

Operational Plan

Susubona Community FM Radio

Nha Au Fa Keli health learning programme

ORGANISED BY THE COMMONWEALTH OF LEARNING 2009



Nha Au Fa Keli (Health Learning Programme for Susubona)

This is one of the four learning programmes to be developed over three months starting November 2009. The programme was designed at the participatory planning workshop held in Buala, Oct 20-22, 2009. It was further reviewed and developed in the content and skills workshop held between Nov 16-19 2009.

Programme Information

Name

The name *Green Susubona* is how we'd like to see our healthy environment, with our people educated about the various health risks featured in the programme concerning waster management and sanitation. At the content and skills workshop this was renamed *Nha Au Fa Keli*, local language for "good healthy living".

Location

This learning Programme is located at Susubona.

Issues / topics

The main topics of the programme will be

- Sanitation
- Waste Management

Who are the learners / target audience

Young people 3-20 years.

How long will the radio programmes be

15 minutes 7.45 to 8.00pm

How often will the programmes run Weekly on Tuesdays

Message Matrix

Bad Practice	Consequences	Good Practice	Benefits
Sub Issue: Poor Toilet			
<ul style="list-style-type: none"> • Using bush uncovered • Using rivers • Using mangroves • Ignorance of consequences • Human connection around water catchment area • Animal connection around water catchment area • Settlement building around catchment area 	<ul style="list-style-type: none"> • Pollution • Contamination • Plenty flies • Lead to diarrhoea • Hookworm • Unhealthy environment • Water contaminated by human waste • Water contaminated by dead animals • Use bush as toilet 	<ul style="list-style-type: none"> • Build proper toilets • Use toilets properly • Wash hands after toilets • Raising awareness (microscopic proof of bacteria) • Make soap available • Use correct toilet type depending on location inland/coastal • Seek technical advice from sanitation officers/NGOs • All human activities must be 200m away from catchment area under forestry act • Pets must be at home • Settlements must build proper toilets under medical standards 	<ul style="list-style-type: none"> • Healthy family • Protective family • Clean environments • Safe drinking water • Plenty food supplies • Reduced preventable diseases • Clean and healthy water for human consumption • Water catchment area protected • No burden for all • N death save life • More development activities and benefits
Sub Issue: Animal Waste			
<ul style="list-style-type: none"> • Allow animals to range free • Fence too close to residence • Not wearing footwear 	<ul style="list-style-type: none"> • Too many wastes around houses • Air pollution 	<ul style="list-style-type: none"> • Fence in animals • Use waste as fertiliser • Bury waste • Wear proper footwear • Reduce number of pets in houses • Build village pens to collect gas for cooking 	<ul style="list-style-type: none"> • Healthy animals • More money (income increased) • Healthy and safe animals for consumption (pigs, chickens, ducks) • Healthy environment and communities / families • Development increase • Reduce preventable diseases

Bad Practice	Consequences	Good Practice	Benefits
Sub Issue: Rubbish disposal			
<ul style="list-style-type: none"> • Littering • Burning plastics and toxics • Throw plastics, bottles, tins in sea and river • Bad personal behaviour • Ignorance • Not respecting leaders • Poor leadership 	<ul style="list-style-type: none"> • Dirty environment • Dirty/untidy village • Mosquito breeding • Increase in flies • Affects marine life • Increase in rats and cocroaches • Increase in epidemic diseases • Affects wildlife • Air pollution • Cause harm to humans; i.e. cuts etc • People not attending to community tasks • Encourages others to follow bad ways 	<ul style="list-style-type: none"> • Burn paper + leaf rubbish • Seperate recycle wastes • Bury rubbish (tins, plastics) • Dig holes/pits • Make compost • Make holes in tins • Minimise waste (take bags to shop) • Squash cans • Awareness • Encourage use of plastics and cans as school and women's resources and decorations • Increase village recycling • Invite health/environment officers / NGOs to do awareness • Correct burning • Discourage getting plastics from store • Good waste management (village waste management plan) • General surrounding cleanliness and bush lines • Good leadership • Good role models (mothers and fathers) for the children to follow 	<ul style="list-style-type: none"> • Clean environment • Avoid illness / Less sickness • Healthy community / family • Clean /safe coastline and waterways • Improved standard of living • Improved livelihood • Healthy and wealth community • Reduced presence of unwanted creatures (snakes, centipedes, frogs) • New generation of children with good awareness following good practices

