

USAID Nepal's

Education for Income Generation in Nepal Program

Pre-Vocational (Part 2)

Life Skills, Nutrition, HIV and AIDS, and Peace Building

Objective of the Book and User's Guideline

This book has been prepared for USAID Nepal's Education for Income Generation Program (EIG). This program has targeted youth from the ages of 16 to 30 years in the 15 districts of the conflict affected Mid-western region. This book is intended to motivate youth living in villages to take part in the nine-month literacy program. The main objective of this book is to increase knowledge and skill of the participants in various topics necessary for life skills, nutrition, HIV and AIDS, and peace building.

In order to make this book interesting and user friendly and more effective, the subject matter has been presented through pictures, dialogues, stories and poems. Pictures and instructions have been used throughout this book to make it easy for the participants and facilitators to promote reading, writing, and discussions. Similarly, exercises, important things to remember, and difficult word definitions are included in each lesson.

As this book covers four different subjects, it has been divided into four parts. They are part A: Life skills, part B: Nutrition, part C: HIV and AIDS and part D: Peace Building. The objectives of these parts are as follows:

OBJECTIVES

A: Life Skills

- The participants will become familiar with 10 different life skills and be encouraged to develop these skills.
- With the newly acquired skills, the participants will increase self confidence.

B: Nutrition

- The participants will be able to bring positive change in their health and will practice improved nutrition.
- The participants will be able to improve their health and nutrition of both the mother and children in the family.

C: HIV and AIDS

- The participants will gain basic knowledge and awareness of the dangers of HIV and AIDS. They will learn how to take precautionary measures to avoid this disease.

D: Peace Building

- The participants will acquire a higher understanding of good governance for peace building, conflict mitigation, their civic responsibilities and the responsibilities of local bodies and government offices. The participants will be able to put these skills into practice.

Symbols Used in the Text

Discussion



This symbol designates a time for discussion. This indicates that the participants should hold discussions in small groups.

Reading



This symbol is for reading. This logo indicates that the participants should read by themselves, together in groups, or alone with the facilitator.

Exercise



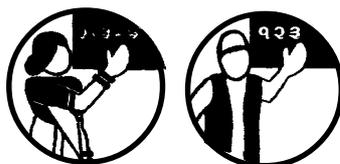
This symbol is for doing exercises. This indicates that the participants should read the question and write in the answer.

Enactment



This symbol is for enactment. This indicates that the participants should perform specific actions.

Calculation



This symbol is for calculation. This indicates that the participants should do math.

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Part A

Life Skills

Lesson 1

Life Skills



Read the conversation below.

Shanti Didi: Friends, welcome everyone to today's discussion.

Mira: What is the subject for today's discussion, Didi ?

Shanti Didi: Today, we're going to discuss life skills.

Dipak: What does 'life skills' mean?

Shanti Didi: Life skills means to be able to identify one's capacity to recognize good and bad qualities and to develop the necessary capacity for sustaining one's own livelihood. There are many life skills, but among the most important are the 10 major skills given below:

1. Self Awareness/ Self Esteem

Self awareness means to be able to know oneself and be able to do something for one's own self. This skill helps us to understand our weaknesses, capacities, norms and values, personality, desires, and



wants. Our weaknesses can hold us back whereas our strength capacity and desires helps to drive us forward. We should emphasize our strengths and compensate as best as possible our weaknesses.

2. Empathy

Considering others' problems as one's own, without remaining indifferent to those problems, is empathy. This skill helps our relationship with others to become closer if we understand their problems and demonstrate positive behavior towards them. If parents understand their children's problems, the children are more likely to be encouraged and peace prevails in the family.



3. Effective Communication

Effective communication is to successfully present one's feelings, opinions, and problems to others so one's intentions are understood more clearly. If one's situation can be explained in a clear way then it is easier to find a solution.



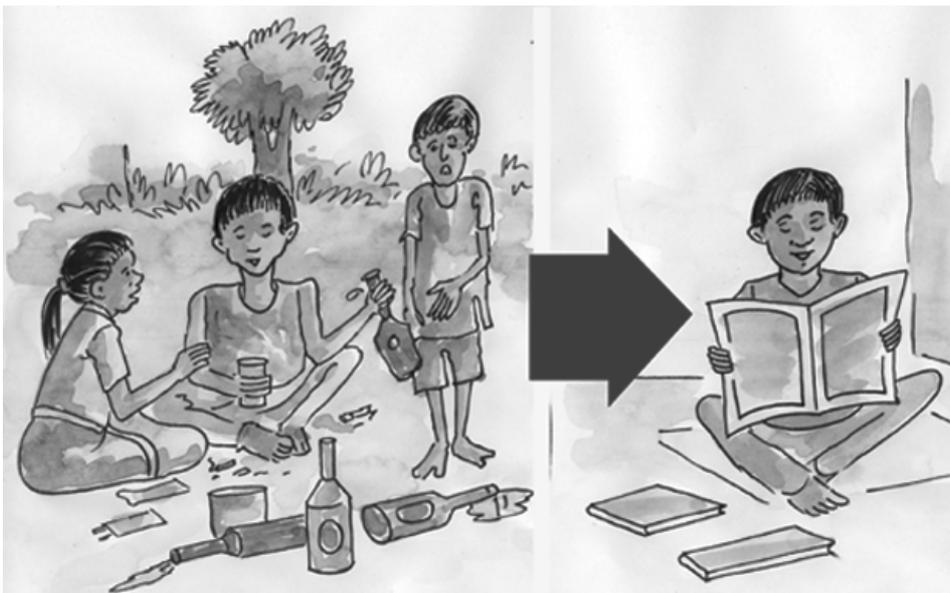
4. Interpersonal Relationships

To be able to maintain good relationships with your family, classmates, and neighbors through two-way discussions is called interpersonal relationship. Everyone likes a person with good interpersonal relations and is far more eager to help such a person. So, it is necessary to have good interpersonal relations to maintain mutual cooperation and positive relationships in society.



5. Coping with Anger and Emotion

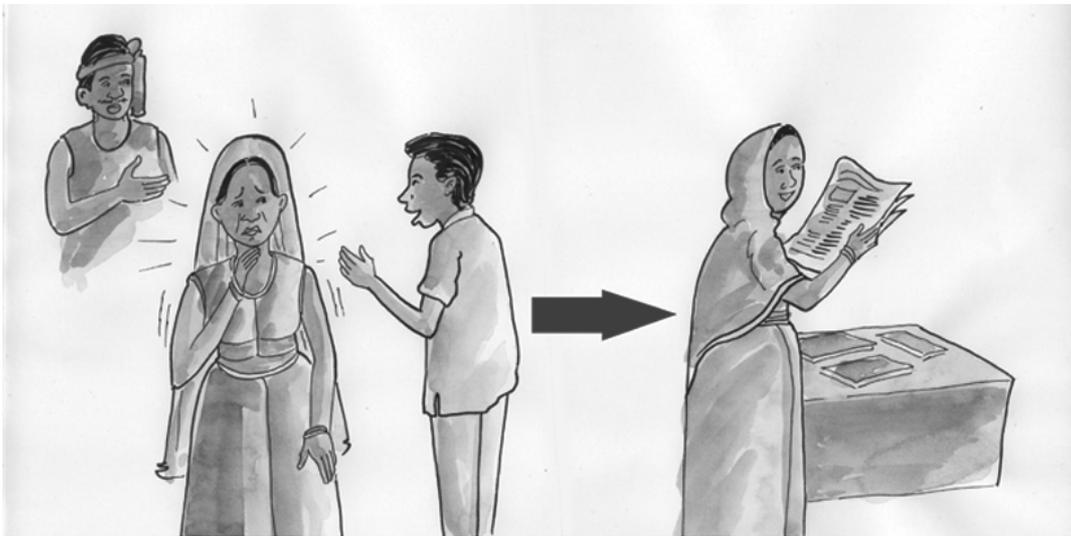
A surge of feelings arising in a person is called emotion. The capacity to work patiently by controlling negative or positive feelings that arise in



one's mind according to time and circumstance is called capacity to control emotion. Control over emotion will help to avoid unreasonable anger and fear.

6. Coping with Stressful Situations

Various kinds of pressures, tensions, and challenges occur in the life of a human being. The capacity to accept such challenges and face them in a positive manner is called the capacity to cope with a stressful situation. In a tense situation, one should not lose one's wisdom and know how to control anger, emotions, and feelings.



7. Creative Thinking

Creative thinking is seeking possible alternatives to settle any problem or to overcome a difficult situation that may come about in one's daily life. This skill increases the capacity to solve problems and to develop self-confidence to do any meaningful thing in life.



8. Critical Thinking

Human beings gather different knowledge, information, and experiences in their life. The ability to analyze such knowledge, information, and experiences correctly in a proper way and choose the right path is called critical thinking.



9. Decision-Making Capacity

The ability to make correct decisions independently from one's own experience and self-awareness, and without allowing the pressure of



others to interfere, is called decision-making power. If a consequence of the decision will produce a more positive outcome, then it is perceived to be the right decision. If the consequence of the decision will result in a negative outcome, then it is not the right decision to make.

10. Capacity to Solve Problems

Many kinds of problems will arise in life. The capacity to solve problems by accepting them easily and solving them through analytical thinking, self-awareness, and realization is called capacity to solve problems. While solving any problem, the real cause of the problem should be identified before possible solutions can be identified.

Shanti Didi : The person who has these ten life skills will become a more positive thinker, rarely think bad things, and will become more successful in life.



Points to remember in this lesson

- Life skills are necessary to succeed.
- Self awareness is required to develop life skills.
- Everyone needs to have life skills.



Enact the story below.

Suntali has three daughters. Her husband and family members are putting pressure on her to give birth to a son, but she does not want to have another child and wants to use temporary contraceptives. In this context, what kind of decision should she make? What kind of decision-making skill should she have?



Match the following:

Effective Communication	ability to make decisions independently without coming under another's pressure.
Self Awareness	ability to experience another's pain and happiness by putting oneself in other's place.
Creative Thinking	ability to accept and face any challenge and pressure in a positive manner that arises at any time.
Capacity to Solve Problems	ability to clearly communicate one's thoughts to others.
Decision Making Capacity	ability to know oneself.
Critical Thinking	ability to seek out alternatives to solve problems in daily life.
Empathy	ability to analyze objectively.
Interpersonal Relationship	ability to be patient by controlling positive or negative feelings arising in one's mind.
Coping with Stressful Situations	ability to solve problems by easily accepting them and solving them through self-awareness and empathy.
Coping with Anger and Emotion	ability to have good relationships with family, classmates, neighbors, etc.



Use of calculator

The members of 'Jagriti Group' of Beltar village are having discussions at their meeting.

Rama: Most of us are thinking of operating some kind of business. You need to make many calculations when you operate any business. Therefore, to make it easy and accurate, it is better to use a calculator.



Kamal: Yes, Rama Didi, nowadays everyone uses calculators because there is less chance of making mistakes and it is quicker, and calculators do not cost much - only about Rs. 200.

Gita: But..., we must know how to operate a calculator.

Rama: Anyone can learn to do calculations on a calculator. It is very easy.

Gita: Then let's learn how to operate the calculator starting today.



Match the following using circle in the given digits.

Nepali numerical digits १ २ ३ ४ ५ ६ ७ ८ ९ ०

English numerical digits 4 1 9 2 7 0 5 3 8 6

Digits on the calculator 5 0 6 1 8 4 2 7 3 9



Pressing the following buttons, turn your calculator on.

ON								
ON/C								
C/CE								
AC								



Find the following signs on your calculator.

$+$ (Plus)	$+$	$+$	$+$	$+$	$+$	$+$	$+$	$+$
$-$ (Minus)	$-$	$-$	$-$	$-$	$-$	$-$	$-$	$-$
\times (Multiply)	\times							
\div (Division)	\div							
$\%$ (Percent)	$\%$	$\%$	$\%$	$\%$	$\%$	$\%$	$\%$	$\%$
$=$ (Equals)	$=$	$=$	$=$	$=$	$=$	$=$	$=$	$=$

Lesson 2

Method of Improving Life Skills



Read the story below.

Mahesh's Dream

Mahesh was studying in class 8 in the school in his village. He lives in Simali village in Rukum district. One day, his parents told him they decided to send him to a landlord's home as a domestic worker instead of sending him to school. Hearing this, Mahesh was sad and he started crying and shouting that he would rather study. Even then, his parents did not listen



to his appeal.



Because he was not able to attend school, tension was building in Mahesh. He stopped sleeping and eating becoming very tired and thin, and was overcome by depression and disappointment. His classmates were surprised Mahesh was not attending school, and did not understand because they knew he was a sincere and laborious student.

One day Mahesh started thinking about the alternatives to solve his problem. He knew that his friends had formed a group in his village and he decided to visit the group. He shared with them

how much he missed his studies and that it was his parents' decision not to send him to school. Hearing this from Mahesh, all his friends went to his home and told his parents about Mahesh's desires and thoughts. They begged his parents that they allow Mahesh to return to school. After listening to his friends' request, his parents gave Mahesh permission to return to school.



Several days later Mahesh finally returned to school. However, the question why his parents stopped him from going to school remained striking in Mahesh's mind. While going and coming to school, he began thinking that the reason for his parents not sending him to school might be lack of money. His mind kept reflecting, "What my parents have said is true also. I am now able to find work to do."



Instantly, he remembered the weekly fair (hat bazaar) near his village. He decided he could earn money by selling snacks at the fair on Saturdays so that the load of his education expenses may not fall totally upon his parents and he could continue to pursue an education. These days, Mahesh sells snacks in the fair market

every Saturday and earns money to pay school fees as well as buy necessary stationery. His work has empowered him to become self-sufficient and enabled him to continue in school, and his enthusiasm and self esteem has increased. Seeing Mahesh's progress, his friends have also been motivated by him.



Points to remember in this lesson

- There should be creative thinking to solve the problem.
- There should be effective communication among each other.
- There should be decision-making power for good results.



Discuss the following questions in a group and write the answers.

1. What problem did Mahesh face ?

.....

.....

2. What method did Mahesh use to fulfill his desire ?

.....

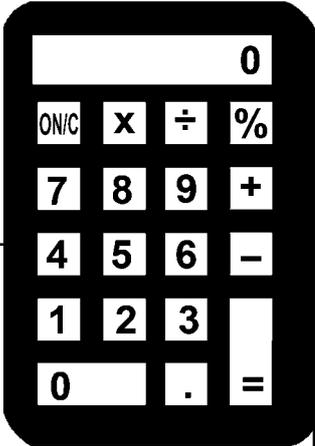
.....

3. Has any member of your group faced a similar problem ?

.....



