
- will community contributions be continued/discontinued ?

New Activities Generated by the Project

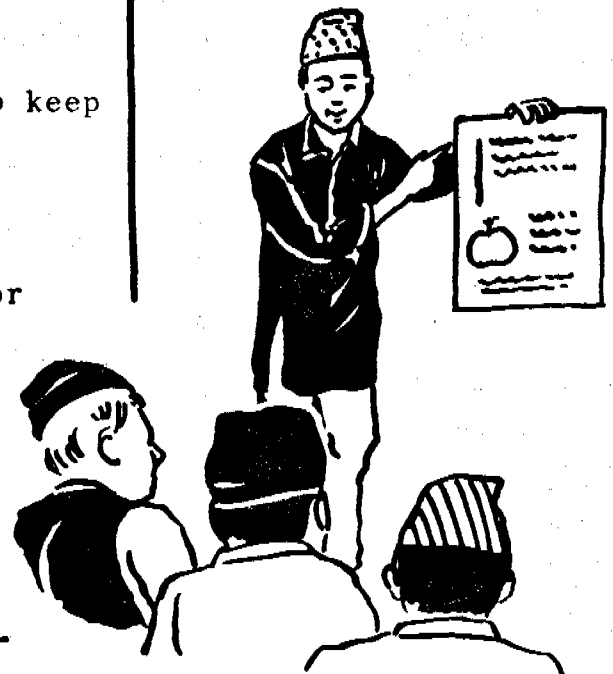
What activities can be started as a result of the project?

FOR EXAMPLE: *if you completed a functional literacy project, and have a group of persons skilled in reading and writing, this 'people resource' should not be wasted. You have to consider ways in which the literate persons could contribute to the community and use their newly acquired skills, otherwise they will be wasted.*

You will need to think about:

- Providing them with reading materials on a regular basis,
- Training for the group in better agricultural practices, which agricultural extension workers can assist with.
- An opportunity for the participants to keep simple accounts and use their skills.
- Organizing with the assistance of these participants other classes — perhaps for younger children, or other adults.
- Expanding of the project to other areas.
- etc... etc... ...

Give some thought to these points:
and then prepare a follow-up plan



sharing skills

IV

TRAINING

SECTION INCLUDES

	<u>Pages</u>
A. KINDS OF TRAINING FIELD WORKERS MAY HAVE TO PLAN AND ORGANIZE	124-128
1. Training based on needs of villagers	124
2. Training in educational types of programme	125
3. Informal training by Field Workers	125
4. Existing Training Programmes in which villagers can participate	126-128
B. PLANNING THE TRAINING	129-131
— STEPS IN PLANNING AND CONDUCTING TRAINING	
1. Identify type of training	132
2. Select Trainees	132
3. Assess Trainee Needs	133
4. Develop a Training Plan	134-139
5. Carry out Training Plan Activities	139
* Hints in Developing the Curriculum/Schedule	140-143
6. Conduct the Training	144
7. Evaluate Training (as in Evaluation Plan)	139
C. SOME SIMPLE TRAINING AIDS & METHODS	145-150

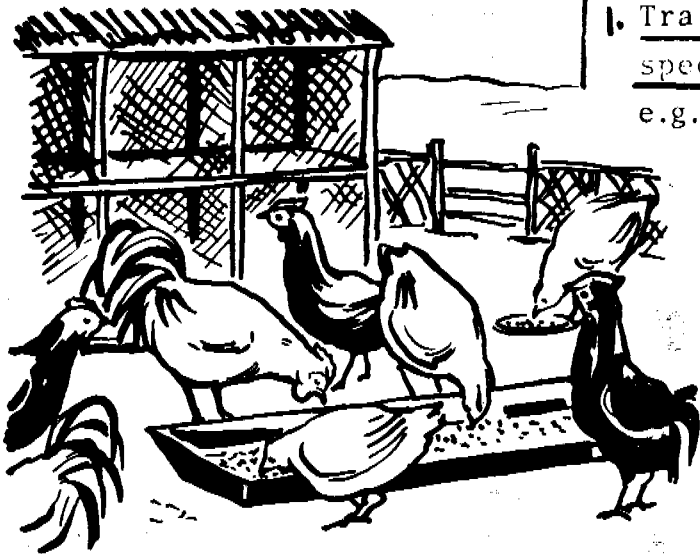
PLANNING & ORGANIZING VILLAGE LEVEL TRAINING

All field workers have to plan, prepare & organize training at some time or another as part of their ongoing project work though many times you yourselves may not actually carry it out. Since training forms a part of various projects/activities, the subject is of key importance and we are therefore discussing it separately in this section.

A. KINDS OF TRAINING FIELD WORKERS MAY HAVE TO PLAN AND ORGANIZE

1. Training based on needs of villagers in specific skills,

- e.g.
- vegetable gardening
 - how to use a knitting machine
 - tailoring
 - setting up a poultry farm
 - preparing nutritious meals for the family
 - pig raising
 - weaving skills and other cottage industries
 - learning how to use a loom
 - how to construct a shed for chickens
 - how to dye materials
 - how to build a pit latrine
 - how to use a smokeless chulo
 - how to conduct group meetings
 - group savings
 - repayment schedules
 - simple book-keeping
 - others



2. Training in educational types of programmes,

- e.g.
- population education and family planning
 - basic health education
 - teaching mothers about caring for children
 - nutrition education
 - running of child care centres
 - functional literacy programmes
 - others



As a field worker you will be assisting in organizing the above trainings (a & b) and will be requesting people from outside who have specialised knowledge of the subject to conduct these training.



3. Informal training by field workers

Sometimes you will be informally training villagers yourself. This could be on a one-to-one basis, or when you visit the groups/households.

Consider your approach and attitude when carrying out informal training. It is not only what you teach that counts, but the way you teach that can build people's confidence or break it down.

suggestions to field workers

- Learn about the persons you wish to teach.
- Find out what the persons already know, what their experiences are. Make them feel confident about what they already know.
- When explaining ideas, use simple words that villagers understand.
- Build on what they already know and do, and suggest additional ideas.
- Find out if these ideas are applicable to the villagers' situation.
- If necessary, demonstrate what you mean.
- If you do not have all the answers to their problems, say so, but try and find someone who can be of assistance to them.
- Concentrate on training in one issue at a time, e.g. do not discuss farming, hygiene, all at the same time. Come back on another day to continue training on separate issues.

4. Existing training programmes in which villagers can participate

Several agencies and organizations are carrying out training programmes. The best way to get this information is from the District Offices and the LDO. Find out what is being offered, when, and for whom? (See Appendix V)

Besides organizing trainings, you can send trainees to programmes that are appropriate for them. We are listing some of the trainings being offered by various Ministries and departments. But you need to check and see if these are available in your area.

Very important of course, is to know when trainings are being held and what is the deadline for submitting your request.

FIRSTLY ● Know what is available.

A list of some agencies that offer training for villagers is included.

[See Appendix V]

SECONDLY ● Prepare a calendar of training for the fiscal year to which you can refer as required, and update regularly.

SUGGESTION



See the prepared format on page 128 which you can adapt for your own use.

CAUTION! when sending villagers to existing training programmes

- Do not send people to existing training programmes, just because the training is available.
- Make sure there is a real need in an income project, or a community development project for the specific training you select. Make sure the appropriate person is sent.
- Trainee/trainees on return to the community should be provided with the opportunity to put the training to use. Example, if you are sending someone to learn how to make sweaters on a machine, on return from the training the person will need to have –
 - the machine
 - knitting wool
 - space to work
 - etc...

Therefore, plan ahead for these items. Otherwise the person is frustrated, and the training is wasted.

Example:

suggested format



CALENDAR OF TRAINING

Dates for training	Type of training	Agency responsible	Deadline for submitting request	Location of training	Requirement for candidate	Stipends available	Remarks
April 15 - 22	Simple Veterinary practices	Dept. of Livestock & Animal Health	January 5	Livestock farm, Lamapaton, Pokhara	<ul style="list-style-type: none"> - Literate - With experience in animal raising 	<ul style="list-style-type: none"> - Lodging available - Rs 25 stipend/day 	Check district veterinary office
June 1 - 30	Child Care & Nutrition	MPLD Women Training Centre, Jawalakhel, Lalitpur	April 15	Women Training Centre, Jawalakhel, Lalitpur	<ul style="list-style-type: none"> - Mothers with one or 2 children - Lalitpur 	<ul style="list-style-type: none"> - Lodging food & transportation costs available 	Check with LDO of the district
OTHERS....							

B. PLANNING the TRAINING

points
to
consider



How you plan a training programme can greatly affect the way the training is done, and the kind of learning that will take place. You may or may not have organized several training activities for villagers. As you know there are many approaches to training. There are, however, a few points of key importance that can help make training programmes useful and effective.

... KEY POINTS

- based on the needs of the trainees and have their participation in all aspects as far as possible.
- related to the project or activity that is to be implemented, and not just done for the sake of 'training'.
- practical and field-oriented — connected with the day to day life of villagers.
- a way of providing an opportunity for villagers to develop problem-solving skills and confidence.
- followed-up regularly.

Training
to be
effective
must be

Too often training programmes are planned without sufficient consideration to the above points. The time and place is fixed, instructors chosen, content decided without any consultation with the trainees. The methods of training (mostly lectures) often are unsuitable to the needs of the villagers. The training, therefore, though conducted according to plans, is not really useful to the communities.

.... involve villagers

The field worker is primarily responsible for planning and organizing the training for villagers. This does not mean you must work alone. You can formally approach the group/committee and request 2-3 members to work with you as a 'training team', or if this is not possible, you can request their help informally. It is a way to involve villagers in planning training activities with you.

WHO PLANS?

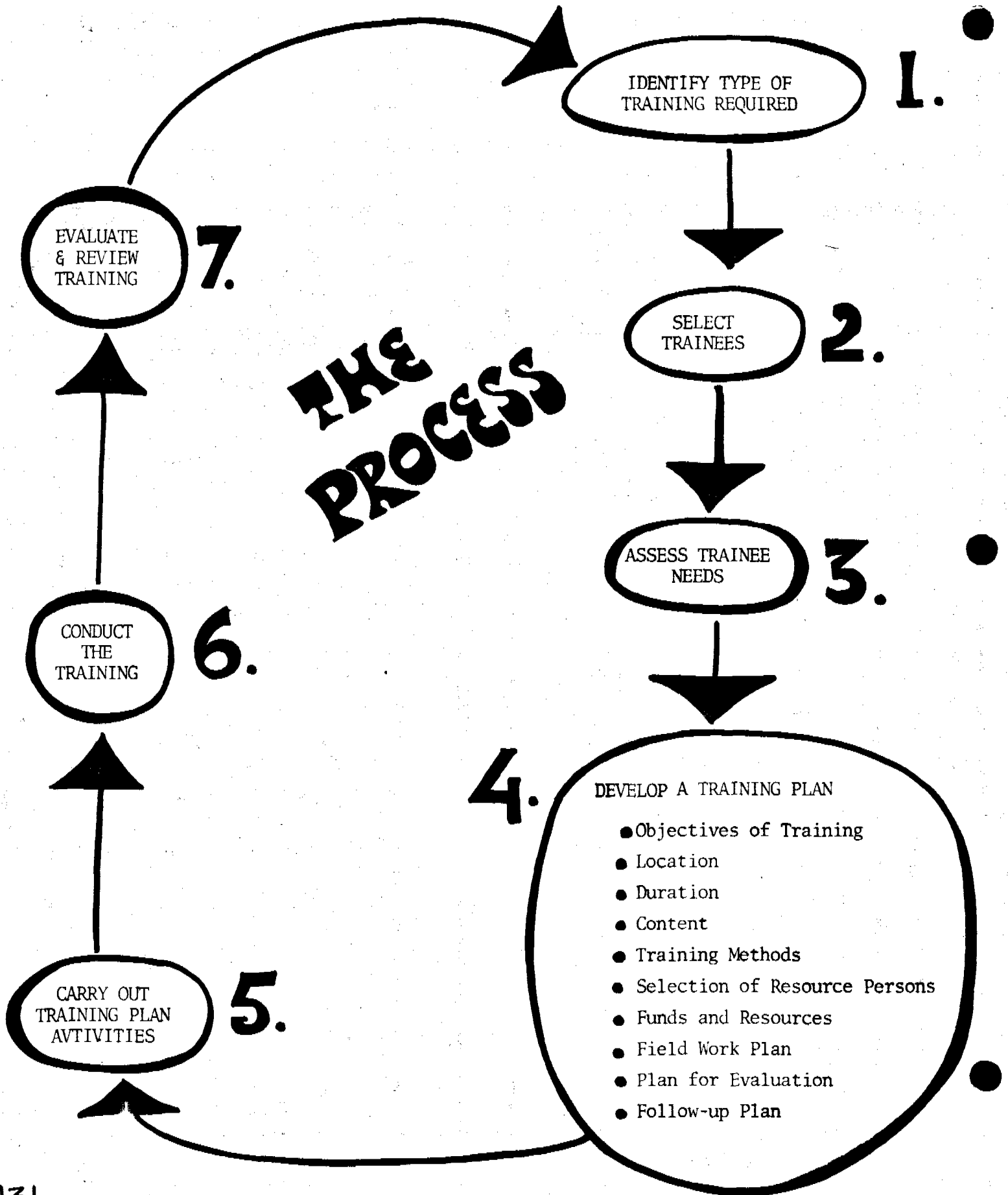
Whether the training is for a day, two days, a week, you still need to plan it out carefully so that trainees can obtain the maximum benefits.

What follows are some steps to help you in planning and conducting a training, and important points you need to consider in doing so.

An example of a one day workshop on pig raising is included in Appendix VI

PLAN CAREFULLY

VILLAGE LEVEL TRAINING



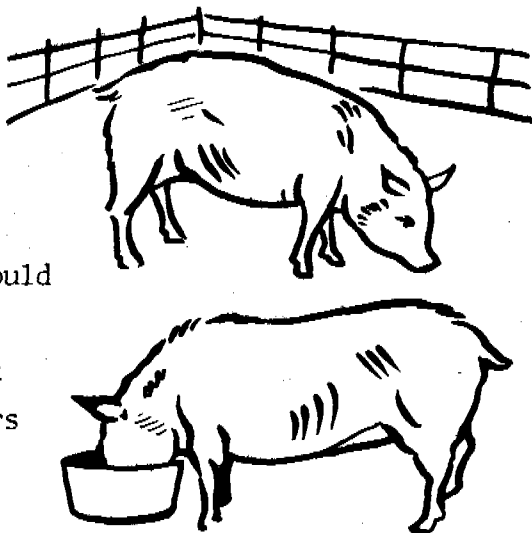
1.

IDENTIFY CLEARLY THE KIND/TYPE OF TRAINING REQUIRED

Do this through:

● Observations during supervision visits

- when you visit households/families, or groups, observe the things you think could be improved by training. e.g. you may observe that children are dirty and not well looked after, (training for mothers in proper child care may be required).
- or if you find that one of your groups involved in a goat or pig rearing income project is having problems keeping goats or pig healthy, the farmers may need training in better care of animals.



are pigs healthy?

● The project plan

- prepared by your group/committee will have certain activities for which specific training is required.

Decide together with your group/committee training team, which training is needed most, and what should be done first:

2.

SELECT TRAINEES

WHO ?

In the SFDP programme the small farmers groups select the

trainees. Similarly a project committee can help select the trainees.

Several factors need to be considered when selecting trainees e.g.

- age
- experience
- educational level
- interest
- continued residence in the community
- other factors which your committee thinks are important....

... number of trainees

HOW MANY ?

The trainee group should not be too large: 10-15 is an adequate number, large enough for discussions and group work, but small enough for everyone to take part (again, the size of the trainee group depends on the training activity).



3.

ASSESS TRAINEE NEEDS

- Through informal discussions with trainees. After selecting trainees, and before making

any detailed plans for the training programme, you must meet and talk to at least half of the selected trainees to find out what their ideas and views are regarding the training, and their special needs.

Find Out:-

- What they already know about the subject selected for the training.
- What skills they have, what are some of the things they can do well.
- What are the most important topics about which they need to learn more, and what other skills they require.
- Their ideas for the training in general.

- Also assess the training needs based on the job description of trainees (if this is applicable) — what knowledge and skills trainees will require to carry out their responsibilities effectively.

The information you gather at this point will help you plan and:

- set clear objectives for the training programme and develop a relevant curriculum (content of training).
- will give you a rough idea of the level of skills and knowledge that trainees already have.
- include other ideas of trainees into the plan.

this
step
is
very
important

4.

DRAW UP A SIMPLE AND TENTATIVE TRAINING PLAN

The plan will guide you in preparing the training programme, and gives you an idea of what things to consider.

(You can change and modify this plan as you make preparations for the training)

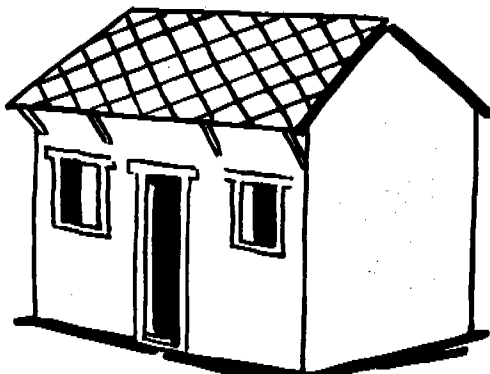
The plan should include:-

● Objectives of the Training Programme

Write these as the end results of the training, (same as you did when writing objectives of a project) and state them clearly.

● Location/Place

- where will the training be held:
which ward/panchayat,



what facility will be used —

panchayat ghar, school building, community hall etc... ?

- will accommodation be required for trainees or Resource persons ?

● Duration

- how long will the training last—one day, 3 days a week, etc... ?
- also suggest the time of year that is most suitable to the villagers as well as the Resource persons/trainers who will participate.

TRAINING PLAN

- Objectives
- Location
- Duration
- Content of training
- Training methods
- Selection of Resource persons
- Orientation of Resource persons
- Funds and resources
- Plan of field work
- Evaluation of training
- Follow-up plan
- Prepare checklist and carry out the training plan

... Training Plan

● Content of the training (Curriculum)

- list here tentatively the topics to be included as identified by the trainees, (when doing trainee needs assessment).
- add to this list from your observation and understanding, other subjects that are necessary, particularly those related to the project which will be implemented.
- the detailed content of the training will have to be decided together with the Resource persons.

● Training methods

Give thought to the way in which training will be conducted:

To encourage trainees to learn and participate, emphasise the use of methods that promote this.

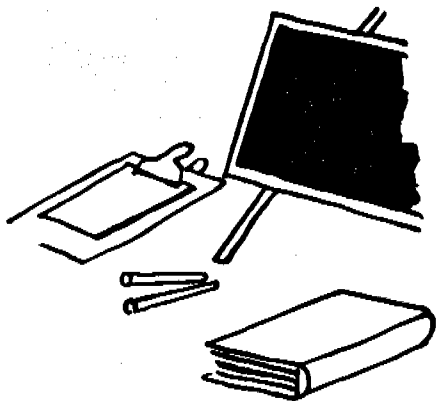


Example:-

- group discussions where everyone takes part.
- individual assignments, to encourage individual responsibility. Stimulate problem solving by villagers, and encourage them to think out causes of problems.
- practical tasks/field work in real life situations where trainees learn by doing.
- participation of trainees in planning some of the sessions and activities.
- visits to successful projects that are similar to the one you are training for. Observation and discussions with people involved in the projects can help trainees gain first-hand knowledge of what is possible and the problems they can run into.



...Training Plan

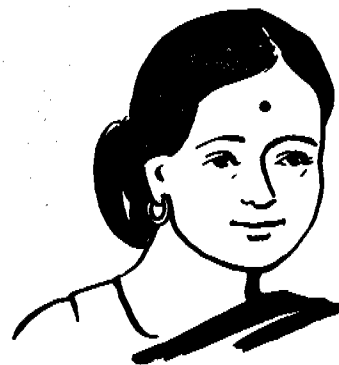


- role play, if suitable, and can be grasped by villagers.
- demonstrations e.g. preparing a nutritious meal for the family, preparing a loan application form, planting a vegetable garden etc.
- use of training aids/materials where necessary (this will be discussed under section Training Aids [pages 145-150])

● Selection of Resource Persons/trainers

Depending on the content of the training, you must select appropriate Resource Persons to carry out the training.

- are there experienced people within the community who can assist in the training ?
- which Resource Persons will you need from outside ?



In selecting Resource Persons, try to involve those who,

- have an understanding of village communities and treat people as equals, and with respect.
- speak the same language as the villagers.
- are competent and knowledgeable about their specific topic and have the ability to communicate it in a practical way.
- have had experience in training and working with villagers.



... training plan

● Orientation of Resource Persons

- after selecting the Resource Persons, plan to meet with them. Orient/brief them about the training programme objectives, the tentative content, the background of trainees, and the training methods you wish to emphasise.
- you will have to work closely with the Resource Persons to develop the detailed content of each topic, and prepare simple training materials that are required, decide which training method to use, and the time period required for that particular topic.

Work with Resource Persons to prepare a Lesson Plan.



WHAT A LESSON PLAN SHOULD INCLUDE



1. TOPIC
2. OBJECTIVES of training session
3. CONTENT of topic (break down topic into sub-points)
...
...
4. PLAN FOR session (include activities, discussions presentations, group work etc.)

What Trainee will Do

What Resource Person will Do

5. DURATION (time needed in classroom and field)
6. MATERIALS REQUIRED (posters, flip charts, worksheets, handouts, other audio visual aids)
7. FIELD WORK/PRACTICAL WORK
8. EVALUATION OF SESSION

● Funds and resources

- are these available as part of the programme you are associated with?
- will the community contribute money or provide facilities for the training ?
- what outside assistance is required ?

... training plan



visiting a project ('gobar gas')

● Plan field work and practical work

Field work must be planned in connection with class work. Try to relate the two. If you are going on a field trip, e.g. visit to a successful group project, make sure you arrange this beforehand. Talk to the group leader concerned about the day and time of your visit, what you hope trainees will gain from this visit. Observe the project yourself to see if it provides an adequate learning opportunity.

On the other hand, let trainees know the purpose of the field visit scheduled. Assign them tasks so that they focus their observations & discussions and make it a real learning experience.

● Evaluation of training

Plan how you will evaluate the training, e.g.

- daily feed-back from trainees regarding each topic covered in the training, to assess what they have learnt.
- at the end of the training, an evaluation of the total training can be done by trainees, Resource Persons, training team, and others involved. (this could be done through informal discussions).

...Training Plan

evaluation

What to evaluate ?

- the training content, both the classwork and the field work — what was learnt by the trainees.
- methods of training, and use of training materials.
- performance of Resource Persons.
- participation of trainees.
- practical arrangements (food, accommodations, social activities etc.)
- other.

Follow-up of the training

- what kind of support or supervision will the trainees receive after the training ?
- will there be follow-up refresher courses to provide an opportunity for continued learning ?
- will you plan similar training with other groups ?

Having included all these points in the training plan, you know the things you have to do before and after training.



5.

PREPARE CHECKLIST, AND CARRY OUT TRAINING PLAN

- list the things that have to be done.
- assign responsibilities to the 'training team' (if you have one) and yourself.
- set dates by which planning activities have to be completed so that training will go according to schedule.

HINTS - developing the curriculum & schedule

● Identify priority topics

Look at the list of topics that are to be included in the training. Circle those that are priority topics.

● Allocate time for each topic

Consider how much time you need to allow for each area of study. Work this out with Resource Persons responsible for the topic.

If your total training period is for a week, figure out how many hours will be required to cover each subject, within the total time you have. Naturally some topics will require less time than others depending on their importance and complexity.



discussion sessions



practical field work

● Balance the training programme

Balance discussion type sessions (class work) with practical field work, (learning by doing).

Practical work has to be emphasised so that trainees can practice the skills they need to acquire. Be sure that what is taught in theory is also dealt with in the field work or practical work.

continued hints — developing the

Prepare a timetable (e.g. for a training period of 3 days)

Plan your class work and practical work on a day to day basis.

- (i) keep your schedule flexible so you can make necessary adjustments if necessary and do not be afraid to change your plans.

When training takes place in a village, emergencies or new situations may arise, or there may be a learning opportunity you had not even considered in your plan, which is valuable for the trainees. Take advantage of such situations. Be flexible.

- (ii) How to plan the day

Generally speaking:-



- mornings are a good time for classwork particularly in difficult topics that need concentration and thought. Everyone is fresh at this time.



- afternoons are good for active discussion or practical field work. However, this will again depend on the kind of field work planned. If a convenient time for field work with villagers is in the morning after 'dal bhat', then you need to schedule accordingly.



- some evenings can be scheduled for a few social activities to break the routine, and provide an opportunity for Resource Persons and trainees to know each other better.

CURRICULUM & SCHEDULE

(iii) In the first day of the training, schedule activities that will enable trainees to get to know each other, share their background and experiences. This time is not wasted, it leads to a more open exchange of ideas and livelier discussions, because people start becoming familiar with one another.



(iv) Provide breaks in between the morning and afternoon activities.

(v) Do not wait too long to begin field work. Schedule it fairly early in the week.

(vi) Include sufficient time each day for review sessions. These sessions are valuable. Trainees have an opportunity in these sessions to say what was accomplished during the day, what they learnt and what problems they had.

Make your own schedule, check it with some of your trainees and finalize it.

(vii) Send out schedules in advance to everyone concerned

— the trainees

— the Resource persons

— others interested people e.g. panchayat leaders, project committee members, etc.

EXAMPLE OF

A TRAINING SCHEDULE

Example
from
Waling

TRAINING SCHEDULE FOR VEGETABLE GARDENING

	MONDAY	TUESDAY	WEDNESDAY
12:00 - 12:30 p.m.	<ul style="list-style-type: none"> ● Welcome to trainees ● Introduction to training - WDO, PCV, JTA ● Importance of vegetables for the family 	<ul style="list-style-type: none"> ● All trainees carry doka of manure to their own fields (Practical Work) 	<ul style="list-style-type: none"> ● Care of Vegetable Plots (Demonstration & Discussion)
12:30 - 1:00 p.m.	<ul style="list-style-type: none"> ● Introduction to Soil and Water requirement (Discussion) - JTA & Farmer Assistant 		
1:00 - 3:00 p.m.	<p>Weeding & airing up of soil plot (Practical Work)</p>	<ul style="list-style-type: none"> ● Preparation of Plot for Planting 	<ul style="list-style-type: none"> ● Review of Importance of Vegetable Gardening - JTA & - Farmer Assistant
3:00 - 3:15 p.m.	TIFFIN BREAK at Village House		
3:15 - 4:30 p.m.	<p>Selection of Vegetable seeds (Farmer's House)</p>	<p>Planting of Plots (Demonstration)</p>	<p>Review & Evaluation of Training (Discussion) - JTA, WDO, PCV, Farmer Assistant</p>

Note: Abbreviations — JTA — Junior Technical Assistant
WDO — Women Development Officer
PCV — Peace Corp Volunteer



be ready...



6. CONDUCTING

the TRAINING

&
GETTING

OFF

TO A

GOOD

START

The first days of a training programme are often the most difficult. Have as much as possible ready ahead of time, and be prepared,

- practical arrangements for food and accommodation.
- training hall with adequate seating and light.
- blackboards, chalks, pencils, training aids, tools other supplies/material necessary.
- extra copies of the time table.
- be sure to remind the Resource Persons of their sessions.
- explain the schedule and plan of training to trainees. Let them ask questions to clarify these points:
- be sensitive to the trainees, note how well they are participating, or if some are silent. Encourage the quiet ones.
- get daily feedback from trainees as planned in the evaluation. If trainees suggest certain changes, be open about including their ideas.
- summarize at the end of the day what took place, and outline what will be done on the following day.

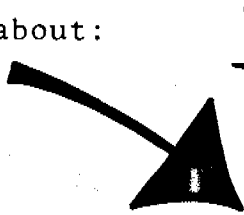
Q.

SOME SIMPLE TRAINING AIDS & METHODS

Simple visual aids can be very useful in conducting training, and communicating ideas, particularly in rural areas where the majority of the people are illiterate. Most villagers like visuals, they add attraction to whatever topic is being discussed. It is also easier to get a discussion started if you have a visual.