Programme Template		Who / how / resources	Sources
Target Group:			
Objective:			
Time	Item / format		
30s	Signature tune with comch shell and traditional music		
2m	Introduction to the programme and topic		
6m	Talk session with interviews, debates, etc		
20s	Jingle featuring school children		
5m	(1) Drama or (2) school quiz		
2m	Feedback		
30s	Music		
1m	Quiz – multiple choice with answers given in next episode		
2m	Closing remarks		
40s	Signature tune – composed song		
Approx 20 minutes			

Programme Matrix				
Week	Topic	Communication / Learning Objective	Target	Sources
1	Publicity	To introduce the “Nha Au Fa Keli” programme <ul style="list-style-type: none"> To explain the background, aims and objectives To introduce the issues / sub-issues that will be explored To give listeners a sample programme 	All Listeners Residents of the FM coverage area	Health workers Community Health Committee Chiefs
2	General hygiene	To understand the importance of the topic <ul style="list-style-type: none"> To understand the zone situation (health data and statistics) To understand the connection between the health consequences stem from bad practices associated with the three sub-issues (poor toilet, waste / rubbish management and animal waste) 	All Listeners Residents of the FM coverage area	
3	Healthy home and surroundings	To understand that a clean and tidy home and village will lead to healthier families <ul style="list-style-type: none"> To understand the health risks of untidy home and village (i.e. littering, dangerous waste, etc) To understand the health data and statistics (from TVC) To explore ways families/community work to create clean tidy homes and villages 	Mothers, Fathers Chiefs	
4	What makes rubbish	To understand what rubbish is and the health risks <ul style="list-style-type: none"> To understand the health risks caused by rubbish To understand different kinds of rubbish and the particular risks they pose 	Children, youths	
5	Village-based Waste Management	To understand the proper management of waste including what must be disposed of, what can be recycled and how to minimise waste <ul style="list-style-type: none"> To recognise which rubbish must be buried, burned and which can be recycled To understand what bio-degradable rubbish is and how to reduce rubbish at source (i.e. bring bag to shop, re-use) To recognise the value of rubbish in village recycling (re-use, used as resource materials for schools, women, ornaments, around the home, etc) To explore ways the community can work together to develop village-based waste management 	Village elders	Environment officers, data, etc NGO and aid projects

6	Managing the water catchment	<p>To understand why and how we should avoid contamination of the water sources</p> <ul style="list-style-type: none"> • To understand the diseases caused by water contamination by human and animal waste • To understand the practices that lead to contamination of the water source (i.e. toilets and settlements within 200m) • To understand the ways we can control and reduce the risk of water contamination 		
7	Good role models	To understand the impact of bad role models on children and why mothers, fathers and chiefs should give good examples	<p>Mothers Fathers Chiefs Teachers</p>	
8	Living safely with our animals	<p>To understand and manage the health risks from domestic and farm animals waste</p> <ul style="list-style-type: none"> • To understand how animal waste causes illnesses (i.e. hookworm) and the scale of the problem (health data) • To understand principles of reducing the risk, such as fencing animals, separating from houses, not taking pets to water source, etc 		
9		To be developed by the team		
10		To be developed by the team		

Detailed design for Programme 1: Publicity

Objective:

To introduce the “Nha Au Fa Keli” programme

- To explain the background, aims and objectives
- To introduce the issues / sub-issues that will be explored
- To give listeners a sample programme

