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**SANITATION AND
WOMEN'S
INVOLVEMENT IN
WATERSUPPLY**

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**POLICY AND PRACTICE
FOR THE
RURAL HILLS
OF NEPAL**

**A PROPOSAL BY:

EVELINE BOLT
SNV-NEPAL**

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Eveline Bolt
Kathmandu
September '89

CHAPTER I

I.1. Introduction

This project-document suggest how the District Water Supply Branch Office of the Department of Water Supply and Sewerage may carry out a Sanitation and Women's Involvement component in Water Supply Programmes, especially in those villages being served by a gravity-flow water supply system.

It presupposes a sanitation-unit within the Branch Office, staffed by at least a Sanitation Supervisor (non Gazetted Class I) and 5 Sanitation Women Workers (non Gazetted Class II or III), working under the direct responsibility of the District Engineer or under the overall supervision of a Sanitation Coordinator at the Regional Directorate level, if one has been assigned.

For those districts without such a unit, guidelines are given for construction and maintenance staff. These can also be used in project sites with such a unit, but that cannot be covered by the sanitation staff.

Chapter II justifies the implementation of a Sanitation and Women's Involvement component in Water Supply Programmes and explains why an intensive approach has been opted for. Chapter III describes the overall aims of the Sanitation and Women's Involvement component and its coverage. This chapter refers to Annex I, in which a detailed description of the 2-year Sanitation and Women's Involvement component is given. For the field level staff this will be of most practical use. For this reason Annex I has been translated into Nepali. It also includes monitoring and evaluation activities. Annex II is the UNICEF - booklet, describing a sanitation campaign for use by technical personnel in sites not covered by the intensive approach. Chapter IV gives the preconditions for a smooth implementation of the Sanitation and Women's Involvement component, whereas Chapter V looks into possibilities for cooperation with other institutions/programmes. The future of Sanitation and Women's Involvement in the Water Supply Programme follows in Chapter VI.

I.2. Brief historical overview

The contents of this proposal are based upon the field experiences gained by the expatriate Sanitation Coordinators of SNV-Nepal, working in the CWSS-programme being implemented in "Noted" areas with UNICEF assistance. SNV established their input in the programme in June 1986. During this period the CWSS-programme came under the responsibility of the Department of Water Supply and Sewerage of the Ministry of Housing and Physical Planning, whilst formerly the Ministry of Panchayat and Local Development was responsible for it. It is already since a longer time that Sanitation became part of the Community Water Supply Programme before this reorganisation. In 1982 the second "S" of sanitation appeared in the programme abbreviation which became CWSS.

In 1982 the Ministry of Panchayat and Local Development (then in charge of the CWSS-programme) organised, together with the assisting agency UNICEF, a conference on sanitation within the CWSS-programme. A policy paper was developed from this conference. This paper indicates what is required for the implementation of the sanitation component from the technical personnel involved in the CWSS-programme (1). Sanitation promotion activities took place from the various Field Offices that were in operation for the implementation of the CWSS-programme. Apparently it was felt that sanitation equated with the number of latrines built, was insufficient, because in November 1985 the Ministry formulated a request for the recruitment of a Sanitation Coordinator for the Field Office in Chaurjahari, Rukum district. The request was submitted to SNV and in June 1986 the proposed the Sanitation Coordinator, arrived. About one year earlier a Women Development Officer assigned to sanitation had been appointed in the Helvetas (then SATA) - funded CWSS-programme in the Western Region.

The objective for the input of the Sanitation Coordinator was: to develop a standard procedure for the development of a sanitation component in the CWSS-projects.

In several villages pilot-activities were started, focussing on giving sanitation-and hygiene education to women, whilst attempting to improve the contribution of Technicians and Overseers to sanitation and to develop a programme for primary schools of villages covered by the CWSS-programme. (For a detailed overview of the work of Sanitation Coordinator see: Report on "Mid Term Review" of "Chaurjahari Sanitation Programme": H.B. Thapa and R. Hope, Kathmandu 1989).

In Dec. 1987 a second Sanitation Coordinator was requested for and SNV provided one who was assigned to Charikot Field Office, Central Region, from March '88 onwards.

In February 1989 VSO assigned a Sanitation Coordinator to the Ilam Field Office, Eastern Region and JOCV assigned a Sanitation Coordinator to the Hetauda Field Office, Central Region, in September 1989.

The involvement of women in the planning and implementation of water supply systems became more and more important. Sanitation and hygiene education seems to be a good vehicle to enlarge the women's involvement in the technical side of the programme.

In January '89 the Sanitation Coordinators came up with a draft-proposal for a 2-year district and village-level programme, which included both sanitation and women's involvement.

It was considered that time had come to develop a standard approach to be used by those working in the same organisational structure, i.e. from the District Branch Office of the Department of Water Supply and Sewerage and in basically similar circumstances, i.e. in those parts of rural Nepal that are provided with gravity flow drinking water schemes.

Several reasons can be mentioned for this:

1. A standard programme can more easily be incorporated in all districts than can individual efforts.
2. To optimise valuable experiences
3. To give staff working in this programme, the opportunity to get support from others working in the same programme under the same circumstances.
4. To be able in due course, to carry out an impact study on a bigger scale, which will therefore give a more reliable outcome.

The above mentioned draft proposal is the basis for this proposed standard approach, as is the report developed from the National Workshop on Sanitation, jointly organised by the MHPP and WHO in January 1989.

I.3. Relation with the "National Policy on Sanitation" currently being formulated

The recommendations developed from the National Workshop on Sanitation mention the formation of a high level Steering Committee on sanitation, with representatives of all agencies involved in sanitation. It is recommended that this Steering Committee, with the already existing Sanitation Policy Formulation and Coordination Committee as its secretariat, will develop a National Policy on Sanitation, including implementing strategies. For the necessary preparations a Task Force came into existence. Still, it is an immense task, given the geographical, geological and cultural diversity in Nepal and the differences in the extent to which areas are developed. A uniform approach and uniform strategies for the whole of Nepal are, of course, impossible.

The minimum distinctions to be made are those between the Terai, the Hills and the Mountains and between Urban, Semi-Urban and Rural areas. Specific approaches and strategies are needed for each.

This project-document proposal, focussing on the rural hills, could be seen as an attempt to contribute to the formulation of the National Policy on Sanitation.

It is hoped that it will serve this purpose and that it will be of benefit for the Sanitation Policy Formulation and Coordination Section of the MHPP and for all people working in the drinking water programme of the DWSS in the rural hills of Nepal.

CHAPTER II JUSTIFICATION

II.1. Need for sanitation and hygiene education in general

As in any other country, in Nepal the health of the people is of major concern to the government. 43% of Nepal's population lives below the poverty line. Poor housing, lack of sanitary facilities and an insufficient daily calorie intake derived from poverty, directly or indirectly cause diseases and even death.

Important health-indicators in this respect are:

- life-expectancy at birth was at 52 years in 1985
- mortality rate of children under 5 years of age was at 16% in 1987.
- Healthpost attendances reported by 15 healthposts in Kaski District (3) show that the most common causes of morbidity are :
 1. Skin diseases
 2. Helminthiasis (worm-infestation)
 3. Enteritis and other diarrhoeal diseases
 4. Acute Upper Respiratory Infections (ARI)
 5. Headaches
 6. Bacillary dysentery and amoebiasis

Children under the age of 5 suffer from an average of 6 episodes of diarrhoea per year (4). Especially in combination with poor nutrition diarrhoeal diseases are a serious threat to children.

Helminthiasis contributes towards iron-deficiency anemia, whereas a serious effect of ARI can be an infection of the middle ear, leading to deafness.

The most common causes of mortality seem to be diseases related to water, excreta, refuse and housing, accounting for 8% of all deaths in the general population and 32% of all deaths of the under fives, and measles (5).

One way to attack the health-problem is to give everybody access to curative health-services. This is not only very costly because of the necessity of medicines and medical equipment, but also very difficult, since Nepal is a country where large areas can only be reached on foot.

Another way to attack the health-problem is to provide everybody with preventive health-services. Though very labour intensive, in due course it will also prove to be effective and less costly. Diseases like skin infections, helminthiasis and diarrhoea have their major cause in unhygienic conditions and habits. Both morbidity and mortality can be reduced by improving these conditions and habits.

Diarrhoea can, to some extent be prevented by e.g., better handwashing and proper waste-disposal (6). More frequent bathing can prevent skin diseases. Proper ventilation and the prevention of a smokey atmosphere can contribute to a lesser prevalence of ARI.

Better excreta disposal along with improved personal, domestic and food hygiene and cleanliness are important control measures for diseases related to water supply and sanitation (8).

Preventive health-services, like Sanitation and hygiene education, aimed at making people aware of the link between sanitary conditions and habits and diseases and thus motivating people to change their living conditions and habits are very much needed.

II.2. Need for sanitation and hygiene education with water supply

Without the overall goals of providing basic services by the year 2000, HMG has established the following objectives for water supply and sanitation:

1. Increase the general awareness among all levels of society about sanitation and hygiene.
2. Improve accessibility to safe drinking water supply in rural areas for an additional 4.7 million people by 1992 through the provision of piped systems and protection of traditional sources.
3. Promote sanitation using all available communication channels including the media and to provide at least one demonstration latrine in each ward of all village panchayats by 2000.
4. Strengthen health education in primary schools by expanding and further developing health-related curriculum and training at least one teacher from each of the primary schools by 2000. (7)

The Sanitation and Women's Involvement component, as described in this document, is supposed to be applicable to any rural water supply programme carried out by the District Branch Office of DWSS. However, within the "Noted" districts, where the CWSS-programme is being implemented with UNICEF assistance, a Sanitation and Women's Involvement component seems for the moment most feasible. Most experience with sanitation activities and community participation has been gained through the CWSS-programme. In rural areas the DWSS-programme paid rather little attention to sanitation and communication participation. Therefore, the overall aims of HMG-UNICEF cooperation of the water supply and sanitation component are given below:

1. Contribute to the reduction of the infant and child mortality rate.
2. Reduce the high incidence of mortality and morbidity attributed to water- and sanitation-related diseases by providing adequate quantities of clean water and promoting sanitation and personal hygiene.
3. Reduce the time and energy spent by women and children in collecting water for domestic purposes by providing water within easy carrying distance. (7)

Water and sanitation related diseases are responsible for many of the diseases mentioned under II.1. Health improvement through the prevention of these diseases can not be expected by the mere provision of better water in bigger quantities. Introducing clean water without taking other steps to alter the environment within which it is used, has little effect on health (9). Both water-borne diseases, which can also be transmitted by any other faecal-oral route,

and water-washed diseases can be prevented by proper use of water. But since there still exists a wide-spread ignorance about the relation between sanitary conditions and habits and these diseases that education in this respect is essential (see II). People should be made aware of the benefits of using the extra water made available and of ways to prevent clean tapwater from becoming contaminated during storage and before consumption.

Because of the interrelation between the diseases mentioned under II.1. and water, it seems only logical to combine water supply with sanitation and hygiene education.

The recommendations developed from the National Workshop on Sanitation organised by MHPP and WHO, mention the need of integrating activities aimed at improving sanitation and drinking water supply to achieve the objective of "health for all by the year 2000" (10). Given the enormous size of the health problems deriving from insufficient sanitation and hygiene, it seems justified not to leave it only to the Ministry of Health to try to solve these problems. A water supply programme has to provide its own contribution to it.

Specific objectives of HMG-UNICEF cooperation with regards to the water supply and sanitation component and in relation to the project population reflect this view.

These objectives are:

1. Creating and sustaining a change in habits and practices among women in (i) methods of collection, storage and use of water to prevent contamination and the spread of waterborne disease and (ii) personal and home hygiene and sanitation to reduce gasro-intestinal, skin and eye infections.
2. Promoting universal awareness of the preparation and use of oral rehydration salts.
3. Ensuring full immunization coverage of children and women.
4. Promoting more active involvement of women in all stages of implementation. (7)

During construction people should be taught about the correct use of the new facility. Adopting new and changing old habits are most likely to occur when the facility, a water supply system, is introduced.

When people have already incorporated the water supply system into their daily life, it will be more difficult to motivate them to adopt new and to change their old habits.

In some cases water supply might even cause extra health hazards. For example because water collects around a tapstand due to a blocked drainpipe, providing mosquito's with a breeding place and thus increasing the possible incidence of malaria.

Sanitation and hygiene education alongside the construction of a water supply system can prevent this from happening.

II.3. Need for a women's involvement component in water supply and sanitation programmes

3.1. The necessity of women's involvement in general

In spite of the Multi Ain (Civic Code) of 1963, which tried to bring about more legal equality for men and women, the rights of women are still far behind men's.

Even where legal provisions stand in favour of women, the latter often lack the resources, skills and social support to ensure the enforcement and extension of their legal rights. In politics, at local, district and national level, women remain underrepresented. There are no legal requirements for Village and Town Panchayats to include women as members.

The Basic Needs Programme, recently published by HMG/N, stresses the importance of women's involvement in development, but women's issues are not integrated as a central concern of programmes in each sector (5).

Women form half of the population, but their involvement in programme planning and implementation does not reflect it. Therefore it is necessary to undertake special efforts to give women the chance to involve themselves in development activities, leading to increased social strength and improved status.

3.2. The necessity of women's involvement in water supply

The involvement of women in all project-stages and at all levels, by building on their own roles in domestic water supply and sanitation, can be a contributing factor to the achievement of short and long term benefits of water supply and sanitation improvements (11).

Women, being the main people concerned with water as carriers and users, should be brought into the discussions about the design of the facility. They need insight into the construction of a water system and in the rules and procedures concerning its repair. They should also be provided with the skills to carry out minor maintenance.

Women are most probably the first ones to notice a decrease in water quality or quantity, as they are most affected by this, eg., because children fall ill or because they need more time to collect water. /they will be most eager to maintain the system and to repair any damage. Dependency on men, for whom repair might be less urgent, can be very frustrating for the household.

In a checklist, covering the possible negative consequences of drinking water supply and sanitation programmes (12), several consequences that cause a relative worsening of the position of women are mentioned such as:

- An automatic allocation of (prestigious) jobs and functions to men (eg., the function of committee-member).

- A reduction of women's sphere of influence by transferring water supply matters from women to men.
- A chaotic daily timetable as a result of a poor or unadapted supply.

The involvement of women in all project-stages and at all levels might prevent these negative consequences from occurring. It will also ensure that special needs of women (laundry, bathing facilities) are properly met.

The general argument for the involvement of women also applies for their involvement in water supply. If we want to give women the right to increase their social strength and to improve their status, they should not be kept as silent spectators. They should be given the chance to involve themselves. A water supply programme can and should provide this chance.

3.3. The necessity of women's involvement in sanitation and hygiene education

Women are the main caretakers of household and family, so sanitation and hygiene education activities should be directed towards them. Their potential to impart such education has never been fully utilised. They are also the best resource persons for planning a programme. Most knowledge about sanitary habits and prevailing diseases is with them. When women get together for educational activities their involvement in the water supply component of the programme can also be discussed.

II.4. Need for an intensive approach

As has been said in chapter I the sanitation promotion efforts undertaken by Technicians and Overseers apparently didn't have the desired effect. Several causes can be indicated for this:

- The need to direct sanitation and hygiene education towards women. In rural areas men have only very limited access to women, which makes it difficult for men to effectively give sanitation and hygiene education.
- The main tasks of Technicians and Overseers is the construction of a water supply system, which leaves them insufficient time to carry out sanitation and hygiene education activities.
The impact of these activities will be rather limited, since habits to be adopted requires a lot of motivation work.
- Usually Technicians stay in a village for only one construction season which is insufficient time for habits to be adopted or changed.

- Necessary skills to carry out sanitation and hygiene education activities are not always found in technical staff. (13).
- The more rewarding and prestigious task of constructing a water system often removes motivation for sanitation and hygiene education activities.

The above mentioned causes not only plead for the use of female staff fully assigned to sanitation and hygiene education, but also for a programme that lasts longer than only one construction season. Stress on impact orientation is more important than target orientation and an intensively launched programme in identified areas is recommended, because :

- Demonstrative effects to other areas can be produced.
- There can be a proper utilization of scarce resources.
- Proper attention can be focussed on the programme, so that the fullest benefit of the programme can reach up to the people who really need it. (14)
- Different ideas and methods can be tried out in controlled circumstances.

The necessity for an intensive approach does not mean that the potential of Technicians and Overseers to carry out sanitation and hygiene education activities, should be left unutilised. Chapter 6 indicates possibilities for use of this potential.

CHAPTER III AIM OF THE SANITATION AND WOMEN'S INVOLVEMENT COMPONENT AND ITS COVERAGE

III.1.1 The Overall Aims

The overall aims of the Sanitation and Women's Involvement component can be described as follows:

1. To improve the health of the rural population served with a gravity flow drinking water supply system.
By: - Giving sanitation and hygiene education to the beneficiaries.
- Improving the quality and the sustainability of the water supply system through education.
2. To enlarge the social strength and the status of women in the community.

It should be stated that these aims are not set by the villagers themselves. Even if they would choose, through real participation, for a health improvement programme, they will rarely opt for a sanitation and hygiene education programme as a priority action. The most probable reason for this is the widespread ignorance about the relationship between health, sanitation and hygiene.

The Department of Water Supply and Sewerage has its own aims, means and manpower to carry out its programme. The Department demonstrated flexibility in this respect by allowing pilot-programmes to establish the sanitation and women's involvement aspects. Sanitation and women's involvement integrated into the programme of DWSS has the advantage of motivating villager from the onset of construction to:

- Use the new drinking water system to a maximum.
- Supplement construction with the proper use and maintenance of sanitation facilities.
- Adopt behavioural changes.

Efforts to increase the involvement of women, possibly leading to enlarged social strength and status, can even start when surveys have to be carried out and needs attention throughout the whole construction period.

However, being part of the DWSS-programme will be limited by the means and manpower available. Suppose an immunisation programme, as a means to improve health, is asked for by the villagers, it won't be possible to launch an immunisation campaign. All that can be done is to refer people to institutions involved in this. This will explain the choice of the more specific objectives as given in III.1.3.

1.2. The Target Groups

Community and family health can only be improved if everyone has access to and makes hygienic use of water supply and sanitation facilities. This means that the whole community needs to be involved in sanitation and hygiene education activities. It can therefore be stated that finally the whole community is the target group of the Sanitation and Women's Involvement component.

Since a community is usually very diverse and too big, it will hardly be possible to address the community as a whole.

Several reasons can be mentioned why activities should be specially directed towards the women of the community:

- Women have the major responsibility for water handling, family health and for teaching children about health and hygiene matters.
- Information on health and hygiene often spreads through informal networks which unite women through family ties, similar interests and/or activities (15).

However, men should not be left out of all activities. Their support and cooperation is needed, since some improvements advocated, eg., latrine building, with require decision making and work from them.

School children will also be useful for the transfer of knowledge about hygiene and sanitation. They are often eager to talk at home about things they have learned at school and are flexible in adopting new habits. Teaching school children is likely to have maximum impact if the subject they are taught at school is simultaneously discussed in the village.

In villages there are often people with higher status, having more means to adopt improvements. It can be hard to resist the temptation to limit the programme activities to them, since some activities results can be expected from them more readily than from the poor(er) people. Extra attention should therefore be paid to reaching the poor(er) groups of the community.

1.3. Specific Objectives

In order to give some idea about the topics to be dealt with within the Sanitation and Women's Involvement component, the overall aims mentioned under III.1.1. can be more elaborated into specific objectives. They give the eventual behavioural changes the programme aims towards and are arranged according to the distinction between personal, household and environmental hygiene. Most objectives cover more than one intervention and are therefore further specified in training programmes and other programme activities. Behavioural changes can not be expected to occur after a single programme activity. Some of the objectives of the programme activities are therefore put in terms of "to motivate to....."(annex I and II). This facilitates monitoring and evaluation of programme activities.

Extension meetings should focus on only one intervention at a time. The interval between 2 meetings should allow enough time for follow up activities. The community itself, the existing habits and interests determine the choice of interventions to be dealt with. Suppose handwashing with ash is already common practice in a village, then of course it is no use to spend time motivating villagers to use ash instead of soil for handwashing.

Specific objectives concerning personal hygiene

- The villagers wash their hands properly, especially after defecating and before handling food.
- The villagers keep their bodies clean.
- The villagers prevent and treat diseases related to poor hygiene.

Specific objectives concerning household hygiene

- The villagers prevent contamination of water between collection and use.
- The villagers handle food hygienically.
- The villagers keep their houses clean.

Specific objectives concerning environmental hygiene

- The villagers properly use, maintain and keep clean all components of the watersupply system.
- The villagers properly dispose of household waste, waste water and excreta.

Depending on the target group that is worked with other objectives should be added. If, for instance, the targetgroup is a sanitation committee consisting of women (as in the 2-year intensive Sanitation and Women's Involvement programme), these added objectives could be:

- The sanitation committee members disseminate their gained knowledge.
- The sanitation committee members involve themselves in planning, construction and maintenance of the water supply system.

III.2. Coverage of the Sanitation and Women's Involvement component

Sanitation and hygiene education concerns a voluntary choice of behaviour patterns and this implies active participation of the people concerned (15). Active participation includes participation in the learning-process that goes beyond a mere absorption of knowledge.

This should be the guiding principle of any sanitation and hygiene education programme. It will be obvious though, that a pair of Sanitation Women Workers (SWW), specially trained and able to devote all their time to sanitation and hygiene education, can work more according to this principle than a Technician, for whom the construction of the water supply system is of utmost importance. Experience also shows that Technicians often lack the capability and/or the willingness to really involve women in planning, construction and maintenance of the water supply system. For them it is sometimes even difficult to address women with sanitation and hygiene education activities. It will therefore be hard to give shape to women's involvement if there are no female staff in the project villages.

Below is a description of how the Sanitation and Women's Involvement component can be carried out in different types of projects, given their specific potential and limitations.

2.1 The Sanitation and Women's Involvement programme in selected areas

The main task of the sanitation staff of the DWSS-Branch Office is to carry out the 2-year intensive Sanitation and Women's Involvement programme in selected areas. Pairs of Sanitation Women Workers stay continuously in a village for a period of 2 years. They work according to a detailed programme and are supported and supervised by a Sanitation Supervisor, who visits the area at least once a month for a couple of days. The main features of this intensive programme are:

- execution of a baseline survey,
- formation of an all women sanitation committee,
- needs assessment,
- training of the sanitation committee members,
- monthly meetings with the sanitation committee members, focussing on only one intervention,
- tapstand meetings about these interventions by the sanitation committee members, to disseminate their gained knowledge,
- monthly classes at primary schools,
- follow up activities, like house to house visits,
- monitoring activities throughout the whole period,
- programme evaluation.

The Sanitation Supervisor and one of the SWW will also take care of the sanitation and hygiene education component of any Technician or Overseer training carried out at the district-level. They will also advise technical staff about how to carry out sanitation and hygiene education activities in their project villages and about possibilities to improve the women's involvement.

In view of the selection of new areas and to ensure women's involvement from the very beginning onwards, the Sanitation Supervisor and the SWW will accompany technical staff on several feasibility and detailed surveys. Annex I describes the 2-year intensive programme in detail.

2.2. Sanitation and Women's Involvement in projects yet to start and that are not going to be covered by the intensive programme

As already mentioned under III.2.1. the Sanitation Supervisor and a SWW start their activities during surveys. Only a few projects can be selected for the intensive sanitation programme, which will start in the month of September.

In projects that are not going to be covered by the intensive programme, the Technician responsible for construction will carry out a six-week sanitation campaign before the start of construction.

A booklet published by UNICEF (see Annex II) gives a detailed description of that campaign, being part of a larger programme. After introducing himself, the main activities of the Technician are a survey, "tole-wise" meetings about sanitation topics and house to house visits. Given the constraints towards women's involvement in project villages without female staff, the expectations about women's involvement cannot be too high.

2.3. Sanitation and Women's Involvement in projects under construction and not covered by the intensive programme

The second step of the sanitation programme mentioned under 2. is a monthly programme. House to house visits, "tole-wise" meetings, a school programme and a further survey after 3 months are the main features.

An ordinary Construction Technician should spend one quarter of his time on the sanitation programme. Again expectations about women's involvement cannot be too high.

2.4. Sanitation and Women's Involvement in maintenance projects

It is common practice that all finished projects are visited by a Maintenance Technician on a regular basis. He is therefore the most appropriate person to follow up on the sanitation activities of the Construction Technician. The follow up activities are described as the third step of the sanitation programme in the UNICEF-booklet. Project villages that have been served with the 2-year intensive programme should be visited by the sanitation staff at least 3 times during the year following the intensive programme, to see whether facilities are still properly used. This should be discussed with the Maintenance Technician.

2.5. Methods to facilitate the sanitation work to be done by Technicians

- Before starting the sanitation campaign, the Technicians should be given the opportunities to discuss the contents of the UNICEF booklet with both their colleagues and the Sanitation Supervisor.
 - The Technicians should be provided with sufficient and appropriate extension materials by the Sanitation Supervisor.
 - Travel orders should be handed out in time, i.e., at least 7 weeks before Dasain. This will enable them to finalise the campaign of 6 weeks before the start of construction, which usually takes place after Tihar.
 - If possible either the Sanitation Supervisor or the District Engineer should visit the Technicians during the sanitation campaign. This will encourage them and add status to the sanitation work.
- Likewise the Overseers should, during each and every visit to the project village, pay due attention to the sanitation component.

CHAPTER IV PRE-CONDITIONS FOR SMOOTH IMPLEMENTATION

IV.1. Personnel requirements

In Annex III an organisation chart is given, which shows the posts requires to enable implementation of the district level Sanitation and Women's Involvement component as described in this project document.

The following is an elaboration on the chart. It also gives the main tasks of the persons and institutions involved. Detailed job descriptions of the district level staff are part of Annex I.

Elaboration on the Organisation Chart

National Level:

- The Department of Water Supply and Sewerage (DWSS) is one of the Departments of the Ministry of Housing and Physical Planning (MHPP).
- Apart from DWSS there are 2 Corporations that are involved in solid waste management and water supply. These are "Solid Waste Management and Resource Mobilisation Centre" and "Water Supply and Sewerage Corporation", which fall directly under MHPP and are mainly active in big cities. DWSS is working in rural areas as well as in urban areas.
- Within the Department there is a Sanitation Section, headed by a Senior Engineer. This Section has to incorporate sanitation in the DWSS-programme and also to undertake small scale sewerage projects in the country. - The Sanitation Policy Formulation and Coordination Section (SPFCS) is one of the 4 Policy Formulation and Coordination Sections of MHPP. It is headed by an Under Secretary. As the name indicates it is a policy-making body and it's purpose is to advise implementing bodies, like DWSS, on the inclusion of sanitation in their programmes.

Regional Level:

- DWSS has Regional Directorates in all 5 development regions. The Regional Director is assisted by 3 Divisional Engineers, of whom one is expected to be assigned specifically on sanitation. It is however advisable to have this post filled by a Sanitation and Women Involvement Officer with a health/social and community mobilisation background, rather than by a straight Engineer. Since one of the major tasks of this post is to supervise and support district level all women sanitation staff, this Sanitation and Women Involvement Officer should also preferably, be a woman. The task of such a person would be:
 - To exchange experiences with other regions.
 - To report/keep in touch with the Department.

- To inform field level personnel about any development concerning sanitation.
- To monitor the on-going programme within the region through regular field visits.

District Level:

- The sanitation-unit of the DWSS-Branch Office will be staffed by 1 Subba-level Sanitation Supervisor, 5 Mukhya-level Sanitation Women Workers and 1 Peon. 4 of the SWW will work in pairs of 2 in selected project areas, whereas one will assist the Supervisor. This assistant to the Supervisor will be decided on rotation. In the meantime there should be career possibilities for the SWW, e.g., upgrading after a few years of working experience to Kharidar-level.
- The Supervisor has to report to the Regional Directorate through the DWSS-Branch Office. The District Engineer should give logistic support and insure budget release. Other support will come from the regional level Sanitation and Women Involvement Officer (Divisional Engineer or any other person), as mentioned above.

Village Level:

- The SWW, working from Sanitation Field Offices, will have close contact with the Technicians in charge of the construction of the water supply system. Supervision and support to the SWW will be given by the Sanitation Supervisor and through her the SWW have to report to the DWSS-Branch Office.
- The final executive body of the programme is the sanitation committee, consisting of representatives from each tapstand. The members of this committee have to disseminate their gained knowledge.
- For mutual exchange of information about progress in construction and about the sanitation programme, at least 2 sanitation committee members should also be members of the construction committee (later to be called the water uses committee).

All this implies that extra staff have to be appointed, but only at district level. National level staff are already working in the Sanitation Section and the Sanitation Policy Formulation and Coordination Section. On regional level the posts of Divisional Engineers are already incorporated into the DWSS structure. One of them should only be given a special assignment for sanitation and preferably be a woman. On district level, 1 Subba-level Supervisor, 5 Sanitation Women Workers and 1 Peon need to be appointed. The appointment of a Peon is needed, because the Supervisor has to go on field visits frequently and she won't always be accompanied by a Women Worker.

IV.2. Supportive requirements

1. Taking into consideration that a Sanitation and Women's Involvement programme should be impact oriented rather than target oriented, the DWSS-Branch Offices served with the Sanitation and Women's Involvement component should not be made subject to targets like: a certain number of latrines to be built.

It can be said though that about 80 women will receive training every year and that 5 to 6 sanitation committees will be formed through the intensive 2 year programme.

2. Project staff will have to be prepared to make changes in their own technical design and procedures, instead of demanding that only the users adapt their behaviour through hygiene education. (15) This is a basic condition in order for women's involvement to be taken seriously. Flexibility should be there in case field experience shows that designs and/or procedures are inappropriate.

3. Through training, technical staff at all levels should be motivated to pay proper attention to sanitation and women's involvement. Depending on their level either supportive or executive activities should appear in their job descriptions.

4. There will have to be a regular supply of extension materials to the DWSS-Branch Offices from the Regional Directorate.

IV.3. Budget requirements

In this chapter only budget specifically required for the implementation of the Sanitation and Women's Involvement component is mentioned. Therefore the salaries for regional level and national level staff are not included.

The district level budget shows the following headings:

- Salaries; for the Supervisor, the Women Workers and the Peon.
- Allowances;- Remote Area Allowance in case staff comes from outside the district,
 - Field Allowance for the SWW who stay permanently in the villages,
 - Leave Allowance,
 - Travel Allowance and Daily Allowance for field visits of staff working from the district,
- Services,
- Rent; for the 2 Sanitation Field Offices,
- Office supplies; for purchasing stationary,

- Fuel; for extension activities,
- Trainings; for the 3 trainings given to the sanitation committee during the 2 year intensive programme and for the school-programme,
- Contingencies,
- Construction; for demonstration latrines at the Sanitation Field Offices.

Any participation in trainings for Technicians and Overseers has to be financed by the organiser of these trainings, e.g., the District Engineer.

As an example Annex IV, which is the budget proposal as it has been made for the Sanitation and Women's Involvement programme in Rukum district (Fiscal Year 046/047), has been added.

On regional level additional budget is required for TA/DA for the Sanitation and Women Involvement Officer, who has to go on field visits regularly.

Furthermore budget should be allocated for:

- a yearly training for all Sanitation Supervisors working in the region,
- (upgrading) trainings for the Sanitation Women Workers,
- exchange visits by Supervisors and Women Workers.

On national level budget should be allocated for a yearly seminar for the Sanitation and Women Involvement Officers. In order to gain information about the most recent ideas and developments concerning sanitation, and also to exchange work experiences.

CHAPTER V POSSIBLE LINKS WITH OTHER INSTITUTES/PROGRAMMES

V.1. INTRODUCTION

The Sanitation and Women's Involvement component of the DWSS Branch Office is not the only district-level effort to improve people's health through sanitation and hygiene education. It is also not the only district-level effort to enlarge the social strength and the status of women in the community. It is for reasons of efficiency and effectiveness that cooperation with other programmes/institutions that have the same sort of objectives. Expertise and created social infrastructure can be shared and it can be assumed that the impact of messages will be greater when they are "repeated" by representatives of different offices in different ways. A few programmes/institutions that offer scope for cooperation are discussed below, whilst trying to keep as realistic and practicable as possible.

V.2. The Production Credit for Rural Women (PCRW) programme of the Ministry of Panchayat and Local Development

The PCRW programme is a programme that is operating in many districts of Nepal. It is one of the programmes implemented by the Women Development Section of the Ministry of Panchayat and Local Development. A Women Development Officer (WDO) and several Women Workers work from an office in a selected panchayat. Depending on how many years ago this office was established, they may work only in this panchayat or also in adjoining ones. By now WDO's gradually move to the district headquarters.

The formation of credit groups is the main feature of the programme and some of its objectives largely coincide with the objectives of the Sanitation and Women's Involvement component of the DWSS Branch Office. These objectives are:

1. To improve the overall quality of life of rural women and their families, in particular women and children.
2. To increase the knowledge and skills of rural women in child survival and development issues and activate them to greater participation in all aspects of women and child development and to assist women to take a more active role in the decision making process.
3. To reduce the workload of rural women to enable them to increase their access to economic resources and to devote more time to the care of their children.
4. To raise the level of awareness of women in child survival and development and other development issues.
5. To promote self-reliance among women's groups for them to plan, implement, monitor and evaluate projects for their own and their children's benefit. (16)

The improvement of the life of rural women in many senses and the welfare of children are important keywords in these objectives. They are also of importance for the Sanitation and Women's Involvement component of the DWSS Branch Office in which women are specifically addressed. Not only because they are the main caretakers of house and family, but also because education (in this case sanitation and hygiene education), provided it leaves sufficient room for participation by the target group, is looked upon as a vehicle for awareness raising of women. This will ultimately lead to the enlargement of the social strength and the status of the women in the community.

The welfare of children is of major concern since they are the main sufferers of diseases due to insufficient sanitation and unhygienic conditions. They are therefore likely to benefit most from a sanitation programme.

Ways of cooperation that can be instigated :

- Involve the WDO in training activities.
- Discuss the possibility of including sanitation- and hygiene education in trainings organised by the PCRW - office. The sanitation staff can then act as trainers.
- In case the PCRW-programme also runs in villages with the intensive Sanitation and Women's Involvement programme, the possibility of selecting at least one member of a credit group as a tapstand representative can be discussed. This women can then also disseminate the knowledge gained as a sanitation committee member, to her credit group members. The PCRW-Women Workers, who usually attend the credit group meetings, can stimulate this.
- In case the PCRW-programme runs in villages where a water supply system is being built, but that are not covered by the intensive Sanitation and Women's Involvement programme, the Technician can use credit groups for his extension activities. The PCRW Women Workers can be intermediaries for this.

V.3. Community Health Volunteer Programme of the Ministry of Health

The main starting point of this programme is that it will not be possible to improve the health of the people unless they participate in the health programme activity (17).

The Health Volunteer (HV) - programme has 2 main objectives:

1. To motivate local people to carry out activities that promote the health status of the community through public participation.
2. To motivate the people to provide active support to all types of health activities carried out by the Health Post and other agencies.

Village Panchayat Health Workers are being trained about the programme and they are the ones to motivate the Village Panchayat-members to implement the programme in their panchayat.

Ward Health Committees are formed and ward-level HV's selected during ward-meetings. The HV has to provide certain health education services in addition to assisting Village Health Workers. For this purpose they are trained for 24 days.

The job of the HV is largely preventative. Their jobdescription has includes the following items:

- To educate people about the prevention of communicable diseases.
- To educate people about nutritious food.
- To educate people about improving the sanitary conditions in their ward.
- To educate people about the control of communicable diseases.

The work derived from these items coincides with the work to be done through the Sanitation and Women's Involvement component of the DWSS Branch Office.

The HV-programme requires that women be appointed as HV's, since women are the most obvious group to teach about interventions to prevent diseases.

In the first instance the HV has to be selected from among the members of the Mothers Group, to be formed in every ward with the assistance of the Nepal Women's Organisation's Primary Committee and the Village Health Worker of the Panchayat.

Ways of establishing co-operation includes :

- Where the Health Volunteer Programme is carried out in villages with the intensive Sanitation and Women's Involvement programme, it will be worthwhile to try to get the Health Volunteers selected as tapstand representative for the sanitation committee. Their additional training and their frequent contact with the Health Post can be very useful and the Mothers Group is a place for the HV to disseminate her knowledge gained as a member of the sanitation committee. From the beginning onwards contacts have to be established between the Sanitation Women Worker and the Village Health Worker for mutual exchange of information. In this way the SWW can also get information about any other health facility coming into the village, such as: an eye camp, or an immunisation programme. Through the sanitation committee members she can motivate the villagers to use these facilities.

- Where the HV-Programme is carried out in a village and a water supply system is being built, but it is not covered by the intensive Sanitation and Women's Involvement programme, the Technician can ask the assistance of the HV for carrying out his sanitation- and hygiene education activities. The HV can provide him with useful information and she can arrange extension meetings with the Mothers Group.

Cooperation should of course also be established directly with Health Posts in the area, which should result in an exchange of information and services.

V.4. District education office of the Ministry of Education

Giving sanitation and hygiene education classes at primary schools is part of the intensive Sanitation and Women's Involvement programme. Obviously the District Education Officer (DEO) has to give his consent first and that he has to be contacted at the very start of the programme.

- The Ministry of Education also carries out literacy programmes, like the Cheli beti-programme. In villages covered by the intensive Sanitation and Women's Involvement programme and where a literacy programme is carried out, the teachers giving the literacy classes can be contacted. The literacy curricula appear to contain lessons built up around sanitation and hygiene related topics. The SWW might be allowed to go more into detail about these topics after the actual literacy class has finished.
- In villages that are not covered by the intensive programme the Technician can submit teaching materials to the primary schools in their area and discuss their use with the school teacher. Again the DEO has to be informed about this by the Sanitation Supervisor.

Otherwise the DEO could be motivated to organise trainings for primary school teachers about how to give sanitation and hygiene education. The Sanitation Supervisor can offer assistance by providing information and by giving classes.

V.5. Integrated Development Programme (IRDP)

It very much depends on the nature of the IRDP to what extent cooperation is possible and useful. It is therefore advisable that the Sanitation Supervisor tries to find out whether any IRDP-activities take place in the area and what kind of activities they are.

Exchange of expertise for trainings seem the most likely form of cooperation to be mentioned without knowing the exact nature of the IRDP.

V.6. The Small Farmers Development Programme of the Agriculture Development Bank

This programme's main objective is the upliftment of the socio-economic status of small farmers, labourers and tenants with an annual income per head of less than NRs. 1200/-. For this purpose Small Farmers Project Offices are established on panchayat level, headed by a Group Organiser appointed by SFDP.

