

K&K Designs presents



COVID-19 Awareness in Nepal

Design Document

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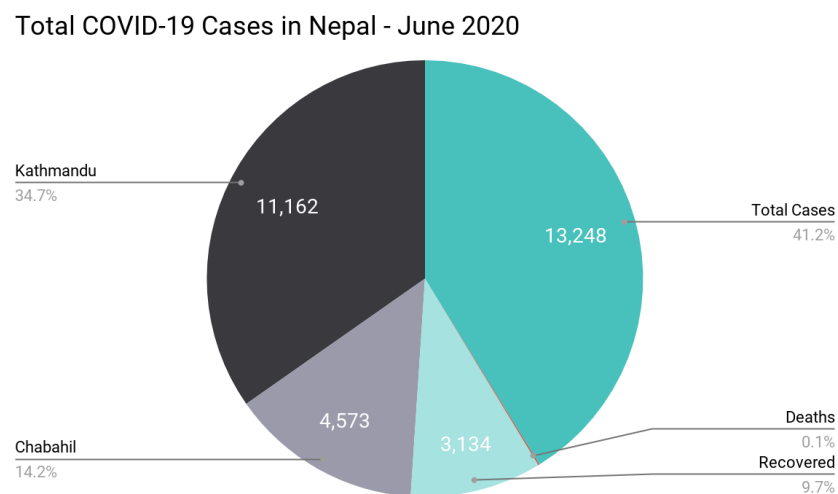
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Project Overview

Our instructional design (ID) team, K&K Designs outlines our solution design proposal with the [Volunteer for Action](#) (V4ACTION) organization, which is comprised of several collaborative agencies, including: WHO (World Health Organization), UNICEF (United Nations Children's Fund), UNDP (United Nations Development Programme) and UNRCO (United Nations Resident Coordinator Office in Nepal).

V4ACTION is dedicated to spreading awareness about COVID-19 (formerly known as: Coronavirus Disease 2019) across Nepal, although their initial focus will be on the Chabahil neighborhood in Kathmandu, Nepal. COVID-19 is a highly infectious disease which affects the respiratory system primarily. The virus is now considered a pandemic, meaning that COVID-19 has spread globally. The total number of COVID-19 cases in Nepal as of June 2020 is as follows:



With COVID-19 cases continuing to rise in Chabahil and Kathmandu, referencing the graph above, the need for a comprehensive strategy to educate learners is necessary in order to lessen/stop the spread of the virus. Given the language differences, the training that we will provide in conjunction with V4ACTION, will be presented primarily through visual aid resources (e.g. graphics, social media, videos, and small live demonstrations).

This design document will propose instructional plans and solutions to apply to the Chabahil neighborhood in order to facilitate COVID-19 awareness utilizing multiple methods to inform our learners.

Summary of Analysis

By reviewing the number of COVID-19 cases in Nepal from medical experts, interviewing local citizens of Chabahil, and analyzing implementation plans in countries with similar COVID-19 numbers/responses, we compiled the four most time-sensitive areas of knowledge needed to be disseminated to learners in order to lessen the spread of COVID-19. To understand the learner's needs, we needed to explore the world from the learner's view, immersing ourselves, making connections between the learner's gaps and needs, and evaluating how our solution could solve the learner's present situation (Kouprie & Visser, 2009, p. 445).

Health Care

We gathered from our research that Nepal has limited access to health care services not only due to the country's infrastructure, but also to on-going destructive practices carried out by extremist groups, making it difficult for its citizens to receive appropriate care. In addition, there has also been a lack of reliable information, as well as a period of misinformation being spread, causing Nepalese citizens in Chabahil to remain dangerously unaware of symptoms regarding the virus, as well as best practices to avoid potential spread. Furthermore, while access to internet and electronic devices (e.g. mobile phones, computers, TVs, radios, etc.) do have a prominent presence in Nepal, many areas in Chabahil living in poverty do not. This creates a barrier between those citizens and pertinent information regarding virus prevention.

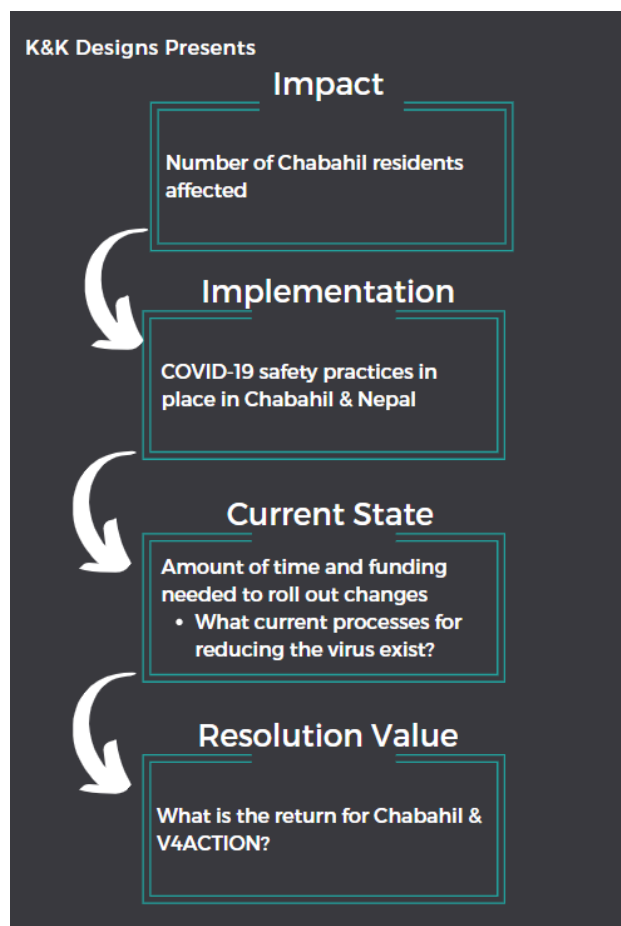
Language

While Nepali is the official language in Nepal, there are over a dozen other languages spoken, which indicates that our team will require further research into language and cultural barriers that could impact the success of the campaign. It will be necessary for our design team, as well as V4ACTION, to partner with willing participants from the community of Chabahil, to assist with these services. Additionally, due to low literacy rates in Chabahil and throughout Nepal, our focus on resources will require primarily visual formats. Through visual resources, training can be direct, precise and focused on reaching the Chabahil community learners who can benefit from COVID-19 knowledge the most in order to limit the virus spreading.

Resources

V4ACTION has a number of resources at their disposal including accurate and reliable information regarding the virus that can aid our ID team with producing learning materials and solutions for the awareness campaign. Through V4ACTION, we will utilize willing citizens that V4ACTION identifies for perspective and other services including translation services, social media management, cultural and language training, community outreach, and more.