Press the following buttons on the calculator and see what happens.



Practice Counting On and Back

Practice counting on by 1, starting at 0.

ON/C

Practice counting on by 2, starting at 0.

ON/C

Practice counting on by 5, starting at 5.

ON/C

To make 10 press

To make 25 press

Practice counting back by 2, starting at 20.

ON/C

Practice counting back by 5, starting at 50.

ON/C

Lesson 3

Story of Binita and Sunita



Read the story below.

Binita studied in class 11 and her house lied at Uttarganga VDC of Surkhet district. She had fallen in love with a young man from a nearby village. Her dream was to teach in the local campus after obtaining her degree and marry the boy she loved. However, her parents had plans to marry her off to another boy and, upon hearing this, Binita was startled. She could not tell her parents about her heart's desire, nor could she confide in her friends. Rather, she became isolated and her appetite decreased. Realizing her desires to obtain her degree to teach at the local campus and marry the man she loved was not going to come true, she committed suicide.

Sunita was faced with a similar problem as Binita. Her wish was to teach on campus after earning her M.A. and marry the friend she loved. But her parents planned to discontinue her studies and marry her off. Knowing this, Sunita was stunned, but she did not feel discouraged.



Instead, Sunita thought of doing something for herself and be patient to reach her dream. She decided to tell her plan to her parents to maintain a good relationship with them. Suspecting that her parents might not listen to her wishes, she decided to tell her wishes first to her older brother

who was employed and respected by their parents.

Sunita's brother listened to her and promised to support her when she proposed her plan to their parents. As a result, Sunita was permitted to complete her studies through to an M.A

degree at the local campus. Today, Sunita is enjoying a happy life with teaching on the campus and marrying the person she loves.



Points to remember in this lesson

- One must do something for oneself (Self Awareness)
- There should be good interrelationship with parents/ guardians.
- Creative thinking is necessary for solving problems.
- There should be effective communication with one another.



Discuss the following questions in a group and write the answers.

1. How did you find Sunita's idea ?

.....
.....

2. If you faced a similar problem like Binita, how would you solve it ?

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



Do calculation in the calculator.

Addition

$$\begin{array}{r} 5 \\ + 3 \\ \hline \end{array}$$

Say:

ON/C

"5 plus 3 equals"

5	+	3	=	
---	---	---	---	--

$$\begin{array}{r} 12 \\ + 8 \\ \hline \end{array}$$

Say:

ON/C

"12 plus 8 equals"

1	2	+	8	=	
---	---	---	---	---	--

$$\begin{array}{r} 27 \\ + 35 \\ \hline \end{array}$$

Say:

ON/C

"27 plus 35 equals"

2	7	+	3	5	=	
---	---	---	---	---	---	--

Subtraction

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

Say:

ON/C

"9 minus 5 equals"

9	-	5	=	
---	---	---	---	--

$$\begin{array}{r} 25 \\ - 8 \\ \hline \end{array}$$

Say:

ON/C

"25 minus 8 equals"

2	5	-	8	=	
---	---	---	---	---	--

$$\begin{array}{r} 43 \\ - 26 \\ \hline \end{array}$$

Say:

ON/C

"43 minus 26 equals"

4	3	-	2	6	=	
---	---	---	---	---	---	--

Lesson 4

Conversation between Rupa and Manju



Read the conversation below.

Rupa: Manju, do you know why Binita committed suicide?

Manju: Oh! Don't you know? Her parents told her that they were going to marry her off instead of sending her to school.



Rupa: Did she have to die just because she heard about her parents' marriage plans for her?

Manju: What can you do when you are under such tension? Poor girl, she had a strong desire to teach in college after completing her M.A. and hoped to marry the man she loved.

Rupa: How could this happen, is dying the right thing? How could her parents have known her feelings? You should express your feelings. There certainly will be tension if one's desires are not fulfilled, but you have to fight against the tension however big it may be. It is not a good decision to take your life just because you are stressed.

Manju: That is true. It is better to clearly discuss one's feelings with adults rather than dying. But perhaps she could not talk with her parents.

Rupa: That is the very mistake Binita made. At least she should have told her parents of her desires and wishes. Everyone listens to good rational thinking. If she couldn't tell them herself, she could have told her close relatives or friends instead, then everyone could have tried to support her in solving her problem.

Manju: You are right, Rupa. Nobody knows what is in another person's heart unless you choose to let others know. They say, "Even the flour gets sold of those who speak, whereas even rice is not sold of those who do not speak". The problem could have been solved if only she had discussed her feelings with her parents. Isn't that right?

Rupa: Now you understand the point. While trying to make a decision, you should take many things into consideration. Binita made a decision without much thinking and ended up committing suicide. Instead, before making such a decision, it would have been better if she considered her own feelings. We call this self-awareness. Youth are found to make the wrong decision in a fit of anger and emotion. No decision should be made under these circumstances. Good alternatives should be sought out to solve any problem. Just look at how well Sunita fulfilled her wishes and desires. This is where life skills are used. If Binita had known about life skills, she would have expressed her feelings to others and the result would have produced a happier solution.

Manju: Rupa, you mentioned a very good point. My eyes too have been opened. Now, I will never think bad things like Binita. Actually, we should be thinking of happy things at this age, shouldn't we? Am I right Rupa?

Rupa: Yes, you are absolutely right. If youth are not taught life skills, then the lives of most of them will be wasted. We should teach these things to other friends as well.



Points to remember in this lesson

- One should control emotions and choose the right path.
- Alternatives should be sought to solve problems.
- One should address stressful situations.
- One should have self awareness.
- There should be effective communication.



Discuss the following questions in a group and write the answers.

1. What should we do to solve problems ?

.....
.....

2. What things should youth think about?

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



Do calculation in the calculator.

Adding a String of Numbers

7											
8	Say:	" 7	plus	8	plus	12	plus	5	equals ..."		
12											
+ 5	ON/C	7	+	8	+	1	2	+	5	=	<input style="width: 30px; height: 20px;" type="text"/>

14											
5	Say:	" 14	plus	5	plus	8	plus	9	equals ..."		
8											
+ 9	ON/C	1	4	+	5	+	8	+	9	=	<input style="width: 30px; height: 20px;" type="text"/>

If you enter a wrong number, press **ON/C** or **CE** to cancel that number, then continue adding.



Do calculation in the calculator.

Multiplication

9	Say:	" 9	times	3	equals ..."	
× 3	ON/C	9	×	3	=	<input style="width: 30px; height: 20px;" type="text"/>

12	Say:	" 12	times	48	equals ..."			
× 48	ON/C	1	2	×	4	8	=	<input style="width: 30px; height: 20px;" type="text"/>

To multiply three or more than three numbers press the numbers like this.
 Say 2 times 4 times 7 times 3 equals"

ON/C	2	×	4	×	7	×	3	=	
-------------	----------	---	----------	---	----------	---	----------	---	--

Division

Say: "15 divided by 3 equals"

15 ÷ 3	ON/C	1	5	÷	3	=	
--------	-------------	----------	----------	---	----------	---	--

Say: "48 divided by 12 equals"

48 ÷ 12	ON/C	4	8	÷	1	2	=	
---------	-------------	----------	----------	---	----------	----------	---	--

Say: "195 divided by 6 equals"

195 ÷ 6	ON/C	1	9	5	÷	6	=	
---------	-------------	----------	----------	----------	---	----------	---	--

Lesson 5

Story of Bikash



Read the story below.

Bikash is a 22-year old youth who studied up to the fifth class. He lives in Raniyapur VDC of Banke district. As most of his friends had gone to Qatar, he also wanted to go there and earn money. But his parents did not allow him to go to Qatar. Rather, they advised him to start a small business in the village with the money he would have spent to go to Qatar. Bikash did not like his parents' suggestion and wanted to go to Qatar so he retaliated by drinking and roaming around.



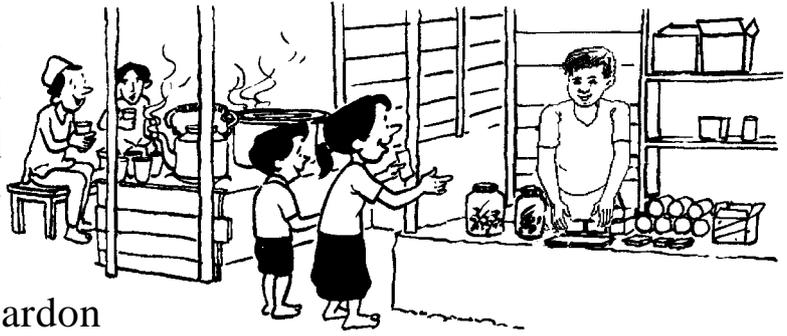
One night he dreamed that his parents convinced him to follow their suggestion. Recalling this dream the next morning, he realized his parents



did not want to see their children fail. He thought about how they labored hard for him and it was he who was taking the wrong path. "Why didn't I understand my parents' good advice?" he asked himself. "In a fit of anger with my parents, I indulged in alcohol, and did not listen to what they were saying."

His thoughts continued, "With the money necessary to go to Qatar, I can start a small business at my village and earn money. We can do more work with the whole family living together. After all, the purpose of going to Qatar was

to earn money." Thinking this, he critically analyzed his parents' opinion and empathized with them by placing himself in their place.



Then Bikash begged their pardon

and, as they advised, he opened a shop in the village and began to earn money.



Points to remember in this lesson

- One should experience another's happiness and sorrow by putting oneself in the other's situation.
- One should critically analyze what others say.
- Creative thinking is needed to solve problems.
- One should develop the ability to control tension and temper.
- One should consider others problems as one's own.
- One should have the ability to make good decisions for oneself without coming under another's influence.



Discuss the following questions in a group and write the answers.

1. In your opinion, was it right to go to Qatar or to start a business in his own village? Why?

.....

2. Do you have any successful incidents in life when you used life skills like Bikash did ? Share it with your friends.

.....



Finding out percentage on calculator

Percentage

Percentage means a hundredth. It expresses the part per hundred. For examples, 2 % of Rs. 100 is Rs. 2. Likewise 5 % of Rs. 100 is Rs. 5. In our daily life we also have to calculate the percentage of numbers other than 100. Such as 2 % of Rs. 60. It is very easy to find out the percentage using the calculator. To find out what is the 2 % of Rs. 60 one must press 60 times 2(60 x 2) and instead of pressing the equals sign (=) press the percentage sign (%).

Say: " 60 times 2 percent: 1.2"

60 x 2 %

ON/C	6	0	×	2	%	1.2
------	---	---	---	---	---	-----

1.2 means one rupee and twenty paise, or Rs. 1.20.

What rupees would be for 5 percent of Rs. 60, find out?

Say: " 60 times 5 percent:"

60 x 5 %

ON/C	6	0	×	5	%	
------	---	---	---	---	---	--

What rupees would be for 10 % of Rs. 60, find out?

Say: " 60 times 10 percent:"

60 x 10 %

ON/C	6	0	×	1	0	%	
------	---	---	---	---	---	---	--

Part B

Nutrition

Lesson 6

Malnutrition



Read the conversation below and discuss.

Today Sharmila has come to the health center for a check up of her one year old daughter. She meets health worker Sarita outside the center.

Sarita: Sharmila your daughter is very thin. How old is she ?

Sharmila: She is one year old now. Why Didi?

Sarita: It looks like she suffers from malnutrition.

Sarmila: Malnutrition! What is malnutrition?

Sarita: Malnutrition is a state when the baby has less body weight and height than should be at a specific age due to lack of necessary food that provides both energy and growth. The baby affected by malnutrition is thin and less active and its physical development is slower.



Sharmila: How do we know if the baby suffers from malnutrition?

Sarita: By looking at the symptoms we can tell whether it is malnourished or not. The symptoms are as follows:

- The baby is a chronic crier.

- The baby does not show interest in playing due to lack of energy.
- The baby's limbs (hands and legs) are thin or shrunk.
- The body is wrinkled due to lack of fat and muscles.
- Face and hands are swollen or enlarged.
- The belly looks large and the hair looks dry.
- The baby's height and weight is not normal for its age.



Sharmila: Sarita Didi, isn't there any way to prevent children from being malnourished?

Sarita: Yes, there are many ways to save babies from malnutrition. They are:

- Feeding babies the breast milk without throwing away the colostrum (first milk).
- Feeding breast milk regularly at least up to six months.
- Feeding additional foods including breast milk after six months.
- Even if the baby doesn't want to eat, he should be coaxed a little into feeding.
- Giving full doses of all vaccines within one year of birth.
- Giving Vitamin A twice a year from six months to five years of age.
- If serious malnutrition happens, contact the health center promptly.

- Taking the baby to the health institution regularly for check-ups and growth monitoring until five years of age.

Sharmila: What is growth monitoring, Didi?

Sarita: Growth monitoring is measuring height and weight to know if the baby is developing according to age. In growth monitoring, the height/weight ratio of the baby is checked to determine if it is normal or not. Weight of a baby should double within six months after birth, and triple within a year. For example, if the baby weighs 2.5 kg at birth, it should weigh 5 kg within six months and 7.5 kg within a year.

Use the table below to determine the height of a baby according to its age.

Age	Height growth
At birth	50 cm
1 year	Additional 25 cm
2 years	Additional 12.5 cm
3-5 years	Additional 6-8 cm per year



Sharmila: Sarita Didi, why should the baby be given the first milk? It is thick and yellow. Won't it harm the baby?

Sarita: The benefits of a mother's first milk are:

- The colostrum or first milk has elements that provide the baby with resistance against diseases.
- It saves babies from different infectious diseases like diarrhea, measles, whooping cough, pneumonia etc. up to six months.

- It contains a sufficient quantity of vitamin A that prevents the deficiency of this vitamin up to six months of age.
- It prevents the baby from jaundice as it keeps the baby's stomach clean, and strengthens the intestines and prevents allergies.

Sharmila: Didi, please explain more about additional foods for the baby.

Sarita: Because normal foods cannot provide necessary nutrients to the baby under five months, routine foods or additional foods should be fed more frequently and in larger quantities. The baby needs additional food along with the mother's milk after it reaches six months. Plenty of mother's milk may satisfy the child's hunger, but from the nutritional side, it is insufficient for growth and development. Therefore, when the baby reaches six months, we should start giving nutritious solid foods. It's important to remember that additional foods should be started only after six months. If given earlier, the baby might suffer from diarrhea and other infectious diseases and might become malnourished.

Method of preparing a nutritious flour (Sarbotam Pitho)

- Take half part of food grains (at least two varieties from maize, millet, wheat, rice,) and half part beans (at least two varieties from soybeans, gram, bean, pea etc.). Dry them separately.
- Grind them individually and put them in an air-tight container.
- Add some water, salt or sugar and cook for 15-20 minutes until sticky and soft.