Time	Format	Who/How/Sources	
30 sec	Signature tune	Conch shell, traditional music, school children. Participants to write lyrics	Pre-recorded
2 min	Introduction to the programme	Broadcaster	Live
6 min	Talk session – prepared statements	FM Chairman, Health Committee Chairman, Nurse	Recorded
20 sec	Jingle	Sunday School children – Susubona Primary school	Recorded
5 min	Drama	Drama “skit” to dramatise “health environment” Air, Earth, Spirit, Land, Sea etc with choir song	Recorded
2 min	Feedback	General “vox pop” reactions from the community	Recorded
30 sec	Music	Island music	Played live
1 min	Quiz or riddle	Riddle – simple riddle about old man, to introduce the format	Broadcaster live
2 min	Closing remarks – summary of topic and next episode announcement	Broadcaster	Live
40 sec	Signature tune	Without conch shell	

Detailed design for Programme 2: General hygiene			
Objective: To understand the importance of the topic <ul style="list-style-type: none"> To understand the zone situation (health data and statistics) To understand the connection between the health consequences stem from bad practices associated with the three sub-issues (poor toilet, waste / rubbish management and animal waste) 			
Time	Format	Who/How/Sources	
30 sec	Signature tune	Conch shell, traditional music, school children. Participants to write lyrics	Pre-recorded
2 min	Introduction to the programme	Broadcaster	Live
6 min	Talk session – interviews	Nurse, FM Chairman, School Board Chairman, Chief, Youth Leader, Mothers Union	Recorded
20 sec	Jingle	School children	Recorded
5 min	Drama	Drama youth group, dramatise good/bad practices of general hygiene	Recorded
2 min	Feedback	Feedback from the previous programme, recorded vox pop, drop in, letters, etc	Recorded Uses “drop in” feedback box
30 sec	Music	Island music	Played live
1 min	Quiz or riddle	Multiple choice quiz	Recorded
2 min	Closing remarks	Nurse	Live
40 sec	Signature tune	Without conch shell	

Detailed design for Programme 3 : Healthy home and surroundings

Objective: To understand that a clean and tidy home and village will lead to healthier families

- To understand the health risks of untidy home and village (i.e. littering, dangerous waste, etc)
- To understand the health data and statistics (from TVC)
- To explore ways families and community can work to create clean tidy homes and villages

Time	Format	Who/How/Sources	
30 sec	Signature tune	Conch shell, traditional music, school children. Participants write lyrics	Pre-recorded
2 min	Introduction to the programme	Broadcaster	Live
6 min	Talk session – debate What is the impact of Tidy Village Campaign? Why/How?	Nurse, FM Chairman, Teacher, Chairman, Chief, Youth, Mothers Union, Church rep	Recorded
20 sec	Jingle - Au ka suka te gae - Au ka nanau te gae - Sikolu ka kikolu te gae - Mala Nha Au Fa Keli	Sunday School children Kilokaka village	Recorded
5 min	Drama	This slot will be used to continue the debate	Recorded
2 min	Feedback	Feedback from the previous programme, Lessons learned	Recorded Uses “drop in” feedback box
30 sec	Music	Island music	Played live
1 min	Quiz or riddle	Asks: “What risks will you have if we put plastics, broken bottles, tins, laying around our village and homes?”	Broadcaster live
2 min	Closing remarks – summary of topic and next episode announcement	Nurse	Live
40 sec	Signature tune	Without conch shell	