Assessing these factors above, our ID team reviewed feedback from Chabahil residents, medical experts and V4ACTION for the following categories:



In discussing the categories above, our ID team outlined the importance of possible solutions to lessen the spread of COVID-19 in Chabahil. The full decision matrix can be viewed [here](#).

Next, our ideal Chabahil learners are individuals who are highly motivated to assist the community in spreading knowledge for the well-being of the whole. This includes individuals with a high number of social connections in the community and willingness to

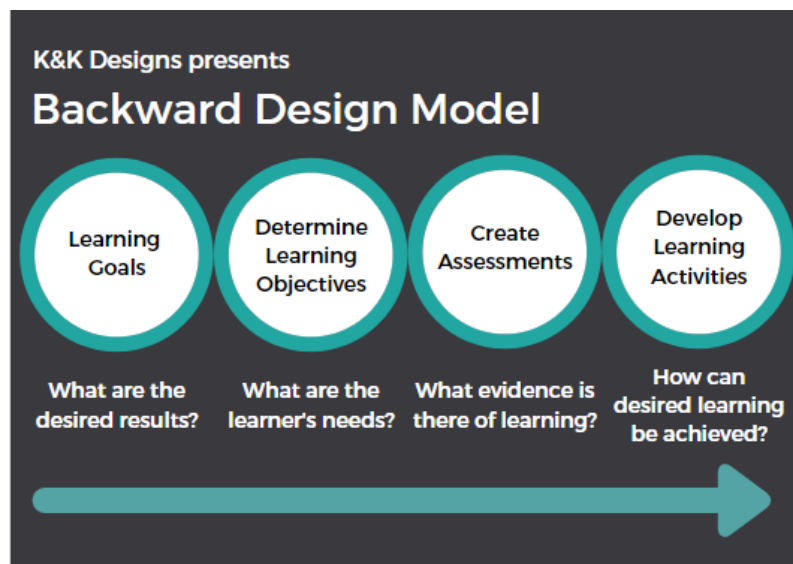
help educate other Chabahil residents. The learners will need to develop increased analytical skills in order to circulate COVID-19 information. Our ID team has outlined an ideal Chabahil learner, Vivi Gurung, including motivating factors, habits and knowledge gaps/needs. Please reference our attached Learner Persona in [Appendix A](#).

By analyzing the learner, we discovered that Chabahil residents possess the following knowledge gaps that our solution design training can resolve:

- Awareness of accurate information regarding COVID-19
- Analyzing skills required to determine whether or not information is real or fake
- Research skills needed to find reliable information about COVID-19
- Knowledge of appropriate resources and actions needed to prevent/lessen the spread of COVID-19

Instructional Design Model

In order to determine the best solution for the problem, we at K&K Designs utilized methodologies from both the Backward Design Model, as well as the Design Thinking model. Because there were very clear and specific learning goals our ID team needed to accomplish in order to combat the lack of reliable information available in Chabahil regarding COVID-19, our designers used this as a starting point to determine the best learning solutions.



Then our ID team began with the overall goal of spreading COVID-19 awareness, which was then broken down into measurable and specific learning objectives that would help accomplish the stated learning goal. Please reference our [learning objectives](#) section of this solution design document.

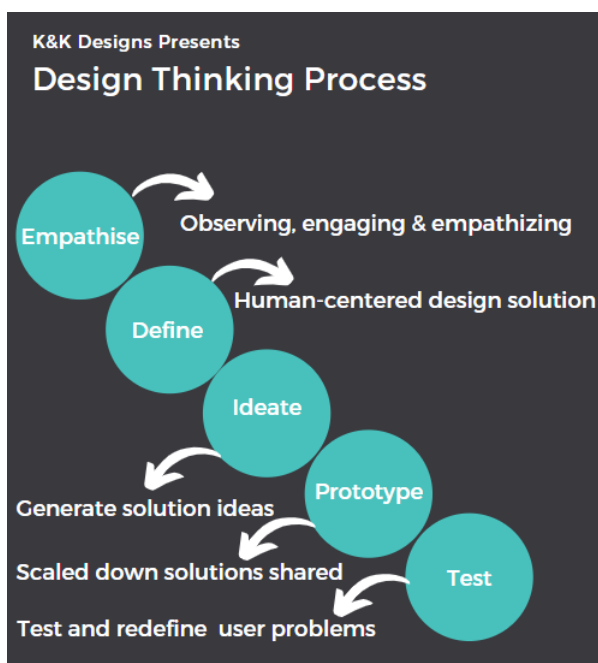
From there, our ID team decided that the assessment of the learning objectives would be measured through observable community engagement of both spreading accurate information, as well as abiding by it. The rise and/or decrease in COVID-19 case numbers through medical experts will be utilized to determine if the spread of the virus is slowing through our learning solutions. Additionally, we determined that the best ways to measure the community engagement and its impact would be through a combination of social media data analytics, as well as the number of volunteers V4ACTION partners with. We will also consider other factors to account for potential skewing of data, including:

- Chabahil's internet access

- Population density data
- Hospital use percentages for medical access in Chabahil (e.g. patient versus physicians density)
- Data around access to clean water
- Any other variables we think could interfere with the accuracy of our assessment results.

We then developed various phases of learning activities to help make these observations possible. The learning activities included a social media campaign, visual aids, demonstrations and informative videos. We believe that the use of these materials will provide widespread learning access to Chabahil citizens both virtually and physically.

In addition to mapping out the process through the Backward Design model, our ID team also knew there were various barriers we would have to overcome such as poverty, low literacy levels, language and cultural differences, as well as a lack of internet access. Therefore, our ID team at K&K Designs relied heavily on the iterative process of the Design Thinking model to prototype appropriate materials to accomplish the learning objectives. Throughout this process, our ID team worked with V4ACTION community participants to inform design decisions, test out prototypes, as well as to provide constructive feedback.



The iterative nature of the Design Thinking Process allows for empathizing with our learners and being able to view the solution design from a human-centered focus. With its flexible structure, our ID team is able to create multiple solution prototypes, requesting learner feedback for multiple revisions. This allows for a creative testing environment that’s focused on the learner’s needs that we can revise based on Chabahil’s unique environment (Plattner, Meinel, & Leifer, 2014).

Proposed Learning Solution

The learners are in need of instruction around safety and sanitation methods for preventing contraction of COVID-19 and how to analyze accurate medical information. The purpose of the learning solutions are to:

- Focus on more visual (e.g. infographics, videos, pictures, social media posts) and audio representations of information that have a wide range of accessibility due to poverty (e.g. low access to internet, mobile devices, tvs, etc.) and low education (might not have the literacy skills to read written text reports or information).
- Providing demonstrations of safety precautions (e.g. videos about social distancing, small-community gatherings demonstrating hand-washing techniques, posters demonstrating preventative steps or symptoms, and social media posts).
- Providing lessons on how to detect false information (e.g. fake news sources) through visual aids, virtual and in-person small lectures, videos directions, social media posts, etc..