GUIDELINES in USING VISUAL AIDS

1. When using any training aids be clear about:



- the purpose
- the idea to be presented
- your audience

2. Make your own training aids, using low cost materials.

3. See if you can get someone in the community e.g. a local artist to help you draw the pictures, (in case you feel you are not good at drawings).

.... GUIDELINES

4. Keep training aids simple.
5. Find out what training aids already exist, and use them if appropriate.
6. Visuals are a tool to assist you in training and not an end in themselves. Visuals alone do not solve any problems, they have a limited effect on changing people's attitude and behaviour.
7. Visuals to be effective must be explained properly. (but do not lecture) Involve people in a discussion. Explain symbols. If using a series of pictures make sure villagers are understanding them in the right order. Try to connect pictures with examples of their real life situations.
8. Practice the use of training aids before you actually use them in the community. This will give you confidence when carrying out the training.

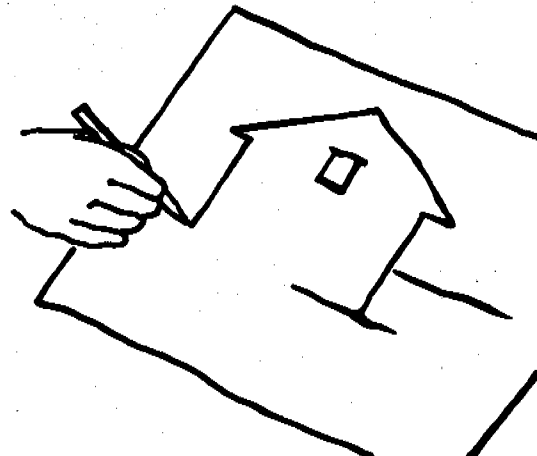
Points to consider
when
preparing
visuals

- the drawings used in visuals should be relevant and familiar to the local community.
- the figures should not be overcrowded by a lot of background and other unrelated figures, otherwise it complicates and confuses what you are trying to explain.
- The visual aids made for the purpose of training should

be previously tested in the village. Do not be afraid of changing the idea or the drawing, if they are not understood. If people do not understand the drawings you cannot really use the visual effectively.

- use simple drawings.
- use right proportions when drawing figures.
- use appropriate colours according to the traditions of people e.g.:-

Red, pink or light colours stand for happiness, and are colours used for women. Yellow is a colour used for God and Goddess. Black, dark, brown and grey are considered negative colours.

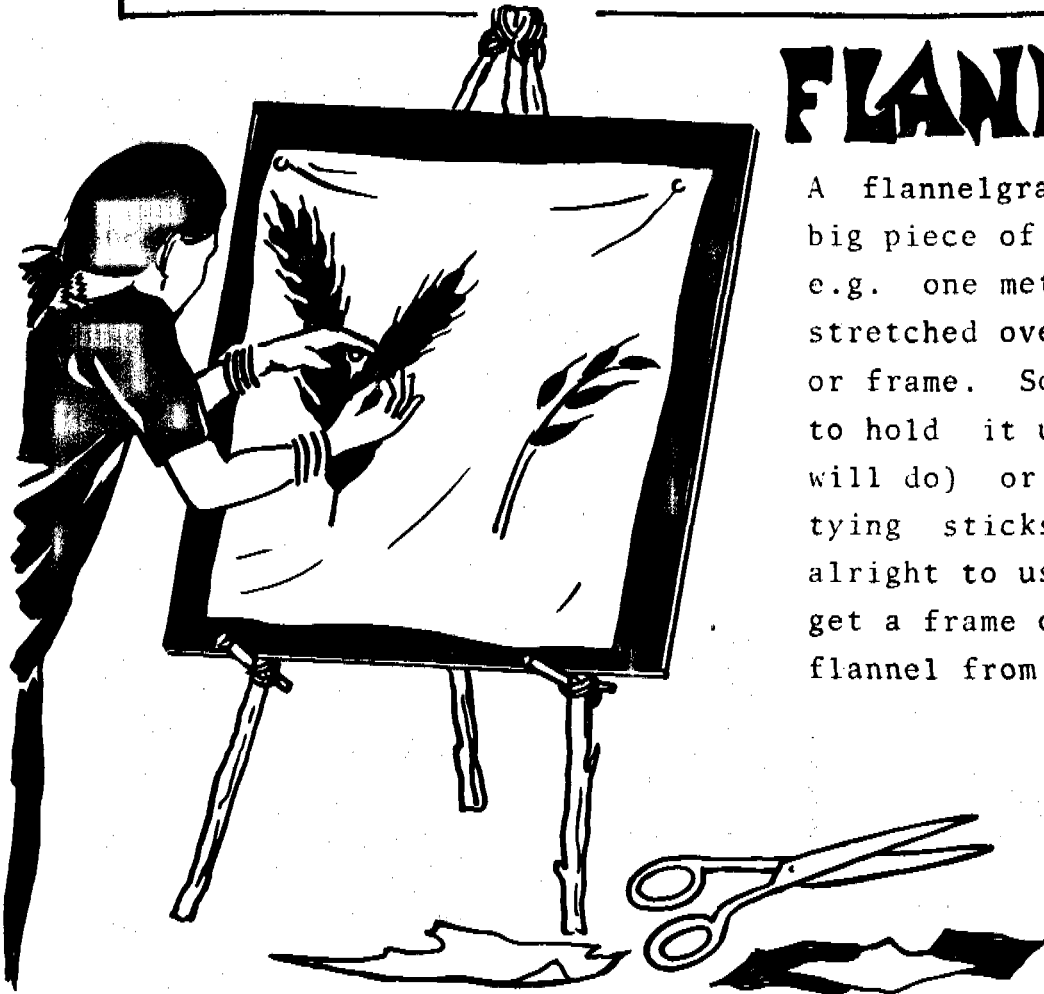


Described briefly below are a few common visual aids that you can use while training e.g.:-

- Flannel graph
- Posters
- Flip charts

FLANNELGRAPH

A flannelgraph consists of a big piece of flannel material e.g. one meter long, that is stretched over a display board or frame. Some sort of stand to hold it up, (even a chair will do) or a stand made by tying sticks together is alright to use. If you cannot get a frame or stand hang the flannel from a wall.



Pictures need to be made, cut, and then sand-paper is glued on the back of pictures so they will stick to the flannel.

HOW TO USE

The flannelgraph can be used in group discussions to explain an idea through the use of pictures, or tell a story. You can involve the audience in telling the story. It is flexible. The figures you make can be used for explaining different subjects, and can be used over and over again. Use the flannelgraph with small groups.

POSTERS

You can make colourful posters with large pictures to get a particular point across to the audience.

- keep the poster simple, quick to understand and easily visible.
- a poster attracts attention and interest.

How to Use ?

Use it during your discussions.

Post at key (well used) places in the village if you wish to use it for extension purposes.

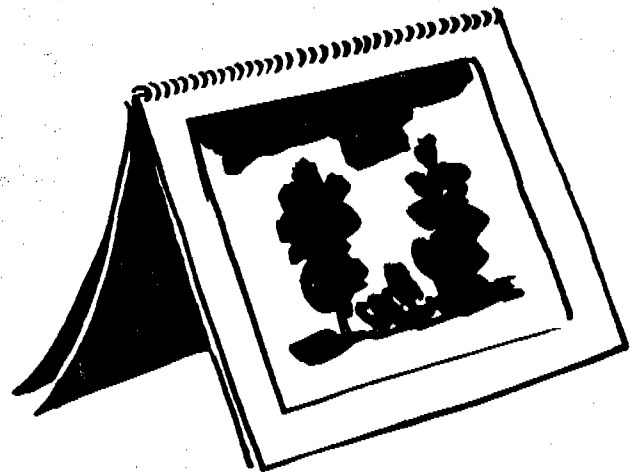


KEEP SURROUNDINGS CLEAN

FLIP CHART

This is a very effective training aid if used appropriately. It consists of a series of pictures arranged in sequence to explain an idea, tell a story, teach step by step, and to have a group discussion usually to encourage some action.

- plan what you want to explain.
- prepare the pictures you need.
- arrange them in the sequence required.
- to keep pictures together you can staple, sew, or glue them together.



How to Use ?

1. A flip chart can be used with small groups (up to ten) or with individuals. Depending on the size of the flip chart you can use it with larger groups, but smaller groups are better for discussion purposes.
2. Even better than explaining the pictures to the audience, let them tell you what is happening in the pictures.



USE OF FLIP CHART

DEMONSTRATION

This is another training aid, where people learn by seeing. If people see a demonstration about how to make 'ausadhi pani' (rehydration solution) they will be much more likely to understand the process, especially if you have one of the villagers help with the demonstration. You can reinforce the demonstration by using a visual at the same time.

Other demonstrations to train people may require, e.g. looms for weaving, machinery and tools. Try to assemble some of this equipment for your training if possible. Demonstrations on 'how to do' should generally be included in the lesson plan.



OTHER TRAINING AIDS :-

- Handouts
- FLASH CARDS
- Puppets

add your own ideas to this list.....

V

YEARLY and MONTHLY PLANS

SECTION INCLUDES

	<u>Pages</u>
A. PURPOSE OF PREPARING YEARLY PLANS	153-154
B. MONTHLY WORK PLAN	155-156
1. Purpose	155
2. How to prepare a Monthly Work Plan	155

A.

Purpose of Preparing YEARLY PLANS

- To set definite targets/goals for activities—loans for income projects, community development activities, training that will be carried out in the project area, for the fiscal year.
- To make sure that the targetted activities are related to priority needs of villagers, their interests, skills, their occupation, and also to the busy and slack seasons of the year.
- To determine and plan what resources will be required from the Central Office, Line Agencies, other Organizations, local groups and committees and whether or not these are available.
- To enable the Central Office to plan and allocate the budget, so that activities can be undertaken according to schedule, and the programme moves smoothly.
- To motivate yourself, and to get more participation from the villagers.

T

1985		February					
SUN	MON	TUE	WED	THU	FRI	SAT	

A format for preparing a yearly plan is included on page 154. This can be used by all field workers, and adapted according to the needs of the specific organization.

Some of you may already have filled out such forms, as provided by your agency.



YEARLY PROGRAMME PLAN

Ministry/Department _____

Location of Project _____

Fiscal year _____

District _____

Name of Project _____

Region _____

Activity	Unit	Target for the year	First 4 months	Second 4 months	Third 4 months period	Remark

NOTE:— This format can be used (& adapted) by all field workers

B. MONTHLY WORK PLANS

A monthly work plan helps you to better organize your time and activities.

1. PURPOSE

- To plan and schedule activities month by month, in order to move towards the goals set out in the yearly plan.
- To allocate specific responsibility to you and your co-workers, or others involved with the project, so as to make sure activities are completed.

2. HOW TO PREPARE A MONTHLY PLAN



- Call a meeting of your team or your co-workers or of persons you will be working with.

- Discuss last month's work plan and progress.

- Discuss and prioritize upcoming activities.

A few hints

- At this meeting, also discuss the problems related to your project, and how you can resolve them. Include the resolving of problems in your work plan, so that you deal with it.

- Assign responsibilities for the various activities to your team or co-workers. Confirm that they are able to carry out the responsibility.

- Chalk out and schedule activities for the month.

EXAMPLE

MONTHLY PLAN

PRODUCTION CREDIT FOR RURAL WOMEN PROJECT
THARPU FIELD SITE (PCRW)

ACTIVITIES	RESPONSIBILITY OF	LOCATION	TIME
<ul style="list-style-type: none"> Assist at village level population seminar Loan supervision to PCRW area Distribute loans to mens groups in ward 6 House supervision visit Finish loan preparations for 3rd womens group 	<p>WDO/PCV</p> <p>BM/BFA</p> <p>BFA</p> <p>WDO/PCV</p> <p>WDO/PCV</p>	Tharpu	1ST WEEK
<ul style="list-style-type: none"> Plan district level meeting Visit LDC to plan district meeting Attend Adult Ed. committee meeting Attend group No: 4 meeting Distribute loans to third women group Work with WDO/PCV/JTA 	<p>BM/WDO/BFA/PCV</p> <p>WDO/PCV</p> <p>WDO/PCV</p> <p>WDO/PCV</p> <p>WDO/BFA/PCV</p> <p>WDO/PCV JTA</p>	Tharpu	2ND WEEK
<ul style="list-style-type: none"> Conduct District level meeting Visit 3 trainees at WATC Pokhara Conduct household surveys 	<p>WDO/BM/BFA/PCV</p> <p>WDO/PCV</p> <p>WDO/PCV</p>	Tharpu	3RD WEEK
<ul style="list-style-type: none"> Team meets in Tharpu Attend group meeting Conduct 5 social surveys Work with WDO/PCV, & one day with BFA Identify needs of villages 	<p>WDO/PCV</p> <p>WDO/PCV</p> <p>BFA /WDO/PCV</p> <p>WDO/PCV</p>	Tharpu	4TH WEEK

WDO — Women Development Officer
PCV — Peace Corps Volunteer
BM — Bank Manager

BFA — Bank Field Assistant
JTA — Junior Technican Assistant

ADAPT A SIMILAR PLAN FOR YOUR USE

PART TWO

DEVELOPING
SPECIFIC
PROJECTS

VI

TEAM WORK

&

COORDINATION

with other

AGENCIES

SECTION INCLUDES

	<u>Pages</u>
A. IMPORTANCE OF TEAM WORK	159
B. WHO IS YOUR SUPPORT SYSTEM ?	160 - 161
C. HOW TO MEET WITH OTHER FIELD WORKERS AND LINE AGENCIES THAT ARE INVOLVED WITH YOUR PROJECT WORK	161 - 162
● Set up an Informal Mechanism	161
● Personal visits to Line Agencies	162



A.

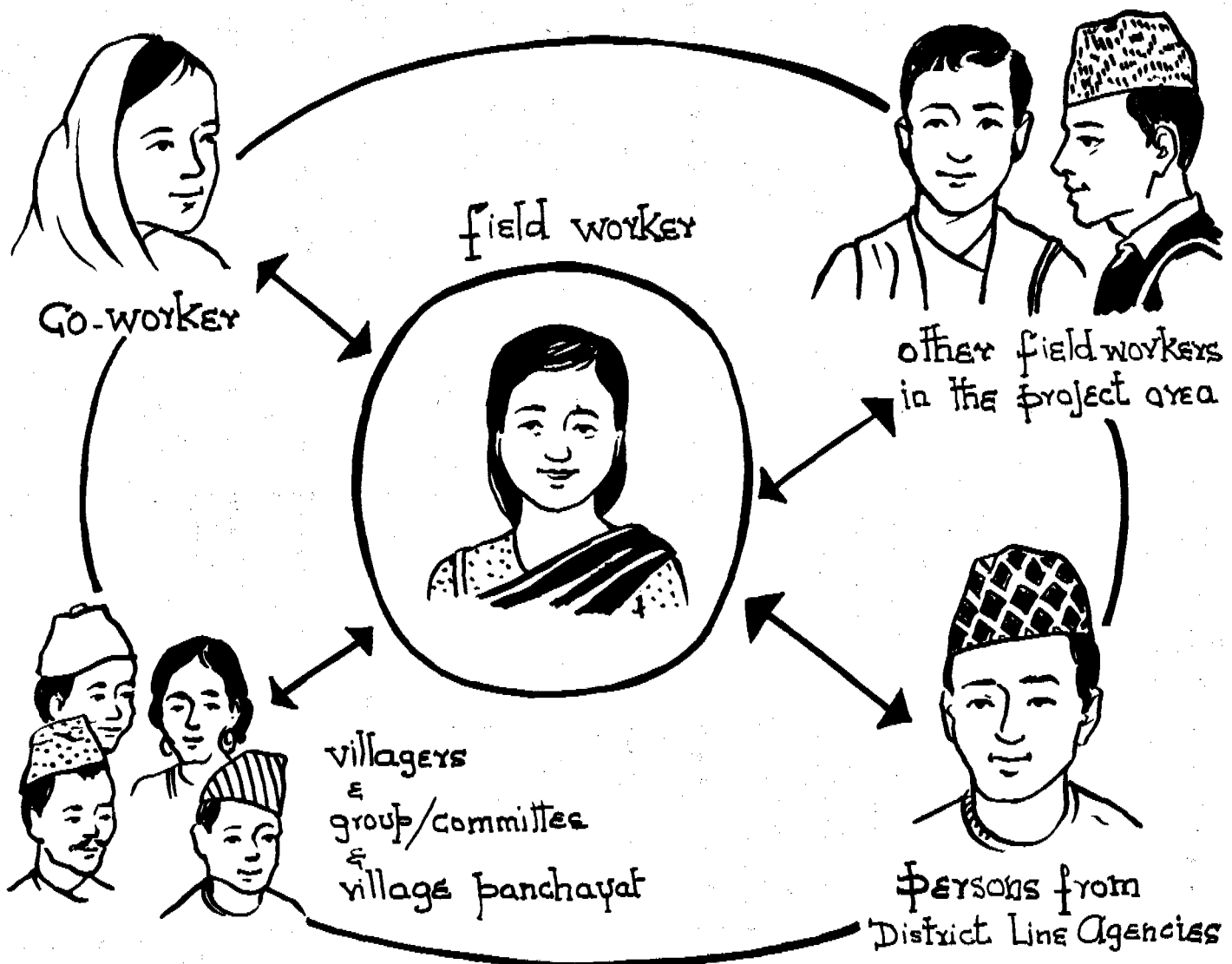
● IMPORTANCE OF TEAM WORK IN THE COMMUNITY & COORDINATION WITH OTHER AGENCIES

To carry out effectively the responsibilities and tasks outlined in this manual and considering the various people and activities involved in working with rural communities, it helps to build around you a system of support.

Therefore it is of utmost importance to work as a team with co-workers, but also with other field workers, and link with agencies/organizations which are closely associated with your project.

B. WHO IS YOUR SUPPORT SYSTEM?

- The villagers and the groups/committee that you have formed and are working with, and the village panchayat,
- Your co-worker directly associated with you,
- Other field workers directly or indirectly assisting your project,
- Persons from district line agencies supporting your project work, including your own supervising office.



STEPS in GAINING SUPPORT

1. The first and most important step in gaining the assistance and support of others is to have, and maintain, a positive relationship with the persons concerned.
2. Secondly, even though your own work may be focussed on one particular activity/subject, be aware of the development programme in your area. Have a total picture of what is going on. It is then much easier to link up with relevant activities.
3. Establish a two-way communication with your support system, to promote team work, co-operation and co-ordination.

You can do this through meetings and discussions on a regular basis. We have already talked about regular meetings with groups/committees (see page 67).

C. HOW TO MEET WITH OTHER FIELD WORKERS & LINE AGENCIES INVOLVED WITH YOUR PROJECT

● SETTING UP AN INFORMAL MEETING

- Talk about the idea to those concerned.
- Call an informal meeting — this first meeting can be organized by the Senior most person.

suggestions
TO GET
STARTED

At this meeting decide:

- Purpose of informal meetings — whether or not such meetings can be useful, e.g.:
 - to share information and ideas about the project, its positive and problematic aspects, future plans.
 - to learn about new resources for projects, for training etc...
 - etc...
- Who will organize similar meetings (if decision is made to continue).
- How often
- Where and when

Setting up an informal meeting for communicating and keeping in contact with those who, like you, are also involved with rural communities, should certainly help strengthen the project, and your field work.

PERSONAL VISITS TO LINE AGENCIES

Maintain regular contact with district line agencies through personal visits. Keep them informed about what you are doing, your successes and problems, especially as it relates to the programme of the line agency you are visiting.



POPULATION EDUCATION &

I FAMILY PLANNING

ROLE of FIELD WORKER



The main role of the field worker is to assist people to understand how population issues affect their lives and to encourage them to plan their families.

To do this the field worker needs to:-

- Have a basic understanding of population issues, Family Planning methods, and other measures that deal with the population problems.
- Be able to work with the Family Planning Services, and link them to the needs of the community.
- Assist in organizing simple programmes related to Population Education and Family Planning.
- Make sure programmes take place and are properly run.
- Assist in supervision and follow-up plans.
- Direct people to existing Family Planning Services and advise them on how best to use these facilities.

A. POPULATION EDUCATION

SECTION INCLUDES

	<u>Pages</u>
1. WHAT IS POPULATION EDUCATION ?	167
2. FACTS ON THE POPULATION OF NEPAL	168 - 172
a. How Many People ?	168
b. Why So Many People ?	168 - 169
c. Who Is This New Population ?	170
d. What Is This Type of Population Leading to ?	171 - 172
3. HOW DOES POPULATION AFFECT OUR LIVES ?	173 - 180
4. WHAT CAN WE DO ABOUT POPULATION PROBLEMS ?	180 - 181

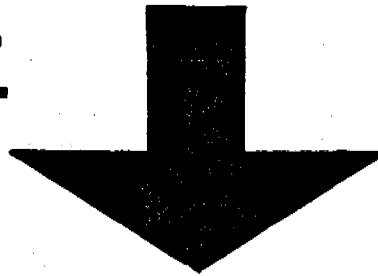
I. WHAT IS POPULATION EDUCATION?

POPULATION

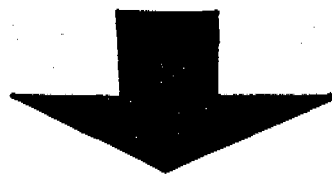
Developing people's awareness and understanding of population problems, especially those faced by their family and community

EDUCATION

IS:



Influencing people to change their attitudes, by realizing their own responsibilities in these matters, so they can better deal with population problems

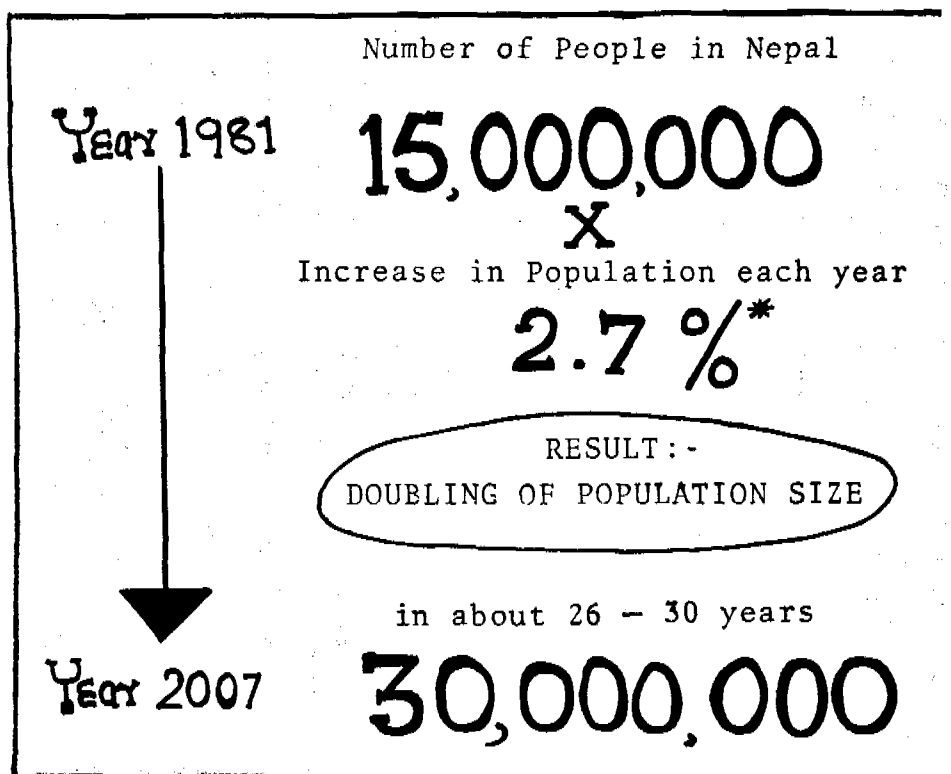


Preparing people to make sound decisions and plans and change their behaviour on:

- Age of marriage
- The number of children to have
- Whether to migrate from their homes to live in other places
- Use of natural resources, e.g. forests, water
- etc.....

2. FACTS ON THE

a. HOW MANY PEOPLE ?



b. WHY SO MANY PEOPLE ?

- WOMEN ON AN AVERAGE HAVE 6 CHILDREN EACH

— Even though they may only want 3 or 4 !

Because: Parents know that some of their children will die before the age of 5.

(Infant deaths in Nepal are very high).

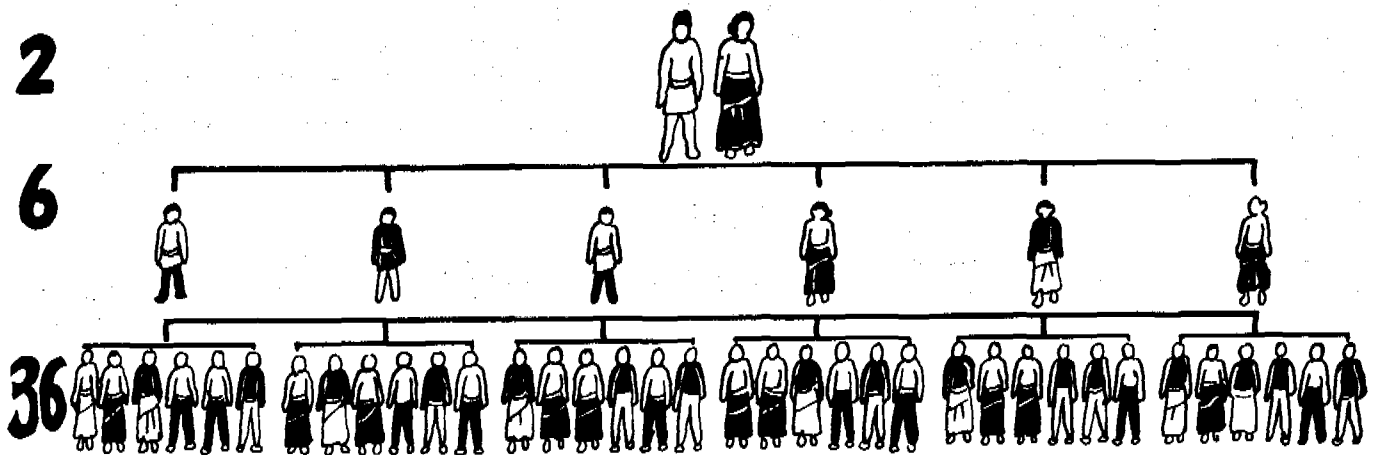
Therefore, they think they must have more children so that the desired number survive.

* (According to 1981 census the population growth rate between 1971-81 was an average 2.66 %)

POPULATION OF NEPAL

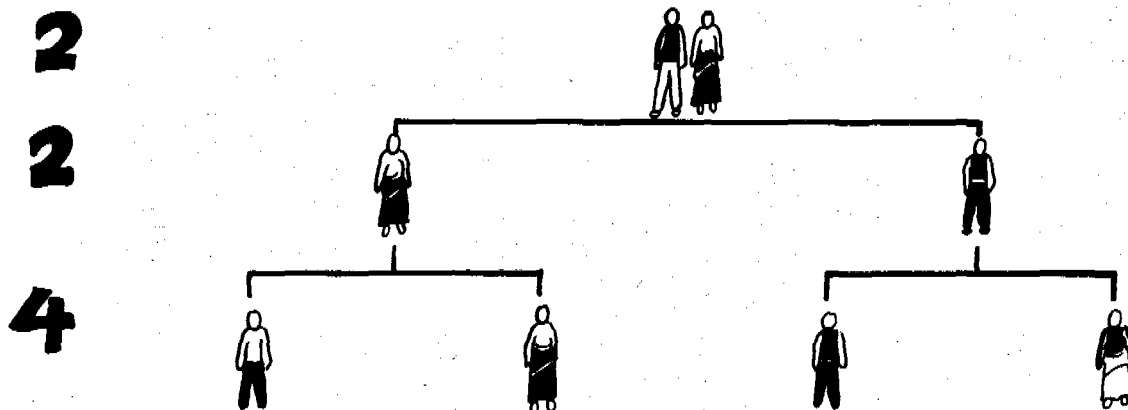
● THE NUMBERS OF PEOPLE MULTIPLY RAPIDLY

Take the example of a couple who has 6 children, and lets say that each of their children in turn has 6 more children.



The total number of children and grand-children who have replaced the original parents is 42 ! This is 21 times more people than the two parents who started the family.

Now lets go back and say these same two parents had only 2 children, and these children also had only 2 children each.



In this case, only 6 people would replace the original parents.