After having done a survey he forms and support groups of small farmers. Besides credit activities (for income generation) and non-credit activities (for saving) a needs identification is done on the basis of which project proposals are written for submittance to the Priority Sector Coordination Committee. This district level committee, presided by the Chief District Offices and in which all District Offices are represented, has the responsibility to decide which proposal to include in the district plan.

Where Small Farmers Project Office is established in villages with the intensive programme, the small farmer groups could be actively involved in the needs assessment exercise. This could offer a very good opportunity to get the opinion of the poorer strata of the community.

V.7. Local level NGO

Local level NGO's might have good roots in the community and they might be very willing to focus some of their activities towards sanitation and hygiene education. The SWV should support this.

CHAPTER VI PROSPECTS

VI.1. Extension of the programme

1.1. Extension of the programme to other districts

The justification of a Sanitation and Women's Involvement component within the Water Supply Programme has been given in Chapter II. Evaluative activities (see VI.3.) are meant to find out whether the right track is being followed and whether the right accents are being given.

Therefore extension of sanitation and women's involvement activities is beyond doubt, if only the flexibility remains to adapt the programme where an evaluation shows the need for it.

So far the programme, as it is described in Chapter III (and adapted to specific circumstances), is being carried out in 3 so-called "noted" districts, i.e., Rukum, Dolakha and Ilam. For the time being the "noted" districts seem to offer most scope for a programme like this, because they are served with the Community Water Supply and Sanitation programme. This means that:

1. Community participation, which is very much needed, is a familiar feature.
2. Some experience with sanitation is already there.
3. CWSS-programmes are relatively small and therefore more suitable for an intensive programme like the Sanitation and Women's Involvement component.

It is recommended to first extend the programme to other "noted" districts and only when more experience is gained and when the programme is more established, to "non-noted" districts.

1.2. Extension in years

This Fiscal Year (046/047) the intensive Sanitation and Women's Involvement programme, as described in Annex I, will be carried out from 3 DWSS Branch offices, in the districts mentioned above. In these district Sanitation Coordinators (to be called Sanitation and Women Involvement Officers) will be assisting the Sanitation Supervisors in implementing this programme and the other parts of the Sanitation and Women's Involvement component (see chapter III).

This Fiscal Year at least should be used to gain more experience and to make adaptations where proved necessary. During Fiscal Year 047/048 preparations for the appointment of other Sanitation Supervisors, preferably in adjoining "noted" districts, should start. The programme in these adjoining "noted" districts can then start in Fiscal Year 048/049. Depending on the location of these districts in the region, the Sanitation and Women Involvement Officer could start working from the Regional Directorates.

From then onwards the number of districts with a Sanitation and Women's Involvement component at the DWSS-Branch Office could be increased.

VI.2. Monitoring of the programme

Monitoring is the instrument to find out whether a programme is going in the right direction and whether staff performance is sufficient. On the basis of the data collected by monitoring adjustments can take place.

Within the Sanitation and Women's Involvement component monitoring that can be done through observation and discussion has to take place on 3 levels.

1. By regularly collecting data about eg. handwashing practices, the Sanitation Women Workers can get an idea about whether their own work or the work of the sanitation committee members has had any impact. For this purpose monitoring forms for use in the villages are included in Annex I.
2. The Sanitation Supervisor has to monitor the performance of the SWW. Before going on field visit she has to compile a list of activities she wants to check, eg. whether the SWW gave correct and complete information to people seeking their advice. The list should be limited to items that are relevant to the stage of the programme, eg. to the subject of the monthly meeting. In case the performance is insufficient, ways for improvements have to be discussed. Examples of items to monitor are also included in Annex I. Where possible the Sanitation Supervisor has to do the same towards Technicians carrying out sanitation activities. She also has to interpret the data collected by the SWW and propose adjustments in the programme.
3. The Sanitation and Women Involvement Officer is responsible for monitoring the performance of the Supervisor. Whenever she goes on a field visit she has to compile a list of activities to check, eg. whether the Supervisor gives proper feedback to the SWW. For the overall monitoring of the programme she could use the data collected by the Supervisor and the SWW.

All monitoring data then the basis of the (progress) reports to be written.

VI.3. Proposal for a larger scale evaluation

Evaluation is a very important part of any programme. It determines whether the approach and the means used generate the desired effect. In other words; it should be investigated whether the aims are achieved.

This paragraph will deal with some of the possibilities and constraints of evaluating the Sanitation and Women's Involvement component.

As mentioned in Chapter III.1. the overall aims are:

1. To improve the health of the rural population served with a gravity-flow water system.
2. To enlarge the social strength and the status of women.
3. To improve the quality of a water supply system and its maintenance.

Aim 1.

In our village-level evaluation, as mentioned in Chapter III, 2.1., we take for granted the positive health impact that interventions like the oral rehydration therapy, proper latrine use and handwashing have. We only try to find out whether these habitual changes took place. By also keeping records of the incidence of things like diarrhoea and skin diseases, correlations between habitual changes and the incidence of diseases. It is very important that field level workers are kept well informed by regional and national level staff about any evaluation results that provide new information about the health impact of a sanitation and health education programme. According to this information programme adaptations can be made.

An evaluation which could give us information about the actual health impact of the intervention we propagate, goes far beyond the scope of our programme. It not only requires a lot of manpower and time, and there will be many other factors that have an impact on the health of the population, eg. an immunization programme. An health impact evaluation is very much needed though. In case some interventions don't have any positive impact, or even appear to have a negative impact, they should be dropped from the programme.

Such a larger scale evaluation, covering those districts with a Sanitation and Women's Involvement component in the Water Supply Programme should give information about the health impact of the interventions propagated. It should also give information about the differences in impact of approaches being followed in the "noted" districts at the moment, eg. the approach outlined in this document and the one adopted by Helvetas for the Western Region (18). This should be carried out by an independent team, that are able to devote a lot of time to it.

An evaluation like this should include both project-villages and control-villages. The evaluation will have to cover a couple of years however, since changed habits and health improvements will not occur overnight.

Unfortunately it will be very hard to predict whether any other programmes will start in the project-villages or the control-villages that might influence the evaluation results.

Aim 2.

What applies to the evaluation of the health impact also applies to the evaluation of the social strength and the improved status of women. There are many other programmes and developments influencing this, but still, efforts should be undertaken to evaluate the Sanitation and Women's Involvement component in this respect. Again the method using control-villages seems appropriate and again an independent team, able to devote a lot of time to it, will be necessary.

Aim 3.

The improvement of the water supply system and its maintenance seems less complicated, since no other programme is concerned with this. For the evaluation of this aim, villages which are not covered by the Sanitation and Women's Involvement component can serve as control-villages.

GLOSSARY

- Hygiene: Actions or practices of personal, domestic and environmental cleanliness (aimed at preventing diseases).
- Hygiene education: All activities aimed at changed attitudes and behaviour in order to break the chain of disease transmission associated with inadequate hygiene and sanitation. (14)
- Intervention: An organised action aimed at bringing about other results through changed behaviour, attitude or knowledge.
- Morbidity: The sick-rate in a community.
- Mortality: The death-rate in a community.
- Motivate: To make people understand the reasons behind certain actions, so they will reconsider their own habits and out of this new understanding decide whether or not to change them.
- Sanitation: Facilities and activities providing a safe way of excreta and waste disposal that, intend to have a positive effect on people's health.
- Sanitation and Women's Involvement component: Refers to all activities carried out from the DWSS-Branch Office concerning sanitation (and hygiene education) and women's involvement.
- Sanitation and Women's Involvement programme: Refer to the 2 year intensive sanitation programme (in selected areas) as a part of the Sanitation and Women's Involvement component.

LIST OF ABBREVIATIONS

- ARI : Acute Upper Respiratory Infection
- BPT : Break Pressure Tank
- CD : Communicable Disease
- CWSS : Community Water Supply and Sanitation
- DA : Daily Allowance
- DEO : District Education Officer
- DWSS : District Water Supply and Sewerage
- ERWSP : Eastern Region Water Supply Programme
- FOD : Faecal Oral Disease
- GI : Galvanized Iron
- HDP : High Density Polyethylene
- HMG : His Majesty's Government
- HV : Health Volunteer
- IRC : International Reference Centre for Water Supply and Sanitation
- IRDP : Integrated Rural Development Project
- MHPP : Ministry of Housing and Physical Planning
- MOE : Ministry of Education
- MOH : Ministry of Health
- MPLD : Ministry of Panchayat and Local Development
- NGO : Non Governmental Organisation
- PCRW : Production Credit for Rural Women
- SATA : Swiss Association for Technical Assistance
- SFDP : Small Farmers Development Programme
- SNV : Netherlands Development Organisation
- SPFCS : Sanitation Policy Formulation & Coordination Section
- SWW : Sanitation Women Worker
- TA : Travel Allowance
- UNICEF: United Nations Children's Fund
- WDO : Women Development Officer
- WHO : World Health Organisation

EXPLANATION OF NEPALI WORDS

- Cheli-beti class : Class for girls that didn't have the opportunity to go to school.
- Chowkidar : Caretaker, eg. of a watersupply system
- Chulo : cooking stove
- Dasain : The Major Nepali festival, which takes place in Oct.
- Dera : A place to live in.
- Gaagro : Container, used both for collection and storage of water.
- Gumne poster : Poster with a piece on a string that can move.
- Panchayat : administrative unit in the hills usually consisting of several small village. One panchayat has 9 wards.
- Pradhan Pancha : Mayor.
- Peon : Office assistance, lowest in hierarchy.
- Puja : Religious ceremony.
- Ramaalo : Pleasant, entertaining.
- Ritha : Soapnut, used for cloth washing.
- Tihar : Another important festival, which takes place about 2 weeks after Dasain.
- Tole : A cluster of houses in a village.
- Ward : one of the 9 units of a Panchayat.

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ANNEX I

2 YEARS INTENSIVE SANITATION AND WOMEN'S INVOLVEMENT PROGRAMME

**EVELINE BOLT
KATHMANDU
SEPTEMBER '89**

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INTRODUCTION

This booklet is a detailed description of a 2 years intensive sanitation and women's involvement programme in selected areas of a district. At least 4 Sanitation Women Workers (SWW) and 1 Sanitation Supervisor are needed to carry it out, since the programme runs simultaneously in 2 areas. In each area one pair of SWW will be present for 2 years and they will be supervised by the district based Supervisor.

Given the experiences of several people it is thought that a sanitation committee should be formed, as a sub-committee of the construction committee, of tapstand representatives. This committee should then be worked with intensively and its members are supposed to disseminate what they learned.

Not only a description of the work with the sanitation committee is given. Also other activities, necessary to run a programme like this, are dealt with. But still, those who use this booklet are supposed to add their own contributions: other lessonplans, other drawings, the songs that are still to be written.

Colleagues helped me to write this booklet and I would like to thank them for this. Most illustrations are copies of materials I gathered throughout the years.

Everybody is invited to use this booklet and to adapt and improve it where necessary. Maybe after a couple of years a revised version has to be written.

Eveline Bolt
Kathmandu
September 1989

AIMS AND OBJECTIVES

It always has to be clear what a programme is meant to achieve. It gives direction to the activities and all parties concerned will be more willing to cooperate if it is clear what the programme is aiming at.

The overall aims of the Sanitation and Women's Involvement programme are:

1. To improve the health of the rural population served with a gravity flow drinking watersupply system.
By: - giving hygiene education to the beneficiaries.
- improving the quality and the sustainability of the watersupply system through education.
2. To enlarge the social strength and the status of women in the community.

Through sanitation committees consisting of female representatives of all tapstands, it is tried to reach these aims. However, it will only become clear after several years whether the aims are reached. People need to change their habits and that takes a long time. For this 2 year programme more specific objectives have been formulated. This will be of help for planning and evaluating the programme. These specific objectives are divided into objectives concerning personal, household and environmental hygiene and concerning the sanitation committee. They are as follows:

- | | |
|-----------------------|--|
| Personal hygiene | - The villagers wash their hands properly, especially after defecating and before handling food. |
| | - The villagers keep their bodies clean. |
| | - The villagers prevent and treat diseases related to poor hygiene. |
| Household hygiene | - The villagers prevent contamination of water between collection and use. |
| | - The villagers handle food properly. |
| | - The villagers keep their houses clean. |
| Environmental hygiene | - The villagers properly use, maintain and keep clean all components of the water-supply system. |
| | - The villagers properly dispose of household waste, waste water and excreta. |
| Sanitation committee- | The sanitation committee members disseminate their gained knowledge. |
| | - The sanitation committee members involve themselves in planning, construction and maintenance of the watersupply system. |

After the needsassessment in the village, these objectives can be further specified for the programme activities. Specifying makes monitoring easier, because it says very much in detail what has to be achieved.

OUTLINE AND ROUGH TIMESCHEDULE OF THE 2 YEAR INTENSIVE SANITATION AND WOMEN'S INVOLVEMENT PROGRAMME, AS PART OF THE SANITATION AND WOMEN'S INVOLVEMENT COMPONENT OF THE DWSS-BRANCH OFFICE

Introduction

This outline gives an overview of the activities of the 2-year programme and puts them in a timeframe. The start of the Fiscal Year (half July), major Nepali festivals and agricultural activities have been taken into account.

Instructions for the underlined activities can be found in detail on the following pages, in the order in which they will appear in the outline. Since several activities take place simultaneously from the 2 Sanitation Field Offices, it is not possible to put them in a time-sequence. Planning, monitoring, evaluation and report writing are all dealt with in the beginning, because they have to take place the whole year through.

First year programme to be carried out by 2 Sanitation Women Workers in newly selected area.

<u>Period</u>	<u>Activity</u>
Shrawan - mid Bhadau (mid July - August)	- Training of sanitation staff and visits to selected sites for the 2 year programme - Planning
Mid Bhadau - Dasain (September - Dasain)	- Look for a dera and settle in the village. - <u>Hold the first wardmeetings</u> to inform people about the programme and to get to know the village. - Give villagers an <u>overview of the 2 year programme</u> . - <u>Start discussions at school(s)</u> about a schoolprogramme.
Between Dasain & Tihar	- Make a survey sample and do the <u>baseline survey</u> .
After Tihar - Mangsir	- Work out the baseline survey. - Attend formation of construction committee(s) by Technician.
(After Tihar - mid Dec.)	- <u>Form sanitation committee(s)</u> of representatives of all tapstands. - Prepare <u>needsassessment exercise</u>
Paush (mid Dec. - mid Jan.)	- Carry out needsassessment exercise with sanitation committee members. - Carry out needsassessment at tapstands. - Report outcome of needsassessment to the construction committee.

Maagh
(mid Jan. - mid Feb.)

- Meeting with sanitation committee members to discuss the training, their role in the village as Sanitation Volunteer etc.
- As an example of future activities carry out a so called monthly meeting about handwashing.
- Tapstand - meetings about handwashing.
- Start monthly classes at school.
- 4 day training of sanitation committee(s). Depending on the number of tapstand-representatives and the location of the villages and therefore on the number of committees, the training will take place 2 or 3 times.

Phaalgun - mid Chaitra
(mid Feb. - March)

From Chaitra onwards monthly meetings with the sanitation committee will take place on specific subjects. Subjects should derive from the needsassessment. After these meetings the committee members have to teach their friends through tapstand - meetings.

The SWW continue to give monthly classes at the school(s). Furthermore they have to write monthly reports and carry out monitoring activities.

Second year programme to be carried out by SWW in "old" area

Period

Activity

Shrawan - mid Bhadau
(mid July - August)
From Bhadau onwards
(mid Sept. onwards)

- Training of sanitation staff
- Planning
- Continuation of monthly meetings with sanitation committee members followed by tapstand- meetings.
- Continuation of classes at the school(s).
- 4 day follow-up of sanitation committee(s)
- 2 day tapstand caretaking training for sanitation committee(s).
- Evaluation of the 2 year programme with all parties concerned.
- Discussions with committee members about how to go on.

Mid Paush - mid Maagh
(January)
Jeth
(mid May - mid June)
Asadh
(mid June - mid July)

Writing of monthly reports and monitoring activities take place the whole year through.

Programme for the sanitation team working from the district: the Sanitation Supervisor and 1 Sanitation Women Worker

A major activity of the Sanitation Supervisor is the supervision and monitoring of the SWW and the programme. She should do this by monthly visits to the 2 Sanitation Field Offices. It should be tried to have these activities take place around important programme activities like: formation of committee and trainings. The schedule below only gives the additional activities, which are of no less importance though.

<u>Period</u>	<u>Activity</u>
Shrawan - mid Bhadau (mid July - August)	<ul style="list-style-type: none">- Training of sanitation staff- Planning- Briefing for Technicians about their sanitation work in sites that are not covered by the intensive sanitation programme. Organise their departure.
Mid Bhadau - mid Asoj (September)	<ul style="list-style-type: none">- Visit Technicians carrying out their campaign.
Between Dasain & Tihar	<ul style="list-style-type: none">- Prepare follow-up training of sanitation committee in area with second year programme (eg. budget).
After Tihar - Mangsir (after Tihar - mid Dec.)	<ul style="list-style-type: none">- Important period in first year programme, so extra time is needed for a visit to newly selected area.- Prepare training of sanitation committee in area with first year programme (eg. budget).
Paush (mid Dec. - mid Jan.)	<ul style="list-style-type: none">- After field visits, write half yearly report.
Magh (mid Jan. - mid Feb.)	<ul style="list-style-type: none">- Prepare feasibility and detailed survey and make a travel plan with construction staff.- Prepare budget-proposal for next Fiscal Year, discuss District Assembly meeting with District Engineer.
Falgun (mid Feb. - mid March)	<ul style="list-style-type: none">- Go along with construction staff on <u>feasibility survey</u>.
Chaitra (mid March - mid April)	<ul style="list-style-type: none">- Prepare tapstand caretaking training for sanitation committee(s) in second year programme (eg. budget).
Baisaakh (mid April - mid May)	<ul style="list-style-type: none">- Go along with construction staff on <u>detailed survey</u>.
Asadh (mid June - mid July)	<ul style="list-style-type: none">- Programme evaluation with all parties concerned in the area where the 2 year programme is completed.- Write yearly report.

The SWW has to assist the Supervisor and carry out some sanitation activities in the district headquarters. Whenever possible Technicians should be supported by the Sanitation Supervisor while carrying out their sanitation activities.

JOBDESCRIPTION SANITATION SUPERVISOR (SS)

Qualifications needed

- Minimum IA-level, with subjects like health, home science, education.
- Possibly additional training in health- and sanitation education.
- A few years of experience in teaching or extension work.
- Willingness to walk at least a few days a months.
- Ability to give supervision to teams of Women Workers.
- Willingness to stay in villages for at least 2 weeks a month.
- Willingness and ability to work with village women.
- Ability to plan for both longer and short term.
- Reporting skills.

Tasks and responsibilities

1. SS has to prepare budget and programme for the following Fiscal Year.
2. SS has to involve herself in detailed and feasibility surveys and advice the District Engineer about the sanitation sites to be selected.
3. SS has to keep the District Engineer informed about plans concerning the sanitation programme and ask his consent.
4. SS has to take care that the 2-year sanitation programme is carried out as smoothly as possible.
5. As far as possible the SS has to supervise in other sanitation activities taking place from the District Branch Office.
6. SS has to establish and maintain contacts with line-agencies that work on sanitation.
7. SS has to visit the 2 Field Offices once a month for about a week.
8. SS has to prepare monthly schedules, which include the field visits to the 2 Sanitation Field Offices with the SWW.
9. SS has to prepare monthly programmes for the SWW working at District level.
10. During the visits to the Field Offices the SS has to discuss the programme, the reports written by the SWW and check the accounts.
11. SS has to prepare trainings; write the proposals, get the materials and arrange finances.
12. In case of a training for the sanitation committee the SS has to be present in the village where the training takes place.
13. SS has to write half yearly and yearly reports for submittance to the District Engineer, Sanitation and Women Involvement Officer and the Regional Director.
14. SS has to take care that Travel Orders and TA/DA forms for all staff-members are filled in and signed by the District Engineer.
15. SS has to take care that there will be stock of extension-materials in the District Branch Office.
16. SS is responsible for the accounts of the programme.

JOBDESCRIPTION SANITATION WOMEN WORKER (SWW)

Qualifications needed

- Minimum 8 class passed.
- Possibly any training in sanitation and health education.
- Willingness to work in a team.
- Willingness to live in the village where the programme is running.
- Good ability to walk.
- Good ability to work without daily supervision and therefore able to plan own activities and to take initiative.
- Willingness and capability to work with village women.

Tasks and responsibilities

1. SWW has to carry out the village-level sanitation programme as it is described in the project document (eg. carry out baseline survey, form sanitation committee, conduct monthly meetings).
2. SWW has to prepare weekly work schedules.
3. SWW has to organise and conduct trainings for the sanitation committee.
4. SWW has to give classes at the primary school(s) in the village once a month.
5. SWW has to carry out monitoring activities.
6. SWW has to write monthly reports to inform the Supervisor about the activities and about the trainings.
7. SWW has to keep the Supervisor informed about the progress and the problems.
8. SWW has to keep the daily account of the Sanitation Field Office.
9. SWW has to keep the Technician working in the same village informed about the sanitation activities.
10. SWW has to go to the District Headquarters when she is called in by the Supervisor.
11. SWW has to attend trainings when she is called in for it.



The women worker has to be willing and capable to work with village women.

PLANNING

Introduction

Already in Maagh (January) a proposal for the programme of the following Fiscal Year (which starts in July), has to be made. This proposal has to contain the programme aims and a outline of planned activities. On the basis of the proposal it has to be estimated how much budget will be needed. Both the programme proposal and the budget proposal have to be submitted to concerned authorities, i.e. the regional Sanitation and Women Involvement Officer for discussion, the Regional Director for approval and the District Assembly for insertion in the overall district plan.

Before submittance it has to be discussed with the District Engineer, who will then be the intermediate between the Sanitation Supervisor and the Regional Director or the District Assembly.

The programme proposal is starting point for further planning activities that have to take place. Planning helps to better organize time and activities. Careful planning enables us to move towards the programme objectives we have and it becomes clear to everybody what he or she is supposed to do.

Yearly plan

Right after the start of the Fiscal Year a yearly plan has to be made. In this plan it will become clear for both the Sanitation Women Workers working in the Sanitation Field Offices and the district level sanitation team which activities are going to take place, around what time and who is responsible for them.

It can best be done by describing the activities on a monthly basis and for both of the Field Offices seperately and it has to take the objectives as a starting point. Still, it should not go too much into detail about the actual contents of the activities.

The district level sanitation team has to support and supervise the SWW in the Field Offices and the plan of this team will therefore to a great extent be determined by the plans of the Field Offices. The Sanitation Supervisor is responsible for making this yearly plan and she has to discuss it with the District Engineer and the Sanitation and Women Involvement Officer in the Regional Directorate.

Monthly plans

Monthly plans have to be prepared by the Sanitation Supervisor and the SWW involved. In the meeting, organised for this purpose, the last month's activities should first be discussed, using last month's plan and monitoring data.

The activities mentioned in the yearly plan for the coming month are put more in detail in a monthly timeframe. The SWW have to read carefully through the instructions and then be questioned about it, to see whether they understood everything.

The SWW then have to make weekly activity schedules, in which they indicate for every activity:

- on which day it will take place
- where it will take place
- by whom it has to be done
- which materials/instructions are needed

A weekly schedule could look like this:

Day	Type of activity	Place	By whom	Materials
Sun.	Tapstand meetings handwashing	Tole no. 1,2,3,4	SWW and Volunteer	Instruction, ash, soap
Mon.	Tapstand meetings handwashing	Tole no. 5,6,7,8	SWW and Volunteer	Instruction, ash, soap
Tue.	Meeting with cons- truction committee	Panchayat house	SWW and Volunteers	Pen and paper
Wed.	Tapstand meetings handwashing	Tole no. 9,10,11,12	SWW and Volunteer	Instruction, ash, soap
Thu.	Inspection of construction	Construc- tion site	SWW, Techn. Volunteers	pen and paper
Fri.	Class	School	SWW	Lessonplan

The monthly activities of the district level sanitation team have to be scheduled around the field visits to the Sanitation Field Office.

MONITORING

Introduction

Monitoring is an important part of the programme, because it gives information about the impact of programme activities. Depending on whether there is any impact and whether this impact is negative or positive, it has to be decided if the programme needs adjustments.

All programme staff has to be involved in monitoring activities, be it in different ways.

Monitoring by Sanitation Women Workers

Monitoring by SWW will be limited to activities to find out if villagers changed their behaviour and if they gained knowledge. The items to be monitored should be in line with the subjects that have been discussed during monthly tapstand-meetings. Eg. only after waterhandling has been discussed it is useful to find out if villagers cover their gaagro.

Depending on the item house to house visits or posting at strategic points (like a tapstand) will have to be done. An item should be monitored several times. It can very well be that one month after the tapstand - meeting only 25% of the villagers cover their gaagro, but after 3 months this can be 50%. This can happen, because the Sanitation Volunteers have been able to motivate more people in the 2 months in between.

To see whether any progress has been made, the newly collected data always have to be compared with the previously collected data. The baseline survey provides us with data about the starting situation, so the first monitoring data should be compared to the data of the baseline survey.

Below 2 examples of monitoring forms are given. They have to provide information about behaviour and knowledge. This enables us to find out if lack of knowledge could be a reason for not changing behaviour. Data about behaviour are collected by observation. The data about knowledge by asking the same people whose behaviour is observed.

Example 1, Monitoring activities aimed at improving waterstorage.

	Yes		No
Gaagro is covered	a,b		c,d,
	Yes	more or less	No
Can explain why the gaagro should be covered	a,	b,c,	d,
Can explain what happens if we drink dirty water	a,d,	b,c,	

I (SWW) think knowledge and motivation are still needed about.....

Explain why you think this:.....

Example 2, Monitoring aimed at improving waterdrawing

	Yes		No
Cleans gaagro from outside			
Cleans complete inside of gaagro			
Covers gaagro while going from tap to house			
Closes the tap after use			
	Yes	more or less	No
Can explain why the complete inside of the gaagro should be cleaned			
Can explain what happens if we don't clean the inside			
Can explain why we have to close the tap after use			

I (SWW) think knowledge and motivation are still needed about...

Explain why you think this:.....

Monitoring by Sanitation Supervisor

Monitoring is one of the major tools of the Supervisor to give supervision. There are several types of monitoring activities.

Monitor and performance of the SWW

To determine if the SWW do a good job should be of continuous concern. For this purpose a limited number of items concerning their performance and the impact of programme activities have to be monitored.

Below an example is given:

Programme activity is the monthly meeting about handwashing. As a result of this meeting the Sanitation Volunteers are supposed to be well enough prepared to carry out a tapstand-meeting about handwashing.

The items to be monitored could be:

- the activities of the SWW; - did she prepare herself well, did she have the materials needed at hand?
 - does she pay enough attention to the questions raised by the Sanitation Volunteers?
 - is the information she gives correct?
- the knowledge of the Sanitation Volunteers
 - do they know why hands should be washed before foodhandling?
 - do they know why ash is a good alternative for soap?
 - do they know when their tapstand-meeting has to take place and what the need to take?

For each visit to the Sanitation Field Offices a monitoring sheet has to be prepared.

From the data collected an assessment of the performance can be made. This has to be discussed with the concerned SWW. It should be taken care of that not only negative points get attention. To stress things that were done well is a good incentive and will motivate the SWW.

monitor if work is carried out according to plan

This can be done by comparing the weekly activity schedules of the SWW and the monthly plans with the activities actually carried out.

It can be that: - some activities didn't take place at all
- some activities took place later
- some activities were carried out in a different way.

It has to be found out why these things happened. In case it proved to be for the betterment of the programme, the future programme has to be adapted. In case it was because of problems and that it had a negative impact on the programme, it has to be tried to find solutions for the problems in order to prevent them from occurring again.

Monitoring of programme activities; impact on behaviour and knowledge.

In first instance this should be done by the SWW. The Supervisor has to assist in developing monitoring forms, in comparing data and in adapting the programme activity where necessary.

General remarks about problems determined by monitoring

First of all a good description of the problem is needed. All parties concerned have to be heard about the nature of the problem, about what they think are the causes and the possible solutions.

Later on it has to be checked if the proposed solution was the right one.



Monitoring data can be collected through observation and talks.

WRITING REPORTSIntroduction

For several reasons report-writing is useful. It gives others some insight in the activities that are going on. Others can learn from reports we write. We learn from reports written by others.

Important programme information will not get lost if we write it down and file it. This will facilitate future activities. Writing down what we have exactly been doing, might also help us to find out why certain activities went wrong and others went good.

In the 2 year programme several reports have to be written.

1. Monthly reports; by the Sanitation Women Worker
2. Half yearly reports; by the Sanitation Supervisor
3. Yearly reports; by the Sanitation supervisor
4. Evaluation reports; by SWW and/or Supervisor.

Monthly, half yearly and yearly report

These 3 reports are of basically the same nature. Information about the following things should be given:

- The activities carried out: A description of the activities that took place in the period covered by the report and in the order they took place. There should also be a description of what went wrong and what went good and the reasons behind.
- The problems that occurred: An elaboration of the problems that occurred in the period covered by the report and the possible reasons. It should also give ways to prevent these problems from occurring again.
- The monitoring data: Monitoring takes place the whole year through, but every month specific items are being monitored. The findings are to be mentioned. Monthly reports often cover too short a period to draw conclusions from these data. This should only be done in half yearly and yearly reports.
- Future activities: This has to include an explanation of why these activities are going to take place.

Evaluation report

An evaluation report is different from the reports mentioned above, in the sense that it goes into detail about the objectives of an activity and whether the objectives are achieved or not.

An evaluation report therefore takes the objectives of an activity (e.g. a training) as a starting point. It then has to be explained to what extent they are achieved and what has been done to achieve them. In case they are not fully achieved it should be tried to find out why and in what way the method of working should be changed the next time. Maybe it appears that, given the means and manpower available, certain objectives were unrealistic. In that case an adaptation, either of the objectives or of the means and manpower, is necessary. An adaptation might also be needed in case it appears that the objectives were easily achieved. Maybe means and manpower could be reduced, or the objectives extended.

EVALUATIONWhy to evaluate

An evaluation is meant to find out:

- How effective a programme is.
- If the objectives are achieved.
- How the programme activities were carried out.
- How the programme can be improved.

Therefore the objectives of the 2 year programme and the programme activities have to be evaluated, but also the workplan, to see if the activities were completed as scheduled and how well they were done.

When to evaluate and who should do it

Programme activities have to be evaluated right after they take place by the Sanitation Women Workers. After the first year the Sanitation Supervisor and the SWW have to carry out an evaluation. This will also enable them to find out which objectives still need attention during the second year. After the second year the whole 2 year programme has to be evaluated by the Supervisor and the SWW.

It is important to keep in mind that though the Supervisor and the SWW are responsible for the evaluation, it is not only their point of view that counts. All parties concerned, the Sanitation Volunteers, villagers, Technicians, wardleaders, have to be asked to participate in the evaluation.

How to evaluate

There are several methods that can be used for evaluation, eg. visits to people and talk with them individually, organise a meeting for a discussion, play games that have to make clear if people understood what has been taught.

Evaluation of the programme activities merely focusses on knowledge gained and the organisation of the activities. It has to be carried out with those people with whom the programme activity took place. By putting the objectives as questions, it can be found out if the objective has been achieved. For example, one of the objectives of the monthly meeting about handwashing is "the Sanitation Volunteers can explain why hands should not be washed with soil". By asking after the meeting "why should we not wash our hand with soil?", it becomes clear whether the message came across.

On the next pages 2 examples of games are given that can be used for evaluation. It should always first be checked if all topics covered by the game have been discussed. These games can be used for evaluation only if the participants are asked to explain why they can move forwards to have to move backwards.

Likewise games about other topics can be made.

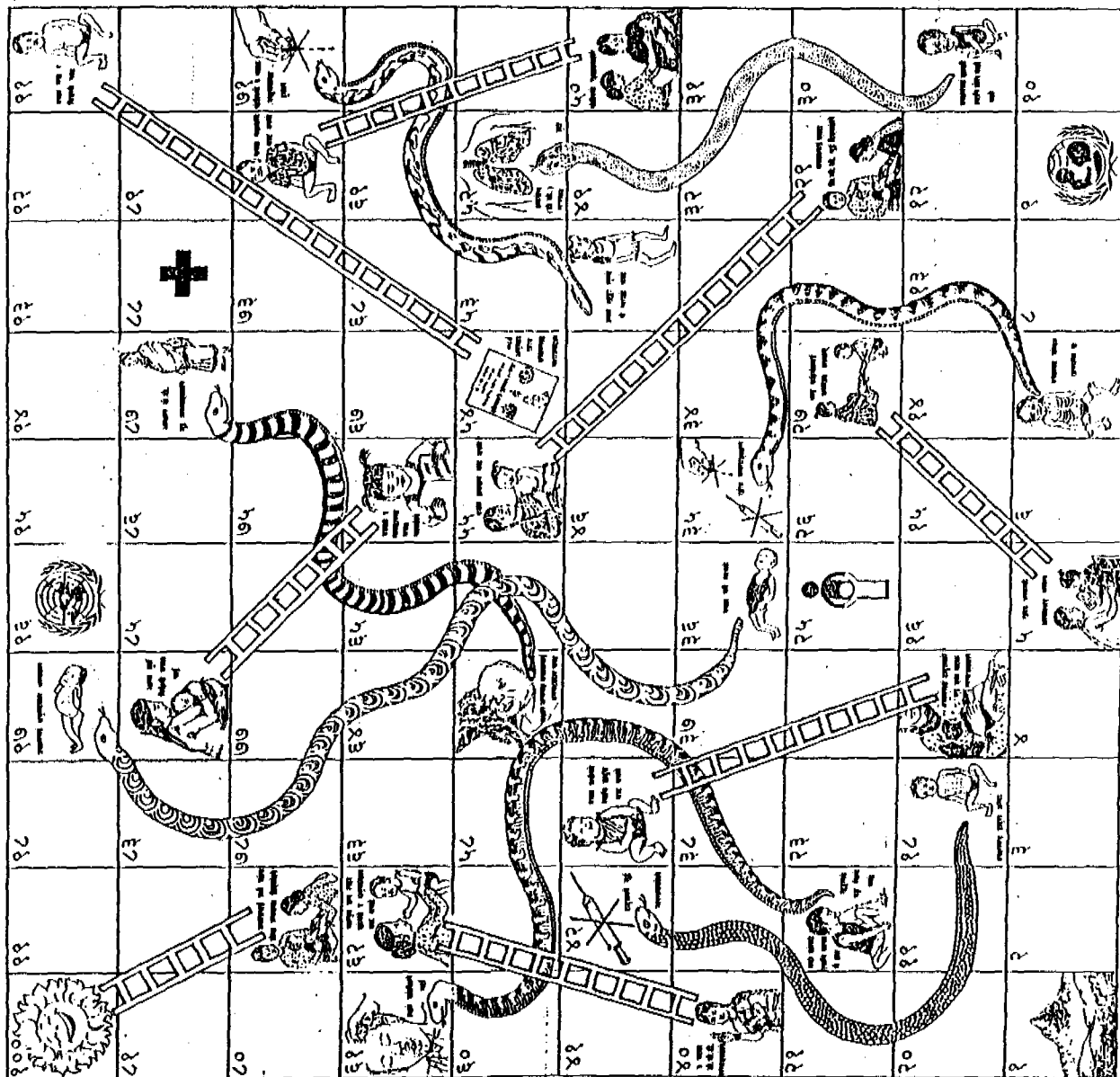
The evaluation question-form used for the first year training (T 1K) gives examples of questions to be asked to find out if the organisation was pleasant and convenient. The questions should be adapted for each programme activity. Also roleplays and puppetshows are means to have the participants express their feelings and ideas.

For an evaluation covering a longer period, eg. the evaluation of the first year programme, the monitoring data are a good starting point. They give insight in whether changes in behaviour took place. Through further investigation it has to be found why certain desired changes did not take place. Only if the reasons are known, it can be tried to improve the programme in such a way that the changes will take place next time.

Apart from a groupdiscussion, eg. a wardmeeting, people have to be asked individually. In a groupdiscussion there will always be people who keep silent for some reason. They should also be given the chance to express themselves.

The outcome of the evaluation of the first year programme also makes clear what is still left to be done the second year. This has to be discussed with all people involved in the evaluation.

Through observations, talks, by using the monitoring data and monthly reports the whole 2 year programme has to be evaluated. It has to be determined if the objectives have been achieved and if the means we chose to achieve them were the right ones. Where necessary proposals for improvements have to be made.



THE SELECTION OF SITES FOR THE INTENSIVE SANITATION AND WOMEN INVOLVEMENT PROGRAMME; INVOLVEMENT IN FEASIBILITY AND DETAILED SURVEY

The District Office will build watersystems in more villages than can be covered by the sanitation team, since the number of sanitation staff is only limited and the approach rather intensive.

Therefore we will have to make a selection out of the villages that will be served by a watersystem

For a proper selection 2 things are required:

1. That the Supervisor will be well informed by the District Engineer about which villages (might) get a watersystem.
2. That members of the sanitation team will be given the opportunity to join Overseers and/or Technicians on their surveys.

The surveys that are talked about are the feasibility survey and the detailed survey.

It is important that the sanitation team (Supervisor and district level SWW) goes along with technical staff on these surveys, not only to make site-selection easier, but also to make sure that women are involved in planning and implementation of the watersystem from the beginning onwards. Co-operation of the Technician/Overseer is very much needed. They should be briefed properly.

First a short explanation of these surveys will be given and they will be put in the timeframe of the planning and construction cycle. After that the task of the sanitation team will be elaborated.

Feasibility survey

This survey is meant to find out whether the building of a watersystem in a village that requested for it, is feasible. From technical point of view building is considered feasible if the amount of water is enough to fulfil the demand, if there doesn't seem to be a dispute about water-rights and if it is technically not too difficult.

The feasibility survey is supposed to take place in March (dry season). All projects considered feasible are listed and the District Assembly will then choose which projects should be built. These projects are to be detailed surveyed.

Detailed survey

This survey takes place a bit more than a year after the feasibility survey, because it takes a long time before the decision about which feasible projects to built is made.

The detailed survey is supposed to take place in April/May. Information will be gathered on the basis of which a design and an estimate can be made. The actual construction activities should then start after Tihar that same year and continue till the monsoon.

All in all the planning and implementation of a watersystem takes a bit more than 2 years. In case construction activities cannot be finalized in one season a project becomes a carry-over project and the whole cycle will take 3 years.

INVOLVEMENT IN FEASIBILITY SURVEY

The objectives are:

1. To find out whether a village meets the criteria to be taken up as a site for the intensive sanitation programme.
2. To ensure the involvement of women in the planning-process.