Through our communication with V4ACTION and our research, our ID team has decided to implement a series of virtual and non-virtual phases. Our plan, while it does include proposed lengths of time for each phase, has the ultimate goal of deploying learning materials and widespread information to the public as fast as possible given the serious and deadly impact of the Coronavirus. Furthermore, while we have predetermined milestones for the learning plan, our team will rely heavily on the iterative process of Design Thinking throughout the duration of our plan.

Length & site of learning solution

Our learning solution consists of an initial intensive two weeks of research, planning, and coordinating with V4ACTION and our learners. From there, our design work begins. We have a further two weeks scheduled to begin the iterative design process for our learning materials. During this time, our ID team will consult with V4ACTION's designated community personnel, as well as conduct a series of design, test, and redesign cycles as

often as time and resources allow. Should the need for further iteration fall outside of our tight window of scheduled time, we have communicated with V4ACTION about the option to extend this window a little further; however, because our learning solution is time sensitive, we plan to only deploy this action should it be absolutely necessary as we have built in further flexibility and iteration into the remainder of our plan for this reason.

Once our research and experimentation with the design is concluded, we will begin to roll out our three learning phases which will take place over a six week period. Each phase consists of a combination of virtual and non-virtual components, and aims to build awareness, provide a knowledge base, and encourage actionable steps. While the phases are drafted in a linear fashion, our ID team plans to implement each phase with the understanding that some pieces of each phase are heavily intertwined with each other, may cause overlapping or revisiting of certain pieces of a phase at any time, and/or inform other phases or sub-phases along the way. Our central location for the learning solution will be at the Chabahil Community Center (CCC). However, some of the learning solution work will also be completed remotely while others will physically be at the CCC, as well as visual aids being spread at multiple locations throughout Chabahil. All interactions at our physical CCC location will abide by WHO guidelines for social distancing, as well as mask wearing in small groups only.

For the creation of each phase, we granted the amount of time relevant to its predicted time to both produce and implement. Some phases, such as the social media campaign, require very little time to produce; however, have a longer duration period, whereas the video and audio campaign would require a longer production period. Our team has outlined this [project management schedule](#) in detail as a means of providing target deadlines, with the understanding that there are many variables that could change the initial planning of each phase. It is the goal of our team to stick as closely to the proposed schedule as we can. Furthermore, while our schedule outlines a beginning and ending date for our learning plan, our team at K&K Designs, as well as V4ACTION, has agreed to keep each piece of our learning plan on-going for at least 6 months into the future with regular check-in communication, as well as assessments and evaluation of the success of the learning plan.

Response to learner needs

With our learners focused on helping their local community stay healthy and safe, they are extremely self-motivated. According to John Keller's ARCS model of motivational design, our ID team has focused on grabbing the learner's **attention** through hands-on COVID-19 learning through our social media, visual aids, demonstrations and videos. The **relevance** is self-explanatory as our learners are conscious that they need to learn COVID-19 knowledge immediately as the dangers from the virus are imminent. Our learners will gain **confidence** as the likelihood for growth in knowledge will be within their own control and success will be evident by their community staying healthy and reviewing local medical numbers of COVID-19 cases. Furthermore, our learners will gain **satisfaction** from the feeling of achievement in helping their fellow Chabahil residents and the skills they've learned are useful in a current, applicable situation (Learning Theories, 2020).

Additionally, the visual aspect of our solution designs is based on our learner's literacy rates and language gaps in mind. Through visual comprehension, awareness of COVID-19 can be taught to our vetted learners, and shared via social media and around town physically with ease. Due to our learners' habits of focusing on the community as a whole, rather than their own individual needs, spreading knowledge on COVID-19 will be adopted wholeheartedly and quickly. Our ID team, K&K Designs, is focused with the learner in mind, and therefore, our multiple formats of learning solutions will allow access to all Chabahil citizens in their most easily attained learning solution method.

Instructional Objectives


The following instructional objectives were determined primarily using Bloom's Taxonomy (Anderson & Krathwol, 2001).

After studying V4ACTION's COVID-19 awareness campaign information provided, in order to lessen the spread of the virus, the learner will:

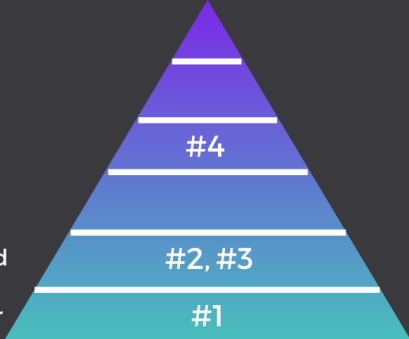
1. Recognize the symptoms of COVID-19 and be able to discuss at least three symptoms with peers.
2. Demonstrate at least four appropriate sanitary/safety procedures.
3. Explain the four major sanitary/safety preventative measures to community members with visual aids.
4. Analyze and differentiate between COVID-19 information from two reliable sources (e.g. medical sources) and information from two unreliable sources (e.g. blogs, personal social media, etc.).

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Bloom's Revised Taxonomy - Learning Objectives



Learning Objectives

ABCD=Audience, Behavior, Condition, Degree

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After studying the COVID-19 awareness campaign information provided, in order to lessen the spread of the virus, the learner will:

#1. Recognize the symptoms of COVID-19 and be able to describe at least three symptoms with peers.

#2. Demonstrate at least four appropriate sanitary/safety procedures.

#3. Explain the four major sanitary/safety preventative measures to community members with visual aids.

#4. Analyze and differentiate between COVID-19 information from two reliable sources (e.g. medical sources) and information from two specific unreliable sources (e.g. blogs, personal social media, etc.).

Method to present objectives

The learning objectives will not only be posted in the V4ACTION's mission statement online, on social media home pages, as well as any other associated virtual platforms, but they will also be implied through the learning materials. The knowledge and skills required to demonstrate the learning objectives will be explicitly taught through the learning materials. Objectives will be presented through the visual aid solutions, such as posters, social media posts, video and live demonstrations to small, socially distancing learners.

Method to practice objectives

Learners will have the opportunity to practice the learning objectives by implementing safety and sanitary methods within their communities. They will also practice their analysis skills by first deciding for themselves whether or not information is accurate and reliable based on information provided by V4ACTION, and will then apply these same skills by educating their community members verbally, as well as sharing resources by posting learning posters, sending virtual graphics and videos via their social media networks and via email and local community online forums.