But as we have seen, parents in Nepal have an average of 6 children, not 2 children, and therefore the population grows very fast.

● THERE ARE FEWER DEATHS THAN BEFORE

While the number of children dying is still high, it is much less than before.

In years past over 200 infants (below one year) in 1,000 would die before 1 year.

Today about 145 in 1,000 die.¹

because health services reach more children than in the past.

● PEOPLE ARE LIVING LONGER

— 25 years ago people lived on an average of 31 years.

— Today people live approximately 44 years²
(45 years for females; 46 years for males)

— Once again this is due to health services which previously were almost non-existent.

c. WHO IS THIS NEW POPULATION?

● They are the young (42% are below 15 years old³)

The old



— and with so many new young people, the population will continue to grow rapidly as they have more children of their own.

and,

● They are the old (3.2% are 65 or over)⁴

— also a growing number, many of whom cannot support themselves.

The young



¹ ESCAP 1982

² ESCAP 1982

³ National Fertility Survey — Nepal, 1976

⁴ National Fertility Survey — Nepal, 1976

- DEPENDENCY

Since nearly half of the population cannot fully support themselves, they are dependent on the economically active to support them.

[the young and old population = 45%
and is supported by

people between 15-64 years = 55%]¹

As the population of Nepal grows, soon the 'dependent' portion will outnumber those who support them.

d. WHAT IS THIS TYPE OF POPULATION LEADING TO ?

- CROWDING

Nepal has mostly a Rural Population

96 out of 100 people live in villages²

But people are not spread evenly throughout the country:

- On an average there are about 100 people living in every square kilometre of land³
- Yet there are some places in Nepal where there are over 1000 people living in every square kilometre⁴

Why ?

Because not all land is useable for farming, and so people must crowd into those land areas where they can produce food,

— such as valley areas in the hills

Also people are crowding into cities

- Even though only 4% live in cities, there are not many cities in Nepal and they tend to become more crowded as time goes on.
- Such overcrowding leads to serious problems of poor sanitation, health, and social problems.



1 National Fertility Survey — Nepal, 1976

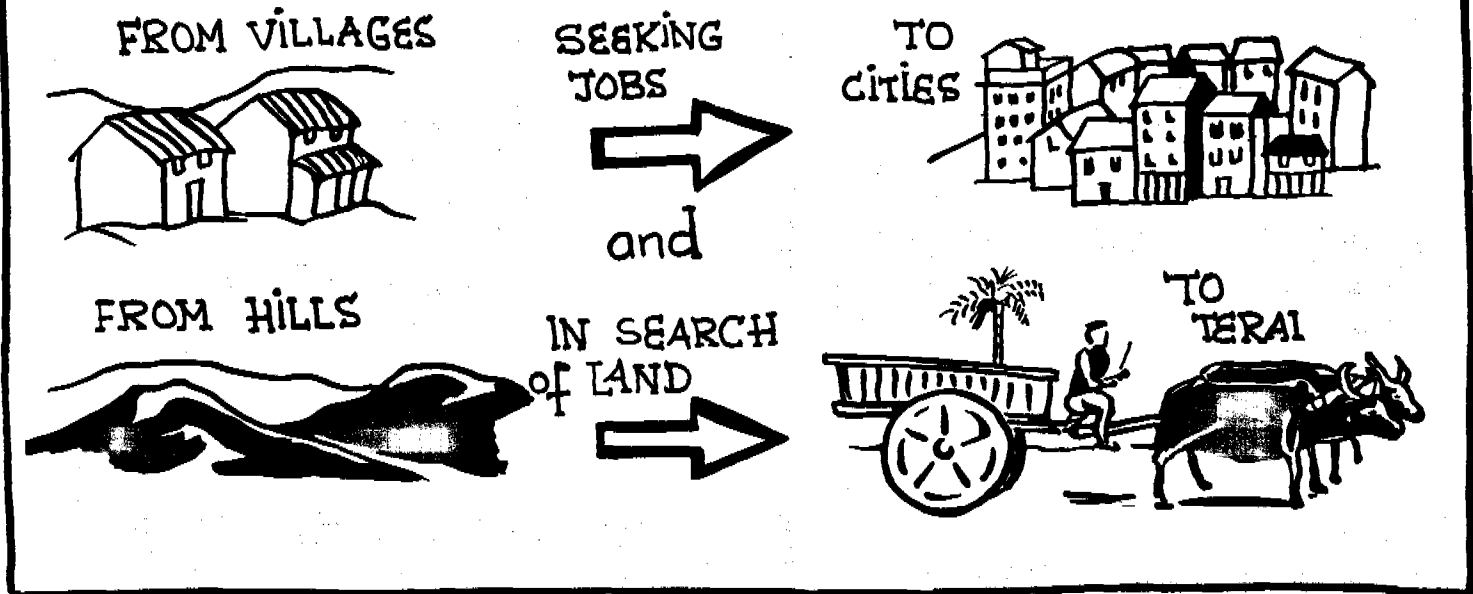
2 Central Bureau of Statistics, 1977

3&4 Central Bureau of Statistics, as cited in Population Dynamics of Nepal, by Judith Bannister & Shyam Thapa

- MOVEMENT - mainly two kinds

Because people are too crowded in some areas, and cannot properly support themselves in those places, they have no choice but to move themselves and their families to new places — in search of more or better land or some kind of employment.

There are mainly two types of movement of people in Nepal:



In fact, there are many reasons why people move away from their places of birth:

PUSHING REASONS → people off their lands

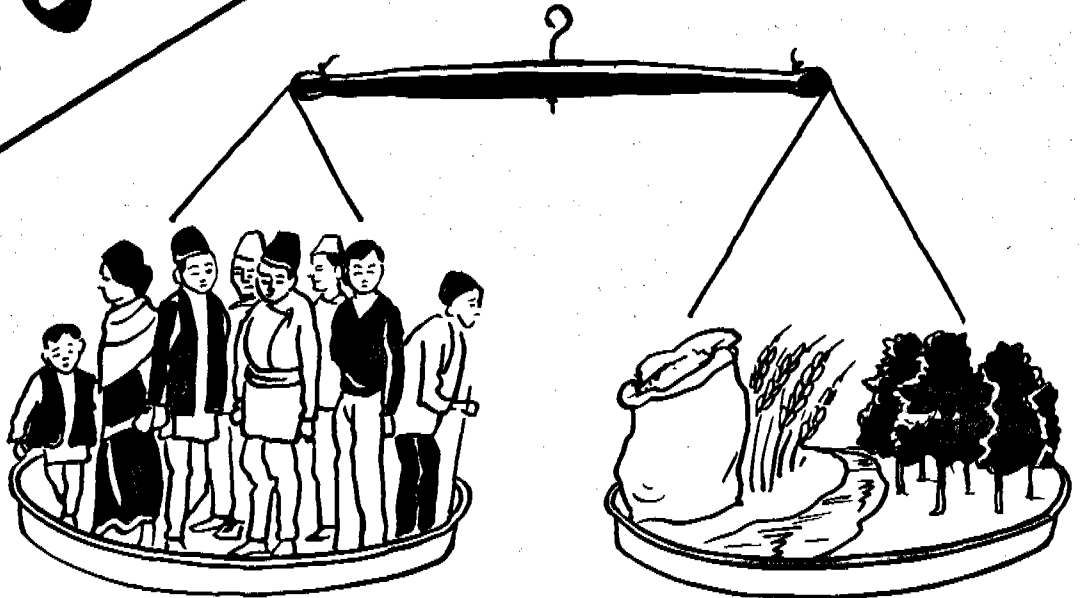
- Land is not enough to grow crops needed to support family
- Even land for the house compound has become too small
- There are no ways of earning money besides farming
- There are no proper social services such as schools and health facilities
- Natural resources have been depleted (wood for fuel) or are drying up (water)

PULLING REASONS ← people to new places

- New lands had been opened up for both farming and settlement. (But this is no longer the case)
- Job opportunities may exist
- There are more things to do in the cities
- Services are more accessible
- Goods and products are more easily available

3. HOW DOES POPULATION AFFECT OUR LIVES?

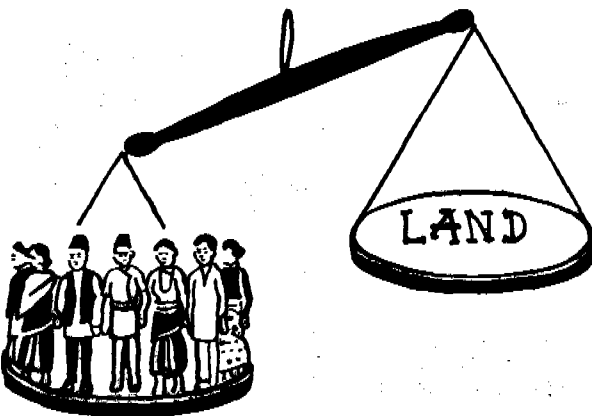
In life there are two things which must work together for us to survive and to enjoy ourselves:



We can hope for a good life for our families and villages only if we are able to balance the number of people with the available resources.

The problem today is that we are no longer able to hold a balance between people and resources.

LET'S HAVE A CLOSER LOOK TO SEE WHY

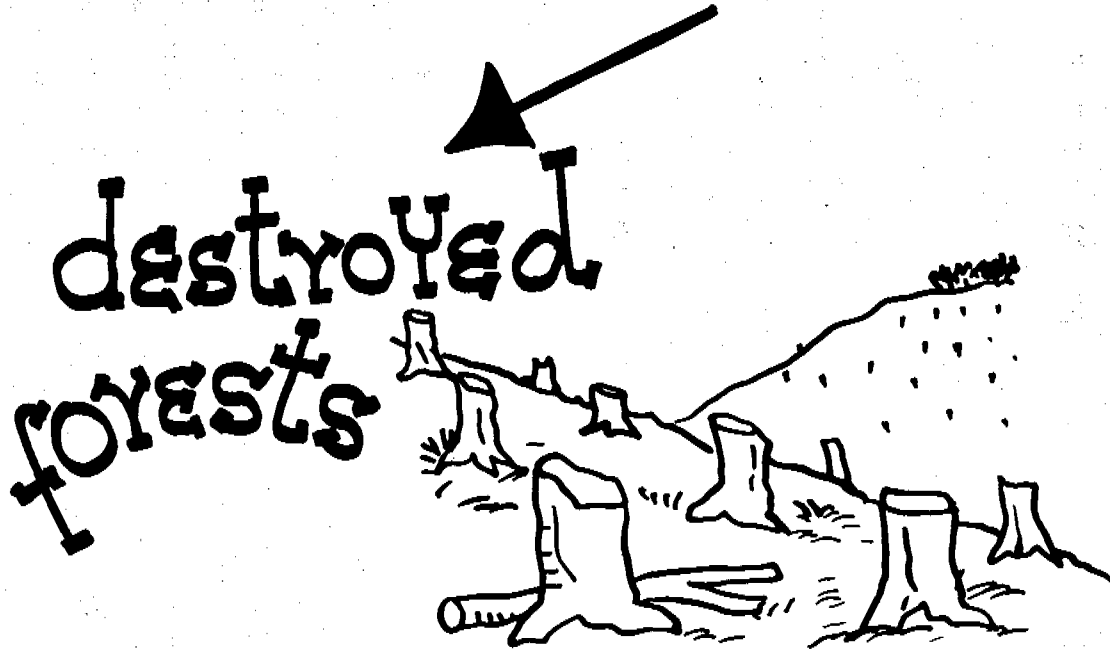
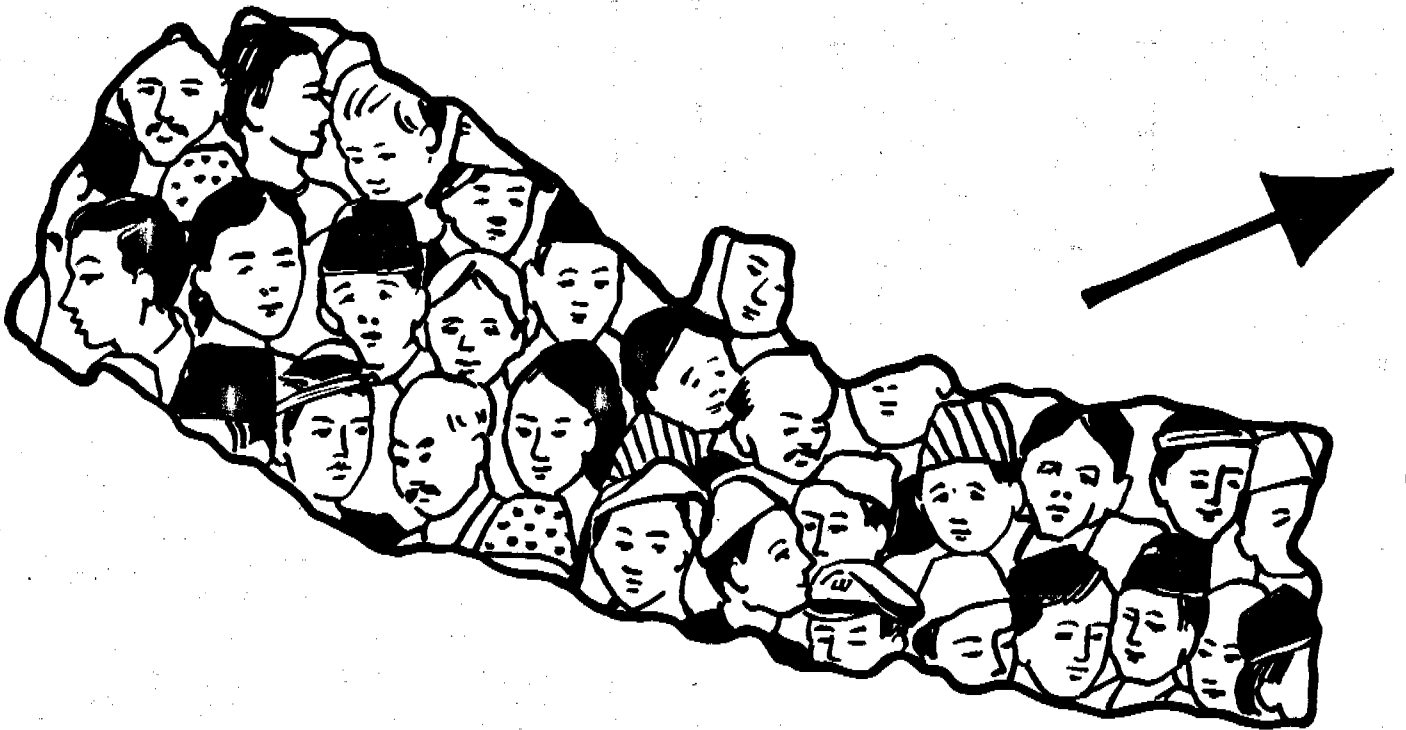


POPULATION & LAND

Agricultural Land in Nepal is very limited. Because of the rugged and mountainous nature of the land, and the difficulty in getting to it, only 14% (20,355 sq. km.) is cultivable.¹

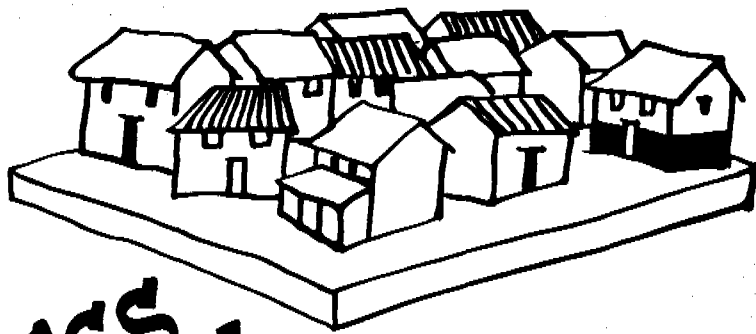
1 Central Bureau of Statistics Census, 1971

HOW POPULATION AFFECTS OUR LIVES

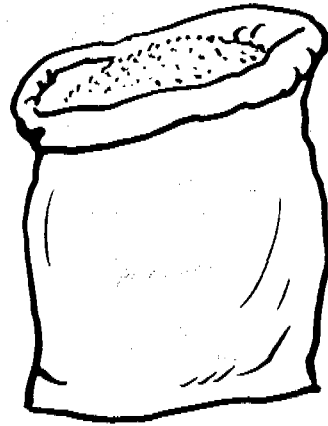


destroyed
forests

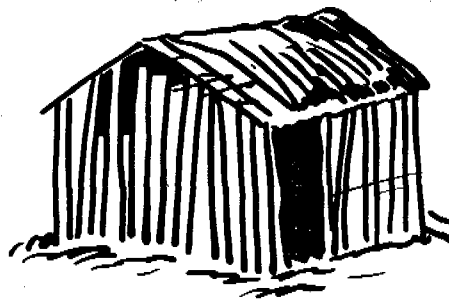
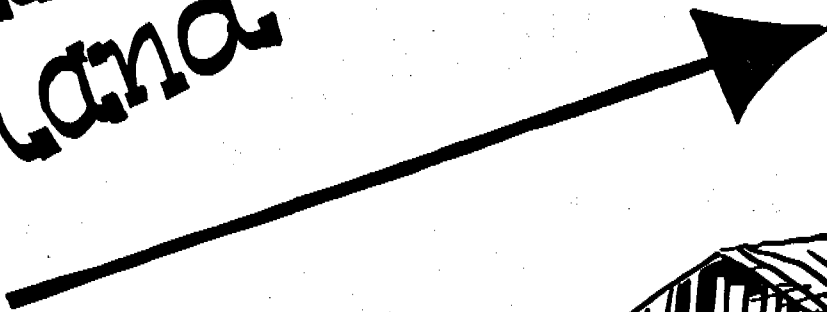
- limited resources



less
land



insufficient
food



inadequate
housing



fewer services &
opportunities



HEALTH



EDUCATION



EMPLOYMENT

Opening new land for agricultural was once a possibility (in Terai) but now even this land is fully used, and it is far too expensive to try to develop other lands in the country.

Therefore, land has become something more or less constant and will not change or increase in our immediate future.

This means that more people now depend on the same land, which means that the share each one gets will be smaller.

PORTION OF LAND TO BE SHARED

family with
2 children

MOTHER	FATHER
CHILD	CHILD

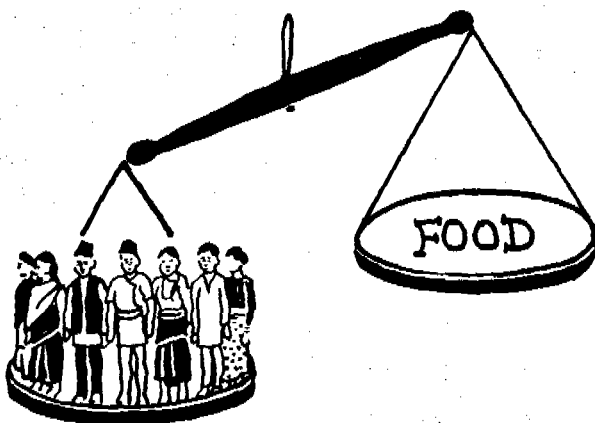
family with
4 children

MOTHER	FATHER
CHILD	CHILD
CHILD	CHILD

family with
6 children

MOTHER	FATHER
CHILD	CHILD
CHILD	CHILD
CHILD	CHILD

POPULATION vs FOOD



Food in Nepal is scarce — and becoming scarcer. Nepal used to grow enough food that it could sell some to other countries — now we must buy from other countries ! Food production is not keeping up with the increasing number of people. The amount of food (rice, wheat, maize, barley, millet) each Nepali needs remains the same—about 210 Kg. per year; yet the amount of food most people actually eat is much less than this about 180 Kg. per year, or even less.

Large families suffer most — since they have more mouths to feed on the same amount of food.



Those most affected are the children who in fact need even more food than grown ups, but because of the low quantity and quality of food they receive, they are often malnourished and sick.

POPULATION & HUMAN RESOURCES



The most important resource of any country are its Human Resources

By 'human resources' we mean healthy and well trained people who are able to work to improve life in their families and communities.

But to keep people healthy and to educate and employ them requires social services which are dependent on resources (financial and manpower) that are limited in Nepal.

HEALTH SERVICES in Nepal reach, it is estimated, only about 10 out of every 100 people. Even those minimal services are greatly strained by a lack of adequate health facilities, drugs, and qualified health workers.

A rapidly increasing population in Nepal may mean that health services will be spread even more thinly, and "keeping people healthy" will be a most difficult task.



EDUCATIONAL SERVICES will similarly be difficult to provide for a growing population at an adequate level.

Presently only: 23% of the population 6 years old and over is literate

34% of male & } → are literate
12% of females }

26% of children of school age (6-14 years) have actually attended school.

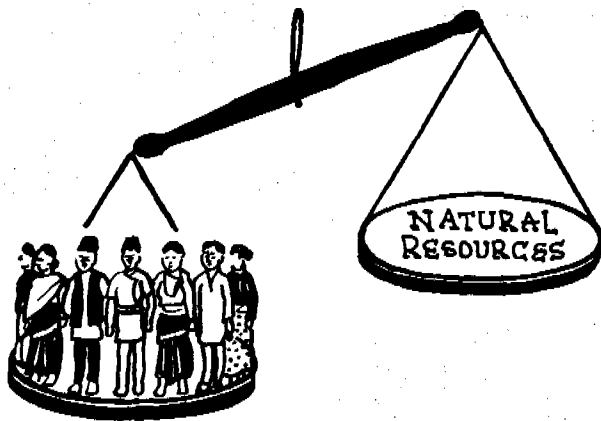
The Government is making every effort to give more children an education, but this again requires limited resources which cannot keep up with the expanding numbers of school age youngsters.



EMPLOYMENT Every year a larger number of young people begin looking for jobs. But it has not been possible to provide all of them with gainful work. Although much effort is being taken to increase employment opportunities, the rate of population growth usually outstrips such attempts, and the result is a considerable waste of this youthful manpower.



In these ways, population growth becomes a serious obstacle to developing and making full use of Nepal's human resources.



POPULATION & NATURAL RESOURCES

People of Nepal depend for their livelihood mostly on the natural resources such as: good quality soils for cultivation, forests, and water. However, these vital resources are rapidly being destroyed and are becoming more difficult to obtain, mainly due to the increased demands of a growing population

Forests

Forests growing on the hillsides help to hold the soil, keep moisture, and prevent or slow down the erosion of the land.

But these forests are being cut (and not replaced) by the increasing population to meet their needs for:

- Fuel
- Opening more land for agriculture
- Housing
- Animal fodder
- Industry



soils

As a result of the cutting of the forests, erosion is reducing the amount of available land for agriculture, and rich top soils are being washed away.

water

These lost soils are flowing into the rivers, often changing the course of these rivers, and making the work of harnessing the waters (for both irrigation and drinking) exceedingly difficult.

As a result of these demands (and abuses) of the natural resources by so many people, the balance between the population and the environment is breaking down and there is an ever growing danger that the resources will no longer be sufficient to support the people.

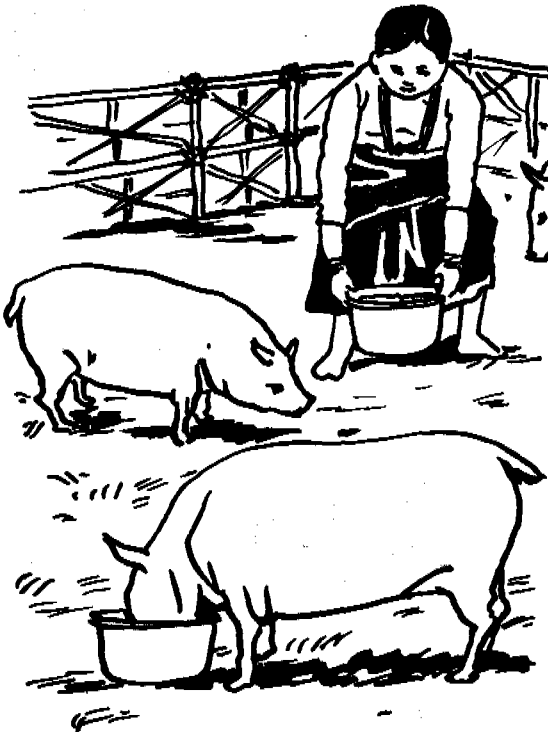
There is no single answer to the population problems facing Nepal. Many things must be done at the same time if these problems are to be solved. Here are two ways of dealing with the problem.

● IMPROVE THE INCOME OF FAMILIES

Population problems are not separate from other problems of life. Efforts to solve

population problems are very much related to efforts to meet other needs of the family. When the family income improves, people tend to have fewer children. It is important to help families start up income generating activities.

Particularly, you can assist women to earn an income to supplement family needs.



4. **WHAT CAN WE DO about the POPULATION PROBLEMS?**

• FEWER CHILDREN

Decisions by families to have less children will clearly have the greatest impact on population problems. Having fewer children will benefit each family since its members will be better cared for. It will benefit the community and nation since there will be less demand on limited resources. To have fewer children, people must:



Today young Nepali girls marry very young — often at the age of 13 or 14. This means they have more time to have more children. But if they marry later, say around 20 years old, or more, they are likely to have fewer children.

**MARRY
LATER**

In order to space children and limit the size of the family, we must practice reliable methods of family planning. The section which follows describes in detail the choices available.

**PRACTICE
FAMILY
PLANNING**



B. FAMILY PLANNING

SECTION INCLUDES

	<u>Pages</u>
1. WHAT IS FAMILY PLANNING ?	183
2. WHY PLAN YOUR FAMILY ?	184 - 187
3. WHY DON'T MORE PEOPLE PLAN THEIR FAMILIES ?	188 - 191
4. HOW DO WE LIMIT THE SIZE OF OUR FAMILIES ?	192
— Methods of Contraception	201
5. WHERE TO GO FOR FAMILY PLANNING SERVICES ?	202 - 204

We have learned from Population Education that the growth of population in Nepal must be slowed down, and the numbers of people kept within limits, if we are to maintain a balance with our resources and achieve a better quality of life for all. The most immediate means for doing this is family planning.



1. WHAT IS FAMILY PLANNING?

Family planning is the right and responsibility of couples to decide:

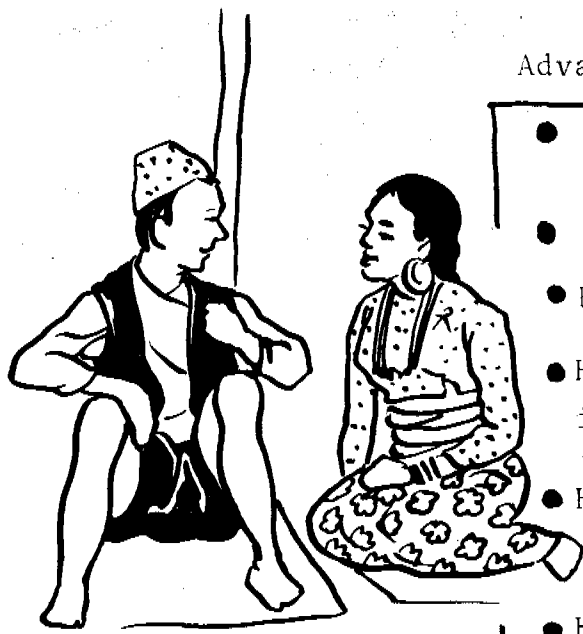
- how many children they wish to have and can afford.
- when they want to have them.

They can make these decisions by using effective contraceptive methods. Family planning is for planning and limiting family size, or in special cases, to assist couples who have no children (due to infertility) to have them.

WHY PLAN

advantages of family

The main reason for practicing family planning and keeping your family small is that all members of the family will benefit in terms of the better life they will be able to live.



Advantages for the mother

- Is more likely to stay healthy and be less tired, because she can restore her energy between child births.
- Can give more attention to the children she has.
- Husband and wife will have more time for each other.
- Has time and energy to do other things to increase family income.
- Has more time to participate in activities in the community.
- Has more peace of mind about the future.

Advantages for the father

- Has less mouths to feed and thus can make sure all have enough to eat.
- Can work in peace, and therefore can enjoy good health.
- Can find leisure time to guide and be with the family and help bring up the children.
- Can save money for emergencies and for the future of the family.
- Can find time to help in the community's development activities.
- Can have money for the entertainment of his family.



YOUR FAMILY ?

Planning & small family size



Advantages for the Baby

- Can have breast-milk for a longer time.
- Is likely to receive more love and care from parents.
- Is better fed and housed.
- Is better educated.
- Is healthier.
- Has a brighter future.