The criteria a village has to meet:

- Within 2 days walking distance of the District Headquarters; this will already be known before going on survey.
- The village should be rather densely populated. First of all because a sanitation programme will be more important in a densely populated area than in a area where people live far apart and where there is enough space for people to defecate a long distance from their houses. Secondly, where people live close together they will be more likely to discuss matters frequently. Extension activities will therefore become easier.
- There should be a general interest for a drinking water and sanitation programme, i.e. the request for a project should have derived from a need of the villagers and not be politically motivated.
- There should be a visible need for a sanitation programme. The questions on the feasibility survey form will help to find out whether these criteria are met. The outcome has to be reported to the District Engineer and through him to the District Assembly.

Organisation

- The first village meeting will be a general one, called by the Technician/Overseer, to inform the villages about the purpose of the visit.
The sanitation team should take the opportunity to introduce herself and announce the meeting for women to be held.
- During the meeting for women it has to be found out to what extent women have been involved in requesting procedures, why they think a watersystem is important, whether they understood what a feasibility survey is.
A few women should be selected to accompany the Supervisor when she goes along with the Technician/Overseer on survey.
- While they go on survey, the SWW will walk through the village to see how the houses are situated and to get a general impression of the sanitary condition of the village. It would be good if she could be accompanied by some people.
- The next day a second meeting has to be called. The women should be briefed about the survey and about the village walk of the SWW.

With the help of posters the word "sanitation" will be explained. In case the village is densely populated and there is a visible need for a sanitation programme, the possibility of such a programme has to be discussed. The participation of the women in this discussion might give some indication about their interest. Finally it has to be explained what will happen next, i.e. in case the project seems technically feasible, the District Assembly will decide whether the project will be built. If so the detailed survey will take place after a year. Whether a sanitation programme will take place can only be decided after ofhter villages have been visited. If so, the sanitation team will come again when the detailed survey will be done.

Feasibility survey form

The answers to these questions you will get from observations and from discussions. Therefore; look well and listen well!!!!
The answers to questions no. 7,8,10 and 11 should be the women's answers, not your interpretation of what they said.

01. Name of the Panchayat:.....
 02. Distance to district headquarters in walking hours:.....
 03. How many wards will be supplied by the system requested for:..
 04. How many people will then benefit:.....
 05. Are these people living close together or are the houses rather scattered:.....
 06. How many tapstands will probably be built:.....
 07. Were women involved in the requesting procedure:.....
 08. What did the women tell you about it:.....
 09. Names of the women that go on feasibility survey are:.....
 10. What do the women think a feasibility survey is:.....
 11. What do the women think sanitation is:.....
 12. Do you think women are interested in learning about sanitation:..
How do you know:.....
 13. Is it difficult or easy to call women for the meeting:.....
How many women came the first time:.....
How many women came the second time:.....
- Impression of the village:
14. Is the majority rich or poor:.....
 15. Do people look clean or dirty:.....
 16. Are any latrines built:.....
If so, do they look clean or dirty:.....
 17. Does the area around the houses look clean or dirty:.....
If dirty, what do you see:.....
 18. Do the present watersources look clean or dirty:.....
If dirty, what do you see:.....
 19. Is the project technically feasible (ask Technician/Overseer)
 20. Is the village a good site for a sanitation programme:.....
Why do you think so:.....

INVOLVEMENT IN DETAILED SURVEY

It will be clear that not all technically feasible projects can be taken up by the District Office as construction sites.

Not all construction sites can be taken up as sites for the Sanitation and Women Involvement programme, either because they don't meet the criteria or because a selection had to be made out of a bigger number of good sites.

It is estimated that a team of women workers can handle an area where approximately 40 tapstands will be built. This can e.g. consist of 2 bigger schemes or of 3 smaller schemes, provided these schemes are not further than a few hours walk apart.

If the feasibility survey showed an area like this the Supervisor and the SWW will join the Technician/Overseer going on detailed survey.

The objectives are:

1. To ensure the involvement of women in the planning process, since the outcome of the detailed survey very much determines the design of the project.
2. To give women a basic understanding of how a watersystem will be built, both technically and organizing to enable them to participate in discussions.
3. To increase the villagers' interest in a sanitation programme.

The questions on the detailed survey form will help to keep a record of what has been discussed/decided. The Supervisor should try to be well-informed on forehand, eg. about no. of tapstands to be built.

Organisation

- The first village meeting will be a general one, called by the Technician/Overseer, to inform the villagers about the purpose of the visit and the detailed survey.
The sanitation team should take the opportunity to re-introduce herself and to announce the meeting for women to be held.
- During the meeting for women several things have to be discussed:
 - the activities that took place the year before,
 - what happened in the meantime at the office and why this village was chosen for a sanitation programme,
 - what a detailed survey is and why it is important for women to be involved in this survey,
 - how women can involve themselves.
 - where they would like the tapstands to be built.

- A few women should accompany the Supervisor and the Women Worker when they go along with the Technician/Overseer on survey. If possible they should be the same women as the ones who went on feasibility survey. They should be supported in representing the view of the women. It is also important for the women worker to understand very well what is going to happen, since she will become one of the 2 SWW carrying out the sanitation programme during construction.
- After the survey another meeting for women has to be organised. During this meeting the other women will be briefed about the outcome of the detailed survey. A village map should be made on a big sheet of white paper, depicting houses with names of owners, trees, the places where tapstands and tanks are planned and any other important features of the village (e.g., a river, school). The Technician/Overseer should be there to answer possible questions.

With the help of disease posters it will be explained that the sanitation programme is merely meant to prevent this kind of diseases.

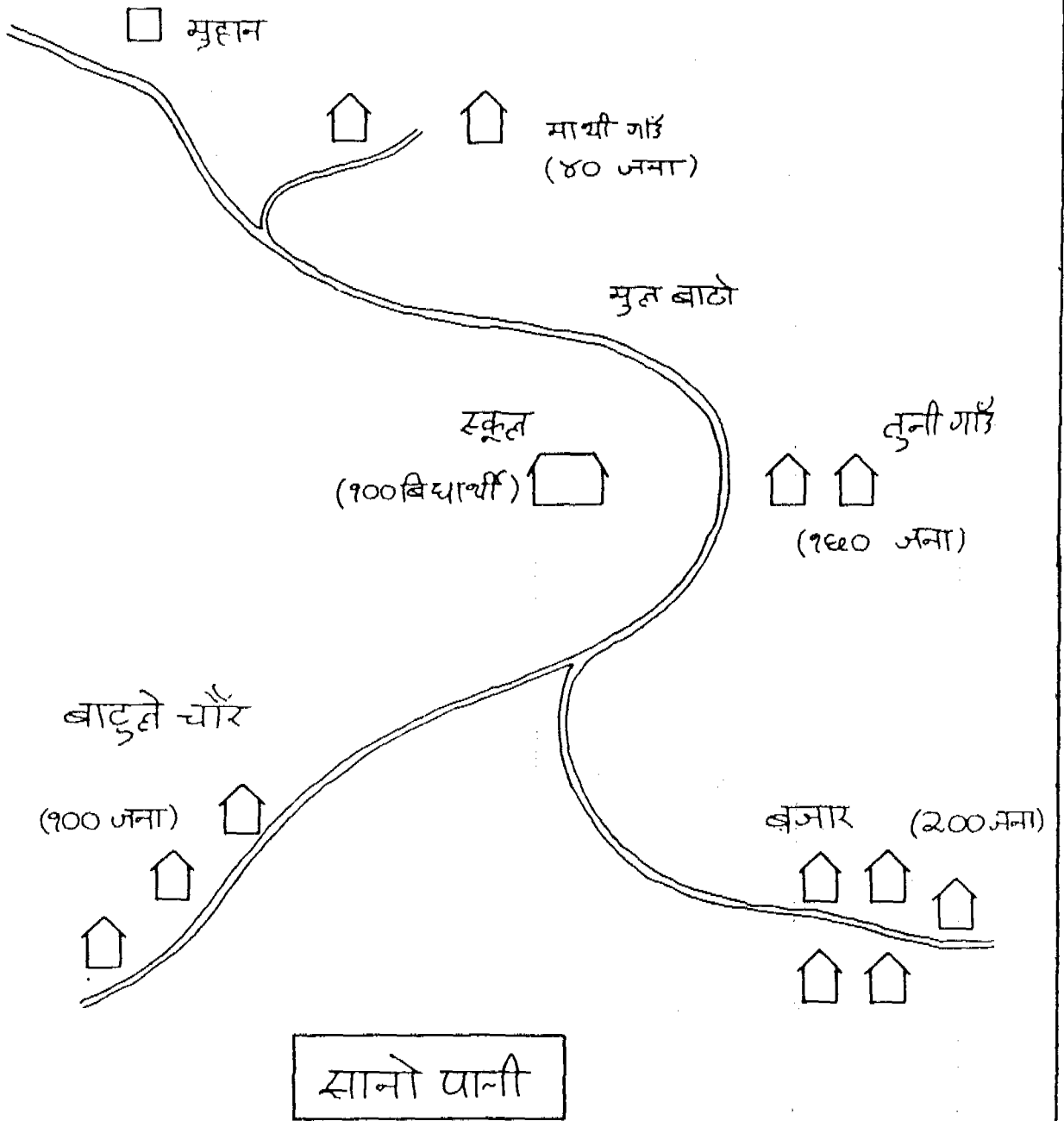
Finally it has to be explained what will happen next by giving a rough overview of the 2-year programme by using drawings depicting the 2-year programme.

Detailed survey form

1. Did the women still remember your last visit:.....
What did the women tell you about it:.....
2. What do the women think a detailed survey is:.....
3. Names of women that go on detailed survey:.....
4. Do you think the women have a basic understanding about what a drinkingwater system looks like:.....
What did the women tell you about it:.....
5. Do you think the women are happy with the decisions about where the tapstands are going to be built:.....
How do you know:.....
6. Do you think the women know when the construction activities will start and what will be expected of them:.....
What did the women tell you about it:.....
7. No. of tapstands:.....
No. of break pressure tanks:.....
Final number of households to be served:.....
Final number of beneficiaries:.....
Percentage wise division in castes:

Brahmin:.....%	Kami:.....%
Chettri:.....%	Damai:.....%
Maggar:.....%	Sunar:.....%
Gurung:.....%	Other:.....%
Sherpa:.....%	
Rai:.....%	
Limbu:.....%	
Tamang:.....%	

8. Do you think the diseases dealt with in the second meeting occur in this village:.....
How do you know:.....
9. Do you think the women are eager to learn more about these diseases:.....
How do you know:.....
10. Do you think the men liked it that you were often talking to the women, that the women went also on survey, that there will be a sanitation programme:.....
What did the men tell you about it:.....
What did the women tell you about it:.....



THE FIRST WARDMEETING

The objectives of this meeting are:

1. To introduce the sanitation team.
2. To inform the villagers about the programme.

The meeting should take place in every ward that will be supplied by the water system to be built and thus in every ward where sanitation committee members will be selected from.

At least the 2 women workers and the Technician in charge of the construction of the watersystem should be present.

It will be good if the Supervisor will be present at at least the first meeting, in order to be able to give feed back to the Women Workers about their performance.

The following things should be discussed after mutual introduction:

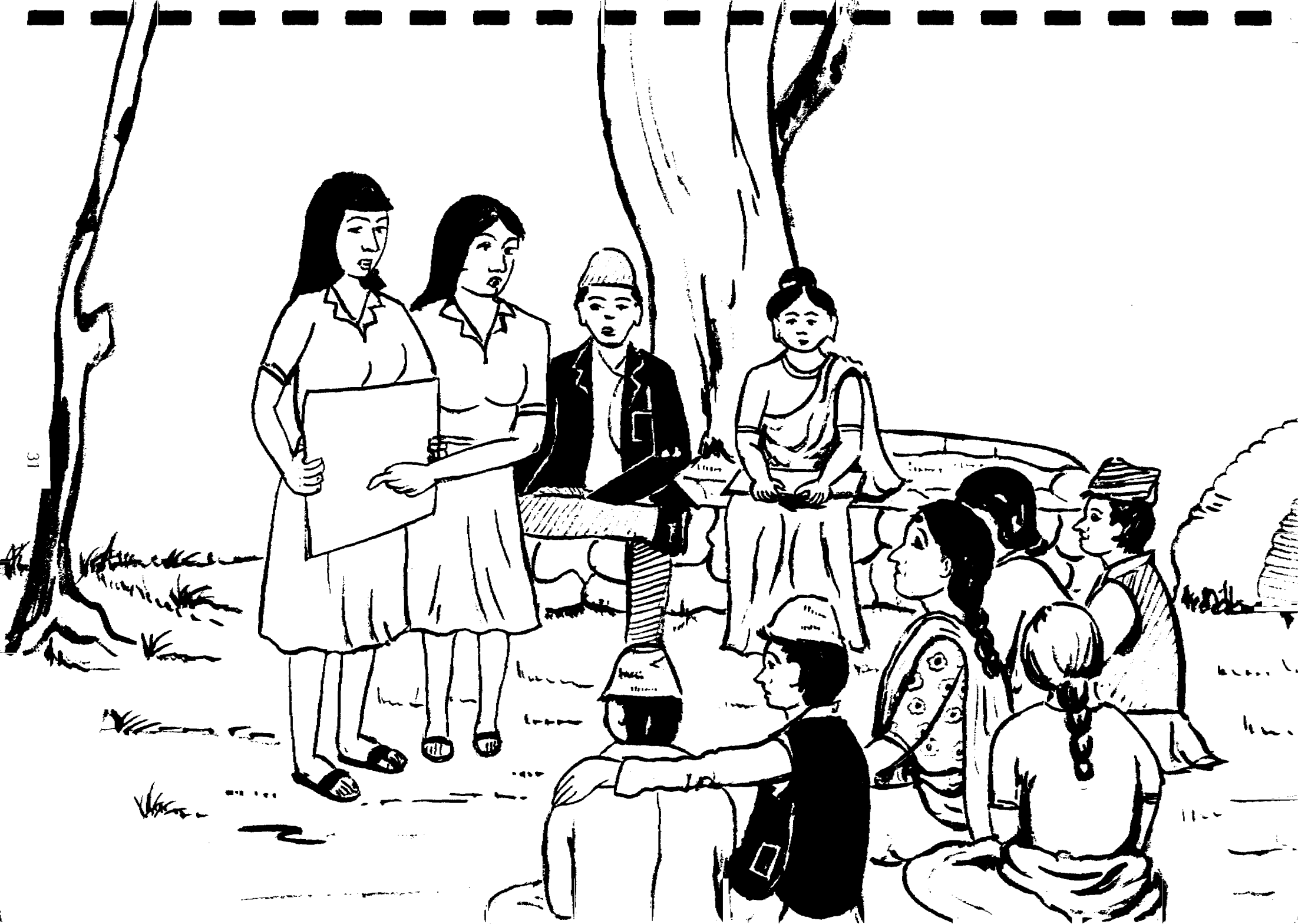
1. The involvement of the sanitation team and several village women in the feasibility and detailed survey. This can be done with questions like:
 - do you still remember when we were in this village with a Technician /Overseer?
 - Can you tell us what we did that time?
 - Do you know why we talked to the women and why we went along on survey?
2. The purpose of the sanitation team staying in the village. Questions like:-
 - do you know why we came again?
 - what do you think is a sanitation programme?
 - the outline of the 2-year programme, and its relation to the construction activities.
3. The tasks, the responsibilities and the composition of the sanitation committee and when this committee will be formed.

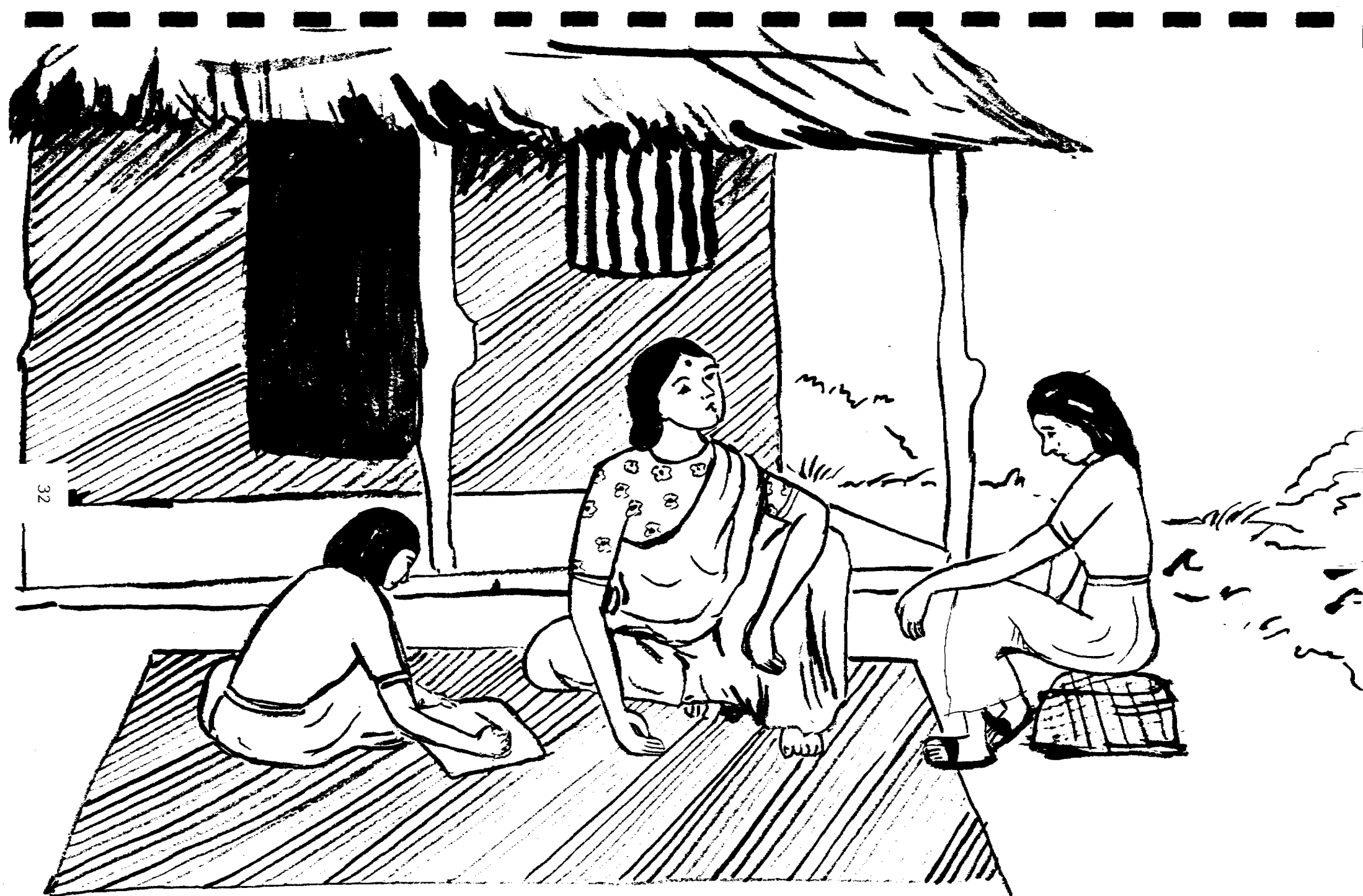
OVERVIEW OF 2 YEAR INTENSIVE SANITATION AND WOMEN'S INVOLVEMENT PROGRAMME

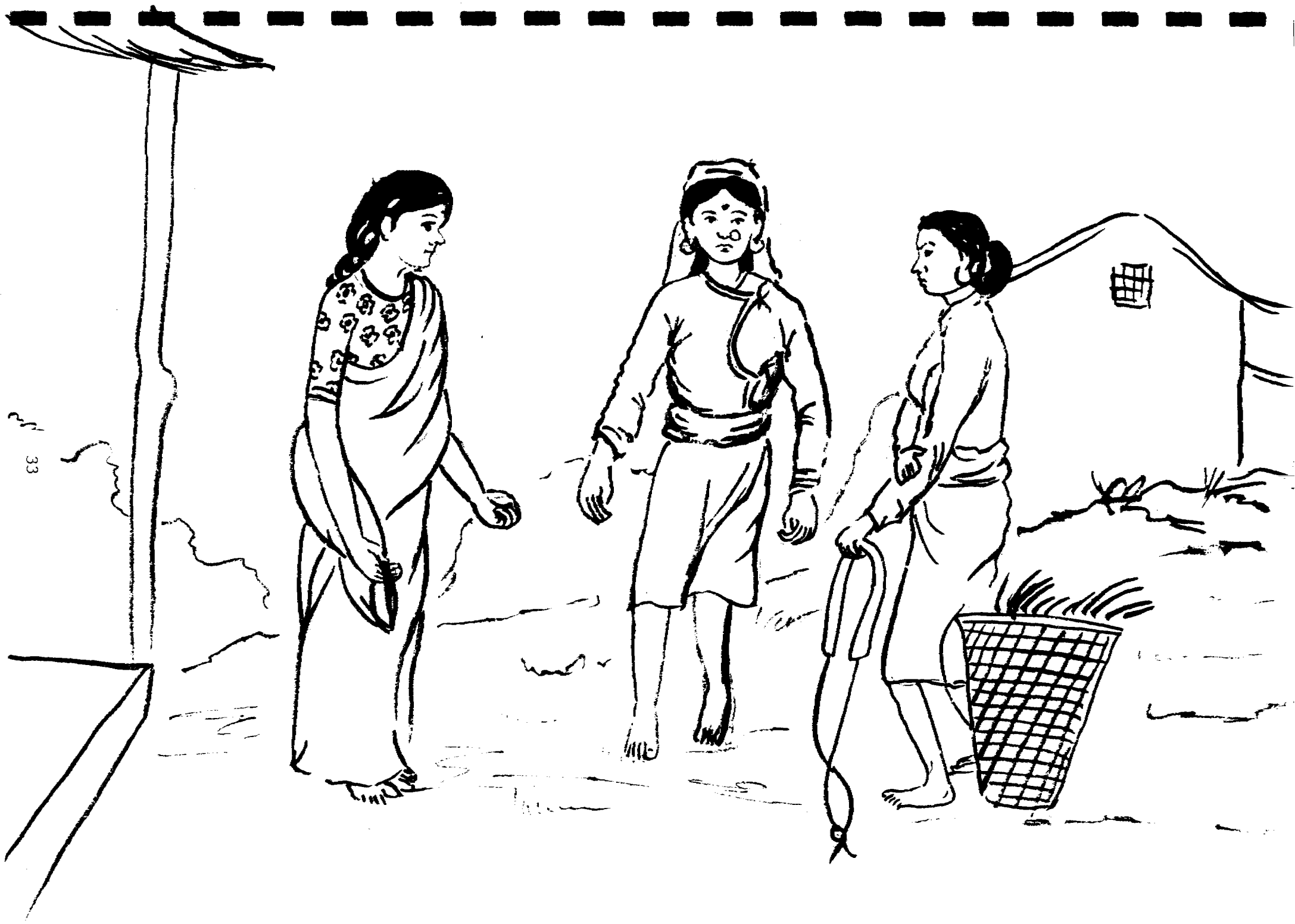
This series of posters has to give an overview of the Sanitation and Women's Involvement programme as it will take place in the village.

The SWW should tell a story about a women (Sita), who is married and has 3 children. Sita is the main character in every poster.

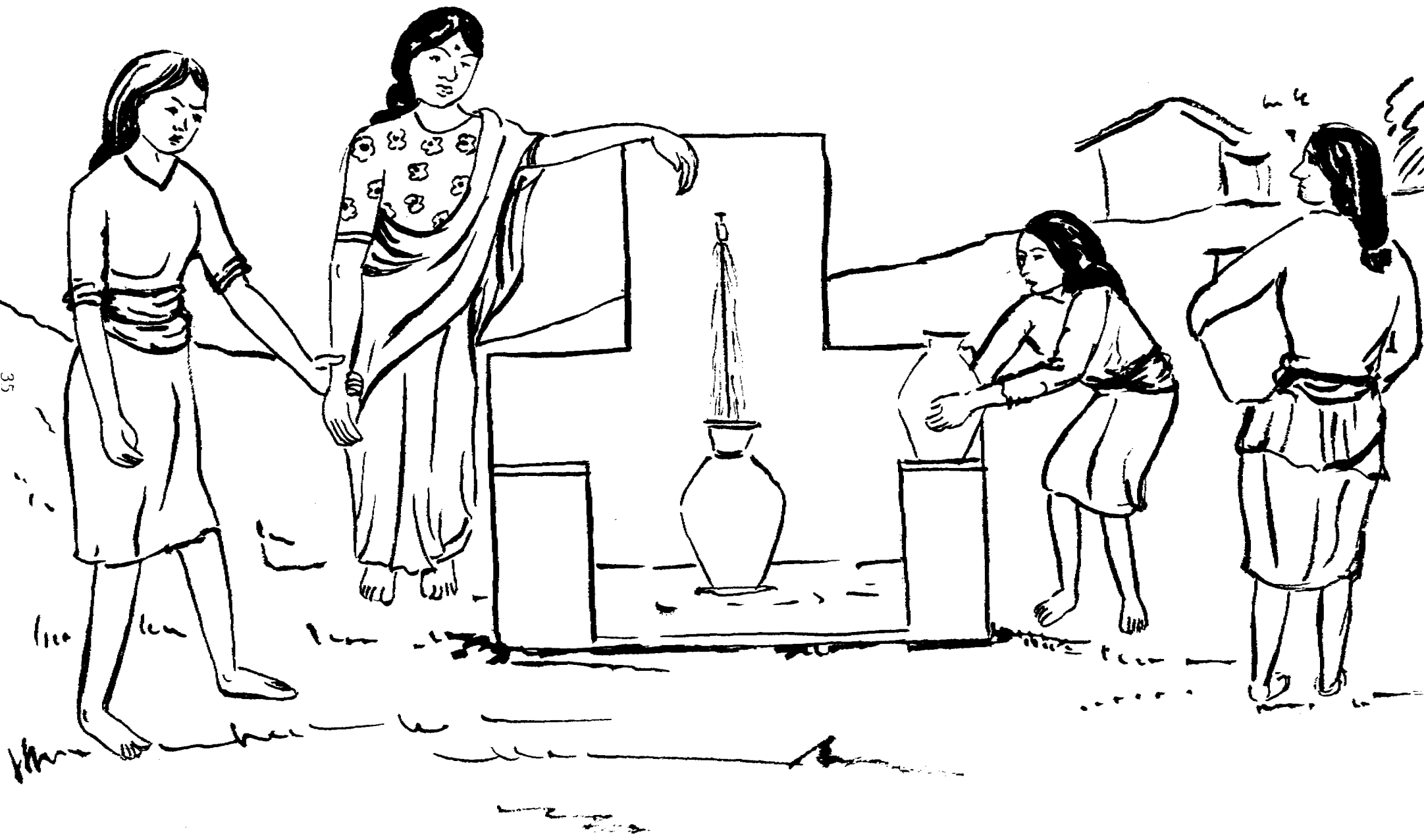
1. Sita is attending a ward meeting. She sits in the middle of a group of people. In front of the group sit a man (Technician) and woman (Sanitation Supervisor) and 2 girls of about 20 years old. They are talking and showing a picture.
2. Sita is sitting in front of her house. She is talking with the 2 girls. One of the girls is writing down what she says. (Baseline survey)
3. Sita is talking with a couple of people from her "tole", they have to chose a member for the sanitation commitee.
4. Sita together with about 8 other women. They sit in a circle. In front of them sit the 2 girls. They show pictures that are stuck on a flannelboard. (Training of sanitation committee)
5. Sita is talking to some friends. They are standing next to a tapstand. (Tapstand - meeting)
6. Sita and her husband are building a latrine together. (A result of the programme)
7. Sita's daughter is in a classroom with other children. In front of the class are the 2 girls. They are teaching and showing a poster. (School programme)
8. Sita is looking how the Technician and two men out of her village are building a watertank. (Involvement in construction of the watersupply system).

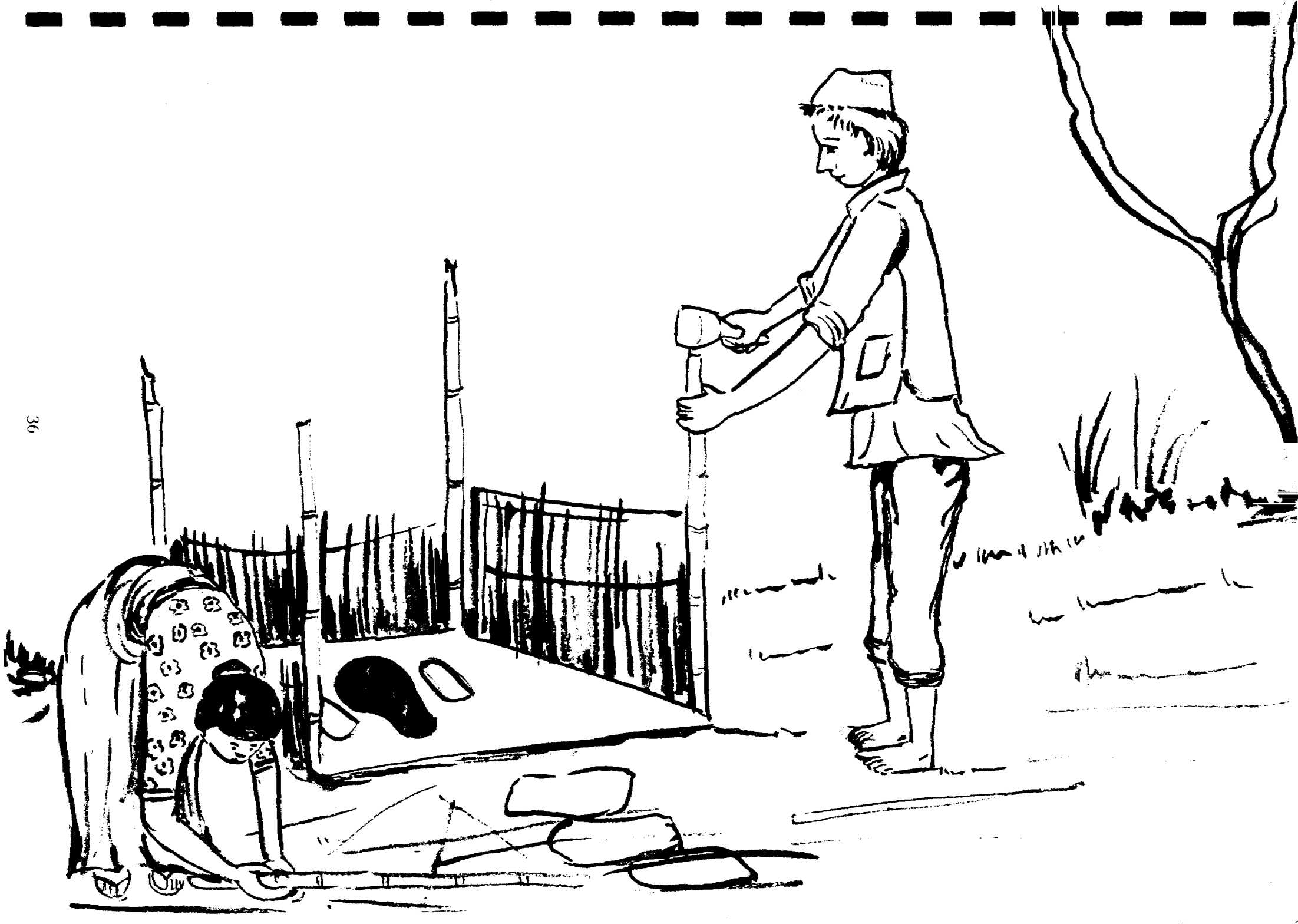


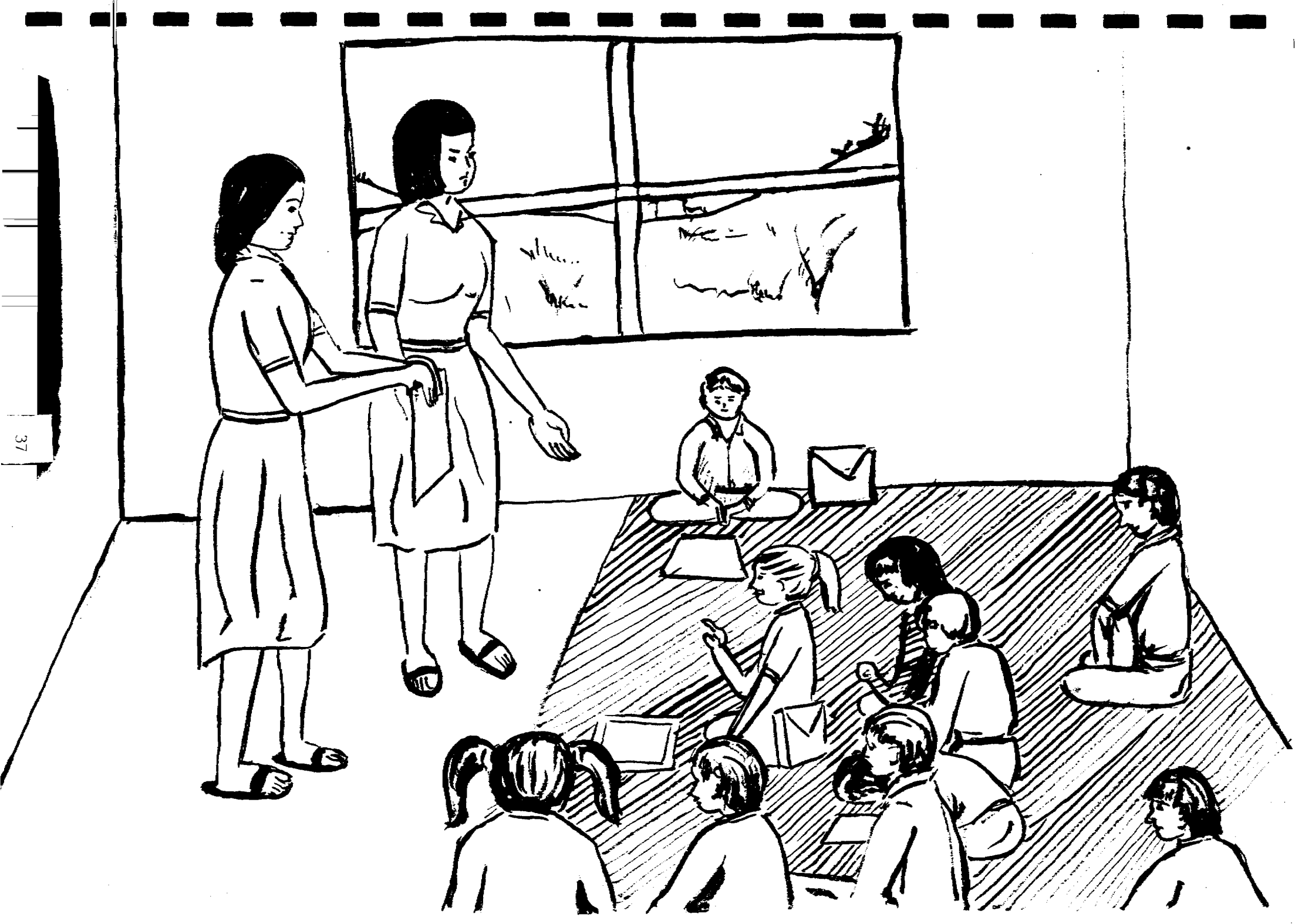














THE SCHOOLPROGRAMME

The objectives of the schoolprogramme are:

1. To give examples of how hygiene education classes could be given in order to motivate teachers to take up this subject as a regular part of health education.
2. To teach school children about improvement of sanitary habits as a means to improve health.

It should not be expected that merely teaching children will bring about changes in a community, but the information they bring home will reinforce the effect of what has been discussed with their parents during meetings and trainings. Therefore the topics of the classes should coincide with the topics of the monthly meetings.

The schoolprogramme will take place in schools that are in the wards where the Sanitation and Women's Involvement programme will take place. It will be best if both the Supervisor and the Sanitation Women Workers are present at the initial meeting with the school teachers.

During this first meeting with the school teachers they should get well informed about the programme and they should be asked whether they are interested in having the SWW teach hygiene education on a regular monthly basis.

If interest is there, arrangements should be made for starting classes after Tihar.

The following questions can be used as guidelines for the first meeting:

- Did you hear about the Sanitation and Women's Involvement programme that is going to take place in this village?
- If yes, please tell us what you know about it?
- If no, we will tell you something about it.
- Do you think it is important to teach children about sanitation and hygiene?
- If yes, why?
- If no, why not? (try to convince the teachers).
- Health education is a subject on the curriculum of primary schools, could you give us an idea about how you teach this subject?
- Hygiene education is part of health education. Do you think it is a good idea if we come to your school regularly to give classes about sanitation?
- If yes, why?
- If no, why not? (try to motivate teachers for try-out).

If teachers agree for either a try-out or a regular programme, agreements should be made about:

- Their attendance; teacher should be present when classes are given,
- The subjects; they will coincide with the subjects of the monthly meetings.

- The frequency; monthly, if possible right after the monthly meetings with the sanitation committee.
- When to start; right after Tihar.
- The size of the groups to be taught.

The Supervisor should try to attend the first class given by the SWW and later on supervise in a way that she will visit every school at least once every 3 months. During these visits she can discuss the performance of both the SWW and the teachers. The Supervisor should also discuss the possibility of the school latrine being built right after the training of the sanitation committee (of which latrine-building is an important subject) with the Technician and the school teachers.

How to conduct class. (Instructions for the SWW)

- Prepare yourself thoroughly and make sure you have all materials needed.
- Introduce yourself and ask the students if they know from which office you come.
- Start any class with a short repetition of what has been discussed the month before. Only then introduce the new subject.
- The questions given on the following pages only serve as guidelines for the lessons. Always ask the students whether they have any questions and whether they understood what has been said.
- See to it that all students participate in the discussions and not only the ones that sit in front or that talk loudest. You can do this by addressing only 1 student when you ask a question.
- At the end of the lesson ask 2 or 3 students to tell in short what they learned.
- When the lesson is over tell the students you will come again after 1 months and say goodbye.

On the following pages 2 classes have been worked out in detail as examples. The SWW should add the classes they prepare themselves.

LESSONPLAN, EXAMPLE 1: HANDWASHING**Objectives:**

- The students can explain why we should wash our hands, especially before handling food.
- The students can explain why hands should not be washed with soil.
- The students can mention at least 2 good alternatives for soil to wash their hands with.
- The students can explain why is it not sufficient to always wash their hands with water only.
- The students are motivated to wash their hands not with soil, but to use ash or soap.

Materials needed: - These guidelines for the discussion.
 - Ash, soap and in case there is no tapstand in the neighborhood, a container with water.
 - The song about handwashing.

