

A woman with long dark hair, wearing a brown shawl and a white patterned dress, is washing her hands with white soap. A young girl wearing a red beanie and a red sweater is also washing her hands with white soap. They are standing outdoors in front of a stone wall. The background is slightly blurred, showing some greenery and a blue structure on the left.

REFLECTION AND TRANSFORMATION OF RESOURCES (RECTOR)

For WASH Awareness



REFLECTION AND
TRANSFORMATION OF
RESOURCES (RECTOR)

For WASH Awareness

© This publication is the copy righted product of The Asia Foundation and ENPHO. Any part of this resource book can be re-written if the resource is mentioned.

Version I : First Edition, 2012
Version II : Second Edition, 2013

Cover Photo Courtesy: ENPHO/PP

Materials and
Photo Courtesy: ENPHO, ENHPO/PP, ASD, CEN, Smart Paani,
SOUP

Design and
print production: wps, tel 5550289, email wpsnepal@gmail.com

Environment and Public Health Organization
110/25 Adarsa Marg-1, Thapagaon, New Baneshwor
G.P.O Box No. : 4102, Kathmandu (East), Nepal
Tel: 977-1-4468641, 4493188 | Fax: 977-1-4491376
E-mail: enpho@enpho.org | Web: www.enpho.org

Contents

Abstract	v
Part One	1
Chapter 1: Introduction	3
1.1 Purpose of the Resource Book	4
1.2 Objectives	4
Chapter 2 : Need Assessment & Preference Ranking for Launching Awareness Raising Program	5
2.1 Need Assessment:	5
2.1.1 Types of Need Assessment:	5
2.2 Preference Ranking:	7
Chapter 3: Effective Planning for Implementation of Awareness Raising Programme	8
3.1 Action Planning	8
3.1.1 Major Steps in Action Planning	8
3.2. Lesson Planning for Each Activity of a Programme	12
Chapter 4 : Learning Styles	14
Chapter 5: Promoting Sustainable Behavior Change	16
5.1 Consecutive Stages for Behavior Change	16
5.2 Strategies for promoting desired Behavior Change	18

5.2.1 Social Marketing	18
5.2.2. Social Entrepreneurships	19
5.2.3. Mandatory Approach	20
Chapter 6: Monitoring and Evaluation	21
6.1 Monitoring of Awareness Raising	21
6.2 Evaluation of Awareness Raising Programme	22
Part Two: Taking Actions	25
Chapter 7: Executing Awareness Raising Activities	27
7.1 Engaging People	28
7.1.1 Activities organized by the implementing organizations for “Engaging People”	28
7.2 Utilizing Web Technologies	29
7.2.1 Activities under “Utilizing Web Technologies” by the implementing Organizations	30
7.3 Filming for the future	30
7.3.1 Activities under, “Filming for the Future” by the implementing organizations	31
7.4 Making noise	32
7.4.1 Activities under “Making Noise” by the implementing organizations	32
7.5 Educating through messages/knowledge products	32
7.5.1 Activities under “Educating through Message/knowledge Products” by the implementing organizations	34
7.6 Empowering for action	35
7.6.1 Activities under “Empowering for Action” by the implementing organizations	35
7.7 Making Marks	36
7.7.1 Activities under “Making Marks” by the implementing organizations	36
Chapter 8: Partners in Action	38
Chapter 9: Implementing Awareness Raising Program; Challenges, Overcoming Challenges and Opportunities	40
9.1. Challenges Faced by Partner Organizations during Execution of Awareness Raising Activities	40
9.2 Overcoming Challenges	42
9.3 Opportunities Discovered by Partner Organizations	43
Annex I: Outcome Monitoring to Measure Effectiveness of Awareness Raising for the Use of Toilet in “X VDC for the Month of A, 20SS” (First Quarterly Report)	45
Annex II: Measurement & Evaluation Format for Evaluating the Success of Street Drama	46
Annex III: Templates of partner organizations	47
Annex IV: Feedback and Evaluation	61

Abstract

This resource book is prepared with the objective of providing general ideas, helpful in implementation of awareness raising activities. The major beneficiaries of this toolkit are the field level workers and community mobilizers, and ultimately the communities.

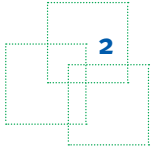
The book is divided into two parts. Part One contains six chapters. The first chapter provides a brief overview of the toolkit, explaining its focus and objectives. The second chapter discusses the importance of need assessment and preference ranking. The third chapter contains important steps in planning the implementation of targeted awareness activity in effective manner.

Chapter four describes the different learning styles through which people learn new and desired behavior. Chapter five talks about the approaches which are effective in behavior change. Chapter six provides the techniques and parameters which should be employed in monitoring and evaluation from stages of planning to implementation.

Part II contains four chapters. Chapter seven explains effective ways of conducting different awareness programs. The eighth chapter gives detail procedure of the awareness raising activities implemented by the five partner organizations; ENPHO/Paschim Paaila, Clean Energy Nepal (CEN), Alliance for Sustainable Development (ASD), Society for Urban Poor (SOUP) and Smart Paani.

Chapter nine gives overview of challenges, tips on overcoming the challenges and opportunities encountered while executing awareness raising activities, as per shared by the partner organizations during learning exchange workshop. The whole resource book is summed up in the final chapter. Lastly, the toolkit has annexes citing different formats which are used in various steps in planning and implementation of awareness raising programs.

This resource book should all in all help the planners, field level workers or organizations working on WASH for guiding as a reference to deliver their services in various awareness events.



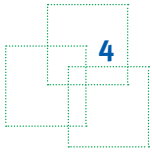
Reflection and Transformation of Resources (RECTOR)

Introduction

Environmental issues are integrated with social, cultural and economic frameworks. In order to address these issues, various organizations are working to generate community awareness for achieving behavioral change and environmental sustainability. However, without community participation and management, this achievement is an impossible challenge.

The growing concern over environmental issues related to water, sanitation and hygiene (WASH) has been affecting the urban poor. In order to address this, Environment and Public Health Organization (ENPHO) with the support from The Asia Foundation has prepared this resource book, “Reflection and Transformation of Resources” shortly termed as “RECTOR”, on raising awareness on WASH issues. RECTOR has been developed by six organizations working in WASH sector through learning and sharing the experiences on awareness activities.

The six organizations include ENPHO, ENPHO/Paschim Paaila Youth Network (ENPHO/PP), Clean Energy Nepal (CEN), Alliance for Sustainable Development (ASD), Society for Urban Poor (SOUP) and Smart Paani. RECTOR is the second version of “Awareness Raising Toolkit” (Version I). RECTOR contains the collection of experiences on implementing the awareness activities by the six collaborating partners. This is the improvised version of Version I to make the book more users’ friendly.



1.1 Purpose of the Resource Book

This resource book primarily focuses on delivering awareness activities at the community level by drawing the learning experiences shared by implementing organizations. The ideas and good practices discussed in this resource book are intended to help field level planners and community workers to conduct awareness programs that will ultimately benefit the community.

1.2 Objectives

- To help field level planners and community workers on planning and taking effective action to change behavior and promote better practices in different aspects of WASH
- To share lessons learned during implementation of different awareness activities in the field by the organizations working on WASH issues and increase the probability of success, especially for similar campaigns
- To provide general guidelines on how to dodge the known pitfalls; thus avoiding duplication of effort, and saving other organizations and practitioners from having to “reinvent the wheel” in the similar areas and/or activities

Need Assessment & Preference Ranking for Launching Awareness Raising Program

2.1 Need Assessment:

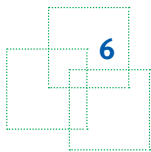
The need assessment focuses on issues of operational relevance, provides the base for prioritizing critical issues from among the many social variables that potentially affect a project's impacts and success, and recommends how to address those issues to ensure that implementation arrangements take into consideration on the key social and institutional concerns. In this regard, a Need Assessment should be undertaken before designing any awareness raising program in order to ensure community participation.

2.1.1 Types of Need Assessment:

A need assessment or problem identification can be done using following two approaches:

i) Demand driven: There are cases where the communities itself assess the need for a particular intervention in regard to WASH issues¹. Community feels the need either by self-realization through experiences like health hazards from existing WASH scenario, observing others having better scenario and other stimuli. Then, the community approaches either the organizations or practitioners specializing in WASH advocacy, or the relevant authority for intervention.

¹ <http://www.greenwonderland.co.uk/upload/document/participationtoolsandapproachs-worldbank.pdf>



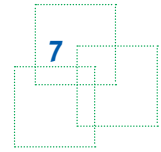
Then, the awareness raising and capacity building programme can be planned according to their demand or need. However, the organizations addressing the community needs should authenticate through tools like Focus Group Discussion (FGD), surveys/interviews, Ignition Participatory Rural Appraisal (IPRA)/Participatory Rural Appraisal (PRA)/Participatory Learning and Action (PLA). The information acquired during such validation process is valuable for further planning for program design and implementation.

ii) Organization driven: When an organization/practitioner has specialized in particular area in raising awareness within WASH, it can choose to intervene in its relevant aspects. Thus, the organization will do the necessary research or need assessment based on primary data (Survey/Observation/Interviews) or secondary data (Census/Previous Studies/Reports of GOs and I/NGOs) and select the community where the intervention of their choice is required.