Sharmila: How many times a day should a baby be given additional foods?

Sarita: Up to one year, the baby should be fed additional nutritious foods at least thrice a day along with breast milk. After the baby turns one year, additional foods should be fed at least five times a day. As the baby's growth and development increases, it will need foods rich in nutrients. For example: rice, pulses, leafy greens, vegetables, bean soups, yellow fruits, fish, meat, milk, and fats. We can get these foods around our home.



Sharmila: The baby does not like to eat food when it is sick. In this condition, is it okay to give additional foods?

Sarita: A baby needs more food when it is sick. If the food is not sufficient during sickness, then the infant will become more malnourished due to lack of food and could become sicker. When sick, diarrhea, pneumonia, etc. may easily affect the baby and there is even the risk of death from severe malnutrition. Therefore, during sickness, the mother should feed the baby, including breast milk, several times a day. Also, the baby should be fed soft foods more frequently but in smaller amounts. One should be attentive whether the baby has eaten or not, and remember that the baby may need to be gently coaxed to eat.



Discuss the question below in a group.

Question: Compare the symptoms of malnutrition given in this lesson with the children you have in your family. Then with the help of this information, find out if any of these children are affected by malnutrition.

Lesson 7

Nutritious Foods



Read the story below and discuss.

Deepak is a simple farmer. He has a wife, Kamala, and two daughters, Sharmila and Sushila whom he considers his most precious asset. His desire is to provide an education for his daughters and help them develop exceptional personalities. He and his wife pay special attention to their daughters' good health by providing them with nutritious foods. They have planted vegetables in their kitchen-garden with various seasonal green vegetables, fruits etc. On the edges of the paddy field and maize field, they have planted guavas, pears, oranges, Junar, etc. They also raise cows, goats, buffalos, and hens.

Deepak feeds his daughters the vegetables, cereal, and pulses grown on his land, and also feeds his daughters with the nutritious foods like eggs, meat, milk, curd, butter etc. produced at home. He slices and dries the excess vegetables and fruits and stores them properly for later use. Deepak cooks foods carefully to not overcook so that the nutrients are not lost. Deepak is also attentive to sanitation by washing his hands before cutting vegetables and keeping the food covered while cooking or storing for later use.

As a result, Deepak is able to feed nutritious foods to his family without spending a lot of money. Deepak's family has become an example in his

village and today, Deepak is teaching his neighbors about three types of foods one's body requires:

1. Energy-Providing Foods

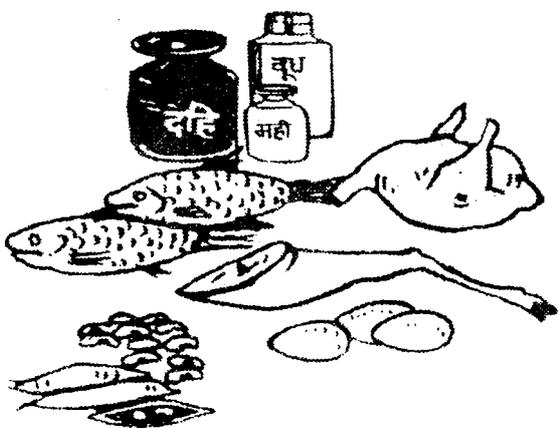
The foods that are main sources of energy for our body are food grains, root foods, fats, and sweet products. Food grains include rice, wheat, maize, millet, buckwheat, barley etc; rooty-foods include potatoes, yams, sweet potatoes, etc.; fats include ghee, butter, oil, cream, etc.; and sweet products include sugar, sugarcane, candy, honey, etc. These energy giving foods provide energy for the body to function and make the body strong, and also maintain body temperature.



2. Body-Building Foods

The main food sources that helps with body growth are:

Pulses and beans: Soybeans, beans, lentil, maas, gram, rahar, mugi, pea, masyang, bakulla, etc.



Animal products: Meat, fish, eggs, etc.

Milk and dairy products: Milk, curd, cheese, yoghurt, etc.

Nuts and Seeds: Groundnuts, peanuts, pumpkin seeds, sesame, walnut etc.

The body-building foods provide the following benefits:

- development and growth of the body;
- muscle strengthening, and quicker repair of muscle strands due to injury;
- wounds heal faster;
- increased immunity power;
- provide elements for blood formation and bone growth.

3. Body-Protecting Foods

The foods that protect our body are leafy greens and vegetables, like rayo leaves, chamsur, spinach, cauliflower, cabbage, beans, brinjal, pumpkin, etc., and fruits like mangos, papayas, pomegranates, oranges, apples, junar, grapes, etc. These fruits and vegetables increase our resistance against diseases and help us live healthier lives. The body-protecting foods are essential because:

- They increase the immunity in our body.
- Vitamin A is found in green and yellow foods. It keeps our eyes healthy and sharp; makes our skin soft and nourished; and keeps our intestines healthy.
- The green leafy vegetables containing fiber that helps to keep our stomach clean and promotes digestion.
- Green vegetables contain iron that increases blood hemoglobin.
- The fruits containing vitamin C help to heal wounds faster, prevent infections, and bleeding of gums.



- If we eat sour fruits like lemon, tomato, amala, etc. along with green vegetables, it will help to form new blood cells and keep our body healthier.

Our body needs all three types of these foods. Special attention should be paid to providing these foods to children in proper amounts and combinations to protect them from malnutrition, rather than feeding them with expensive, ready-made food from the market. By preparing foods that are available at our home, we provide a more nutritious diet and save money.



Choose the suitable words to complete the sentences below and write them in the empty spaces.

body-building three asset vitamin C kitchen garden nutrients cereal

1. Deepak considers his daughters as his .
2. Deepak planted necessary foods for his family in his .
3. While preparing food, they cook in a way that the in the food are not lost.
4. Our body needs kinds of foods.
5. The main source of foods providing energy to our body include , rooty foods, fats and sweet foods.
6. The foods work for the growth and development of our body.
7. The fruits which contain help to heal wounds.



Write the answers of the following questions and discuss in a group.

Question: Make a list of the food varieties you are feeding your children.

1. Morning meal:

Foods giving energy to the body	Foods helping in body growth	Foods protecting the body
.....
.....
.....
.....
.....

2. Day time meal:

Foods giving energy to the body	Foods helping in body growth	Foods protecting the body
.....
.....
.....
.....
.....

3. Evening meal:

Foods giving energy to the body	Foods helping in body growth	Foods protecting the body
.....
.....
.....
.....
.....

Lesson 8

Kitchen Garden

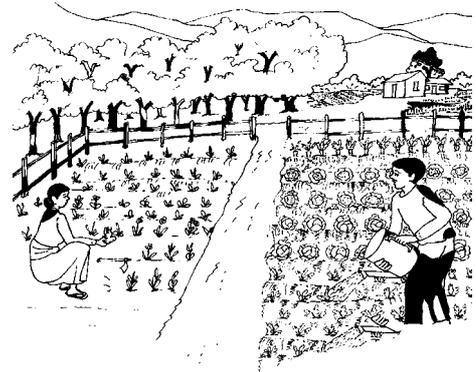


Read the story below and discuss.

Mohan is a good teacher in his village. He always works in his kitchen garden after returning home from school. Today Mohan is telling his villagers about the importance and necessity of a kitchen garden.

What is a Kitchen Garden?

The land around our home that is used for growing fruits and vegetables is called a kitchen garden. We can continually provide necessary nutrition through vegetables and fruits for our family from a systematic kitchen garden. Kitchen garden is a store of nutritious foods along with a source of additional income. The foods produced in our kitchen garden, to some extent, also insure food security.

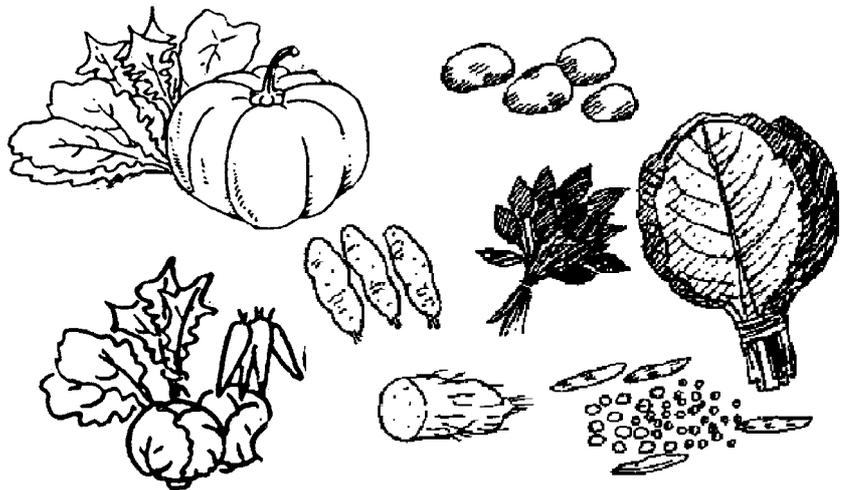


Why is a Kitchen Garden Necessary?

Eating a balanced diet consisting of foods that contain all the nutrients is necessary for growth, development, fitness, and strength of the body. To prevent the body from contracting diseases and becoming malnourished, we should eat sufficient amounts of green vegetables, yellow fruits, liver, meat, fish, eggs, and other animal-based products on a daily basis. Economic stability, geographical location, and social circumstances may not always be favorable so, the easiest and most reliable way to obtain healthy foods is to grow them in a kitchen garden.

Advantages of a Kitchen Garden

- We get to eat fresh fruits and vegetables every day.
- Health of the family always remains good due to necessary vitamins and minerals from fresh, clean, and nutritious vegetables and fruits.
- The money saved by growing produce in the kitchen garden can be used to buy other things.
- Time will be saved from shopping by being able to harvest produce as needed from the kitchen garden.
- The free time of the family can be utilized in the kitchen garden.
- The nutritional elements found in vegetables are high and can help reduce the need to purchase more expensive foods, such as meat, fish, eggs, etc.
- Kitchen garden keeps the surrounding environment of our house clean, beautiful, and fresh.
- The surplus of fruits and vegetables grown in the kitchen garden can be sold to earn extra money or stored for future use.
- Physical exercise is achieved working in the kitchen garden.



Vegetables and Fruits that can be Grown in the Kitchen Garden

We can grow different leafy greens such as rayo, spinach, fenugreek, mustard, coriander, latte, karkalo (a kind of yam), etc; vegetables such as cauliflower, cabbage, broccoli, radish, carrot, sweet potato (red), pumpkin, etc., and yellow fruits like papaya, mango, etc., in the kitchen garden. These leafy greens, vegetables, and fruits provide sufficient iron and vitamin A making them very beneficial to us.

Things to Consider while Planning a Kitchen Garden

- The kitchen garden should be near the house. If vegetables are planted with 10 to 15 days between new plantings, a regular supply of vegetables will always be available.
- It is important to provide ample water supply and good drainage at each plot of the kitchen garden.
- A kitchen garden should be located where it can receive direct sunlight.
- Each plot of the kitchen garden should be 1x3 meters.
- Slow growing and fast growing vegetables should be planted together simultaneously. For example, in the plots for cauliflower, radish, and cabbage, we can easily plant chamsur, spinach, etc.
- A kitchen garden should be fenced, and creeper-vegetables should be planted near the fence.
- Generally, fruits like banana and papaya should be planted on the edge of the kitchen garden and multi-crop vegetables should be planted on the outer sides of the garden so they are not deprived of sunlight.



Write the answers of the following questions and discuss in a group.

1. What kinds of vegetables and fruits have you planted in your kitchen garden? Make a list.

<u>Vegetables</u>	<u>Fruits</u>
1).....	1).....
2).....	2).....
3).....	3).....
4).....	4).....
5).....	5).....
6).....	6).....

2. What kinds of vegetables and fruits will you plant in your kitchen garden to provide nutritional foods to your family? Make a list.

<u>Vegetables</u>	<u>Fruits</u>
1).....	1).....
2).....	2).....
3).....	3).....
4).....	4).....
5).....	5).....
6).....	6).....

Part C
HIV and AIDS

Lesson 9

Introduction to HIV and AIDS



Read the conversation below and discuss.

As usual, the men and women of Shivanagar village have gathered today to discuss the topic of health. Health worker, Sarita, is leading the discussion.

Sarita: What topic are we going to discuss today?

Harka Bahadur: Sarita Didi, today we hear about HIV and AIDS on the radio and TV. What is this? I heard only yesterday that it is transmitted to many people everyday. It must be very dangerous!



Mukunda: Yeah -- I heard the same thing. Yesterday I had gone to the hospital and people there were also discussing HIV and AIDS.

Gita: Is that so? Then we also must know about HIV and AIDS. Sarita Didi, let us discuss this today.

Sarita: HIV and AIDS were first discovered in America in 1981 AD. Now more than 33 million people are said to have been infected by HIV and AIDS and it has already taken the lives of more than twenty-five million people.

Harka Bahadur: And what about in Nepal?

Sarita: The first person infected by AIDS in Nepal was found in 2045 B.S., and now this infection has spread widely in Nepal. According to the statistics provided by the National Center for AIDS and STD Control, among those who voluntarily had their blood checked, about 12,900 persons have been found infected by HIV through the end of Mangsir 2065 B.S. Presently, the number of persons infected by HIV is estimated to be about 70,000.

Mukunda: This is a large number. What kind of persons are found to have been infected by HIV, Sarita Didi ?

Sarita: Anyone can be infected by HIV, but in our country there are some groups at higher risk of HIV infection. Groups such as those using drugs through injection, women sex workers and their customers, homosexuals, and people migrating in search of employment.

Janaki : You have been talking about HIV infection for a while now. What is it actually?

Sarita: You ask a very good question. HIV is a type of microscopic organism (virus). When this organism enters the human body, it gradually weakens the immunity of the body. The stage when the HIV virus enters the human body is known as HIV infection.

Janaki: Then what is AIDS ?

Sarita: After the HIV virus has entered the human body, the body gradually loses its capacity to fight diseases and infections. In such a condition, different diseases can easily attack our body. This stage in humans is called AIDS.

There are many other things to learn about HIV and AIDS. That is all for today and I will teach the rest at the next meeting.



Write answers in the empty boxes given below.

1. When was HIV and AIDS first discovered in America?

2. When was the first person infected by AIDS found in Nepal?

3. How many persons who had volunteered to have their blood checked through the end of Mangsir 2065 B.S. were found HIV-infected?

