CHAPTER V

PRESENTATION

I presented the overall view of my thesis on the topic "The school Teacher's Training An Intervention for Reducing Iodine Deficiency Disorders in Nepal" on 7 th October 1997 to the examination committee. The presentation was divided into four parts, introduction, essay, proposal, and data exercise. The contents of the transparencies are mentioned as follows sequentially as shown to the examination committee.

TOPIC

THE SCHOOL TEACHER'S TRAINING:

AN INTERVENTION

FOR

REDUCING IODINE DEFICIENCY DISORDERS

IN NEPAL

GENERAL PURPOSE OF THIS STUDY

TO INCREASE IODISED SALT CONSUMPTION

BY

CHANGING PEOPLE'S SALT STORING AND
WASHING BEHAVIOUR

FOR

REDUCING IODINE DEFICIENCY DISORDERS

IN NEPAL

ISSUE

TO INCREASE IODINE CONSUMPTION PRACTICES IN NEPAL

REASONS:

- GEO PHYSICAL FACTORS
- BIO CHEMICAL FACTORS
- SOCIO CULTURAL FACTORS
- ECONO POLITICAL FACTORS
- INFORMATIONAL TECHNOLOGICAL FACTORS

HYPOTHESIS

TEACHER'S TRAINING MAY IMPROVE THE
IODISED SALT CONSUMPTION
PRACTICES

EVIDENCES:

- AMONG 75 DISTRICTS 40 DISTRICTS HAS BEEN FOUND IDD PREVALENCE
- 40 % PREVALENCE OF IDD IN THE COUNTRY (1985)
- 23 % PREVALENCE OF GOITRE IN NUWAKOT DISTRICT (1992)
- 75 97 % PREVALENCE OF GOITRE IN DANG DISTRICT (1994)
- MOST OF THE PEOPLE'S IN THE COUNTRY USED THEIR SALT AFTER WASHING
- MAJORITY OF PEOPLE'S IN THE COUNTRY STORED SALT IN NEAR AND OVER THE CHULO / AGENO (OVEN) (NMIS, 1996)
- 38 % OF SALT IN THE MARKET FOUND MARGINAL LEVEL OF IODINE (NMIS, 1996)
- 12 % OF SALT IN THE MARKET FOUND NO IODINE (NMIS, 1996)

OVERALL GOAL:

TO INCREASE IODISED SALT CONSUMPTION BY CHANGING SALT STORING AND SALT WASHING BEHAVIOUR IN RAUTBESI VILLAGE OF NUWAKOT DISTRICT

OBJECTIVES OF THE STUDY:

TO TEST THE STRATEGY OF TEACHER'S TRAINING

TO EDUCATING PEOPLE THROUGH THE TEACHERS - CHILD - TO PARENTS APPROACH

SPECIFIC OBJECTIVES:

- 1. TO DEVELOP THE TRAINING CURRICULUM
- 2. TO PREPARE TRAINING GUIDELINES
- 3. TO TEST THE TRAINING CURRICULUM AND GUIDELINES
- 4. TO PRE TEST THE TEACHER'S KNOWLEDGE BEFORE THE

TRAINING

- 5. TO POST TEST THE TEACHER'S KNOWLEDGE AT THE END OF TRAINING
- 6. TO DEVELOP THE CHILDREN'S CURRICULUM
- 7. TO SUPERVISE THE PROGRAM AT SCHOOL
- 8. TO MONITOR THE PROGRAM AT HOME
- 9. TO EVALUATE THE IMPACT OF TEACHER'S TRAINING PROGRAM

STUDY DESIGN:

ACTION RESEARCH

STUDY SITE:

RAUTBESI VILLAGE OF NUWAKOT DISTRICT, NEPAL

TARGET POPULATION:

CHILD BEARING AGE MOTHERS AND BELOW 15 YEARS CHILDREN

SAMPLING PROCEDURE:

PURPOSIVE SAMPLING

DATA COLLECTION PROCEDURE:

- FOCUS GROUP DISCUSSION WITH MOTHERS
- GOITRE EXAMINATION IN SCHOOL CHILDREN
- URINE SAMPLE COLLECTION IN SCHOOL CHILDREN
 - MONITORING AND SUPERVISION REPORT

DATA COLLECTION INSTRUMENTS:

- FOCUS GROUP GUIDELINES FOR MOTHERS
- FOCUS GROUP GUIDELINES FOR TEACHERS
- RAPID SURVEY QUESTIONNAIRE FOR MOTHERS

DATA EXERCISE IN PHAHURAT:

FOCUS GROUP DISCUSSIONS RESULTS AND FINDINGS:

- DUE TO LACK OF KNOWLEDGE ABOUT IODINE PEOPLE'S STORE SALT IN HOT PLACES (CHULO & AGENO)
- PEOPLE'S USING THOSE SALT WHICH IS EASILY FOUND IN THE MARKETS
- PEOPLE'S HAVE MISBELIEF ABOUT BLACKNESS OF SALT, SUCH AS BLACK SALT IS DIRTY, DUSTY AND MAY CAUSE DISEASES
- (THE BLACKNESS OF SALT IS NOT DUE TO DUSTY, DIRTY BUT IT IS DUE TO THE IODINE SPRAYED OVER THE CRYSTAL SALT AT THE PRODUCTION SITE)
- PEOPLE'S BELIEVE THEIR CHILDREN'S ADVICE WHAT THEY LEARNED FROM THE SCHOOL, SUCH AS THEY CHANGED THEIR BEHAVIOUR ABOUT NAIL CUT, NEAT AND CLEANING HOUSES, etc.

CONTENT OF THE STUDY:

ESSAY:

- PROBLEM IDENTIFICATION
- FACTORS AFFECTING IODINE DEFICIENCY DISORDERS
- POSSIBLE ALTERNATIVE SOLUTIONS
- BEST OF THE ALTERNATIVE SOLUTION
- BEHAVIOUR CHANGE MODEL AND COMMUNICATION / BEHAVIOUR CHANGE FRAMEWORK

PROPOSAL:

- BACKGROUND INTRODUCTION
- OBJECTIVES OF THE STUDY
- SPECIFIC OBJECTIVES
- PROPOSE STATEMENT OF THE STUDY
- -TEACHER'S TRAINING PROGRAM
- SUPERVISION AND MONITORING
- MID TERM AND IMPACT EVALUATION

DATA EXERCISE:

- METHODS OF THE DATA EXERCISE
- DATA EXERCISE INSTRUMENTS
- OBJECTIVES OF THE DATA EXERCISE
- RESULTS AND FINDINGS OF THE DATA EXERCISE
- LESSON LEARNED

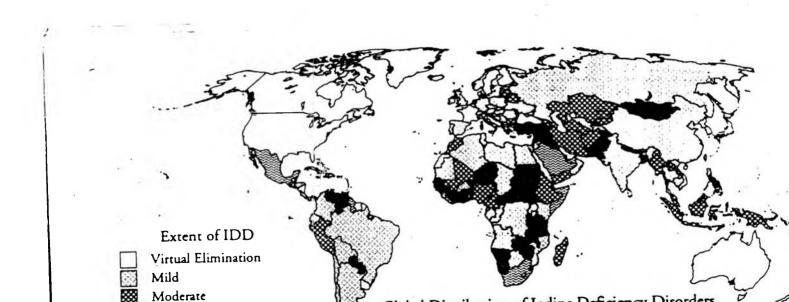


Table 2.4. Total number of people and percentage of regional population living in areas at risk of IDD and affected by goitre.

| WHO region | Total | At risk of | Percentage | Population | Percentage |
|-----------------|------------|------------|--------------|-------------|------------|
| | population | IDD | of region at | with goitre | of region |
| | (millions) | (millions) | risk | (millions) | |
| Africa | 550 | 181 | 32.8 | 86 | 15.6 |
| Americas | 727 | 168 | 23.1 | 63 | 8.7 |
| Eastern | 406 | 173 | 42.6 | 93 | 22.9 |
| Mediterranean | | · X- | | | |
| Europe | 847 | 141 | 16.7 | 97 | 11.4 |
| South East Asia | 1355 | 486 | 35.9 | <u>176</u> | 13.0 |
| Western pacific | 1553 | 423 | 27.2 | 141 | 9.0 |
| Total | 5438 | 1572 | 28.9 | 655 | 12.0 |

Source: Detels Roger et al., (1997).