Tips for need assessment in the field²

- Use all the senses. WASH issues can usually be seen, touched, heard, smelled and even tasted.
- Get several opinions on the situation from different points of view. Ask the same questions in different ways. In complex situations, try to get beneath the obvious responses using probation skills.
- Be aware of who you represent. This has a great effect on the quality of information you are likely to receive.
- Try to get figures through reliable quantitative data for describing the problem, for assessing its severity and the measures to take, and for establishing baseline information for monitoring and evaluation. However, be aware of the limitations of the data you may collect and the extent of its inaccuracy and/or reliability.
- Good communication systems are important to get reports and information to decision makers quickly and to keep people up to date as the situation changes. Ensure that you can provide feedbacks to the assessment results quickly, allowing immediate decision making.
- Use up to date maps. Make them if necessary.
- Make and use up to date lists of key contacts to meet.
- Try to get an overview before going into details.

² <http://www.chinacdc.cn/jkzt/tfggwssj/zzfb/kspg/200805/W020130201311913947020.pdf>



- Talk to people and explain what you are doing, regarding the possibilities and constraints of a possible response by your funding agency.
- Only collect the information you think you will need. Don't waste time on unnecessary surveys, and concentrate on priority areas.
- Share your findings with others. Present your findings with arguments to show how you reached your conclusions.

2.2 Preference Ranking:

Preference ranking simply means giving different weightages to multiple needs. This helps to find out the need which has to be addressed most urgently. The information obtained through need assessment can be used if preference ranking is required. The preference ranking within WASH issues is done consulting with the community and planning is done accordingly. However, it is affected by the factors like objective/mission/target of the organization, budget and based on conclusion derived using PRA tools through community.

In case where an organization has expertise in many aspects within WASH, integrated approach can also be taken by the organization, where all the WASH issues are addressed simultaneously or on the basis of preference while implementing particular awareness raising programme. For e.g.: If community gives higher ranking to demand for awareness raising on oral rehydration system than to awareness raising on using toilet; then the organization will choose to operate according to the results of preference ranking.

3

Chapter

Effective Planning for Implementation of Awareness Raising Programme

3.1 Action Planning

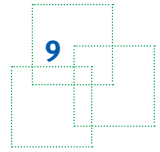
Action planning is **a process which will help us to focus our ideas and to decide what steps are required to achieve particular goals**. It is a statement of what we want to achieve, over a given period of time. Preparing an action plan is a good way to help us to reach our objectives. An effective action plan should give a concrete timetable and set of clearly defined steps to help reach our objective, rather than aimlessly wondering what to do next. This helps us to focus our ideas and provides us with an answer to the question “what do we do to achieve the targeted objective?”³.

3.1.1 Major Steps in Action Planning⁴

- **Generate a list of actions** - use brainstorming to compile a list of actions necessary to successfully achieve a particular goal. Arrange this list of suggested actions in sequential order.
- **Prepare a time-line** - allocate dates for sequential completion of actions.

³ <http://www.kent.ac.uk/careers/sk/skillsactionplanning.htm#WHAT>

⁴ <http://executivewisdom.com/BlogRetrieve.aspx?BlogID=4860&PostID=102781>

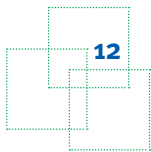


- **Identify events affecting actions** - identify any other events which would have to occur and list them to the timeline.
- **Identify likely problems** - develop a contingency plan for any anticipated problems. Identify the causes for these problems and appropriate actions to handle them.
- **Develop a plan to monitor action and sharing the results** - list ways in which the progress of the action plan will be monitored as well as shared.
- **Assign tasks** - state "Who will do what, by the date set, to bring about the particular action?"

Table 3.1: Action Planning for Awareness Raising Simplified in a tabular form

S.N	Activity	Methodology	Goals and Objectives	Time frame	Time Period	Who is responsible?
1.	Collecting Information	<ul style="list-style-type: none"> • Observation • Community Survey • Questionnaire • Interview • Rural Rapid Appraisal • In-depth method 	<ul style="list-style-type: none"> • To find out community needs and priorities in WASH issues and potential solution from community's view 	Jan-Feb (just an example, it can be in days or weeks as per the size of the activity)	1 month	Research team
2.	Determining goals and objectives	<ul style="list-style-type: none"> • Based on the urgent needs of community within WASH issues with the time and resources available; comes from information collected 	<ul style="list-style-type: none"> • To be focused on the maximum outcome from the activity 	March	2 weeks	Head of the programme
3.	Selecting appropriate methods and media	<ul style="list-style-type: none"> • Must be appropriate to the context of the problem 	<ul style="list-style-type: none"> • To address the issues specifically through most suitable and effective means 	March-April	1 month	Executive Committee
4.	Identifying available resources	<ul style="list-style-type: none"> • Research on which resources can be found locally and which from outside source 	<ul style="list-style-type: none"> • To mobilize the resources available for achieving the goal like human resources (train if required), physical resources, financial resources 	April- May	1 month	Administrative Committee
5.	Securing community participation	<ul style="list-style-type: none"> • Find allies, target groups, influencers, opposition and mobilize them 	<ul style="list-style-type: none"> • To make them feel the sense of belongingness, include their views and participation for ensuring sustainability of the program 	Throughout the activity	-	Community mobilizers, volunteers

S.N	Activity	Methodology	Goals and Objectives	Time frame	Time Period	Who is responsible?
6.	Implementation	<ul style="list-style-type: none"> • Execution of the action plan with appropriate means , methods and resources • Imparting new knowledge, skills and techniques • Fostering workers' personality development 	<ul style="list-style-type: none"> • To materialize the plan and intervene in the most required aspects of WASH for desired output • To provide confidence to the workers to perform their duties and enhance chances of better outcome 	June -September	3 months	Community mobilizers, volunteers
7.	Supervision	<ul style="list-style-type: none"> • Observation of ongoing activities • Interviewing the staff and other concerned parties • Recording and reporting the findings 	<ul style="list-style-type: none"> • To differentiate between what is more and what is less valuable and measure how much output or cost effectiveness has been achieved 	Throughout all the stages of the activity		Program Manager, PME and technicians
8.	Monitoring and Evaluation			Throughout all the stages of the activity		M&E officer
9.	Follow up	<ul style="list-style-type: none"> • Observation • Interview with target group and staffs • Indicator analysis 	<ul style="list-style-type: none"> • To make adjustments and improve program effectiveness thus ensuring sustainability of the implemented action 	Post implementation	Till the targeted behavior change is achieved as the default behavior amongst target group	Community mobilizers, volunteers and implementing organization



3.2. Lesson Planning for Each Activity of a Programme

After each Activity Planning, the trainer or facilitator needs to specify each activity that should be included in the awareness program, in order to make it easier and understandable for those who are responsible for execution of the activity. Lesson plans are required for achieving efficiency in any program/ training. Lesson plans give effective results when made for each session or day:

Table 3.2: Lesson plan template for training (can be adjusted as per the nature of activity):⁵

<p>Learning Expectations: (Describe in points what the participants will be able to learn by the end of session like increased knowledge, skills or changes in attitude)</p> <p>1.</p> <p>2.</p>	<p>Time: minutes</p>
<p>Materials/Logistics: (List all the materials that will be required for the session)</p>	
<p>Preparation: (List out the things to prepare in advance like the arrangements for energizer or participatory session)</p>	
<p>Introduction:</p> <p>(Should set the stage for participant learning, link the participants' past learning/knowledge to the learning expectations of the session helping their brains to sense new materials and remember it for long)</p>	<p>Time:</p>
<p>Topic1</p> <p>(Topics should reflect the learning expectations and arranged accordingly like orientation, pair share, discussion , activity)</p> <p>1.</p>	<p>Time:</p>
<p>Topic2</p> <p>1.</p>	<p>Time:</p>
<p>Review:</p> <p>(Helps to gauge if the learning expectations were actually met, the demonstration done during session can be repeated by the participants or their views can be asked)</p>	<p>Time:</p>
<p>Reflections on Lessons: (Write what have you learned during the programme and what can be improved in the future)</p>	

Things to remember while facilitating the training/awareness raising program:⁵

- Be clear about what you want the participants to learn from the activity
- Communicate to the participants what the learning expectations are
- Maintain eye contact, friendly tone of voice and use polite words
- React to what people say by nodding, smiling, or other actions that show you are listening; maintain positive body language
- Check that the participants understand the purpose
- Organize the activity so that every person is involved
- Circulate between groups to ensure they are on the right track
- Help guide the participants if they aren't learning or doing what you want them to
- Be open and patient with any questions that come up during the activity
- Be open to learning yourself from the participants as they work with the activity

⁵ Effective Facilitation Skills for Trainers; A CAWST Participant Manual; (2011)

4

Chapter

Learning Styles

The proper planning for raising awareness alone might not give desired results. Raising awareness and changing behavior is also affected by the attitude and learning styles of the learner or target audience.

When young children start to explore, they immediately grab things and put them in their mouth. They touch, move, and play with whatever they can get their hands on. They are learning by looking, touching, tasting and listening.

Our bodies are designed to take in information using many ways as possible. However, how we learn best depends on our strongest most developed and most used senses. For e.g. If an animal has poor sight its sense of smell may be extraordinary. This can be referred to as learning styles. People will often have one dominant preferred learning style, and a secondary learning style. Although in many cases, people will show equal preference for at least two of the learning styles.