4. What is the estimated number of HIV-infected persons in Nepal today?

5. What does HIV infection mean?

Lesson 10

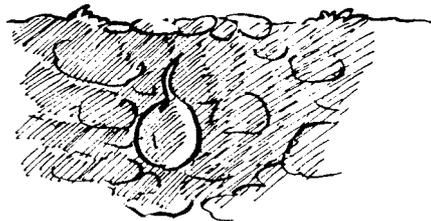
Relation between HIV and AIDS



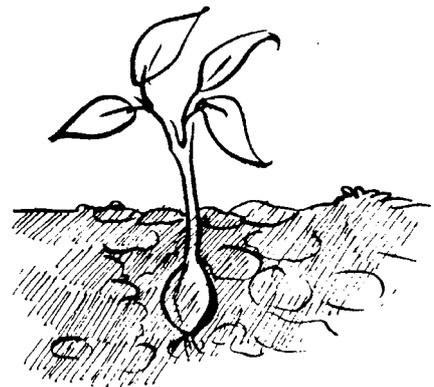
Read the conversation below and discuss.

Health worker Sarita is teaching about the relation between HIV and AIDS to the youth of Shivanagar village.

Janaki: Sarita Didi, what is the relation between HIV and AIDS? I am eager to know about it. Please tell us.



HIV



AIDS

Sarita: HIV is a type of micro organism (virus). It destroys the immunity power of our body. For example, we cannot see the seeds inside the soil. Similarly, we cannot tell by looking at a person's face whether he/she is HIV-infected or not.

Madan: How can we see whether a person is infected by HIV or not?

Sarita: A person's blood has to be tested and it can be detected after only three months of being infected.

Rupa: Is HIV itself the AIDS?

Sarita: There is a relation between HIV and AIDS but they are different too. After HIV virus enters our body, it weakens the bodies capacity to fight against diseases. When the immune system of our body is damaged, various types of opportunist infections such as tuberculosis, pneumonia etc. begin to attack our body. This condition of the human body is then susceptible to such opportunist infections as AIDS.



Harka Bahadur: What are the symptoms of HIV and AIDS?

Sarita: Initially, when the HIV virus enters the body, there is fever for a week or so, which later recovers by itself. After that, its symptoms may not appear for years, but the immunity power of the body continues to decline. Also, HIV can transmit from that person to others during this time. AIDS does not have any specific symptoms of its own but the resistance power of the body gradually deteriorates. Once you get AIDs, then it adopts the symptoms of whatever disease you are affected from, like tuberculosis, pneumonia, etc. and the person dies from that disease. The following symptoms can be observed, generally, when you have AIDs:

1. Continuous fever for about one month or more;
2. Loss of more than 10% body weight or become thinner;
3. Continuous diarrhea for more than a month;
4. Having a cold most of the time; and
5. Appearance of skin allergies, oral wounds, Herpes Zoster, swelling of glands, Tuberculosis, etc

Harka Bahadur: Sarita Didi, so you are saying that a person may appear healthy for many years even after HIV virus has entered the body and its symptoms cannot be seen. Is that right?

Sarita: Yes, that is why we cannot tell whether a person has been infected by HIV or not just by looking at the face. Therefore, a person should be aware to take precaution from this.

Rupa: Oh! HIV and AIDS are so dangerous. How soon after being HIV-infected does it turn into AIDS ?

Sarita: We cannot tell exactly when people with HIV may have AIDs. However, it is generally seen within 7 to 15 years.

Madan: It is said that HIV transmits faster to those who have sexually transmitted diseases. Is that right?

Sarita: Yes, it is 8 to 10 times more likely for such persons to be infected by HIV. When a person suffers from a sexually transmitted disease, the person will have more wounds in his/



An HIV infected person



A man with AIDS

her sexual organs. This makes it easy for HIV virus to enter the body. So a sexually transmitted disease needs to be treated quickly.

Janaki: What are ways to recover from HIV infection?

Sarita: There is no way to exterminate the HIV once it has infected the body. After HIV infects the body, life expectancy is estimated to be 7 to 15 years, or sometimes longer. If a person has reached the stage of AIDS, it is recommended the person take antiretroviral medicines regularly as per the doctor's advice.



Fill in the blank spaces with appropriate word.

power 7 to 15 years AIDS symptoms organisms sexually transmitted

1. HIV is a type of micro .
2. It destroys the immunity of our body to fight against diseases.
3. Continuous diarrhoea for more than a month is also a symptom of .
4. With AIDS, whatever diseases affect us the of the same disease is seen.
5. There is more chances for infection of AIDS if a person has a disease.
6. After HIV has been detected, there remains possibility of living for .

Lesson 11

Ways of HIV Transmission



Read the discussion below.

Today health-worker Sarita is holding a discussion on the ways of HIV transmission

Sarita questioned everyone, "I think all of you might have heard about HIV and AIDS from radio and television. Haven't you?"

Everyone replied in single voice, "Yes, we've heard."

Sarita continues, "Similarly, you also might have seen big posters showing pictures of syringe, blood, pregnant women etc?"

Gita: Yes, I have seen such pictures at our health-center, medical shops, and other places, but I could not understand its message."

Sarita: Yes, in the posters you have seen, diagrams were used to try to explain how HIV can transmit from one person to another.

Harka Bahadur : Then, how is HIV transmitted ?

Sarita: HIV virus gets transmitted in three ways:

1. Sexual Contact
2. Blood Contact
3. From Mother to Child/Baby

Sarita showed the following pictures and explained how HIV virus is transmitted in humans.



1. Sexual Contact:

During sexual contact (vaginal, anal, oral) the virus of HIV gets transmitted through the medium of vaginal fluids, semen, and blood.

2. Blood contact:

- a) If blood is taken from any HIV-infected person, and
- b) When another person uses the same needle or any injecting tools such as nose/ear piercing needles, tattoo making needles, etc. without sterilization.



3. From mother to child:

HIV virus can be transmitted from an HIV-infected mother to her baby during pregnancy, delivery and breast-feeding.

Mukunda: HIV can transmit from a pregnant woman to her baby. Does that mean an HIV-infected woman should not give birth?

Sarita : We cannot say that. It depends on the desire of the woman. It is a woman's right to give birth to a child. We should not do anything to violate another's desire and rights. If the HIV-infected woman or her husband do not want to bear a child, they can get counseling about family planning from the hospitals where programs are taught on the prevention of HIV infection from mother to the child. If the HIV-infected husband and wife want to bear a child, they should adopt ways to prevent HIV transmission.

Janaki: What are the ways to prevent HIV transmission from mother to her child?

Sarita: Today, different services are available in different hospitals of Nepal to prevent HIV infection from mother to her child. In these hospitals, trained health workers give counseling on how to prevent oneself and the sex partner from HIV infection, how to prevent HIV transmission to the baby, and counseling on HIV testing. If HIV infection appears on a blood test, the pregnant woman is given medicine before childbirth and skilled health workers help in the delivery of the baby. They also give advice on safe feeding to the new born which helps prevent HIV infection.

Gita: Today's information is very, very important for us. We did not know that an HIV-infected mother could still give birth. Today we learned all about it.



As illustrated, match the following sentences by drawing lines. Read out the matched sentences in a group.

HIV virus transmits from one person to another

HIV virus can be transmitted through needles and skin piercing tools

If a mother is infected by HIV and AIDS,

Giving birth to child or not

it can be transmitted to the baby growing in the mother's womb.

is a woman's right.

through vaginal fluids, semen and blood.

used by an HIV-infected person without sterilization.



Read the sentences below in a group and find the solution.

Jit Bahadur was infected with HIV due to wrong and unprotected sexual behavior during his two years stay in India, but he did not know this. After sometime, his wife became pregnant. During her health check up at the hospital, it was discovered that she was infected with HIV.

- a) What blunder did Jit Bahadur commit?
- b) What should he have done?
- c) What should Jit Bahadur's wife do now to give birth to the baby?

Lesson 12

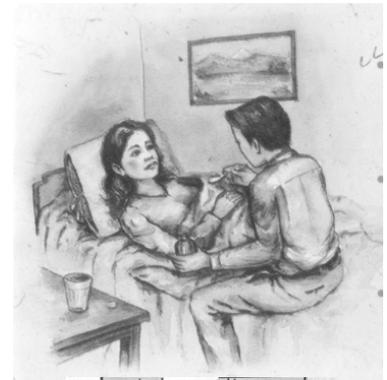
How is HIV not Transmitted ?



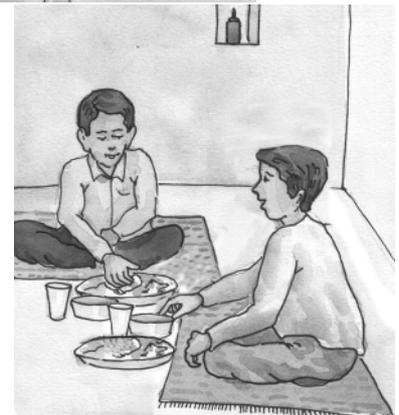
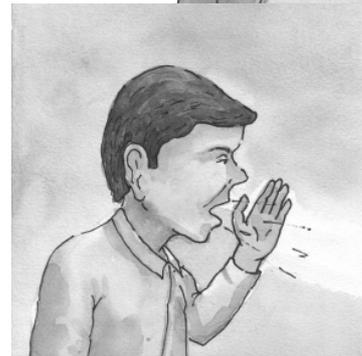
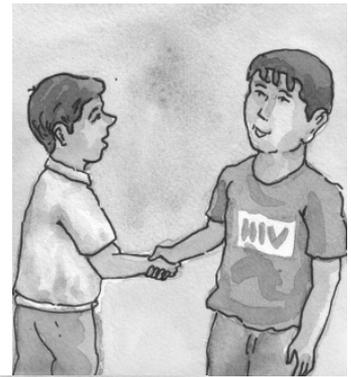
Read the discussion below.

Health worker Sarita is telling the men and women of Shivanagar, how HIV does not transmit. She said, "HIV does not transmit during the following activities:"

- Taking care of HIV-infected person,
- Eating foods cooked by HIV-infected person,
- Using toilet used by HIV-infected person,
- Using cloth, towel, comb, utensils, etc. used by HIV-infected person,
- Swimming with HIV-infected person,
- Getting stung by any insect or mosquito that has stung an HIV-infected person,



- Studying in the same class room with an HIV-infected person,
- Touching, embracing, lightly kissing an HIV-infected person, or sitting together,
- Using the water from a tap or well used by an HIV-infected person,
- Coming in contact with liquid substances of the body like sweat, spit/saliva, vomit, urine, tears, etc of an HIV-infected person,
- Eating foods together with an HIV-infected person.



Sarita repeated, "In short, what we should understand is that this disease does not transmit from daily household activities and social contact. So, if any person is infected by HIV, she/he should be treated as any normal person".

Listening to Sarita, Rupa said, "Now, I understand. The virus does not transmit by merely touching or taking care of an HIV-infected person, and it is not transmitted through mosquito bites. People in the village used to say falsely that HIV gets transmitted by mosquito bites and that you should not touch an HIV-infected person. All these were wrong assumptions. Now I will tell the correct things to everyone."



Discuss the following questions in a group and write the answers.

1. What are any five daily chores through which HIV does not transmit?

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

2. What behavior should be shown to an HIV-infected person?

.....
.....



Put a ✓ mark for a true statement and X mark for a false statement.

- 1. HIV virus transmits while embracing an HIV-infected person.
- 2. If the toilet used by an HIV-infected person is used, HIV virus is not transmitted.
- 3. HIV virus is transmitted while swimming together with an HIV-infected person.
- 4. HIV virus does not transmit by looking after or taking care of an HIV- and AIDS-infected person.
- 5. HIV does not transmit by using clothes, towel, comb, utensils, etc. used by an HIV-infected person.

Lesson 13

Stages of HIV Infection



Read the conversation below and discuss.

Mukunda: Sarita Didi, yesterday I had gone to the health post for measles vaccination of my daughter. There I saw several posters showing the stages of HIV infection. I understood a little, but not everything. What are the stages of HIV? Please explain a bit

Sarita: Okay, today I'll discuss the stages of HIV infection. You already know that after HIV virus enters the body, it slowly weakens its resistance power, but it does not turn into AIDS immediately. It may take many years for HIV to develop into AIDS because after HIV has infected the human body, it passes through several stages before reaching the stage of AIDS. There are four stages of the HIV infection.

a) Primary stage of HIV (Window Period): The first three months after HIV has entered human body is called the primary stage of HIV, or the window period. At this stage, the infected person suffers from influenza/coughs, fever, etc. for about six or seven days. If the blood is tested,



The sexual contact without proper use of a condom, or sexual contact with anyone other than one's life partner, is called unsafe sexual contact.

HIV cannot be detected. But if the person at this stage of the HIV infection gives blood to others, or has unsafe sexual contact, the HIV virus can be transmitted.

b) HIV is detected but has not yet become AIDS:

This stage is also called the carrier period. If the blood of a person at this stage of HIV is tested, infection can be detected. The person at this stage of infection looks healthy and there will be no symptoms in the body. But if this person gives blood to others, or has unsafe sexual contact, HIV is transmitted. The duration of this stage can be long or short depending on the person's diet, behavior, and health condition etc.

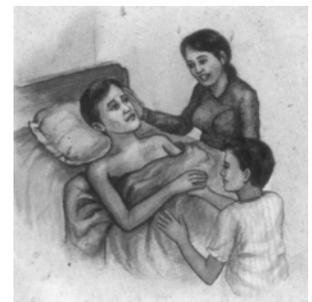


c) Primary Stage of AIDS:

At this stage, the immunity power of the HIV-infected person has weakened. Due to infection by various opportunist diseases, symptoms of those diseases develop. Examples are: diarrhea, influenza, coughs, pneumonia, T.B., jaundice, Herpies Zoster (shingles), anemia, joint pain, skin disease, etc. This stage is also called the AIDS bound stage.



d) Stage of AIDS: At this stage, the HIV-infected person gets very sick because the HIV virus is spreading throughout the body and the immunity power has been completely destroyed. In this condition, if medicines for extending life are not started, the person may die within six months to two years.





Discuss the following questions in a group and write the answers.

1. How many stages of HIV infection are there? What are they?

.....
.....

2. Which condition is called the primary condition of HIV?

.....
.....



Fill in the blank spaces with the appropriate word.

very sick

carrier

stages

AIDS

blood

1. After the HIV infects the body, it does not immediately turn to

2. After HIV has infected the human body, it passes through several before reaching the stage of AIDS.

3. HIV infection is not detected by checking the person's during window period.

4. The condition when HIV is seen but has not yet become AIDS is called the stage.

5. The HIV infected person gets at the stage of AIDS.

Lesson 14

Preventive Measures against HIV and AIDS



Read the conversation below and discuss.

Today health worker Sarita and youth of Shivanagar are discussing the preventive measures against HIV infection.