Time needed: - About 3/4 hour for the discussion.
 - About 1/4 hour for the practice.

Questions for the discussion:

01. Why do we have to wash our hands?
02. How do our hands get dirty?
03. How often do we have to wash our hands?
04. When do we have to wash our hands?
05. Are your hands clean now? Please show me.
06. What do you use to wash your hands?
07. Who washes his/her hands with soil?
08. Is soil clean or dirty?
09. How does it get dirty?
10. What happens if we get soil in our stomach?
11. What can happen if we eat with hands that are not washed at all.
12. What can happen if we eat with hands that are not washed or washed with soil?
13. Can we get sick if we eat with hands that are not washed or washed with soil?
14. What should we use to wash our hands?
15. Is ash clean or dirty?
16. Does your mother clean cooking pot with ash?
17. Do our hands get clean if we wash them with ash?
18. Do our hands get clean if we wash them with soap?
19. Is soap available here?
20. How much does it cost?
21. Do we have to buy ash?
22. If we cannot buy soap, what should we then use to wash our hands?

Practice:

Take the students outside. Select 6 or more students with dirty hands and divide them into 3 groups. One group should wash their hands with water only, one group with ash and one group with soap. The results have to be shown to everybody and discussed.

Sing and teach the song about handwashing.

LESSONPLAN, EXAMPLE 2: WHAT TO DO IN CASE OF DIARRHOEAObjectives:

- The students can explain what will happen if we have diarrhoea for a long time.
- The students can explain why the effects of diarrhoea are worse for a small child than for elder children.
- The students can explain the importance of the salt-sugar-solution for people with diarrhoea.
- The students can make the salt-sugar-solution.
- The students can tell how to make the solution in case there is no sugar.
- The students are motivated to make the salt-sugar-solution in case anybody in their neighborhood has diarrhoea.

- Materials needed:
- These guidelines for the discussion.
 - UNICEF-booklet "When your child has diarrhoea".
 - Puppet and water.
 - 2 plants in glasses, one fresh and one dried-out
 - Salt, sugar, clean water, a glass and a container.
 - A bit of ash for handwashing.
 - The song about the salt-sugar-solution.
- Time needed :
- About 1 hour for the discussion and the demonstration.
 - About 1/2 hour for the practice.

Questions for the discussion:

Show picture 1 of the booklet.

01. What is happening with this child?
02. Did you ever have diarrhoea?
03. What did your stool look like?
04. How did you feel when you had diarrhoea?
05. Do you know why you feel weak when you have diarrhoea for a few days?

Show the puppet and fill it water. To show that the puppet has diarrhoea, let out bits of water from a hole in the bottom. By doing this several times, the water-level will go down.

06. What happens with this puppet?
07. What will hapen if we don't refill the puppet with water?
08. What can happen if we have diarrhoea and don't drink enough?

Show picture 2 of the booklet.

09. What happened to this child?
10. What is strange-looking about it?

Show the 2 plants; one fresh in a glass of waer and one dried out.

11. What is the difference between these 2 plants?
12. Why is the one fresh and green and the other dried out?
13. So can you imagine what will happen if we have diarrhoea and don't drink enough?
14. Do you know the tase of our sweat and our tears?

Explanation of the salt-sugar-solution with the help of the booklet and a demonstration. Take care you wash your hands properly!

Explain that the water we drink when we have diarrhoea should taste as salty as tears.

15. How many glasses of water do we have to use? What kind of glasses?
16. Should we boil this water?
17. How much salt and how much sugar do we need?
18. Usually we don't drink or feed everything at once, how do we have to store it?

Practice: A few students have to prepare the solution in front of the class. While preparing they should explain what they do.

Sing and teach the song about the salt-sugar-solution.

THE BASELINE SURVEY

The objectives of the baseline survey are:

1. To obtain data about people's health and sanitary habits that can be referred to during meetings and trainings and that can be used as evaluation data when the 2-year programme is over.
2. To make the Sanitation Women Workers and the programme known on a wider scale.

The survey questions are partly defined by the interventions that can be offered by the programme. Eg. we cannot offer any family planning activity that goes beyond directing people to a healthpost. Therefore it is no use to go into detail about this subject during the survey.

Some answers might have to lead to adaptations in the programme, because they differ from the expected answers on which the programme is based.

What to do before carrying out the survey:

- Visit the ward-chairmen to get a list of names of villagers of their wards. During the first ward meetings the survey has been announced and that can be referred to.
- Usually the number of households is too big to survey all of them. Therefore it is necessary to make sample of the households, for which the namelist purchased from the wardchairmen can be used. Since in Nepal the different castes have different practices it should be taken care of that all castes are proportionally represented. Eg. if 50% of the population of a village as Chettri, than 50% of the number of households to be surveyed should be Chettri.
The more households that can be surveyed, the more reliable the outcome of the survey will be.
A sampling ration of 1 to 8 could be adequate for a large number of households more than 50. If the number of households is small (but still too big to survey them all) a sample ratio of 1 to 4 could be needed.
- Read the instructions very carefully.
- Try out the survey in a roleplay. In this way you get to know the questions and it will enable you to find out which questions might be difficult to answer.
- Decide on who is going to ask the questions and who is going to write down the answers.

The actual survey can be carried out by the SWW. In case a sample of the households has to be made the Supervisor should assist.

With the help of the survey -result form, careful conclusions can be drawn and possible correlations can be written down. Eg. if the survey shows that in all households where people wash their hands with earth diarrhoea occurs and in all households where people wash their hand with ash diarrhoea doesn't occur, you can say that there is a correlation between handwashing with earth and the occurrence of diarrhoea.

You can also say that the handwashing programme, in which we teach people to wash their hand with ash, is justified and needed.

The survey-result form can be filled in by the SWW. The Supervisor should assist in looking for possible correlations and drawing conclusions.

Even if the survey doesn't show any correlation, the survey provides us with data which can be used for evaluation of the programme. If we do the same survey after the programme we can find out whether people changed their habits (but to find out whether what they say is the same as what they do, we will also have to observe their behaviour very carefully).

GUIDELINES TO CARRY OUT A SURVEY

01. Go through the survey from very carefully and make sure you understand all questions.
02. Keep in mind that: small children are of 0 - 4 years of age
elder children are of 5 - 14 years of age
men are males of 15 years and older
women are females of 15 years and older
03. Ask permission to interview an elder woman of the household and don't let the interview get too much disturbed by others.
04. Before you start with the interview, introduce yourself, give the reason of your visit and explain the purpose of the interview and the survey.
05. First have an informal chat to put the person at ease.
06. Ask permission to write down the answers.
07. If people don't understand the question, try to use other words to make the question clear.
08. Do not imply or suggest any answer.
09. Give people enough time to think about an answer.
10. Do not immediately write down the first things people say. Ask for a clarification and write down a summary of what has been said.
11. Do not only write down what you think is the correct answer. Also write down answers that might be "wrong". They give us a lot of information about people's thinking and habits.
12. Do not react on people's answers with "do's and don't". the survey is only meant to gather information and not to change people's habits.
13. If you don't understand an answer, ask for an explanation.
14. Also observe the people, their house and the environment and write down our observations after you finish the interview.
15. Before you leave, thank the people for their cooperation, explain what the next programme activity will be and say "goodbye".

MINISTRY OF HOUSING AND PHYSICAL PLANNING / UNICEF

Drinking Water and Sanitation Programme

Baseline survey about health and sanitation

Name of the Panchayat :
Ward no. and tole :
Name of the house - owner :
Name of the respondent :
Name of the surveyer :
Date :

note: small children : age 0-4 years
elder children : age 5-14 years
men : 15 years and older
women : 15 years and older

GENERAL

1. Name, ages and educational level of family-members:

	<u>Name</u>	<u>Male/Female</u>	<u>Age</u>	<u>Educational level</u>
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

ECONOMIC STATUS

- 01. For how many months a year do you produce enough food-grains?
- 02. In which months do you have to buy food?
- 03. Do you have family-members who earn money?
If so, how much do they earn?
- 04. Do you have family-members who earn food?
If so, how much do they earn?
- 05. How many domestic animals do you have?
Cows : Pigs :
Buffalows : Chickens/Ducks :
Goats/Sheep: Others :
- 06. Do your cows or buffalows produce milk?
If so, what do you do with this milk?

WATER : USE AND HANDLING

- 07. Where do you take your drinking water from?
In summer :
In winter :
- 08. Why do you use these sources?
- 09. How much time does it take to get one gaagro of water in to your house?
- 10. How many gaagro's of water do you need for your family every day?
In summer :
In winter :
- 11. What do you use this water for?
- 12. Do you clean the outside of the gaagro before you take new water?
If yes : - how often do you clean the outside:
- how do you clean the outside:
- why do you clean the outside:
If not : - why don't you clean the outside:

13. Do you clean the inside of the gaagro before you take new water?
If yes : - how often do you clean the inside:
 - how do you clean the inside:
 - why do you clean the inside:
If not : - why don't you clean the inside
14. Where do you keep the gaagro in the house?
15. Do you cover the gaagro?
- when you walk from the tap to the house:
- when the gaagro is in the house:
If yes : - what do you use to cover it:
 - why do you cover it:
16. Do you think the quality of your drinking water is good or bad?
Why do you think so?
17. Do you fetch water for your animals?
If yes: do you fetch it from the same source?
If not: how do you have your animals drink water?

PERSONAL HYGIENE

18. When do you wash your hands?
What do you use to wash your hands?
When do you wash the hands of the small children?
What do you use to wash the hands of the small children?
When do elder children wash their hands?
What do they use to wash their hands?
19. What will happen if you don't wash your hand regularly?
20. How often do your family-members wash their whole body?
 Summer Winter
Small children :
Elder children :
Men :
Women :
21. Where do your family-members usually take their bath?
Small children :
Elder children :
Men :
Women :
22. What will happen if you don't wash your whole body regularly?
23. How often do you wash your clothes?
What do you use to wash your clothes?

HOUSEHOLD SANITATION

24. How often do you sweep the inside of the house?
Which places do you sweep?
25. Which places of the house do you clean (lipnu) with coddung and mud?
26. Where do you throw your garbage?
27. Where do you clean your utensils?
What do you use for cleaning your utensils?

28. Do you hang bedsheets and mattresses in the sun?
 If yes : - how often do you do this:
 - why do you do this:
29. Do you have many flies in your house?
 If yes : - do you know why:
 - is it good or bad:

ENVIRONMENTAL SANITATION

30. Where do family-members usually defecate?
 Small children :
 Elder children :
 Men :
 Women :
31. What happens with the excreta of children that defecate near the house?
32. What is a latrine?
33. Does your family has a latrine?
 If yes : - why is there a latrine:
 - mention the family-members that use the latrine:
 If the latrine is not used, why not?
34. Where do you keep your animals?
- | | | | |
|-------------|---|-----------------|---|
| Cows | : | Pigs | : |
| Buffalows | : | Chickens/Ducks: | : |
| Goats/Sheep | : | Others | : |

HEALTH

35. Can you mention some diseases that occur a lot in your family?
36. Does eye-infection occur?
 If yes : - what do you think is the cause:
 - what do you do to treat it :
 - what do you do to prevent it ;
37. Does scabies occur? Idem, like question 38.
38. Do skin-infections occur? Idem, like question 38.
49. Does worm-infestation occur? Idem, like question 38.
40. Does malnutrition occur ? Idem, like question 38.
41. Does diarrhoea occur ?
 If yes : - what do you think is the cause:
 - what do you do to treat it:
 - what do you do to prevent it:
 - which family-members suffer most often from diarrhoea?
42. Do you think diarrhoea is dangerous?
 If yes, why do think so?
43. What is nun-chuni-pani?
 When do you have to make it?
 How do you have to make it?
 How did you get to know about nun-chini-pani?

44. Do you have sugar?
Do you have any other sweet stuff?

45. Have your children been immunized?
If yes : - why:
 - where:
 - how often:

If not : - why not:

46. Have you had children that died?

If yes : - how many:
 - at what age did they die:
 - what were the causes:

The surveyer should now give a description according to her own observations :

- How is the personal hygiene of the family-members?
- How is the sanitary condition in the house?
- How is the sanitary condition around the house?
- How is the condition of the outside of the latrine?
- How is the condition of the inside of the latrine?
- Any other observations.

THE SANITATION COMMITTEE; SELECTION OF MEMBERS AND THE FORMATION

In the whole 2-year programme the sanitation committee plays a very important role. It are the committee members who will be trained and they will have to spread their knowledge among other villagers.

Therefore it is very important that the sanitation committee is a good one and that the members are motivated to teach others what they learned.

The sanitation committee is formed at the same time as the construction committee (users committee), i.e. after Tihar.

The users committee has to look after the construction and the maintenance of the watersystem.

The sanitation committee has to look after the sanitary condition of the village.

At least 2 members of the sanitation committee should also be member of the construction committee. In this way both committees can keep each other informed about the ongoing activities and cooperate when necessary. The sanitation committee is a subcommittee, but both are equally important. A watersystem without proper sanitation does not really benefit our health, but for proper sanitation you need a watersystem which brings water close to the people.

The sanitation committee consists of representatives of tapstands. By the time the committee is going to be formed, it should be known where tapstands are going to be built. Every tapstand-tole has to choose a representative, who will become member of the committee. In case there is a Health volunteer in a ward, she should become a member.

Depending on the number of tapstands, the location of the villages and the size and number of watersupply systems 2 or 3 sanitation committees might have to be formed. One committee should not have more than 15 members out of which one chairperson has to be chosen.

Before talking about how to select the members it has to be explained what the tasks of the committee members will be:

- To learn about sanitation and health and about tapstand care-taking during small trainings.
- To meet each other once a month to discuss a topic.
- To organise a tapstand meeting every month to teach friends and neighbors about these topics.
- To be a good example in the neighborhood and to teach others whenever necessary.

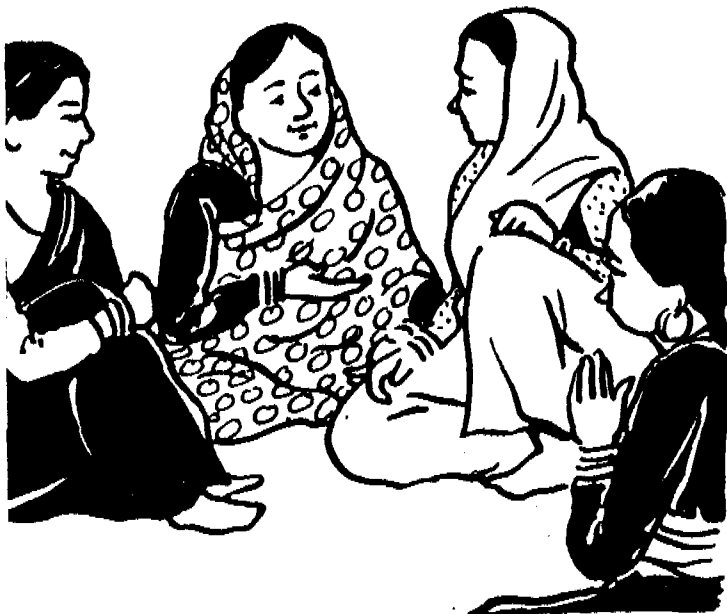
The discussion about these tasks and about the criteria committee-members have to meet can best take place during a village meeting with as many as women as possible. If hardly any women turn up an extra meeting for women should be organised for the next day.

The questions that can be used to get the discussion going are on the next page. After the meeting the people should be given a few days time to discuss the selection among themselves and to choose somebody.

The Sanitation Women Workers should then visit every taptand-tole to write down the names of the selected persons. For this the women of the tole should gather and the choice be discussed. A second village meeting should be called to form both the sanitation committee and the construction committee. The Technician and the wardleaders/Pradhan Pancha should also be present when forms are signed.

Below are given the criteria we think the committee-members should meet. If women come up with other criteria, these should of course be taken into serious consideration.

1. She should preferably be married or a widow. Unmarried girls are very likely to leave the village in due course.
2. She should be at least 25 years old. If she is too young she might not be listened to by others.
3. She should have children. This will make it possible, to a bigger extent, to learn and teach out of own experience.
4. She should be of the most prevailing caste of her tole, otherwise it is very likely to get for example committee with only Brahmins, even though one third of the population is of low caste.
5. She should have shown interest in the sanitation-programme, eg. by attending the meetings.



The selection of members for the sanitation committee should be done carefully.

Questions to be used as guidelines for formation of the committee

1. What is a "committee"?
2. What is usually the task of a committee?
3. So what could be the task of a sanitation committee?
4. You already know a little bit about the sanitation programme, could you think of some tasks of committee members?
5. We think one woman of every tapstand-toile should be selected as a member for the Sanitation Committee.
What kind of woman should she be?

Everything mentioned should be discussed. If none of the criteria we have in mind are mentioned we should discuss them by using the following questions:

6. Should she be married or not?
Why?
7. How old should she be?
Why?
8. Should she have children or not?
Why?
9. Suppose in one tole most people are Maggar/Limbu/Thami, should she then be a Brahmin?
Why?
10. Is it OK if we come to your tole the day after tomorrow to write down the names of the women you selected?



NEEDSASSESSMENT**The importance of a needassessment**

A major condition to resort effect with the Sanitation and Women's Involvement programme, is that people know that it works towards fulfilment of their needs.

If villagers don't have the feeling that the programme activities are not determined by their needs, the programme will not be very useful and they won't be eager to cooperate. An example; If people are not at all interested in pig-raising, because they don't like to eat pig meat, it can be said that raising pigs is not one of their needs. They will therefore not be very willing to contribute to the construction of a demonstration shed.

How to assess people's needs

It has to be found out what the needs of the people are. This is called a needsassessment.

Because we are working within a drinking watersupply and sanitation programme, only their needs in this particular field have to be found out. This is not an easy task though. One of the reasons might be that people do not always realize that a given situation can be changed for the better. Often diarrhoea for example, is considered a very common thing, as common to life as eating. If people don't know that diarrhoea can be prevented and that thus a lot of misery can be prevented, they won't mention diarrhoea-prevention as a need.

There are several ways in which the needs of the villagers can be assessed:- through observation

- by doing a (baseline) survey
- through informal discussions.

Observation can take place any time a walk through the village is made or people's homes are visited. Observation is likely to give better information about people's behaviour than asking questions. Asking questions might give some clarification about certain behaviour that has been observed and asking questions gives some insight in people's knowledge.

Observations concerning watersupply, sanitation and health have to be written down and checked with the observations of others. A list should be made of what the observer considers problems that need attention.

A baseline survey also gives a lot of information. Not only about the actual situation, but also about what the villagers think are the reasons behind these situations. From the survey results occurring problems, eg. a high rate of worminfestation, can be determined. As a follow-up of the survey informal talks can give additional information. Discussions can be started about the problems as they are determined after the baseline survey. It can be tried to find out if villagers also consider them as their problems.

The list of problems also has to be discussed in a more formal way. It has to become clear to the villagers that it might be possible to solve and/or prevent the problems. Their wish to solve and or prevent the problems could then be described as their needs.

The list of needs can be very extensive and some might be less urgent than others. It can also be that the fulfilment of some needs goes far beyond what the programme can offer. It has to be decided which needs first have to be worked on and second and third etc. In other words; priorities have to be set, because everything can not be done at once.

Needsassessment with the sanitation committee

The more structured discussion about the list of problems compiled by the Sanitation Women Workers should first take place with the sanitation committee members. The baseline survey results and the observation data have to be discussed. This can be done with the help of posters depicting the occurring problems.

- They have to be gathered from posters at trainings or they have to be made.
- First of all it has to be found out if the problems as listed by the SWW are also problems in the opinion of the sanitation committee members.
- Then it should be decided which problem is biggest, second biggest etc.
- If it seems possible to solve and/or prevent the problems, which problem should then be worked on first, second etc. The priority of their needs becomes clear then.
- Lastly it should be explained that the Sanitation and Women's Involvement programme is meant to try to fulfil these needs.

Trainings and monthly meetings will be held for this purpose. With the assistance of the committee members this needsassessment exercise has to be carried out at every tapstand-toile. As many people as possible should be enabled to express their needs. The women should first be asked, but then also the men.



A watersupply system is a need of villagers. What are other needs?

ORGANISING A TRAINING/MEETING WITH SANITATION COMMITTEE MEMBERS

The trainings, as they occur in the 2-year programme, take place in the villages of the sanitation committees instead of eg. in a training centre in the district headquarter.

This is done for several reasons.

- It will increase the ability of women to take part in a training when they can go home at night.
- Their own village is the best place to refer to while teaching; examples to make clear what is being taught are at hand.
- Organising the training is less labour intensive.
- The training will be less costly.

The training estimate should be approved by concerned authorities well in advance.

The following headings appear in the estimate:

- allowance trainers
- allowance trainees
- tea and snacks
- training materials
- porter costs

Concerned authorities have fixed rates for allowances and the amount that can be spent on tea and snacks.

Trainees can be given a nominal allowance supplemented by some items like soap, glasses for demonstrating how to make the oral rehydration drink. The idea behind this is that the allowance should serve as an incentive, not as a reason for people to attend the training.

A pre-meeting with the sanitation committee should be organised to:

- Arrange a place big and convenient enough to hold the training. Depending on the time of the year care should also be taken to look for a place inside in case of rain.
- Secure the supply of materials to make tea and lunch (eg. milk, kerosene or fuelwood).
- Discuss previous activities to ensure they understand the relation between these activities and the training.
- Agree on training times.
- Discuss the allowances.
- Arrange a place for the Sanitation Women Workers and the Supervisor to stay during the training.
- Arrange a place for the demonstration latrine to be built and ensure the pit is dug in time.

Guest-trainers like Technicians should be asked early enough for them to make the training fit in their own programme.

A few days in advance guests for the opening session should be invited (eg. Pradhan Pancha, wardleaders, Women Development Office).

A taskdivision and a list of materials to be taken from the fieldoffice should be made.

MONTHLY MEETING WITH THE SANITATION VOLUNTEERS

The monthly meetings are meant to discuss specific topics with the Sanitation Volunteers. Provided people have time, they have to take place once a month, preferably every same date.

Every time only 1 topic is discussed, which will make it easy for the Volunteers to know what they have to teach the people living around their tapstand.

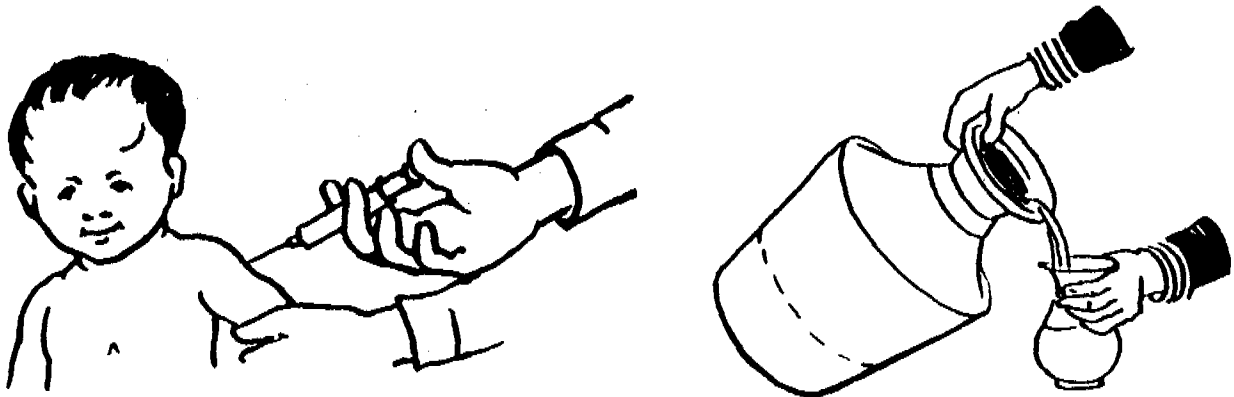
The topics should derive from the needsassessment-exercise done earlier. It can also be that the Sanitation Volunteers ask the Women Workers to teach them about a certain topic. The monthly meetings can be used for this purpose.

Three examples for monthly meetings are given, but they should only be carried out if there is a need for this topic. If eg. it is already common practice in a village to wash hands with ash or with soap, it is of course not necessary to carry out example 1. The Women Workers can prepare other monthly meetings in a similar way and add their contribution to this booklet.

The questions given in the examples only serve as guidelines, in order not to forget important information. If necessary other questions can be added and questions raised by the Sanitation Volunteers should be answered.

It will be good to practise the meeting in the office through a role-play. In this way you will find out which questions are unclear or which questions might come up during the meeting with the Sanitation Volunteers.

The Sanitation Volunteers are supposed to teach the people living around their tapstand. The tapstand-meetings have to take place as soon as possible after the monthly meeting. The Women Workers should attend these meetings. They can look to it that the knowledge is disseminated properly and they can give feed-back to the Volunteers about their performance.



During monthly meetings several topics will be discussed.

MONTHLY MEETING, EXAMPLE 1 : HANDWASHING

Participants : Sanitation Volunteers
 Trainers : Sanitation Women Workers
 Place : Sanitation Field Office, or any other centrally located place
 Duration : Approximately 1 1/2 HOUR
 Materials needed: Water, Ash, Soap, Text of song

Objectives:

- The Sanitation Volunteers can explain why hands should not be washed with soil.
- The Sanitation Volunteers can mention at least 2 good alternatives for soil to wash their hands with.
- The Sanitation Volunteers can explain when and how they will conduct their tapstand meeting about handwashing.
- The Sanitation Volunteers are motivated to wash their hands not with soil but with ash or soap.
- The Sanitation Volunteers can explain why it is not sufficient to wash their hands always with water only.

The following questions serve as guidelines for the discussion about handwashing practises.

01. How often a day do you wash your hands?
02. When do you wash your hands?
03. What do you use to wash their hands?
04. Do you use this always, or only after defecating?
05. If we wash our hands only with water, do they get clean?
If yes, why? If no, why not?
06. If we wash our hand with soil, do they get clean?
If yes, why? If no, why not?
07. Is soil clean or dirty?
08. How does it get dirty?
09. Do you know what bacteria are?
10. Do you think there are bacteria in the soil?
If yes, how do they get there?
11. What else can be in the soil? How does it get there?
12. What can happen if we wash our hands with soil that contains bacteria and worm-eggs?
13. So what can happen if we eat with hands that are washed with soil?
14. What can we use to wash our hands with?
15. Are there bacteria and worm-eggs in ash?
If yes, how do they get there?
If no, why not?
16. Are there bacteria and worm-eggs in soap?
If yes, how do they get there?
If no, why not?

17. Is soap available here?
If yes, how much does it cost?
18. What would you choose, ash or soap?

Practice: Handwashing with ash, soap and only water, to show that washing with only water doesn't make hands as clean as when we use ash or soap. It also shows that both ash and soap are good alternatives.

19. What is the main thing you learned today?
20. You are all members of the sanitation committee, so what will you do now with what you have learned?
21. When and how will you teach your friends and neighbors?

Practice: Make a programme for the tapstand - meeting and fix dates.

Sing the song about handwashing.

MONTHLY MEETING, EXAMPLE 2: WHAT TO DO IN CASE OF DIARRHOEA

Participants : Sanitation Volunteers
 Trainers : Sanitation Women Workers
 Place : Sanitation Field Office, or any other centrally located place
 Duration : Approximately 2 hours
 Materials needed: "When your child has diarrhoea" - booklet, puppet, 2 plants (one dried out and one fresh) one tea-glass, sugar, salt, one container, clean water, text of song, a bit of ash for handwashing.

Objectives:

- The Sanitation Volunteers can explain what will happen if the effects of diarrhoea are not treated.
- The Sanitation Volunteers can explain that the salt-sugar solution should be fed to children that have diarrhoea and that this should also be taken by adults when they are suffering from diarrhoea.
- The Sanitation Volunteers can make the salt-sugar-solution.
- The Sanitation Volunteers can tell how to make the solution in case there is no sugar.
- The Sanitation Volunteers can explain when and how they will conduct their tapstand meeting about diarrhoea.
- The Sanitation Volunteers are motivated to make the salt-sugar-solution in case of diarrhoea.

The following questions serve as guidelines for the discussion about diarrhoea.

01. If we are in a health condition, in what way do we loose body-fluid?
02. If we are ill, for example if we have fever or diarrhoea, how do we loose body fluid?

Show picture no. 1 of the booklet.

03. What kind of disease does this child have?
04. What do we loose when we have diarrhoea?

Show the puppet and fill it with water. To show that the puppet has diarrhoea, let out bits of water from a hole in the bottom. By doing this several times, the water-level will go down.

05. If we do not re-fill the puppet with water, what will then happen?
06. So what will happen to us if we don't drink when we have diarrhoea?

Show picture no. 2 of the booklet.

07. What happened to this child?
08. What is wrong with its eyes?
09. Does it have tears in the eyes?
10. What happened to the mouth?
11. What happened to the skin?

Show 2 plants: one fresh in a glass of water and one dried out.

12. What is the difference between these 2 plants?
13. Why is the one fresh and green and the other dried out?
14. So if we have diarrhoea and we don't drink water, what will happen
15. Whose body fluids will finish first, those of adults or of children?
16. Who has more often diarrhoea, a child or an adult?
17. So why do we have to be very careful if children have diarrhoea?
18. How does our sweat taste?
19. How do our tears taste?
20. So what do you think will be the taste of our body fluid?

Explanation of the salt-sugar-solution with the help of the booklet and a demonstration. Take care you wash your hand properly.

The water we drink when we have diarrhoea should taste as salty as our body fluid.

21. How many glasses of water of we have to use? Should we boil it?
22. What kind of glasses should we use? Why?
23. How much salt and how much sugar do we have to use?
24. What could we use if we don't have sugar?
25. We don't need it all at once. Where and how do we have to store it?
26. Why do we have to keep on feeding children when they have diarrhoea?
27. What do we have to feed small children ? (show picture 14)
28. What do we have to feed bigger children? (show picture 15)
29. What can we feed the child if the diarrhoea gets less?

Practice: The Sanitation Volunteers prepare the salt-sugar-solution.

29. What is the main thing you learned today?
30. You are all members of the sanitation committee, so what will you do now with what you have learned?
31. When and how will you teach your friends and neighbors?

Practice: Make a programme for the tapstand meeting and fix date.

Sing the song about the salt-sugar-solution.

MONTHLY MEETING, EXAMPLE 3: IMMUNIZATION

Participants	: Sanitation Volunteers
Trainers	: Sanitation Women Workers
Place	: Sanitation Field Office, or any other centrally located place.
Duration	: Approximately 1 hour
Materials needed	: Poster, Example of immunization card, Text of song.

Objectives

- The Sanitation Volunteers can explain the importance of immunization.
- The Sanitation Volunteers can explain the use of the immunization-card.
- The Sanitation Volunteers are motivated to have their children and themselves properly immunized when the occasion is there and to encourage others to have themselves and their children immunized.

The following questions serve as guidelines for the discussion about immunization.

01. What is the meaning of the word "immunization"?
02. Can you tell why immunization is important?

Show picture no. 1.

03. What is the meaning of prevention?
04. Which diseases can we try to prevent by improved hygiene and sanitation?
05. Which diseases can we try to prevent by immunization?

Show picture no. 2.

06. Can you tell why the mother has to be immunized?
07. Has there ever been an immunization programme in your village?
08. Did you have your children and/or yourself immunized? Why or why not?
09. What else did you get? Did you get immunization-card?

Show an example of immunization-card.

10. What can we see on the immunization-card?
11. Why do we have to use the immunization-card?
12. In case an immunization programme comes to your village, will you then have your child(ren) and/or yourself immunized? Why or why not?
13. What will you tell your friends in that case?
14. What is the main thing you learned today?
15. You are all members of the sanitation committee, so what will you do now with what you have learned?
16. When and how will you teach your friends and neighbors?

Practice: Make a programme for the tapstand meeting and fix dates.
Sing the song about immunization.

शेकथाम



रोग विरुद्ध सूई




एक वर्ष भित्र आफ्नो बच्चालाई
रबोपको मात्रा पुऱा दिनाउनुहोस्

रबोपको फाइदाहरू

- * डी.पी.टी. बच्चाको ३ मेस १ देखि १२ महिनाको बीचमा ३ पटक सुई दिएमा ब्याक्टेरिया रोग, लहरे रोगकी र धनुषटडुसबाट बचाउन सकिन्छ।
- ▲ पोलियो: डी.पी.टी. जस्तै यो पनि ३ मात्रा खुबस पछि पलघालबाट बचाउन सकिन्छ।
- वी.सी.जी. एउटै सुईले डी.बी. बाट बचाउँछ।
- ◆ दादुरा: ८ देखि ३६ महिना भित्रमा एक सुई दिएमा बच्चालाई दादुराबाट बचाउन सकिन्छ।
- टी.टी.: १५ देखि ४४ वर्षका महिलाले २ सुई लिने र गर्भवती भएकै वर्ष आफुलाई र बच्चालाई धनुषटडुसबाट जोगाउन १ पटक सुई फेरि लिने।

यो कार्ड नहराउनु होला

श्री ५ को सरकार
स्वास्थ्य मन्त्रालय
विस्तारित रबोप आयोजना
रबोपको प्रमाण-पत्र



अर्को रबोप लगाउने बेला यो कार्ड लिएर आउनुत

(१)	(३)
(२)	(४)

आफ्नो बच्चालाई समयमै रबोपठनुहोस्।

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कार्ड नं.	घरमुलीको नाम आमाको नाम उमेर		
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रबोप दिएको मितिलेखनुहोस्	रबोप दिने कार्यकर्ताको दस्तखत तथा मिति		
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PROGRAMME OF FIRST YEAR'S SANITATION TRAINING

Trainers : Sanitation Women Workers
Trainees : Sanitation Committee Members
Duration : 4 days
Place : Village of trainees

Introduction

In a 4-day training it is impossible to deal with all subjects related to sanitation. This is also not necessary, since this training is only a part of the 2-year sanitation programme in the village.

During monthly meetings and 2 more trainings the sanitation committee members will gain knowledge about more subjects.

The overall purposes of this training are:

1. To give the trainees some basic knowledge about communicable diseases; the mode of transmission, their cure and prevention.
2. To have trainees perceive the relation between health and sanitary habits.
3. To motivate the trainees to change their sanitary habits for the better.
4. To motivate the trainees to build a latrine and to teach them how to build and maintain one.
5. To give the trainees some insight in different aspects of the water system to be (re) built in their village, both technical and organising.
6. To motivate the trainees to disseminate their knowledge and to discuss ways how to do this.
7. To start practising communication skills.

Per day the specific objectives are given. This will enable us to understand the relation between different parts of the programme. The objectives can also be used to check whether what we taught was understood. If we put them as questions the day after the topics they cover have been discussed, they show us to what extent the topics are understood. From that we can tell if some topics need to be repeated. It will be clear that changes in sanitary habits can hardly be checked during a 4-day training. For this programme-monitoring is needed .

For several sessions a list of questions is compiled. The questions serve as guidelines in order not to forget important information. The trainees should be encouraged though to bring forward their own experiences. Linking up their own experiences with new knowledge will increase their understanding.

It has been tried to use a variety of teaching methods. This will prevent the training from getting monotonous.

Some of the exercises are specially meant to increase the participation of the trainees. Others are meant to give the trainers more insight in habits, beliefs or understanding of the trainees or to increase the knowledge of the trainees.

DAY 1

- Objectives :
- The trainees know how this training fits into the 2-year sanitation programme.
 - The trainees can explain the term communicable diseases.
 - The trainees can mention the 5 communicable diseases that are most common and explain in what way they spread.
 - The trainees can put into words what they observed as unhygienic in and around the houses of the villagers.
 - The trainees can explain the term "faecal - oral diseases".
 - The trainees can mention 6 ways along which f.o.d. are transmitted and give explanation.
 - The trainees can explain why f.o.d. are also called communicable diseases.
 - The trainees can explain why the faeces of small children are even more dangerous than the faeces of adults.

Programme :

Official Opening:

- The Supervisor will welcome everybody present and ask them to introduce themselves.
- Puja for King and Queen.
- The Supervisor will then give an overview of the 2-year Sanitation and Women Involvement programme. She will discuss the activities done so far and give special attention to the needsassessment exercise by explaining the outcome and the purpose of it. She will also explain the purpose of the training.
- All invited guests are requested to hold a small talk. After tea they will leave.

Communicable diseases:

- The Sanitation Women Workers will handle this subject using question form T 1a and the disease pictures. There should be mention of: diarrhoea, eye infection, t.b.c., worms, scabies, coughing.

Walk through the village:

- The SWW explain that they will make a walk through the village to see whether the houses and their surrounding are clean or dirty. They will show the checklist to be filled in and explain that the checklist will make it easier to discuss what has been observed. (checklist: T 1b)
- The group will be divided into 2. Each SWW will go with one of the groups. In case none of the group-members can read/write she will fill in the checklist.
- After returning to the training site the outcome of the checklists will be discussed.

Song about scabies or any other communicable disease by SWW. Efforts should be made to teach the song to the trainees. The song will be followed by a tea-break.

Faecal-oral diseases :

- Faeces can cause many diseases. Through question and answers and by using the "Gumne-posters" (T 1c) the SWW teach about the 6 ways faeces can spread and come into our mouth; hands, water, food, animals, wind and vegetables. Also the diseases you can get after faeces get into your mouth and how to prevent this are discussed.
- It has to become clear that some of the faecal-oral diseases have also been discussed as communicable diseases (diarrhoea, worms).
- One by one the trainees are asked to come in front of the group and to explain one of the "gumne-posters".

The SWW will sing and teach a song about faecal-oral diseases.

Small children's faeces:

- The SWW discuss this subject through question and answer and by using posters (T 1d). It should become very clear that the faeces of small children are even more dangerous than adult's. Small children consume more bacteria and worm-eggs, because they are playing outside, stick dirty fingers in their mouth and even eat mud. This makes their faeces more dangerous. Therefore it should be burried, covered or thrown into a latrine.

The SWW will sing and teach a song about small children's faeces.

Slide show : "The importance of sanitation".

Closing of the day:

- Sign for attendance and make appointment for next day.

DAY 2

- Objectives :-
- The trainees can mention habits causing and habits preventing the 5 communicable diseases mentioned.
 - The trainees can tell how transmission of f.o.d. through the 6 ways mentioned can be prevented.
 - The trainees can mention at least 3 reasons for building a latrine.
 - The trainees are able to demonstrate how the diameter of a pit can be measured and they can tell how deep the pit has to be.

Programme :

Review of day 1:

- Roleplays will be done by the trainees about communicable diseases. This will enable us to find out whether what has been taught the day before, is understood.
After every roleplay the SWW have to ask the observants to explain what they saw.