Advantages for the other children

- Can be better fed and healthier.
- Can have more individual attention from parents.
- Can have better education.
- Can have better prospect for jobs.
- Can have adequate living and playing space.
- Can develop confidence by growing up in an environment that is peaceful and healthy.
- Can inherit adequate share of the family property/land when they grow up.



Advantages for the family

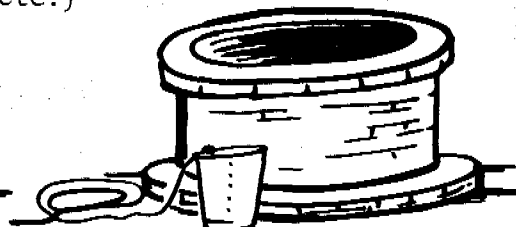
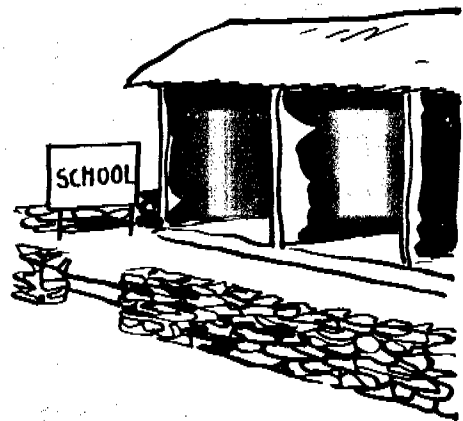
- If the family is not very well off, family planning will avoid making the present situation worse — family planning will reduce everyday expenses.



- Family members can get enough food from what is available.
- Might allow for some small luxuries, like a radio, bicycle, etc.
- There will be more peace and quiet in the home, and the husband and wife can enjoy more companionship.


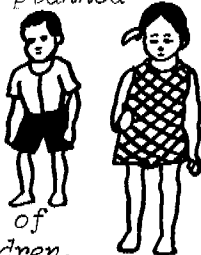

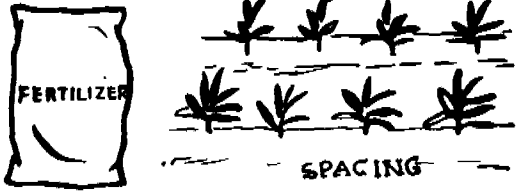
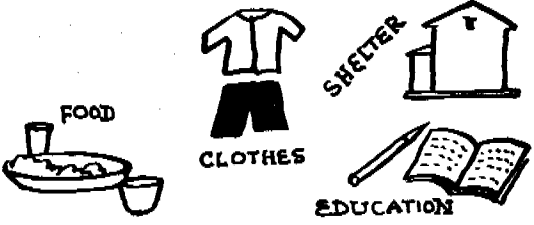


Advantages for the community

- If many people in the community have small families the community will not become overcrowded. People will have adequate resources, and the balance between people — resources can be maintained [as discussed in Section on Population Education, page].
- With fewer people, both the Government and the community itself have a better chance to provide adequate social services (e.g. health care, schools, etc.)



FAMILY PLANNING is similar to other planning we do

Planning the size of our families is not difficult. In fact, it is much like the planning we already do on our farms.

	PLANNING FOR CROPS	PLANNING FOR CHILDREN
STAGES COMMON TO BOTH TYPES OF PLANNING	<p>Crops have to be planned yearly. You need to think ahead which year's you will not plant, so as not to exhaust the soil.</p> 	<p>Children have to be planned for, according to what the family can afford. Spacing of children is required to maintain the health of the mother and children.</p> 
NEED	<p>- food for the family</p> 	<p>- children for the parents to help support the family, and provide enjoyment</p>
THINK-DECIDE	<p>- kind of fertilizer to buy, - when to plant - how crops should be spaced etc. - when to leave the land unplanted to keep it rich</p> 	<p>- the needs of every child from baby to adult, - and what family resources there are to meet these needs</p> 
ACT	<p>- plow - sow seeds - weed and hoe - harvest - thrash grain - etc.</p> 	<p>- use reliable family planning methods, have only the number of children that can be taken care of. - save a little every year for future needs:</p> 
LOOK AT RESULTS	<p>- decide how good the crop was and what should be done differently next year</p>	<p>- watch family grow and consider how their needs are being met - consider health of mother - may be mother has good health and there are farm resources enough for another baby</p>

[This page is adapted from Working With Villagers -- Prototype Lessons, The American Home Economics Association International Family Planning Project, Washington D.C., U.S.A.]

3. WHY DON'T MORE PEOPLE

Although the planning required and methods needed to have small families are generally quite simple, still most people do not practice family planning.

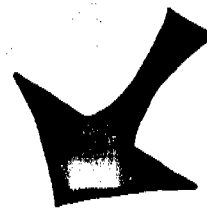
WHY?

MYTHS,
ATTITUDES,
RUMOURS

In the history and tradition of Nepal, family planning was not something you had to think about or practice in an active way. The numbers of people and size of families was more automatically limited by natural causes — more children died at early ages, and people did not live as long. Therefore, people acquired (out of necessity) an attitude and practice for having as many children as possible.

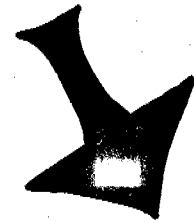
Today, the situation as we have seen has changed considerably, requiring parents to limit the number of their children if they are to have a decent life — and yet: the old attitudes and practices persist! And new rumours begin to spread! Through education these beliefs must begin to change:

OUT OF EVERY
100 MARRIED
WOMEN IN NEPAL



7

practice
family
planning



93

do
not

(1)

PLAN THEIR FAMILIES ?

TRADITIONAL BELIEFS

ATTITUDE CHANGE NEEDED

- Children are 'Gifts of God'.



- Children are an economic necessity (to help in the field, watch the animals, take care of younger brothers and sisters).

A man shows his masculinity (virility) by the number of children he has.

- Sons are more important than daughters, so you must keep having children until you are sure of enough sons.

And more particularly because sons are required to perform the ceremonial rites at the death of the parents and also to continue the family name and inherit property.



- This is true, but it is all the more reason why they should be cared for properly. Today this can only be done if there are few children in the family.

- Again this is true, but this can only be done successfully if they are healthy and well fed.

- This belief is not based on any true scientific or physical fact.

- While it is true that sons can provide security for parents in old age, and can inherit and work the land, daughters are equally capable of providing such support if given equal opportunity and rights.

Traditional attitudes and laws regarding the social role of daughters and women will also need changes.

RUMOURS

- If a man is sterilized, it means he is castrated, and he becomes very weak.
- Women who practice family planning may die or become sick, and the methods do not always work so they will have children anyway.
- Family planning causes the death of the unborn child which is a sin.

FACTS

- Male sterilization does not involve castration at all, (see next section) and in almost all cases the man maintains his full strength and ability to work and continue to enjoy sex.
- While no family planning method is 100% safe and effective, for the most part they are effective if properly done and practiced.
- If family planning is practiced correctly, the child is never conceived so there is no death involved, so it is not a sin.

...better information needed

Once people begin to change their old and current beliefs, through better information and a knowledge of the facts as well as a reasoning out of these matters in terms of their families own self interests, then chances are very good that many more people will begin to practice family planning.

LACK OF SERVICES

It must be noted that while many people do not yet want to practice family planning for the above reasons, there are many men and women in Nepal who do want to practice, but cannot, because they do not have enough information about Family Planning methods and/or because the services and supplies are not available to them. Thus, while:

30 MARRIED WOMEN OUT OF 100 WANT TO PRACTICE

7 MARRIED WOMEN OUT OF 100 DO PRACTICE

this
means
there
is a
GAP

23 MARRIED WOMEN OUT OF 100 WHO WOULD PRACTICE

if

family planning were more easily available to them⁽¹⁾

'A GAP OR UNMET DEMAND EXISTS'

Therefore, more effort must be made to get Family Planning services to village people. This can be done by:

- More Government health services for Family Planning available at the village level.
- More interest and involvement of the village people to take responsibility for providing education and services with their own resources.
- The Government is trying to provide these services, but it requires more money, manpower and time.
- Villagers can organize education programmes (after some initial training) and can actually provide some services themselves by distributing contraceptives, and explaining to villagers their use.

4. HOW DO WE LIMIT THE SIZE OF OUR FAMILIES?

In order to have small families, villagers should have a basic knowledge of how conception takes place, and methods for preventing births when desired.

Every month during a woman's menstrual period a woman produces an egg in her body. Most women produce eggs from ages 15 to 45 years. These eggs, called 'ovum', are so small they cannot be seen by the naked eye.

The seed in the male body begins to form from the age of 14 years. The fluid that comes from the male genital organ during intercourse contains millions of seeds. These seeds, called sperms are also too small to be seen by the eye.

In this way, millions of sperms are released by the male into the body of the female, where they move up into uterus until they find and attach to the egg. This union of the sperm and egg is the beginning of human conception.

how
conception
takes
place



Gradually, the egg fertilized by the sperm forms a foetus which is the tiny beginning of the baby, and it continues to grow for 9 months.*

Conception takes place when the sperm from the male meets and unites with the egg of the female.

* Taken in part from COMMUNITY HEALTH LEADER TRAINING-CUM-WORKING MANUAL. Community Health and Integration Project, Kathmandu, Nepal.

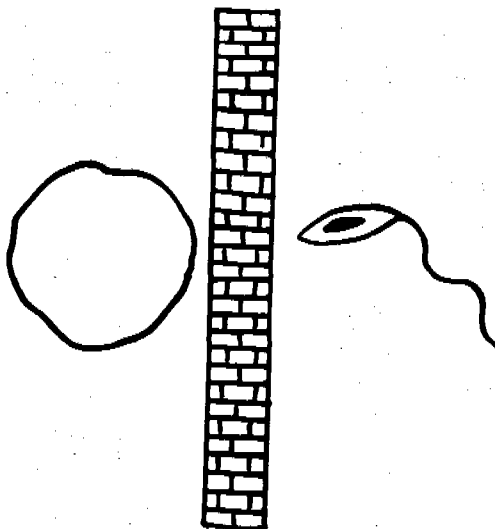
Pregnancy can be avoided if the union of the sperm and egg can be prevented or blocked.

For example, conception does not take place if:

The egg does not come into the woman's uterus, in which case the sperms die and the woman's body absorbs them.

The sperms are blocked from entering the woman's uterus, or they are not produced at all by the male.

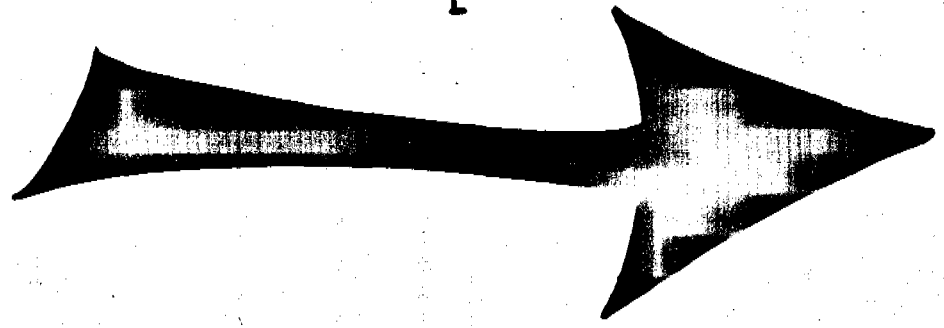
How
conception
is
prevented



The
MODERN METHODS
of
CONTRACEPTION

Temporary & Permanent, ^{FOR} women
& men

are described
in the
pages that follow



TEMPORARY METHODS — FOR WOMEN

METHOD

HOW IT WORKS

ADVANTAGES

DISADVANTAGES/
SIDE EFFECTS

HOW TO USE/CAUTIONS

EFFECTIVENESS

ORAL PILL

It is a contraceptive taken orally by women to prevent pregnancy

Gives message to the body not to release an egg that month.

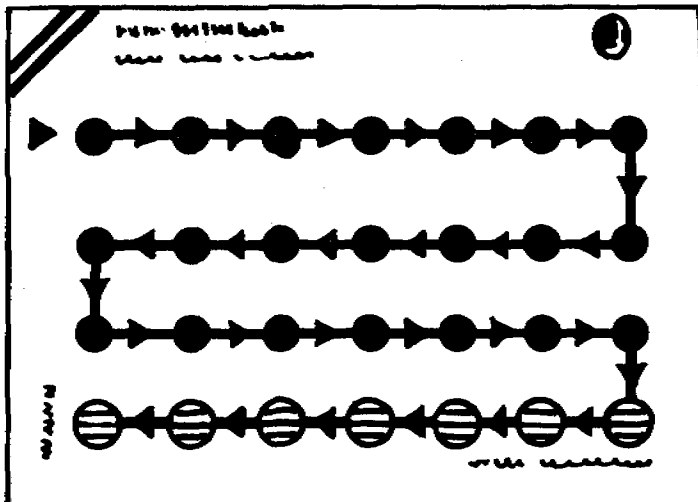


- Easy to use
- Highly effective
- Can have baby later
- Low cost
- Can improve menstrual regularity
- May decrease menstrual cramps

- Must remember to take a pill everyday.
- Temporary side effects: e.g. indigestion, headache and dizziness, nausea, spotty bleeding between periods, decreased or missed periods, tenderness in breasts, weight gain.
- May decrease breast milk.

- Start the first packet of pills on 5th day of menses.
- Take 1 pill every day.
- Never stop taking the pill. When one packet is completed start a new packet the next day.
- If you forget to take the pill, take 2 pills on the next day.
- If you forget to take pills for 2 days, continue taking the pills as usual but use another form of birth control until the end of the pill pack.
- Women having no menstruation for two months while taking pills should visit the clinic.
- Women in whom side effects continue after 3 months should see the doctor.
- Women suffering from diabetes, heart disease, high blood pressure, jaundice, urinary infections, breast cancer should not use the pill.

Out of 100 women taking the pill, 99 will not get pregnant.



Temporary methods—for women

96

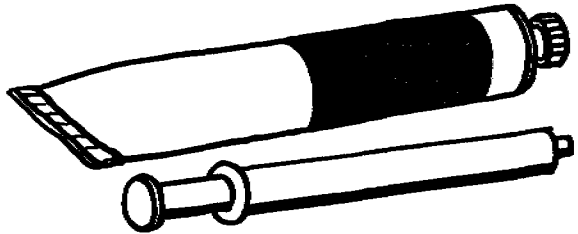
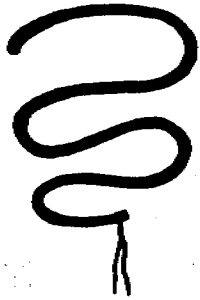
METHOD	HOW IT WORKS/FUNCTION	ADVANTAGES	DISADVANTAGES/ SIDE EFFECTS	HOW TO USE/CAUTIONS	Effectiveness
<p><u>DEPOPROVERA</u></p> <p>Is an injection to prevent pregnancy and is given every 3 months in the arm or hip muscle</p>	<p>Prevents ovulation, or the egg from being released every month for 3 months.</p> <p>It also alters the nature of the mucous in the cervix creating a natural barrier against the sperms</p>	<ul style="list-style-type: none"> ● Simple and convenient ● 4 injections in a year are enough for contraception ● Does not decrease the quantity and availability of breast milk supply ● Has less side effects than the pill 	<ul style="list-style-type: none"> ● Is not reversible for 3-6 months ● Women using it should have had at least one or two children since there is some risk of late return of fertility. ● Some side effects: <ul style="list-style-type: none"> — No menstruation — spotting between periods — irregular bleeding, or heavy bleeding in some women — weight gain 	<ul style="list-style-type: none"> ● An injection must be taken every three months. ● Physical examination is needed before use ● Best time to start is one month after delivery, or within first 5-9 days of a menstrual period ● If severe side effects occur woman should contact the clinic ● If started between the 5-9 days of the menstrual cycle woman should avoid intercourse for next 10 days. ● Not for women suffering from breast cancer, other cancers, liver disorders, hypertension, diabetes and blood abnormality ● If user continues to have heavy bleeding problems even after treatment, she should visit a health facility or use some other form of contraceptive 	<p>Out of 100 women using Depoprovera, over 99 women will not become pregnant</p>



DEPOPROVERA

TEMPORARY methods — for women

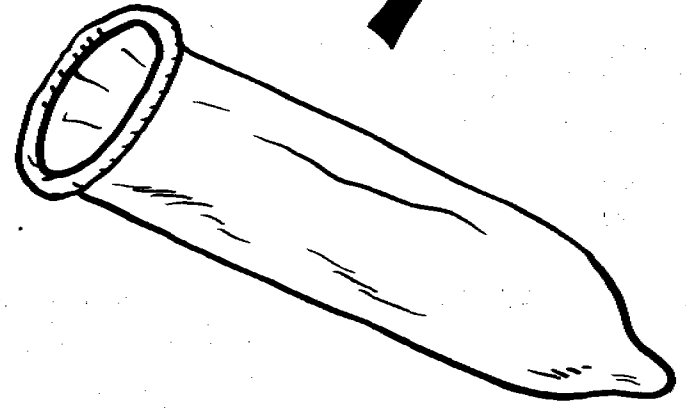
METHOD	HOW IT WORKS/FUNCTION	ADVANTAGES	DISADVANTAGES/ SIDE EFFECTS	HOW TO USE/CAUTIONS	EFFECTIVENESS	
<p>INTRA UTERINE DEVICE (IUD)</p>	<h2>IUD</h2>	<p>This device is placed in the uterus. It works by preventing the eggs from staying there.</p>	<ul style="list-style-type: none"> • It is safe • Prevents pregnancy for several years • Women can have baby later • Low cost • Nothing to do before intercourse • Does not decrease breast milk of nursing mother 	<ul style="list-style-type: none"> • Possible that body will reject or expel IUD • Discomfort of temporary side effects. e.g. mild cramps, bleeding between periods, increased bleeding during period, vaginal discharge • Chances of pelvic inflammatory disease • Must be inserted by a trained person 	<ul style="list-style-type: none"> • It has to be inserted inside the uterus through special instruments by the doctor or trained nurse. • Woman must check-up on whether the IUD is in place by inserting her finger into the vagina from time to time, to feel the string and by checking her menstrual pads. • If side effects do not go away after a few weeks she should visit the clinic. 	<p>Out of 100 women using it 90 - 96 will not get pregnant</p>
<p>JELLY AND FOAM TABLET</p>	<h2>JELLY & FOAM TABLET</h2>	<p>It is placed in the vagina to both kill and prevent sperm from entering womb.</p>	<ul style="list-style-type: none"> • No need to see the doctor • Easy to buy • Easy to apply 	<ul style="list-style-type: none"> • Must be put in every time • Must buy supplies • Not as effective as condoms, IUD, or pills • Foam tablet may cause a feeling of heat in birth canal • Rare allergic reactions 	<ul style="list-style-type: none"> • Place deep in the vagina near the cervix • Try to insert it 5-10 minutes before intercourse 	<p>Failure rate is 30 pregnancies per 100 women per year</p>



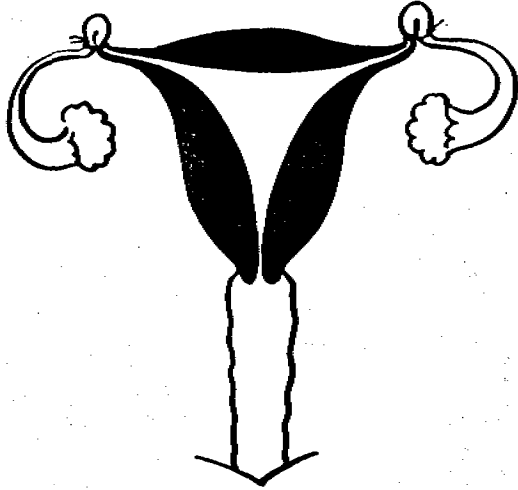
TEMPORARY METHOD — FOR MEN

METHOD	HOW IT WORKS/FUNCTION	ADVANTAGES	DISADVANTAGES/ SIDE EFFECTS	HOW TO USE/CAUTIONS	EFFECTIVENESS
CONDOM	<p>It is a sheath of thin rubber or plastic put over the erect penis to prevent sperm from entering the womb of the woman</p>	<ul style="list-style-type: none"> ● Easy to use ● No medical examination is necessary ● Can have baby later ● Prevents venereal diseases ● No side effects 	<ul style="list-style-type: none"> ● Must be put on each time before intercourse ● May reduce enjoyment of sex by men or women ● The man may forget to use it ● It may sometimes burst during intercourse 	<ul style="list-style-type: none"> ● Tear the condom package from saw-shaped side, the condom comes out easily ● If condom is taken out forcibly from the package, it may tear ● Unroll the condom from the tip of the erect penis before intercourse ● It should be taken out of the vagina at the same time as the penis after ejaculation, by holding it with the finger ● Used condoms should be buried. 	<p>Out of 100 men using it 72 will not make their wives pregnant</p> <p>The effectiveness of the condom can be increased, if the woman also uses foam or jelly</p>

CONDOM



PERMANENT METHODS — FOR WOMEN

METHOD	HOW IT WORKS/FUNCTION	ADVANTAGES	DISADVANTAGES/ SIDE EFFECTS	HOW IT IS DONE/CAUTION	EFFECTIVENESS
<p>LAPAROSCOPY STERILIZATION</p>					
<p>Tubal ligation This is an operation done to tie the tubes</p>	<p>The female tubes are separated, (cut and tied) to prevent egg from reaching the womb</p>	<ul style="list-style-type: none"> ● Nothing more to do after operation ● A woman can have this operation done between 30-45 days after delivery ● This operation can be performed within 5-8 days of menstruation ● Doctor examines the health and physical conditions of client before operation ● A pelvic examination is done by the doctor or trained nurse to find out any abnormalities 	<ul style="list-style-type: none"> ● Cannot have more babies ● On the day of the operation, the woman should come without eating ● Requires a short period of stay in the hospital, or camp site ● Possible side effects: <ul style="list-style-type: none"> - Some woman may get heavy bleeding during menstruation - Some may get a hernia at the operated area - Some may get an infection in the wound/operated area - Some may get fever 	<ul style="list-style-type: none"> ● Fallopian tubes are tied through laparoscopic instruments after small operation in the lower part of the abdomen ● This operation is done by the doctor ● Woman should come with the approval of her husband ● Woman should not practice intercourse for a week, or do heavy work ● No drop of water should go in the operated area ● Woman should keep her hand over the operated area while coughing ● Woman should go to the clinic after a week, a month, and 3 months after operation for check-up ● A woman with a tumour around the stomach, or hernia should not have this operation. Women with severe anaemia and diabetes have also to be carefull. 	<p>Out of 100 women, over 99 will not get pregnant</p>
					
<h1>LAPAROSCOPY</h1>					

Permanent methods — for women

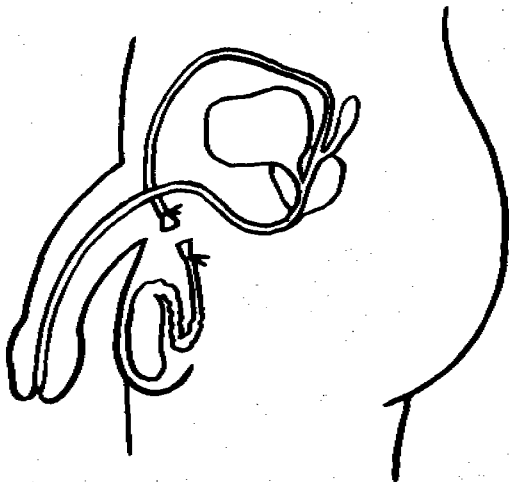
METHOD	HOW IT WORKS/FUNCTION	ADVANTAGES	DISADVANTAGES/ SIDE EFFECTS	HOW IT IS DONE/CAUTION	EFFECTIVENESS
<p><u>FEMALE</u></p> <p>MINI-LAPAROTOMY STERILIZATION</p> <p>OR</p> <p>MINILAP</p>	<p>The female tubes are separated to prevent egg from reaching the womb</p>	<ul style="list-style-type: none"> • Nothing more to do after operation • A woman can have this operation done between 30-45 days after delivery • This operation can be performed within 5-8 days of menstruation • Doctor examines the health and physical conditions of client before operation • A pelvic examination is done before the operation 	<ul style="list-style-type: none"> • Cannot have more babies • On the day of the operation the woman should come without eating • Woman wanting this operation should already have had children who are likely to survive • Requires a short period of stay in the hospital, or camp site • <u>Possible side effects:</u> <ul style="list-style-type: none"> - abdominal pain - some women may get fever - complain of periods - hernia at the operated area - some may get an infection in the wound/operated area 	<ul style="list-style-type: none"> • Fallopian tubes are taken out of abdomen; cut and tied, and again, inserted into the abdomen after a small incision in the lower part of the abdomen carried out by the doctor • Woman should come with the approval of her husband • Woman should not practice intercourse for a week or do heavy work • Clean operated area with soap and water after two days • Woman should keep her hand over the operated area while coughing • Woman should go to the clinic after a week, a month and 3 months after operation for check-up 	<p>Out of 100 women, over 99 will not get pregnant</p>

MINILAP

PERMANENT METHOD — FOR MEN

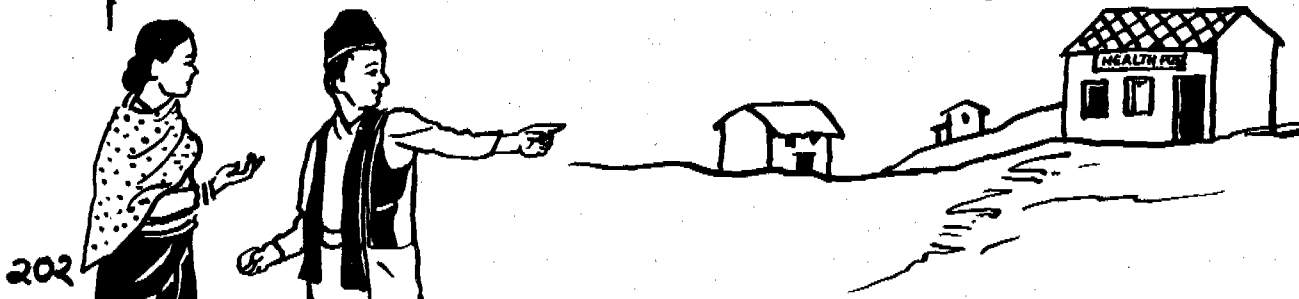
METHOD	HOW IT WORKS/FUNCTION	ADVANTAGES	DISADVANTAGES/ SIDE EFFECTS	HOW IT IS DONE/CAUTION	EFFECTIVENESS
<p>VASECTOMY STERILIZATION</p> <p>This is an operation performed on men</p>	<p>The male tubes are separated to prevent sperms (seeds) from mixing with the seminal/sex fluid</p>	<ul style="list-style-type: none"> • Nothing more to do after operation 	<ul style="list-style-type: none"> • Cannot have more babies • Must see a doctor for the operation • Possible <u>side effects</u>: <ul style="list-style-type: none"> - Hematoma (swelling) - Wound infection - Hernia at the operated area 	<ul style="list-style-type: none"> • Two vas are pulled out, cut and tied, and again inserted after a small operation by the doctor • Man should come with wife's readiness and consent • No intercourse for a week • Bandage should not be loosened for one week • Clean operated area with soap and water after two days • No heavy work, or striding, or horse riding for a week • Other contraceptives should be used by either of the partners for 3 months 	<p>Out of 100 men having this operation, 99 will not make their wives pregnant</p>

VASECTOMY



5. WHERE TO GO FOR FAMILY PLANNING SERVICES

INSTITUTIONS	INDIVIDUALS	SERVICES
<p>FAMILY PLANNING and MATERNAL CHILD HEALTH PROJECT (FP/MCH)</p> <p>(a) Clinics</p> <p>(b) Centres</p> <p>(c) Voluntary Surgical Contraception Centre (VSC)</p> <p>(d) District Offices</p>	<ul style="list-style-type: none"> - Auxillary Health Workers (AHW) - Auxillary Nurse Midwives (ANM) - Health Aides - Panchayat Based Health Workers (PBHW) - Intermediate Supervisor (IMS) <p>Family Planning Officer (FPO)</p> <p>Family Planning Officer (FPO)</p>	<p>Contraceptives counselling, distribution and services, motivation, follow-up services, home visits</p> <p>Management of Family Planning Services and Supervision.</p> <p>Sterilization services.</p> <p>District Family Planning management Information, motivation, field observation and supervision, mobile camp services.</p>
<p>FAMILY PLANNING ASSOCIATION</p> <p>Branch Offices</p>	<p>Supervisor</p> <p>Motivator</p>	<p>Distribution of Contraceptives, Motivation, mobile camp management</p> <p>Target setting and services management.</p> <p>Motivation, mobile camp services.</p>
<p>INTEGRATED COMMUNITY HEALTH SERVICES DEVELOPMENT PROJECT (ICHSDP)</p> <p>(a) District Office</p>	<p>Health Inspector</p>	<p>Contraceptive services, motivation, follow-up.</p> <p>Sterilization services.</p>

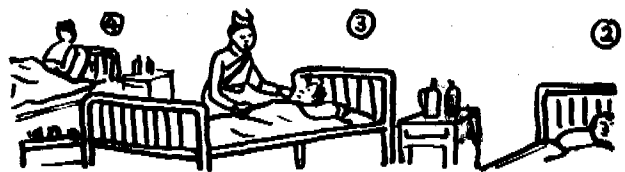


... SERVICES



INSTITUTIONS	INDIVIDUALS	SERVICES
(b) Health Posts	Health Post In-charge Family Planning Assistant (FPA) Village Health worker (VHW) Community Health Leader (CHL)	Family Planning Management Motivation, information, compaigns, counselling. Motivation, distribution of contraceptives, home visits. Motivation, distribution of contraceptives, home visits.
MISSION HOSPITAL (a) Hospital (b) Clinics	Doctor Nurse Community Workers	Family Planning Services, sterilization, motivation. Operation, motivation, counselling. Motivation, contraceptives services Motivation, information
RED CROSS SOCIETY (a) District Offices	Volunteers Members	Motivation, contraceptive distribution. Motivation, contraceptive distribution, sterilization promotion. Motivation, information.
YOUTH CLUBS	Members	Motivation, information, referral, Family Planning management, distribution.