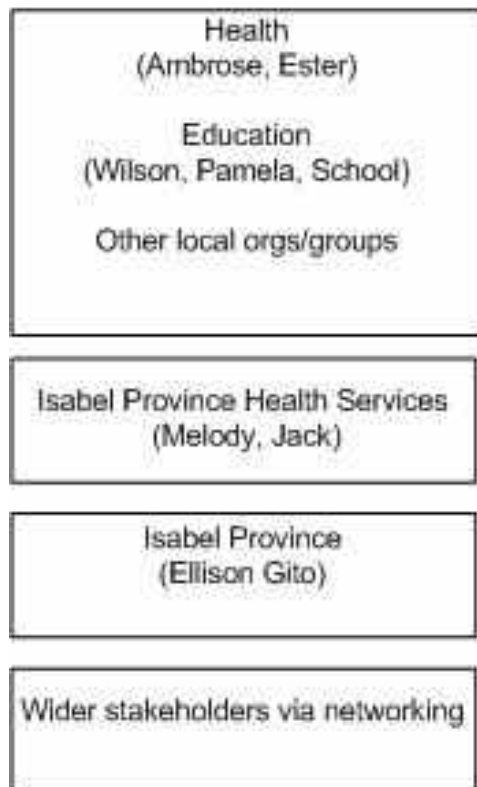
Operational Plan for Nha Au Fa Keli

Timeline

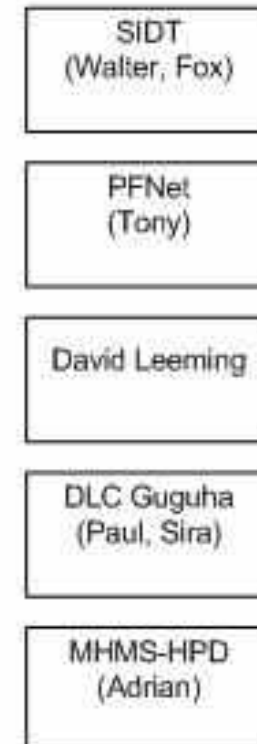
Transmitter completed and returned to Susubona	4 th Dec	
SIDT finalise agreement with COL	4 th Dec	
Operating budget advanced to Susubona FM Chairman by SIDT	11 th Dec	50% of budget advanced to Committees on signing Funds to be advanced as cash to Susubona Chairman
Publicity	Until 11 th Dec	Parts of first programme can be used in FM broadcasts
Production		The production teams can start working on Programme 2 as soon as they are ready
Programme 1 broadcast	8 th Dec	Publicity – full programme with learner support
Programme 2 broadcast	15 th Dec	
After evidence of 5 programmes produced, broadcast and recorded for upload at Guguha	3 rd week January (approx)	Final 50% of budget advanced to Committees Funds to be advanced as cash to Chairman
Programme 12 broadcast	1 st week March	