Learning styles are highly influenced by the genetic makeup, previous learning experiences, culture and the society people live in.

One of the most common and widely used theories have grouped the learning styles into three major categories:

- **Visual learning style:** A visual learner learns best by taking notes and making lists to read later, reading information to be learned, learning from books, video, film and printouts, seeing a demonstration etc.
- **Auditory learning style:** An auditory learner learns best by talking out loud, listening to a lecture, radio programme.
- **Kinesthetic learning style:** The kinesthetic learner learns best by doing, manipulation, handling objects, simulations, and live events.

The use of different learning styles in communicating the message through different awareness raising activities are represented in tabular form in Table 4.1. All types of learning styles should be deliberately incorporated in the campaigns used for promoting behavior change or executing awareness raising activities.

Table 4.1: Table Showing Different Learning Styles Employed in Awareness Raising Activity:

S.N	Taking Action	Auditory	Visual	Kinesthetic
1.	Engaging People			
	i. Focus Group Discussion	√		
	ii. Key Informant Interviews	√		
	iii. Drawing/Painting/Essay Competition			√
	iv. Interpersonal Communication	√		
2.	Utilizing Web Technologies		√	
3.	Filming for the Future (Film/Docudrama/Role playing)	√	√	
4.	Making Noise (Mass rally, walkathon, concerts)	√		
5.	Educating through Messages, Knowledge Products	√	√	
6.	Empowering for Action			
	i. Training	√	√	√
	ii. Meeting/Discussion	√		
	iii. Workshop/ Orientation	√	√	√
7.	Making Marks			
	i. Exhibition	√	√	
	ii. Demonstration	√	√	

5

Chapter

Promoting Sustainable Behavior Change

Behavior Change Communication (BCC) needs constant communication techniques/means for intervening with individuals, communities or societies to promote positive behaviors that are appropriate to their settings. BCC campaign comprises communication strategies designed to influence behavior through several dimensions of engagement. This in turn provides a supportive environment that enables people to initiate and sustain behaviors leading to positive and desirable outcomes.

5.1 Consecutive Stages for Behavior Change⁶



Figure 5.1: Stages of Behavior Change

Five stages of change have been conceptualized for a variety of problem behaviors. The five stages of change are pre-contemplation, contemplation, preparation, action, and maintenance. Pre-contemplation (Not Ready) is the stage at which the target has no intention to change behavior in the foreseeable future. Many individuals in this stage are unaware of their problems. Contemplation (Getting ready) is the stage in which people are aware that a problem exists and are seriously thinking about overcoming it but have not yet made a commitment to take action. Preparation (Ready) is a stage that combines intention and behavioral criteria. Individuals in this stage are intending to take action in the near future and have unsuccessfully taken action in the past.

Action is the stage in which individuals modify their behavior, experiences, or environment in order to overcome their problems. Action involves the most overt behavioral changes and requires considerable commitment of time and energy. Maintenance is the stage in which people work to prevent relapse and consolidate the gains attained during action. Different factors play roles in the target's journey from pre-contemplation to the action and then maintenance for achieving sustained behavior change which is explained by the flow chart given below:

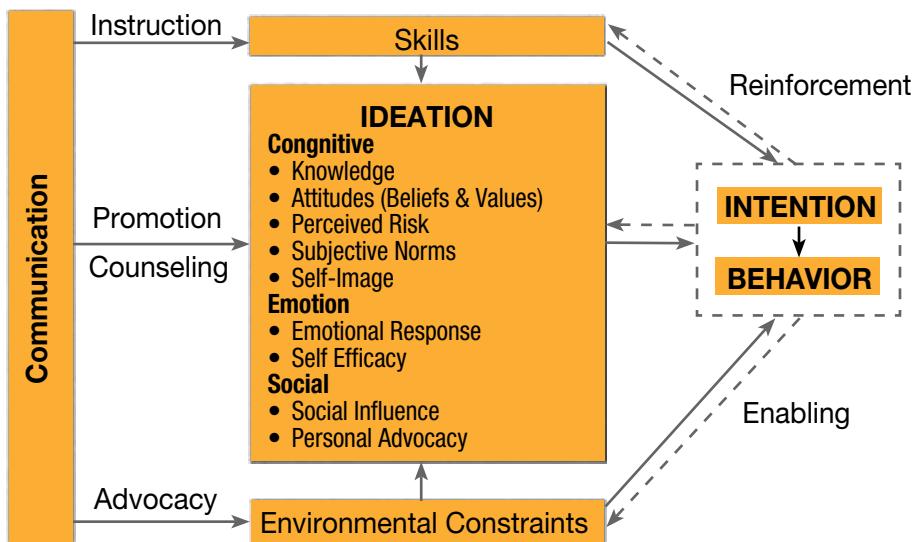
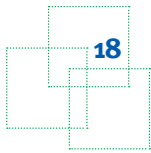


Figure 5.2: Flow Chart for Sustainable BCC



5.2 Strategies for promoting desired Behavior Change

The most used strategies for promoting Behavior Change in sustainable way are:

5.2.1 Social Marketing⁷

Social Marketing hits on psycho social aspects of target group and plays pivotal role in achieving targeted behavior change.

The most successful approaches in Social Marketing are:

- **Association** : We can be more persuasive if we associate ourselves with things that people like. One way to do this is ‘the luncheon technique’. Research shows that people approve more of speeches which they hear whilst eating. So associate your awareness raising campaign with likeable people, fun events, and food. People tend to remember the campaign and what it wants to deliver if they associate with it.
- **Reciprocation** : When we receive a gift or favor we are inclined to return it. We do not want to feel indebted, and fear being viewed as a scrounger. So give people something: candy, buttons, drinking bottles, linen bags during the awareness raising campaigns. It will remind them about the campaign, even in the future.
- **Scarcity** : Opportunities seem more valuable when availability is limited. If you are holding an event make the number of tickets limited, or give free food only to the first people to arrive.
- **Rewards and Punishments** : We can actively change the situation to make sustainable behaviors less costly and more desirable, using both monetary or non-monetary incentives (free bus passes, rewards for students with good personal hygiene). However it’s good to encourage non- monetary incentives. Punishment like charging fines for open defecators and making their names public has worked well in many VDCs. This approach can be used until the good practices come to the target group as their default behavior. It is more persuasive to tell someone how much money they will save if they keep practicing better sanitation and hygiene.
- **Commitment** : Encouraging people to make a pledge is effective. They will feel social pressure to be consistent. Research suggests that

⁷ http://sustainability.berkeley.edu/os/pages/talkinglouder/docs/Promoting_Sustain_Behavior_Primer.pdf (Adaptation)

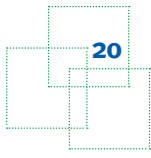
commitments work best if they are personal (to someone), meaningful (to the person requesting the pledge), written, made public, and require some effort. You can also use incentives to encourage commitments. For e.g.: It has been found that once a VDC was declared open defecation free zone, people didn't practice open defecation due to the fear of defamation.

- **Prompts** : We all have automatic behaviors. Though we are open to change, we might need to be reminded to make that change again and again, until it becomes automatic. Prompts are most effective if it is specific. For eg: Pin a poster saying, “Did you wash your hands?” in the entry of the community feast or in front of the toilets.
- **Feedback** : Feedback reduces anxiety, reinforces behavior, and helps people know their status in a particular area. For e.g.: Publishing the information like, “20 more VDCs of Surkhet District have been declared as Open Defecation Free VDCs. Join the campaign to increase this number”.
- **Modeling** : Use role models. This plays on social proof: if people see a popular face (celebrities), it increases their interest. Also be a role model yourself, and use models to encourage behavioral change. For eg: Always wash hands before eating at cafeteria where many people can observe you.
- **Targeting the children at early age** : It's easier to inculcate ideal behavior within children at very early age which includes the students of kindergarten and primary level (2-10 years). They don't have overload of information to replace with new ones and it will be their default behavior that can last for their life time. As they like to share what they learn, they can be our little messengers and campaigners as well. Motivational factors play important role to achieve desired behavior in children like praising them for doing any desired behavior and illustrating examples of the people they idealize.

5.2.2. Social Entrepreneurships

The entrepreneurship based on WASH issues is very effective in encouraging behavior change as there is vested incentive to work for the social cause. These types of entrepreneurships automatically aware the public for desired behavior change while marketing their products and services.

For e.g.: Smart Paani is profit oriented organization which offers technical support and services for installation of Rainwater Harvesting infrastructures. It conducts demonstrations, orientations and meetings with potential clients on the advantages of Rainwater Harvesting and Groundwater Recharge (RWH/R)



which has in turn increased the level of awareness in terms of RWH/R among urban people while promoting their business.

5.2.3. Mandatory Approach

The best way to ensure behavior change is policy level intervention and the law enforcement. People tend to ignore soft approaches like social marketing even if it works at many levels. The regulatory approaches compel the people to follow the law in the fear of legal actions if not done. Therefore, many issues of WASH can be solved through law enforcement like mandatory construction of toilet in every household and others. Similarly, “Sanitation for All” Approach has been targeted by National Water and Sanitation Policy, 2008 and Government has planned accordingly to achieve it by 2017. Monitoring and evaluation on timely basis is also required for successful enforcement and sustainability.