Our sanitary habits:

- The SWW explain this exercise. There are many pictures of sanitary habits (4 sets, T 1e). The trainees will be split up in small groups of 4 to 5 persons.
Every group gets one set of pictures and the trainees have to discuss the habits that are depicted and divide them into "good" and "bad" habits. They should also discuss why they are "good" or "bad" habits.
- Afterwards one member of every group has to explain why habits are "good" or "bad". If possible the pictures should be stuck to a wall like this:

good habits



bad habits

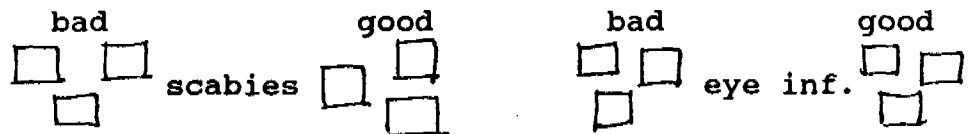


Of all the pictures the trainees have to be asked whether they do it the same way or differently.

Our sanitary habits and communicable diseases:

- The SWW stick the disease posters on the wall. It is explained that these diseases don't come just like that, but that it has a lot to do with our sanitary habits. During the morning programme "good" and "bad" habits were discussed.

Now it is going to be tried to find out which "bad" habits cause a disease and which "good" habits can prevent a disease. The "good" habits are stuck on the right side of the disease poster, the "bad" habits on the left side. Like this:



- Turn by turn the trainees take one of the habit posters, explain what is on it and try to find out which diseases it causes or prevents. The other trainees can be asked to help the woman whose turn it is. If it is clear, the poster will be stuck on the right place.
- After this exercise the SWW will repeat what has been said through question and answer, going along all posters.

Hot potato game:

Everybody stands in a big circle and a song is played on a drum or a cassette-player. Round goes a paper ball. This ball consists of layers of paper. On every layer an instruction for a roleplay is written. The instruction should ask for a sanitary habit to be depicted. (T 1f)

If the music stops, the person who has the ball in her hand has to take of one layer of paper and carry out the instruction. The others have to guess what habit she is depicting.

Tea-break

Prevention of spreading of f.o. diseases:

- The first question to be asked should be: why do we call the habits on the right side good habits?
- Special attention goes now to the prevention of faecal-oral diseases, since they are most common in Nepal. The habit-posters alongside diarrhoea and worms are thoroughly discussed.
- Latrine-building will then become the main topic, being a major preventive measure.

Why to build a pit-latrine?

- The SWW discuss the other reasons for building/using a pitlatrine, using 4 posters (T 1g). The reasons being:- you don't have to feel shy
 - easy in case of rain
 - no need to be afraid of snakes or other animals
 - no dirt around the house

- Some people will have experiences with latrines. They should be asked about it. If they have negative experiences, these should be thoroughly discussed.

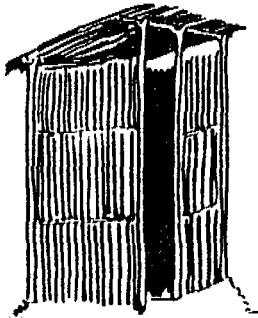
How to build a pitlatrine:

- The SWW show the UNICEF-booklet. They should not just read the text on the backside of the pictures, but discuss the pictures by first asking the trainees what they see.
- The SWW demonstrate how to measure the diameter of the pit and have the trainees practise.
- The SWW and the trainees go to the place where the latrine is being built, to have a look at the pit that is being excavated.

Slide show: How to build a pit-latrine?

Closing of the day:

- Sign for attendance and make appointment for next day.



Several types of latrine superstructures are possible, eg. of bamboo.

DAY 3

- Objectives:
- The trainees can explain how a pitlatrine up to slab level has to be built.
 - The trainees can mention at least 3 possible types of latrine - superstructures.
 - The trainees can put into words why cleaning and maintaining a latrine is important.
 - The trainees can explain how to clean a latrine.
 - The trainees can tell what the function is of ash.
 - The trainees can explain why and how to use a hole-cover.

Programme :

Review of day 2:

- Through question and answer the subjects of the day before are repeated:
 1. Which are the communicable diseases we discussed?
 2. Why are they called c.d.'s?
 3. How can we prevent these diseases from spreading?
 4. What are the ways faeces can get into our mouth?
 5. What should we do to prevent this?
 6. Why should we build a pit-latrine?
- Some of the trainees are asked to demonstrate how to measure the diameter of a pit.

Latrine building practise (upto slab level):

- The SWW and the trainees build the demonstration latrine. Depending on the (im)possibilities the pit will be lined with stones or bamboo. The slab can also be made out of different materials; depending on the availability of bamboo, wood or stones.
- Every stage in the building activities should be discussed by first calling everybody together for a moment and asking them why and how things are done in a certain way and by discussing alternate ways. The bigger the understanding, the more chance there is the trainees themselves will build a proper latrine afterwards.
- The building activities will take almost 1 day, provided materials like bamboo, wood or stones are ready at hand.

Latrine cleaning & maintenance:

- The SWW discuss why and how to clean and maintain a latrine with the help of question form T 1h.
- The SWW discuss several ways to build a super-structure.

SWW sing and teach a song about latrines.

Closing of the Day: Sign for attendance and make appointment for next day.

DAY 4

- Objectives:
- The trainees can tell what a watersystem consists by explaining the function of: Source, intake, resevoir tank, break pressure tank, HDP-pipe and tapstand.
 - The trainees can tell what the (approximate) place of tanks and pipelines is (will be).
 - The trainees can tell what the name and function of our office is.
 - The trainees can tell what the job is of: Engineer, Overseer, Technician, Chowkidar, Sanitation Supervisor, Sanitation Women Worker and Sanitation Volunteer.
 - The trainees can put into words what they can do in case of small defects like a blocked drainpipe and in case of bigger defects like a broken pipe.
 - The trainees can put into words what sanitation task they will perform before the next meeting.

Programme

Review of day 3:

Through a game we will try to find out whether the trainees understood why and how certain building and cleaning activities for a latrine take place. The drawings of the booklet "How to build a pit-latrine" are folded seperately and put into a basket. (The drawings have to be selected according to the type of latrine that has been built).

All trainees have to take one of the drawings and, after unfolding it, explain to the others what is on it. While discussing their drawings they have to find the right order to put them in. By moving from their places themselves they have to show the right order.

The SWW should try not to interfere. Only after the trainees think they are sitting in the right order, this order should be discussed.

Walk along the system:

- Before starting the walk the SWW have to discuss the purpose of the walk and the things to be seen. The trainees should be asked what they know about the way a watersystem is built and who told them about it. This will give us some idea about to what extent they are/have been involved in project implementation.

- The walk should start at the source. The following things have to be shown while walking down:
 1. Source protection measures
 2. Intake, Reservoir Tank and Break Pressure Tanks
 3. HDP-pipe and GI-pipe
 4. Tapstands

(In case building activities are not yet that far, the places where they are going to be built should be shown).

Their function has to be discussed and what is being done to keep the drinking water clean.

If possible the Technician should be asked to accompany to give supplementary, project-specific information.

- In case of rain all this should be explained by using posters on which the system has been drawn.

Demonstration with bucket:

- By asking questions while demonstrating we can find out whether the trainees understood what was said during the walk.

We take a bucket full of water (reservoir tank). A piece of plastic pipe is connected to it. This pipe has a branch pipe. Both ends have a tap at the end.

With this demonstration model it can be shown what happens when the outlet of the reservoir tank is blocked, what will happen if somebody leaves a tap open, what happens when a pipe is broken.

When these inconveniences are discussed, it should also be discussed what can be done to solve them.

- If possible the Technician should be asked to be present. He has most experience with all kinds of defects and can therefore give a very valuable contribution.

Our tapstand clean or dirty:

- The SWW discuss how a tapstand can become dirty.
 1. Because the drainpipe is blocked and the platform is full of water.
 2. Because there is no drainpipe and the area around the tapstand gets very muddy.
 3. Because people don't close the tap after use, so water splashes up, making the walls and floor green with algae.
 4. Because people smash "ritha" and the cement plaster breaks down.
 5. Other reasons
- Then it is discussed that the dirt makes using the tapstand inconvenient and that it can cause health-hazards.

1. Standing water is a breeding place for mosquitoes. It is not nice to have to stand in water while washing yourself or your clothes.
2. If the area is muddy it is hard to get to the tap. Gaagro and water can get contaminated. It will start stinking around the tapstand. Worms will breed in the mud.
3. The floor and walls get very slippery, so you might fall.
Difficult to wash your clothes and yourself.
4. Dirt will collect where the cement plaster is broken. It will become more difficult to wash your clothes.
5. Other inconvenience.

- Then it is discussed how these problems can be solved.

1. Try to open the drainpipe with a long stick.
If this doesn't work call the chowkidar.
In future always remove paper, leaves etc. immediately.
2. Ask the chowkidar to arrange a pipe long enough to lead the drainwater to eg. a vegetable garden or a small pond where animals can drink.
3. Always close the tap and tell others to do so.
Once in a while scrub the wall and the floor to remove the algae.
4. Ask the chowkidar to plaster the broken part again and put a stone for smashing ritha next to the tapstand.
5. Other solutions.

The task of the Sanitation Volunteers and evaluation:

- With the help of question form T 1 it is discussed what the Sanitation Volunteer can do and what she will do before the next meeting.
- The training will be evaluated.

Financial matters and ramaailo programme.

COMMUNICABLE DISEASES; QUESTION FORM T 1a

01. Do you know what is the meaning of "communicable diseases"?
02. Do you know what is the cause of communicable diseases?
03. Is a cold a c.d.? Why/why not?
04. Is TBC a c.d.? Why/why not?
05. Is a headache a c.d.? Why/why not?
06. Is a dogbite a c.d.? Why/why not?
07. Is scabies a c.d.? Why/why not?
08. Can you give some names of c.d.'s?
09. Do you know what "bacteria" are?
10. Which insect is smaller than a cockroache?
11. Which insect is smaller than a fly?
12. Which insect is smaller than an ant?
13. Are there insects we can not see with out naked eye?
14. What are bacteria?
15. What harm can bacteria do to us?
16. Which are the most common c.d.'s in your village?

(Show posters)

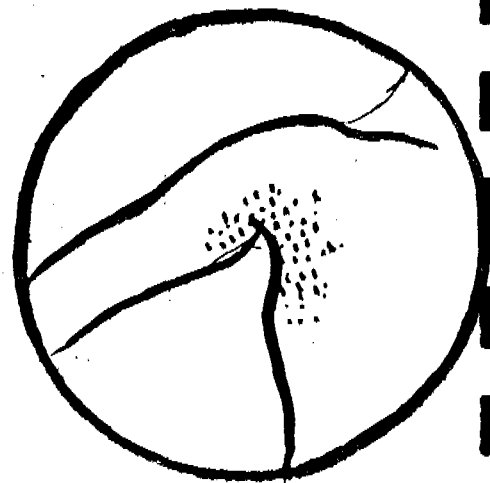
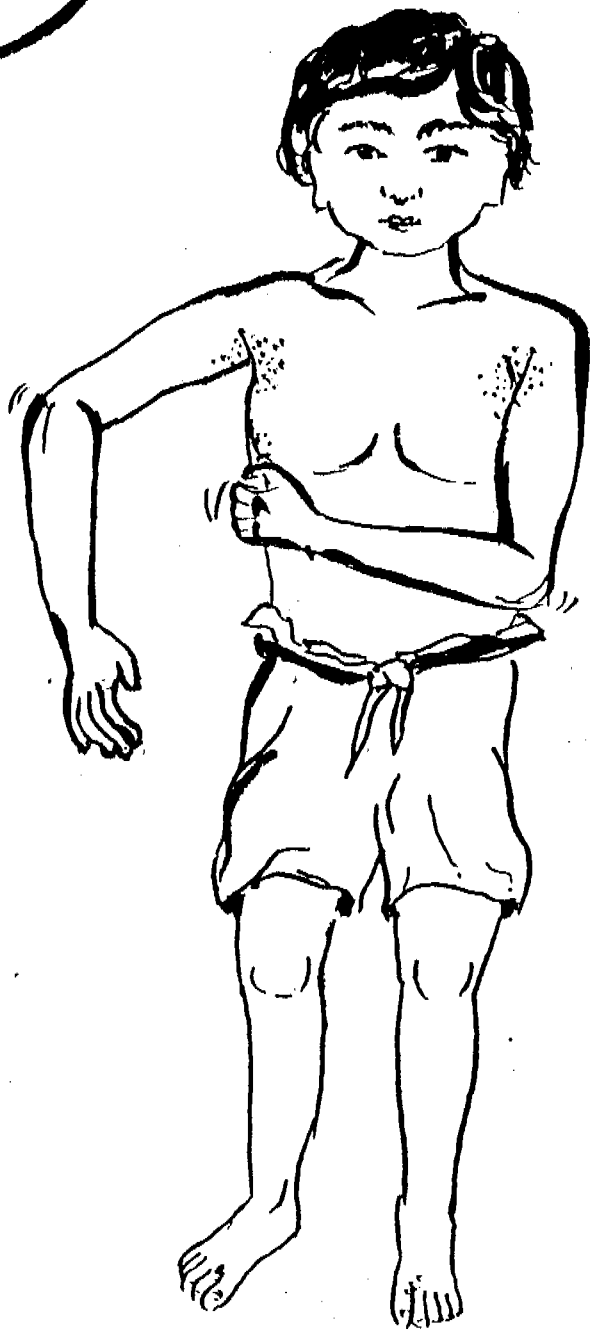
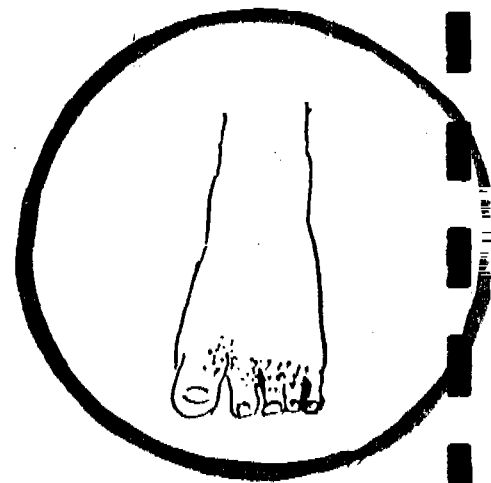
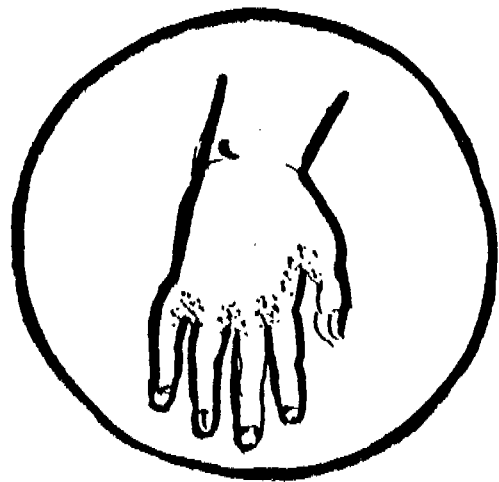
17. Do you know which diseases are on these posters?
18. Are these communicable diseases?
19. Can you tell how they go from one person to another?
20. Do they occur in your village?















CHECKLIST FOR THE VILLAGE WALK: T 1B

house no.	latrine			faeces around the house		wastepit present		dirt around the house		gaagro covered	
	yes		no	yes	no	yes	no	yes	no	yes	no
	clean	dirty									
01.											
02.											
03.											
04.											
05.											
06.											
07.											
08.											
09.											
10.											
11.											
12.											
13.											
14.											
15.											
Total											

house no.	inside lipnued		people look clean		nearest tap/ source clean		any other observation
	yes	no	yes	no	yes	no	
01.							
02.							
03.							
04.							
05.							
06.							
07.							
08.							
09.							
10.							
11.							
12.							
13.							
14.							
15.							
Total							

FAECAL/ORAL DISEASES ; T 1c

The six transmission routes are explained with the help of gumne-posters and other posters.

1. Boy defecating upstream, a woman taking water downstream. A piece of faeces comes down and goes into the gaagro of the woman. She will feed her family this contaminated water. (Gumne-poster).
2. Somebody defacting outside the house, somebody else taking food inside. A fly goes from faeces to food, contaminating the food. (gumne-poster).
3. Faeces somewhere near a house, a clean kitchen with dishes on the ground and children playing. A dog/chicken goes from faeces to dishes and children, contaminating them. (Gumne -poster).
Or, chicken first picking in faeces, then sitting on the edge of a gaagro, contaminating the water. (Gumne-poster).
4. A garden with mulla's and a boy. A mulla can be taken out of the garden and the boy will eat it without cleaning it properly. The dirty vegetable thus contaminating him (Gumne-poster).
5. Dirty faeces and other dirt somewhere around the house. A wind is blowing, taking the dirt to an uncovered dekhsi with rice, thus contaminating the rice. (Gumne-poster).
6. A boy defecating in the jungle and cleaning himself with a leaf. After that he feeds rice to his little sister without having washed his hands. (Serial poster).

After having discussed done of the transmission routes on a fannel-board resp. a glass of water, a fly, a dog/chicken, a dirty mulla, wind and a dirty hand are stuck. This will give a final overview of the transmission routes.

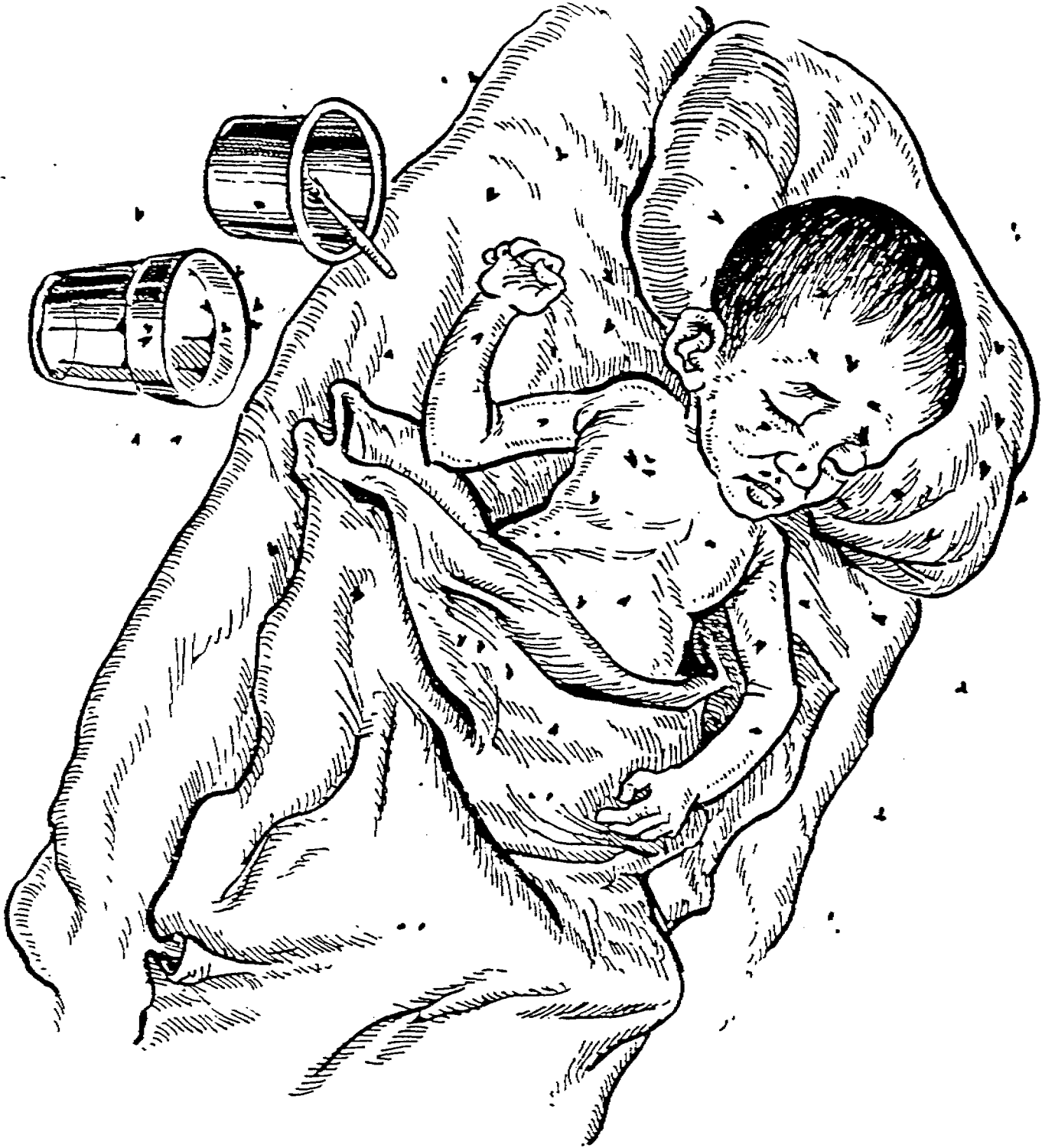


SMALL CHILDREN'S FAECES; T 1d

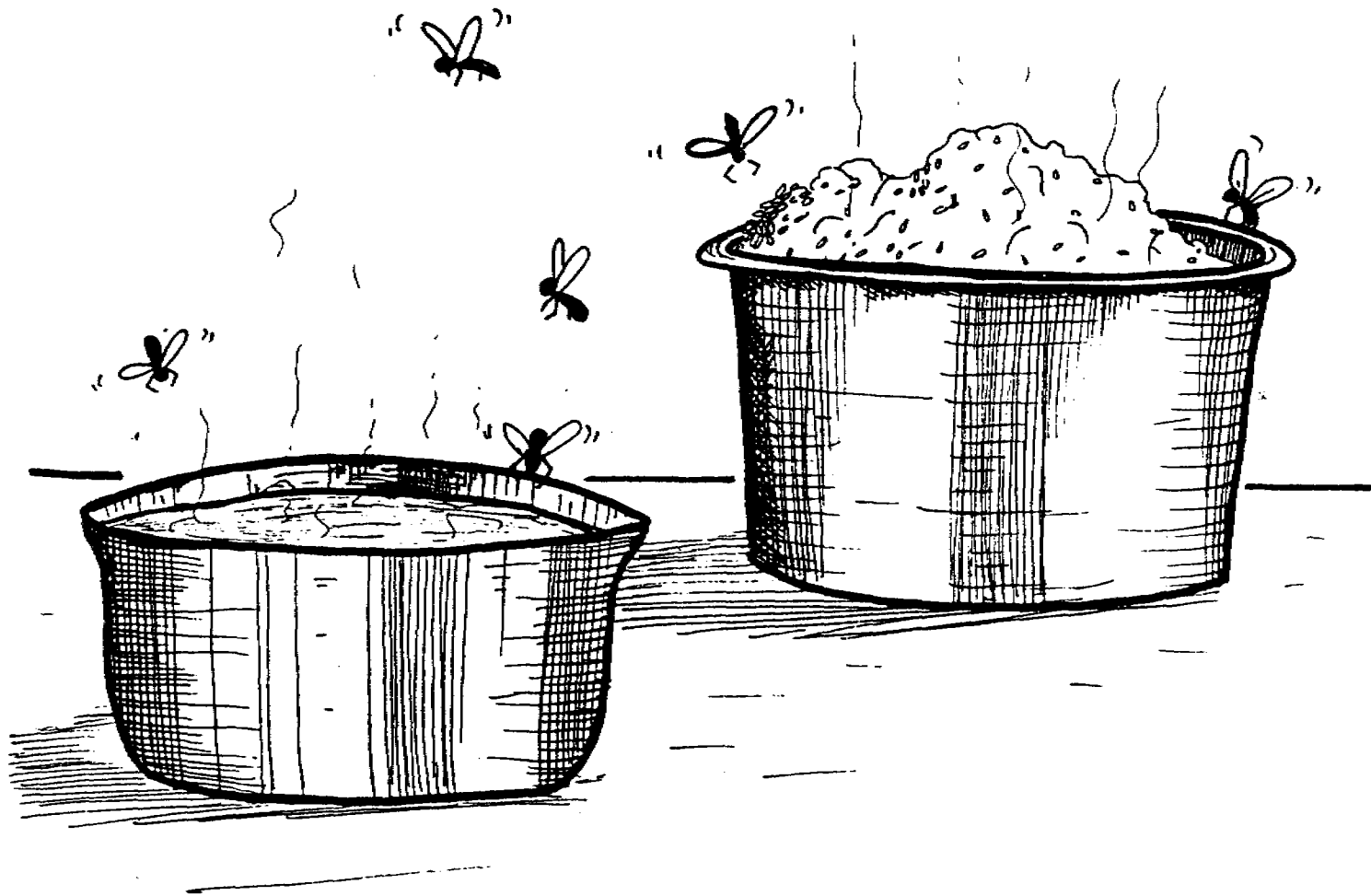
Poster to be used: 1. small child crawling outside.
2. this small child defecating outside and another child eating inside, flies are around.
3. a mother with the small child on her arm and covering the faeces with ashes.

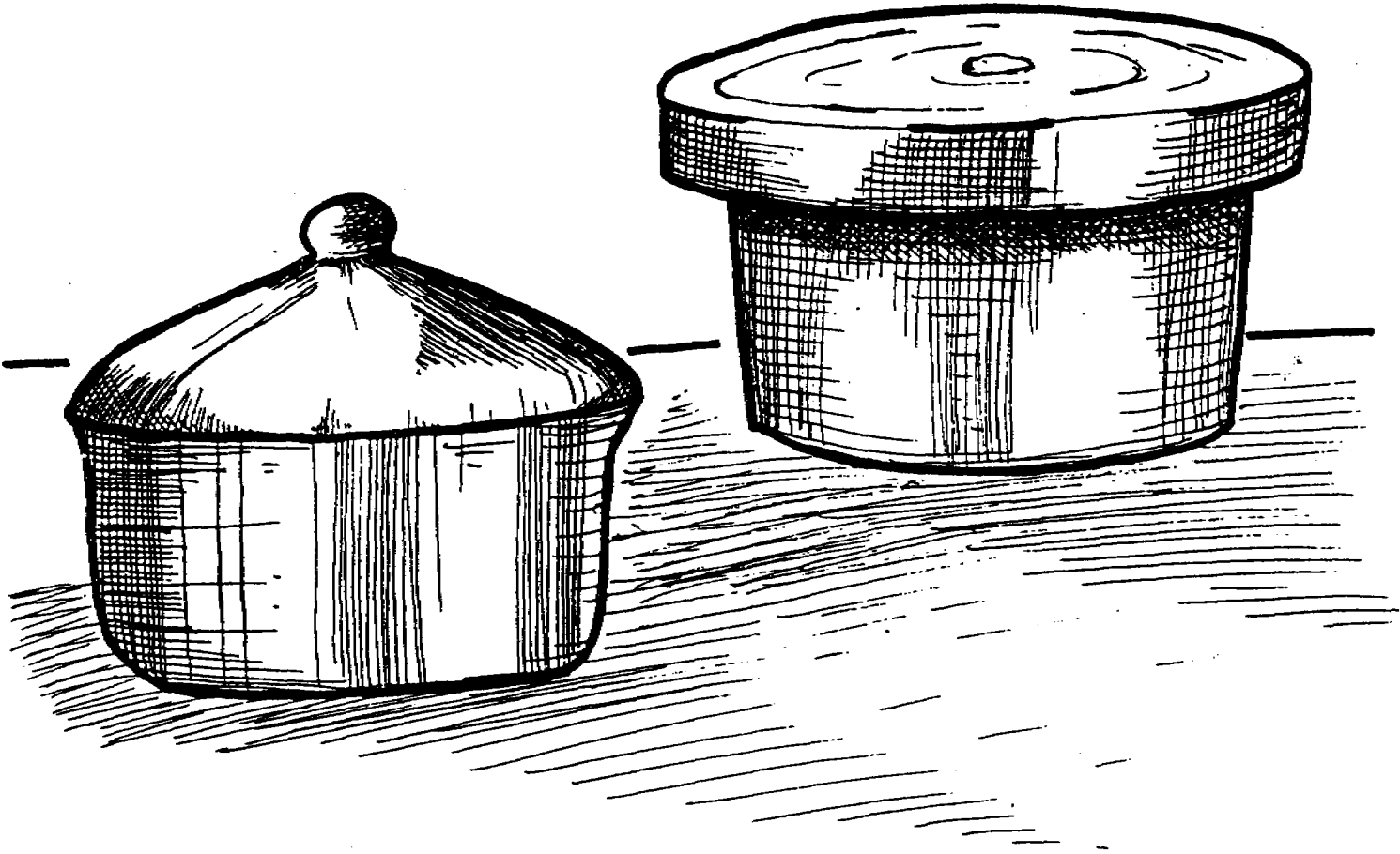
- 1.- What is the child doing?
 - Do you think he will get some dirt in his mouth every now and then? How?
 - What will happen with the child after eating dirt?
 - Can you think of a reason why the faeces of this small child will be more dangerous than the faeces of adults?
- 2.- Where do small children usually defecate? Why?
 - What can be in the faeces of this small child? Why?
 - What do the flies do?
 - So what will happen to the small child's brother, who is eating inside?
 - What can we do to prevent this?
- 3.- What is the mother of the samll child doing?
 - Can you tell why she does this?
 - What should we do with the feaces after we covered it with ash?