Table 2.10. Current status of IDD elimination programmes in WHO - SEARO Countries (goitre prevalence (survey / resurvey) and current intervention strategy)

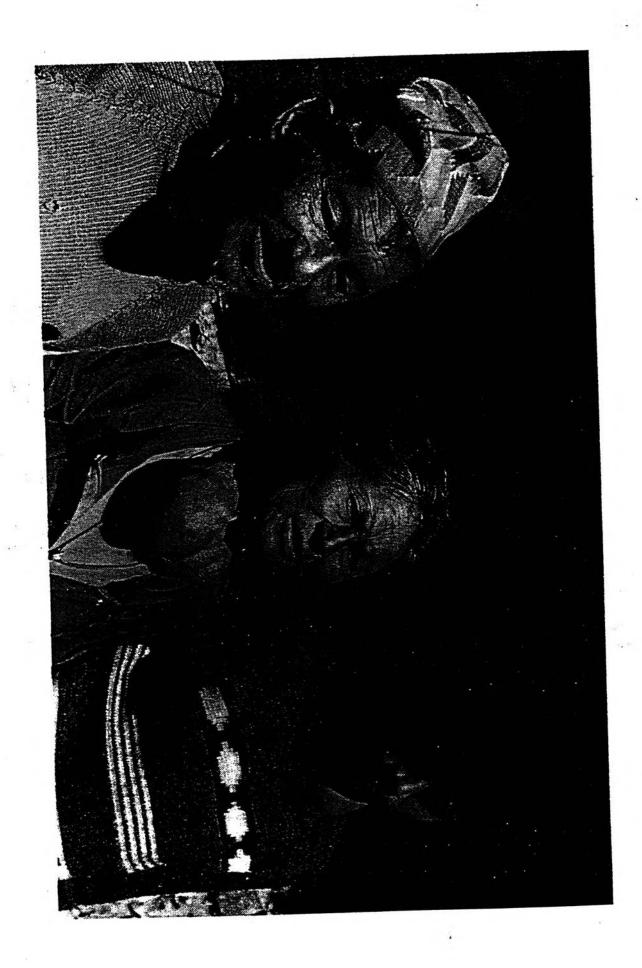
| No. | Country | Goitre prevalence | Current intervention strategy for | |
|-----|------------|---------------------|-------------------------------------|--|
| | | (Year of survey / | IDDEP | |
| | | resurvey) | | |
| 1. | Bangladesh | 47 % (1993) | Iodised salt / Iodised oil | |
| 2. | Bhutan | 14 % (1996) | Iodised salt | |
| 3. | DPR Korea | 14 % (1996) | Iodised salt | |
| 4. | Indonesia | 33 % (1993) | Iodised salt / Iodised oil capsules | |
| 5. | India | 2.3 - 68.6 % (1996) | Iodised salt | |
| 6. | Maldives | 24 % (1995) | Iodised salt introduced | |
| 7. | Myanmar | 33 % (1994) | Iodised salt / Iodised oil | |
| 8. | Nepal | 44 % (1992) | Iodised salt / Iodised oil | |
| 9. | Sri Lanka | 19 % (1989) | Iodised salt | |
| 10. | Thailand | 8 % (1994) | Iodised salt, water / Iodised oil | |
| | | | capsules | |

Source: Pandav et al., (1997).