Flexible approaches like incentives based approach also helps to achieve targeted behavior change to some extent. Provision of rebate on the charge for approval of building map if rainwater harvesting structure is incorporated has been made by Dharan and Pokhara Municipality, and Kathmandu Metropolitan City but mandatory approach is the ultimate weapon.

Monitoring and Evaluation

Monitoring and evaluation has to be done in crucial steps right from planning to implementation of Awareness Raising Program. This step is essential to determine what worked and what didn't work to reach your objectives, and how effectively your project reached its intended audience. Refer to Annexes for sample templates on Monitoring and Evaluation.

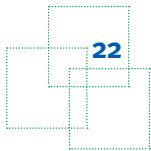
6.1 Monitoring of Awareness Raising

The following questions, suggested by Johns Hopkins University, are helpful in establishing a set of indicators for monitoring and evaluation (major focus on monitoring)⁸.

1. What do we monitor?
 - What material, activity, or outcome do we monitor? (mass media, print, event, training, cost, reach)
 - What aspects/indicators do we monitor? (quality, quantity, timeliness and clarity of activities, attendance levels, content of training, recall of messages, adoption of desired behavior)

2. Why do we monitor?
 - Who uses the monitoring data and information? (project manager, supervisor, field staff, volunteers, community, material producers)

⁸ Johns Hopkins University (2008) IEC: The Power for Change



- How will the monitoring data/information be used? (measuring progress and achievement at determined points, quality assurance, adjusting IEC materials, adjusting action plans)
3. How do we monitor?
- Who monitors? (project manager, supervisor, field staff, volunteers)
 - When and how long do we monitor? (entire campaign, monthly, quarterly, semi-annually, annually)
 - What data collection tools do we use? (material distribution tracking, market survey, cost analysis, observation, FGD, group interviews)
4. How do we exchange information?
How could we exchange information? (Discussion, meetings, presentations, correspondence, reports)
5. What lessons are learned?
It is essential to note that ongoing evaluation is central to the effectiveness of awareness raising and strategies to promote behavior change. The purpose and characteristics of M&E are examined in greater detail below.

6.2 Evaluation of Awareness Raising Programme

Evaluation is a systematic process of determining the extent to which the stated objectives have been achieved. Evaluation should not be left to the end, but should occur from time to time throughout the program, so that, if the program is not succeeding, adjustments can be made.

The WHO has identified four dimensions of effective evaluations.

- **Adequacy** : An effective evaluation system must have adequate information about methods and media used, resources utilized, objectives fulfilled or unfulfilled, target population, covered subjects, and people's response and feedback to the program. It should be noted whether target people actually changed their behavior after awareness raising programme.
- **Relevance** : The evaluation system should be problem oriented and need based. It should also be relevant to the existing culture of the community.
- **Efficiency** : The evaluation should assess the efficiency of the program in terms of people, time, money, materials and technologies to determine whether it is economically viable.

- **Appropriateness** : The evaluation should assess whether the program and the time of its implementation are appropriate to the needs of the target group.

For getting the instant evaluation or feedback of awareness raising activity from the uneducated or semiliterate target groups, techniques like sign figures and gaming should be used.

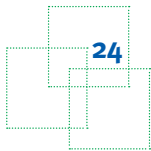
An example of evaluation sheet has been attached in Annex I and II.

Monitoring

- Adjustments in implementation
- Decision-making
- Ongoing process
- Ensuring quality
- Supervision
- Constant checking on changing needs
- Staying on track/verification

Evaluation

- Cost-benefit analysis
- Sustainability
- Periodic
- Measuring impact
- Results/effects/objectives
- Attribution of causes
- Future planning/lessons learned replicable/extension



Reflection and Transformation of Resources (RECTOR)

Part Two

Taking Actions

In Part II, we look at the experiences of partner organizations to see which approaches to raising awareness worked to effectively change behavior, and which did not. This part will guide community mobilizers, field level planners and others to plan and implement the awareness raising programs.

The partner organizations include:

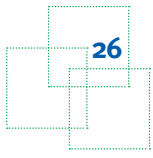
ENPHO/ Paschim Paaila Youth Network (ENPHO/PP)

Alliance for Sustainable Development (ASD)

Clean Energy Nepal (CEN)

Smart Paani

Society for Urban Poor (SOUP)



Reflection and Transformation of Resources (RECTOR)

Executing Awareness Raising Activities

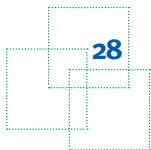
Continuous action is essential to achieve desired behavior change. In this section, effective ways of conducting number of awareness raising activities are presented along with the activities conducted by the partner organizations.

Whom to approach?

Relevant local government bodies (municipal administrations, DWSS, etc.), community groups, target households, schools, local NGOs, youth groups, volunteers, mothers' groups and other active groups

How effective?

Different organizations prefer different approaches to raising awareness. There is no hard and fast rule as to which approach will be most effective, but it was found that visual aids and the active participation of community members enhance the effectiveness of any initiative to raise awareness (ENPHO, 2012).



7.1 Engaging People

How?

Focus group discussions, discussion forums, meetings, key informant interviews, drawing/ painting/essay competitions, Ignition Participatory Rural Appraisals (IPRA), interpersonal communication

Why?

To engage people through focus group discussions, interviews and competitions in a participatory approach

As a community member, you can and you should:

- **Support community events** through participation.
- **Consult with the community** to learn what others are thinking, and contribute your valuable thoughts to awareness program.
- **Make your voice heard** by sharing your concerns about WASH, and other issues that are important to the environment and the well-being of your community.

As an advocate or community worker/planner, you can:

- **Form a local group/woman's group/child club or committee** to work on environmental and public health issues.
- **Make the group or committee** active through regular meetings, interactions, fund raising activities and campaigns.
- **Sustain the group** by setting achievable goals and regularly evaluating your progress.
- **Promote participation** by involving the community in planning programs and celebrating achievements.
- **Find ways** (e.g., IPRA, FGD, PRA, PLA, mass involvement, local media) to involve more and diverse participants and to learn from their contributions.
- **Follow up** on the programs and activities you have conducted, and improve them if necessary.

7.1.1 Activities organized by the implementing organizations for “Engaging People”

Smart Paani gave 30 minute presentation followed by 30 minute discussion on importance of Rainwater Harvesting in the month of May. The activity was conducted at Civil Homes Phase III, Sunakothi; Nagbahal, Patan, Rose Village

Housing, Balkot, Bhaktapur. The main objective of the presentation and discussion was to make people aware about the benefits of rainwater harvesting system and explain the important components of the system so as to convince them on installing one in their houses.



Engaging people through discussion forum and interpersonal communication by Smart Paani

7.2 Utilizing Web Technologies

How?

Website, Social Networking Sites, Blogs

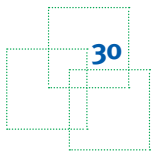
Why?

Internet and social networking technologies are more attractive to young people, students, and some institutions.



Tips: Drive more traffic to your Site/Blog

- Keep your page simple and easy with fun ways for readers to engage, enter and link back to your site where possible.
- Use the power of social networking. Share your page links through social media.
- Choose an appealing title to create curiosity about your blog articles.
- Publicly express your appreciation for readers and commenters on your blog or social networking site.
- Create interesting activities—it could be a photo or short video contest, a simple comment-on-the-content invitation, or an online discussion forum/survey.
- Promote your site with relevant keywords to optimize search engine results. You can even pass instructions onto friends and your wider social network about your site.
- Make fun announcements on your blog to keep it fresh for target audiences.



7.2.1 Activities under “Utilizing Web Technologies” by the implementing Organizations

ENPHO/PP published the proceedings of awareness raising activities like drama, wall painting, awareness cum cleanliness campaign of the implementing phase, in March 2013 on its bulletin blog, <http://paschim-paaila.blogspot.com> and also dispatched e-bulletin on these activities through the e-mails to the subscribers.

7.3 Filming for the future

How?

Documentary, docudrama, video profiles, drama, role-playing, radio program

Why?

Entertainment media are highly effective for three reasons:

- They draw large audiences.
- They can promote ideas that influence behavior.
- They offer a quick and practical solution with visual effect.

Tips:

- Choose a theme that is relevant, interesting and fun, but it should make sense to viewers/listeners.
- Get feedback whenever possible to gauge the impact on your audience.
- If you are selling your videos or tickets to your shows, make sure that the contribution to environmental improvements are clearly stated.
- Think about your target audience. Choose videos, dramas and programs that reflect their language, culture and tradition, so that they feel the programs are about them.
- Role-Plays—When role-playing, make sure you’ve thought about what you’re trying to achieve. Role-plays are best suited to practicing skills (e.g., the steps in a counseling session) or exploring attitudes (e.g., feelings about the level of cleanliness of the village). They are also good for exploring what is “normal” in the community without embarrassing any particular individual.
- Prepare the players by giving them enough information about the characters they will play. Give the players a couple of minutes to “get into character.”

- Have them play their roles for a set length of time. Five minutes is a good length. Do not let the role-play go on too long. If the role-play goes in the wrong direction, stop the action, regroup, and start again.
- Ask the actors to step out of their roles and talk about what it was like to play the parts. This will help them to examine the role-play from the point of view of the audience instead of the characters they were playing.
- Radio Programs— think about finding or generating revenues to sustain awareness programs.