Solution Storyboard

This section provides the storyboards for the V4ACTION live demonstration course solution plan. The storyboards illustrate the general content, visuals and resources needed for our learners to be able to demonstrate COVID-19 awareness to their family, friends, and Chabahil community. Please access the complete [storyboard here](#) or see [Appendix B](#) for the visual of the storyboards.

Additionally, please access our [storyboard visual mock-ups here](#) or see [Appendix C](#).

Storyboard Overview	
Title of learning solution	V4ACTION COVID-19 Awareness Video - Social Media
Target audience	<p>K&K Designs will create the video solution for V4ACTION trainers to facilitate and evaluate learner’s social media posts for completion and correctly demonstrated safety/sanitary procedure techniques, which are our formative assessments.</p> <p>Learners who will utilize the social media video will be our individual vetted learners from the Chabahil neighborhood - Kathmandu, Nepal.</p>
Brief description of learning solution	<p>Learners will utilize our video solution, which can be accessed either by the V4ACTION website or our social media pages. The video sections will include the following:</p> <p>Introduction of social media COVID-19 awareness campaign</p> <ul style="list-style-type: none"> • During the introductory portion of the video, the purpose for COVID-19 awareness will be outlined, as well as learning objectives. <p>Background information</p> <ul style="list-style-type: none"> • COVID-19 statistics and background information of the virus in Chabahil, Kathmandu, Nepal and globally will be discussed and presented visually.

	<p>Instructional Video</p> <ul style="list-style-type: none"> • A demonstration of a singular proper sanitary/safety procedure used to combat COVID-19 contraction will be shown for learners. <p>Learner practice</p> <ul style="list-style-type: none"> • At this point of the video, the learner will be educated about V4ACTION’s social media handles and our tags #NepalCOVIDsafety or #नेपालकोभिडसुरक्षा in the Nepali language. Learners will be directed to record themselves physically demonstrating safety procedures and to share with their own social media or V4ACTION’s social media with our hashtags. <p>Activity Engagement</p> <ul style="list-style-type: none"> • Learners will have the opportunity to practice their demonstrations recording themselves and posting to social media. They can also explore other’s social media using our hashtags. <p>Video Iteration</p> <ul style="list-style-type: none"> • We will repeat an instructional video, learner practice and activity engagement for an additional three sanitary/safety procedures against COVID-19. In total, this process will take place four times, for each of the sanitary/safety procedures. <p>Additional Resources</p> <ul style="list-style-type: none"> • The video will list additional COVID-19 resources, also introducing the next follow-up video on COVID-19 safety from V4ACTION.
<p>Estimated duration of entire learning solution (were it to be fully developed)</p>	<p>One hour to two hours total with multiple COVID-19 awareness videos, released in phases due to interactive social media activities/assessments (about 20-30 minutes for each video and activity). This video on the four sanitary/safety procedures will be roughly 30 minutes.</p>

Information Architecture (deep) and Alignment	
Learning objective(s)	<p>After viewing V4ACTION’s COVID-19 awareness campaign video, in order to lessen the spread of the virus, the learner will:</p> <ul style="list-style-type: none"> ● Recognize the symptoms of COVID-19 and be able to discuss at least three symptoms with peers. ● Demonstrate at least four appropriate sanitary/safety procedures. ● Explain the four major sanitary/safety preventative measures to community members with visual aids. ● Analyze and differentiate between COVID-19 information from two reliable sources (e.g. medical sources) and information from two unreliable sources (e.g. blogs, personal social media, etc.). <p>However, these objectives will be demonstrated in separate individual videos. This storyboard video will focus on the second objective above only. Within that objective, our storyboard will focus on the four sanitary/safety procedures (mask wearing, hand washing, social distancing and covering mouth when coughing) to prevent the spread of the virus.</p>
Instructional approach	<p>The instructional approach will be to distribute our instructional information and conduct learner engagement through our social media sites via videos. This is for several reasons:</p> <ul style="list-style-type: none"> ● Video will help combat the lower literacy rates among our learners that create a barrier between them and then content. It will also help to combat challenges with language differences as the information will be presented visually and the captions can present the dialogue in their chosen language. ● Social media uses limited text and is easy to engage with, making it easier for learners to interact with the

	<p>content.</p> <ul style="list-style-type: none"> ● Social media is easily accessible on a phone, which is most likely how our learners will access the information. ● Making our content mobile friendly increases the likelihood that our information will reach more people (there is a higher rate of mobile phone access than computer access in Chabahil). ● Social media will allow us to easily track user engagement, as well as allow us to respond and engage in real-time. ● Social media will allow our users to easily share our instructional content with their community members. <p>We will start by introducing our instructional video campaign at the beginning of our instructional videos explaining how it works. Following the introductory portion, our video will continue to the instructional portion, which will outline information pertaining to our learning objectives; one of the four sanitary/safety procedures. Within this instructional section, the learner will witness a demonstration of proper technique of the outlined safety/sanitary procedure by a V4ACTION trainer/facilitator. The video will then outline statistical information regarding the virus that is pertinent to the safety/sanitary procedure in a visual format such as that of an infographic.</p> <p>During each safety/sanitary procedure in the video, the learners will then be encouraged to practice that technique at home, record it, and post to either their own social media account or below our original post using the hashtag: #NepalCOVIDsafety and/or the translated hashtag: #नेपालकोभिडसुरक्षा. Learners will be assessed on their success when V4ACTION trainers review that they have posted all four sanitary/safety procedures with appropriate techniques on social media by hashtag. Learner’s posted videos to social media will be formally assessed for completion of the four safety/sanitary procedures, as well as for correct techniques. The video sign-off will include additional resources for the learner to explore more on their own, as well as provide information on when to tune in for the next video. We will follow up our video by engaging with learner posts, providing further information regarding how to best share with</p>
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	<p>community members, and highlighting user videos that demonstrate the proper technique.</p> <p>We believe that by posting to our social media in this manner, it will help to elevate our learner's motivation to participate as it creates a sense of community, provides easy access to essential information, and gives the learners an opportunity to participate in a simple, fast, and fun way. This belief is informed by our learner personas data, which states that our learners place high importance on the well-being of their community, have lower literacy rates, speak many different languages other than English, as well have a high likelihood of living in poverty, which may restrict their access to laptops, computers, or internet access.</p>
<p>Practice opportunity for learner</p>	<p>The learner will have the opportunity to practice their knowledge of at least four sanitary/safety procedures through physical real-time demonstrations. For each of our videos, the learner will be prompted to record themselves demonstrating sanitary/safety procedures against COVID-19. The learner's recording will then be posted either to their own social media (Twitter and/or Instagram) or V4ACTION's social media with the tag "#NepalCOVIDsafety" and/or the Nepali version #नेपालकोभिडसुरक्षा.</p>
<p>Assessment (you will expand upon this in your Project 6: Evaluation Plan)</p>	<p>V4ACTION trainers will assess if learners have demonstrated sanitary/safety procedures correctly and can give real-time feedback via social media comments. Utilizing videos posted on social media (Twitter and/or Instagram) and assessment demonstration hashtags, will allow V4ACTION trainers to analyze videos, view analytics (number of posts/participants and COVID-19 case numbers locally), as well as social media hashtag analytics.</p>
<p>Accessibility (materials required)</p>	<p>Internet access and a device (e.g. mobile, tablet, laptop, etc.) with sound capability will be required to view the video and interact with social media.</p>