... SERVICES



INSTITUTIONS	INDIVIDUALS	SERVICES
<p>MOTHERS CLUBS Local Branches</p>	<p>Motivators</p>	<p>Motivation, information, referral Family Planning management, distribution.</p>
<p>COOPERATIVES (a) Branch Offices (b) Co-operative societies</p>	<p>Manager Managers and members</p>	<p>Management of supply, distribution of contraceptives. Distribution of contraceptives motivation, information.</p>
<p>CONTRACEPTIVE RETAIL SALES PROJECT (CRS) (a) Dealer (b) Shops</p>	<p>Sales representative Field Supervisor Shopowners</p>	<p>Information, selling of contraceptives. Information, selling of contraceptives</p>
<p>DEPARTMENT OF AGRICULTURE (b) District Offices (b) Population Education Centres</p>	<p>Junior Technician (JT) Junior Technician Assistant (JTA) Agriculture Assistant (AA) Woman Agriculture Assistant (WAA)</p>	<p>Motivation and referral of cases. Motivation and referral of cases.</p>
<p>DAY CARE CENTRES Industrial district</p>	<p>Supervisor Worker Motivators</p>	<p>Education, referral and distribution of contraceptives. Education, referral and distribution.</p>
<p>SMALL FARMERS DEVELOPMENT PROGRAMME (SFDP) Village Population Education Centres</p>	<p>Group Organizer (GO) Women Organizer (WGO) Farmers</p>	<p>Motivation, referral and distribution of contraceptives</p>
<p>MINISTRY OF PANCHAYAT AND LOCAL DEVELOPMENT (MPLD)</p>	<p>Male & female leaders & volunteers</p>	<p>Motivation, referral, distribution</p>

GUIDELINES

GUIDELINES — to start a POPULATION EDUCATION & FAMILY PLANNING PROGRAMME in the community

Given below are some steps and guidelines in getting you started on a Population Education and Family Planning programme. THIS IS AN EXAMPLE, OF ONE TYPE OF PROJECT. You will need to adapt and modify the suggestions to suit your own situation in the Ward/Village where you are working.

SUGGESTED STEPS

The guidelines and steps described below follow STEP 6 of the Manual Part I [Planning & Implementing the Project] and are adapted more specifically to a Population Education and Family Planning Programme.

A 'users' committee/group has already been organized by you, which is interested in a programme of Population Education & Family Planning.

What steps should you take to start a programme ?

The steps listed below are a guideline for you, and are detailed in the pages that follow:-

1. FINALIZE YOUR COMMITTEE
2. ENSURE COMMUNITY PARTICIPATION
3. SELECT THE AREA AND PEOPLE FOR THE PROJECT
4. GATHER RELEVANT INFORMATION
5. SET OUT OBJECTIVES
6. CHECK FEASIBILITY OF THE PROJECT
7. PLAN ACTIVITIES OF THE PROJECT
8. DURATION OF PROJECT
9. RESOURCES REQUIRED
10. BUDGET
11. WORK PLAN OF PROJECT
12. SUPERVISION PLAN
13. REPORTING PROCEDURES
14. EVALUATION
15. FOLLOW-UP PLAN

1. FINALIZE YOUR COMMITTEE

Make sure you have the appropriate people from the community to help you carry out this programme. Keep your committee size small & manageable.

Your Committee could include:-

- The Pradhan Panch or some strong opinion leader.
- Community Health Leader from the ward.
- Appropriate staff of health post.
- Villager using family planning method (man or woman).
- Person from a large poor family.
- Field worker responsible for adult literacy classes.
- You (field worker) will act as the facilitator in this committee.

2. ENSURE COMMUNITY PARTICIPATION

For the Population Education and Family Planning Programme to be effective, participation of the community is a must.

You have already taken a step in this direction by the formation of the committee. Other ways to ensure community participation are by:-

- Involving committee members in planning the project, and encouraging each to take specific responsibilities.
- Providing information to the households involved, about the purpose of the project, and ways in which they can participate.
- Involving the families in taking an active part in the discussions, based on their experience.

- Add other points.....

3. SELECT THE AREA AND PEOPLE FOR THE PROJECT

Select the village and people for the project of appropriate size.

For example:- you may start with two wards in the panchayat which can be reached easily. People in these wards have shown a keen interest in this type of programme.

In selecting people for the project you may give priority to:-

- Families with several children
- Young couples
- Deprived communities

Let us assume you select 30 households from the two wards.

4. GATHER RELEVANT INFORMATION

The community profile you prepared (Part I of the Manual) gives you a general idea about the number of people and the living conditions in the area.

However, you will need some specific information about villagers knowledge, attitudes, and practices regarding population education & family planning, before you can start a suitable programme.

Involve a few members of your committee to help you gather this information.

Carry out this survey with the 30 selected households. Check with the Health Post whether such a survey has already been done.

Kinds of information required e.g:-

- | | |
|--------------------------------|--|
| Number of people & family size | <ul style="list-style-type: none">● The average size of families—average number of children in each family● Number of children below 15 years of age● Number of babies born this year● Number of people who died—how many were children ?● What were the causes for the death ?● Are mothers healthy? Age of mothers ?● What is the average number of years between pregnancies?● Are the numbers of people in the village/community growing? |
| Resources of the families | <ul style="list-style-type: none">● Are many people leaving the community & going elsewhere?● Do the families own land ? |

- How many members of the family are working on land or are employed ?
- Do families own livestock ?
- Is there enough land, work, or food for everybody ?
- Has the standard of living of the family improved/become worse ?
- Are there any family savings ?
- What agricultural services are available in the community ?
- Add other points.....

Attitudes
towards
family
planning

- What size of families do people want? Why?
- What sex of the child is preferred? Why?
- Do families know about spacing of children?
- How many persons have heard of family planning ?
- How many persons practice any form of family planning. What are methods being used?

Population
Education
& family
planning
services

- What population education & family planning services are available in the village or nearby place ?
- What health services are available particularly for mothers and children ?

- Add to this list other points you consider important.

Summarize the information from your survey to identify main problems: e.g.

- Children have been born every year in the same family
- The parents do not have correct facts about family planning
- Land is not enough to support the size of the family
- Families have few income activities
- Family planning services are not reaching people on a regular basis
- etc... ..

Based on this information decide the type of programme that is needed.

5. SET OBJECTIVES



REMEMBER TO BEGIN SMALL AND AS YOU GAIN EXPERIENCE YOU CAN EXPAND THE PROGRAMME

The main objective of the programme is to educate people from 30 households about how population problems affect their living conditions, and to encourage them to plan their families.

Set out a few specific objectives to focus on at first.

e.g. By the end of this project:

- 30 households will be aware of the negative effects of large families on land, food, water, housing, fuel and wood etc.
- Adult members of the household will be aware of the need for family planning, will have cleared up some of their misunderstandings about family planning methods, and will seek assistance from extension agents/family planning workers. They will also know where the services are located.
- 20 couples will be practicing temporary methods and 10 adults will be considering/practicing permanent methods of family planning.
- 4 local leaders (men/women) will have been trained in organizing a Population Education Family Planning programme to provide continuity to the project once the field worker leaves.
- Mothers with one child under one year of age will not have become pregnant.
- Add other points (start income activity?)

6. CHECK FEASIBILITY OF THE PROJECT

Make sure the project is practical and appropriate. Revise objectives if necessary.

Check on:

- Interest of the community in this project
- The availability of services from the Health Post, Family Planning Clinic, and other extension agencies, which will be helpful in the project.

- The availability of other resources in the community e.g. people, money facilities transportation, equipment, to carry out the Population Education/Family Planning programmes.
- Early results that can be achieved.
- Other points (use feasibility checklist APPENDIX III]

7. ACTIVITIES OF THE PROJECT

Plan out what needs to be done to achieve the objectives:

- Organize meetings with members of 30 households to explain the project.
- Arrange Population Education and Family Planning discussion sessions once every two weeks.

[These sessions may need to be organized separately with men's & women's groups. Consider what is most suitable in your situation]

Discussions may include:-

- Effects of Family size on nutrition & health, sanitation, food, income etc... etc...
- Early marriages & its effect on family size.
- Family planning & methods—counteract rumours & misunderstanding re: family planning.
- Available family planning services & facilities in the village or nearby/place.
- Add other points you consider relevant.....

- Follow these sessions, with smaller group meetings in the homes of the people (e.g. groups of 4).
- Select 4 local leaders—men and women (either members of your committee or from the 30 households) and train them in organizing this kind of project. (They will work along with you and learn by doing).
- Make a visit with the participants to the family planning clinic to let them know what services are available, and where they are located.
- Make home visits on a regular basis to get feed back from the household members. (Individual discussion may probably be required at this point).
- Organize a family planning clinic every month in the village to follow-up the discussions, and to bring the Health Post services to the households.

(h) Add other points.....

8. DURATION OF PROJECT

The project will run for a period of one year beginning ---

9. RESOURCES REQUIRED

PEOPLE

- Person to co-ordinate & manage the project
- Persons to organize community
- People to facilitate discussions on Population Education & Family Planning

POSSIBLE SOURCES

- Field worker and Committee member
- Committee members
- Health Post Staff
- Committee member
- School teacher
- Field worker

MATERIALS

- Training & discussion Aids — Posters, flip charts, flannel graph tapes etc.....
- Contraceptives for distribution

POSSIBLE SOURCES

- Health Post
- Family Planning Clinic
- Sajha
- Community people, artist, etc.
- Health Post
Family Planning/MCH clinic

FACILITIES

- Space to hold the educational programme

- Local school or
- Population Education Centre (if it is present) or
- Panchayat ghar
- District Health Office/
Family Planning Clinic

FINANCES

- See budget
- Panchayat Office
- District Family Planning Office
- District Panchayat

To obtain the resources required, you will need to contact people, visit the appropriate offices, write letters, and follow-up. [SEE SECTION—IDENTIFY RESOURCES — PART I, MANUAL PAGES 68 - 86].

10. **BUDGET**


Budget Items	Community	Other Sources
- Allowances (for Health Post Staff)		
- Rent for use of school class room		
- Materials for training		
- Supplies (contraceptives)		
- Refreshments		
- Others.....		

11. **WORK PLAN FOR THE PROJECT**

1. Prepare a work plan:
 - Allocate responsibilities to your committee members, and staff of other agencies who will be working with you on this project. Get their agreement to take on these responsibilities.
 - Make sure every one understands the plan.

Example:-

WORK PLAN FOR THE PROJECT

ACTIVITIES TO BE UNDERTAKEN	TIME FRAMEWORK	LOCATION	RESPONSIBILITY OF:
1. Organize meetings with 30 households to discuss project	March 10 - 31st	Ward 1 & 2	Field worker Member of Population Education Family Planning Committee
2. Arrange Population Education & Family Planning discussions	Start in April, for one year (once every two weeks)	Ward 1 & 2	Field worker Health Post Worker School teacher Health Post Staff
3. Organize small group (4 people) discussions with participants	Starting April for 11 months	Home of participants	Field worker Health Post Worker
4. Select four local leaders for training on the job	March	Ward 1 & 2	Population Education/ Family Planning Committee
5. On the job training for selected community leaders	Starting March for one year	Ward 1 & 2	Field worker Committee Health Post Worker
6. Visit to Family Planning Clinic	June	Panchayat	Family Planning Worker Field worker Local leader trainee
7. Home visits to 30 households	May through February (once every month)	Ward 1 & 2	Field worker Committee member Local leader trainee
8. Organize a family Planning clinic	once every month	Ward 1 & 2	Committee Field worker Local leader trainee
 9. CONTINUE TO FILL IN WORK PLAN AS ABOVE			

12.

SUPERVISION PLAN

Who will Supervise

The Field worker and the Health Post Worker will supervise the project.

How Often

Every month, and set a regular date for this.

What has to be Supervised

If your project/organization already has supervision sheets use those. Otherwise use and adapt the sheets included in this Manual.

1. Preparation for the project
(See supervision Sheet # 1 page 110 of Manual, Part I)
2. The activities in your Work Plan
(Supervision Sheet # 2 page 111)
3. Support activities in the project
(Supervision Sheet # 3 page 112)
4. Supervision of funds — if this is applicable to you
(Sheet # 4 page 113)

NOTE:

If needed, adapt the Supervision Sheets for your purpose. Cross out points that are not applicable or add points that are applicable.

If action has to be taken as indicated on your supervision sheet, make sure you or the person responsible deals with it right away.

Do not wait too long, or else the project will be held up !

13. REPORTING PROCEDURES

- The 4 local leader trainees will report to the Health Post Worker, and Field worker. (This will be done through meetings and discussions).
- The Field worker will report to the Population Education & Family Planning Committee (meetings & discussions) and to his/her supervisor every month. (A written report).
- The Health Post Worker will report to the Health Post.

14. EVALUATION

To consider what progress is being made, and to see if some results are being achieved as set out in the objectives, you will need to evaluate the project.

When

Mid-term at end of 6 months, and at the end of the year.

Who will Evaluate

- Participant members of 30 households
- Population Education/Family Planning Committee members
- Health Post Staff who are involved
- You — Field worker

EVALUATION CHECKLIST

Prepare a Checklist to help you Evaluate e.g.:

- | 1. <u>What has been Achieved</u> | Yes | No | How many/Comments
etc... |
|---|--------------------------|--------------------------|-----------------------------|
| - Several men & women have started practicing family planning | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| - Several men & women have adopted permanent measures | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| - People are starting income projects | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
| - etc... etc... | <input type="checkbox"/> | <input type="checkbox"/> | _____ |
2. Strong Points
- The 30 households have a positive attitude towards the project.
 - Women are keen to attend group discussions & small meetings.
 - etc...
3. Problems that have Arisen
- Better follow-up is needed with individuals.
 - Families need to be trained to start income projects
 - Lack of co-ordination between the field worker & family planning worker from the Health Post has meant that the work plan is not on schedule.
 - Transportation problems have prevented regular family planning clinics in the village.
 - etc... etc...
4. Ways to Improve

Write this in yourself

15.

FOLLOW-UP

On the basis of your evaluation (at the end of 6 months) you will know what needs to be done to improve the project.

Write out these activities as a follow-up to the evaluation. Discuss these in your committee and with others involved. Chalk out what needs to be done e.g.

- Family planning worker & field worker need to co-ordinate their work more closely, for follow-up purposes & for holding family planning clinics.
- More support needed from Health Post.
- Women need to have a place where they can leave children while they attend the programme.
- Better transportation arrangements have to be worked out.
- etc... etc...

After the final evaluation at the end of one year, you need to again prepare a follow-up plan as to how the project will continue.

FAMILY, MATERNAL & CHILD HEALTH

II



SECTION INCLUDES

	<u>Pages</u>
A. FAMILY HEALTH	222 – 229
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B. MATERNAL HEALTH	230 – 233
• Its Importance	230
• Women's Health in Nepal	231 – 232
• Do's & Don'ts during Pregnancy	233
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① MALNUTRITION	238 – 245
② DIARRHOEAL DISEASE	246 – 249
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introductory NOTE:

This section of the Manual introduces you, to some of the main points with regard to Family, Maternal and Child Health. It is by no means a detailed description, and we therefore refer you to:

- 'WHERE THERE IS NO DOCTOR'
(available in English & Nepali)

&

- 'COMMUNITY HEALTH LEADER TRAINING-CUM-WORKING MANUAL'
(Community Health and Integration Project)

Both these manuals may be consulted for more details.

The emphasis of this section is on some of the things that can be done to keep the family healthy, and prevent illness.

ROLE OF FIELD WORKER

The main role of the field worker is to assist people to take care of their own health.

To do this the field worker needs to:

- Know the chief health problems and needs of the community.
- Be able to work with other health services, so that their expertise can help solve problems.
- Assist in organizing simple programmes related to Family Health, Maternal and Child Health.
- Make sure programmes take place and are properly run.
- Assist in supervision and follow-up plans.
- Direct people to existing health facilities and advise them on how best to use these facilities.

A.

FAMILY HEALTH

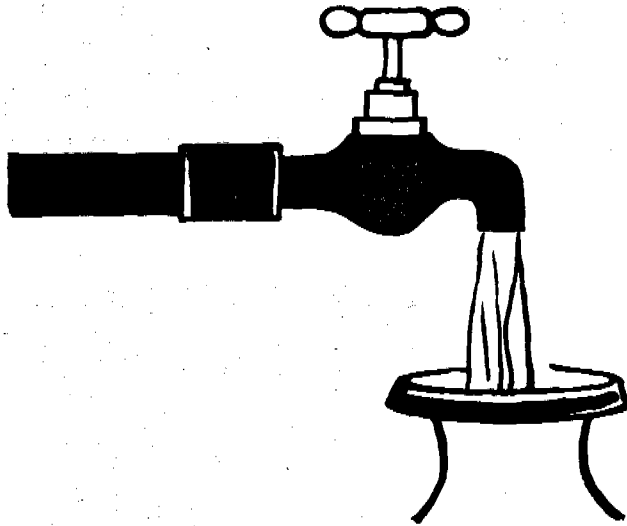
Health is a state of complete physical, mental and social well being, and not merely the absence of disease.

(Definition of World Health Organisation, WHO).

WHAT
is
HEALTH?

good
health
in the
family
can be
promoted
by

- SAFE & ADEQUATE WATER SUPPLY
- GOOD SANITATION AND PERSONAL HYGIENE
- GOOD NUTRITION
- PLANNED BIRTHS
- IMMUNIZATIONS
- UNDERSTANDING OF COMMON HEALTH PROBLEMS



• SAFE WATER

Drinking water must be safe. Getting adequate and safe water is a major problem in our villages.

What is safest

- Boiled water is safest.
- Infants less than one year, should specially drink boiled water

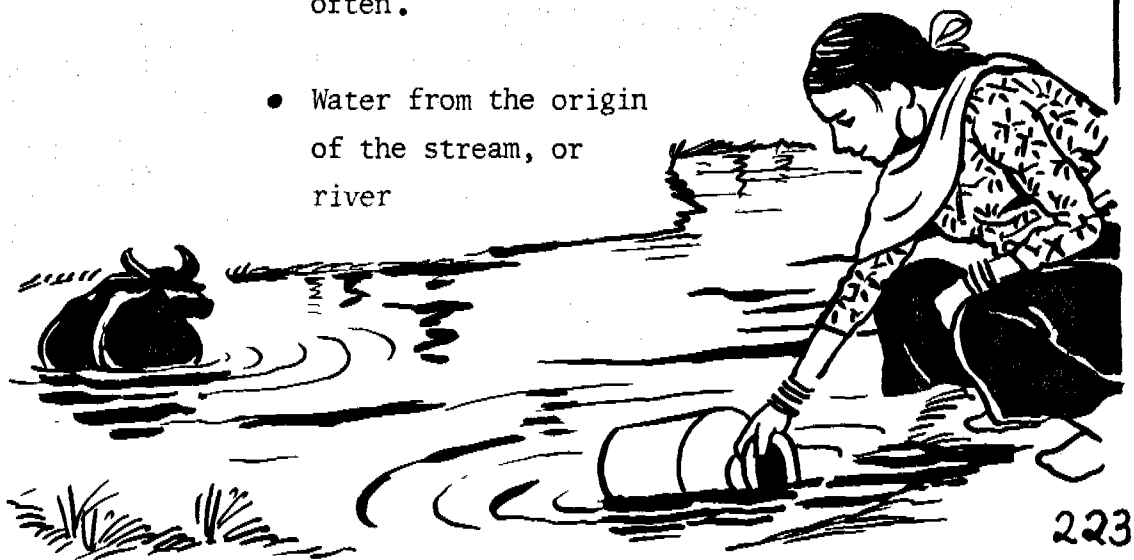
(to boil water takes fuel and time. Many villagers cannot afford this)

Other alternatives

- Next to boiled water tube-well water is best.
- Water from wells with 'pucca' walls, protected by a fence to keep animals out. Buckets should be covered and ropes cleaned and dried often.
- Water from the origin of the stream, or river

Not safe

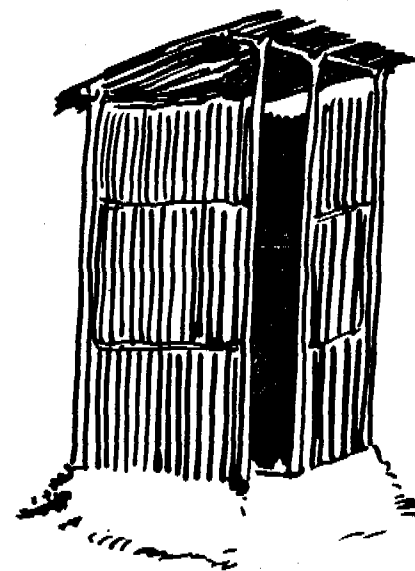
- Surface water from ponds.
- Water from wells, which are 'kuccha', have no walls, fence, or covering.



● SANITATION &

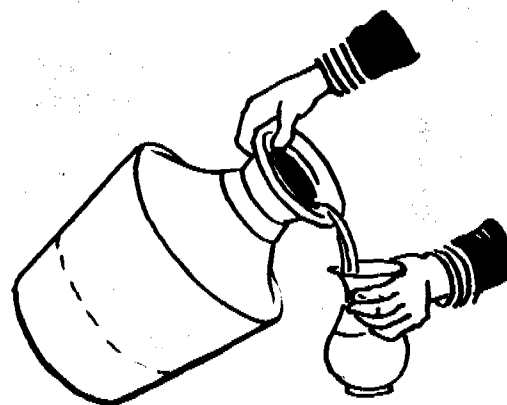
GOOD SANITATION

- Do not defecate in the open, use latrines.
- Construct inexpensive latrines with locally available material, and consult the health post for more information on latrine construction.
- Bury the garbage in a pit far away from the drinking water source, and burn whatever garbage you can.
- Do not bathe, defecate or wash clothes near wells.
- Organise the community to control stray dogs, to avoid spread of rabies.
- Destroy other rodents and insects e.g. rats, cockroaches.
- Keep the yard and surroundings of the house clean.
- Do not let stagnant water collect in your surrounding area, construct a simple drain.
- Ventilate the house everyday to let air in, use a smokeless chulo if possible.



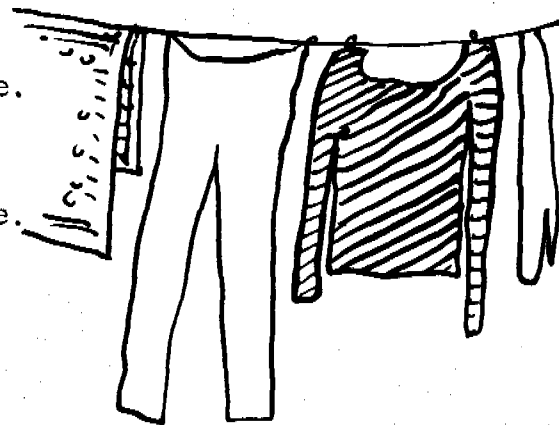
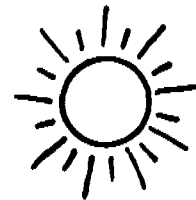
DRINKING WATER

- Keep drinking water covered.
- While handling water, do not dip your hand into the vessel, instead pour water from the 'gagri' into a clean container.



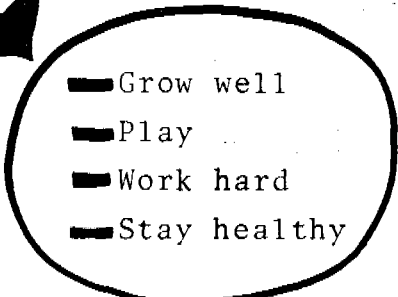
PERSONAL HYGIENE

- Always wash your hands with soap and water before preparing food, before eating, after having a bowel movement or cleaning up the child's bowel movement.
- Bathe everyday when possible.
- Clean teeth everyday.
- Babies need to be washed. Keep nose and eyes clean so that flies do not sit on the face, as these carry disease.
- Keep clothes clean.
- Wash vegetables before cooking, and fruits before eating, with clean water.
- Dry clothes, bedding, utensils in sun to kill germs.
- Put beds and other furniture in the sun often.
- Open windows and doors to let sun into the house.
- Clean the house well everyday, particularly the corners.
- Keep away flies and mosquitoes, and kill bugs, rats, cockroaches, etc.
- Clip nails regularly and clean often.
- Avoid walking barefoot, use chappals if possible. Certain parasites can enter through the soles of the feet.
- Do not spit on the floor, spit can spread disease.
- Cover mouth when coughing.
- Keep water and food covered, flies spread disease.
- Do not eat food that is stale or bad, it causes stomach problems.
- When eating meat cook it well to prevent intestinal parasites.
- Avoid excessive smoking and alcohol, as they are bad for health.



● GOOD NUTRITION

To keep healthy we must be properly nourished. Our bodies need food to function properly. Good nutrition is needed for a person to:

- 
- Grow well
 - Play
 - Work hard
 - Stay healthy

Nutritious food, and enough of it is required by:

- A child for growth.
- A pregnant woman for the unborn baby.
- A mother who is breastfeeding, for the production of milk.
- A sick person to be able to fight disease, rebuild the body, and get well.

MANY COMMON SICKNESSES ARE A RESULT OF:

NOT EATING SUFFICIENT
and/or
NOT EATING THE RIGHT KIND OF FOOD

Good Nutrition means eating a balanced diet which consists of different kinds of foods the body needs

what foods
does the body need?

There are 3 food groups:

- * FOODS FOR ENERGY
 - Carbohydrates
 - Fats & oils
- * FOODS FOR GROWTH & REPAIR
 - Proteins of two kinds
 - Animal
 - Vegetable
- * PROTECTIVE FOODS WHICH PROVIDE ESSENTIAL VITAMINS & MINERALS.



FOODS for GOOD HEALTH

● PLANNED BIRTHS

This point has been discussed in detail in the section on Population Education and Family Planning [pages 164 - 218].

The main point to remember, is that proper spacing of children and limiting family size enables the mother and child to stay healthy.

● IMMUNIZATIONS

The major diseases of children can be prevented by proper immunization. This is discussed in detail under Child Health [page 236].

● UNDERSTANDING OF COMMON HEALTH PROBLEMS

Health problems faced by villagers can be dealt with in two ways:

- PREVENTION
- CURE & TREATMENT



PREVENTION

It requires basic education about health problems. In the long run this is the most effective way to maintain people's health.