7.3.1 Activities under, “Filming for the Future” by the implementing organizations

- ENPHO/PP conducted 25 minutes street drama at Talsikhel, Imadol, and Lagankhel of Lalitpur district and Bhugol Park of Kathmandu district with the objective to create the sensitized community for proactive preparedness and prompt responses on WASH.
- CEN screened documentary named “Jalpari” of Maha Jodi at Rastriya Sabha Greeha, Exhibition Road on the auspicious occasion of World Water Day 2013 which was attended by teachers and students. The documentary raised issues and solutions to water scarcity by adopting Rain Water Harvesting system.
- ASD conducted 30 minutes street drama with the theme of solid waste management focusing on replacing plastic bags with cotton ones. Participants from two schools of Kathmandu valley were present in the event held at Mangal Bazaar, Patan Durbar Square on 26th February 2013. Video of the whole event was also captured for producing documentary for the future.



Students and Teachers watching and enjoying Jalpari organized by CEN

7.4 Making noise

How?

Mass rally, walkathon, concerts

Why?

To reach out and speak out for a cause

Tips:

- Avoid noise-sensitive areas.
- Schedule the event for an appropriate date and time.
- Encourage participants to think of creative ideas for placards.
- Have flyers on hand with key facts about your cause.
- Use enthusiastic volunteers.
- Generate publicity by attracting media attention.



7.4.1 Activities under “Making Noise” by the implementing organizations

ASD conducted mass rally on 26th April 2013 with the objective to disseminate awareness message on Solid Waste Management (SWM) and reduce the use of plastic bags to the school students and the general public through the use of leaflets and placards. Mass Rally was conducted with the participation of two schools of Kathmandu valley at Mangal Bazaar, Patan Durbar Square.



Students and Teachers involved in mass rally organized by ASD for “Making Noise” to disseminate awareness on SWM

7.5 Educating through messages/knowledge products

How?

IEC Materials, including newsletters, factsheets and training materials.

Why?

Effective communication requires effective messages. A core message is needed, one that people will read and talk about, which clearly summarizes your position and the changes you are seeking. The core message, conveyed through words, pictures, cartoons, verses etc. should include:

- The nature of the problem
- The causes of the problem
- Who you believe is responsible for solving it
- Why change is important
- Your proposed solution
- What others can do to bring about the needed change

Consider these questions when developing IEC materials:

- What information needs to be communicated?
- What behaviors need to be changed or reinforced?
- Who is the target audience/their socio cultural traditions/language of preference/level of literacy/physical environment?
- What materials will be most effective in reaching the specific target audience?
- When and how should materials be developed and disseminated?

Tips:

- The message should be simple, clear, compelling and engaging.
- Research is essential. Keep research questions concise, and use a combination of qualitative and quantitative methods to collect data, it doesn't have to be costly.
- While many messages may be proposed, choose the one that is most relevant.
- It should be framed in an inclusive manner to maximize the potential support base.
- Once you have the message, carefully choose the right medium to deliver it (Asia Pacific Strategic Campaigning Training, 2009).⁹
- Text should be kept to a minimum. Test your posters/other IEC materials with your target audience to make sure your message is clearly understood.
- For a banner, poster or hoarding board to be effective, it must be hung securely in a strategic place where it will be visible to as many people at one time as possible.

⁹ Asia Pacific Strategic Campaigning Training (2009) Demand Dignity: 18th-21st September 2009, Hong Kong.

- Keep fact sheets short and to the point. Use facts and numbers clearly and creatively.
- Try to convey one main message that can be communicated in the title. Visualize how the information you are presenting will fit on the fact sheet. Think in terms of panels and sections of the document.
- Take time to select photos, graphics and designs that will appeal to your target audience. Assess the best way to distribute your proposed IEC materials. Find out what services are available to the target audience. This could determine what medium you use to get your message across.
- T-shirts, caps, mugs, pen holders and any other promotional materials; where one promotional material should contain only one message.
- Do not assume that only one type of IEC material will reach everyone in your target audience. Consider using a combination of approaches.

Ask the following questions after developing IEC:

- Acceptance —do they accept the message and the design? Does the message hold meaning for them? Does it fit the local context (language, culture and tradition)?
- Involvement —could they be involved in the distribution of the materials?
- Inducement to action—Are they persuaded to take action by what has been communicated in the materials?

IEC is considered to have been effective and meaningful if it reaches the intended target group and meets their needs.

7.5.1 Activities under “Educating through Message/knowledge Products” by the implementing organizations

- Smart Paani distributed the brochures on importance of Rainwater Harvesting while conducting presentation, discussion and model display on RWH at Civil Homes Phase III, Sunakothi; Nagbahal, Patan, Rose Village Housing, Balkot, Bhaktapur. The brochure had the information on RWH and its benefits to the environment.
- ASD distributed leaflets to the public, students and teachers with information on segregation of waste at source and 3R Principle while conducting mass rally on 26th February 2013 at Mangal Bazaar, Patan.
- ENPHO published informative copies, hygiene kit and the resource book.

7.6 Empowering for action

How?

Training, Workshop, Orientation

Why?

The main objective of trainings, workshops, orientations, etc. is to empower local community and youth groups to continue the awareness programs and implement the message even after the project is completed. This is directly linked with long term sustainability.

Tips:

- When preparing, have a clear idea of what you want to accomplish. Is the event primarily for training, discussion, or will you need to reach some agreement or decision?
- Once everyone has assembled, explain some of the ground rules and go over the agenda/objective, making sure you emphasize the schedule.
- Facilitate by paraphrasing (saying back to the speaker what you've heard) and summarizing (stopping from time to time to capture the important points that have been made) as the discussion moves forward.
- Pay attention to body language and level of participation. Don't let people monopolize the conversation.
- Encourage dialogue among the participants, and try to limit how much you talk yourself.
- Use visual aids/presentations.

7.6.1 Activities under "Empowering for Action" by the implementing organizations

SOUP conducted two days training on "Household Waste Management Training" on 9th and 10th February, 2013 at Quara, Kirtipur to empower local people to manage waste at their own home and improve water, land and air quality by preventing the haphazard disposal of waste.



Training on SWM to empower local community women by SOUP

7.7 Making Marks

How?

Exhibition, Demonstration, Competition etc

Why?

The main objective is to play with ideas in different situations and with a variety of resources to arrive at new and better understanding. This is a participatory approach that provides opportunities to explore and share thoughts and ideas through art, movement, music, dance, imaginative and role-play activities, mathematics and design.

Tips:

- Make sure you have assembled all the necessary materials and equipment.
- In demonstrations, tell the audience what you are about to do and why you're doing it. Give them time to move so they can see what you're doing.
- Once the demonstration is over, ask the audience to comment on what they've seen (what was new, useful, important, feasible or impractical). Generally, you will have no trouble getting them to comment.
- If there's time, you might want to repeat the demonstration with audience participation, or have someone else repeat it.
- Ask the audience members what they might do differently, having seen the demonstration.

7.7.1 Activities under "Making Marks" by the implementing organizations

- Smart Paani exhibited the model of Rainwater harvesting in three different venues; Civil Homes Phase III, Sunakothi; Nagbahal, Patan; Rose Village Housing, Balkot, Bhaktapur to raise awareness on the importance of RWH and it made it easy to implement features.



Wall painted by the ENPHO/PaschimPaaila team with the information on safe water and hygiene.

- ENPHO/PP conducted art exhibition at Bhugol Park; wall painting at two schools at Bhaktapur and 1 school at Sanepa, Lalitpur with the objective of disseminating messages for the general public which reflected the importance of upgrading the existing water supply facilities and adopting healthy sanitary habits.
- CEN organized inter school Art Competition on the theme “Water, Water Everywhere Only If we Share” in order to create awareness on water issues and water cooperation through art on the occasion of World Water Day 2013.

Action can be taken by including one or more of these activities in integrated way. For e.g. Smart Paani gave the presentation on importance of Rainwater Harvesting and also displayed the model on the site along with distribution of brochures. Other organizations also incorporated more than one activity in spreading the awareness message. These activities highly complement each other and also explore different learning styles.

Partners in Action

Templates of the awareness raising activities after implementation by Partner Organizations have been produced, among which one of the template prepared by CEN is shared as follows. Please refer Annex III for the templates of the other organizations.



Students involved in Art competition (left) and watching documentary Jalpari (right)

Template on Conducting Awareness Actions

Organizer:	Clean Energy Nepal in partnership with Kathmandu Metropolitan City and Nepalese Youth for Climate Action
Awareness Actions:	One Day Art Competition on the theme “Water, Water Everywhere Only If we Share”
Objective:	To create awareness on water issues and water cooperation through art on the occasion of World Water Day 2013
Target Group:	School Students (Grade 6-9)
Activities or Sessions:	i) Inter School Art Competition ii) Art Exhibition iii) Documentary Screening
Activity or session:	Inter School Art Competition
Place:	Rastriya Sabha Griha (City Hall), Exhibition Road
Activity Timing:	8:30am – 3:00pm
Activity Objective:	To create awareness about water issues and water cooperation through art

Logistics Required

- ▶ Art materials (colour, paper, brush, cartridge, pencil)
- ▶ Stationery and other materials for art exhibition (clips, rope, tape)
- ▶ Print materials: Registration sheet, Judging sheet
- ▶ Human Resources (Judging Panel including Chief Judge)
- ▶ Documentary Screening: Projector, Sound System

Procedures/ Measures

1. Art Competition

- ▶ The program started with a brief opening session where the organizers explained about the program, theme of the art competition and details of the competition including the rules and timing. The theme of the competition was “Water, Water Everywhere, Only If We Share”
- ▶ The participants were given two hours to complete their paintings. The musical ambience was created with Nepali Folk instrumentals.
- ▶ The participants created beautiful art on various aspects of water.