Evaluation Plan

Purpose of evaluating the learning solution

The purpose of evaluating our ID team’s [learning solutions](#) is to determine how effective our phased approach is in disseminating our instructional objectives to our learners, if the learners have absorbed this information, and whether COVID-19 case numbers have reduced in the Chabahil community. Our phased learning solution includes the following:

Phase 1: Social media campaign

Phase 2: Visual aids

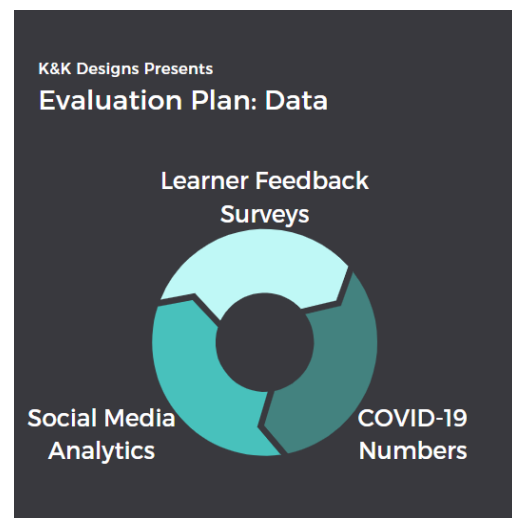
Phase 3: Video/audio production

Through these iterative phases and revisions of each phase, the learners will complete an online or paper feedback survey, after each phase’s implementation. In order to overcome low literacy rates in Chabahil, we will once again focus on visually-focused feedback surveys, featuring graphics, written translation, and audio (online surveys only). Learner feedback will be provided to V4ACTION mid-way through, as well as at the end of each phased learning solution, which will encompass our roughly two month learning solutions rollout to the community.

Additionally, our ID team will utilize social media analytics from Instagram and Twitter regarding our learning solution hashtag participant demonstrations. This will allow for a high-level overview of the number of Chabahil community members actively being made aware of COVID-19 knowledge.

Furthermore, local government and medical facility data will be utilized to determine how effective our learning solutions are in reducing COVID-19 cases in Chabahil.

Through our evaluation methods and precise data collection, we aim to prove our learning solutions effectiveness to V4ACTION, as well as the Chabahil community. Given the urgency to fight COVID-19, an evaluation plan is of the utmost importance.

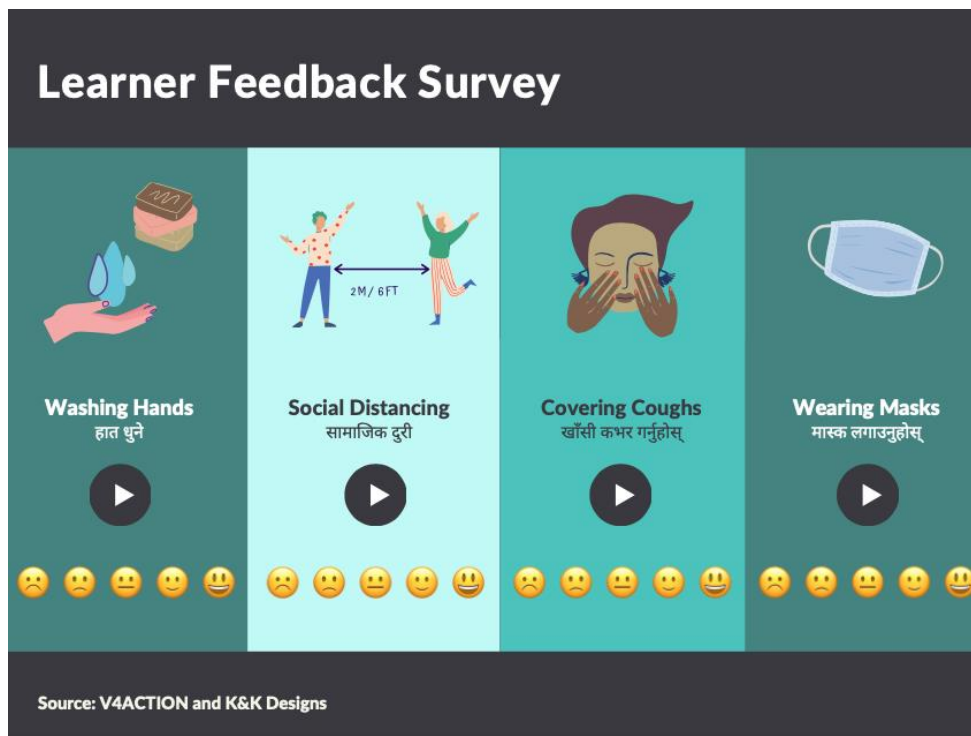


Data collection and analysis plans

Concerning our four learning objectives that will be implemented in each of the three phased learning solution plans, we will utilize three sources for data collection, which we will then analyze for effectiveness and communicate results to V4ACTION:

Learner feedback surveys

Our learner feedback surveys will heavily rely on visuals, audio translations, as well as translated captions to ensure we are considering language and literacy barriers that our learners might encounter. Our survey will measure the level of understanding a user gained from our resources and/or how likely that user is to utilize these methods based on the resources we provide. We will provide our audio survey strictly online either through social media or through the V4ACTION website, aiming for 100% of learner completion. The learner will be able to hear an audio direction and/or use English and translated captions, and will then respond by clicking on the emoji that represents their level of understanding or level of application. Our paper survey will be available at the Chabahil Community Center with V4ACTION trainer volunteers available for assistance. An example of our survey is as follows:



Social media analytics

Our ID team and V4ACTION trainers will be able to access analytics from V4ACTION's Instagram and Twitter social media platforms:

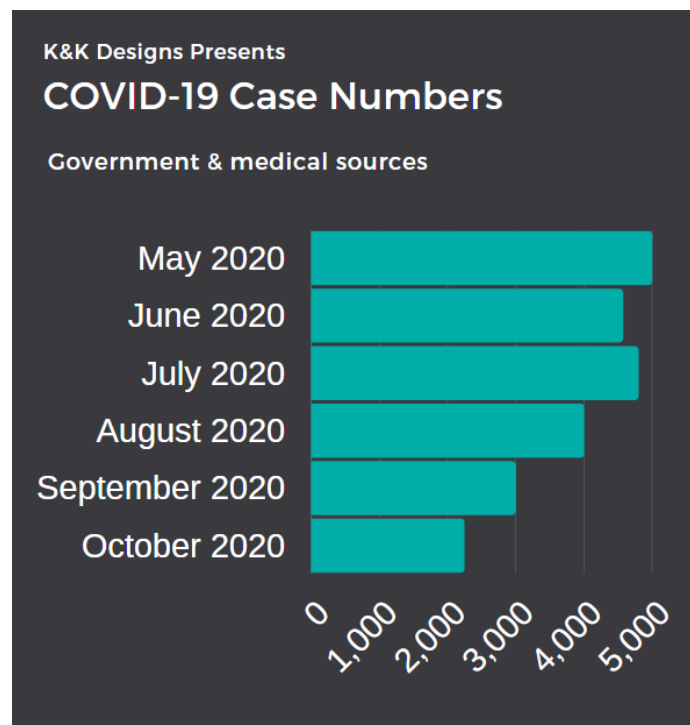
Hashtags (#NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा) will be the primary methods for collecting analytics of our learners participating via social media. Social media analytics will be collected from learners posting and sharing V4ACTION's information directly from social media, visual aids, information videos, and learner engagement demonstrations (video solution).

V4ACTION trainers and our ID team will both have the ability to access hashtag numbers as administrators of V4ACTION's social media accounts. We will analyze social media numbers based on total shares for each social media post reshare, video share and hashtag mention by individual learners. The larger the social media analytics, the higher likelihood that COVID-19 information is being spread successfully. With the Chabahil population at roughly 85,000 people (Wikipedia, 2020), we will focus on a social media goal of 15% of the population or roughly 12, 750 social media posts and reshares.



Nepalese government & medical COVID-19 data

After each learning solution phase, our ID team will verify COVID-19 case numbers (contractions and deaths) via government agencies WHO, UNICEF, UNDP, and UNRCO, as well as local Chabahil medical facilities. Total number of COVID-19 positive tests/contractions and COVID-19 related deaths will be analyzed for either an increase or decrease in total numbers through each learning phase cycle in order to determine the success of our solutions. The May 2020 COVID-19 contractions in Chabahil began at 4,573 positive cases and we aim to reduce those numbers. Below is an outline of current COVID-19 cases in Chabahil through July 2020 with predictions for a reduction in cases in future months based on our learning solutions:



Levels of Kirkpatrick's evaluation

In order to implement an appropriate evaluation plan demonstrating our learning solutions effectiveness, we have referenced the New World Kirkpatrick Model for the following four levels (Kirkpatrick & Kirkpatrick, 2001-2019):

Level 4: Results (Did the learning solutions create positive change for the learners?)

Our mission, in conjunction with our learning objectives, is to provide the citizens of Chabahil with accurate and reliable information regarding safety/sanitary precautions in order to reduce the spread of the Coronavirus. This mission includes recognizing COVID-19 symptoms, learning/demonstrating effective safety/sanitary procedures and analyzing COVID-19 information for source reliability.

By presenting information through virtual, visual, and physical demonstrations with the assistance of local volunteers (i.e. vetted learners), as well as with regards to lower literacy levels and language differences present in the Chabahil community, we will be able to reach and educate a wide range of community members. Our objectives, such as learners being able to recognize COVID-19 symptoms and demonstrating safety techniques, can be proven through reduced COVID-19 case numbers at local Chabahil hospitals and virus cases from government agencies (i.e. **degree of outcomes from our learning solution**).

We also believe that by engaging the community through social media, other mobile interactions (videos, podcasts/commercials, etc.), and visual aids, that we will be able to track the success of



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The New World Kirkpatrick Model

Four levels of COVID-19 awareness

Level 4: Results

Did the learning solutions create positive change for the learners?

- Number of COVID-19 cases reduced in Chabahil
 - Government/medical agencies
- Increased data analytics
 - Social media and survey results

Level 3: Behavior

How did learners apply COVID-19 knowledge to their day-to-day life?

- Resource sharing throughout Chabahil community
 - Online (social media) and in-person visuals
- Real-life safety procedures being implemented/demonstrated
 - Masks, social distancing, etc.

Level 2: Learning

What degree did learners actually acquire COVID-19 knowledge during phased solutions?

- Social media campaign information
- Visual aids virtually & physically
- Videos/learner demonstrations

Level 1: Reaction

How did our learners react to the learning solutions?

- Learner feedback surveys after each learning phase
- Social media interactions -
 - Number of hashtags, posts, shares

our plan more easily through **short-term observations and measurements confirming the spread of COVID-19 knowledge**. By monitoring data analytics through social media, survey results, as well as the government and health organization reports of COVID-19 data, we will be able to track the impact our learning solution has on the Chabahil community. If the level of online, volunteer, and community engagement with the information increases, and the number of cases, hospitalizations, etc. decreases, we can determine that our learning solution is successful.

Level 3: Behavior (How did learners apply COVID-19 knowledge to their day-to-day life?)

The **degree** to which knowledge is applied will be observed through increased community education and implementation of safety and sanitary methods (i.e. **required processes/systems reinforcing behaviors**). This will be measured through:

- An increase in sharing of resources online and in person within the Chabahil community.
- An increase in demonstrations of procedures to family members and neighbors.
- An increase in social media participation and engagement.
- An increase of Chabahil citizens practicing safety and sanitary procedures in public (i.e. wearing masks, social distancing, etc.).
- A decrease in COVID-19 positive cases/hospitalizations in the Chabahil community, particularly within the 21-30 year age range.
- A decrease in dispersing sources of misinformation.
- An increase in V4ACTION volunteers.

Level 2: Learning (What degree did learners actually acquire COVID-19 knowledge during phased solutions?)

Learners will acquire their base **knowledge** on COVID-19 symptoms, four appropriate sanitary/safety procedures, and reliable versus unreliable COVID-19 information through our visual learning solutions, including our ID team's social media campaign (phase 1), then visual aid rollout (phase 2), followed by interactive shareable videos (phase 3).

Through the solutions, learners will gain the ability to share COVID-19 information with their family and friends, thus gaining **skills** to recognize symptoms, demonstrate safety procedures, share techniques with others, and analyze appropriate COVID-19 sources.