Preventing illness is one of the most important jobs that has to be done by field workers.



CURE & TREATMENT

Proper health care is essential for the cure and treatment of sickness and disease.

This can be provided through the health services, though often it is not easily available.

The community people therefore need training in simple health care skills, and they need to know how to get to the proper health facility should they require it.

... The field worker assists

The field worker can best assist by:

- helping organize health education programmes in the village.
- linking closely with the health personnel to provide services when needed.

Listed below are some of the common diseases and health problems occurring in villages.

DETAILS ABOUT THE CAUSES, SYMPTOMS & TREATMENT OF THESE PROBLEMS IS AVAILABLE IN:
'WHERE THERE IS NO DOCTOR'.

COMMON DISEASES & HEALTH PROBLEMS

COMMON DISEASES & ILLNESSES

- INTestinal PARASITES
- SCABIES
- TUBERCULOSIS (T.B.)
- LEPROSY
- MALARIA
- VENERAL DISEASE

COMMON EVERYDAY HEALTH PROBLEMS

- HEADACHE
- BODYACHE
- HIGH FEVER
- TOOTHACHE
- SORE EYES
- THROAT PAIN
- EAR INFECTION
- BOILS
- COMMON COLD
- DIARRHOEA & DYSENTRY
- URINARY PROBLEMS

COMMON ACCIDENTS & INJURIES

- CUTS
- BURNS
- FALLS
- DOG BITE
- DROWNING
- FRACTURES

B. MATERNAL HEALTH

Good maternal health is the well-being of the mother, before, during, and after the baby's birth.

WHY IS MATERNAL HEALTH IMPORTANT?



- The mother and future mothers make up fifty percent of the total population. Improvement in their health would mean that half the population's health is improved.
- A healthy woman gives birth to a healthy baby, a sickly mother has a sickly baby .
- A sickly woman is likely to die during her pregnancy and child birth.
- A sickly mother will not be able to feed her baby or pay enough attention to the child.
- A healthy woman and mother, will be better able to produce and give food to her family, take care of their health, and the basic education of the children, for which she is primarily responsible.
- A healthy woman can help improve the living standard of her family, by engaging in other activities e.g. income projects, etc.—

SOME facts -: **WOMEN'S health in NEPAL**

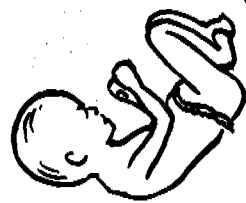
- Most Nepalese women are anaemic.
- The general standard of living and the social status of women is very low.
- Most women are illiterate and malnourished.
- Repeated child births and short spaces between the births make women more susceptible to diseases. They also have little time to care for their own health and the health of her families.

- Women are over-worked:

— Nepali women work four hours more each day as compared with their male counterparts (survey by Centre for Economic Development and Administration, CEDA).
December 1979

They cannot cope physically with all the responsibilities on their shoulders and as a result it affects their health.

- Women lead a life of drudgery, their daughters and grand-daughters continue to do the same.



Baby is born underweight and is prone to diseases and early death

Poor status in society

- Low paid job, an overworked childhood
- Inadequate diet and heavy work load for pregnant mothers
- Early marriages, care of children
- Many and close pregnancies and care of children



the cycle of disadvantage for MOTHER & CHILD

Six months to two years—poverty lack of education about nutrition, and less time for child care. Babies can have many infections & die



Lack of energy and poor performance at school. The girl may not be sent to school at all as she is needed to help with household chores

Age 3—possibility of poor mental development because of malnutrition. Child is listless, does not get stimulation for development



Birth to 6 months—most babies are protected against malnutrition and infections by breast-feeding. But overworked and undernourished mothers mean babies are at risk

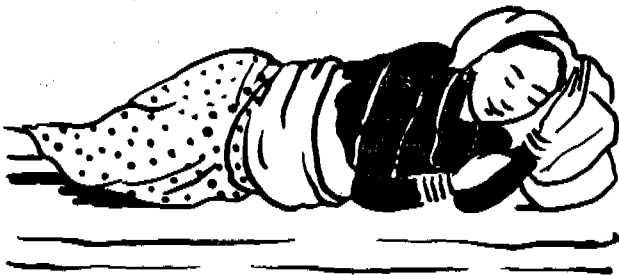


DO'S & DON'TS DURING PREGNANCY

Pregnant women have to pay special attention to their health. Here are some points to be suggested to them.

DO'S

- Eat well and have an adequate, nutritious diet [pages 234, 235]
- Clean body, teeth and clothing daily.
- Follow good hygiene and avoid infections.
- If the nipple is going in, pull it out daily and massage with oil.
- Continue to work, but get adequate rest and sleep.



- Wear comfortable clothes
- Go to the health post regularly for check up before delivery:

From 3 month - 7 month
- once a month

From 7 month - 9 month
- every two weeks

After 9 months -
- every week

- Make sure that you have had two tetanus toxoid injections in the 7th and 8th month of pregnancy. If vaccinated before, booster should be given during the 7th month.

**TETANUS
INJECTION**

DON'TS

- Do not take any medicines or drugs during pregnancy without consulting the health personnel, or doctor



- Do not travel long distances in the first and last 3 months

- Do not smoke. If you smoke heavily you may have a child of low birth weight



- Avoid alcohol

- Do not tire yourself



NUTRITION for PREGNANCY

WHY THE MOTHER NEEDS A GOOD DIET

- She may be malnourished and have multiple deficiencies of vitamins and iron.
- She may have a heavy work load.
- She has to supply the nutrition to the unborn baby to grow.
- She must be in good health for a safe delivery, and for adequately breast-feeding her baby.
- She must store some energy within her body, because a lot of energy will be spent in child care, after the child is born.



What to eat

- The pregnant woman and the mother breastfeeding her baby, must eat a mixed diet.
- It means that in every meal there should be cereals, dals or legumes, dark green vegetables, other vegetables with some milk products (if possible). The woman particularly needs foods rich in proteins, vitamins, minerals, specially iron.
[See Good Nutrition page 226-227]
- Plenty of soups e.g. Jwano ko jhol, or soup of lentils or legumes are recommended.

- A variety of food items is best many, restrictions make the diet poor in quality. A pregnant woman can eat everything that she was eating before pregnancy.
- Animal proteins are very good but not a must. They are expensive. Foods such as millet 'seisno' and 'karkalo' are easily available, inexpensive and have excellent food value.

....a variety of foods is best

& DURING BREAST FEEDING

HOW TO PREPARE FOOD

some suggestions



How much to eat

The pregnant woman especially in the second half of pregnancy, and the breast-feeding mother must eat more than normally.

- three mixed meals, should be eaten slowly.
- plenty of fluids as part of three main meals, or snacks.
- snacks such as soyabean (roasted) roti or puri, or dhiro of sarbottam pitho with green vegetables, and milk or curds.

- Wash rice only once.
- Clean vegetables before cutting. Cook dark green leafy vegetables for 5-10 minutes only so as to preserve their food value. Do not overcook, and use only a little water.

COMMON FOOD MYTHS

- Goondpak — sweets and honey close the mouth of uterus.
- 'Kubindo' — (pumpkin) causes abortion.
- 'Timour' — (black masala) causes fainting of baby after delivery.
- Cold water — swells body of mother and baby (foetus)
 - Salt and pumpkins cause swelling of body and sores on uterus.
 - Green vegetables and cold water will cause diarrhoea, cough and vomiting in baby.
 - Wheat and corn suppress the milk.
 - Cow's milk causes white discharge from vagina of mother.

CHILD HEALTH



● SOME FACTS

There are more than:-

60 lakh children in Nepal,
about 24 lakh are less than 5 yrs old,
36 lakh are between 5-15 yrs.

The children below five years of age are at special risk for disease and death. The children below one year are extremely vulnerable.

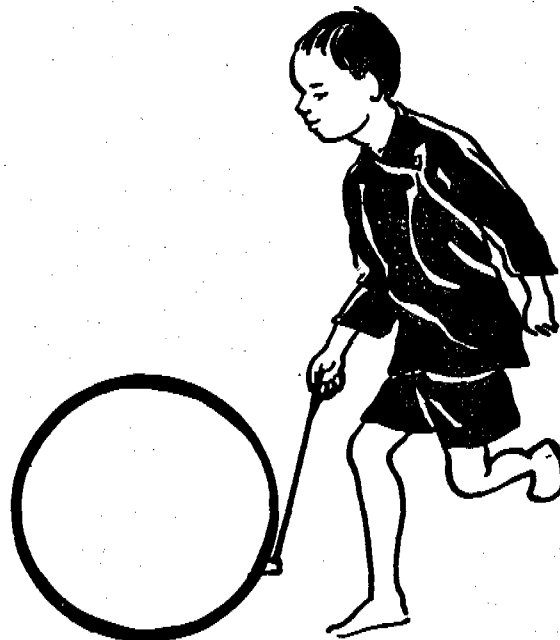
IN NEPAL OUT OF EVERY: →

1000 babies who are born alive
145 die before the age of 5

Nearly 70% of the rural child population under the age of 6 years is affected by various degrees of undernutrition. 5-15% of the children suffer from serious malnutrition.¹

¹ Source: Nutritional Survey 1975

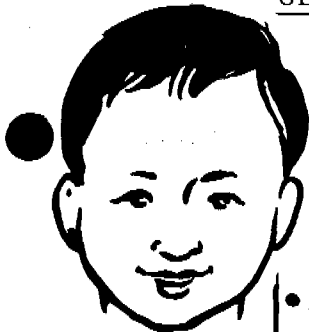
WHO IS A HEALTHY CHILD?



A healthy child grows well and is full of vigour. He/she is playful, eats well, and does everything that is expected for age.

GETTING THE CHILD OFF TO A GOOD START


GOOD START



Good birth weight

- Normal at birth, no physical defects
- Breast-feeding (till 2 years)
- Proper weaning and adequate nutrition
- Immunizations
- Healthy environment (proper hygiene and sanitation)
- Stimulation

POOR START



• Low birth weight

- Birth defects
- Bottle feeding (if mother is unable to feed. (See page 243))
- Malnutrition
- No immunization
- Poor sanitation and hygiene
- Lack of stimulation
- Many illnesses

• main causes of ill health in children

① MALNUTRITION

Malnutrition and undernutrition is very prevalent in Nepal. It is caused by lack of proper food and poor overall intake of food. Undernourished and malnourished children do not grow properly, are sickly, lack energy and do not learn well. If a child remains malnourished, he becomes low in weight and small in height. His mental development may also be impaired.

Malnutrition is the root cause behind most of children's death and sicknesses. A malnourished child is more likely to get sick, the sickness is usually severe and it makes him weaker.

HARMFUL MYTHS ABOUT THE MALNOURISHED CHILD

- 'Runche*' is caused by touching a pregnant woman
- 'Runche' is an evil spell
- A child is not allowed to eat a variety of food items. Many food items are supposed to cause ill health in children.
- A weak and sick child's diet should be more restricted
- Child is not given enough fluids and food when he has fevers, diarrhoea or measles.

* Runche is the early case of malnutrition.

There are various stages of inadequate nutrition, ranging from mild undernutrition to severe malnutrition.

**SOME
signs
that
indicate
an
inadequate
diet**



then

The mother and father must take the child to the health post or hospital immediately and not to the dhama jhankri. Malnutrition can only be cured by good feeding.

If you see a child that is:

- growing very slowly or not at all — is very small for age.
- becoming very thin with shape of bones showing, with bone deformities, and eyes sunken.
- becoming too listless to run around and play, crying a lot.

Or if the child has,

- swollen legs/arms face or belly, bleeding gums,
- weak muscles,
- skin with some parts too dark or too pale, or cracked with sores,
- hair loose and thin, dull, possibly lighter in colour than usual,
- lack of appetite and diarrhoea,
- signs of night blindness,
- a miserable look, and no interest in anything.

NOTE:

Sometimes children with this disease may be mistaken for healthy children, because they have a swelling which makes them look fat.

If any of the other signs given above can be seen the child is not healthy.

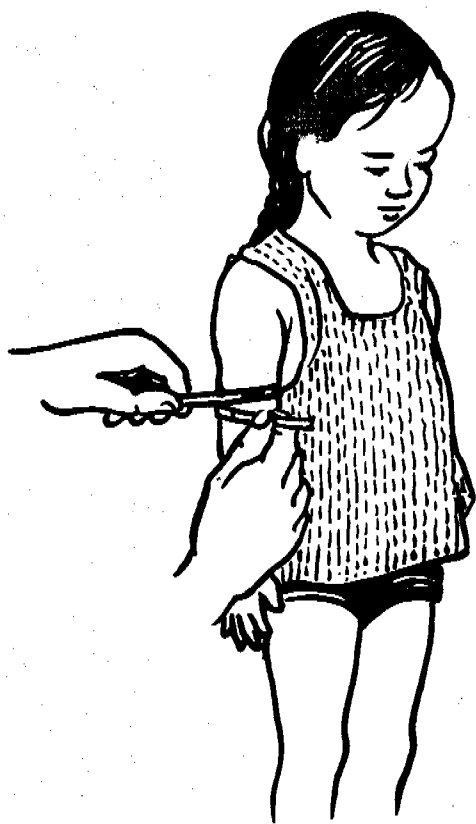
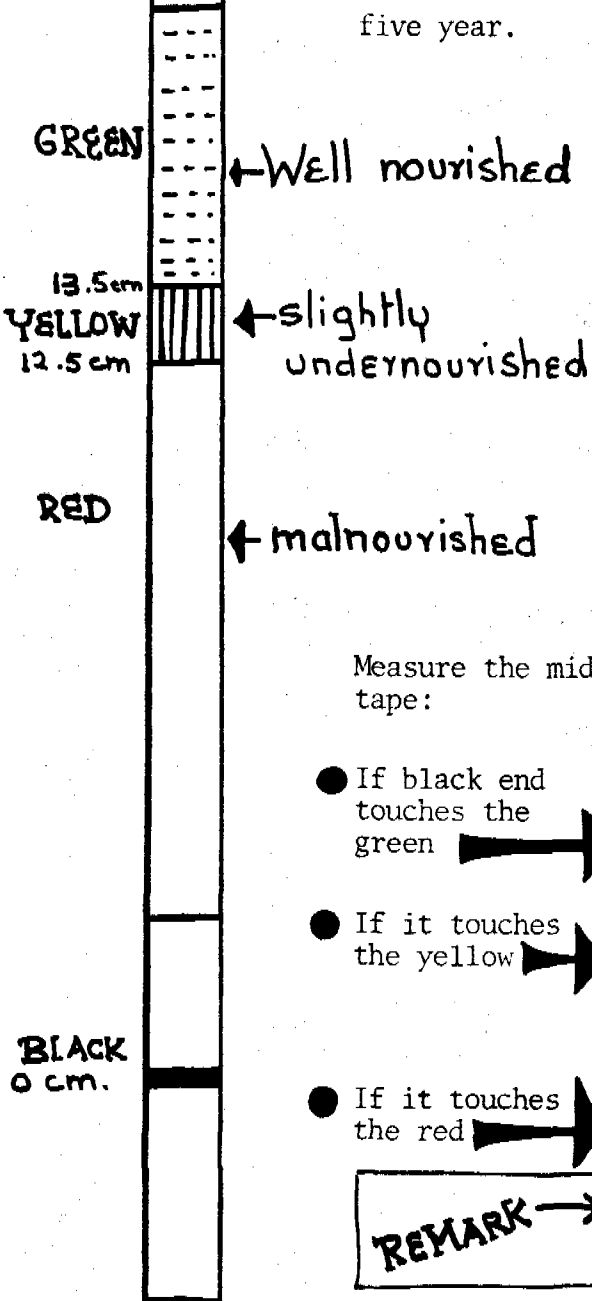
INDICATORS OF NUTRITIONAL STATUS OF CHILDREN

1. CHECK BY USING ARM CIRCUMFERENCE TAPE

One end of this tape is black.

The tape has green, yellow and red strips over it.

This tape is used to measure the arms of children one to five year.



Measure the mid arm with tape:

- If black end touches the green → good health
- If it touches the yellow → border line nutrition. Take remedying measures, advise in details about nutrition.
- If it touches the red → very poor nutrition. Refer to health post immediately.

REMARK → Easy method which gives fair idea of child's nutrition. Easy to learn.

2. ROAD TO HEALTH CARDS

This is another method for determining the nutritional status of children, and requires training. [For details see — WHERE THERE IS NO DOCTOR].

.. another indicator

3 OBSERVATION OF CHILD DEVELOPMENT

Babies achieve the main milestones at these ages:

4-6 weeks — smiles at others in response

3 months — holds his head well

5 months — reaches for object and gets it

8 months — sit without support

9 months — crawls

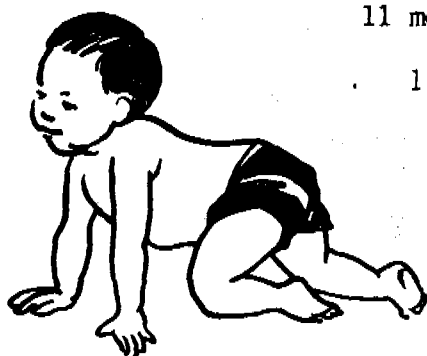
11 months — walks with support

1 year — says 2-3 words

12-18 months — walks without support

2 years — talks in sentence of two
three words

2 years — bladder and bowel control
with occasional accidents



What to do if Development is Slow

- Rule out the possibility of disease/illness by referring to the health facility.
- Advise the mother on how to stimulate the child.

e.g. by:-

- Talking more often to the child
- Showing the child brightly coloured objects, and encouraging the child to hold these objects.
- Giving objects of different shapes, sizes to the child.
- Playing with the child by creating different sounds with simple objects.
- Encouraging child to walk.



PREVENTION OF MALNUTRITION

ADEQUATE NUTRITION

feeding of a newborn

Good nutrition begins at birth

DO'S



- Breast feed: Start within first 2-3 hrs. of birth. The first milk is very beneficial to the baby, as it contains substances that protect the baby from disease

Advantages:

- Breast milk is the natural food for babies and especially suited for them.

DON'TS



- Do not give formula milk

Disadvantages:

- Expensive to give in the strength needed for growth of baby
- Preparation is difficult

DO'S

- It contains everything a baby needs for health and growth.
- Protects against infections and diseases.
- Always available, fresh at a right temperature.
- Always clean, free of germs.
- Easy to feed. No preparation required, it is cheap.
- Breast-feeding helps to create a close relationship between mother and baby.
- Breast-feeding helps prevent pregnancy, but do not rely completely on this method. PRACTICE FAMILY PLANNING.
- Breast milk alone is sufficient for first 4-6 months.

DON'TS

- Parents may not be able to read the instruction on the tin.

- Do not use bottle

Disadvantages:

- A bottle is difficult to clean and keep free from germs.
- It is expensive, expense of bottle, milk fluid, time etc.
- If the bottle is not cleaned and boiled properly it can cause serious infections in the baby.



* IF SOME MOTHERS ARE NOT ABLE TO FEED THEIR BABIES

Because:

- Mother may have died
- Mother may be critically sick
- Mother is not able to produce breast milk,
- Or some other reasons

In this case,




- Give some other mother's breast milk, if possible
- If not possible, give cow's or buffalo's milk, which has been boiled, with cup and spoon.

feeding the growing baby

Though breast milk is the best food, babies need other liquid supplements and soft mixed foods as early as 4 months, (or after the 'RICE FEEDING Ceremony'). These soft foods must be clean and safe and they must be introduced very gradually.

The child should be given mashed up cereals, beans, cooked vegetables, eggs, meat, curds, cooked fruits.

STAGES OF FEEDING THE CHILD

ITEM	AGE	
<p>i</p> <p>Breast-feeding by mother</p>	<p>0-2 yrs.</p>	
<p>ii</p> <p>Add other food supplements (mashed) gradually such as: 'lito' (porridge), potatoes, bananas, other cooked fruits, eggs, then:- Jawlo, spinach, green vegetables, ground nuts beans, meat, milk, curds</p> <p>CONTINUE BREAST-FEEDING</p>	<p>beginning at 4 months or after rice feeding ceremony (5-6 months) till 1 year</p>	
<p>iii</p> <p>Modified (made soft and without much spices) adult food in addition to what the child has already been eating.</p> <p>Small children should be fed often, 4-5 times daily, as their stomachs are too small to absorb bulky foods in two meals a day.</p>	<p>one year and after</p>	

● OTHER SUGGESTED FOODS

- Pudding made of suji.
- Roti made of sarbottam pitho, gram flours, mixture of flours of — gram and wheat.
- Fruits — especially bananas.
- Eggs, meats, curd.
- Snacks — e.g. 'chewra' (beaten rice).

Points
to
Remember

• Encourage the mother to feed locally available foods and seasonal fruits frequently.

- Persistence is required with a child who does not like to eat.
- Give mixed foods
- Give the child enough quantity of foods, 4-5 times daily.

* PREPARATION OF NUTRITIOUS FOODS FOR CHILDREN

- e.g. ● Sarbottam pitho
● Jawlo

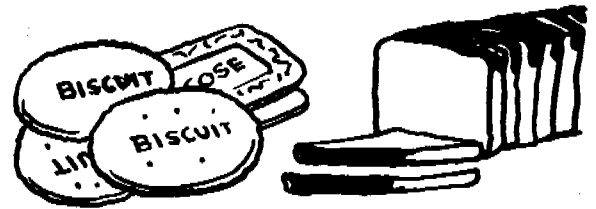
These foods are highly nutritious, easy to make at home, and the ingredients are available everywhere locally.

SEE APPENDIX VII FOR PREPARATION

DO NOT GIVE

Biscuits and Paoroti

- These are nutritionally poor
- Expensive.
- Kill appetite.
- Often unhygienic.



R&FERRAL

If a child is suffering either from an early case or a more advanced case of malnutrition, two things ought to be done:

- Parents and guardians should seek nutritional advice from the Health Worker.
- In an advanced case the child should be taken to the health facility immediately.

DIARRHOEA ^② A MAJOR KILLER

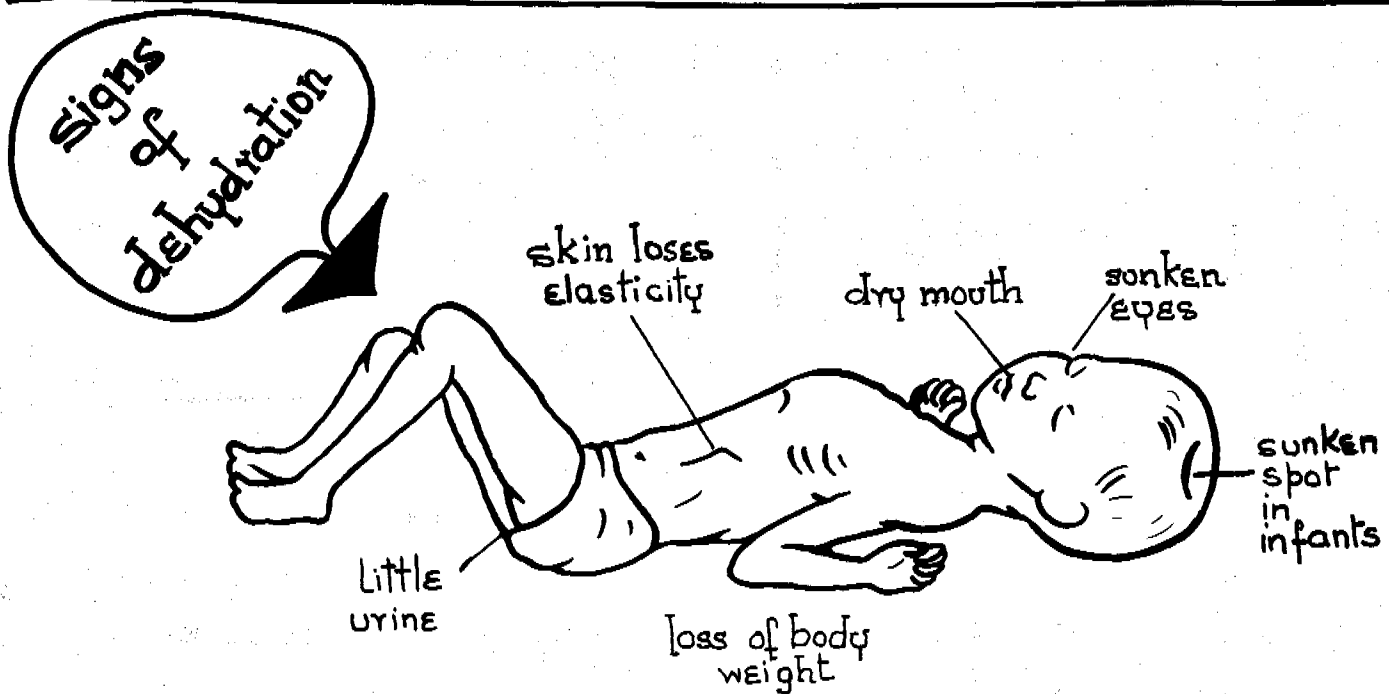
DIARRHOEA is the loss of body fluids through loose stools caused by infections, which can lead to dehydration.

Diarrhoea may be accompanied with fever and vomiting.

Diarrhoea is a major killer as often the sequence is

DIARRHOEA, DEHYDRATION, DEATH

More details on diarrhoea are given in — ('Where There Is No Doctor')



TREATMENT

- ORAL REHYDRATION

The child should be immediately treated and given:

JEEVAN JAL — available in the market

OR

AUSHADI PANI — which can be quickly prepared at home

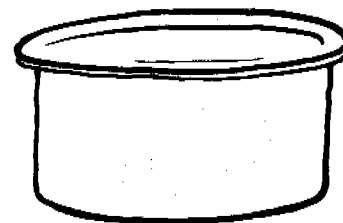
Preparation of 'AUSHADI PANI'

1. Pour one mana — 3 full tea glasses of boiled and cooled water into a clean vessel,
2. Add a four finger scoop of sugar or jaggery or honey,
3. Add a two finger pinch of salt, and two finger pinch of baking soda (khane soda), if available, (not a must)
4. Stir, the mixture, taste it, and keep it covered for use.



NOTE:

If it is not possible to boil water immediately, any other safe water should be taken.



HOW TO GIVE



- As soon as the child starts having loose motions, start giving "Aushadhi Pani" a little every 2 to 3 minutes. It cleans the stomach and cures vomiting.
 - One month old child needs — one mana of "Aushadhi Pani".
 - One year old child two—three manas.
 - Four year child need about three manas in a day.

WHAT ELSE TO FEED THE CHILD



- Continue to breast feed.
- Keep on giving Jawlo or Sarbottam Pitho, whatever the child is eating. Bananas are very good when the child has diarrhoea.
- Stop giving any other milk but breast milk for two days. If child is not being breast-fed and other milk is the only food of the child, mix equal amounts of water in it for one or two days.

PREVENTION OF DIARRHOEAL DISEASE

- GOOD NUTRITION — If a child is well nourished he/she is less prone to get diarrhoea and even if he gets it, it is a mild attack.
- DO NOT
 - let children eat unclean food, or drink unsafe water
 - bottle feed
 - maintain bad sanitation and hygiene
 - introduce many new food items at once in small child's diet. Do it gradually
 - give children unripe fruits to eat and poorly cooked foods
 - give children unnecessary medicines,

REFERRAL

Send to nearest health facility if:

- Huge amounts of water in stools continue
- The vomitings do not stop
- Child has blood and mucous with stool
- His abdomen starts becoming big and/or he starts vomiting green fluid
- Child is unconscious, one cannot feel his pulse, or has not passed urine for a day

another major killer of children

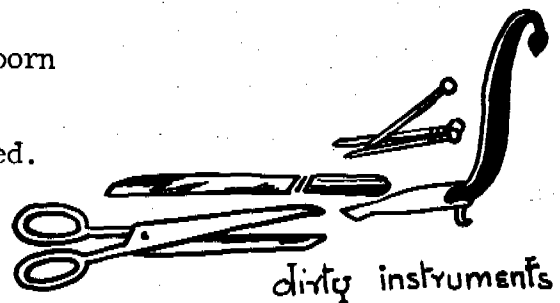
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TETANUS

Tetanus is caused when germs enter the body through a wound. Deep, or dirty wounds are especially dangerous.

TETANUS IN THE NEW BORN

- is caused by cutting the cord of a new born baby with a dirty knife or instrument.
- Both the mother and child can be affected.