2. Art Exhibition

- ▶ Upon completion of the art work by the students, they were set up in the premises for exhibition.
- ▶ The arts were displayed on both sides of the main route to the city hall. All the visitors spent time watching the art exhibition.

Lunch Break: During the lunch break, students participated spontaneously in an activity which showcased their talent. They sang song, recited poems, shared jokes and did caricature.

3. Documentary Show

- ▶ Followed by the art competition and the exhibition, a documentary named 'Jalpari' of Maha Jodi was screened in the hall. The students and the teachers attended the screening of the documentary.
- ▶ The documentary raised issues and solutions to water scarcity by adopting Rain Water Harvesting system.
- ▶ A brief discussion was facilitated after the documentary to sum up the learning from the show.

4. Prize Distribution

Implementing Awareness Raising Program; Challenges, Overcoming Challenges and Opportunities

9.1. Challenges Faced by Partner Organizations during Execution of Awareness Raising Activities

S.N	Challenges	Activities	Organization Facing the Challenges	Remarks
1.	Confirmation of participants/Mass Gathering	<ul style="list-style-type: none"> • Art competition • Wall Painting • Mass Rally 	<ul style="list-style-type: none"> • CEN • PP • ASD 	<ul style="list-style-type: none"> • School management can take considerably long time to confirm the names of the participant students • The name of volunteers for event organizing keep altering
2.	Low Participation	<ul style="list-style-type: none"> • Presentation/ Model Display • Mass Rally 	<ul style="list-style-type: none"> • SmartPaani • ASD 	<ul style="list-style-type: none"> • Public may not be interested to participate in the awareness raising program and choose another option/priority
3.	Budget Limitation	<ul style="list-style-type: none"> • Mass Rally • Art Competition • Waste Management Training 	<ul style="list-style-type: none"> • ASD • CEN • SOUP 	<ul style="list-style-type: none"> • Logistics including refreshments can turn expensive • The leaflet production was expensive for distribution in the rally • All community members could not be covered due to budget and time limitation

S.N	Challenges	Activities	Organization Facing the Challenges	Remarks
4.	Logistics Management	<ul style="list-style-type: none"> • Art Competition • Mass Rally 	<ul style="list-style-type: none"> • CEN • ASD 	<ul style="list-style-type: none"> • The uncertainty in the participant numbers till last moment can make the logistics purchased either insufficient or spare; also imbalances the budget.
5.	Selection of Documentary/ Drama Theme	<ul style="list-style-type: none"> • Documentary Screening • Street Drama • Street Drama 	<ul style="list-style-type: none"> • CEN • ASD • PP 	<ul style="list-style-type: none"> • The documentaries are generally targeted to adults and to create a drama or choose documentary suitable for children and uneducated mass (due to level of education and age group) can make the selection difficult.
6.	Weather condition	<ul style="list-style-type: none"> • Art Competition • Mass Rally • Street Drama 	<ul style="list-style-type: none"> • CEN • ASD • ASD/PP 	<ul style="list-style-type: none"> • Some activities need public space /outdoors; the unexpected rain, windy environment or scorching sun can lower the number of participants and ruin the ongoing events
7.	Technical problems	<ul style="list-style-type: none"> • Documentary Screening • Street Drama 	<ul style="list-style-type: none"> • CEN • ASD/PP 	<ul style="list-style-type: none"> • The power back up may not be available at all places to screen documentary in case of load shedding and the sound system required for drama may not work properly at the nick of time.
8.	Time commitment	<ul style="list-style-type: none"> • Art Competition • Street Drama • Presentation/ Model display 	<ul style="list-style-type: none"> • CEN • ASD/PP • SmartPaani 	<ul style="list-style-type: none"> • School management is often concerned about their school curriculum and don't allow easily for the students'/teachers' participation in awareness raising program. • Also, the organizing team may comprise of students and they may have exams, assignments and other commitments not allowing them to devote full time for event preparation. • When evening time is chosen for drama, the drama actors may be delayed to go home or can't access public vehicles.

S.N	Challenges	Activities	Organization Facing the Challenges	Remarks
9.	Priority	<ul style="list-style-type: none"> All awareness raising activities 	-	<ul style="list-style-type: none"> People mostly give priority to their chores or prefer relaxing rather than participating in awareness raising program
10.	Sustainability	<ul style="list-style-type: none"> All awareness raising activity 	-	<ul style="list-style-type: none"> There are high chances that people go back to their previous practices e.g. haphazard waste disposal due to lack of commitment and other factors

9.2 Overcoming Challenges

Low participation is a common problem faced in awareness raising events. It can affect the impact of the program and make the event meaningless in some case. This can be avoided to larger extent by interest determination of the participants and getting the time commitment of interested participants for the day of event. Permission from school authority, government bodies (if required) and confirmation of students/teachers/participants should be sought through constant communication and follow up. Various strategies should be applied to publicize the event before the event day by reaching out to different institutions, allies, volunteers, media, etc. to attract larger mass. Attractions can be added to make the event more interesting like the use of popular faces, dance, music, caricature, prizes etc. The event like training can also deliberately consist of limited participants to decrease expenses and to increase efficiency.

Conducting awareness raising activities in well-known community/ neighborhood can ensure good participation. If the community is not familiar, a focal person who is co-operative and shows interest in the activity should be identified to co-ordinate with community. Focal person should preferably be popular, reputable and liked by the community.

Conducting programs in the public holidays, evening time and for few hours can increase the number of participants. Utilizing the same time for two events (like painting exhibition along with street drama) can be effective in saving time and helpful in spreading the awareness message. Consultation with professionals on the operation tips for activities like wall painting, art competition will help the event to run smoothly in well planned manner.

The alternates for volunteers, role players of street drama, and members of executive committee should always be sought to avoid extreme situations.

Potential technical problems should be identified on time and the options should be made ready. The provision of generator and microphone running on batteries can help during load shedding. Similarly, disturbing weather events can be abated with temporary shed like structures made in outdoors for activities like street drama, art competition, art exhibition etc.

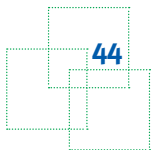
In case where the budget allocated by a funding agency is not enough, secondary source of funding should be sought. Collaboration with local government bodies can help to make the event more powerful and can also provide aid in financial aspect and other support.

Proper monitoring and follow ups should be done for keeping track of the preparation of the event, confirmation of participation and other aspects, through constant communication and observation by the organizers. Other relevant tips for successful implementation of awareness raising activities are included in first chapter of Part II as well.

9.3 Opportunities Discovered by Partner Organizations

Along with challenges, there lie opportunities. Some of the opportunities are listed as follows:

- **Networking/Advertisement:** In the process of conducting awareness raising program, organizations developed a good relation with the institutions they collaborated with, while conducting awareness raising activities like schools, partner organizations, local government bodies, and public which will be of help in their future endeavors.
- **Idea Generation:** Many ideas can generate while working with people with various background and different issues with solutions may be identified while conducting joint activities.
- **Capacity enhancement:** The partner organizations enhanced their skills in coordinating with community people and public institutions. The organizing team, especially the interns/volunteers got chance to polish various skills and also got platform to showcase their talents.
- **Team Work:** The organizers worked in a team among the colleagues and with partner organizations to put up the awareness raising program for the public which made their capacity to work in team better.



- **Increased Creativity:** The organizers had to put their thoughts to think of the ways to reach the public with the awareness message. Similarly, the script of the drama, theme for competitions and planning for the execution; all requires creative thinking. The volunteers, interns and even the participants got benefitted through increased creativity due to awareness raising programme along with the organizers.
- **Motivation:** The organizers were highly motivated to conduct awareness raising programme for WASH message dissemination and increased public participation. This even motivated the organizers to venture more in awareness raising activities.

Summing up

This resource book stores valuable information required for planning towards successful implementation of awareness raising activities. However, it does not intend to spread the message that one has to follow only these approaches while conducting awareness raising activities. This book should rather be used like the recipe whose ingredients can be adjusted according to availability, context and circumstances.

ENPHO with the support of The Asia Foundation has developed this version of resource book on awareness raising program. This version is improvisation of “Awareness Raising Toolkit”. ENPHO had collaborated with five organizations working in WASH sector viz. ASD, CEN, ENPHO/PP, Smaart Paani, SOUP to execute the awareness raising activities. This implementation of awareness raising toolkit, as per its intended purpose has helped to provide the overview of current challenges, opportunities along with valuable tips from the real field work into this resource book.

We welcome valuable feedback and constructive criticisms from our readers on this resource book. We ask our readers to take the time to complete the feedback and evaluation form available in Annex IV of this book and send it to us.