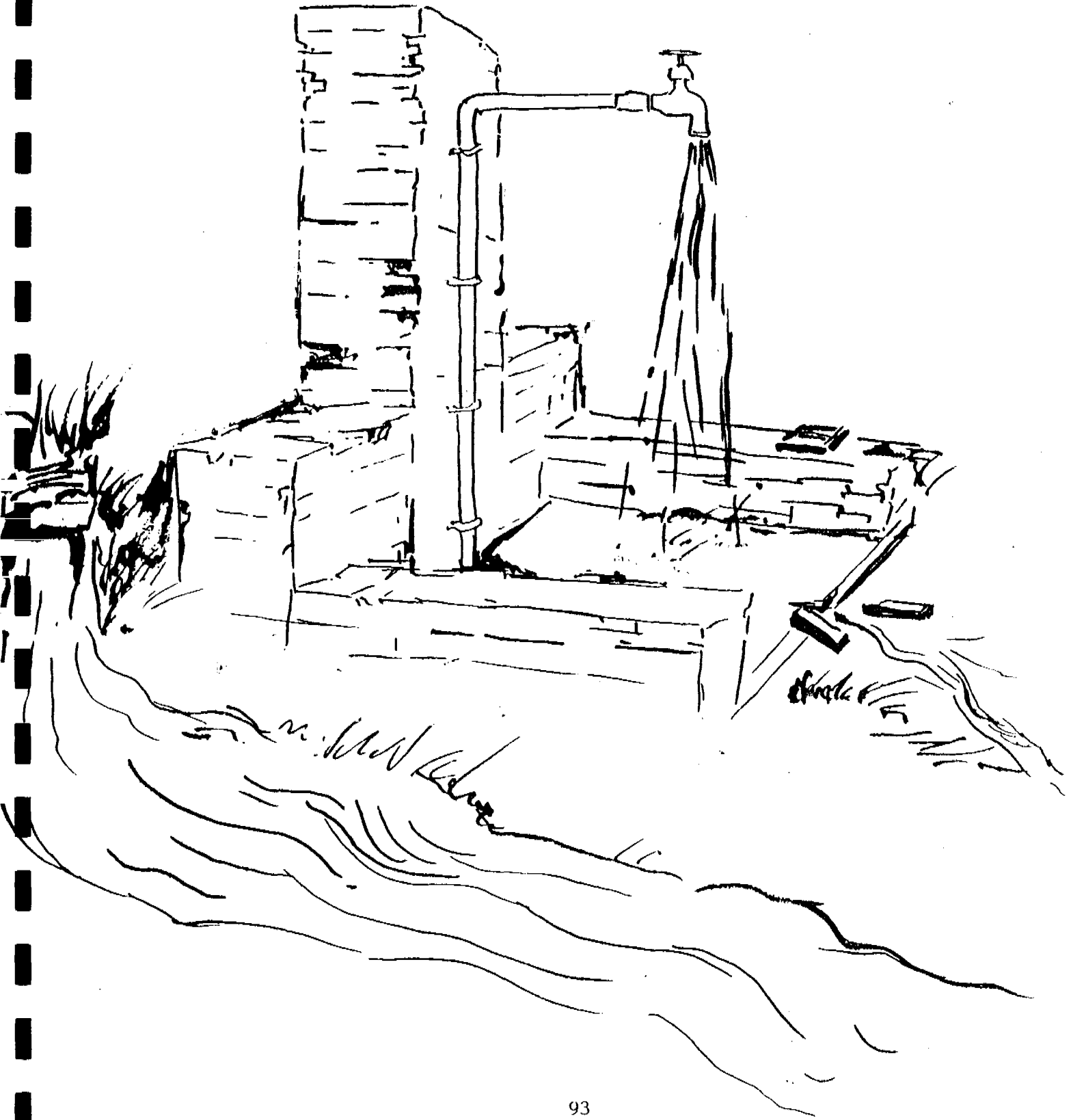




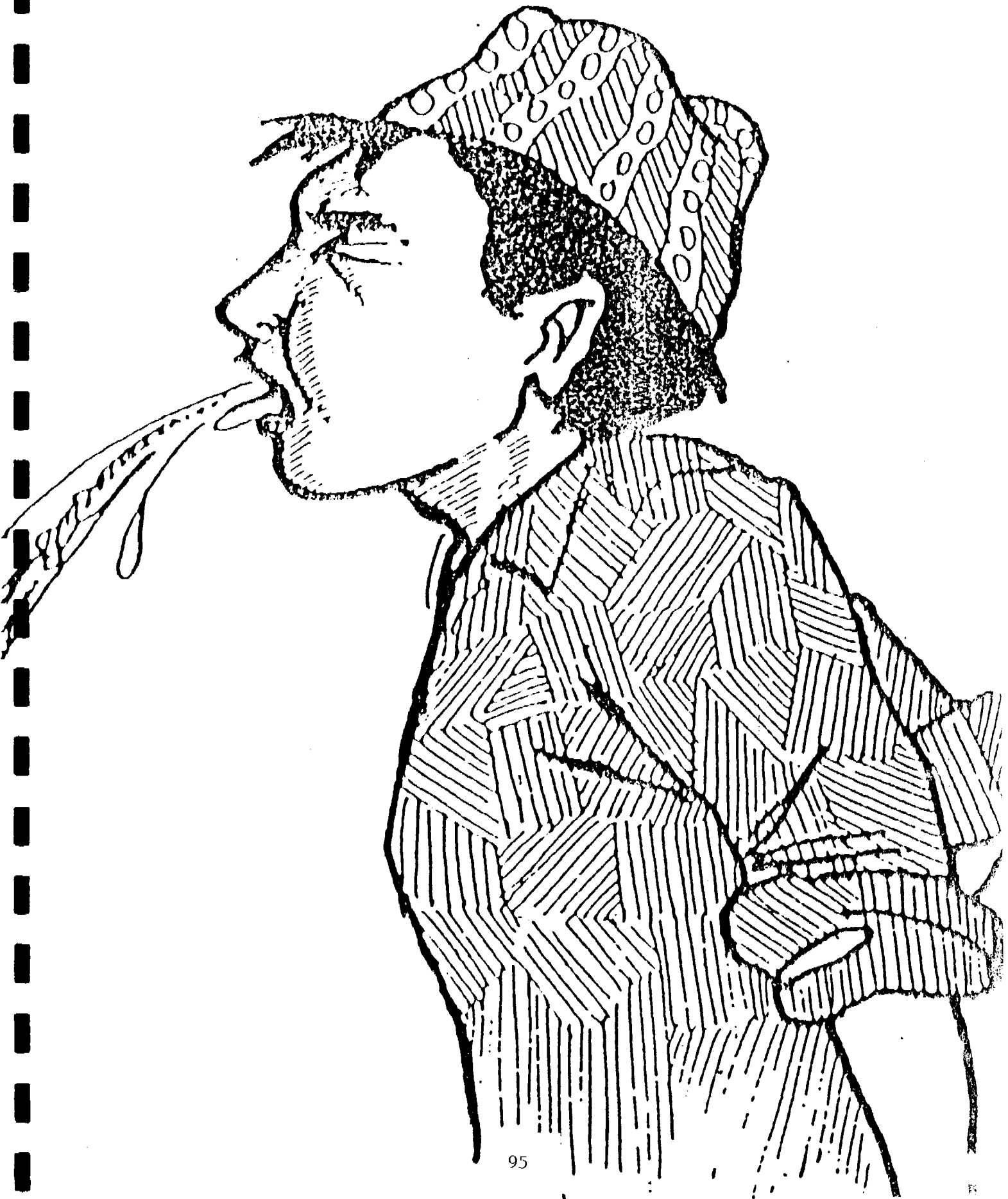




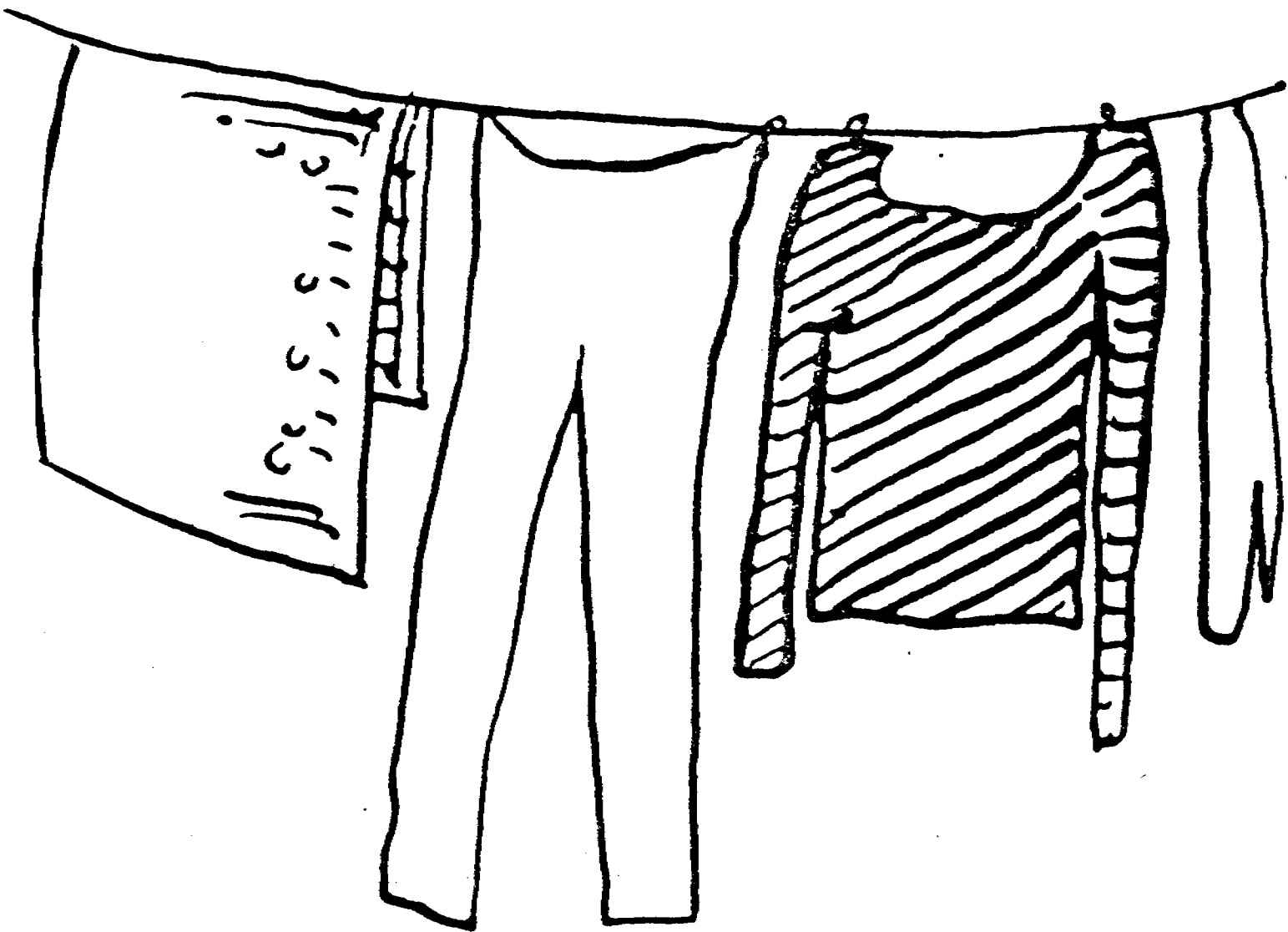








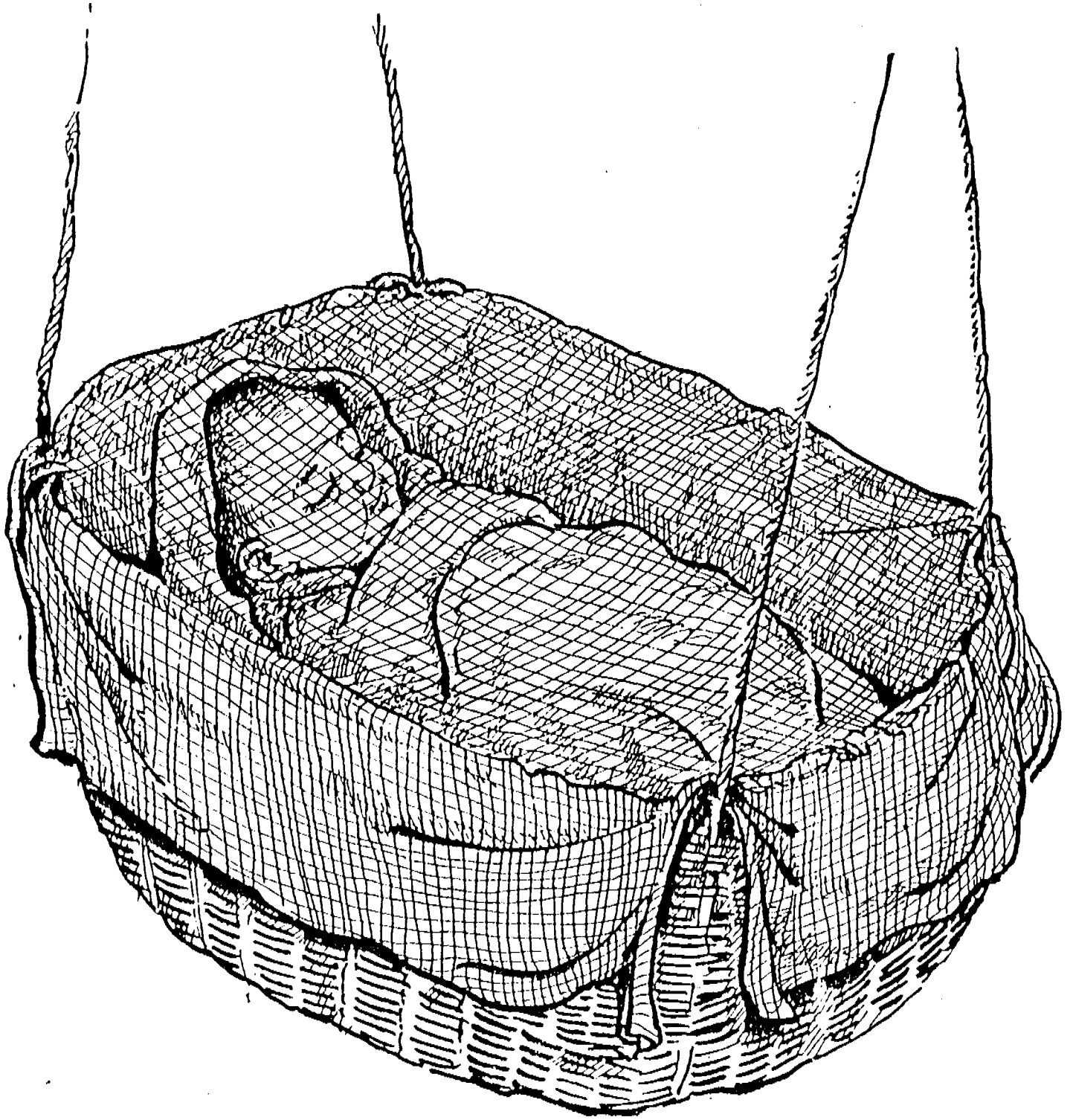


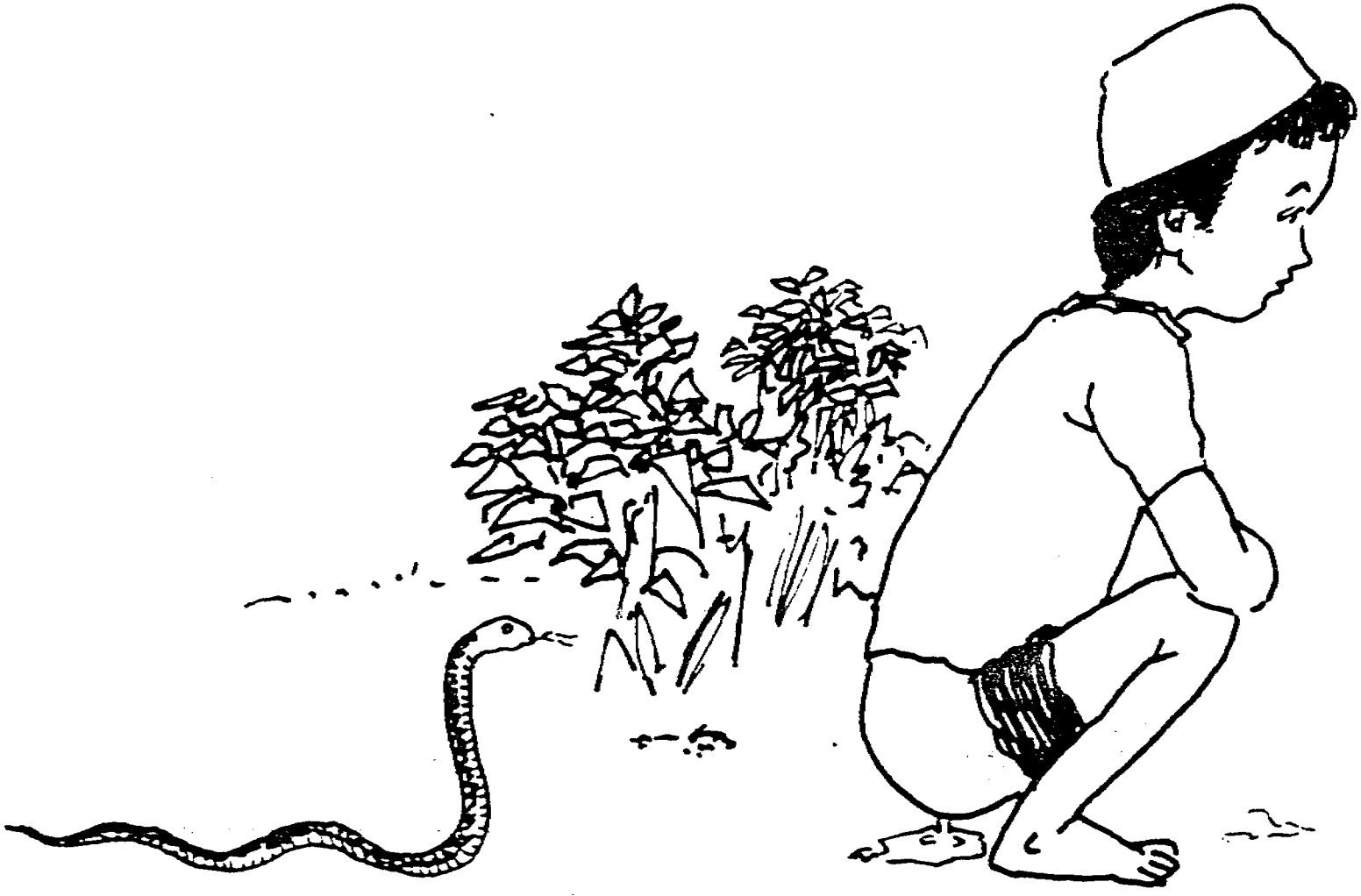






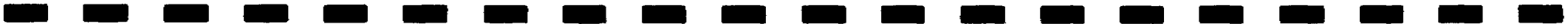






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LATRINE CLEANING AND MAINTENANCE: QUESTION FORM T 1h

01. Sometimes it happens that people stop using their own built latrine after a few days of using it. Do you know why?
02. Do you know how a latrine becomes dirty?
03. What can we do about it?
04. Do you know what we can do when faeces are sticking to the hole?
05. What can we do when somebody of the family makes the latrine dirty?
06. What can we do when children leave it behind dirty?
07. Which things do we need to keep the latrine clean?
08. What do we need to mud-wash the floor of the latrine?
09. How often do we have to mud-wash the floor?
10. Do you know why a latrine sometimes stinks?
11. What can we do about it?
12. How much ash do we have to put in the latrine?
13. How often do we have to put ash in the latrine?
14. Why is a dirty latrine dangerous?
15. Why do flies come to the latrine?
16. How can they carry away bits of faeces?
17. How can we prevent flies from carrying bits of faeces?
18. What has to be put in the latrine daily?
19. What happens if the path to the latrine is difficult?
20. What happens if we don't maintain our latrine like we maintain our house?

TASK OF A SANITATION VOLUNTEER AND EVALUATION OF THE TRAINING;
QUESTION FORM T 1j

Task of Sanitation Volunteer

01. Can you recall what you learned the first day?
02. Can you recall what you learned the second day?
03. Can you recall what you learned the third day?
04. Can you recall what you learned today?
05. Do you know why we taught you all this?
06. Do you think it is useful if you teach your friends and neighbors what you learned?
07. How do you think you can do that?
08. Do you think you will have time to do it?
09. Do you think your friends and neighbors will like to learn about sanitation?
If yes, why?
If not, why not?
10. We would like to call you Sanitation Volunteers. This will make it easier for other people to understand what your work is. Could you explain what your work is?
11. Do you think you need our help to do this?
If yes, how?
12. You know that we are going to meet every month. During these meetings we can discuss your teaching problems and your achievements. We will also teach you about other subjects. What will you teach your friends and neighbors before next meeting?
How will you do this?

The answers to this question will be written down by the SWW for monitoring purposes.

Evaluation

The purpose of this evaluation is to find out which part of the training you liked, which part you did not like and whether it was well enough organised. With the information you will give us we can improve the next training. Please, tell us whatever you think of it.

01. Which day did you like best?
Why?
02. Which day did you learn most new things?
Can you explain this?
03. Which day was most boring for you?
Why?
What do you think can be done to prevent this?
04. Was there any information you already knew before you came to this training?
If yes, what did you know already?
05. Do you think you will remember or forget what you learned?
Why do you think so?

06. Was it nice for you to have the training in your own village?
If yes, why?
If not, why not?
07. Do you think 4 days of training was too long or too short?
Can you explain this?
If you think it was too long, what could have been left out?
If you think it was too short, what else would you have like to learn?
08. Was the time of the day convenient for you?
09. What else would you like to say? Please be frank.
10. What would you recommend us for future trainings?



After evaluation a report has to be written.

PROGRAMME OF THE SECOND YEAR'S SANITATION TRAINING

Trainers : Sanitation Women Workers
Trainees : Sanitation Committee Members
Duration : 4 days
Place : Village of trainees

Introduction

This is the second training for the sanitation committee members. On the one hand it is meant to review the activities of the preceding year. On the other hand it deals with some new topics. Almost one whole day is left open for discussions about topics the trainees will come up with.

The overall purposes of this training are:

1. To have the trainees assess last year's programme; its contents, organization and their own contribution.
2. To have the trainees assess their involvement in the planning and implementation of the watersupply system so far and to discuss their future involvement.
3. To improve the communication skills of the trainees.
4. To give the trainees some basic knowledge about the prevention of some (hygiene related) diseases.
5. To motivate the trainees to continue with their work as Sanitation Volunteers.

Per day the specific objectives are given. This will enable us to understand the relation between the different parts of the programme. The objectives can also be used to check whether what we taught was understood. If we put them as questions the day after the topic they cover have been discussed, they show us to what extent the topics are understood. From that we can tell if some topics need to be repeated. It will be clear that changes in habits or communication can hardly be checked a 4-day training. For that, programme monitoring is needed.

For several sessions a list of questions is compiled. The questions serve as guidelines in order not to forget important information. The trainees should be encouraged though to bring forward their own experiences. Linking up their own experiences with new knowledge will increase their understanding.

Day 1

- Objectives :**
- The trainees can describe to what extent they have been involved in activities concerning the water-supply system.
 - The trainees give a judgement of their involvement and, if necessary, indicate ways for improvements.
 - The trainees can describe the programme activities carried out so far and their interrelation.
 - The trainees can describe and judge the impact of the programme activities.
 - The trainees can mention the topics to be dealt with the coming year.
 - The trainees can mention at least 3 important aspects of good communication.

Programme:

Opening of the training:

- The Supervisor or the Sanitation Women Workers welcome everybody and give an introduction to the training. The introduction should include an overview of the training programme and the time-schedule.

The programme so far:

- With question form T 2a as a guideline, the SWW discuss the involvement of the trainees in the watersupply activities and the programme activities carried out so far. They should not only give a description, but also try to give a judgement of their own contribution. Possible problems have to be indicated and listed. Problems related to communication with others will be dealt with in the afternoon programme. Other problems have to be discussed now. The trainees have to be asked about what they think the impact of the programme is. They should also tell how they notice this impact.
- After having heard the opinion of the trainees, the SWW discuss the monitoring data that were collected during the last year. One by one the data concerning all topics dealt with during monthly meetings have to be discussed. If data show that little or no change occurred, it has to be tried to find out why.
- The trainees have to list which topics they think should be repeated (given the monitoring data) and which new topics should be dealt with the coming year.

Tea-break

Communitation:

- Without first discussing the topic the SWW have to do a roleplay. They both have to teach about the salt-sugar-solution. The first one should act rather bossy, only telling the trainees what to do and what not to do. She should not give the trainees any chance to ask something and also not ask anything to the trainees. She only talks and talks and talks.
The second SWW should act differently. She should try to make the trainees think and talk by asking questions and by giving them the chance to express themselves. She should try to make the trainees understand by discussing why and how things are done in a certain way. She also has to check regularly if it is clear what is being taught.
- The roleplays have to be discussed, using questions like:
 1. What are the differences between the 2 ways of teaching?
 2. Which way of teaching did you like most? Why?
 3. Which way of teaching will be most effective? Why?
 4. Do you think people like it if you tell them: "You have to do this" or "you have to do that"?
 5. Do you think people will change their habits if they don't understand why they have to change them?
 6. Can communication only take place by talking?
 7. What do you think will be the effect of what you teach, if you don't put it into practice yourself?
- Two trainees have to be asked to do a roleplay about the monthly meeting about handwashing. Their performance has to be discussed. Summarizing it has to become clear that if you want people to change their habits you should:
 - Always make clear the reasons for the change you propagate.
 - Not tell people only what they should do or should not do. Try to have them draw their own conclusions.
 - Be an example yourself.

It has to be discussed where a smokeless chulo will be built on the third day. In case the group is rather big, a chulo has to be made in 2 houses, otherwise it will be difficult to have all trainees participate in the construction. The trainees in whose houses the chulo will be built have to take care of stone and mud collection.

Closing of the day:

- Sign for attendance and make appointment for

Day 2

- Objectives:
- The trainees can explain the meaning of the word malnutrition.
 - The trainees can give at least 4 possible characteristics of children that suffer from malnutrition.
 - The trainees can explain how malnutrition can be prevented.
 - The trainees can explain the benefits of a vegetable garden.
 - The trainees know how to make a vegetable garden
 - The trainees are motivated to make a vegetable garden.

Programme

Review of day 1:

- Two trainees have to be asked to teach the other trainees about immunization or any other topic dealt with the first year. Their performance has to be discussed and special attention has to be given to the 3 points of proper communication mentioned day 1.

- Nutrition:
- Question form T 2b serves as a guideline for the discussion about malnutrition. It has to become clear that malnutrition can be:
 1. A poor overall intake of food: the child doesn't get enough to eat. Symptoms of this type of malnutrition can be:
 - the child is thin and doesn't grow enough,
 - the child is often ill and has more times diarrhoea than other children,
 - the child is listless and cries a lot,
 - the child doesn't learn well.
- By using the so-called arm circumference tape it can easily be discovered if a child is malnourished. The use of this tape has to be explained (see T 2c) and it should be told that its use will be practised afterwards. This type of malnourishment can be prevented/treated by giving the child more nutritious food, which gives a lot of energy, like ghee, roti's, sarbottam pitho. It should be given many small portions a day.
- How to make sarbottam pitho should be one of the first topics to be dealt with during the monthly meetings.

2. The intake of food of a poor quality: the child gets enough to fill its stomach, but there is too little variety in the food to provide the body with all proteins, vitamins and minerals that are necessary.

Symptoms of this type of malnutrition can be:

- the child looks swollen,
- the skin doesn't look smooth, there are sores,
- the hair is loose and thin and might be reddish,
- the child cannot see well when it becomes dark,
- the eyes look dim and dry,
- the child is weak.

Usually the child doesn't show all symptoms, which makes it difficult to recognize a malnourished child. The most important way to prevent/cure this type of malnourishment is to try to give the child a good variety of food, which contains lots of protein and vitamins, like lentils, green vegetables and fruits. It should be stressed that fruits should be eaten ripe, since ripe fruit contains more vitamins than unripe fruit.

- Practice :
- The SWW again explain the use of the arm circumference tape. The trainees should be given such a tape, but they can also be made by them. The SWW and the trainees then have to measure the arm circumference of at least 15 children, whereby all trainees should measure at least one child. The results have to be noted down and discussed afterwards.

Tea-break

The vegetable garden:

- One way to improve the quality of the food intake is to make a vegetable garden and to use its yield for own contribution. Together with the trainees the SWW make a demonstration garden. Methods to get the yield as high as possible, eg. by sowing in rows and by using compost, should be discussed.
- The trainees will get a package of vegetable seeds to make their own garden, which will also serve as demonstration plots in their villages. It should be discussed how villagers can purchase seeds.

The SWW sing and teach a song about the vegetable garden.

Closing of the day:

- Sign for attendance and make appointment for next day.

Day 3

- Objectives:
- The trainees can explain the negative influence of smoke on our health.
 - The trainees can mention 2 major benefits of a smokeless chulo.
 - The trainees can mention 2 benefits of an open cooking fire.
 - The trainees can explain how they would deal with objections people can have against a smokeless chulo.
 - The trainees know how to make a smokeless chulo out of local materials.
 - The trainees are motivated to make a smokeless chulo.

Programme:

Review of day 2:

- The SWW stick the drawings of the 2 malnourished children on the flannel board. One of the trainees has to be asked about the symptoms of the 2 types of malnutrition. Another trainee has to be asked to stick the food items needed to prevent/treat these types of malnutrition on the right place and give explanation.

The open fire and the smokeless chulo:

- The SWW first ask the trainees what they use to cook their food on. Then the advantages (like conservation of food and wood) and the disadvantages (lung and eye problems) of smoke in the house caused by an open fire have to be discussed.
By asking the opinion of the trainees the features, the advantages (better for health and less firewood needed) and the disadvantages (less warmth and less conservation by smoke) of a smokeless chulo have to be dealt with.
It has to be tried to find solutions to overcome the disadvantages.
Question form T 2d can be used as a guideline for the discussion.
- Two trainees have to be asked to do a roleplay. One of them acts as a Sanitation Volunteer who tries to motivate a villager to build a smokeless chulo. The villager has all kinds of objections. The roleplay has to be discussed thoroughly. Not only on the contents of what has been said, but also on the way of communication.

Tea-break

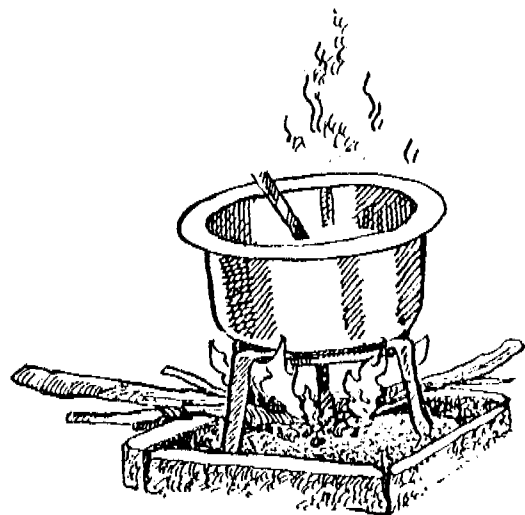
Building the demonstration chulo:

- Before going to the houses of the trainees where the chulo will be built, the SWW explain in short how to select a proper construction.
 1. There should be a hole in the wall to fit the pipe to.
 2. There should not be a window next to this hole through which the smoke can come in again.
 3. The hole should not be on the side of the house that gets most wind.
- Each SWW takes half of the group to a house for the actual construction. While building explanation has to be given about materials used, the method of construction, the height of the pipe etc.
- After the construction everybody has to come together again for a small repetition about site selection and construction method. Special attention should go to the maintenance of the chulo.

The SWW sing and teach a song about the smokeless chulo.

Closing of the day:

- Sign for attendance and make appointment for the next day.



Day 4

- Objectives:**
- The trainees can explain what the activities will be of the rest of this 2 year programme and what their role will be.
 - The trainees can put into words how they liked this training and how it could be improved.

Programme:

Review of day 3:

- This will be done by the SWW through questioning the trainees about:
 - the advantages and disadvantages of a smokeless chulo,
 - site selection,
 - method of construction,
 - maintenance of the chulo.

The rest of this morning and part of the afternoon are open for discussion about topics the trainees will come up with.

How to go on:- Referring to what has been said the first day, a list of topics to be dealt with the rest of the year has to be made. The trainees should indicate how/when they would like to carry out the programme activities.

Evaluation: - By using question form T 2e as a guideline for the discussion, the training will be evaluated.

Closing of the day:

- Financial matters and ramaailo programme

THE INVOLVEMENT OF THE TRAINEES IN CONSTRUCTION AND OTHER PROGRAMME ACTIVITIES: QUESTION FORM T 2a

01. Is the construction of the watersupply system in your village finished?
02. If yes, what exactly has been built?
03. If not, what has been built and what has still to be built?
04. Are you satisfied with it? Please explain why or why not?
05. What has been your contribution in planning and building activities? Please describe.
06. Do you think your contribution was too little or too much? Why?
07. What would be your advice to the women of other villages where a watersupply sytem is going to be built?
08. What kind of sanitation activities did you carry out?
09. Did you like to do it? Why or why not?
10. Do you think your friends and neighbors like it? Why or why not?
11. What kind of problems did you face?
12. How did you try to solve these problems?
13. Can you describe how your behaviour changed during the last year?
14. Do you think your activities had any effect on the behaviour of your friends and neighbors?
15. Do you think we should change our way of working to get more effect? How?

By now the monitoring data have to be discussed. These data have to be compared to what the trainees said.

MALNUTRITION: SYMPTOMS, TREATMENT AND PREVENTION: QUESTION FORM
T 2b

01. What is the meaning of malnutrition?
02. Do you think there are malnourished children in your village?
03. How do they look?

If the trainees say "thin", which they most probably will do, stick the drawing of the thin child on the flannelboard.

04. Why do you think this child is thin?
05. What else can happen to a child like this?
06. Is it happy?
07. Does it like to play?
08. Does it grow as much as other children?
09. What should we feed this child to get thicker?

Stick the drawings of the right fooditems mentioned underneath the drawing of the thin child.

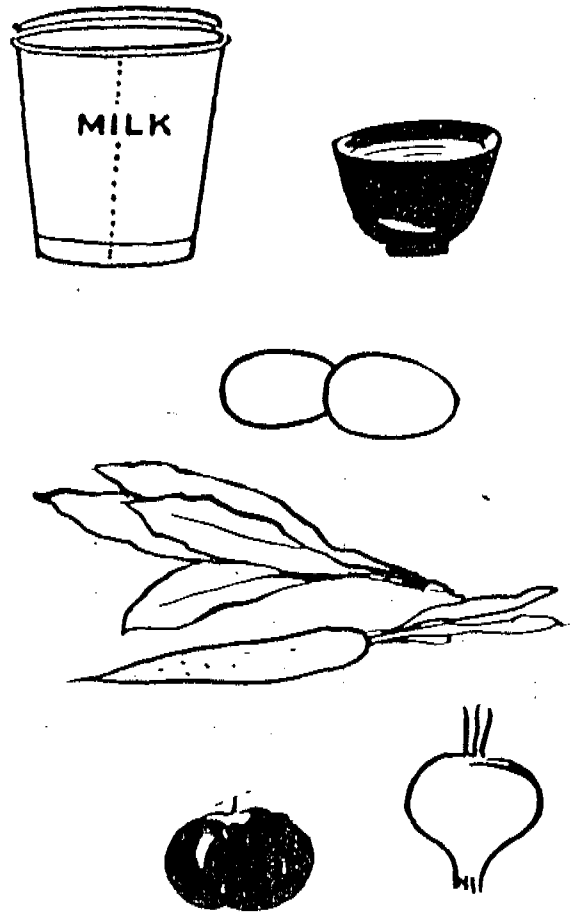
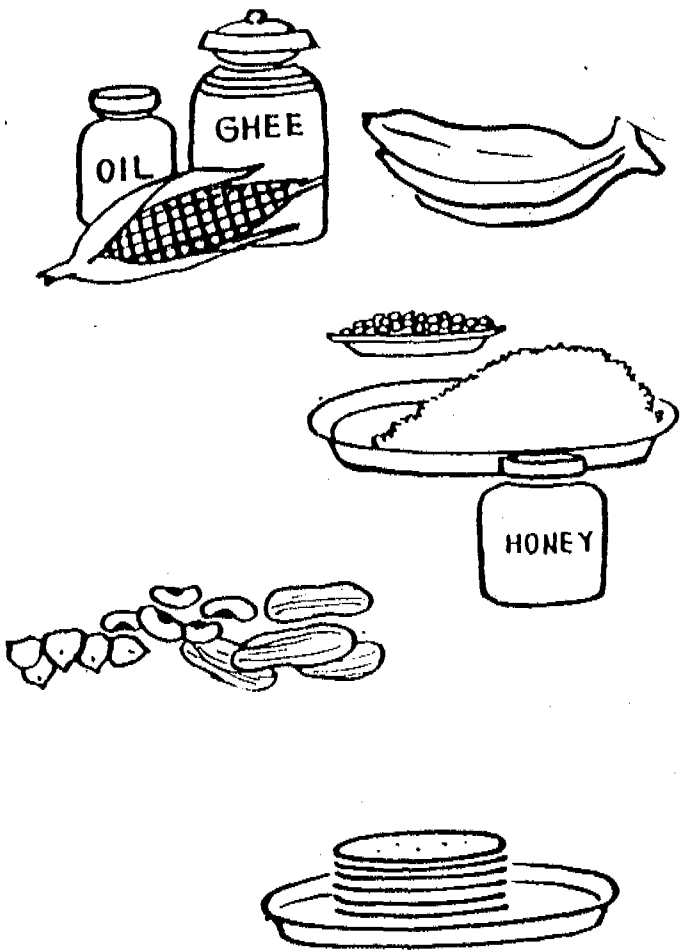
10. Should we feed it only twice a day a big amount?
11. How should we feed it? Why?

There is also another type of malnutrition. Stick the drawing of the fat, but not healthy looking child on the flannelboard, next to the thin child.

12. Does this child look thick?
13. Does this child look healthy? What do you notice?
14. Are there children like this in your village?
15. Do you know of children that can not see well when it becomes dark?
16. Why do these things happen to children?
17. What should we feed children to prevent/cure this type of malnutrition?

Stick the drawings of the right fooditems mentioned underneath the drawing of the fat-looking child.

18. Are all those fooditems available in your village?
19. What can we do to make them available?

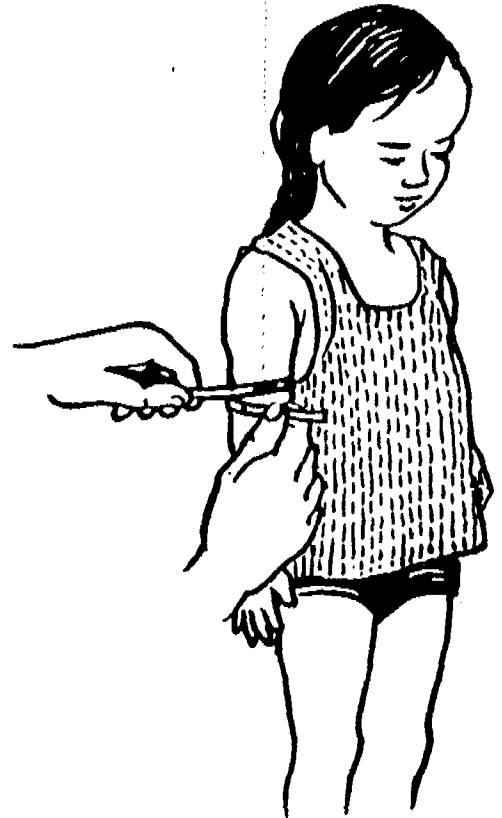
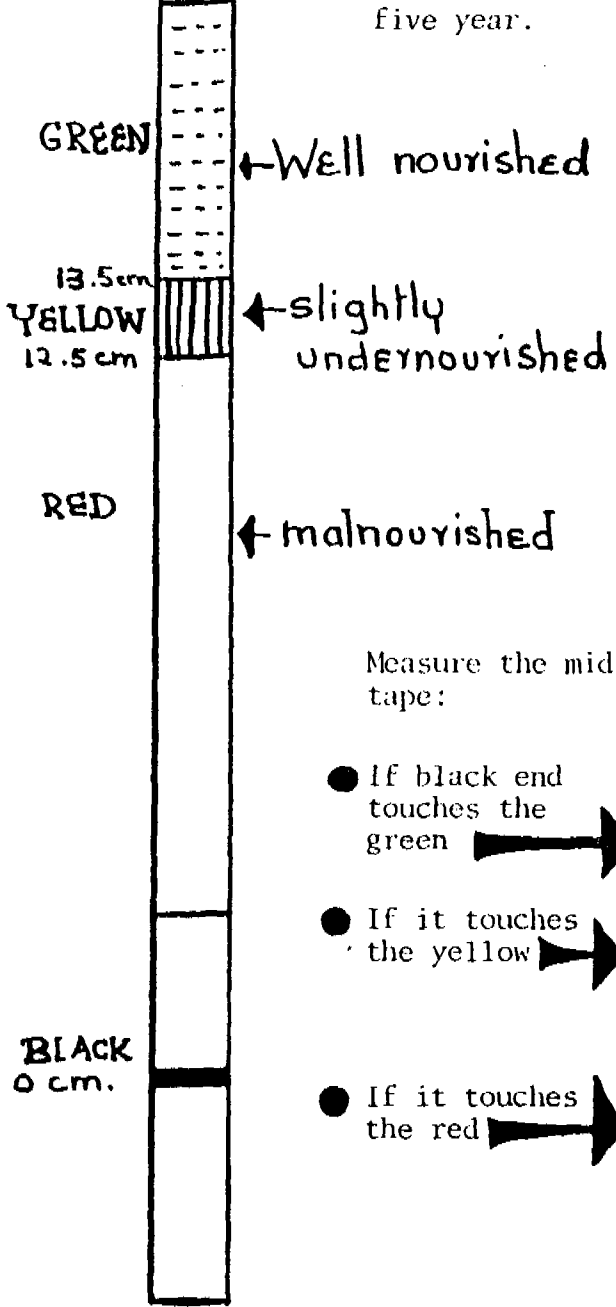


1. CHECK BY USING ARM CIRCUMFERENCE TAPE

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

THE SMOKELESS CHULO: QUESTION FORM T 2d

01. How do you cook your food?
02. Do you like it this way? Why or why not?
03. Do you get a lot of smoke in your kitchen when you cook?
04. What happens to you and your family-members if they sit in the smoke?
05. Do you think the smoke effects your health?
06. Do you need an open fire/smoke in your house? Why?
07. Do you know what a smokeless chulo is?
Show the picture of the smokeless chulo.
08. Do you know anybody in the village who has a smokeless chulo?
If so, please tell us about it.
09. Can you mention some advantages of a smokeless chulo?
10. Can you mention some disadvantages of a smokeless chulo?
11. Do you think it is a good idea to use a smokeless chulo in summer and the open fire in winter?
12. If we teach you how to build a smokeless chulo, would you then build one?

EVALUATION OF THE TRAINING: QUESTION FORM T 2e

01. Which day did you like best? Why?
02. Which day did you learn most new things? Can you explain this?
03. Which day was most boring for you? Why?
04. What do you think can be done to prevent this?
05. Was there any information you already knew before you came to this training?
06. Do you think what you learned will have any effect on your own habits?
07. Do you think the training was well enough organised? If not, what could have been done better?
08. Do you think our way of teaching was good? If not, what could have been done better?
09. What else would you like to say?
10. What would you recommend us for future trainings?

PROGRAMME OF SECOND YEAR'S TAPSTAND CARETAKING TRAINING

Trainers: Sanitation Women Workers
Trainees: Sanitation Committee Members
Duration: 2 days
Place : Village of trainees

Introduction

Part of the programme of this training has already been discussed during the very first training. By then it was merely meant to make the trainees familiar with the construction activities, which would make it easier for them to participate in it. Maintenance was only dealt with in as far it concerned the tapstand and real practice could not take place most probably. Now that a completed system is there maintenance can get more emphasis.

The overall purposes of this training are:

1. To give the trainees some technical knowledge about the functioning of a water supply system and a tapstand in order to give them the opportunity to act actively in case of malfunctioning.
2. To make the trainees aware of the procedure to follow in case of any malfunctioning.
3. To give the trainees insight in the relation between malfunctioning within the system and the impact it can have on the health situation of the people and the inconvenience it can give.
4. To strengthen the position of the trainees in the community and to increase their self confidence concerning the water-supply system.

This training takes place at the end of the 2-year Sanitation and Women's Involvement programme. It is hoped that the trainees will keep on disseminating their knowledge also without supervision by the Women Workers. The way they take care of their tapstand and the way they act in case of any malfunction is hoped to have the demonstration effect.

Like with the other training programmes the objectives per day are given and the question forms are added.

DAY 1

- Objectives:**
- The trainees can mention the main elements and their function of the watersupply system in their village.
 - The trainees can mention at least 3 ways how the water can get contaminated before it comes out of the tap and their prevention.

Programme:

- Opening:
- Since this is already the third training within the 2-year programme, the opening can be informally done by the Supervisor.
 - The Supervisor will explain the purpose of the training.

The functioning of a watersupply system:

- The Sanitation Women Workers discuss this subject by using question form T 3a and a big flannel board with flannel figures (T 3b gives examples of the flannel board figures).
- Not all water supply systems are exactly the same, so adaptations of the questions and the number of figures might be needed.
- After all figures have been stuck on the flannel board, one of the trainees should be asked to come forward to explain them.

Walk along the system:

- The trainees should show all elements of the system, explain their functioning and what should be done to keep the water clean. The conditions of the elements should be discussed.

Tea-break

Demonstration of the functioning:

- For this we need a plastic bucket with a tap and a piece of plastic pipe ending in a V, with taps at the endings. This will give us a very simple model of a water supply system. The bucket has to be filled with water. This can be done by hanging it on a tap. Water should run through the pipes and the taps.

It can be made clear that when the taps are left open, the tank (bucket) will become empty and that there can be several reasons if there is no water coming from the tap. The following questions could be used:

1. What happens when the taps are left open or lost?
2. What can have happened if no water comes out of the tap?

Which problems can occur with the watersupply system and what to do about them:

- A roleplay will be done by the Women Workers and if possible the Technician in charge of the project. If the Technician can't be there one of the trainees can play: A chowkidar (played by the technician or one of the Women Workers) is cleaning the reservoir tank. For that reason no water comes out of the taps, but he didn't inform the villagers about this. The villagers want water and therefore cut the pipe. Still there is no water. They go up to the tank and find the chowkidar cleaning it. They discuss the matter.
- The roleplay has to be discussed. It should become clear what happened and that cutting of the pipe could have been prevented.
- With the help of a poster some more possible problems will be discussed. The poster shows a village and a water supply system. At one place somebody is cutting the pipe to get water, at another place somebody removes the cover from the Break Pressure Tank to fill a bucket with water.

The following questions can serve as guidelines for the discussion:

01. What are the persons on this poster doing? Why?
02. Where does the water come from?
03. When the cover of the BPT is removed, what will happen?
04. If the water in the BPT gets dirty, how will then be the water from the taps?
05. Do we see that the tapwater is dirty/contaminated?
06. What happens when we drink this water?
07. How can we avoid contamination of the water?
08. How can we avoid that people open the cover?
09. Who's responsibility is it to look after the tank and the cover?
10. Does it also happen in your village that people cut the pipe?
11. What happens with the taps down the place where pipe is cut?
12. If still some water flows through the pipe, how will this water be?
13. When we take this water from the tap do we see that it is contaminated?
14. What happen when we drink that water?
15. Why did you ask for a watersupply system?
16. If things like this happen, does the whole system has any sense?
17. What can we do to prevent that the system breaks down?
18. For who and from whom is the watersupply system?
19. Who's responsibility is it to maintain the water supply system?
20. What is the responsibility of the chowkidar? What is the responsibility of the villagers?