PREVENTION

- TETANUS TOXOID VACCINATION SHOULD BE GIVEN TO PREGNANT MOTHERS
[See page 252]
- Maintain clean sanitary condition when delivering the child.

④

RESPIRATORY PROBLEMS

COMMON COLDS with cough and runny nose are every common in children. Generally the children get better by themselves more or less in a week's time. Give them plenty of fluids and the usual diet.

* [NEVER STOP FEEDING—EVEN IF THE CHILD HAS FEVER]

FLU is caused by a virus infection and is accompanied by fever and pain in different parts of the body.

PNEUMONIA is an acute infection of the lungs, which develops often after other illnesses e.g. measles, flu, and is a very serious illness in children. It can kill quickly.

NOTE:

Respiratory infections are acute in hilly areas, where they contribute to a high number of deaths among infants.

SEND IMMEDIATELY TO THE HEALTH POST,
if the child has:

- High fever
- Cough, which is not dry and seems to be from lower down chest rather than throat
- Difficulty in breathing
- Loss of appetite
- If the common cold and cough does not get better in a week
- If fever and cough do not get better after a few days of measles rash [in fact all children with measles need to be taken to the Health Post]



REMEMBER IF THE CHILD IS LIKE THIS, HE NEEDS URGENT MEDICAL HELP. TRADITIONAL HEALERS CANNOT HELP.

the ⁵ other

1 TUBERCULOSIS

2 DIPHTHERIA

3 WHOOPING COUGH

4 TETANUS

5 MEASLES

6 POLIO

6 SERIOUS DISEASES

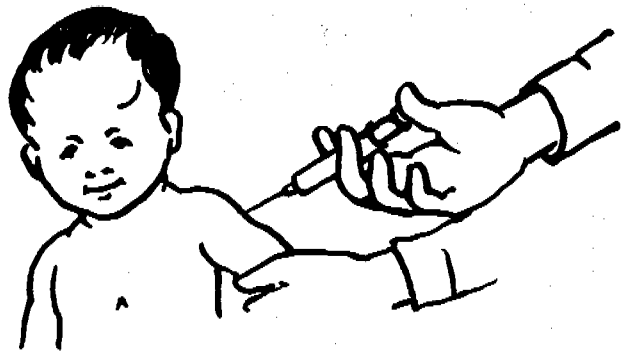
These are serious, infectious diseases. The children can be protected from them by giving vaccinations.

IMMUNIZATION ← PREVENTION

IMPORTANCE

Immunization (to make immune) means to protect a child from getting a disease, or if he gets the disease to be sure that he has only a light case.

WHICH
immunizations
should
children have ?



EVERY CHILD

should be protected against the BIG 6

1. TUBERCULOSIS

2. DIPHTHERIA

3. WHOOPING COUGH

4. TETANUS

5. MEASLES

6. POLIO

- The 6 diseases listed earlier are serious and can cause death in children.
- Even if the child lives, he may be left very weak. He may be disabled physically and/or mentally.
- The disease may spread to other members of family too.
- It would take a lot of time, effort and money provide treatment to a child with any of these illnesses.
- Vaccinations are safe and provided free of cost.

VACCINATION SCHEDULE

Type of Vaccination	For prevention of	Age to be given	Availability
BCG	Tuberculosis	Soon after birth	Health post
DPT	Diphtheria Whooping cough Tetanus	3 mo, 4 mo, 5 mo. 18 mo, and 5 years	Health post
DT ++	Diphtheria Tetanus	8 yrs, 12 years	Some Health posts
POLIO	Polio	Along with DPT and DT vaccination, (if available) at same age	District hospital
Measles	Measles	9 mo, 18 month	Health post
TT**	Tetanus	After 12 years of age every 5 years	Health post

++ DT vaccine — After 5 years of age, whooping cough vaccine is not given. If DT is not available at health post, T.T. only should be given every 5 years.

** Tetanus Toxoid — (T.T.) — Must be given to adults and children above 2 years age and to all women of childbearing age. If the person has not had DPT in childhood, he should be given two injections, one month apart, and the third injection one year later and then every 5 years. Pregnant women must have Tetanus Toxoid.

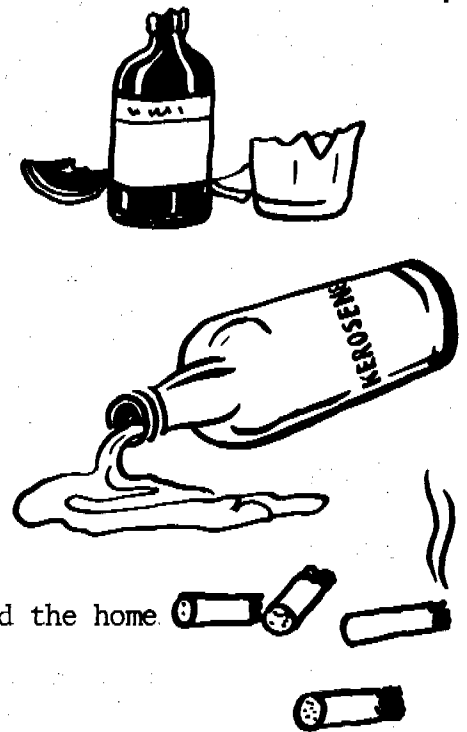
6. ACCIDENTS

Another cause of death among children are accidents.

Children are very active and usually do not consider their own safety in their play and around the house. Carelessness can lead to serious injury and death.

PREVENTION — some safety measures

- Make a high wall around the terrace.
- Make staircases safe with railings, and keep no space between two runs.
- Put grills in the windows, as far as possible.
- Keep drugs and medicines out of reach of children
- Do not keep kerosene oil container on floor. Do not keep this oil in glass or cups either. The child may drink it
- Keep the area around the house clean. Do not throw broken glass pieces in the open.
- Do not cook on the floor, with children playing around
- Do not wear nylon clothes while cooking.
- Do not throw burning cigarette butts on the floor and around the home.
- Do not keep cutting instruments on the floor. Someone may step on them, or children may start playing with them.
- Warn children about throwing stones, and putting sticks in their mouth when running.
- Warn children not to eat strange plants or fruits.



REFERRAL

If child is injured seriously, seek FIRST AID from the Health Worker and refer to the health facility immediately.

D.

A word about REFERRAL

SENDING A PATIENT TO A HEALTH FACILITY

In order to be able to refer families to health facilities it is essential that the field worker:-

- Know what health services are available in the area and be familiar with these.
- Maintain close contact and good relations with health workers, and see what they can or cannot do in the area.
- Work out a system for referring people to the health facilities.

■ When you know that a particular person has to go to a health post or hospital, it would be very helpful to give clear directions.

Decide yourself, where he should go and whom he is going to meet. A referral letter of the type (see following page is very helpful. Also you will know what is to be done in the future, when you get the reply.

■ It is better to go along with a seriously sick person, if possible.

NOTE :

A LIST OF HEALTH SERVICES & FACILITIES available in Nepal is included in the Section on Population Education & Family Planning [page 202-204]. Most of these facilities are providing General Health Care also.

FORMAT FOR A REFERRAL LETTER

REFERRAL LETTER

Patient referral to HP/Hospital

Name..... Age..... Sex.....

Village..... Panchayat..... Ward.....

Please return this paper to the patient after filling it up:

Referred by.....

Date.....

Health Post/Hospital Reports

Date of attendance.....

Diagnosis or impression.....

Treatment and advice.....

Seen by.....

GUIDELINES

GUIDELINES - to start a CHILD NUTRITION PROGRAMME in the community


Given below are some steps and guidelines in getting you start on a Child Nutrition Programme. THIS IS AN EXAMPLE OF ONE TYPE OF PROJECT. You will need to adapt and modify the suggestions to suit your own situation in the Ward/Village where you are working.

SUGGESTED STEPS

The guidelines and steps described below follow STEP 6 of the Manual Part I [Planning & Implementing the Project] and are adapted more specifically to a Child Nutrition Programme.

Let us assume that you have organized a group/committee which is interested in a Child Nutrition Programme.

What steps should you take to start a programme ?

 [See steps outlined in section on Population Education and Family Planning, and follow the same: Page 206]

1. FINALIZE YOUR COMMITTEE/GROUP

You can name this the Nutrition Committee, or Child Nutrition Committee.

Keep your committee small and manageable. It could consist of:

- The community health leader from the ward
- Active woman/mother in the community
- Appropriate staff from health post (someone with training in nutrition if possible)
- The JTA or field worker dealing with agriculture
- A school teacher
- Sudeni (traditional mid-wife)
- Active farmer/group leader in the community

2. ENSURE COMMUNITY PARTICIPATION

To make the nutrition programme useful and successful you must have the participation and support of the community.

You have already taken a step in this direction by the formation of the nutrition committee.

You can further assure community participation by:-

- Involving committee members in planning the project, deciding what needs to be done, and organizing the resources for the programme.
- Providing information to the households involved, about the purpose of the project, and the ways in which they can participate.
- During training, making sure that there is interaction between the trainers (Health Post Staff) and the trainees (villagers). Involve some of the mothers in assisting with the training.
- Encouraging mothers to bring the children for weighing.
- Add other points.....

3. SELECTION OF AREA AND HOUSEHOLD

For example start with ward # 1 in the panchayat, which can be reached without great difficulty, and where there are the most number of children,

Give preference to working with:

- : The most deprived community/ethnic group
- : The households having pregnant and breast-feeding mothers

Let us assume that you select 24 households for this project.

4. GATHER RELEVANT INFORMATION

Having already carried out Steps I-5 (Part I of the Manual) you have built rapport with the villagers, you have also prepared a community profile which gives you a general idea about the villagers and their living conditions.

Now you need to have more specific information about Child Nutrition problems in the community, to add to what you already know.

This information will help you decide the kind of programme that should be planned. You may begin with the problems that are easy and quick to deal with and gradually work on the more difficult ones which will take a longer time.

With the help of your committee members and the health worker interview members from the 24 households selected to gather the information you want.

Kinds of information that will be required e.g.

You may want to look for the following:-

- | | |
|-----------------------------------|---|
| Number of children | ● How many children are there? Of what ages ? |
| Number of undernourished children | ● Average number of children/family |
| | ● Average birth intervals in the family |
| | ● Number of undernourished children (Health Post Staff can use arm circumference tape for identification purpose) |
| | ● Add other points..... |
| Feeding practices | ● Do mothers breast-feed their babies? For how long? |
| | ● Do mothers get pregnant again too soon ? |
| | ● What food is given to babies at different ages ? |
| | ● How many times a day are they fed ? |
| | ● Do mothers stop breast-feeding their children suddenly ? |
| | ● Who feeds and takes care of the babies when the mother is away ? |
| Common sicknesses | ● What are the most common sicknesses/diseases among children ? |
| | ● What is done when a child has diarrhoea ? |
| | ● Add other points..... |

Food availability, production, & storage

- Do families often lack food ?
- Do families lack good places to store food ?
- What foods are brought in from outside the community ?
- Do families lack money to buy the foods ?
- Add other points.....

Food habits

- What are the main food taboos/local habits/beliefs affecting health and nutrition ?
- What are the food taboos for mother during pregnancy and after child birth.
- Add other points.....

Health services

- What health services are available to children ?
- etc.....

Add to this list other points you consider important

Based on this information gathering survey also, find out from people what are some of the key obstacles preventing good nutrition for children. Examples of some obstacles:

- Mothers are not feeding children often
- Not enough money to buy food
- Lack of knowledge about proper foods for children
- Diarrhoea
- Rats and mice are spoiling food
- No regular check-up for children
- etc... etc...

5. SET OUT THE OBJECTIVES

* REMEMBER TO BEGIN SMALL, AND AS YOU GAIN EXPERIENCE, YOU CAN EXPAND THE PROGRAMME

The main objective is to make people from 24 households in the ward aware of nutritional problems among children and encourage them in practicing good nutrition to promote the health of the children.

Set out a few specific objectives to focus on in the beginning e.g:

By the end of the programme:-

- All babies will be breast-fed by their mother up to at least one year (minimum time) and will receive supplementary food according to their needs.
- All children suffering from diarrhoea will be given sugar-salt solution or "Ausadhi Pani".
- Mothers will know how to make cereal/pulse/green vegetable mixes for small children, will add one spoonful of oil to a child's cereal mixture. The mothers will actually make and give the food to their children.
- Every free space outside the house will be utilized for growing green vegetables.
- Every family (or small group of family) will build a rat proof grain storage.
- Birth intervals will be extended to at least 2½ years.
- Children will receive regular check-ups from the Health Post.
- Add other points.....

6. CHECK FEASIBILITY OF THE PROJECT.

Make sure the project is a practical and appropriate one.

- e.g:-
- Interest of community in the programme.
 - Availability of services e.g. from Health Post, Family Planning Clinic, Agriculture Office.
 - Availability of resources in the community e.g. people, money, facilities, equipment.
 - Early concrete results that can be achieved.

- Other points [USE FEASIBILITY CHECKLIST — APPENDIX III]

7. ACTIVITIES OF THE PROJECT

The activities you plan should be directed towards achieving the objectives defined:

1. Selection of nutrition volunteers (1 for 8 households) in the ward who will help to develop and run the programme.

[Nutrition volunteers could be mothers or fathers/farmers who are able people, and are respected in the community]

2. Training of Nutrition Volunteers.

Before starting work in the community the volunteers will require training which can be organized and conducted by the Health Post Staff and you.

Training could include these topics

- Identification of under-nourished children (use of arm circumference tape)
- Weighing of children
- Good Nutrition for the child (Emphasis on Breast-feeding)
- Malnutrition and diarrhoea
- Preparation of Ausadhi Pani
- Buying of local foods and preparation
- Hygienic aspects of handling and storing food
- Growing your own vegetables
- Add to this what you and your committee think important

3. Training of 24 villagers by Nutrition Volunteers in the same topics as listed above (The Nutrition Volunteers will be supported in their training work by the Health Post Staff and you — Field worker).

4. Follow-up of training through home visits by Nutrition Volunteers.
5. Demonstration on food preparation in the homes of families with poorly nourished children.
6. Organizing monthly weighing of children under 5.
7. Construction of storage bins by families.
8. Training in vegetable gardening by the JTA.
9. Add other activities.....

8. **DURATION**

This project will be undertaken initially over a period of one year. Training will be organized according to a suitable time for the mothers and the farmers.

9. **RESOURCES REQUIRED**

RESOURCES

PEOPLE

- Nutrition Volunteers
- Trainers for Nutrition Volunteers
- Project Manager
- Trainers in farming practices and storage of grains
- Add other points.....

POSSIBLE SOURCES

- Community
- Health Post
- Member of Nutrition Committee or Trained person in community
- JTA, progressive farmer

MATERIALS

- Arm circumference tapes
- Weighing machine
- Maternal Child Health Clinic

••• RESOURCES

MATERIALS

- Training materials e.g. posters, flip charts, flannel graphs
- Foods for demonstration e.g. lentils, vegetables grains etc.
- Vegetable seeds
- Add other points.....

POSSIBLE SOURCES

- District Offices of Health, and Education
- Community
- UNICEF regional field office

FACILITIES

- Rooms to hold training programme
- Room for weighing babies
- Small plot of land to demonstrate vegetable gardening
- Space to build storage
- Add other points.....

POSSIBLE SOURCES

- Adult literacy centre
- Home of a nutrition volunteer
- Community
- Community

FINANCES

See Budget

POSSIBLE SOURCES

- District Panchayat (Health Section)
- Local Panchayat Office
- MPLD (Women Development Section) specifically for PCRW Project
- Community

* To obtain the resources required, you will need to contact people, visit the appropriate offices, write letters, and follow-up.

10.

BUDGET

Budget Items	Community	Others
- Salary for Project Manager		
- Allowances (for Health Post Staff and trainers)		
- Rent for classrooms for training		
- Construction Materials (for Storage Bin)		
- Add other items.....		

11.


WORK PLAN FOR THE PROJECT

Prepare a work plan

- Allocate responsibility to your committee member
- Make sure every one understands this plan

WORK PLAN FOR THE PROJECT

Activities to be Undertaken	Time Framework	Location	Responsibility of:
1. Selection of Nutrition Volunteers	Dec. 5th - Dec. 28th	Ward # 1	- Field worker - Nutrition Committee
2. Training of Nutrition Volunteers	Jan. 10th - Jan. 20th	Ward # 1 Adult Literacy Centre	- Field worker - Health Post Staff -
3. Training of 24 villagers, one from each household (Training to be conducted in two groups)	Jan. 31st - Feb. 7th & Feb. 15 - 23rd	Ward # 1 Adult Literacy Centre	- Nutrition Volunteer - Field worker - Health Post Staff
4. Visit homes of the families for follow-up	Regular visits every week	Ward # 1	- Nutrition Volunteer
5. Demonstration on food preparation	March 5th	Ward # 1	- Nutrition Volunteer - Health Post Staff - Trained Villager
6. Add other points			

 CONTINUE TO FILL IN THE WORK PLAN AS ABOVE

12. SUPERVISION PLAN

Who will Supervise

The field worker and staff from the Health Post will supervise the work of the Nutrition Volunteers.

How Often

Every month, and it is helpful to set a regular date.

What has to be Supervised

If your project/organization already has supervision sheets use those. Otherwise use and adapt the sheets included in this Manual.

1. Preparation for the project
(See supervision Sheet # 1 page 110 of Manual Part I)
2. The activities in your Work Plan
(Supervision Sheet # 2 page 111)
3. Support activities in the project
(Supervision Sheet # 3 page 112)
4. Supervision of funds — if this is applicable to you
(Sheet # 4 page 113)

If needed, adapt the Supervision Sheets for your purpose, cross out or add points that are not applicable or applicable.

If action has to be taken as indicated on your supervision sheet make sure you or the person responsible deals with it right away.

Do not wait too long, or else the project will be held up !

13. REPORTING PROCEDURE

1. The Nutrition Volunteer will report to the field worker once in two weeks. This can be done through meetings and discussions.
2. The field worker will report to the Nutrition Committee (meeting and discussion) and to his/her supervisor every month. This last will be a written report so as to have a record of the progress and problems in the project.

14. EVALUATION

To know whether the programme is going well, and to see if some early results are being achieved, as set out in the objective, you will need to evaluate the programme.

When

This could be done at the end of 6 months, and then again at the end of one year.

Who will Evaluate

All those persons who are participating in this programme. Get the view point of:

- Members of Child Nutrition Committee

EVALUATION CHECKLIST

- Mothers and fathers of the 24 households
- Health Post Staff
- Your own views

Prepare a Checklist to help you evaluate e.g.:

1. <u>What has been achieved</u>	<u>Yes</u>	<u>No</u>	<u>Comments</u> <u>Etc...</u>
• Household members know how to make "Aushadi Pani"	<input type="checkbox"/>	<input type="checkbox"/>	
• Families are growing green leafy vegetables	<input type="checkbox"/>	<input type="checkbox"/>	
• Mothers know how to prepare cereal/pulses for children	<input type="checkbox"/>	<input type="checkbox"/>	
• Other.....	<input type="checkbox"/>	<input type="checkbox"/>	
2. <u>Strong Points</u>			
• Community is very interested in the programme			
• Health Post Staff are very co-operative			
• Other.....			
•			
•			
3. <u>Problems that have Arisen</u>			
• Some mothers are not bringing children regularly for weighing			
• One of the trained Nutrition Volunteers has been unable to work for 2 months. The programme has had a set back			
• Storage bins are not all ready.....			
• Other.....			
•			
•			
4. <u>Ways to Improve</u>			
• Write this in yourself.....			

15. FOLLOW-UP PLAN

On the basis of your evaluation, (at the end of 6 months) you will know what needs to be done to improve the programme.

Write out these activities as a follow-up to the evaluation.

- Visit homes of mothers who do not come regularly for child weighing....
- Materials for storage bins must be obtained
- Start some poultry projects to supplement foods that children can eat
-

After the final evaluation at the end of the year you need to again prepare a plan, as to how the project will continue.

III

EARLY

CHILD

CARE



SECTION INCLUDES

	<u>Pages</u>
A. A CHILD'S EARLY YEARS	272 - 273
B. A GOOD START	274 - 279
C. WHAT IS A CHILD CARE CENTRE ?	279
D. GUIDELINES — for Starting a Child Care Centre in the Community	280 - 293

a child's EARLY YEARS

The earliest years of a child's life is the period in which most of his growth and learning occur. Even though his body will become much bigger in the following years, (80% of his adult brain size is reached by the time he is 3 years old !) by the time the child is 5 years old he has learned nearly all of the basic skills he will need as an adult

Here are just a few of the things a child should be able to do before he reaches primary school age !

Physical development

- sit
- walk
- run
- walk up & down stairs
- jump
- stand on one foot



know the difference between

- big and little
- same and different
- long and short,
- count to 20
- copy drawings

Mental development

Language development

- name all his body parts
- follow directions that have two or more parts
- tell a story
- tell events in their proper order



Social development

- help parents with jobs around the house
- follow the rules of a game
- sing and dance
- behave respectfully with adults
- have conversation with adults
- take care of younger children
- etc...



For children to learn these skills they need good care in their pre-school years. Good Early Child Care requires more than just food, clothing and shelter. Parent's participation in activities with their children provides the opportunity for them to learn from each other and to establish a loving and secure relationship.

A GOOD START

What happens to a child in his earliest years shapes of his future, and makes him able to cope with life. To get a good start in life children need:

● GOOD HEALTH

Infants and young children are the most vulnerable to the bad effects of disease and poor nutrition.

Good health requires:

- good nutrition
- good sanitation
- immunization against childhood diseases
- prompt treatment of illnesses

[for details on these points see section on Family, Maternal and Child Health page 219 - 269].

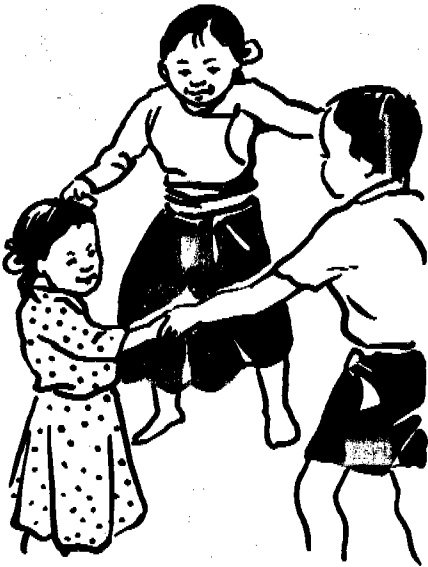
● A SECURE HOME

A child's emotional development is largely dependent on his experiences in his home.

A secure home means:

- a place where the child feels safe, loved and needed.
- a family small enough to give sufficient time, attention and affection to each child.
- a home where the child is respected and appreciated as a person. This helps the child learn self-confidence.
- a family with a strong social identity. This gives the child a sense of belonging.

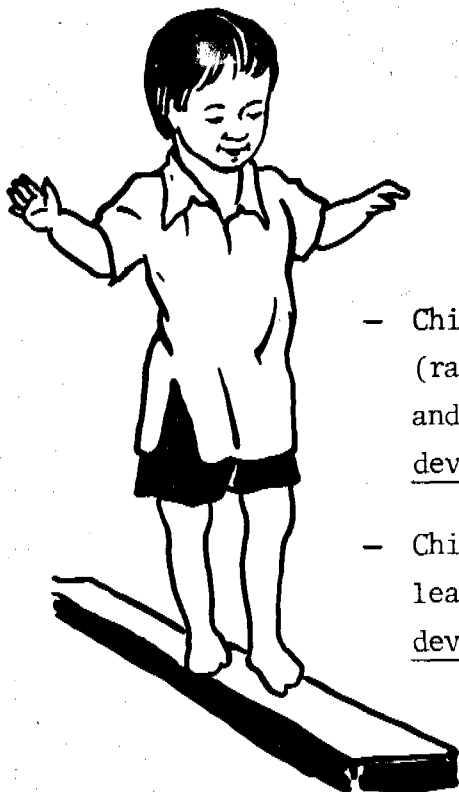
● STIMULATION



Through "Stimulation" adults and older children help young children to develop mental, physical, social and language skills.

- Playing with other children the same age, older or younger is one way the child can learn the social skills of sharing and taking turns.
- Parents who tell their children stories and then discuss them with the children are helping with language development.

- Helping with simple tasks around the house can encourage a child's mental development. For example: If a child helps mother separate stones from rice he learns about the idea of things being the "same" or "different". If a child helps to put kitchen utensils or clothing items away in their proper places he learns about "sorting".



- Children whose parents encourage them to walk on their own (rather than being carried), dance, balance on rocks or logs and play active games with them are helping with physical development.
- Children who are encouraged to explore new places and things learn to be independent and curious. This is part of social development.

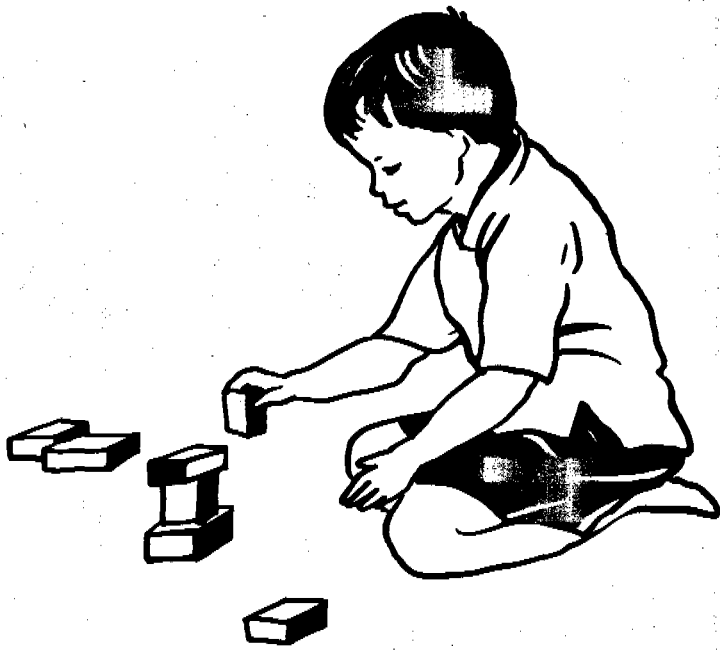
early stimulation

● provides
the
groundwork
for future
learning

An illustration of this process is seen in the work done in the fields. Before fruit or grain can be harvested from plants the ground must be prepared by tilling and the seeds planted. Similarly before a child can learn to read or write his mind must be prepared by helping him learn to recognize numbers and letters, to be able to match objects or letters that are the same and to sort out those that are different, to be able to draw or trace neatly with a pencil or paint brush and many other skills from which future learning will grow.

● **PLAY is CHILDREN'S WORK**

Children under 6 years learn through playing. Adults often think that children are wasting time when they play. But, social skills such as sharing and friendship which children must use to get along well with other children are learned during play. Strong, well co-ordinated bodies with good balance are attained from running, dancing, and other physical activities. Imitative games like pretending to run a shop or a household, teach skills the children can use in daily life. There are many other games that children play that teach them valuable skills.



Learning through play



Many children don't get enough stimulation in their pre school years because of the demands of work on their parents.

- In rural areas parents must spend a large part of their time working away from the home.
- Because of the large number of children in most families and their mothers' busy schedules it is not always possible to give young children as much individual attention as they need.
- Problems with hearing, vision, mobility and learning can interfere with a child's development. Often such children receive less attention than other children because they do not respond normally. Children, with disabilities also need to learn basic skills. But, they need even more attention than children without problems.
- Often children must be taken along to the fields where they cannot be carefully watched and where accidents can happen.
- Sometimes young children are left with elder sisters who then cannot go to school and who do not know about health, nutrition and child care.



One way to help busy parents give necessary stimulation to children is through a Community Child Care Centre.



WHAT is a CHILD CARE CENTRE?

- It is a safe, clean, stimulating place for children who are too young for primary school. It is a place where working parents can leave their children during the day without worrying about them. In the Child Care Centre children are fed a nourishing meal, are kept clean and are checked regularly for health problems.
- If and when children under 3 yrs are accepted into the Child Care Centre, breast-feeding mothers will be encouraged to visit their infants in the centre to feed them there.
- For all children there are stimulating play activities in the Child Care Centre. For children 3-6 years old more directed activities are presented to teach them skills which will help them learn to read, write, do mathematics and solve problems when they reach primary school. In the Child Care Centre basic concepts are learned but not academic skills. Those will wait till Primary School when the child is READY to learn them.