Annex I: Outcome Monitoring to Measure Effectiveness of Awareness Raising for the Use of Toilet in “X VDC for the Month of A, 20SS” (First Quarterly Report)

Adapted from <http://www.endvawnow.org/en/articles/336-indicators.html>

Objective	Activities	Indicators	What does indicator tell?	Means of Verification/Who verified?	Outcome/Impact	Challenges
To inculcate people on the disadvantages of open defecation through role plays and audio visual learning	Drama /Documentary	How many people watched?	More than half of the population watched the shows (520 out of 1000)	<ul style="list-style-type: none"> Attendance sheet Verified by executive committee 	<ul style="list-style-type: none"> Decrease in extent of open defecation Surrounding has become much cleaner than before 	<ul style="list-style-type: none"> Half of the population didn't attend the shows due to their preference for their personal chores and even some participants of the shows have shown repetition of open defecating behavior due to lack of toilets near home
Empowering people for adding to the success of the campaign	Training provided to the local masons for toilet construction	How many masons were trained?	10 local masons were trained	<ul style="list-style-type: none"> Attendance sheet/Database Verified by Human Resource Committee 	<ul style="list-style-type: none"> Local masons have found another source for income generation and feel they are capacitated 	<ul style="list-style-type: none"> Sometimes the masons migrate out of the area and some get busy in other construction project

Annex II: Measurement & Evaluation Format for Evaluating the Success of Street Drama

Type of Program	Measurable indicators	Activity results	Parameters of Evaluation	How is this information collected/measured?	When is this information collected/measured?	Who collects/measures this information?	Who uses this information?	How is this information used?
Shows: drama, documentary	300 Audiences watched the show to the end. 80% responded positively & reported that they found it useful.	350 Audiences watched the show; 250 watched to the end. 60% gave a positive response.	Is message understood?	Observation during performance	During show	Field coordinator/community mobilizer	Field coordinator	Assure performance quality and effectiveness in meeting objectives.
			Is methodology acceptable?	Post-performance interview	Just after show	Field coordinator/community mobilizer	Project managers	Assure performance quality and effectiveness in meeting objectives.
			What is the audience's perception?	Post survey & interview	4-6 weeks post-show	Field coordinator/community mobilizer	Project managers	Performance reorientation or revision

Annex III: Templates of partner organizations

1 Template on Conducting Awareness Actions-SOUP

Organizer: Society for Urban Poor (SOUP)

Awareness Actions: Household Waste Management Training

Objective:

- To Increase awareness level of the people on proper waste handling through reduction, reuse and recycling the waste
- To improve habit of the people by utilizing waste as rich resource rather than practicing haphazard dumping
- To educate people on proper waste management through two days training by implementation of "Awareness Raising Toolkit"
- To improve basic infrastructure related to environment & waste management
- Involvement of the community in household level composting system.

No. of Days: 2 days (9th Feb to 10th Feb 2013)

Activities or Sessions/day: 3 sessions a day

Day I

Activity or session I: Formal session

Activity or session Timing: 1 hour

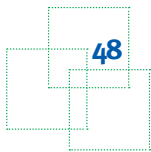
Activity or Session Objective:

Opening session of 1st day

Procedures/ Measures (in bullets):

- Registration by all participations
- Welcome speech by President of Women group
- Program open
- Speech by president and handover the class to facilitator





Activity or session II: Class start

Activity or session Timing: 1:30 minutes

Activity or Session Objective: To concentrate on attitude and behavior on proper handling of waste concept and vision on solid waste.

Procedures/ Measures (in bullets):

- Introduction
- Training objective,
- Norms setting,
- Make a time schedule,
- What is waste?
- Waste Production by each person per day,

LUNCH BREAK: 30 mins

Activity or session III: Class start

Activity or session Timing: 2:30 minutes

Activity or Session Objective: Share about 3R (Reduce, Reuse & Recycle).

Procedures/ Measures (in bullets):

- Classification of waste
- 2. Share about 3R (Reduce, Reuse & Recycle)
- 3. Give information about CRC (Community Recycling Center) prices of recycling goods,
- 4. Review of a whole day by report writer,
- 5. Commitment by participants – tomorrow, come at 10:00 A.M. sharp



Day II

Activities or Sessions/day: 2 sessions a day

Activity or session Timing: 2 hours**Activity or Session Objective:** Practical class of household waste management**Procedures/ Measures (in bullets):**

- Review of day first
- What is domestic waste?
- What is compost?
- Method of composting
- Demonstration of compost bin
- Activities of bin composting

LUNCH BREAK: 30 mins

Energizer: Barsatali

Activity or session II: Class start

Activity or session Timing: 3 hours**Activity or Session Objective:**

Practically Waste separation by participants

Procedures/ Measures (in bullets):

- Method of bin composting
- How to collect compost?,
- Advantages of bin compost,
- Advantages of compost,
- Review of two days training by participants,
- Feedback collection
- End of day:



The training was wrapped up by the President of women group Mrs. Bimala Maharjan with closing remarks and extending sincere thanks to SOUP for organizing this training, thanks to ENPHO for funding and all the participants for their effective participation and contributions. The President expressed that she was quite happy with the meaningful contributions from the participants and suggested the participants to practice what they have learned to sharpen their skill to build their capacity and confidence. She further added that, SOUP will continue organizing such capacity building events in future as well.



2 Template on Awareness Raising Campaign on Solid Waste Management and “Say No to Plastic Bags” in Lalitpur Municipality- ASD

Organizer:	Alliance for Sustainable Development (ASD)
Awareness Actions:	Mass Rally, Street Drama and Documentary
Objective:	To disseminate awareness message on solid waste management and reduce the use of plastic bags to the school students and the general public.
No. of Days:	1
Activities per day:	3
Date:	Friday, 26 April, 2013

Session I: Mass rally

Mass Collected: Pravat Higher Secondary School, Thygal, Gwarko
Adarsha Saral Secondary School, Naagbahal, Pulchowk

Gathering Point: Mangal Bazaar, Patan Durbar Square

Session Timing: 1 hour

Session Objective: To sensitize the general public and school students on the importance of Solid waste management through leaflets and placard

Procedures/ Measures:

- **Gathering of students:** Firstly, the students from two schools, Pravat Higher Secondary School, Thygal, Gwarko and Adarsha Saral Secondary School, Nagbahal, Lalitpur, were gathered in their respective schools.
- **Registration:** Registration of the students and teachers who participated in the rally was done in the respective places.
- **Introduction:** A brief introduction about Alliance for Sustainable Development was made. The students were informed about the objectives of the mass rally and its importance to disseminate the message on Solid Waste Management.
- **Proceeding of the Rally:** The students were then handed over with the leaflets and placard which presented the message on Segregation of waste at the source, Composting, 3R Principle and Please Say No to Plastic Bag. The rally was then forwarded to Mangal Bazaar, Patan Durbar Square from both the schools.
- **Mass Collection:** The mass from both the schools were gathered in Mangal Bazaar and the two teams were introduced to each other.



Pravat Higher sec. School children on Rally

Session II: Opening of the program and drama

Place: Mangal Bazaar, Patan Durbar Square

Session Timing: 30 minutes

Session Objective: To raise awareness among people to manage the household waste through segregation at source, 3R principle and composting.

Procedures/ Measures:

- **Opening of the program:** All the students, teachers and public were warmly welcomed. The participants were highlighted on ENPHO's

“Awareness Raising Toolkit” and a short speech on Solid Waste and its management was given.

- **Grab attention:** The public were called to view the drama. The students were entertained through jokes.
- **Drama performed:** The drama team gave their best to disseminate the message on solid waste management. The major theme of the drama was: Segregation at source, composting, 3R Principle, Trash Art. The drama also disseminated the message on to reduce the use of plastic bags by promoting cotton bags.
- **Introduction of drama characters:** The drama ended with the introduction of the characters and their role played in the drama.



Artist Showing Drama

Session III: Video documentary

Details: Entire event has been captured

Time Duration: 15 mins

Event Captured: Mass Rally, Drama and Feedback

Session Objective: To document the voices of the participants for the future purposes and to distribute to stakeholders for mass awareness

Procedures/ Measures:

- **Video Shoot:** The entire event was captured through a video camera during the program.
- **Editing and Finalizing:** The captured video was edited later and the main message of the program was highlighted. The documentary is in its final processing.

Session IV: Feedback session and closing remark

Place: Mangal Bazaar, Patan Durbar Square

Session time: 15 minutes

Session Objective: To get the responses from the participants regarding the entire program and the feedback for the further improvement

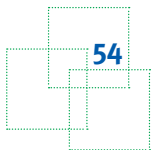
Procedures/ Measures:

- After the drama, the responses and feedback from the students and teachers were taken.
- Mr. Prem Prasad Niraula, a teacher from Pravat Secondary School, admired about this kind of teaching to the school children. He quoted that we have learnt that how can we treat waste at home and school, and generate the cash out of it. He also addressed the learning about making compost, soil pollution. He suggested the program organizer to link the drama with the WASH issue too.
- Mrs. Charu Kharel ,a teacher from Adarsha Saral Sec. School, shared the learning from this kinds of awareness event really make benefit for the school children and suggested that it needs to be continued in the future.
- A student from Adarsha Saral Secondary School said that he learned various aspects of solid waste management. The theories read in the classroom were presented in the drama which helped in broadening their knowledge. He explained, “I got to learn much on the reuse and recycle of the waste, segregation of waste into organic and inorganic and also the proper use of waste may lead to our better health and towards the saving of our money.”
- At the end of the session, the closing remark was given by Mr. Rajesh Byanjankar, ASD. He summarized the Importance of solid waste management and its necessity in the today’s world.