Sarita: You already know many things about HIV and AIDS. Today, I am going to ask you what precautions we must take against HIV infection?

Rupa: We know that the HIV virus can transmit through HIV-infected blood, sexual contact, and from an HIV-infected mother to her child. In order to protect ourselves and others from HIV infection, we must be careful in all these cases. Isn't that so, Sarita Didi?



Sarita: What Rupa said is correct. To be safe from HIV infection, we must take precaution against HIV transmission through the blood, adopt safe sexual behavior, and prevent infection of the child from an HIV-infected mother.

Mukunda: What measures should be used to be safe against HIV infection through the blood?

Sarita: There are two main ways to prevent infection of HIV through the blood.

First Method: We should use safe needles and other skin injecting tools. If we need to be injected for treatment, we should not use needles that have been used by others. If we need to pierce a nose or ear for ornamental purpose, or make tattoo, we should use new needles.

Second Method: If we get sick or need to have an operation that requires the transfusion of another person's blood, we should be sure the blood used has been tested to be free of HIV. If possible, we should receive blood from family whose habits and behavior we are familiar with.

Janaki: I hear that safe sexual behavior is the most reliable way to prevent HIV infection. What is safe sexual behavior?

Sarita: The largest amount of HIV virus is present in the genital discharges (vaginal fluids and semen) of the HIV-infected person. To protect against HIV infection through sexual contact, safe sexual behavior should be adopted. This means either abstaining from any sexual contact before marriage or using a condom if participating in pre-marital sex. However, keep in mind, the use of a condom is not 100% reliable. After marriage, it is expected one will remain faithful in sexual contact with the life partner.

Rupa: For the prevention of HIV transmission from mother to child, an HIV-infected mother should contact the hospitals where such services are available and seek the advice of the medical practitioners. Isn't that so Sarita Didi?

Sarita: You're right, Rupa. You remember our earlier discussions well. The medical treatment for prevention of HIV infection from mother to child is available today (2065 Mangsir) in the following hospitals:

1. Bheri Zonal Hospital, Nepalgunj, Banke
2. Achham District Hospital, Achham
3. Mahakali Zonal Hospital, Mahendranagar
4. Maternity Hospital, Thapathali, Kathmandu
5. B.P. Koirala Institute of Health and Science, Dharan
6. Western Regional Hospital, Pokhara
7. Narayani Sub-regional Hospital, Birgunj
8. Koshi Zonal Hospital, Biratnagar
9. Bharatpur Hospital, Chitwan
10. T.U. Teaching Hospital, Maharajgunj, Kathmandu
11. Mechi Zonal Hospital, Jhapa
12. Janakpur Zonal Hospital, Janakpur
13. Palpa District Hospital, Tansen, Palpa
14. Surkhet District Hospital, Surkhet
15. Baglung District Hospital, Baglung

Harka Bahadur: The things discussed today are very important because many youth are leaving their villages for employment. Even my younger brother wants to go to India. So it is necessary for these youth to have knowledge of the preventive measures against HIV infection. I'll inform my brother about this today.

Rupa: Everyone should have knowledge about this subject. Not only those who are leaving, but all youth, married and unmarried persons, everyone!



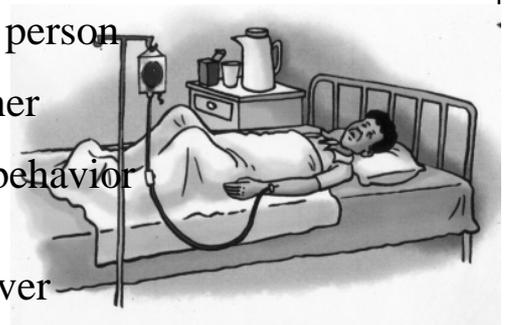
Read the poem below and discuss in a group.

Poem: Let's know about HIV and AIDS

It is fearful, takes our lives,
Once HIV enters our body then comes stage of AIDS
Rich, poor, big, small, no one does it care
We cannot stop from infection if one is not aware



Only 3 are there ways for HIV infection
Thinking about this, become knowledgeable person
Exchange everything in life but not sex partner
Today onwards stay away from unsafe sexual behavior



Exchange many other things but syringes-never
Infected mother during pregnancy, take advice from
doctor.

Give love and compassion, to all those affected
They are the guests of earth, should be accepted
Do not discriminate but treat equally, people living
with AIDS
Let us raise awareness from today against AIDS



Lesson 15

Availability of Antiretroviral Treatment System in Nepal



Read the conversation below and discuss.

To bring improvement in the health condition and extend the life span of the persons who have reached the stage of AIDS after HIV infection, the antiretroviral treatment system is available in Nepal. Health worker Sarita is giving information about the Antiretroviral Treatment System to the youth of Shivanagar.

Sarita: The medicines used against HIV are called antiretrovirals. These medicines cannot completely cure the HIV infection but they can prevent the growth and spread of the HIV virus in the blood of the infected person which brings improvement in the health condition of the infected person.

Janaki: Can an HIV-infected person work after taking the medicine?

Sarita: Yes, the HIV-infected person can continue to work like any other person if he/she takes the medicine according to the doctor's recommendation.

Mukunda: Are Such medicines very costly?

Sarita: Currently, these medicines are available in some hospitals where the government of Nepal has provided this service. They are dispensed based on the advice of trained doctors. In these hospitals, the medicine is provided free of charge.

Janaki: For how long should this medicine be taken ?

Sarita: Once started, the HIV-infected person should take this medicine everyday for life. Even a single dose should not be missed.

Harka Bahadur: So it should be taken every day?

Sarita: Of course, just as people with diabetes, high-blood pressure etc. need to take medicines regularly for the rest of their lives, so do HIV-infected persons. Some may have side-effects from these medicines. If it happens, doctors who had prescribed the medicines should be immediately consulted. You should not make the decision yourself to discontinue these medicines because you will lose your fight against the early stage of HIV and may then require the need for second stage medicines which may not be easily available in Nepal and are very expensive.

Rupa: Now we know that the person with AIDS from HIV infection can live for a longer period if they take the medicines regularly.

Mukunda: Can you tell us, Sarita Didi, which hospitals are antiretroviral medicines available in Nepal?

Sarita: The government of Nepal has made antiretroviral medicines and treatment services available at the following hospitals and health institutions:

1. Bheri Zonal Hospital, Nepalgunj, Banke
2. Mahakali Zonal Hospital, Mahendranagar
3. Seti Zonal Hospital, Dhangadi
4. Doti District Hospital, Doti
5. Achham District Hospital, Achham
6. Western Regional Hospital, Pokhara
7. Narayani Zonal Hospital, Birgunj
8. Bharatpur Hospital, Chitwan

9. Teku Hospital, Kathmandu
10. T.U. Teaching Hospital, Maharajgunj, Kathmandu
11. B.P. Koirala Institute of Health and Science, Dharan
12. Koshi Zonal Hospital, Biratnagar
13. Baglung Hospital, Baglung
14. Mechi Zonal Hospital, Jhapa
15. Sparsha Nepal, Sanepa, Lalitpur
16. Lumbini Zonal Hospital, Butwal
17. Kanti Bal Hospital, Kathmandu
18. Palpa District Hospital, Palpa
19. Janakpur Zonal Hospital, Janakpur
20. Mid-west Regional Hospital, Surkhet
21. Mahendra Hospital, Dang
22. Sagarmatha Zonal Hospital, Saptari
23. Maiti Nepal, Kathmandu



Discuss the following questions in a group and write the answers.

1. What does Antiretroviral medicine do in the blood of HIV-infected person?

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2. For how long an HIV infected person should take Antiretroviral medicines?

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Lesson 16

What to do in Case you have Contracted HIV and AIDS?



Read the story below and discuss in a group.

For several days Surendra had no appetite, he could not sleep, and he had a slight fever and cold. So, his mother Kalawati, insisted he see a doctor for examination. But Surendra ignored his mother's concerns saying that it was just a simple case of influenza. As time passed, Surendra became thinner and thinner. One day he finally did visit a doctor and got his blood checked. Afterwards, he became more anxious and worried because the news was not good. His mother Kalawati, asked the reason of his worry and he replied, "My life is ruined. I have become a burden and curse to all," Surendra told her that he had been infected by HIV. When his mother heard this, she was shocked. Surendra confessed to her that when he had gone to Kathmandu for a job, he had unsafe sex.

Today the mother and son are taking advice from health worker Didi on what to do next.

Health worker Didi said, "Don't panic. HIV infection is not the end of life. The HIV-infected person can continue to live a happy and healthy life like others by attending voluntary counseling and testing centers, and consulting with the trained doctors there to learn how to control HIV. Antiretroviral medicines should be taken against HIV virus, as per the doctor's advice."

But Surendra must pay attention to the following things:

- He should protect himself against opportunist infections. If any such infections occur, treatment should be taken according to the doctor's advice.
- Be careful of diet and eat nutritious foods such as meat, milk, bean sprouts, fruits, vegetables, ghee, oil, etc. available in the village.
- Take regular baths and wear clean clothes. If skin begins to itch, bath with warm water and use Neem as home remedies.
- If any wounds appear on the body, get treatment for them immediately.
- Always remain clean and keep the nails of both hands and feet trimmed.
- Wash hands with ash or soap after using the toilet and before eating.
- Brush teeth regularly in the morning and evening.
- Do not smoke, drink alcohol, or use drugs.
- Keep a positive outlook and remain happy.
- Participate in daily activities that you enjoy and can still do, but also be sure to get enough rest.
- Participate in light physical exercise, yoga or meditation as it will be good.



Listening to the health worker's advice, both the mother and son returned home feeling happy.



Discuss the following questions in a group and write the answers.

1. How did Surendra get infected by HIV?

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2. Can Surendra get completely free from HIV infection if he regularly uses the medicines against HIV?

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3. What things, according to health worker Didi's advice, should Surendra pay attention to?

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Lesson 17

Help



Read the conversation below and discuss in group.

The youth of Deurali Tole are having discussions how one should help HIV-infected persons in society. They have also invited HIV-infected Kanchhi to the discussion venue.

Parvati: Now that we are all assembled here, it is necessary for us to discuss how we can end the discrimination against HIV-infected persons in our community.

Sujan: Yes, because not everyone understands HIV.

Parvati: Due to discrimination and hatred, HIV-infected persons have difficulty living in our society. Let's hear from Kanchhi about how she has suffered. Kanchhi, tell us all about the incidents of your life.

Kanchhi: Two years ago while searching for employment, I was caught in a trap by a broker in the village. She had tricked me and taken me to Mumbai, India where I was sold for Rs. 30 thousand. I was severely tortured and tried to escape but was not successful. I was finally thrown out when I had become HIV-infected. I then returned home. There was a big uproar in the village when it was learned I had HIV. My parents tried to keep me at home but they could not because they were fearful of society. I was worried about where to go or what to do. This is when I met Parvati Didi of the youth group who listened openly to everything I told her and advised me about many things.

Soon many members of the youth group went to talk to my parents about HIV. This provided them with a better

understanding of the disease so that I was able to return home. But the fear has not left them completely.

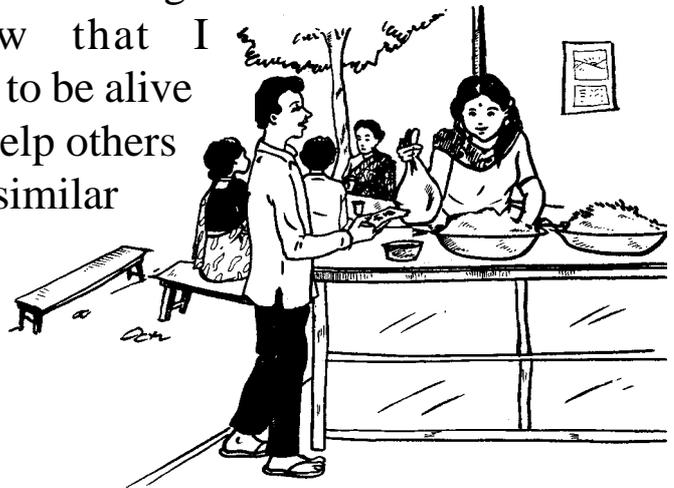
I stayed in my room alone, not even able to eat meals with my family, nor did I attend any family gathering, marriage



ceremony, or other religious occasion in the village. The days were sadly passing by.

Many days later, Parvati Didi called me to the group meeting and gave me a membership. My confidence started to improve and I opened a shop in the village with a Rs. 5,000 loan from the bank. With the income, I was able to meet my expenses for medicine and household necessities. Parvati Didi and other friends in the group came by on occasion to convince my family, neighbors, and the community that they should help and encourage me. Today my family has become more knowledgeable about HIV and, as a result, treat me better. My sister, who is a health worker, has been checking my health regularly. This support has helped me to realize it was due to ignorance that the people despised and rejected me.

In the beginning, when I did not feel any love, I sometimes felt revengeful and even thought about suicide. Now that I understand, I feel lucky to be alive and have the desire to help others who are experiencing similar problems as I did.



At the end, everyone gathered around and appreciated her. Parvati Didi said, "You are so courageous".



Discuss the following questions in a group and write the answers.

1. With what hope was Kanchhi trapped by the girl trafficker?

2. Why was Kanchhi thrown out of Mumbai?

3. What discriminations were made against Kanchhi after she returned home ?

4. How was Kanchhi's self-confidence increased?

Part D
Peace Building

Lesson 18

Responsibility of Citizens in Promoting Good Governance



Read the lesson below and discuss in a group.

Good Governance for Peace Building

Peace means, to live in the condition where there is no killing, conflict, fighting, looting, violence, or social injustice. Under peaceful situations, gender and racial equality prevail in society and social inclusion becomes possible. People live with security, freedom, self-respect, and enjoy human rights. The real peace is when people are mentally tranquil.

Peace building is important for the development of a community - for all the human beings to live freely; for increasing income; and for ensuring a secure life for children and the guarantee of a quality education. In order to build peace in a community, the civil society, service providing governmental and nongovernmental bodies, organizations, groups, institutions, and offices, should sincerely fulfill their respective responsibilities. They should guarantee the democratic system and peoples' rights for all in the society through the medium of good governance.

What is Good Governance?

The process of providing services and facilities openly, fairly, justly, and responsibly, and putting the citizens above all, is called good governance. For example, when we go to an office for any purpose, the official has the responsibility to listen to our problem carefully, explain the work procedures to us and, when the process is complete, do the work promptly and without hassle.