Guidelines

GUIDELINES — FOR STARTING A CHILD CARE CENTRE IN THE COMMUNITY

This is only an example based on experiences with rural Child Care Centres. For your specific situation you will need to make your own guidelines.

[Follow the same steps as outlined in section on Population Education & Family Planning page 206]

1. FORM A COMMITTEE

The initial Child Care Centre (CCC) development Committee should include:

- Community opinion leader
- Community political leader
- Group representative
- Field worker
- Parents' representative

After the CCC is established the CCC managing committee should consist of the original committee plus:

- CCC teacher representative
- CCC supervisor
- Health worker

2. SELECT AREA AND PEOPLE TO BE SERVED BY THE CHILD CARE CENTRE

In selecting a "target" population to be served consider:

- deprived communities
- communities that have expressed great interest in the Child Care Centre

3.

GATHER RELEVANT INFORMATION

- How many children are there in the selected area between
3 - 6 years ?

* Note Since children under 3 yrs have different needs than older children, they will not be accepted into the Child Care Centre in the beginning but only after special preparations can be made for them.

- Who are potential teacher and sevika candidates ?

In choosing candidates plan for:

1 teacher for upto 30 children 3-6 years old.

1 ayah for every 15 children 3-6 years old.

- Criteria for staff selection:

a. It may be preferable to select a woman who is at least 25 years old.

[Some who is not expected to leave the community]

b. Choose a woman who is mature and has some experience in caring for children.

c. The prospective teacher should be outgoing. She should be unashamed to sing, dance and tell stories with the children.

d. It is recommended that the teacher be able to speak the Nepali language with clear pronunciation.

e. If the chosen woman cannot read or write she should be willing to attend a literacy programme when one is available.

f. The woman should be friendly, patient and respected by the community.

g. It is necessary that the teacher be someone who will co-operate with other Child Care Centre staff, parents and her supervisor.

h. When possible it is desirable to choose someone with some education.

For selection of sevikas, Items a, b, c, f and g may serve as guidelines.

- Is there an appropriate building for a Child Care Centre in the selected area ?

The building should have these features:

- Easy access to home, parents, and water source.
 - A latrine and a kitchen, or places for them to be built.
 - A clean, well-lit, airy, dry space on the ground floor with enough space that children are not crowded.
 - Outdoor, flat play area.
 - Space for a vegetable garden
- What contribution in cash, food or other materials can parents in the community be reasonably expected to make ?
 - Are there other activities in the community that can be linked to the Child Care Centre ?
 - adult literacy programme
 - nutrition education programme
 - family planning programme
 - Who else in the community can help ?
 - is there a farmer who will sell/contribute vegetables to the Child Care Centre ?
 - is there a cloth weaving factory that can provide cloth for uniforms ?
 - is there a local carpenter who can make toys for the Centre ?

4. OBJECTIVES

The major objectives of the Child Care Centre are:

- a. To provide a safe, clean place where children can stay while parents work.
- b. To give children a good foundation for future learning.
- c. To improve the health and nutrition of children.
- d. To serve as an example of good child care for parents.

How well these objectives will be met will be difficult to measure. Therefore you will need to set out some specific objectives.

For example:

Within one year:

- A Child Care Centre will be established.
- 20 children between 3-6 years of age will be enrolled.
- Average attendance will be at least 85% of enrollment.
- One teacher and one sevika will be trained.
- Child Care Centre children will know concepts of sorting, matching, sequencing, etc.
- Child Care Centre childrens' nutritional status will improve. All children will fall into "green" area on arm-circumference measurements.
- At least one adult education programme will be started for Child Care Centre parents. e.g: adult literacy.
- Add other points

5. ACTIVITIES TO MEET OBJECTIVES

- Have community meetings to discuss what a Child Care Centre is and how parents will be expected to participate in the development and running of the centre.
- Select building or site for CCC building to be constructed. Get labour from community volunteers.
- Set aside one or two days for registration for children. Include the health workers to measure and record nutritional and health status of each child at that time.
- Set-up a teacher and sevika selection committee and conduct interviews of candidates to be sent for training.
- Teachers can set up parent groups to help them make toys and educational materials from locally available materials.
- Children will be fed one balanced meal per day in the Child Care Centre. Nutritional status will be monitored monthly using arm circumference tapes.
- The Child Care Centre parents should be surveyed to determine what type of adult education programme they would be most interested in participating in and get such a programme started (follow guidelines for starting programmes).

6. DURATION OF THE PROGRAMME

The Child Care Centre is expected to be an ongoing programme. The setting up and initial evaluation period may be six months or one year depending on how quickly a building can be remodeled or built and teachers trained.

7. RESOURCES

Kinds of Resources	Resources Required	Possible Sources	Procedure for Obtaining Resources
People/Man Power	<ol style="list-style-type: none"> 1. Teachers & Sevikas 2. Health Worker 3. Teacher trainer 4. Supervisor 5. Porters for Food, etc. 6. Labour for CCC building 	<p>Community</p> <p>CHL or other community level health workers</p> <p>UNICEF</p> <p>Committee</p> <p>Parents</p> <p>Community Volunteers</p>	<p>Advertisement and interview</p> <p>Contact Health Post</p> <p>Contact UNICEF/Kathmandu or Regional Field Officer</p> <p>Committee discussion</p> <p>Parent/Community Meetings</p>
Finances	<ol style="list-style-type: none"> 1. Funds for ongoing budget: Salaries, rent, food, educational materials, etc. 2. Teacher Training expenses. 	<p>ADB (for SFDP sites)</p> <p>- Parent contribution</p> <p>- from income generating projects a CCC development fund</p> <p>- UNICEF</p>	<p>Contact ADB (for SFDP sites)</p> <p>Group meetings</p> <p>Contact UNICEF</p>
Materials	<ol style="list-style-type: none"> 1. Materials for CCC building, charpi, tap, playground, etc. 2. Non-expendable Educational Materials 3. Food 4. Cooking & Eating Utensils 	<p>- UNICEF</p> <p>- MPLD</p> <p>- ADB</p> <p>- UNICEF</p> <p>- Community contributions, CWCC</p> <p>- Parents,</p> <p>- UNICEF</p>	<p>Contact UNICEF</p> <p>Contact MPLD</p> <p>Contact ADB</p> <p>Contact UNICEF</p> <p>Community meetings, contact CWCC Kathmandu</p> <p>Parent meetings</p> <p>Contact UNICEF</p>
Facilities	Building for Child Care Centre	<p>- Community Hall</p> <p>- Available House</p> <p>- Contributed land for new building</p> <p>- Rooms in or near Primary School</p>	Contact appropriate person

8. **SAMPLE BUDGET**

This budget is a just a sample of what the costs of running a Child Care Centre may be. In different communities, costs for rent and food, the availability of electricity and water, and the number of children will vary. The following guidelines are based on a class of 20 children with one teacher and one sevika for one month:

Salaries	...	1 teacher/mo. sevika	Rs 400
		1 ayah/mo.	Rs 300
Food (Rs 1.5 child/day)	...		Rs 780
Rent	...		Rs 75
Contingency (Rs 5/child/mo.)	...		Rs <u>100</u>
			<u><u>1,655</u></u>

Of course, the initial expense of setting up the programme will be much higher since cooking utensils, toys, etc. must be purchased, a building renovated and tapstand, charpi and kitchen added. The community is expected to provide unskilled labour. The actual costs will depend upon the amount of work the building requires to make it suitable for the Child Care Centre, the particular needs of the village and what's available there. Here are some examples:

Charpi and tapstand	...	Rs 5,000
Paint, screen, shelves mats for ceiling	...	Rs 2,000
Educational materials, toys, cooking utensils	...	Rs 2,000
Other	...	Rs <u>1,000</u>
		<u><u>10,000</u></u>

Although it is ideal to minimize costs they should not be reduced to such a degree that the quality of the programme suffers.

9. **WORK PLAN**

To prepare the work plan consider who should be responsible for each planned activity, when and where it should be done. This sample is based on the activities listed in Section 5:

ACTIVITIES	TIME FRAME	LOCATION	WHO'S RESPONSIBLE
1. Organize community meetings to discuss development of CCC	1 meeting/wk Nov 1 — 14	Community Hall	Committee Chairman, Field Worker
2. Choose building for CCC or site for new building	Nov 1 — 30	Village	Building sub-committee, from CCC committee
3. Prepare building for CCC	Nov — Jan	Village	Volunteers
4. Select CCC staff	Nov 21 — Dec 5	Village	Staff selection sub-committee, from CCC committee
5. Train teachers	Jan 5 — Jan 27	Site to be chosen by UNICEF	UNICEF Consultant
6. Register children	Dec 15, 16	Child Care Centre	Teacher Health Workers
7. Parent/Teacher meetings	1/month	Child Care Centre	Teacher — CCC committee chairman
8. Survey Parents for interest in other programme	May (14th month of CCC operation)	CCC/parent parent/teacher meeting	

• • • • CONTINUE FOR ALL ACTIVITIES

10.

SUPERVISION

The supervisor should be chosen from amongst the committee members. The supervisor should be someone who has time to visit the Child Care Centre once every week and keep record of those visits.

The following list is a guide for what the supervisor should observe, note and act upon during the visits:-

- Are the rooms and outside area clean ?
- Are the towels, combs, etc. used by the children washed once a week ?
- Are there flies in the building ? If so, how can they be kept out ?
- Is water available for the children before they arrive?
- Is drinking water boiled and cooled and kept covered in a separate vessel ?
- Is the cooking area clean ?
- Are the cooking and eating utensils clean ?
- Are the teachers punctual ?
- Are the teachers following the Day Schedule ? (The Day Schedule can be flexible if certain activities are so interesting to the children that they spend extra time on them).

What activities are the children engaged in now ?
Are all children given something to do ?

- If the floor is mud, is it well maintained ?

- Are there well-kept attendance and registration records ? Do all the children attend regularly ? If not, why not ? What can be done to improve attendance ?
- Is there a record of the parents' contributions ? Are the parents regular in supplying their contributions ? If not, what can be done about it ?
- Is the food prepared well and hygienically ?
- Are there any sick children in the Centre ? If so, what is done for them ? Does a health worker monitor the children monthly ?
- Does there appear to be understanding and co-operation among the teachers and sevikas ?
- Is the Child Care Centre property in good condition ? Child Care Centre property and its condition should be recorded in the supervisor's book for reference.
- Are the children treated gently by the teachers and sevikas ? Are there any parental complaints ?
- Do the children have play time outside of the room ?
- Is the work of the children displayed in the room ?
- Do the younger children have a rest period after their mid-day meal ? What do the older, more restless children do during this time ?
- Can the supervisor help the teachers with any problems they have with any of the questions listed above or any other problems they express that interfere with good Child Care Centre Management ?

From these questions you will see that the supervisor is not expected to comment on the appropriateness of the children's activities but only on the operation of the Centre. If a Supervisor with some Child Care and Early Childhood Education experience is chosen, more evaluation of the children's activities may be made.

In addition the field worker should supervise:

- Preparation of the project
- Activities in the project
- Support activities of the project
- Use of funds

Refer to supervision sheets in Part I of this Manual and adapt them as needed (pages 110 - 113).

This supervision should be done every month.

11. REPORTING PROCEDURES

- The Child Care Centre Supervisor will report to the Child Care Centre Managing Committee Chairman and to the field worker.

12. EVALUATION

You as the field worker and project supervisor should evaluate the Child Care Centre's progress and effectiveness annually.

- Follow-up

From your evaluation you will learn what needs to be done to improve the running of the Child Care Centre.

Write up activities required to improve the programme, discuss them with the Child Care Centre managing committee and Child Care Centre staff to determine who should be responsible for each activity.

APPENDICES

SECTION INCLUDES

Appendix I	.....	Your Job Description
Appendix II	.....	Sample Survey
Appendix III	.....	Feasibility Checklist
Appendix IV	.....	Example — Participatory Evaluation
Appendix V	.....	Types of Training Offered by Various Organizations/Agencies at District/ Village Level
Appendix VI	.....	Example — Training in Pig Raising
Appendix VII	.....	Preparation of Nutritious Food for Children

JOB DESCRIPTION

THE JOB DESCRIPTIONS FOR
EACH FIELD WORKER WILL BE
INCLUDED IN THE NEPALI
VERSION OF THE MANUAL

SURVEY

APPENDIX II

EXAMPLE:- SAMPLE SURVEY FOR JUNIOR TECHNICIAN ASSISTANT (JTA)

1. Name of Panchayat: _____

2. Total Population : _____

3. Total number of households: _____

Landholders: _____

Average size of landholding: _____

Landless : _____

Tenants : _____

4. Total cultivated land

(a) Irrigated: _____

(b) Non-irrigated: _____

5. Sources for irrigation: _____

6. Cropping pattern

(a) Paddy
(varieties)

(b) Wheat
(varieties)

(c) Maize
(varieties)

...

...

...

...

...

...

...

...

...

...

...

...

7. Total animal population

	Local	Improved
Buffalo		
Bull		
She goat		
He goat		
Sheep		

8. Horticulture

Number of plants distributed by Agricultural Department —

Fruit plants

...	...
...	...
...	...
...	...
...	...

9. Number of trained agricultural assistants (AA) in village.

10. Available inputs — sees, fertilizers etc. _____

11. Market outlets for vegetables, fruits, animals. _____

12. Transportation facilities for agricultural products. _____

13. Existing local groups/organizations to support farming activities e.g. co-operation. _____

14. Information/materials available re-agricultural. _____

15. Facilities for Storage of crops _____

FEASIBILITY CHECKLIST

(Use When Planning Community Development Projects)
(Adapt the checklist to the project)

Factors to Consider in Feasibility	Yes	No	Remarks
<p>I. <u>COMMUNITY INTEREST</u></p> <p>II. <u>AVAILABILITY OF RESOURCES</u></p> <p>1. People with expertise and Skills</p> <ul style="list-style-type: none"> ● Trainers ● Operators for water system ● <p>2. <u>Labour Contribution</u></p> <ul style="list-style-type: none"> ● From household ● From community ● ● <p>3. <u>Materials</u></p> <ul style="list-style-type: none"> ● Cement ● Fence wire ● Wood ● <p>4. <u>Equipment/Supplies</u></p> <ul style="list-style-type: none"> ● Water pumps ● Smokeless chulo ● Drugs ● Medicines ● ● 			

Factors to Consider in Feasibility	Yes	No	Remarks
<p>5. <u>Space/Facilities</u></p> <ul style="list-style-type: none"> ● Building for Child Care Centre ● Room to conduct training ● Space for storage of drugs ● ● ● <p>6. <u>Money</u></p> <ul style="list-style-type: none"> ● From the community ● From outside ● ● <p>III. <u>TRAINING REQUIRED</u></p> <ul style="list-style-type: none"> ● Available in the project area ● Available in nearby district ● ● <p>IV. <u>TRANSPORTATION</u></p> <ul style="list-style-type: none"> ● For conducting family planning services and camps ● ● ● 			

Factors to Consider in Feasibility	Yes	No	Remarks
<p>V. <u>SIMPLE TECHNOLOGY AVAILABLE</u></p> <ul style="list-style-type: none"> ● Solar heaters for drying fruits ● Smokeless chulos ● ● <p>VI. <u>MANAGEMENT OF PROJECT</u></p> <ul style="list-style-type: none"> ● Trained persons from community to manage project ● Group responsible ● ● <p>VII. <u>MAINTENANCE OF FACILITIES/EQUIPMENT</u></p> <ul style="list-style-type: none"> ● Maintaining buildings ● Maintaining and repairing of water system ● ● <p>VIII. <u>ACTIVITIES PROJECT WILL GENERATE</u></p> <ul style="list-style-type: none"> ● ● ● <p>IX. <u>POSSIBILITY OF REPEATING THE PROJECT</u></p>			

PARTICIPATORY EVALUATION

SMALL FARMER DEVELOPMENT PROGRAMME

A Purpose

- To know the progress and achievement of different activities undertaken by Small Farmer Groups.
- To identify the problems Small Farmer Groups face in implementing their projects.
- To find solutions to the above problems, and where appropriate request the responsible agency for co-operation in dealing with the problems.
- To develop and strengthen the interaction between the Small Farmer Groups and the Government Line Agencies.

B. Method of Conducting Participatory Evaluation

A workshop to conduct the evaluation is organized by the ADB Zonal Office for about 4 days:

First day — The Small Farmer Group members and line agency representatives present their progress, achievements, and problems.

Second day — All participants visit Small Farmer Groups activities in the field.

Third day — On the basis of the above two days, participants identify the different problems and their causes.

Fourth day — Participant discuss together the solutions to the identified problems, and assign responsibilities to those responsible for resolving these problems.

C. Who Participates

Small Farmer Group Leaders, members, GO/AGO/WGO and the representatives of line agencies members participate in the evaluation workshop.

The representatives of different line agencies from Zonal, Regional and Central level also participate in the workshop.

D. When and Where

The participatory evaluation workshop is conducted each year at a suitable time for the farmers.

It is held at a selected SFDP project site and depending on the situation is organised either on a district or zonal basis.

E. Follow-up

* SPIC and the Central co-ordination committee members follow-up the findings of the workshop.

* Sub Project Implementation Committee

TYPES OF TRAINING OFFERED at VILLAGE/DISTRICT LEVEL

ORGANIZATIONS/AGENCIES	TYPES OF TRAINING OFFERED AT DISTRICT/VILLAGE LEVEL
<p>I. <u>MINISTRY OF AGRICULTURE</u></p> <p>i) Agriculture Development Bank (ADB) (in co-operation with UNICEF</p> <p>- ADB in co-operation with UNFPA</p> <p>- ADB in co-operation with IFAD</p> <p>ii) Department of Agriculture at Regional and District levels through District Agriculture Development Offices (DADO)</p>	<ul style="list-style-type: none"> - Drinking water - Toilet construction - Nutrition - Vegetable seeds - Adult education - Improved mills - Hand pumps - Chulas - Gobar gas - Child Care Centres - Bee-keeping - Women development - Forest protection - Population education - Women development - Farmer's training in different subjects - Improved technologies/practices - Sprayer maintenance - Shallow tube-well pump set and water management - Spraying and pruning - Basic course on crop farming and preservation - Soil care - Transplantable crops - Vegetable cultivation - Ginger farming - Paddy cultivation - Maize farming

ORGANIZATIONS/AGENCIES	TYPES OF TRAINING OFFERED AT DISTRICT/VILLAGE LEVEL
<p>iii) Department of Livestock Development and Animal Health</p> <p>Programmes specific for women</p>	<ul style="list-style-type: none"> - Potato farming - Wheat farming - Jute and sugarcane farming - Fruit nurseries (orange, apple etc.) - Vegetable seeds production - Bee-keeping - Fisheries - 4-H (charpate) clubs - Fruit cultivation - Training for village animal health worker - Farmers' training on feeding, breeding, management, and health care of all domestic animals (cow, buffalo, goat, sheep, swine, hens) - Farmers' training on livestock acquaintance through group discussions - Farmers' training by demonstration method through Exhibitions, Farmers' Day Livestock fair, livestock marketing and competitions for the best animals For Women Agricultural Assistants - Crop cultivation - Kitchen gardening, fruit and vegetable farming and preservation - Home science

ORGANIZATIONS/AGENCIES	TYPES OF TRAINING OFFERED AT DISTRICT/VILLAGE LEVEL
<p>II. <u>MINISTRY OF INDUSTRY AND COMMERCE</u></p> <p>Department of Cottage and Village Industries (DCVI)</p> <p>- Provides skills training through Regional Training Centres in Kathmandu, Dhankuta, Pokhara and Surkhet, and also through mobile training teams. Training may range from 3 months, 6 months to 1 year.</p>	<ul style="list-style-type: none"> - Hosiery (machine knitting and machine maintenance with elementary literacy) - Tailoring - Batik making - Mechanics - Electricity - Furniture (wood furniture) - Spinning of Woollen thread, dying, carpet weaving - Leather - Pottery - Match making - Sewing
<p>III. <u>MINISTRY OF EDUCATION</u></p> <p>(i) <u>WOMEN EDUCATION UNIT</u></p> <p>Division for Education of Girls and Women in Nepal.</p> <p>[These programmes are localised in the districts mentioned]</p>	<ol style="list-style-type: none"> 1. <u>Teachers' training for primary level women teachers:</u> (Districts — Pokhara, Nepalgunj, Surkhet, Jumla, Dhankuta). Eligibility requirements is SLC, but candidates with less education are also accepted when they are from remote areas. Preference is given to deprived and poor communities. 2. <u>Upgrading programmes at secondary schools:</u> (Districts — Ilam, Trishuli, Okhaldhunga, Palpa, Hetaunda, Jaleswor, Baglung, Dang, Humla, Dolpa, Doti.

ORGANIZATIONS/AGENCIES	TYPES OF TRAINING OFFERED AT DISTRICT/VILLAGE LEVEL
	<p>Girls from deprived and poor communities (15), are provided an opportunity to study till class 10 (SLC).</p> <p>After passing out, they can take part in the programme described above — 1 year of teachers' training.</p> <p>3. <u>Local high school scholarship for girls</u> (Districts — Makwanpur, Chitwan, Nawalparasi, Rautahat, Bhaktapur, Banke).</p> <p>Girls from deprived and poor communities to be given scholarship worth Rs 100 per month along with one set of free textbooks, so that they are encouraged to go to school regularly.</p> <p>Preference to be given to deprived communities.</p> <p>4. <u>Part-time primary education for out of school girls</u></p> <p>Girls who cannot attend school regularly because of domestic duties, continue their primary education through this programme.</p> <p>For this, special curriculum is designed and trained primary teachers are employed for this group.</p> <p>Adult education programme</p>

ORGANIZATIONS/AGENCIES	TYPES OF TRAINING OFFERED AT DISTRICT/VILLAGE LEVEL
<p>IV. <u>MINISTRY OF FOREST AND SOIL CONSERVATION</u></p> <p>i) <u>Community Forestry Afforestation Division</u></p> <p>ii) <u>Development of Soil Conservation & Watershed Management</u></p> <p>– Watershed Management and Conservation Project (with FAO)</p>	<ul style="list-style-type: none"> – Nursery construction – Nursery operations – Plantation establishment – Forestry extension – Stove construction – Training in Conservation & Education regarding improved land use practices – Terrace cultivation, disposal of water – Fuel and fodder tree and grass planting on eroded areas – Gully control work <p>Training for women specifically as they have a key role in conservation activities</p>
<p>V. <u>MINISTRY OF HEALTH — DEPARTMENT OF HEALTH SERVICE (DHS)</u></p> <p>i) <u>Integrated Community Health Services Development Project</u></p>	<ul style="list-style-type: none"> – Basic in-service training in communicable diseases – Maternal Child Health (MCH) – Home rehydration therapy – Family Planning (FP) – Health Education – First aid – Blindness prevention – Personal hygiene – Environmental sanitation

ORGANIZATIONS/AGENCIES	TYPES OF TRAINING OFFERED AT DISTRICT/VILLAGE LEVEL
ii) Family Planning & Maternal Child Health Project iii) Department of Health Services Nutrition Sector	- Nutrition Training
VI. <u>MINISTRY OF PANCHAYAT AND LOCAL DEVELOPMENT</u> i) Panchayat Training Centres ii) Women's Training Centre (WTC) Training for chief women workers, women workers and village women	- <u>Home science</u> <ul style="list-style-type: none"> ● Mother and child care ● Food and nutrition ● Drying of food ● Health ● Population education and Family Planning (FP) ● Knitting (hand machine) ● Home management ● Village technology ● Storage ● Crafts - <u>Agriculture</u> <ul style="list-style-type: none"> ● Poultry ● Kitchen gardening - <u>General knowledge</u> <ul style="list-style-type: none"> ● Panchayat/community development ● Literacy

an example

TRAINING IN PIG RAISING

(One day Workshop in Waling)

1. Identify the Type of Training Required

After several credit supervisions of Production Credit for Rural Women (PCRW) and Priority Sector Credit Scheme funded piggery projects, it became evident that the farmers needed to be retrained on how to raise pigs. They did not feed a balanced diet to their animals, and therefore the pigs were not fattening according to schedule, which is one of the most important variables in raising pigs.

Also with the newly formed group # 4, which would be raising pigs, there was a need to begin a systematic approach in implementing piggery projects, i.e. first providing training before procuring piglets.

2. Select Trainees, and Assess Trainees Needs

During supervision and group meetings, we discussed the progress of pigs and assessed the interest of pig farmers in attending a workshop on how to raise pigs. 14 farmers were selected as trainees. Also we discussed with these villagers (trainees) the logistics of the training e.g.: the duration and place of workshop.

3. Prepare a Training Plan

1. Objectives

By the end of the workshop the 14 farmers would be trained in:

- Methods of pig raising
- Methods of preparing and feeding minimum protein diets to the pigs

2. Duration — One day workshop.

3. Place — Village Panchayat office, Waling.

4. Selection of Resource Persons

The local livestock JTA would conduct the training, with organisational support from the WDO and Volunteer.

5. Methods of Training

All pig farmers would share their personal experiences in pig raising. The JTA would make presentations, use discussions, demonstrations, and visits to pig farmers projects, during the training.

6. Orientation and Work with Resource Person

- Discussed the progress of piggery projects and needs of pig raising with the livestock JTA.
- Discussed and delegated responsibilities e.g.: JTA would design a simple handout containing both feeding schedule & personal feed record.

JTA would demonstrate, preparation and feeding of 'food mix' to pigs.

7. Materials Needed for Training

Mats, chairs, chalk, black-board, handouts.

8. Budget/Costs for Training

Budget Items

Payment to JTA ... Rs 50
(for one day workshop)

Training materials— ... Rs 10
paper & carbon paper

Refreshments ... Rs 30

Rs 90
==

9. Funds/Resources

UNICEF field office provided the money in advance for the costs of the training.

10. Schedule for Workshop

TIME	TRAINING IN PIG RAISING
11:00 – 1:00 p.m.	<ul style="list-style-type: none"> ● Introduction of Training by WDO and PCV ● Maintenance, Feeding, Breed of Pigs (Sharing experiences by JTA & discussions). ● Discussion & Demonstration (trainees & JTA)
1:00 – 2:00 p.m.	
2:00 – 2:30 p.m.	● TEA BREAK
2:30 – 4:00 p.m.	● Observation of pigs raised by Group # 1, & discussions.
4:00	● Evaluation discussion by Trainees.
4:30	● Summary & Closing of Workshop.

11. Conducting the Training


The Workshop, instead of starting at 11:00 a.m. began at 1:00 p.m. when all 11 trainees arrived.

The morning session, therefore had to be shifted to the afternoon, and the schedule adjusted.

12. Outcome

- A. 11 of 14 persons invited from PCRW projects attended. Included here was 1 husband who came instead of his wife (who recently gave birth to a baby). One pig farmer (man) was invited, but did not come.
- B. Both the livestock JTA and trainees were very comfortable with each other. The trainees seemed to be convinced of the importance of proper feeding. They were willing to purchase prepared feed after the JTA had stressed this point, and after seeing the difference in appearance of the pigs raised by group # 1 farmers. (Those pigs fed with prepared feed were much fatter and healthier than those that were not). At the end of the workshop, out of his own accord, the livestock JTA said he would be more than willing to meet again and discuss the progress of their pigs.

13. Follow-up



Please plan the follow-up, and write it in here yourself.

for field worker
to complete

PREPARATION

OF
NUTRITIOUS
FOOD for
CHILDRENI. SARBOTTAM PITHO

To make the flour:

- a. Two parts of one pulse (soyabeans, grams, dals, other beans).
- b. One part each of two cereals, — out of maize, wheat, millet, rice, barley, kodo (millet).

— Roast all three separately

— Take out the covering of soyabean

— Mix all three and grind

— Seive and store in a covered container

— Before feeding — take a fourth finger scoop of pitho, mix in water and bring it to boil. You can add some milk. Put salt to taste and feed with cup and spoon.

If the child does not eat salt, one could add sugar but remember —

SUGAR IS BAD FOR TEETH

II. JAWLO

One part rice, one part dal, salt and besar. When half cooked, add green vegetables and cook.

Jawlo may be cooked once a day. Half may be kept and heated well before feeding in the second meal. This saves fuel and time.

Jawlo if eaten with a little curd is a complete food.