Mr. Prem Pd. Niraula, a teacher sharing his learning and suggestions

Lunch Break : 30 mins



3 Template on Conducting Awareness Actions- Smart paani

Organizer: Smart Paani (One Planet Solution P. Ltd)
Awareness Actions: Presentation, Display of Model, Distribution of Boucher and Question and Answer Session
Objective: To aware people about Rainwater Harvesting System and its important components
No. of Days: 1

Activities-Sessions/day:

Day: Saturday, 2nd March 2013

Activity : Presentation (5 events)

Place: Rose Village Housing, Balkot, Bhaktapur
Activity Timing: 30 min presentation and 30 min Discussion with Question and Answer Session
Activity Objective: The main objectives of the presentation was to aware people about the benefits of rainwater harvesting system and explain the important components of the system so as to convince them on installing one in their houses.

Procedures/ Measures:

Welcome: As people enter the room, ENPHO Toolkit note book, pen and Smart Paani brochure were distributed.

Registration: A registration book was sent around the room for participants name, address and contact information.

Introduction:

- Brief introduction of Smart Paani and One Planet Solution P. Ltd. at the beginning of the presentation.
- Introduction of Awareness Raising Toolkit and the relationship between the presentation and toolkit.
- Brief explanation of the content of the presentation.

Presentation:

- Illustration of present Water Scarcity situation of Kathmandu Valley was done at the beginning.

- Too Much and Too Little water scenario of Kathmandu Valley was emphasized.
- Rainwater Harvesting System was stressed as one of the solution; the middle ground of too much and too little of water in Kathmandu Valley.
- Rainfall and water demand data was focused and how rainwater collection can fulfill the demand.
- Benefits of excess rainwater recharge were explained.
- After that, important components of Rainwater Harvesting System were described.
- Other services of Smart Paani were then mentioned.
- And finally, Case Studies of Smart Paani's clients were showcased.

Grab attention:

- In order to grab attention of audience, examples related to audience's everyday life were presented.
- During presentation, questions were raised so that audience think about the answer and engage themselves during the presentation.



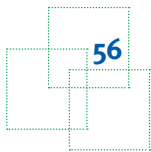
Experience Sharing:

- After presentation was over, one of our senior technicians shared his work experience of more than 5 years in installing Rainwater Harvesting system in more than 400 households.
- He also talks about maintenance and maintenance visits.



Experience Sharing by one of the Residence of the Rose Village Housing:

- One of the residences of Rose Village Housing was already Smart Paani's client and had a Rainwater Harvesting System installed by Smart Paani.
- He shared his experience of drinking purified Rainwater in front of the audience.



- He also brought Rainwater from his house and all the participants tasted rainwater.

Questions & Answer Session:

- Any queries from audience were answered.
- Open discussion on what could be done in the housing complex for proper and better water management.

Rainwater Harvesting Model:

- Rainwater Harvesting Model of SmartPaani was operated and audiences were described how Rainwater Harvesting is conducted and were revisited to the important components for Rainwater Harvesting System.

At the end:

- Site Visit of the Housing Complex to see their water management procedure.
- Exchange of Visiting card between Smart Paani staff and audiences.
- Those who are interested would sign in for site visit and estimate.

Tea Break

4 Template on Conducting Awareness Actions- ENPHO/ PP

Organizer: ENPHO/ Paschim Paaila

Awareness Actions: Drama, Wall Painting, Art Exhibition and “Awareness cum cleanliness” Campaign

Objective: To celebrate world water day 2013 and aware people on the importance of water sanitation and hygiene.

No. of Days: 6

Activities-Sessions/day:

Day I

Activity I: Drama

Place: Talsikhel, Imadol and Lagankhel Lalitpur, Bhugol Park, Kathmandu

Activity Timing: 25 minutes

Activity Objective: The objective of drama was to create the sensitized community for onward proactive preparedness and prompt responses on WASH.

Procedures/ Measures:**1. Introduction:**

- Musical environment was made by playing instrumental music before starting the program.
- Brief introduction of project was provided to the audiences.
- Day Celebration: Drama was performed on remarkable days like water day, health day etc. As our target audience is general community people that may not be aware of such event days. So, general information on remarkable day was provided.

For instance: To celebrate World Water Day, date on which we celebrate the day, its theme and importance were highlighted focusing on the present scenario.

2. Grab attention:

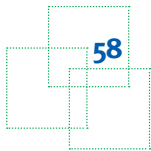
- In order to grab attention of target group, drama concept and content were provided.
- Announcement of quiz was made for which audiences have chance of winning prize/ gift hamper for correct answers.

3. Drama execution:

- The characters names with their performing roles were introduced.
- Then drama can be performed.

4 Post evaluation:

- Take feedback from few audiences one to one, with some questions like “How was the drama for you?” “Did you really like it?” “Which character was the best?”



- Quiz round and on the spot prize.

5. Closing of the drama:

- End the drama by introducing all characters “original name and which character he/she was playing in the drama”.

Tea Break

- Participants were provided lunch pack and juice as refreshment.

Day II

Activity II: Art Exhibition

Place: Bhugol Park, Kathmandu

Activity Timing: 2hours (preparation and execution)

Activity Objective: The objective of art exhibition is to explore the creativity of students and disseminate messages through colors.

Procedures/ Measures:

- Conduct art exhibition parallel with other event like drama.
- Announce brief introduction on the theme of painting, background of drawing participants
- Inform about art exhibition beforehand and remind the target audience through website, emails and media.

Tea Break

- Participants were provided lunch pack and juice as refreshment.

Day III

Activity I: Wall painting

Activity Timing: 5-6 hours

Activity Objective: The overall objective of wall painting program is to disseminate correct message for the general public for upgrading the existing water supply facilities, healthy habits.

Specific objective:

- To disseminate information regarding water purification options;
- To promote healthy hand washing habits;

Procedures/ Measures:

- Initiate the work with inspiring words for all the participants so that all of them will involve in the activity.
- Try to make the environment more homely (include introduction, share information regarding wall paintings and messages that we are trying to frame and also include their ideas as far as possible so that they can show their creativity”
- Don't forget to add music; it keeps the whole group active and energetic.
- Try to make more fun (crack jokes, share experiences including messages) so that they enjoy what they are doing and stay till the end.
- Sketch before painting so that any mistakes can be corrected beforehand.
- Take pictures, acknowledge all the team.

Energizer

- Crack jokes, share experiences including messages
- Sharing of prior wall painting activity

Tea Break

- Participants were provided lunch pack and juice as refreshment.

Day IV

Activity: Awareness cum Cleanliness Campaign

Activity Timing: 3-4 hours (execution of campaign)

Activity Objective: The overall objective of Awareness cum cleanliness campaign is to disseminate message regarding importance of maintenance of water sanitation and hygiene for clean and healthy community for community people

Specific objective:

- To disseminate information regarding importance of water and sanitation ;
- To participate local community people to make their community clean;

Procedures/ Measures:**1. Preparation phase:**

- The information to community regarding the campaign was provided few days before the event day (Campaign).
- Collect background information of the area like: present water and sanitation status, health status, their practices on water and sanitation.
- Prepare team to work for the campaign at least 3-4 members; include one member from the community in team.
- As far as possible, keep the campaign/event in public holidays or Saturday (to ensure active participation of all aged group from community)

2. Execution phase:**a. Gather the mass:**

- Pre information of campaign helps to gather the mass (community people).

b. Chit-chat (floor for conversation):

- Start with quick introduction of working team with brief objective of the campaign.
- Raise some questions on health related with WASH and let the community people share their issues. We can raise questions like: What kinds of diseases have been found recently in this area? What measures do you think we should apply to improve the situation?
- Don't guide them directly towards your message, let them explore the solution by themselves; facilitator/ team can provide some hints like: purification, waste disposal areas etc.

Tea Break**c. Work division:**

- At the break time, divide team with responsibilities and area.

d. Clean-up campaign:

- After building this background, they will know the importance of WASH and also feel that they explore the solution themselves. This help the community people motivate these kinds of work.
- Finally conclude the campaign thanking all the members for their active participation and take their commitment for conduction of such programs further as well.



Students involved in clean-up campaign

Annex IV: Feedback and Evaluation

We want to hear about your experiences using this toolkit. Please provide your reactions, comments and observations so that we can continue to improve this resource for awareness and behavioral change.

Please return the completed form by mail to ENPHO, or by email to purnima.shakya@enpho.org

1. Did you find this toolkit a useful resource?

Very Useful

Somewhat Useful

Not Useful

2. What did you find most and least useful from this resource book?

.....

Why?

.....

3. Is there...

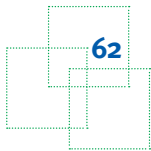
Too much information?

Too little?

Just enough?

Explain

.....



4. Do you think the content is appropriate?

Yes

No

5. Did you learn from this material?

Yes

No

6. How could this resource book be improved?

.....
.....
.....
.....
.....

7. Where did you get this resource?

.....
.....

8. If you have a story/case study to contribute to this resource, please provide brief information about it below and send a copy via email.

.....
.....
.....



Environment and Public Health Organization
110/25 Adarsa Marg-1, Thapagaon, New Baneshwor
G.P.O Box No. : 4102, Kathmandu (East), Nepal
Tel: 977-1-4468641, 4493188 | Fax: 977-1-4491376
E-mail: enpho@enpho.org | Web: www.enpho.org