The SWW will sing and teach a song about a malfunctioning water supply system.

Closing of the day:

- Sign for attendance and make appointment for next day.

DAY 2

Objectives:

- The trainees practise in constructing a tap and pipe-connections.
- The trainees can mention at least 3 hygienic problems, their prevention and solution.
- The trainees can tell how to keep a tapstand in a hygienic condition.
- The trainees can tell how the responsibilities for maintenance and repair of the watersupply system are divided.

Programme:

Review of day 1:

- By again using the flannel board and the figures, all elements of the water supply system can be discussed shortly.
- The trainees should be asked to mention at least 3 ways how the water can get contaminated before it comes out of the tap and the prevention of contamination.

Our own tapstand:

- The SWW show all materials used to construct a tap and pipe-connections e.g., a piece of HDP-pipe, a piece of GI-pipe, a brass-union, a tap.
- A poster is shown on which we see a profile of tap- and pipe-connections showing all materials mentioned. The materials are on the ground and one by one the trainees select an item and try to explain its function. Then they try to fit them together, so in the end they will have constructed a tap and the pipe-connections.
- Possible problems with the tapstand are discussed through roleplays. The first roleplay is performed by the SWW and the Technician if he is present. If the Technician is not there, one of the trainees should be asked. The roleplay goes as follows:
- One woman goes to the tapstand to collect water. Arriving there, she slips due to green algae and hurts herself. An other woman arrives and calls a faith - healer. The faith - healer starts his ceremony and tells the women that they have to keep their tap stand clean, otherwise things like this will happen again. After the roleplay a discussion will start on what the participants have seen, why the woman fell, and what the community can do to prevent this.

- The trainees are then asked to list tapstand problems they have come across eg., dirt blocking the drainpipe, the drainpipe being too short. After the problems are listed, the trainees are divided into small groups to perform a roleplay about one of the problems. It should be discussed thoroughly what the problems are, how they can be prevented and/or solved.

Visit to some tapstands to see how they can be improved and if possible, to carry out the improvements.

Tea-break.

Who is responsible for what:

- To start up this discussion 3 posters are shown:

1. A dirty tapstand.
2. Children playing at the tapstand.
3. A tapstand with a private connection.

With the help of question form T 3c, the posters are discussed.

- The persons responsible for a proper functioning of the watersupply system at village-level, can be divided into 3 groups: the villagers, the chowkidar and members of the Sanitation Committee and Users Committee.

By using a flannel board divided into 3 parts and drawings depicting tasks or responsibilities, the discussion will take place.

Each time the trainees have to mention one task or responsibility of one of the groups. The drawings depicting this will then be stuck to the flannel board on the right place.

- Special attention has to go to the question how the trainees, being Sanitation Volunteers, will use what they learned during this training.

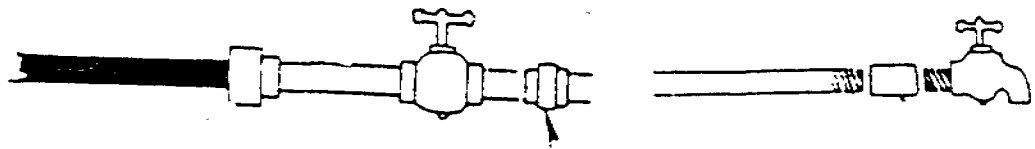
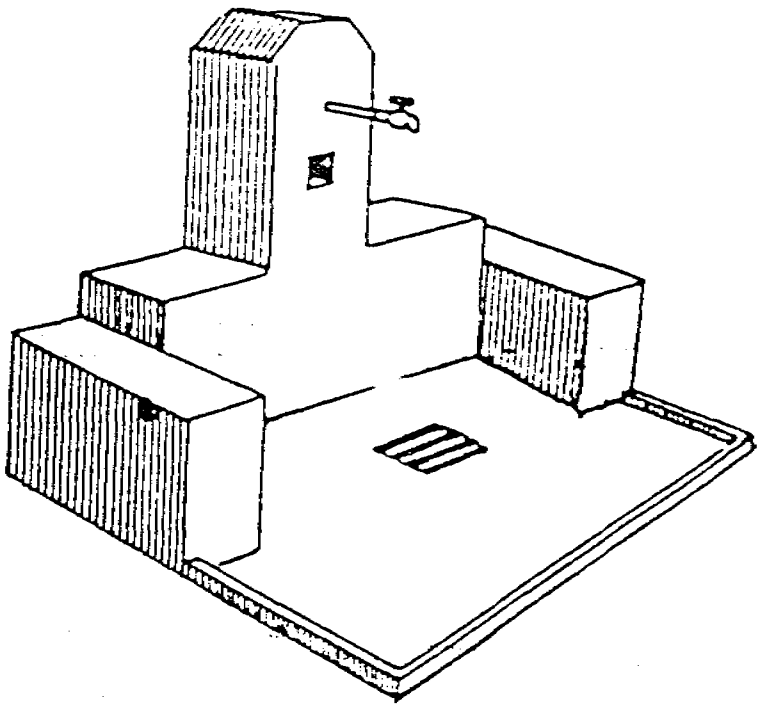
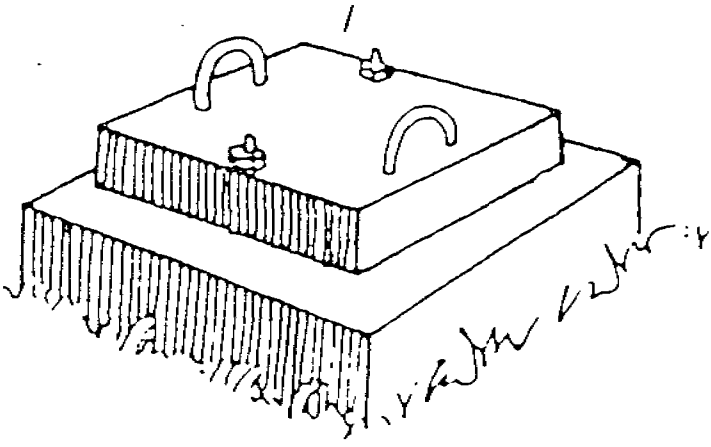
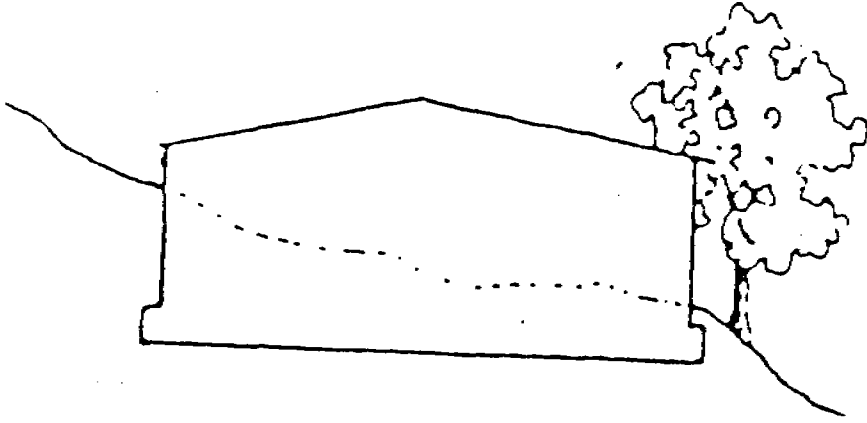
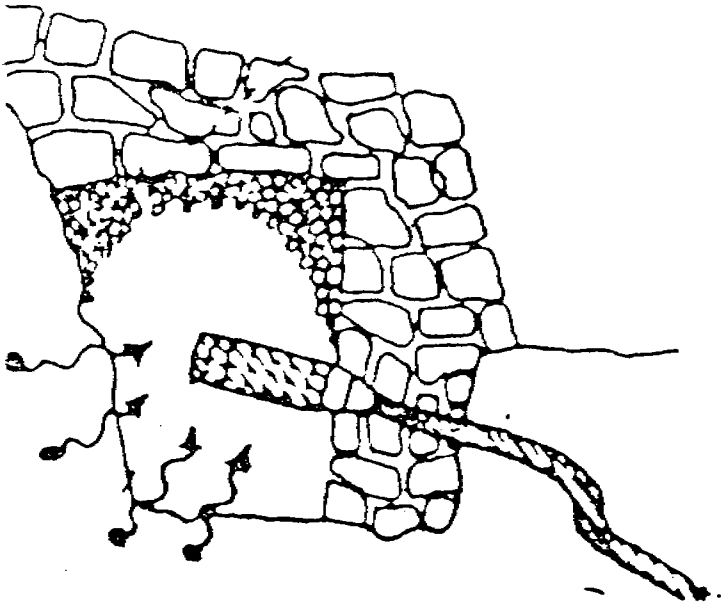
The SWW will sing and teach a song about tapstand maintenance.

Closing of the day:

- Sign for attendance and financial matters.

FUNCTIONING OF A WATERSUPPLY SYSTEM: QUESTION FORM T 3a

01. Who requested for this water supply system?
02. How did they request it?
03. How were you involved in construction activities?
04. What kind of source is used for your water supply system?
05. Who has been at the source, can you describe it?
(stick either a stream or a source to the flannel board)
06. What has been built in between the sedimentation tank and the taps in the village?
07. What has been built next to the intake?
08. What is the use of a sedimentation tank?
(Stick sedimentation tank to the flannel board)
09. What sort of pipe has been used?
10. When do we have to use GI-pipe?
11. Why do we have to dig a trench for the HDP-pipe?
12. How deep should the trench be?
13. What is the name of the big tank and what is its function?
(Stick sedimentation tank to the flannel board)
14. Where do you think most dirt collects?
15. Why is there a cover on the collection tank?
16. Why should we only leave it to the chowkidar to remove the cover?
17. What should we do if we see that there is no cover on the tank?
18. Is there enough water coming from the source to provide the whole village continuously with water?
19. Which time of the day do we use most water?
20. What will happen if there is no collection tank?
21. What is the function of the small tanks in between the collection tank and the tapstands?
22. How many Break Pressure Tanks have been built for your village?
(Stick pipes and BPT's to the flannel board)
23. Is there a cover on the BPT's?
24. Who is the only one who is allowed to remove this cover?
25. What happens if there is no cover?
26. Where does the water go from the BPT's?
27. How many tapstands have been built in your village?
(Stick a tapstand to the flannel board)
28. Why are there taps on the tapstands?
29. What will happen if we don't close the taps?
30. What do we always have to do after using the tapstand?
31. If we see a tap open, what should we do?
32. What can we teach other villagers?
33. Where does the waste-water from the tap go?
34. What will happen if the drainpipe is not long enough?



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T 3B

WHO IS RESPONSIBLE FOR WHAT: QUESTION FORM T 3c

Poster 1: a dirty tapstand

01. What do you see here?
02. What is this green?
03. Is it easy to collect water from such a tapstand?
04. At what kind of tap is it easy to collect water?
05. What kind of insects can you find around a dirty and muddy tapstand?
06. What kind of diseases can be transmitted by mosquito's?
07. Cockroaches and flies, which diseases do they transmit?
08. How can a drainpipe can get blocked?
09. What happens when there are trees around the tapsand?
10. How can we avoid blockage of the drainpipe?
11. Whose responsibility is it to clean the tapstand?
12. How can animals make the tap dirty and block the drain?
13. Is it good to let the animals drink from the tapstand?
14. How can we avoid that animals make the tapstand dirty?
15. Whose responsibility is it to clean the tapsand?
16. How do we have to keep the tapstand clean?
17. Whose responsibility is it to teach the villagers how to keep the tapstand clean?

Poster 2: children playing at the tapstand

01. What are these children doing?
02. Does this also happen at your tapstand?
03. What might happen if children play like this?
04. In what other ways can a tap break?
05. Whose responsibility is it not to let the children play like this?
06. Who has to explain this to the villagers?
07. How do you get to know that a tap is broken?
08. How does the chowkidar get to know that a tap is broken?
99. Whose responsibility is it to get the tap repaired?
10. How will the tap get repaired?
11. How can we prevent that the tap breaks down?

Poster 3: a tapstand with a private connection

01. What do you see on this poster?
02. Does this also happen at your tapstand?
03. Why do you think people do this?
04. Is this a good thing to do or not? Why do you think so?
05. Whose task is it to explain the villagers how to make proper use of the tapstands?
06. What can you do when you see that people make private connections?

HOW TO GO ON AFTER THE 2 YEAR PROGRAMME

After the programme evaluation a last thorough discussion about continuation of the sanitation and women's involvement has to take place. It will be good to first discuss this with the Sanitation Volunteers only and then in ward meetings. In this way it will become clear to everybody what the commitments are of the Sanitation Volunteers and the Volunteers know what the villagers expect from them.

It is hoped that:- All Sanitation Volunteers keep the responsibility for the maintenance of their tapstand.

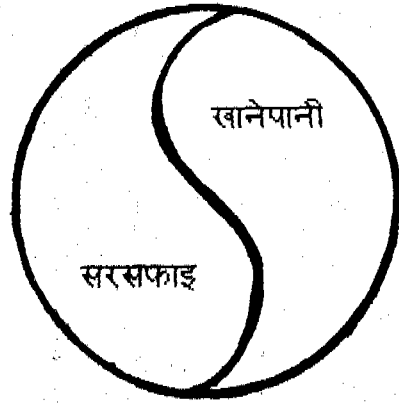
- They will carry out minor defects themselves and otherwise inform the users committee.
- That the users committee will undertake the necessary action in case any defect has been reported.

If needed, the female members of the users committee, who are also Sanitation Volunteers, can act as an intermediate between the Volunteers and the users committee.

- All the Sanitation Volunteers are motivated enough to keep on teaching their friends and neighbors about matters concerning sanitation.
- The chairperson calls monthly meetings for discussion about the work and to see whether any special action has to be undertaken.
- Those Sanitation Volunteers who are also Health Volunteers, will discuss their activities with the Health Post in charge and will get feedback from him.

In the year that follows after the end of the 2 years programme sanitation staff has to visit the area at least 3 times to see how these activities are being carried out.

टेक्निसियन निर्देशन पुस्तिका



सरूवा रोगबाट बर्चौं

खानेपानी योजना आयो, हाम्रै गाउँ घरमा,
खानेपानी हुनुपर्ने, हाम्रो आफ्नै ठाउँमा ।
सरसफाइ योजना आयो, हाम्रै गाउँ घरमा,
सरसफाइ गर्नु पर्ने, हाम्रो आफ्नै ठाउँमा ।

सफा पानी पिउन पाए, रोग लाग्दैन है ।
सागसब्जी धोई खाए, रोग लाग्दैन है ।
राम्रो पकाई खाना खाए, रोग लाग्दैन है ।
खानेकुरा छोपी राखे, रोग लाग्दैन है ।

खानेपानी योजना आयो, हाम्रै गाउँ घरमा,
खानेपानी हुनुपर्ने, हाम्रो आफ्नै ठाउँमा ।
सरसफाइ योजना आयो, हाम्रै गाउँ घरमा,
सरसफाइ गर्नु पर्ने, हाम्रो आफ्नै ठाउँमा ।

चर्पी बनाई दिसा गरे, रोग सार्दैन है ।
दिसा गरी हात धोए, रोग सार्दैन है ।
सफा गरी फोहर पुरे, रोग सार्दैन है ।
पशुपर्छी खोरमा राखे, रोग सार्दैन है ।

खानेपानी योजना आयो, हाम्रै गाउँ घरमा,
खानेपानी हुनुपर्ने, हाम्रो आफ्नै ठाउँमा ।
सरसफाइ योजना आयो, हाम्रै गाउँ घरमा,
सरसफाइ गर्नु पर्ने, हाम्रो आफ्नै ठाउँमा ।

पानी

पानीको मुहान, मानिसको जीवन, एउटै हो हजुर,
त्यो खानेपानी कस्तो छु भनी, लगाओं नजर ।

कसरी बग्छु सलल पानी, रोग आउँछु त्यसरी,
नदेखी रोग पेटमा पस्यो, हटाओं कसरी ।

खोलाको पानी कुवाको पानी, खाएर पेट खायो,
नखानु पर्ने रहेछु भनी, बल्ल पो चेत आयो ।

पानीलाई पनि नदेओं जम्न, गरौं हे निक्कास,
जमेर पानी रोग लाग्छु भनी, गरौं हे जिज्ञास ।

सफा र धेरै चाहिन्छु हामीलाई सरसफाइ गर्नलाई,
पानीलाई चिने हुँदछु हाम्रो, रोग धाम गर्नलाई ।

भित्र र बाहिर भाँडा नै माझी, पानी नै भर्नु ल
धाराको पानी सफा छु भनी, प्रयोग गर्नु ल ।

घरमा ल्याई पानीलाई पनि, राखौं हे छोपेर,
पानी नै हाम्रो जीवन हो भनी, गरौं हे बिचार ।

पानीको मुहान.....

पानीको मुहान.....

पानीको मुहान.....

पानीको मुहान.....

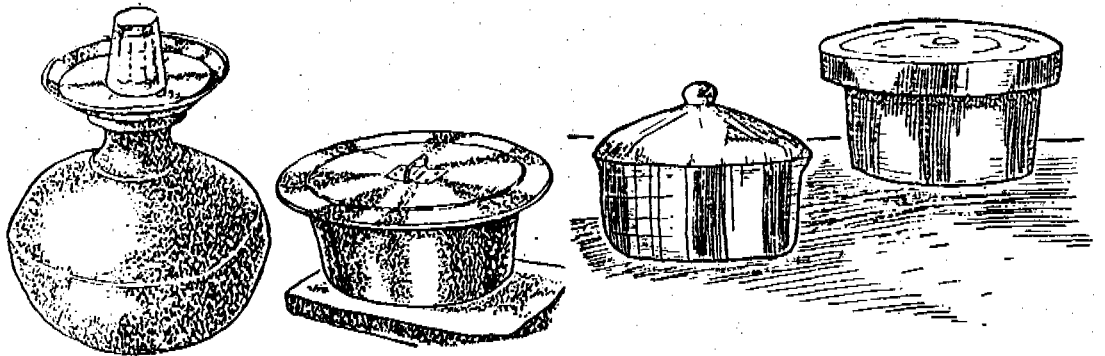
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पानीको मुहान.....

सि.नं. ५ "तपाईंको बच्चालाई परवाला लागेमा" को फिलप चार्टको नम्बर १३ देखि १६ सम्म



सि.नं. ७ भाँडा परवालाबाट बच्ने १० वटा कार्डहरू



सि.नं. ८ पोण्डर र कार्डहरू



सि.नं.	विषय	तरीका	समय
५.	<p>भाडा परबाला हुँदा खुवाउनु पर्ने आवश्यक कुराहरू र मात्रा</p> <p>क) नून चिनी पानी</p> <ul style="list-style-type: none"> - सानो बच्चालाई आमाको दूध - अन्य नरम र साविक खानाहरू - भोल कुराहरू र पाकेको फलफूल <p>ख) खुवाउने मात्रा</p> <p>दिसाबाट खेर गए जति वा विस्तारै खान चाहे जति</p>	<p>“तपाईंको बच्चालाई परबाला लागेको”</p> <p>फिलप चार्टको नम्बर १३ देखि १६ सम्म देखाएर र हाउभाउ गरी व्याख्या गरेर</p>	<p>१०-१२</p> <p>मिनेट</p> <p>जति</p>
६.	<p>चिनीको विकल्प (सदृ)बारे (मिस्री,खुदो,सखर आदि)</p> <p>जीवनजल बारे सोधे मात्र भन्ने</p>	<p>स्थानीय तवरले उपलब्ध हुने कुरा को बारेमा बढी महत्त्व दिएर हाउभाउ गरी भन्ने</p>	<p>५-७</p> <p>मिनेट</p> <p>जति</p>
७.	<p>भाडा परबालाबाट बच्ने उपायहरू</p> <ul style="list-style-type: none"> - आमाको दूध (सानो बच्चालाई) - पौष्टिक आहार - सफा पानी र ताजा खाना - हात धुने - चर्पीको प्रयोग - बच्चाको दिसा गाड्ने वा चर्पीमा राख्ने - खोप (दादुरा) 	<p>भाडा परबालाबाट बच्ने ७ वटा विषय बारे फ्लास कार्ड देखाई छलफल गरी बुझाउने</p>	<p>१०-१२</p> <p>मिनेट</p> <p>जति</p>
८.	<p>पुनरावलोकन</p> <p>क) भाडा परबाला भनेको के हो ?</p> <p>ख) भाडा परबाला हुँदा १३/४ बर्ष मुनि को बच्चाको कुन भाग गडेको हुन्छ ?</p> <p>ग) भाडा परबाला भए पछि हाम्रो शरीर के हुँदै जान्छ ?</p> <p>घ) नून चिनी पानी बनाउन नून चिनी पानी कति कति चाहिन्छ ?</p> <p>ङ) भाडा परबाला हुँदा के के खुवाउनु पर्छ ?</p> <p>च) चिनी नपाए के के राखेर बनाउन सकिन्छ ?</p> <p>छ) भाडा परबालाबाट बच्ने उपायहरू के के हुन् ?</p>	<p>७ वटा प्रश्नहरू सोधने र पोष्टर कार्ड वितरण गरी टोसन र राख्ने बा भन्ने</p>	<p>५-७</p> <p>मिनेट</p> <p>जति</p>

भाडा परबाला र त्यसको उपचार पाठको शैक्षिक सामग्रीहरू

सि.नं. ३ बच्चाको चित्र भएको प्लाष्टिकको बट्टा र फ्लास कार्ड २ वटा



सि.नं. ४ नून, चिनी, पानी, साबुन, रुमाल, सिसाको गिलास, चम्चा, बनाउने भाँडा आदि

झडा परबाला र त्यसको उपचारको

पाठ

स.नं.	बिषय	तारिका	समय
१.	झडा परबाला बारे समस्या पत्ता लगाउने क) झडा परबाला भनेको के हो ? ख) झडा परबाला कहिले बढी हुन्छ ? ग) झडा परबाला किन हुन्छ ? घ) झडा परबाला कसरी हुन्छ ? ङ) झडा परबाला कसलाई बढी हुन्छ? च) झडा परबाला लागेको बच्चाको शरीर कस्तो हुँदै जान्छ ?	६ वटा प्रश्नहरू सोधी छलफल गरी बुझाउने ।	१०-१२ मिनेट जति
२.	झडा परबाला लागेको बेला सहभागीहरूको सुवाउने चलन बारे क) झडापरबाला हुँदा के सुचाउँछ ? ख) झडापरबाला हुँदा कति सुचाउँछ? ग) झडापरबाला हुँदा कसरी सुचाउँछ घ) झडापरबाला हुँदा कहिले सुचाइन्छ ? ङ) झडापरबाला हुँदा किन सुचाइन्छ?	५ वटा प्रश्नहरू सोधी छलफल गर्ने यदि ठीक उत्तर आएमा राम्रो भनी प्रशंसा गर्ने ।	१०-१२ मिनेट जति
३.	जल वियोजन र नून चिनी पानीको महत्त्व बारे	बच्चाको चित्र लेखेको प्लाष्टिकको बट्टामा पानी भरी (तालु, आँखा, नाक, मुख, ओठ, जिब्रो, छाला, तौल, दिसा, पिसाब आदिको उदाहरण दिएर र दुइवटा फ्लास काँड देखाएर	१०-१५ मिनेट जति
४.	नून चिनी पानी बनाउने तरीका बारे	हाउभाउ र प्रदर्शन गरी बनाई देखाउने र पछि सहभागीलाई पनि बनाउन लगाई चास्ने, चखाउने ।	३०-४० मिनेट जति

चर्पीको पाठ को शैक्षिक सामग्रीहरू

सि.नं. ३ ६ वटा "चर्पीको महत्त्वको फलाम वगैर्डाहरू"



सि.नं. ४ "खाल्टे चर्पी कसरी बनाउने फिलप चार्टको" १ देखि १८ सम्म

सि.नं. ५ "खाल्टे चर्पी कसरी बनाउने फिलप चार्टको" २०, २१, २२ र पोष्टर



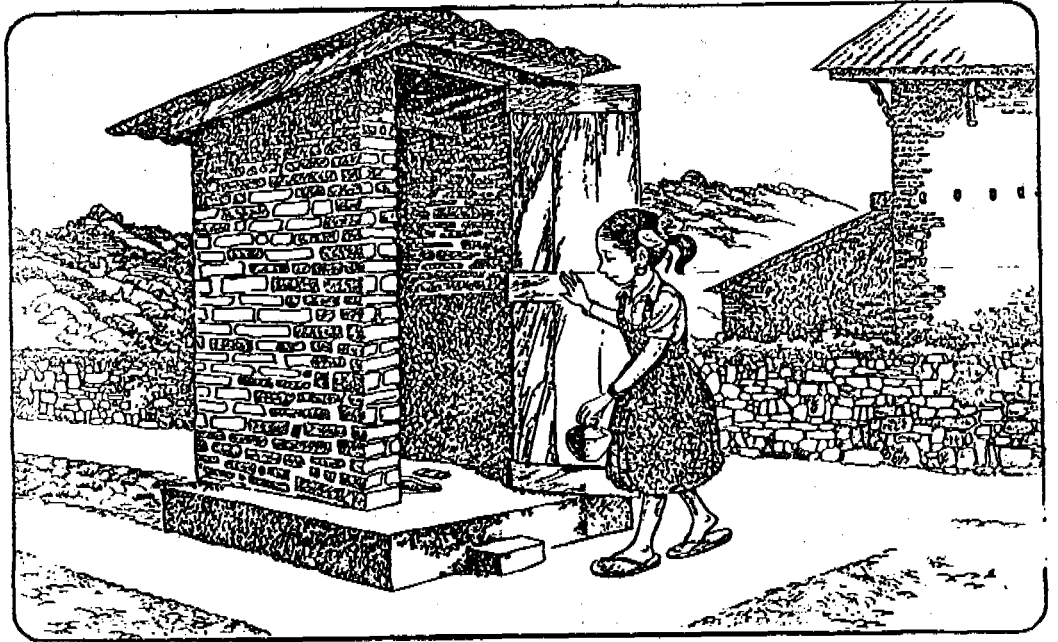
**चर्पी
कसरी बनाउने?**

**How to Build
a Pit Latrine**

चर्पीके पाठ

सि.नं.	विषय	तारिका	समय
१.	सरसफाई बारे दोहयाउने	सरसफाई सम्बन्धी पाठ योजनाको अन्तिम ६ वटा प्रश्नहरू सोधी दोह-याउने ।	५-१० मिनेट जाति
२.	स्वास्थ्यको लागि चर्पी क) चर्पीमा दिसा नगरी बाहिर गरे रोग लाग्छ कि लाग्दैन ? ख) रोगलाग्छ भने कसरी लाग्छ ? ग) चर्पीमा दिसा नगर्दा कुन कुन रोग लाग्न सक्छ ? घ) के चर्पीमा दिसा गरे दिसा मुखमा परी लाग्ने रोगबाट बच्न सकिन्छ ? सकिन्छ भने कसरी ?	४ वटा प्रश्नहरू सोधी छलफल गरी स्वास्थ्यको लागि चर्पी अत्यावश्यक छ भनी बुझाउने	१०-१५ मिनेट जाति
३.	सुविधा, डर, लाज, इज्जत, सफाई र विरामीको लागि चर्पी :	६ वटा फ्लास कार्ड देखाई हाउभाउ र छलफल गरी चर्पीको महत्त्व बुझाउने ।	२५-३० मिनेट जाति
४.	खाल्टे चर्पी बनाउने तारिका	"खाल्टे चर्पी कसरी बनाउने" फिलप चार्टको १ देखि १८ सम्म देखाई हाउभाउ गरी सिक्काउने । सबैभएमा नमूना चर्पी देखाउने ।	३०-३५ मिनेट जाति
५.	चर्पीको लागि ख्याल राख्नुपर्ने ४ कुराहरू (बनाउने, प्रयोग गर्ने, सफा सुग्घर गर्ने र मर्मत गर्ने)	"खाल्टे चर्पी कसरी बनाउने" फिलप चार्टको २०, २१, २२ र पोष्टर देखाएर सिक्काउने ।	१०-१५ मिनेट जाति
६.	पुनरावलोकन क) चर्पी के को लागि चाहिन्छ ? ख) खाल्टे चर्पी कसरी बनाउन सकिन्छ ? ग) चर्पी बनाए पछि के के गर्नुपर्छ ?	३ वटा प्रश्नको उत्तरको लागि धेरै सहभागीहरूलाई सोधी पूरा उत्तर लिने ।	१०-१५ मिनेट जाति

सि.नं. ५ फलानल बोर्डको दुके चित्रहरू ५ किसिमका र बच्चे उपायको ७ वटा फ्लास कार्डहरू



सि.नं.	बिषय	तारिका	समय
५.	<p>दिसा मुखमा परी लागने सरूवा रोगहरूबाट बच्ने उपाय :</p> <p>क) हात कउन कउन बेला धुनु पर्छ ?</p> <p>ख) कस्तो पानी सुरक्षित हुन्छ ?</p> <p>ग) किरा (मिड्ग, साइला) लागन नदिन के के गर्नु पर्छ ?</p> <p>घ) पशु (कुकुर, सुँगुर, कुखुरा आदि) लाई के गरे रोग फैलाउँदैन ?</p> <p>ङ) सागापात कसरी खानु पर्छ ?</p>	<p>५ वटै प्रश्नहरू सोध्नको लागि हरेक माध्यमको फलानल बोर्डमा दुक्रे चित्रहरू टाँसी, बच्ने उपायको फलास काई छुट्टा छुट्टै देखाई वा प्रश्न सोधेर छलफल गर्ने ।</p>	<p>१५-२० मिनेट जति</p>
६.	<p>पुनरावलोकन</p> <p>क) सरसफाइ किन गर्नु पर्छ ?</p> <p>ख) सरसफाइ कहिले गर्नु पर्छ ?</p> <p>ग) आफ्नो शरीरको कउन कउन अङ्ग दिन दिनै सफा गर्नु पर्छ ?</p> <p>घ) घरभित्र र बाहिर कहाँ कहाँ सरसफाइ गर्नु पर्छ ?</p> <p>ङ) फोहर पानी प्रयोग गरे के हुन्छ ?</p> <p>च) थोरै पानीले सफा गर्न सम्भव छ कि छैन ? छैन भने किन ?</p> <p>छ) दिसा मुखमा परी लागने सरूवा रोगको माध्यम कउन कउन हुन् ?</p> <p>ज) हात कउन कउन बेला धुनु पर्छ ?</p> <p>झ) कस्तो पानीलाई सफा पानी मान्न सकिन्छ ?</p> <p>ञ) मिड्ग लागन नदिन के के गर्नु पर्छ ?</p> <p>ट) पशुलाई के गरे रोग फैलाउँदैन ?</p> <p>ठ) सागापात कसरी खानु पर्छ ?</p>	<p>गीत गाएर, १२ वटा प्रश्नहरू सोधने</p>	<p>१०-१५ मिनेट जति</p>

सरसफाई को

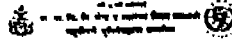
पाठ लागि
सामग्रीहरू

चाहिने शैक्षिक

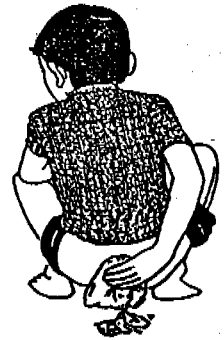
सि.नं. ३ फिलप चार्ट १२ देखि १५ र ६ को



पानी तथा सर-सफाई
सम्बन्धी
शैक्षिक सामग्री



सि.नं. ४ फलानल बोर्डको दुई चित्रहरू ५ किसिमको



सरसफाईको पाठ

सि.नं.	बिषय (के)	तरिका (कसरी)	समय(कति)
१.	सरसफाइ क) सरसफाइ भनेको के हो ? ख) सरसफाइ किन गर्नु पर्छ ? ग) सरसफाइ कसरी गर्ने ? घ) सरसफाइ कहिले कहिले गर्नुपर्छ?	४ वटा प्रश्नहरू सोधी सहभागीहरू को बिचारसुनी छलफल गर्ने ।	१५-२० मिनेट जति
२.	व्यक्तिगत र घरायसी सरसफाइको अभ्यास र धारणा बारे :	व्यक्तिगतमा एउटा बच्चाको उदाहरण देखाएर के के सरसफाइ गर्नु पर्ने बारे छलफल गर्ने र घरायसीमा एउटा घरको उदाहरण दिएर घर भित्र र बाहिर के के सरसफाइ गर्नु पर्ने कुरा गरी सहभागीहरूको अभ्यास र धारणा बुझ्ने ।	१५-२० मिनेट जति
३.	सरसफाइसँग पानीको सम्बन्ध क) सरसफाइको लागि पानीको मात्राको आवश्यकता ख) सरसफाइको लागि पानीको गुणको आवश्यकता	मात्रा र गुण बारे फिलप चाटको चित्र नं. ११ देखि १४ र ६ को देखाएर छुट्टा छुट्टै छलफल गर्ने ।	१५-२० मिनेट जति
४.	दिसा मुखमा परी लाने सरुवा रोगहरूको माध्यम बारे : क) हातबाट सर्ने ख) पानीबाट सर्ने ग) किरा (भिङ्ग, साङ्ग्ला)बाट सर्ने घ) पशु (कुकुर, सुँगुर, कुखुरा आदि) बाट सर्ने ङ) सागपात/माटोबाट सर्ने	हरेक माध्यमको फ्लानलबोर्डमा दुक्रे चित्रहरू एक एक गरी टाँसी देखाई, सोधी स्पष्टसँग ५ वटै सर्ने माध्यमहरू बुझाइ दिने ।	२५-३० मिनेट जति

गाउँलेहरूको घर दैलोमा जानोस्
गाउँलेहरूलाई प्रेम गर्नीस्
गाउँलेहरूबाट जानकारी लिनोस्
गाउँलेहरूसंग योजना बनाउनोस्
गाउँलेहरूलाई सेवा गर्नीस्
गाउँलेहरूसंग भएको र जानेको कुराबाट शुरू गर्नीस्
गाउँलेहरूले जानेको र भएको कुराबाट थप्दै जानोस्
जब गाउँलेहरूको काम बन्छ

तब गाउँलेहरूले आफ्नो लागि
आफैले गरेको महशूस गर्छन्

र

प्रयोग एवम् संभार मर्मत भै गाउँको विकास हुन्छ ।

प्रश्नावली भर्दा ध्यान दिनुपर्ने कुराहरू

१. शुरूमा छोटो मीठो परिचय र व्यक्तिगत घरायसी कुरा गर्ने ।
२. प्रश्नावली भर्नु भन्दा अघि उनीहरूलाई फुर्सद छु छैन पत्ता लगाउने ।
३. प्रश्नावली भर्न लागेको उद्देश्य छोटकरीमा भन्ने ।
४. पछिको कार्यक्रम यस्तो त्यस्तो हुन्छ भनी लोभ दिई बयान नगर्ने ।
५. प्रश्न सक्भर महिलाहरूसँग सोध्ने कोशिस गर्ने ।
६. प्रश्नगर्दा पुरुष वा बच्चा भएमा उनीहरूको बारेमा भए उनीहरूसँग सोध्ने पनि हुन्छ ।
७. प्रश्न नै बुझेन भने अझ सजिलो भाषामा बुझ्ने गरी भन्ने । (प्रश्नावलीमा लेखेको पढी सोध्नु पर्छ भन्ने केही छैन)
८. कुनै प्रश्नको उत्तर दिनासाथ कुरा आफूले नलम्ब्याउने ।
९. कुनै शब्द वा कुरा गाउँलेहरूको आफ्नै भाषा भए सो भाषा प्रयोग गर्ने ।
१०. कुनै प्रश्नको उत्तर दिन कारणवस अप्ठ्यारो मानेमा, कुरा सुनी सहानुभुती दर्शाउने । त्यसमा आफूले कुरा बढाई भन अप्ठ्यारो नपार्ने र पछि कुरा घुमाई खोजेको उत्तर पत्ता लगाउने ।
११. कुनै प्रश्नको उत्तर थाहा छ तर भन्न नआएको जस्तो लागेमा मात्र संभव हुने जस्ता उत्तरहरूको संकेत दिने ।
१२. कुनै प्रश्नको उत्तर दिएको शंका लागेमा अनुमती मागी हेरी जाँची भर्ने वा तुरुन्तै अर्को किसिमले घुमाई प्रश्न गरी सही उत्तर पत्ता लगाउने ।
१३. हरेक प्रश्न लेखिए अनुसारको हुनुपर्छ ताकि सजिलो भाषामा सोध्दा अर्थको अनर्थ नहोस् ।

शुरूमा राम्रो सम्बन्ध कायम राख्ने केहि उपायहरू

- आदरपूर्वक चलन चल्ती अनुसार नमस्ते, नमस्कार जे हो त्यो गर्नीस् ।
- नम्रतापूर्वक हसिलो अनुहारले आफ्नो छोटो मिठो परिचय दिनोस् ।
- यदि संभव भएमा उनीहरूले बोल्ने भाषामा वा एकदम सरल भाषामा कुरा गर्नीस् ।
- गाउँको चलन अनुसार बाजे, बजे वा आमा, दिदी, बहिनी, दाजु, भाइ भनेर सम्बोधन गर्नीस् । तर सकभर नाम लिएर उमेर पुगेकाहरूलाई सम्बोधन नगर्नीस् ।
- व्यक्तिगत एवम् घरायसी कुराहरू गर्न नहिचकिचाउनुस् ।
- योजना तथा तपाईंको काम सम्बन्धी कुरा छोटकरीमा प्रष्ट संग बुझिने गरी बताई दिनोस् ।
- कुराको सिलसिलामा आयोजनासंग मतलब नहुने कुरा आएमा पनि कुरा नकाट्नुोस्, धैर्यसंग सुनी थाहा भएमा वा आवश्यक परेमा मात्र छोटो राम्रो उत्तर दिनोस् ।
- गाउँलेहरूले आफ्नो विषयमा दुःखसुखका कुनै कुरा भनेमा ध्यान दिएर सहानुभूतिपूर्वक सुनिदिनुोस् । तर यस्तो त्यस्तो भनी आलोचना नगर्नीस् ।
- सबै गाउँलेहरू संग समानताको रूपले व्यवहार गरी मित्रताको भावना राख्नुोस् ।
- गाउँलेहरूले बस्न दिएको ठाउँमा वा उनीहरू जहाँ बस्छन् त्यही बस्नुोस् र आत्मियताको भावना जगाउने प्रयत्न गर्नीस् ।
- तपाईंलाई चिया सिया सत्कार गरेमा नाई नास्ती नगर्नीस् । यदि स्वास्थ्यले नदिएमा कारण स्पष्ट भनी ज्ञान माग्नुोस् ।
- विशेष गरी महिलासंग कुरा गर्दा माइतीघरको राम्रो काम बारे र पुरुष संग कुरा गर्दा उसले जीवनमा राम्रो गरेको लाभ बारे सोध्ने र भन्ने बानी बसाल्नुोस् ।