Our Responsibility for Good Governance

Bringing the situation of good governance in a community is progress and development of the citizens in a community. But, good governance in the community is not possible with the efforts of governmental and nongovernmental bodies alone. Citizens also have equal responsibilities. The responsibilities that the people have to fulfill for establishment of good governance are as follows:

1. Political Responsibility:

- ◆ The citizens should take an interest in the activities of the government to improve the political system of governance in the country.
- ◆ Every citizen above 18 years of age should vote to elect the representative who is honest, understanding, and possesses the attitude to help the people.
- ◆ Along with regular monitoring and evaluation, the people should diligently keep watch over all the activities the representatives are doing for the people.

2. Responsibility towards Social Development:

The responsibilities of the citizens for social development are as follows:

- ◆ Receiving an education is the fundamental right of the citizens, and parents should be encouraged to send their children to school and take the initiative to establish a school in their community.
- ◆ Sanitation is necessary for good health. People should keep their home and surrounding area clean and healthy. People should not defecate or urinate in public places but use the appropriate facilities for this purpose.

- ◆ If a person gets ill in the community, the initiative should be taken to send the person to a health center or hospital for treatment rather than to traditional healers. Medicine should not be used by anyone without the advice of a medical practitioner.



- ◆ Citizens should protect the transportation mediums by not obstructing public roads and vehicles.
- ◆ Citizens should help in the protection and care of electrical generation areas and transmission lines. They should pay their electric bill monthly and conserve energy to prevent waste.



- ◆ Forests, water sources, stone, sand, herbs, wildlife, rivers, springs, mines, etc. are the invaluable property of the nation. Citizens should respect the conservation of these resources.

3. Responsibility Related to Civil Rights:

All the rights necessary as a human to live with dignity and self-respect are civil rights. These rights have been granted equally by the state to every citizen. There are many rights granted by the state and among them are:

Citizenship

In order to introduce oneself as a citizen of the country, one must obtain a citizenship certificate. To obtain the certificate, one must be at least 16

years of age and follow the recommendation from his/her own VDC or municipality to the office of the Chief District Officer.

Birth Registration

A baby should be registered soon after birth at the VDC or municipality office. If birth registration is not done, it will be difficult for the child to be admitted to school and to obtain a citizenship certificate. Birth registration is the first right of the child.

Marriage Registration

After getting married, the husband and wife both are required to go to their respective VDC or municipality and register their marriage to obtain the marriage certificate. A parent or guardian's approval is required for a boy and a girl under 20 years of age.

Migration

While migrating from one VDC or municipality to another VDC or municipality, the migrant should register his/her migration to the respective VDC or municipality. The migrant then should register at the local body of government in the location where they have migrated for at least 35 days.

4. Other Responsibilities:

- ◆ No discrimination should be made on the ground of caste, race, gender, class, region, religion/sect while doing any work in the community.
- ◆ As the Nepalese Law itself has declared the traditional practice of untouchability as illegal, efforts should be made to eradicate such practice from the society.

- ◆ No one is permitted to sell another person within the country or outside. Such an act is called human trafficking which is against the law and the offender will face punishment.
- ◆ No one should employ a person to do any work forcefully, or without the consent of the person.
- ◆ No one should force another to work against his/her will. If a person provides his/her consent to work, then the person should be paid an appropriate wage.
- ◆ Bigamy, polygamy, ill-matched marriage, and child marriage are not permitted.
- ◆ Husband, mother-in-law, or father-in-law should not throw the wife from the house.
- ◆ Giving or taking a dowry during marriage is a crime.
- ◆ Counterfeit signature or thumb impression or seal should not be used.
- ◆ If a person commits any crime whatsoever, s/he should be handed over to the competent legal authority. If s/he is beaten, punished, or suffers revenge, the perpetrator will bear punishment.



Discuss the following questions in a group and write the answers.

1. What have you done currently in your community for good governance? Make a list.

1)	5)
2)	6)
3)	7)
4)	8)

2. What works will you have to do to maintain good governance in your community in the coming days? Make a list.

1)	7)
2)	8)
3)	9)
4)	10)
5)	11)
6)	12)

Lesson 19

Role of Local Government Offices in Good Governance



Read the lesson below and discuss in a group.

What is a Local Body?

Local body is the local government. Local government means the Village Development Committee, Municipality, and District Development Committee. The system of local bodies has been arranged in order to ensure people's participation in their own village development. The local people send their representatives to these local bodies through the election process. The major function of these local bodies is to carry out all the development and construction works at the local level quickly and smoothly with the full participation of the local citizens.

Role of Local Body in Good Governance

Shobha: We talk about VDC and municipality, but what do they do for us?

Mira Didi: VDC and municipality are the local level bodies that provide us services. Their functions are as follows:

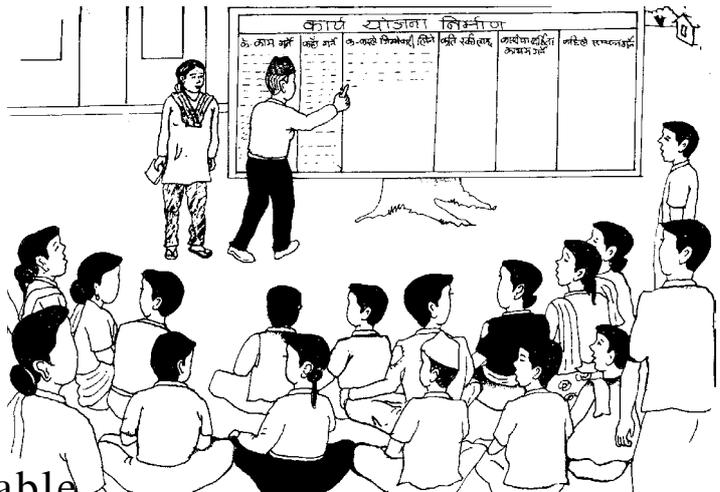
- ◆ They issue recommendation letters for citizenship certificates, certification of relationship, amendment of our name and surname, registration of any organization at the VDC, certification of our land boundaries etc.
- ◆ They register and provide certificates in the events such as death, birth, migration, marriage, etc.

- ◆ They issue identity cards to senior citizens, single women, the disabled, etc., and provide allowances.
- ◆ They execute development and construction activities.

Yashodha: What does the District Development Committee do?

Mira: District Development Committee is the upper level local body of the VDC or municipality. It also functions just like the VDC or municipality. Its major functions are as follows:

- ◆ It provides recommendation letters to the citizens if and when needed for any purpose,
- ◆ It provides help in case of calamities such as floods, landslides, earthquake, fire, etc.
- ◆ It conducts development and construction within the district,
- ◆ It signs contracts on development projects,
- ◆ It makes available necessary financial resources,
- ◆ It conducts final appraisal of development projects after their completion,
- ◆ It issues grant amount to the VDC as allotted from the center,
- ◆ It provides information of the district to any citizen or organization if and when demanded,



- ◆ It formulates plans of work to be carried out within the district for the year, and sends such plans to the central government.

Prakash: Ah! There are so many works that the VDC, municipality, and DDC do. Can we get all these services and facilities that easily?

Mira: It is the right of every citizen to get these services easily and without hassle from the local bodies. These local bodies should always be responsible towards the citizens. In other words, they should give what the people need promptly and hassle-free. All the local bodies have also prepared their own Civil-Charter clearly showing what facilities and services they can provide and what process the citizens need to take to obtain them. We can also get a lot of information from this.

Shobha: What is a Civil Charter?

Mira: A Civil Charter is the description prepared by each VDC, Municipality, and DDC including each governmental office clearly stating what services and facilities they are going to provide to the citizens, the processes the citizens should complete to get such services and facilities, and within what time the mentioned facilities and services will be received after the necessary process has been completed. Each office displays their charter at a prominent place outside their office. If we go there to read and understand, we will be able to learn what we need to know from these offices.

Yashodha: Very many thanks to you, Mira. We learned many things today and can now go to these offices and read their Charters ourselves.



Discuss the following questions in a group and write the answers.

1. For what purpose have you gone to VDC or municipality to-date ?
Make a list of the works.

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2. If there is a VDC office nearby, then go there, read the Civil Charter, write it down, and discuss it in the next class.

Lesson 20

Citizen's Access to the Facilities and Services Provided by the Local Level Government Offices



Read the lesson below and discuss in a group.

There are different offices working in the VDC and the district to provide government facilities and services easily, quickly, and efficiently to the citizens. These offices have major roles in education, health, agriculture, livestock, etc. The youth of Simali village of Rukum district are studying about this in literacy class. They are meeting officials from various offices to gather information about the facilities and services provided by the government offices.

1. Conversation between the youth and School Principal of the village, Miss Urmila

Yashodha: Miss, I'd like to hear from you about the kinds of activities the Education Office does.

Urmila: Very good, Yashodha jee. I'll tell you about it. The office which works in the education sector within the district is called the District Education Office and it performs the following:

- ◆ It gives permission to open private schools, as well as government-owned public schools, and hands over the responsibilities for the management of public schools to the community.
- ◆ It gives permission to appoint teachers and approves the appointment of temporary teachers.

- ◆ It distributes course books free of charge and monitors this process.
- ◆ It encourages the organization in extracurricular activities such as competitions in quizzes, folk songs, essays, elocution, arts, handicrafts, drawings, cultural programs, etc. in schools and monitors their activity.
- ◆ It manages and monitors non-formal classes and children's classes.
- ◆ It distributes scholarships to the gifted students who come from suppressed (dalit) and poorer class families and maintains recordkeeping.
- ◆ It pays salary, allowances, pension, etc. to the school teachers and provides financial assistance to the schools.

2. Conversation between the youth and J.T.A. (Junior Technical Assistant) of the Agriculture Office

Yashodha: What kinds of services does this office provide to the farmers?

J.T.A.: Your curiosity is very impressive. If everyone would ask questions, they would learn about the services our office can provide to them.

The services and facilities provided by the Agriculture Office are:

- ◆ It distributes seeds of the food-grains such as paddy, maize, wheat, etc. to the farmers at a fixed price.
- ◆ It formulates a plan according to the demands of farmers and sends it to the center for approval. After approval is received, the office conducts different programs such as farmers' trainings, seminars, study tours, etc.

- ◆ It manages various types of trainings on seasonal and off-seasonal vegetable farming, horticulture, potato farming etc.
- ◆ It gives advice and suggestions on various crop diseases and medicines that should be used.
- ◆ It distributes agricultural tools to the farmers according to their demand and the approved programs.
- ◆ If any farmer wants to open agro-vet shop for business of fertilizers, seeds, insecticides etc. it registers such shops.

Shabanam: J.T.A. sir explained many things today. Can we get all these facilities and services from the district office or do we need to go to other places?

J.T.A.: Agriculture Office has made alternative arrangements so that the farmers do not need to come to the district headquarters for all these services and facilities. For this purpose, one Agriculture Service Center for every five or six VDCs has been opened, central to all these VDCs. You can visit any accessible center to receive these services. If an additional facility is not available there, it may be necessary to go to the District office.

3. Conversation between the youth and Juna, employee of the District Veterinary Office

Yashodha: We have come to learn what services and facilities the Veterinary Office provides to the farmers like us.

Juna: We are here in this office to provide services to citizens like you in the following areas:

- ◆ It provides medicines or treatment, and necessary advice if a domestic animal gets ill.

- ◆ It provides appropriate training on pigs, sheep or goat raising etc. for an enterprise in animal husbandry.
- ◆ As per demand of the farmers, it conducts trainings, seminars, observations/study tours, and programs related to animal husbandry.
- ◆ It distributes necessary materials for cattle farming as demanded by farmers at the government rate.
- ◆ It provides technical advice to the farmers to solve problems in cattle farming operations and also conducts necessary information on dissemination activities.

4. Conversation between the youth and Arjun Chaudhary, Auxiliary Health Worker (AHW) of the health center

Yashodha: Please, would you tell us about the services and facilities the health center provides to the citizens?

AHW: This post is concerned with the health of all citizens like you. It provides health services whenever the citizens get sick. But what everyone should know is that since Magh 1, 2064 B.S. the government has implemented free health service programs for the common citizens of the state from all the health posts and sub health posts. Free health service programs mean all the services and facilities provided by the health posts and sub health posts are free of any cost.



Janak: I'm curious to know about family planning, sir.

AHW: The health posts, sub-health posts, and health centers provide Depo-Provera, pills, IUD, and Norplant to the women. Different temporary contraceptives, including condoms, are also provided to the men free of charge. They also provide general treatments in case of side effects from the use of contraceptives. In the health posts where necessary services and skilled health workers are available, C.T. (copper T) service is also provided to the women. But the health posts do not provide service for permanent family planning. For that service you need to go to a hospital, a primary health center or a mobile health camp.

Yashodha: How about the facilities offering vaccines for children?

AHW: In order to protect children from different diseases, health posts give different vaccines. Among them, B.C.G., D.P.T, polio, anti-measles, T.T., etc. are the major ones. One should go to the nearest health post to know when these vaccines are given.

Shabanam: What are the other services provided?

AHW: Free medicines or treatment services are also provided at the health posts to persons suffering from leprosy, etc. Similarly, if any epidemic disease like diarrhea is spread anywhere at any time, then arrangement is made for treatment of such diseases by sending teams of health workers to the infected places. Employees of local health organizations and female health volunteers also give classes on nutrition for children below five years of age and pregnant women.



Instructions to facilitator

Request the employees/officials, such as VDC secretary, J.T.A., forest officer, health workers, veterinary doctor, etc. to manage time to come to the center and give information and knowledge to the participants about the services and the facilities being provided to the people by their respective offices.



Discuss the following questions in a group and write the answers.

1. What kinds of facilities or services have you received in your village from Agriculture Development Office?

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2. What services and facilities have you received from the health post located in your VDC?

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3. What kind of facilities have you received in your village from the Veterinary Service Office?

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Lesson 21

Democratic Meeting Procedures and Entitlement of Each Member in Meeting



Read the lesson below and discuss in a group.

Several community groups are working for community development at the local level. While conducting any program, such groups need to adopt a democratic process. All the members have equal, as well as meaningful, participation in the activities that are conducted through a democratic process. As a result, a peaceful and congenial environment is created in the community.

What is a Democratic Meeting?

The meeting of the community conducted through a democratic process with meaningful participation from the people belonging to all caste, language, religion, and gender that are living there is called a democratic meeting.

The meeting conducted through a democratic process encourages all the members to unite for the achievement of common objectives. In this meeting, all the members take part in discussions. All can express their ideas, views, and opinions at the meeting. Proposals are decided on the basis of majority. In this way, the meeting is concluded in a peaceful environment.

Process of Conducting Democratic Meeting

Shobha: Mira Didi, I'm the chairperson of our youth group. Please tell me how to conduct meetings in a democratic way?