Table 2.3. Consequences of iodine deficiency:

| Stage | Consequences |
|------------------|---|
| Foetus | Abortions, Still births, Congenital anomalies, Increased perinatal and |
| | Infant mortality, Neurologic cretinism (mental deficiency, deaf |
| | mutism, spastic diplegia, squint) and in Myxoedematous cretinism |
| | (dwarfism, mental deficiency) and psychomotor defects. |
| Neonate | Neonatal goitre, and neonatal hypothyroidism. |
| Child adolescent | Goitre, Juvenile hypothyroidism, impaired mental function, retarded |
| | physical development. |
| Adult | Goitre with its complications, like obstruction in throats, and Cancer, |
| | Iodine - induced hyperthyroidism, Hypothyroidism, impaired mental |
| | function. |
| | |

Source: Hetzel, 1989.



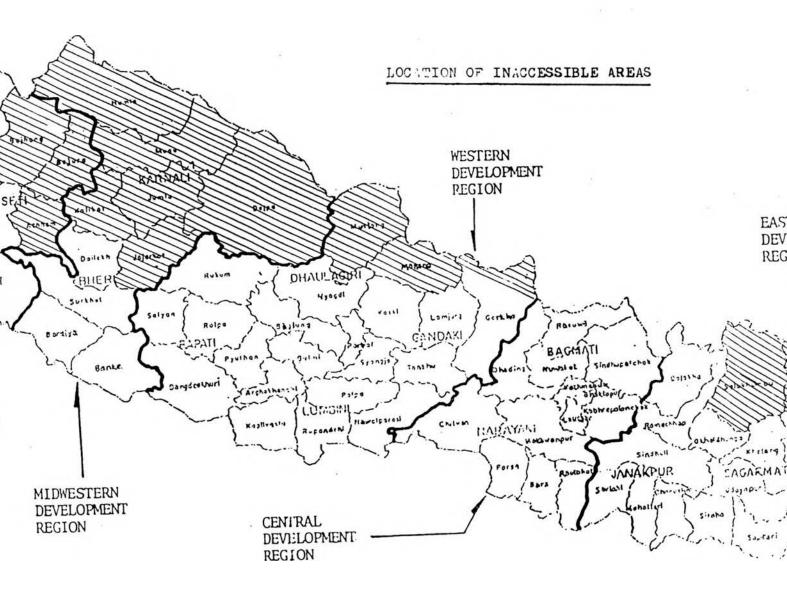


Table 2.12. Costs of IDD control measures:

| Particulars | US S and Cents | |
|------------------------|--|--|
| Iodised salt | 2 - 4 cents per person per year | |
| Iodised oil injections | 2. 00 \$ | |
| Iodised oil capsules | 40 cents for half coverage period comparison to injection. | |
| Water iodination | o. o4 \$ per person per year | |

Source: Hetzel, 1988.

Table 2.13. Cost of Iodised salt in Nepal:

| Types of salt | Brand name | Price (per kilogram) |
|---------------|--------------------------------|-----------------------------|
| Phoda salt | Dhike (loose) | 3 - 4 Rupees (7 US Cents) |
| Crushed salt | Shakti (non subsidised) | 4 - 5 Rupees |
| Crushed salt | Bhanu (subsidised) | 5 - 15 Rupees |
| | | (only remote districts) |
| Refined salt | Ayonoon, Tata (Indian brand) | 7 Rupees (13 US Cents) |

One US \$ = 57.30.

Source: Gorstein & Houston, (1996).

"In Asia, the cost of iodised salt production and distribution at present is of the order of US 3-5 cents per person per year" (WHO, 1996).

Figure 2.1. Conceptual Framework:

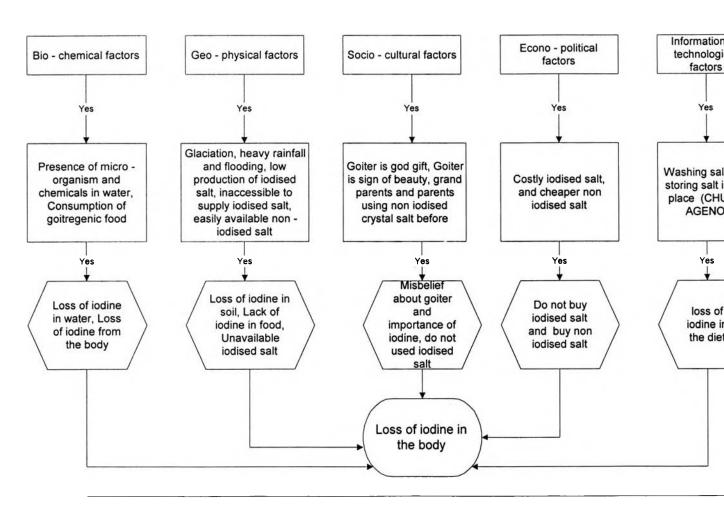
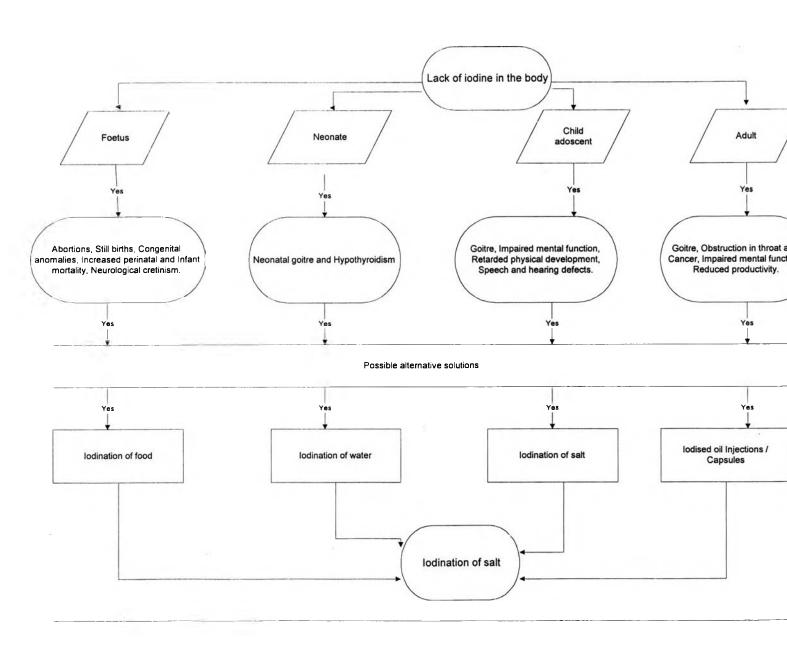
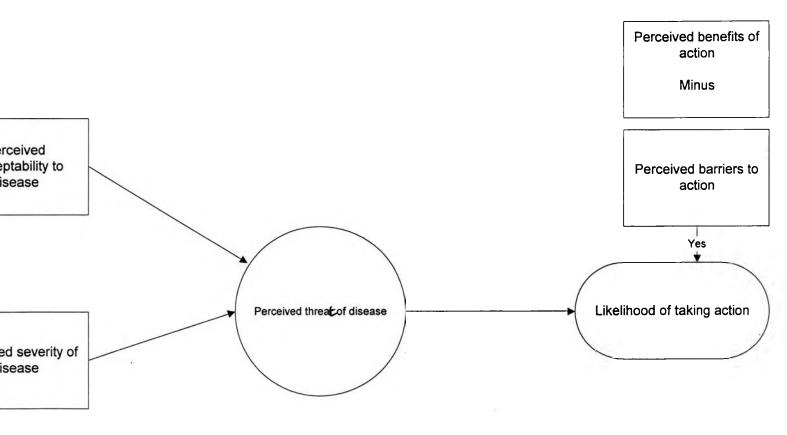


Figure no. 1. A conceptual framework of causes and consequences of iodine deficiency disorders.



am of the Health Belief Model



rce : Kaplan et.al. (1993).

<u>Table 2.14. Framework of CBC:</u>

| Functions of sender of communication | Objectives for behavioural change |
|--------------------------------------|-----------------------------------|
| | in receiver |
| Gain attention / set agenda | Become aware |
| Provide information | Increase knowledge |
| Clarify incentives | Increase motivation |
| Model behaviours | Learn skills |
| Provide training | Use skills to change |
| Cues to action | Incorporate change into lifestyle |
| Provide support | Maintain changed behaviours. |

Source: Dignan & Carr (1992).