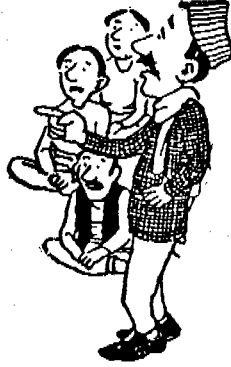
बैठक (मिटिङ्ग) गर्दा ध्यान दिनु पर्ने कुराहरू

१. कुन विषयमा बैठक बस्ने हो त्यसको सूची (लिस्ट) अगि नै तयार हुनु पर्छ ।
२. बैठक बोलाउनु अगि कहाँ ? कहिले ? कुन ? विषयमा हुने हो पहिले नै सूचना पठाउनु पर्छ ।
३. आफूलाई मद्दत दिने खाकाज जिम्मेवार मानिसहरूलाई जिम्मेवारी दिई बस्ने ठाउँ, मेच वा गुन्दी, पिउने पानी, कागज र कलम आदि चाहिने कुराहरूको व्यवस्था बैठक शुरू हुनु भन्दा अगि नै मिलाई राख्न लगाउनु पर्छ ।
४. सकभर बैठक समयमा शुरू गर्नु पर्छ । तर यदि सम्बन्धित व्यक्तिहरू कारणाबस अलि ढिलो आउने निश्चित छ भने आफूका समूहलाई गाउँ घरको कुरा गरी गीत, कथा, घटना आदि सुनाएर केही बेर अल्मसि राख्नु पर्छ । तपाईंलाई गीत, कथा, घटना आदि सुनाउन आएन भने त्यो समूहमा जसलाई गीत, कथा, घटना आदि आउँछ वा थाहा छ उसलाई मौका दिनु बेस हुन्छ र साथै आवश्यक भएमा उपस्थित भई राखेकाहरूको उपस्थित भएको सही गराए पनि हुन्छ ।
५. बैठक बस्ने व्यवस्था गर्दा संभव भएमा गोलाकार रूपले एक अर्कोलाई देख्ने गरी बसेमा बेस हुन्छ ।
६. सम्बन्धित मानिसहरू आई पुगेको खण्डमा तपाईंले समूहको ध्यान आकर्षित गरी बैठक शुरू हुने बारे जानकारी दिएपछि मात्र बैठक शुरू गर्नु पर्छ ।
७. यस भन्दा पहिले बैठक भएको रहेछ भने त्यो बैठकमा भएको निर्णय अनुसार कति काम भयो वा भएन त्यस बारे समूहलाई जानकारी दिई, छलफल गराई, फेरी निर्णय गर्नु गराउनु पर्छ ।
८. बैठकमा राखिएका विषयहरू बारे क्रमबद्ध रूपले स्पष्टसँग व्याख्या गरी दिनु पर्छ ।
९. अनि व्याख्या गरेका विषयहरूको क्रमबद्ध रूपले छलफल गर्न लगाई निर्णयमा पुगी बैठक पुस्तिकामा लेख्नु पर्छ ।

अभियानले ज्ञान पाउँछ



उत्प्रेरणाले धारणा बन्छ



अनुगमनले बानी पर्छ



तेस्रो चरणमा

१. दोस्रो चरणको बैठकमा निर्णय भएको (गरेको) कुराहरू के कस्तो भयो दोह-याउने । (प्रगति भएको भए प्रशंसा गरी प्रोत्साहित गर्ने र नभएको भए फेरि एकदम जोड दिने ।
२. सरसफाइ सम्बन्धी ३ वटा विषयहरूमा फेरि अनुगमन एवम् मूल्यांकन गरी जोड दिने ।
 - क) द्विसामुखमा परि लाग्ने सरुवा रोगबाट बच्ने उपायहरू ।
 - ख) चर्पी
 - ग) भाडा परबाला र त्यसको उपचार
३. खानेपानी तथा सरसफाइ सम्बन्धी तालीम र अन्य कुरा बारे जानकारी गर्ने ।
४. सरसफाइको काम, सरसामानको सुरक्षा र पारिश्रमिक बारे छुलफल गरी निर्णयमा लेस्ने ।
५. खानेपानीको संभार मर्मत बारे गाउँले र सरकारले गर्नु पर्ने काम स्पष्ट व्याख्या गर्ने ।
६. आवश्यकता परेमा खानेपानी तथा सरसफाइ संभार समिति पुनः गठन गर्ने । यदि नपरेमा पहिलेकै निर्माण समितिलाई खानेपानी तथा सरसफाइ संभार मर्मत समिति भनी नामाकरण गरी सहीछाप गर्ने गराउने ।
७. अन्य सरसफाइ सम्बन्धी जोड दिनु पर्ने कुराहरू निर्णय गर्ने र सबैको सहीछाप गर्ने गराउने ।

दोस्रो चरणमा

१. पहिलो चरणमा भएको निर्णय अनुसार सरसफाइ सम्बन्धी कुराहरू भए नभएको बुझी, भएको भए प्रशंसा गर्ने यदि नभएको भए राम्ररी उत्प्रेरणा गर्ने ।
२. प्राविधिकहरूले गर्ने सरसफाइ कार्यक्रमको वृत्तित जानकारी दिने ।
 - क) घर घर गई गर्ने काम
 - ख) स्कूलमा गई गर्ने काम
 - ग) समितिको बैठक
 - घ) टोल टोलमा गर्ने सरसफाइ अभ्यास
 - ङ) प्रशनावली गर्ने
 - च) सामूहिक भेलाको कार्यक्रम
३. सरसफाइको ३ वटा विषयहरू बारे अझ गहिरीएर गाउँको समस्या ओल्याइ जोड दिने ।
 - क) मुखमा दिसा परि लाग्ने सरुवा रोगहरू ।
 - ख) चर्पी
 - ग) भाडा परवाला र त्यसको उपचार
४. खानेपानीको निर्माण तथा सरसफाइ समितिको जिम्मेवारी र सभौताबारे जानकारी दिने ।
५. खानेपानी निर्माण तथा सरसफाइ समिति गठन गरी सभौतामा हस्ताक्षर गर्न लाउने ।
६. गाउँले सभार कार्यकर्ता कस्तो हुनु पर्छ र काम कर्तव्य जिम्मेवारी बारे भनी, पारिश्रमिक निर्णय गरी, एक जना छान्न लाउने र निजको कारनामामा सहिछाप गर्ने, गराउने ।
७. खानेपानी तथा सरसफाइ कार्यक्रम सम्बन्धमा गाउँलेहरूले समिति र संरक्षक छानेको कुरा र गाउँलेहरूले चाहेको र साथै गर्न सक्ने कार्यकलापहरू बारे निर्णय लेखी सहिछाप गर्ने गराउने ।

सार्वजनिक बैठकमा गर्नु पर्ने कुराहरू

पहिलो चरणमा

- १) खानेपानी तथा सरसफाइ कार्यक्रम बारे जानकारी गर्ने ।
 - क) उद्देश्य र सम्बन्ध
 - ख) गाउँलेहरूको कर्तव्य र जिम्मेदारी
 - ग) सरकारको सहयोग
 - घ) यूनिसेफको सहयोग
 - ङ) स्वास्थ्य केन्द्रमा, स्कूलमा र घर घरमा बनाइने नमूना खर्पी
 - च) खानेपानी निर्माण र सरसफाइ समितिको आवश्यकता
 - छ) समितिमा अध्यक्ष, सचिव, कोषाध्यक्ष र सदस्यहरू कस्तो हुनुपर्छ र कति जना ?
२. सरसफाइ अभियान बारे बृहत्त जानकारी दिने ।
 - क) टोल टोलको छलफल
 - ख) घर घरको निरीक्षण.
 - ग) प्रश्नावली भर्ने
 - घ) स्कूलको कार्यक्रम
 - ङ) टोल टोलमा गरिने सरसफाइ अभ्यास
३. सरसफाइ सम्बन्धी ३ वटा विषय बारे पोस्टर देखाई छलफल गर्ने ।
 - क) मूत्रमा दिसा परि लाग्ने सरुवा रोगहरू
 - ख) खर्पी
 - ग) भन्नाडा परवाला र त्यसको उपचार
४. अन्तमा खानेपानी तथा सरसफाइ कार्यक्रम बारे जानकारी भएक्य कुरा र सरसफाइमा गाउँलेहरूले चाहेको र गर्न सक्ने कार्यकलापहरू बारे मात्र निर्णयहरू लेखि सहीछाप गर्ने गराउने ।

सरसफाइ कार्यक्रम

(तेस्रो चरण)

विशेष गरी हाम्रो खानेपानी तथा सरसफाइ कार्यक्रम सिद्धिएर हस्तान्तरण गरेको केही समय पछि जनताहरूले खानेपानीको र सरसफाइको संभार मर्मत र प्रयोग कसरी गरेको छन् त्यसबारे अनुगमन र मूल्याङ्कन गर्न यस चरणमा खोजिएको छ । वास्तवमा सरसफाइ कार्यक्रम त्यस्तो कार्यक्रम हो जुन मानिसको बानी परिवर्तन गर्न धेरै समय लाग्छ । हरबखत अनुगमन गर्न अत्यावश्यक भईरहेकै हुन्छ । त्यसैले तेस्रो चरणमा तल लेखिए अनुरूप कार्यक्रम राखिएको छ । जुन टेक्नीसियनहरूले आवश्यकता अनुसार गर्नु पर्दछ र साथै समितिको अध्यक्ष तथा सदस्यहरू, विद्यालयका शिक्षकहरू र संरक्षकको सहयोग लिइ सरसफाइ कार्यक्रमलाई राम्ररी अनुगमन गर्ने गराउने गरि राख्नु पर्दछ ।

१. गृह निरीक्षण गर्ने ।

- सरसफाइ बारे अनुगमन गर्ने ।
- चर्पी बारे अनुगमन गर्ने ।
- नूनचिनी पानी बारे अनुगमन गर्ने ।
(सरसफाइ, चर्पी, नून चिनी पानी बारे कुनै राम्रो गरेको र गर्न जानेको भए प्रशंसा गर्ने । यदि नगरेको वा नजानेको भए राम्ररी शैक्षिक सामग्री प्रयोग गरी वा प्रदर्शन गरी छुलफल गर्ने)
- प्रश्नावली भर्ने ।
(गाउँबाट फर्किनु भन्दा अघि प्रश्नावली भरी फर्किने)

२. सार्वजनिक बैठक संचालन गर्ने ।

३. समितिको बैठक संचालन गर्ने ।

- संभार मर्मत बारे कुरा गर्ने ।
- सरसफाइ सम्बन्धी वर्तमान अवस्थाबारे जानकारी गरी जोड दिने ।
- समितिको कर्तव्य र जिम्मेवारी बारे जोड दिने ।
- संरक्षकको व्यवस्था र जिम्मेवारी बारे छुलफल गर्ने ।

७. जनसमुदायको परिचालना

४(चार) दिन जति

यस अवधिमा खानेपानी निर्माण कार्यको लागि चाहिने आवश्यक जनश्रमदान जस्तै पाइप लाइन खन्ने, स्थानीय सामग्री जम्मा गर्ने आदि कार्यको जनसहभागीता जुटाउने तर्फ प्रयास गर्नु पर्ने हुन्छ ।

(क्रमबद्धरूपले पहिले जुनमा आवश्यक छ त्यसमा गर्ने)

८. उद्दाहरणको लागि व्यक्तिगत र कार्यालयको सरसफाइ

४ (चार) दिन जति

उक्त कार्य गाउँलेहरूको लागि उद्दाहरण पेश गर्न सक्ने उद्देश्यले योजनाका कर्मचारीबाट गर्नु पर्ने हुन्छ । तसर्थ आफूले आफ्नो सफाइ, आफू बस्ने घर, (सामान राख्ने) भण्डारको सफाइ र चर्पी सुग्घर सफा पारिराख्नु पर्नेछ ।

(उद्दाहरण बन्ने क्रम जुन बेला पनि हुनुपर्नेछ)

९. प्रश्नावली गर्ने

७ (सात) दिन जति

सरसफाइ काम गरेको ३ महीना पछि पहिले गरेको घरमा गएर प्रश्नावली गर्नु पर्ने हुन्छ ।

५. टोलमा गर्नुपर्ने सरसफाइ अभ्यास

५(पाँच) दिन जति

गाउँले जनताहरूको व्यापक सक्रियतामा उक्त योजना क्षेत्रको विभिन्न टोलहरूमा व्यक्तिगत, घरायसी र वातावरणीय सरसफाइ साथै नून-चिनी-पानी बारे अभ्यास गर्ने गराउने । कुनै पनि कार्य मानिसले आफै गरेर मात्र सिक्छ र साथै पटक पटक गरी बानी बसाल्न सकिन्छ भन्ने उद्देश्यले यस अभ्यास कार्यक्रम राखिएको हो ।

(अभ्यास गर्दा कुनै एउटा कार्यक्रम एक पटक गर्ने जस्तो हात धुने, नुहाउने, चर्पी सफा गर्ने, फोहर खाल्डोमा पूर्ण, घरआँगन सफा गर्ने, निकास गरी धारा सफा गर्ने, खानेकुरा पानी छोपी राख्ने आदि)

६. नाटक, गीत, छलफल र पुरस्कार वितरण आदि

२(दुई) दिन जति

ठूलो समूहमा गाउँले आकर्षित गर्ने उद्देश्यले यसलाई संस्कृतिक कार्यक्रमको रूप दिनु पर्ने हुन्छ । उक्त सम्पूर्ण कार्यक्रमको सम्बन्ध पानी र सरसफाइ संग हुनु पर्नेछ । साथै यसको लागि केही नाच गीत राखी "हर्के र कान्छा", भुल कस्को आदि पुस्तिकाको आधारमा गरे पनि हुन्छ । यस कार्यक्रमको अन्तमा सरसफाइ सम्बन्धी कार्यकलापमा सबभन्दा राम्रो प्रदर्शन गर्ने गाउँले लाई प्रोत्साहनको रूपमा साधुन, रूमाल, ब्रुस, पेष्ट, नून चिनी पानी बनाउने भाँडा आदि पुरस्कार दिने ।

(यो कार्यक्रम पूर्व तयारी गरी गर्ने)

३.

स्कूलमा गई गर्नु पर्ने कामहरू

४(चार) दिन जति

- शैक्षिक सामग्रीहरू प्रयोग गरी स्वास्थ्य शिक्षा दिने ।

१. सरसफाई बारे - काँडाहरू जोडा मिलाउन लगाई बयान गर्न लगाउने र राम्ररी बुझाउने ।

२. दिसामुखमा परिलगने रोग बारे - टुक्रे चित्रहरू फलानल बोर्डमा देखाई छलफल गर्ने ।

३. चर्पी बारे - स्वास्थ्य र सुविधाको लागि फलास काँडाहरू देखाई छलफल गर्ने ।

४. भाडा परालाको समस्या, लक्षण जल वियोजन पुनर्जीलय बारे - हाउभाउ र बट्टाको उदाहरण दिएर छलफल गर्ने ।

५. नून चिनी पानी र अन्य खुवाउनु पर्ने कुरा बारे - प्रदर्शन र हाउभाउ गरेर सिक्वाउने ।

- स्कूललाई उपलब्ध गराइएको विभिन्न शैक्षिक सामग्रीहरूको उचित प्रयोग बारे जोड दिने ।

- सामुहिक रूपमा स्कूल क्षेत्र, स्कूलमा निर्माण गरिएको चर्पी सफा गर्न लगाई सरसफाई कार्यलाई प्रोत्साहन गर्ने ।

(फलास लिने बारे प्रधानाध्यापक र सम्बन्धित विषय शिक्षकसँग छलफल गरी लिने)

४.

समिति बैठक

१(एक) दिन जति

प्रत्येक महीना खानेपानी तथा सरसफाई निर्माण समितिको एउटा बैठक गर्नु पर्ने हुन्छ र उक्त बैठकमा योजनाकर्ता सबै टेक्निसियनहरू उपस्थित हुनु पर्छ । उक्त बैठकमा समितिको सदस्यहरूलाई गाउँको सरसफाई स्थिति बारे साथै सरसफाई सम्बन्धी विभिन्न क्रियाकलापको प्रगति र समस्या बारे अवगत गराउने जिम्मा सरसफाई प्राविधिकको हुनेछ । सो समयमा खानेपानीको निर्माण कार्यमा जनसहभागीताको आवश्यकता साथै निर्माण कार्यको प्रगति र तर्जुमा पनि गर्नु पर्ने हुन्छ ।

(समितिको बैठकमा भएको निर्णय लेखिराख्ने र पहिलेको बैठकमा के के काम भयो भएन अवगत गराई नभएको कामलाई गर्न जोड दिने)

सरसफाइ कार्यक्रम

(दोस्रो चरण)

दोस्रो चरणको सरसफाइ कार्यक्रम खानेपानी योजनाको निर्माण कालमा गरिने छ । प्रत्येक महिना सरसफाइ सम्बन्धी निम्न अनुसारको कार्यकलापहरू उत्प्रेरणाको लागि तल उल्लेख गरेको अवधिमा गर्नु पर्ने हुन्छ । यदि समितिको अध्यक्ष वा सदस्यहरू वा शिक्षकहरूले तालीम लिइसकेको भए उहाँहरूलाई पनि यस कार्यक्रममा सम्मिलित गराई जोड दिने ।

सि.न.	कार्यकलापहरू	अवधि
१.	सार्वजनिक बैठक संचालन गर्ने दोस्रो चरणमा जाँदा काम शुरू गर्नु भन्दा अगावै सार्वजनिक बैठक संचालन गरी सम्पूर्ण खानेपानी र सरसफाइको जानकारी दिइ समिति गठन गर्नु पर्ने हुन्छ ।	१ (एक) दिन जति
२.	घर घर गई गर्नुपर्ने कामहरू - सरसफाइ सम्बन्धी विभिन्न विषयहरूमा जस्तो : हात धुने, खानेकुरा पानी छोप्ने, घर आँगन सफा गरी फोहर खालडोमा पुर्ने, आदि विषयमा घरघर सदस्यहरूसँग छलफल गर्ने । - चर्पीको महत्त्व बारे बुझाउने । - चर्पी बनाउन इच्छुक गाउँलेहरूलाई प्राविधिक सल्लाह दिने । - नुन-चिनी-पानी बारे छलफल गर्ने र राम्ररी बनाउन सिकाउने । (माथिका मध्ये कुनै जानेको र गरेको भए प्रशंसा गर्ने नजानेको भए वा गाउँलेहरूले इच्छा गरेमा उक्त विषय राम्ररी सिकाउने) <u>[एक दिनमा एउटा विषय बारे मात्र छलफल गर्ने र आवश्यक भएमा शैक्षिक सामग्री प्रयोग गर्ने]</u>	७ (सात) दिन जति

सरसफाइ कार्यक्रम

(पहिलो चरण)

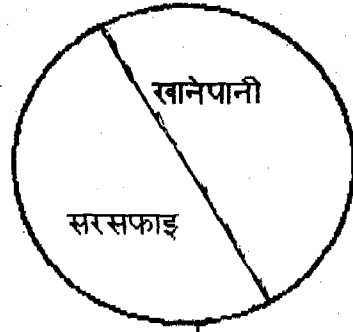
खास गरी पहिलो चरणमा सरसफाइ सम्बन्धी ३ मुख्य विषयहरूको बारेमा अभियानको रूपमा सार्वजनिक बैठक, टोल-टोलको छलफल, स्कूल कार्यक्रम जस्ता कार्यकलापहरू गरी बढी से बढी जनस्तरमा सरसफाइको ज्ञान दिलाउन खोज्नु पर्ने हुन्छ । जसमा तल लेखिए अनुसार साप्ताहिक कार्यक्रम राखिएको छ ।

- पहिलो हप्ता
- योजना क्षेत्र र गाउँलेहरू र स्थानिय नेतासँग चिना-पर्चि गर्ने ।
 - सार्वजनिक बैठकबारे सूचना गर्ने ।
 - आफ्नो प्रयोगको लागि चर्पी बनाउने ।
- दोस्रो हप्ता
- सार्वजनिक बैठक चलाउने ।
 - स्कूल गई शैक्षिक सामाग्रीहरू हस्तान्तरण गरी छलफल गर्ने
 - प्रश्नावली भर्ने ।
- तेस्रो हप्ता
- सरसफाइ सम्बन्धी पाठ योजना अनुरूप टोलटोलमा छलफल गर्ने ।
 - सरसफाइ सम्बन्धी कुराहरू बुझे बुझेनन् घर घरै गई छलफल गर्ने ।
- चौथो हप्ता
- चर्पीको महत्त्व सम्बन्धी पाठ योजना अनुरूप टोल टोलमा छलफल गर्ने ।
 - चर्पीको महत्त्व सम्बन्धी कुराहरू नुबुझेमा घर घरै गई छलफल गर्ने र बनाउन इच्छुक हुनेहरूलाई प्राविधिक सल्लाह दिने ।
- पाँचौं हप्ता
- चर्पी बनाउनलाई अरू गाउँलेहरूलाई जोड गर्ने ।
 - चर्पी बनाउन चाहनेहरूलाई प्राविधिक सहयोग दिने ।
- छैठौं हप्ता
- भन्डा परखाला र त्यसको उपचार बारे पाठ योजना अनुसार टोल टोलहरूमा छलफल गर्ने ।
 - भन्डा परखाला र त्यसको उपचार बारे कुराहरू बुझे बुझेनन् घरघरै गई छलफल गर्ने र नून चीनी पानी बनाउन नजानेको भए प्रदर्शन गरी सिक्नुने ।

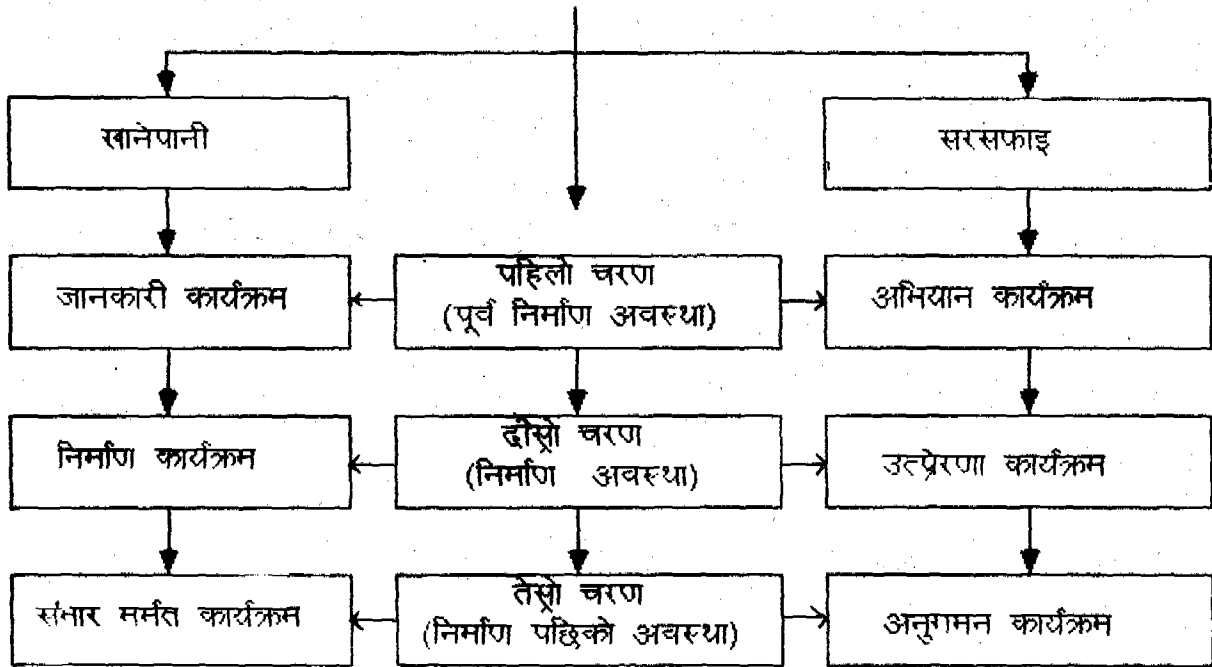
चरणका कार्यकलापहरू

चरण	गर्नु पर्ने काम	प्राविधिक	अवधि
पहिलो चरण	- नेता र गाउँलेहरू संग चिनजान गर्ने	- सरसफाइ टेकिनसियन	पूरे समय
	- प्रश्नावली भर्ने	- खानेपानी	पूरे समय
	- नमूना चर्पी बनाउने	टेकिनसियन	
	- सार्वजनिक बैठक गर्ने		
	- स्कूल कार्यक्रम बारे जानकारी गर्ने		
	- टोलटोलमा ३ पटक ३ वटा विषयहरू सिकाउने		
	- गृह निरीक्षण गरी ३ वटा विषयहरूबारे प्रसार प्रसार गर्ने		
दोस्रो चरण	- सार्वजनिक बैठक संचालन गर्ने	- सरसफाइ टेकिनसियन	पूरे समय
	- गृह निरीक्षण क्रमिमा ३ पटक गरी ३वटा विषयबारे उत्प्रेरणा गर्ने	- खानेपानी टेकिनसियन	चौधार्ई समय
	- टोलटोलमा सरसफाइ अभ्यास गर्ने		
	- स्कूल कार्यक्रम गर्ने		
	- समितीको बैठक संचालन गर्ने		
	- प्रश्नावली भर्ने		
	- जनसहभागीताको लागि समुदायको परिचालन गर्ने		
	- उदाहरण बन्न व्यक्तिगत र आफिसको सरसफाइ गर्ने		
- सामूहिक कार्यक्रमहरू गर्ने ।			
तेस्रो चरण	- प्रश्नावली भर्ने	- संभार टेकिनसियन	आधा समय
	- गृह निरीक्षण गरी ३वटा विषयहरू बारे अनुगमन गर्ने	- मर्मत टेकिनसियन	आधा समय
	- सार्वजनिक बैठक संचालन गर्ने	- सरसफाइ टेकिनसियन	पूरे समय

ग्रामीण खानेपानी तथा सरसफाई कार्यक्रमको भूलक



जनसहभागिता
श्री ५ को सरकार
यूनिसेफ



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१३.	केही गीत	३१

संक्षिप्त जानकारी

हाम्रो देशमा खानेपानी कार्यक्रम शुरू भएको धेरै वर्ष नै भइसक्यो । तर खानेपानी संगसंगै सरसफाइ शुरू भएको त्यति धेरै वर्ष भएको छैन । तर पनि यस सरसफाइ कार्यक्रमलाई कृन् रूपले हुन्छ जनताको घर देलोमा पु-याई जान, धारणा र बानी बसाल्ने प्रयत्न जारी नै छ । हुनत हाम्रो खानेपानी योजनामा टेक्निसियनहरूले प्राविधिक पक्षको राम्रो तालीम र अनुभवले जरा गाडिसकेको छ भने सरसफाइमा विभिन्न कारणले गर्दा त्यति उपलब्ध हुन सकेको छैन । वास्तवमा भन्ने नै हो भने खानेपानी र सरसफाइ एउटा रथको दुई पांग्रा जस्ता हुन् । किनकी एउटा नभए अर्कोले स्वास्थ्य र सजिलोको लागि खोजेको कुरा पाउन सक्दैन । तसर्थ दुबैलाई बढी महत्त्व दिनु पर्छ । गाउँस्तरमा भएकै राम्रो सरसफाइ कामहरूलाई प्रोत्साहित गर्दै नयाँ, नजानेको र गर्नु पर्ने सरसफाइ सम्बन्धी अन्य कुराहरूलाई बढी से बढी महत्त्व दिई खानेपानीलाई जस्तै सरसफाइलाई पनि जोड दिनको लागि यो टेक्निसियन निर्देशन पुस्तिका तयार पारिएको छ ।

०४५ साउनको पहिलो हप्तामा श्री राजन शर्मा, श्री राजेन्द्र शाक्य र म आ... बसी सरसफाइ कार्यक्रम कसरी चलाउँदा बढी प्रभावकारी हुन्छ र खानेपानी जा... सफल हुन्छ भनी हामीले छलफल गर्-यो । पहिलो, दोस्रो र तेस्रो चरण गरी, स... अनुसार टेक्निसियनहरूको व्यवस्था गरी क्रमबदुरूपले कार्यक्रम चलाई मूल्यांकन गर्नको लागि योजना बनायो । साथै पौषको चौथो हप्तामा कार्यक्रम कार्यान्वयन र सूचारुरूपले संचालनको गर्नको लागि लामीडाँडा र इलाममा तालीम चलाएका थियो । त्यही छलफल र तालीमको आधारमा यो निर्देशन पुस्तिका तयार पारिएको छ ॥

यसमा टेक्निसियनहरूले तीनै चरणमा गर्नु पर्ने कामको विवरण, व्यवस्थापन सम्बन्धित कामको लागि स्याल राख्नु पर्ने कुराहरू र टोल टोलमा शिक्षाको पाठ - को नमूनामा के ? कसरी ? कति ? गर्ने भन्ने बारे चित्र सहित सारांश गरिएको छ । चित्रहरू प्रायः हाम्रो पुरानै प्रयोग गरिएको छ र नयाँमा श्री शा... रजितजीको सहयोगमा केही थपिएको छ ।

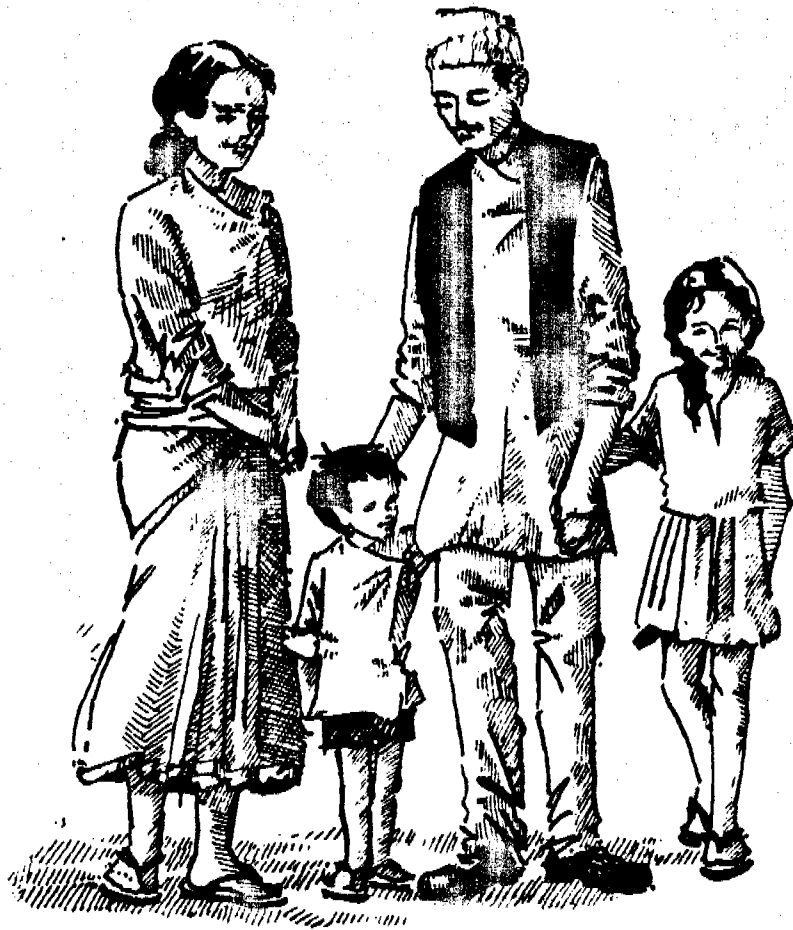
जहाँ सम्म लाग्छ, यस पुस्तिकाको सहयोगले काममा एक रूपता र सा... भई अभियान, उत्प्रेरण र अनुगमनमा कार्यकर्ताहरूको तनमनबाट सरसफाइ कार्य... सफल भई हाम्रो देशमा खानेपानी र सरसफाइ कार्यक्रमले सम्बन्धित परिचा... सुविधा र स्वास्थ्यकर बनाई बालकहरूको जीवन राम्रो संग बृद्धि हुनेछ भन्ने आ... राख्न सकिन्छ ।

नमस्ते लाल त्रेष्ठ

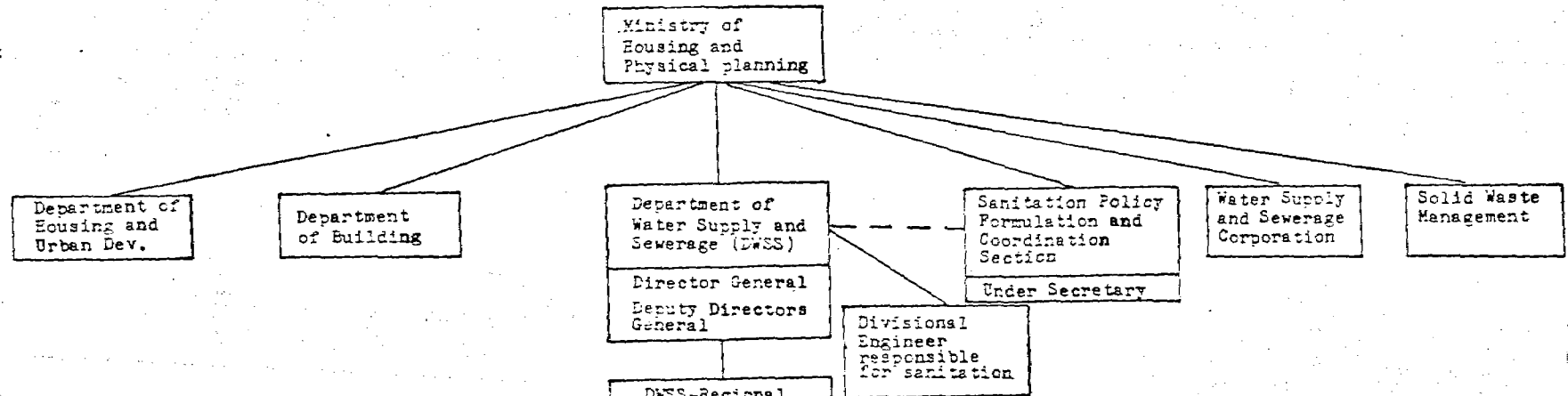
सरसफाइ स यो अ

युनिसेफ

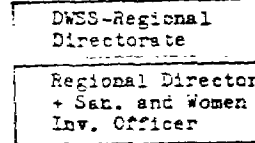
स्वस्थ परिवार सुखी परिवार



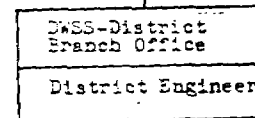
National level



Regional level

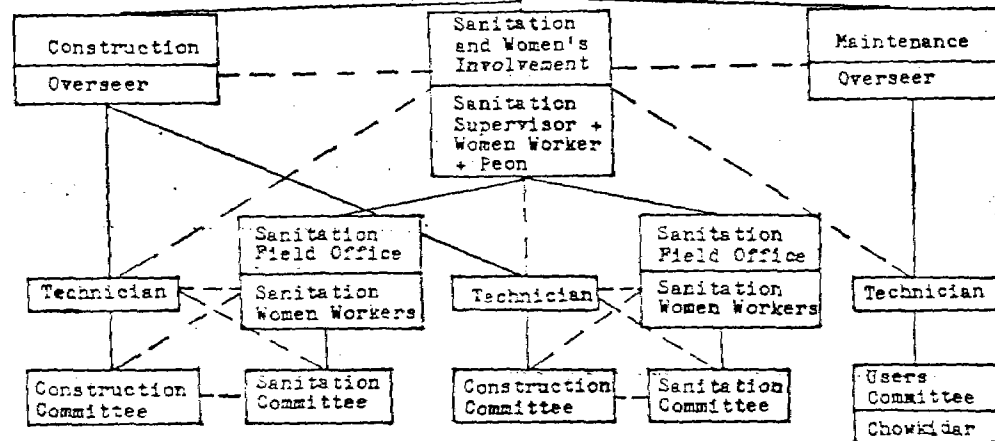


District level



ORGANISATION CHART FOR THE DISTRICT LEVEL SANITATION AND WOMEN'S INVOLVEMENT COMPONENT OF THE DEPARTMENT OF WATER SUPPLY AND SEWERAGE

Village level



ANNEX IV

BUDGET PROPOSAL FOR THE SANITATION AND WOMEN'S IN INVOLVEMENT
COMPONENT IN RUKUM DISTRICT FOR FISCAL YEAR 046/047

Budget heading	Description	Amount
<u>1 Salaries</u>		
- 1 Subha-level Supervisor	Basic salary 13 x NRs. 1200/-	
- 5 Women Workers	Basic salary 13 x 5 x NRs. 875/-	
- 1 Peon	Basic salary 13 x NRs. 600/-	NRs.80,275/-
<u>2.Allowances</u>		
- Remote Area Allowance Supervisor	65% if NRs. 1200/- x 12	
- Field allowance of NRs. 150/- a month for 4 Women Workers at field-level	12 x 4 x NRs. 120/-	
- Leave allowance: one month salary for each staff member		NRs.22,735/-
<u>3.Travel allowance/Daily allowance</u>		
- Supervisor DA for 3 weeks a month	21 x 12 x NRs. 52,50	
- 1 Women Worker at District-level DA for 3 weeks a month	21 x 12 x NRs. 35/-	
- 1 Peon DA for 3 weeks a month	21 x 12 x NRs. 35/-	
- TA Lump Sum: NRs. 18,000/-		NRs.48,870/-
<u>4.2 Services</u>		NRs.2,000/-
<u>5.Rent</u>		
- 2 Sanitation Field Offices		NRs.6,000/-
<u>6.Maintenance</u>		
<u>7.1.Office Supplies</u>		
- stationary		NRs.1,000/-
<u>7.3.2.Fuel for other purposes</u>		NRs.3,000/-

8. Training

- 4 day follow-up training in second year programme NRS.8,440/-
- 4-day sanitation training in first year programme NRS.11,840/-
- Tapstand caretaking training in second year programme, 2 days NRS.4,220/-
- Extension work in villages (meeting) and schools (classes) NRS.2,000/- NRS.26,500/-

9. Contingencies

NRS.4,000/-

10.1. Furniture (equipment)

- District Office NRS.4,000/-
- 2 Sanitation Field Offices NRS.6,000/- NRS.10,000/-

11. Land purchase

12.1. Construction

- 2 demonstration latrines at Sanitation Field Offices NRS.1,000/-

Total amount required

NRS.205,380/-

Note: Heading 10.1 only appears the first year of implementation.