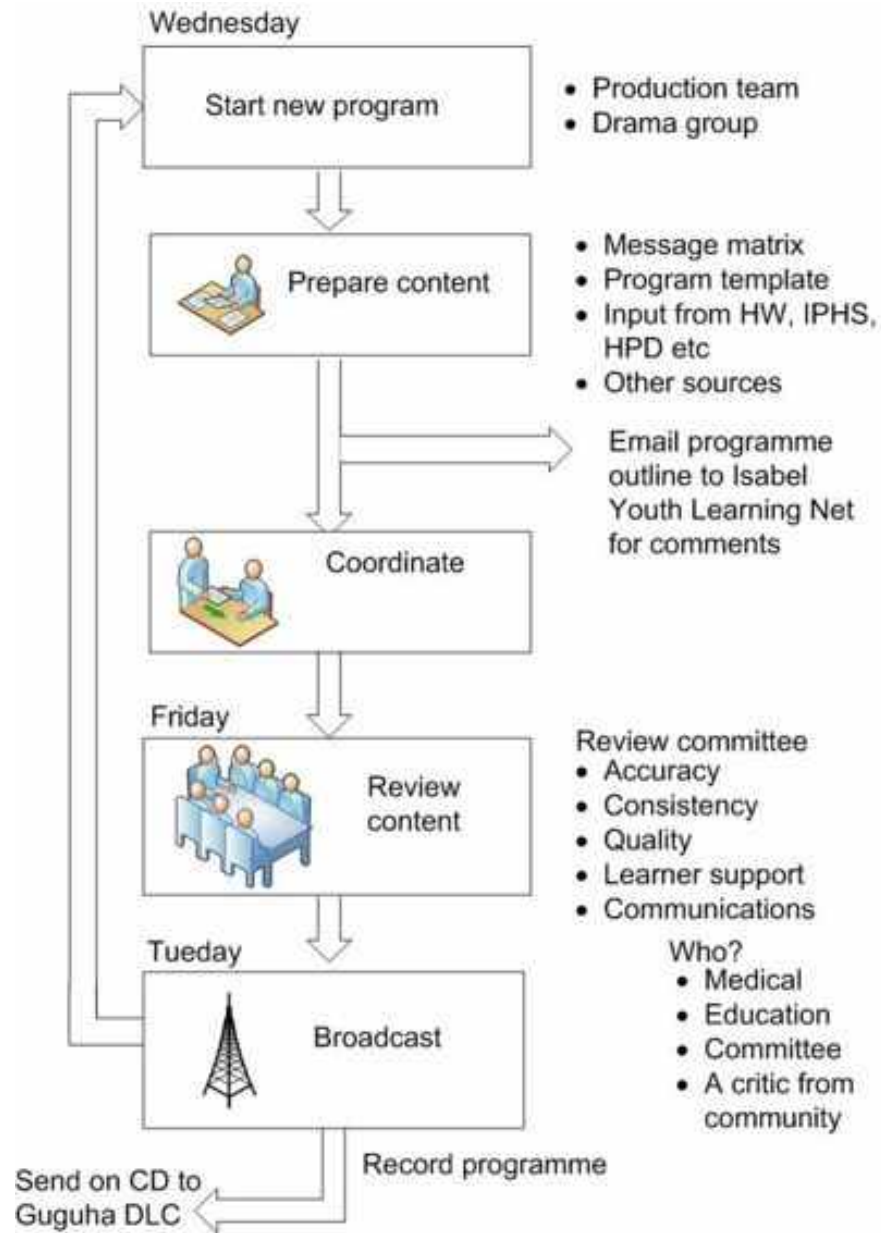
Organisational structure

Participating in content production and review



Technical and programme support





Production Cycle

Role of the Committee

Responsibilities

- Implement the work plan
- Monitor activities and check scheduled outputs (i.e. the weekly programmes with their learner support activities)
- Coordination
 - Ensure review team meets each week
 - Committee and production teams meet every 2 weeks to discuss progress and share content and ideas
- Monitor staff especially those with honoraria
 - Ensure staff carry out their assigned duties defined by their TORs
 - Ensure monitoring and communications plans are implemented
 - Ensure programmes are recorded and shared with Guguha on CDs sent on ship etc
- Management of assets and equipment
 - Carry out inventory
 - Monitor equipment / audit against inventory once a month
- Sustainability
 - Seek to clarify ownership of the FM stations with IPG
 - To engage with IPG to develop understanding and collaboration
 - To seek private sector sponsors
 - To develop a mid-long term strategy for the development of the FM radio stations and seek funding from donors, linked to the benefits (such as the current health learning programme and the Isabel youth project)
 - Seek and request training opportunities for participants, especially technical and youth drama etc

Financial Plan

DRAFT - TO BE DECIDED

- Airtime \$3,000
- Studio and equipment usage \$3,000
- Coordination, transportation and communication \$2,500
- Honoraria for production team \$4,000
 - \$100 per person per program broadcast, 3-4 persons, up to 12 programmes
- Equipment \$3,000
- Consideration should be given for a small stipend to be paid to the drama group for each production. This can be used for refreshments, etc

TOTAL SBD \$15,500

Terms

The budget is to be used to maintain the station so that the productions can take place. For example, printer ink and paper, batteries for recorders, reasonable communication costs (i.e. email and Breeze card charges) and miscellaneous items needed by production and drama teams.

- First 50% on signing
- Remaining 50% on completion of 5 programmes

Administration

- SIDT to administer.
- Financial reporting
 - interim report (end Dec)
 - final report (end Feb)
 - final acquittal (when funds are fully utilised)

Role of Review team

A review team made up of members from the Health (Clinic), Education (i.e. School Board), Committee and someone from the community will meet with the production and drama team each week to review the upcoming programme. The Committee will check that this happens.