Mira: The chairperson should chair the meeting and has total responsibility in conducting the meeting. The chairperson should accept the help of other members to conduct the meeting in a democratic manner, and should abide by the following rules to conclude the meeting in a systematic manner.



Preparation and starting the meeting on time:

The chairperson should arrange the venue for inspection and preparation of the meeting earlier than the start of the meeting. If the necessary quorum is present then the meeting should be started on time.

Being systematic:

The chairperson of the meeting should have a detailed and well prepared agenda for discussion and should adhere to it.

Playing the role of a facilitator:

The chairperson should direct the procedure of the meeting, raising the

next issue to be discussed, and should encourage the members to work together. It may be necessary to clarify the proposal.

Keeping the participating speakers under control:

The chairperson should identify the members desiring to speak at the meeting and, if possible, limit the number of speakers. The chairperson should control all interruptions or expressions of opinion while the speaker has the floor. Members who side-talk or create disturbance while someone is speaking should be reminded of the rules and regulations.

Remaining impartial:

The chairperson should offer the opportunity to all members wanting to speak at the meeting and remain impartial. People from both sides, those for and those against the proposal, should be given the chance to express their view in turn.

Taking a decision through voting:

Before taking votes, the chairperson should always repeat the proposal. After the votes have been collected, the result of voting should be declared. Members can vote by either standing, raising hands, or using ballot papers.

Being patient:

The chairperson should remain patient and listen to everyone's views/opinions. Permission should not be given to discussion on an irrelevant subject. But if there is any question on the proposal discussed earlier, then the discussion should be re-opened.

Shobha: You said that the chairperson should prepare an agenda beforehand. What is this agenda and how should it be prepared?

Mira: An agenda is a list of items requiring action during the meeting. These items should be listed in the order they will be discussed. A sample of an agenda is given below:

Agenda of the meeting

S.N.	Activity
1.	Call for start of the meeting.
2.	Endorsement of the agenda.
3.	Endorsement of the note taken in the previous meeting.
4.	Discussion on the proposals remaining from the previous meeting.
5.	New proposals.
6.	Other discussions besides the proposals.
7.	Fixing date, time and place for the next meeting.
8.	Conclusion of the meeting.

Shobha: The sample agenda you have given is very good. I will prepare for, and conduct, the meeting according to this agenda. When the necessary number of members (quorum) is present, I will start the meeting at a fixed time. I then will read aloud the agenda and request all members to endorse it. Then, I will ask the members to present their proposals. After the proposals have been presented, I will open the floor for discussion. After the decision has been taken on the first item, I will put forth another proposal for discussion. I will conduct voting when a decision needs to be made. After discussion and decision on all

proposals, I will request all for scheduling date, time, and place for the next meeting. I then will conclude the meeting.

Mira: Very good, you learn quickly. Perhaps, you know that recordkeeping of the decisions taken during the meeting should be maintained, as well as the names of the members in attendance. Similarly, all financial transactions made in the meeting should also be kept.

Shobha: Didi, these are the responsibilities of treasurer and secretary. The responsibility of the secretary is to take notes of the meeting and keep records of the decision, while the responsibility of the treasurer is to collect the dues or savings of the members and keep an accurate account of other transactions. Isn't that so, Mira Didi?

Mira: Yes, that is correct. If there is secretary in your group, the secretary should take note of the decisions during the meetings and keep records. But if there is no secretary post in the group, these responsibilities should be given to another skilled and knowledgeable member. The names and signatures of the participants of those present at the meeting should be collected as should notes of all the proposals and decisions should be taken.

Shobha: I clearly understand the process of conducting a democratic meeting. Thank you very much for your guidance.



Read the instruction below and enact.

We need one student to act as Shobha, one to be the secretary, and the rest to act as the members. Then play out a skit of conducting a democratic meeting adopting the process that Shobha mentioned above.

Lesson 22

Social Inclusion



Read the lesson below and discuss in a group.

What is Social Inclusion?

The integration of individuals having different viewpoints, thoughts, practices, and cultures is a society. To have equal access of all the people of society belonging to different ethnicity, caste, gender, class, occupations, religions and levels to the available resources, means and opportunities is called social inclusion. For example, everyone should have equal access to all the government service such as school, health post, hospital, tap, irrigation, road, community forest, development work, responsible post, employment, and policy making.



Acknowledging the diversity of the society when members of each community feel they are respected is social inclusion in the real sense. In the situation of social inclusion, meaningful participation of all the people belonging to all ethnicity, class, genders and sectors is ensured in every decision to be made at the community level. This makes every

member of the community develop ownership as well as responsibility in community decisions.

How to achieve Social Inclusion?

Representation:

It is necessary to have proportional representation of all the groups of peoples such as the poor, minority groups, Dalits, women, Madhesis, ethnic people of any group, committees, or organizations to be formed for community development, project selection, operation, monitoring, etc. Proportional representation of all ensures sustainable peace through opportunities in the community.

Creating Participation:

In the discussion to be held at all stages of social development, there should be active participation of all races, castes, classes, and genders. To encourage participation, a comfortable environment should be created where the representatives can express their views/opinions and ideas without hesitation and fear. They should be given opportunities and encouragement to express their views. Likewise, these expressions should be accepted with an open mind and appreciated.

Considering Everyone's Opinion in the Final Decision-Making Process:

Final decisions should be reached through participatory discussion with the reflection of everyone's opinion. In any committee decision, those members representing the major posts, such as chairperson, secretary,

treasurer, etc., play an important role. These major positions should be proportionally represented by people from the local ethnicities, races, castes, classes, and gender to encompass voices from all sides in making a final decision.

Effects of Social Inclusion

The effects of social inclusion are as follows:

- ◆ Social inclusion eliminates political, social, and economic discriminations that are present in a society.
- ◆ It roots out the discriminations made on the grounds of caste, class, gender, language, or religion.
- ◆ It settles many types of injustice, inequality, and conflicts existing in a society.
- ◆ It facilitates equal access of everyone in the decision-making process.

In the present situation, the process of social inclusion, such as providing decision-making opportunities to the minorities may make the influential class feel that they have lost a voice. But, in reality, no one loses anything in social inclusion. Rather everyone wins because it encourages equal growth of all citizens to excel in expertise and efficiency by contributing to higher national productivity and, ultimately, eliminating poverty.

Our Role for Social Inclusion

The community is a place where poor and rich people of different languages, religions, and cultural identities live together.

In this diverse society, social inclusion is necessary to end inequalities and discrimination and to bring change to the community. Therefore, it is imperative that everyone learn to respect all people and regard them as good citizens of a society.

The voice of all people should be heard in the development of community programs. Respecting the existence and rights of everyone living in Nepal promotes progress in developing an inclusive society in Nepal.



Read the following questions and discuss in a group.

1. How is the condition of social inclusion in each activity taking place in your village?
2. Different communities have different cultures and practices. Describe the good aspects of your culture and practices to other members of your group.



Read the following success story in your group and discuss.

Social Inclusion Brought Happiness in Beladevipur.

Like last year, this year the people of Beladevipur of Kailali district were able to accomplish another successful work.

Last year, they divided work and took the responsibility to make decisions among themselves. They included men and women from all ethnicities to form various committees and major posts. With full participation of people from all races/castes, and with transparency and mutual harmony, the Beladevipur residents were successful constructing the rural road linking to the district headquarter, Dhangadhi, using local resources and completing the job in a shorter period of time.



This year the people of Beladevipur village have begun to use this road to bring their local products, such as vegetables, milk, fruits etc. to the Dhangadhi market for sale. This road to Dhangadhi has also made it easier for the villagers to get to the markets and for students to reach their schools and campuses.

Beladevipur village is ahead in other construction and development work in the Kailali district today. Hearing about this news, the people of Beladevipur village are very happy and proud. Now that they understand social inclusion, they say in one voice: "If any development and construction work needs to be done then there should be full participation of all community members."

Lesson 23

Conflict and Its Causes



Read the lesson below and discuss in a group.

What is Conflict?

Disagreements in the thinking, ideas, and viewpoints among individuals or a group on the same topic is called conflict. This situation of mutual disagreement is created due to their indifferences on social existence, beliefs, goals, desires, and needs. The main causes of conflict may be of economic, social, and political nature, and in some cases interpersonal competition in a society.

Causes that Creates Conflict

Some major causes that create conflict in our community or society are as follows:



Social causes

- ☞ Suppression, exploitation, and discrimination made on the grounds of religion, caste/ethnicity, gender, and region
- ☞ Tradition
- ☞ Unequal control and access to resources and opportunities
- ☞ Discriminatory social structure

Economic causes

- ☞ Poverty
- ☞ Unequal distribution of means and resources
- ☞ Gap between the poor and rich
- ☞ Lack of employment opportunities
- ☞ Declining economy
- ☞ Control over the economy by a specific group of people or class with no consideration of others
- ☞ Lack of fulfillment of a human's basic needs

Political causes

- ☞ Violation of human rights
- ☞ Absence of a democratic structure
- ☞ Lack of political commitment
- ☞ Absence of free, fair, and impartial elections
- ☞ Political corruption
- ☞ Lack of representation from all ethnicity, caste, gender, class, and religions in politics



Discuss the following questions in a group and write the answers.

1. Write any three incidents of conflict created by economic cause in your community.

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2. Write any three incidents of conflict created by social cause in your community.

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3. Write any three incidents of conflict created by political cause in your community.

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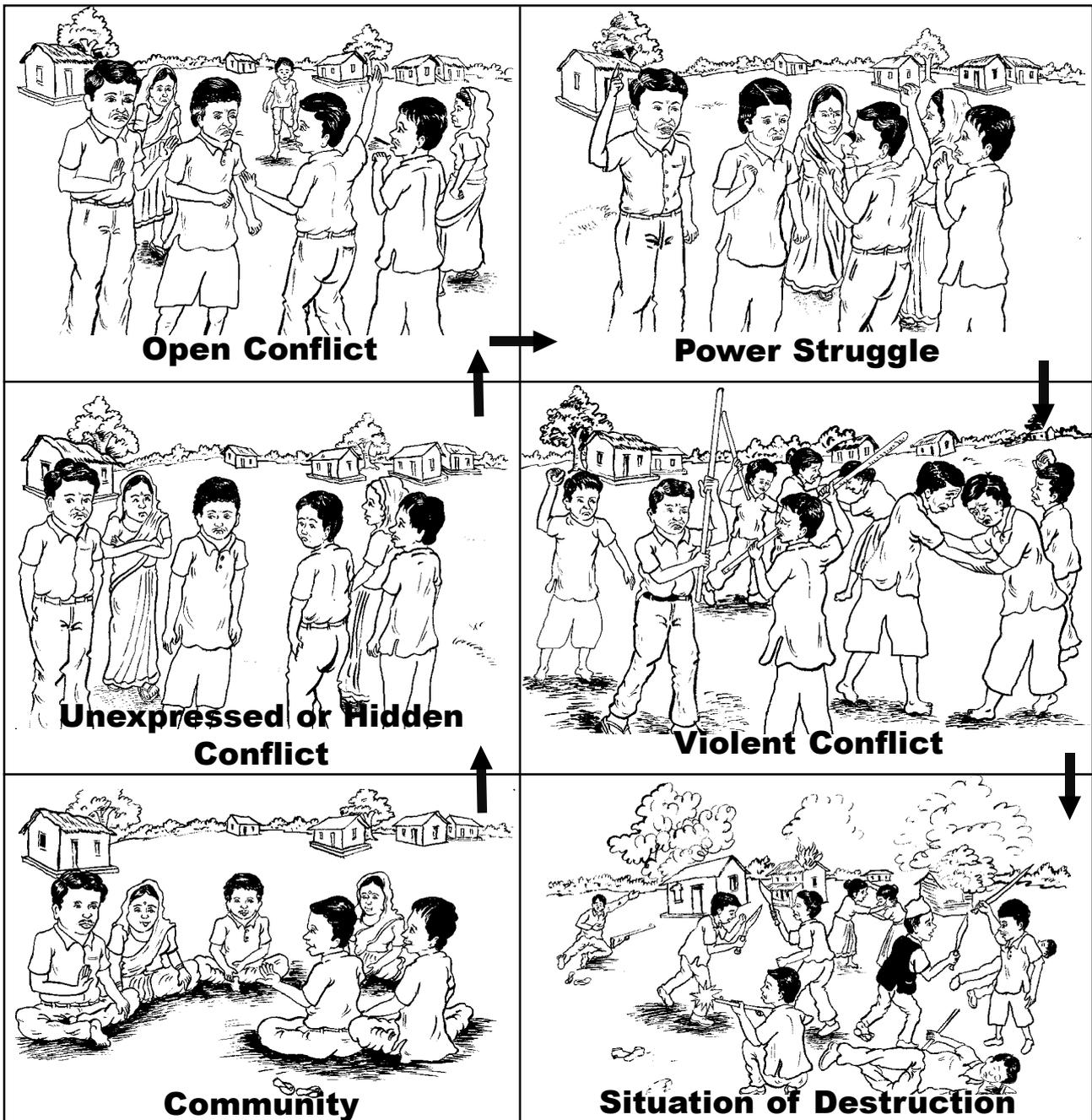
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Lesson 24

Stages and Impacts of Conflict



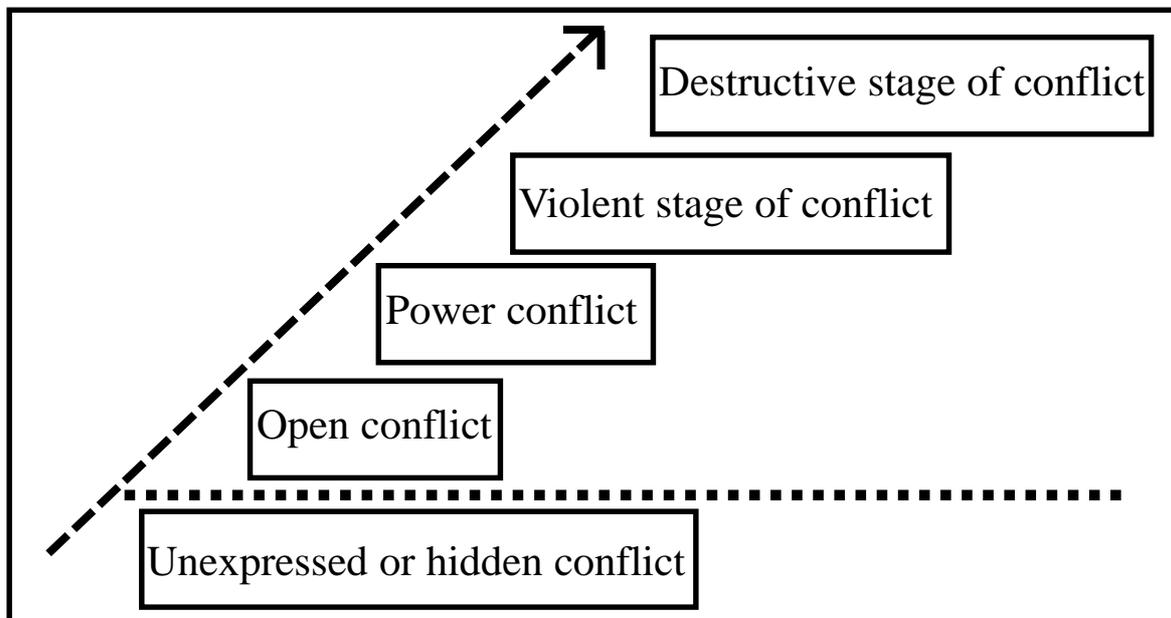
What is happening in the pictures below ? Discuss in group.