With learners **committed** to helping their community as a whole to combat COVID-19, they are already motivated to adopt our ID team's learning solutions with the **attitude**

that learning will lead to saved lives. Through sharing V4ACTION's resources, as well as demonstrating the four safety/sanitary procedures, learners will continually gain **confidence** in their skills. And, as family and friends continue staying healthy and hospital numbers reducing, our learners will realize that their in-depth COVID-19 learning has succeeded.

Level 1: Reaction (How did our learners react to the learning solutions?)

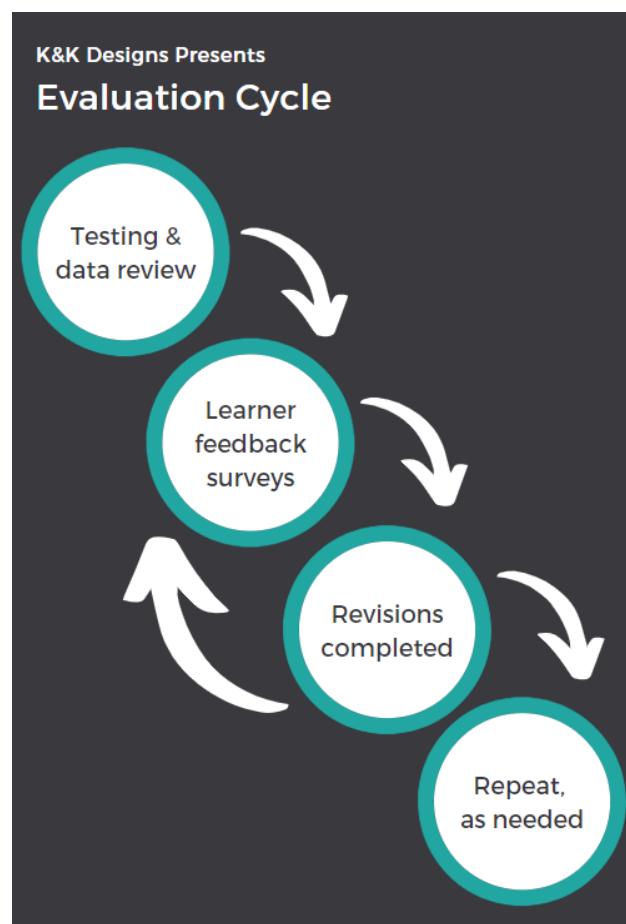
To measure our **learners' satisfaction** of the learning solution, our ID team will monitor how many times our social media posts have been shared, commented on, and responded to with our social media campaign, visual aid sharing, and learner videos. This will help us gauge whether or not the learners are viewing, practicing, and engaging with our information online and in their neighborhood. It will also help provide us with an idea of the overall level of trust our learners have in the information that we provide. It is our goal that our social media engagement will grow exponentially as the campaign progresses.

Learners' **engagement** will be measured in several ways, including through our learner feedback surveys, which will be shared at each phased learning solution, as well as number of social media shares, visual aid distribution, video shares and safety/sanitary procedure demonstration shares from our video's learner interaction. Learners will have the opportunity to use their COVID-19 knowledge online and within the Chabahil community through their everyday interactions with their family and friends, as well as sharing knowledge while social distancing with other community members. These daily interactions make the COVID-19 knowledge and procedures learned extremely **relevant** to learners as it is truly information for -life or death real world situations.

Plan for revision cycle

We will review each learner feedback survey from its corresponding phased learning solution, compiling these results and meeting with V4ACTION for revisions roughly a week after each phased solution revision feedback has been compiled. Improvements to our social media campaign, visual aids distribution and video/audio production will be adjusted on a needs basis while V4ACTION gains more autonomy over the learning solution phases. Social media analytics and COVID-19 case numbers will help V4ACTION understand their learners on an increasingly deeper level.

Expanded weekly communication six months beyond our planned revision cycle will maintain the success of the learning solutions, as well as the option for future necessary revisions for V4ACTION.



Evaluation schedule

The following chart is an overview of our evaluation schedule for our phased learning solutions, encompassing learning objectives for each phase, as well. The iterative evaluation process can be repeated as many times as new testing, data review and revisions are required:

Learning Project	Evaluation Event	Estimated Date	Evaluation Level
Prototyping Solutions	<ul style="list-style-type: none"> • Testing, data review & learner feedback surveys • Revisions completed • Additional rounds, as needed 	07/10/2020	Level 1
Phase 1: Social Media Campaign	<ul style="list-style-type: none"> • Iteration, data review & learner feedback surveys • Revisions completed • Additional rounds, as needed 	07/17/2020	Level 2
Phase 2: Visual Aids	<ul style="list-style-type: none"> • Iteration, data review, and learner feedback surveys • Revisions completed • Additional rounds, as needed 	08/15/2020	Level 2
Phase 3: Video/Audio Campaign	<ul style="list-style-type: none"> • Learners demonstrate interactive social media assessments from videos • Iteration, data review and learner feedback surveys • Additional rounds, as needed 	08/23/2020	Levels 2 and 3
Data Review	<ul style="list-style-type: none"> • Final solution revisions, based on feedback and data/analytics completed 	09/30/2020	Level 4

Plan for communication of results

Our ID team plans to communicate our findings with V4ACTION following the conclusion of each of our three phases, as well as at the conclusion of our total two-month project timeline. We will have the option to not only meet virtually, but we will also have the option to have on-going communication through email, Zoom and Slack instant messaging. We will document the summary of our results in our [Monday](#) project management application, so that V4ACTION and our ID team, K&K Designs, will be able to track and compare the progress of our learning solutions over the course of our evaluation and project plan.

Our results will include the data analytics from social media engagement, the feedback surveys from the learners, as well as graphs and data from COVID-19 case reportings from the Nepalese government and other reliable health organizations (WHO, UNICEF, etc.). Our results will not only include a brief summary of our findings, but also related graphs, images, and other visual representations of our results for a continued relationship and ongoing solutions with V4ACTION.

Assumptions

Learners

The solution design model is based on the following assumptions of our learners:

- Some of the citizens of Chabahil have access to the internet and other tech devices.
- Citizens utilize and understand social media.
- Citizens will believe the information and share with others.
- Our learners will have lower literacy rates and will speak a language other than English.
- Trainers will lessen the language gap through multilingual training to ensure comprehensive understanding of the material.
- The learners are motivated to learn more information in order to keep their family and friends healthy and are eager to stop the spread of COVID-19.
- There are not any religious or cultural beliefs that will prevent Chabahil citizens from wanting to learn more information or carry out safety and sanitary methods.
- The sense of community among the learners will help motivate learners to carry out the plan.