- Production team and drama group to outline their content and story lines etc
- Review medical accuracy of the content

Review consistency with the programme matrix

- Review quality of the content – criticise and improve
- Check that there is good participation of the community (school, women, youth, etc)
- Production and drama teams to incorporate recommendations
- Inform FM Committee
- Inform IPHS via Health 2-way radio

Role of the Youth Members

- Youth are support groups
- Develop drama on issues for the radio dramas
- Public performances (approved by medical committee)
- Create 1 episode per week (referring to programme schedule)
- Record for the radio programmes
- At least one performance for learner support at suitable occasions
- Look for sponsorship
- Seek to link with NGOs to offer outreach via drama (i.e. market the group to NGOs)

Role of Health Workers

1. Data collection
 - Clinics
 - Provincial health services
 - MOH / Diabetic Centre
2. Provide information to production team
3. Organising staff schedule
4. Review production content
 - Programme episodes
 - Schedule must be systematic
5. Linkage with IPHS for endorsement
6. Implementation with production team
7. Monitoring of programmes
8. Evaluation and review
9. Incorporation into official health programme
 - Seek budgeting support options with IPHS, MHMS
 - Integrate into IPHS programme following review
 - Coordinate to create efficiencies; i.e. sharing transport
10. Motivation
 - Award certificates to recognise good work
11. Reporting

Production team TOR

1. Technical duties
 - Broadcasting
 - Recording content
 - Editing content
 - Interviewing
 - Drama (character)
 - Jingles
 - Music
 - Quizzes
 - Recording and archiving programmes
2. Planning
 - Production
 - Training
 - Finance
3. Financial monitoring and accounting of consumables (CDRs etc)
4. Translating content into local languages
5. Training of announcers
6. Maintenance
 - stationery and consumables
 - equipments (and safe keeping)
 - Arrange transport
7. Reporting
 - To committee (using template at agreed intervals. Template includes training and resources needs)
 - By email to the Isabel Youth network (descriptive updates for information o wider stakeholder group)
 - Sharing radio programmes burned on CD and delivered on the weekly ship with Guguha (for distribution)

Communication Plan

The communications will include PFNet email, text messaging and 2-way health radio calls.

The communications plan will consist of the following:

1. Reporting of progress to programme partners
2. Sharing of ideas with the “community of practice” (wider stakeholder group) so that they can help strengthen the content
3. Technical support including regular planned mentoring emails and ad-hoc help requests

The required communications will consist of:

1. One email to the Isabel Youth Learning Network each week. This can be sent after the review meeting. Please include the following in the email:
 - State that this is a regular weekly update as part of the health learning programme “Nha au fa keli”
 - If there is no substantial progress, please do send the email anyway, and just explain that there is nothing to report (but give and background info)
 - Report briefly on any programme that may have recently been broadcast.
 - Give progress update on the current radio programme.
 - Give a brief outline of each of the formats that you are developing (i.e. outline for drama, school quiz, talk session etc)
 - Give any comments and recommendations of the review committee so that stakeholders can see the local monitoring process is working.
 - State any community reactions, observations from the health clinic, etc
 - Anything else you want to add
2. One radio call between the Susubona clinic and Buala Hospital each week, reporting that the content has been reviewed by health workers for accuracy, and at the same time the content ideas can be discussed and ideas from IPHS be shared with the local team.
3. SMS texting will be used on an ad-hoc basis to ensure critical programme management messages are conveyed to the Chairman and key persons.

Monitoring Plan

The monitoring plan will consist of:

1. The weekly review meetings will monitor programme activities and outputs, and also the accuracy of health related messages with reporting to MHMS via IPHS
2. Rural Health Clinics in the zone will be used to report back to Susubona clinic the response of the community to the health learning programmes
3. During the programme, activities such as listener surveys and feedback from learner support meetings can be conducted

Contact

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<http://isabel-youth.ning.com>