Every conflict starts from a disagreement or misunderstanding. When the concerns of one side are continuously ignored and discarded by the other side, the weaker side/party tends to react in violent protest that may result in serious conflict.

When discriminatory behavior exists against any class, individual, or community, dissatisfaction increases and mental tension heightens. This escalation of mutual disrespect creates conflict. As the conflict intensifies, the conflicting parties try to defeat one another by using any means, and the results can sometimes be devastating.

In the following table, conflict is shown in the ascending order:



Stages of Conflict

Unexpressed or hidden conflict: At this stage, there is mutual disrespect between two parties which remains unexpressed within a community so its people do not know about the deteriorating relationship.

Open conflict: At this stage of conflict, the conflicting parties begin to express their differences openly. Everyone is aware of the disagreements and protests of both sides.

Power conflict: At this stage of conflict, the conflicting parties use their own power against one another. The use of this power can result in destructive conflict and violence.

Destructive conflict and violence: The conflicting parties use every possible means to defeat one another. In this conflict power/strength is used more than the words.

Impact of Conflict

The consequence of conflict is not always negative. It cannot be said that conflict always affects social unity and security in a negative manner. In fact, the conflict started for positive change may lead to good impacts contributing to the development of the society. But, if the expectations from the conflict are not managed in a timely and proper manner then the impacts may be negative.

Positive impacts/effects

- Conflicts help people to promote their creativity
- People can identify their wants and needs through conflicts
- It develops human consciousness
- Positive changes take place in the society
- Perversion and malpractices existing in the society are rooted out,
- Opportunities become available for new possibilities
- Relationships get renewed
- An environment is created for the representation of all class, race and caste.

Negative impacts/effects

- People become tense
- Production and productivity declines
- Relationships continue to deteriorate and cooperative feelings weaken
- Prohibited areas increase and human rights are violated
- Possibility of violent conflict increases
- Supply of essential basic needs go unnoticed
- Development and construction activities decrease
- Unemployment increases



Discuss the following question in a group and write the answer.

Question: Make a list of positive and negative impacts of the conflict that took place in your community.

Conflict/Events	Positive Impacts	Negative Impacts

Lesson 25

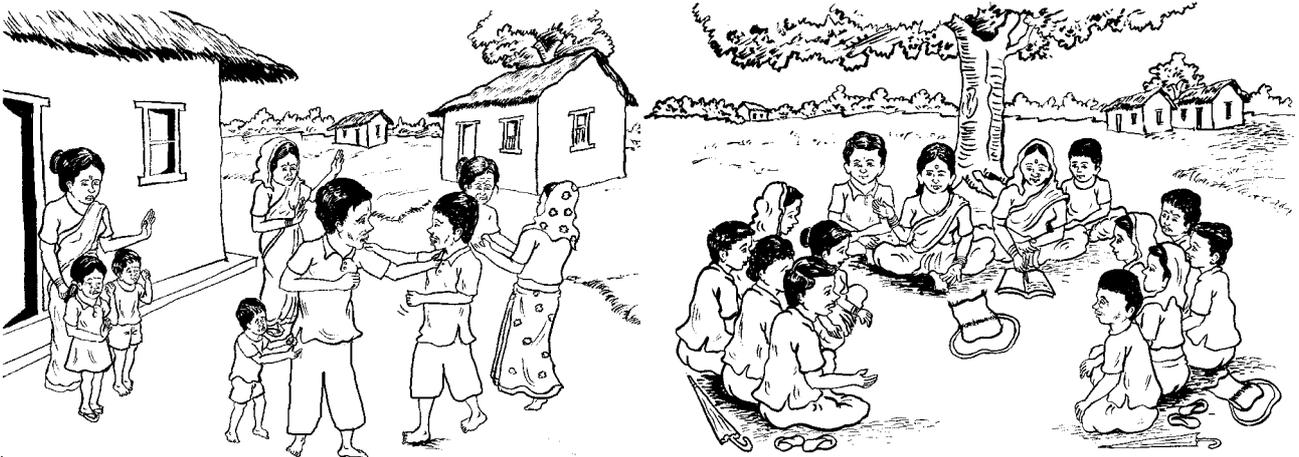
Conflict Mediation



Discuss the pictures below in your group.

What is Conflict Mediation?

Mediation is a process where a neutral third party helps to manage or settle the conflict. This party is called the facilitator. The facilitator helps conflicting parties to come to the same place or table to seek a settlement



of the conflict through negotiation. Therefore, a facilitator should possess the following qualities:

- ☞ should be of good moral character, showing no partiality to either party/side,
- ☞ should treat each side equally,
- ☞ should use polite and respectable common language,

- ☞ should remain gentle and calm, and listen to the views of both sides
- ☞ should give equal importance to all opinions,
- ☞ should not impose his/her views or decision during process of negotiation, and
- ☞ should not comment on who is right or who is wrong.

The major tasks to be done by the mediator

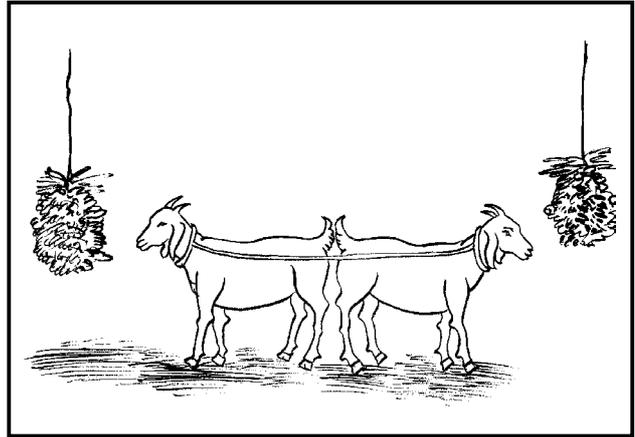
- ☞ should inspire conflicting parties/sides to come to the negotiation process for the settlement of the conflict.
- ☞ should encourage the conflicting parties to express their views, desires, needs, wants, norms, and values clearly during the negotiation process.
- ☞ should help the conflicting parties search for alternative ways to settle the disagreement.
- ☞ should help the conflicting parties to create an environment that can reach the stage of consensus or compromise.
- ☞ should create a situation where the conflicting parties feel they have reached a good compromise.

Results of Conflict Mediation

Mediation changes the conflict of "Loss - Loss" or "Loss - Win" into a "Win - Win" result/outcome.

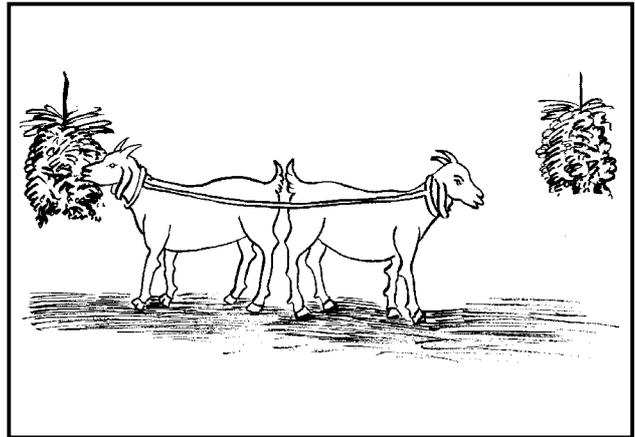
"Loss - Loss ": ☹️ ☹️

In this situation, both the conflicting parties (sides) lose because neither party shows any flexibility in their stance. As a result, both parties are defeated and their goals remain unfulfilled.



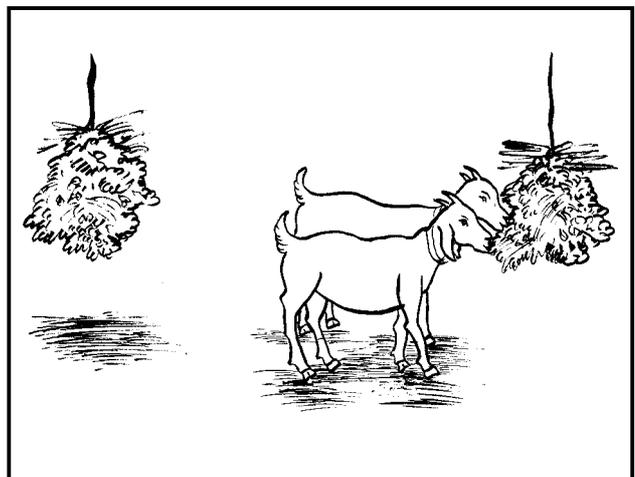
"Win- Loss" ☺️ ☹️

In this situation, one party wins and the other loses. This settlement is not sustainable. As soon as the weaker side regains strength, the conflict flares up again.



"Win- Win" ☺️ ☺️

The best settlement of conflict for peace is the "Win - Win" situation where both the conflicting parties are satisfied. It develops cordial interrelationship and leads the society towards progress and peace is once again established in the society. The facilitator working to establish peace helps to turn this conflict into the "Win - Win" situation.



The Role of Youth in Conflict Settlement

- ☞ The youth should regularly discuss the problems that cause conflict in the village.
- ☞ If any person or group in their community is found to be involved in dispute, the youth should persuade/inspire the conflicting persons or group to begin the settlement process to prevent the dispute from taking a larger form.
- ☞ After the disputing parties agree to meet for a settlement, the youth should help make them select a certain place to start the negotiation process.
- ☞ Youth should play the role of mediators to help the conflicting parties through the process of dispute settlement.
- ☞ While mediating, if the dispute is found to be very complicated, then it should be forwarded for settlement to mediation centers run by other organizations.
- ☞ If any mental problems, confusion, inferiority feelings, and tension are observed in anyone due to this conflict, that person should be sent for psycho-social counseling centers conducted by other organizations.



Read the following event in a group and write the answers to the questions.

Sukumari, Pema and Kainli received Justice in this Way

There is an irrigation canal near the Ranitar village of Nawalparasi district. A decision was made that one person from each family should come to clean the canal. The husbands of Sukumari, Pema, and Kainli work in Kathmandu due to their poor economic condition so, in lieu of their husbands, the wives went to clean the canal.

But the men who were working there did not allow the women to work saying that females cannot do equal work as males and compelled them to go back. In addition, because no male member from the household had come, the other men digging the canal decided the three women would have to pay the equivalent of one days labor per household. Sukumari, Pema, and Kainli reported this event to their women's group in the village, and the group went to the irrigation canal. For sometime, a heated discussion took place between the men and the women turning the situation into a conflict.

Afterwards under facilitation of the chairperson of the women's group and irrigation group, the members of both groups held discussion. After the discussion, a consensus was reached that women also can work equally and that male and female's value of labor and wage should be equal. Then both the men and women cleaned the canal together.

1. What was the cause of conflict in this incident?

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2. Who played the role of facilitator in this incident?

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Word Definitions / Glossary

Lesson 1: Life Skills

- Self-awareness = to do something for oneself by oneself
- Empathy = to experience another's feelings by putting oneself in his /her place
- Emotion = feelings that arise in one's mind
- Stress = uneasiness in one's mind, mental strain
- Critical thinking = to make an impartial evaluation of good and bad aspects

Lesson 2: Method of Boosting Up Life Skills

- Alternative = instead of, replacement
- Self-esteem = depend on oneself, to stand up on one's own, self-helping
- Load = heavy weight, responsibilities

Lesson 4: Story of Rupa and Manju

- Anger/Temper = resentment, antipathy, displeasure, hatred
- Result = outcome, effect, final decision made after discussion

Lesson 5: Story of Bikash

- Indulgent Behavior = bad habit, bad practices

Lesson 6: Malnutrition

- Malnutrition = lack of nourishment in the body
- Resistive = prevention, control
- Check up = Examine

Lesson 7: Nutritious Foods

Nutrition = healthy foods giving necessary energy to the body

Lesson 8: Kitchen garden

Balanced = equal amounts for benefit of the health and body

Circumstance = limitation, surrounding, social or natural environment

Lesson 9: Introduction of HIV and AIDS

Voluntary = according to one's wish

Risk = possibility of harm or damage

Virus = microscopic germs capable of producing diseases

Lesson 11: Ways of HIV Transmission

Counseling = giving advice

Sterilization = process to clean, purify

Tattoo making = making various pictures on the body parts by pricking with needles

Lesson 13: Stages of HIV Infection

Opportunist = someone who acts for benefit in a situation

Lesson 14, 15, 16 : Vocabulary not needed

Lesson 17: Help

Broker = person who makes profits by mediating business between other persons

Torture = pain, trouble, hurting inflicted on another person

Lesson 18: Responsibility of citizens in Good Governance

Inclusion = to include all

Fundamental Rights = right/authority granted by state to the people/citizens

Good governance = good system of administration

Lesson 19: Role of Local Body in Good Governance

Charter = document of important authorities

Lesson 20: Citizen's Access to the Facilities and Services Provided by the Local Level Government Offices

Curiosity = ardent desire to know or understand

Lesson 21: Democratic Meeting

Democracy = government system run by representatives elected by the majority people

Quorum = number of members/participants as specified for holding meetings, elections, etc.

Endorsement = approval/support, agreement

Record keeping = notes taken as evidence, or giving introduction, of any important event and kept for reference

Lesson 22: Social Inclusion

Diversity = varieties, of many kinds

Ownership = under one's control

Minority = small group of people, class, or community, of small number

Lesson 23: Conflict and its Causes

Conflict = quarrel, hostility, fighting, struggle

Lesson 24: Stages and Impacts of Conflict

Misunderstanding = disagreement, opposition, inharmonic

Violence = act of taking other's life or killing others, act that gives pain to others

Defeated = lost, won over

Prohibition = barred, not allowed,

Lesson 25: Conflict Mediation

Mediation = act as a middleman without taking sides

Neutral = not taking any sides, impartial