Learning Plan

The solution design model is based on the following assumptions of the learning plan:

- Due to the lack of medical intervention, the best method of combating the virus is prevention.
- Chabahil trainers will be adequate and follow through.
- We will not be active in supplying training, but rather we are only creating the plan and materials and distributing them to V4ACTION who will then distribute to the citizens.
- We will have Chabahil citizens that are vetted and willing to help inform decisions regarding learning materials.
- There is no definitive timeline, but rather the more immediate we can implement the learning plan, the better.
- We will be able to roll out the information in phases starting with the quickest to produce and following with materials that take more time to produce; this will still meet the needs of the campaign.

- We are assuming that any roadblocks we encounter, we will be able to have flexibility in the learning plan to recalibrate and redesign the learning materials and/or overall solution.

V4ACTION

The solution design model is based on the following assumptions of the V4ACTION organization:

- There are means of providing technology/internet services for Chabahil.
- V4ACTION has trainers with the skills and ability to communicate with our learners in multiple languages, including the local Nepali language, and will help translate all designs appropriately.
- V4ACTION will use our plan and materials to train citizens to spread awareness throughout Chabahil.
- V4ACTION will provide personnel (e.g. employees and trainers) for extra services like running social media, writing mission statements, organizing gatherings, etc..
- V4ACTION has the budget and infrastructure to implement our learning plan.
- V4ACTION will be able to supply us with any data or information we need to use, as well as any technology we require to carry out the plan.
- V4ACTION has communicated and partnered with any necessary community leaders in Chabahil.
- V4ACTION's vision, mission and values have been accurately captured.
- The solution design plan will successfully come to fruition in a real life setting.

Schedule

The table in the section below gives an outline of the major tasks of the solution design project. To view the full schedule breakdown, please visit our [project management schedule](#). The project management schedule has detailed information regarding timing and tasks. However, regular weekly communication with V4ACTION will occur in order to guarantee that tasks are completed on time by our outlined deadlines. Budgets have been discussed and outlined in advance between our ID team, K&K Designs and V4ACTION prior to the solution design project being implemented. The following encompasses our solution design phases:

Phases

1. Research Learners
2. Brainstorm and determine learning goals
3. Prototype materials:
 - a. Consult with community members (translator, cultural informant, community leaders, etc.)
 - b. 1st round of iteration and testing with feedback from Chabahil citizens
 - c. 2nd round of iteration and testing with feedback from Chabahil citizens
 - d. Additional rounds as required and per time limitations
4. Phase 1: Social media campaign
 - a. Initial posts of prototyped materials
 - b. Any re-iteration required based on social media analytics
 - c. Community volunteers promote account/continue posting to establish a media presence in Chabahil
5. Phase 2: Visual aids
 - a. Process begins towards beginning of phase 1 and uses social media feedback as parameters for further iteration if necessary
 - b. Visual aids are used to train community volunteers
 - c. Volunteers implement training to community members using the visual aids for support
 - d. Visual aids are distributed around the community and posted in common meeting places (markets, town squares, etc.)
 - e. Visual aids are used to perform live demonstrations?
6. Phase 3: Video/audio production

- a. Video production begins ASAP utilizing information gathered from community members, visual aids, social media engagement, and on-going research (WHO, UNICEF, Nepalese Government Organizations)
- b. Once video production concludes, videos will be posted on social media, run on t.v., audio version will be run on radios/podcasts in Nepali, video/audio will be played (when/if possible) in common public places

<i>Project</i>	<i>Activity</i>	<i>Week</i>	<i>Hours</i>
<i>Research Learners</i>	<i>Learner Personas</i>	<i>06/21/2020</i>	<i>40</i>
<i>Brainstorm and Determine Learning Goals</i>	<i>Solution Design</i>	<i>06/28/2020</i>	<i>15</i>
<i>Prototype Learning Materials</i>	<i>Consult with Community Members</i>	<i>07/01/2020</i>	<i>10</i>
	<i>1st Round of Iteration + Feedback</i>	<i>07/06/2020</i>	<i>32</i>
	<i>2nd Round of Iteration + Feedback</i>	<i>07/09/2020</i>	<i>32</i>
	<i>Additional Iterations (If necessary/time)</i>	<i>07/10/2020</i>	<i>15</i>
<i>Phase 1: Social Media Campaign</i>	<i>Initial Posts of Prototyped Materials</i>	<i>07/12/2020</i>	<i>10</i>
	<i>Any Necessary Reiteration Based on Feedback</i>	<i>07/16/2020</i>	<i>15+</i>
	<i>Community Volunteers Promote and Post</i>	<i>07/17/2020</i>	<i>15 per/week (~165)</i>
<i>Phase 2: Visual Aids</i>	<i>Train Volunteers</i>	<i>08/01/2020</i>	<i>32</i>

	<i>with Visual Aids</i>		
	<i>Volunteers Educate Community Members with Visual Aids</i>	<i>08/09/2020</i>	<i>10</i>
	<i>Visual Aids Distributed throughout Community</i>	<i>08/15/2020</i>	<i>15 per/week (~38)</i>
<i>Phase 3: Video/Audio Production</i>	<i>Video/Audio Production</i>	<i>08/01/2020</i>	<i>120</i>
	<i>Video/Audio Utilized</i>	<i>08/23/2020</i>	<i>10 per/week (~60)</i>
<i>Total Hours</i>			<i>544</i>

Communication Plan

Project Tracking & Management Plan

We will utilize the project management tool called, [Monday](#), which allows real-time collaborative remote work by having project updates visible to everyone on the team in the form of accessible charts, graphs and schedules. Additionally, Monday allows for other programs, such as Outlook, to be integrated and has high visibility for project tracking and time management. As exhibited in our [project management schedule](#), these tasks will be outlined in the Monday program in the form of a project plan that both K&K Designs and V4ACTION can access. With daily reviews and weekly check-ins, in conjunction with Monday, our project tasks will stay on schedule and deadlines will remain attainable.

Regarding managing resources, our ID team will take the lead on planning weekly meetings with V4ACTION, managing the project schedule and determining that proper resources are in place. As V4ACTION has planned for learning solution resources within their budget, such as for our vetted learners, trainers for the live demonstrations, social media and visual aid/video distribution, continuous communication will maintain the project's path.

Communication prior to the solution

Prior to the learning solutions being deployed, our ID team, K&K Designs, will communicate with V4ACTION primarily by email, including any necessary document exchange. We will have weekly one hour Zoom video conference calls that will be scheduled at V4ACTION's convenience to update them on our progress. During our weekly updates, V4ACTION may provide feedback about the previously provided solutions and documents, requesting any clarifications and needed revisions. Furthermore, feedback and requests can be submitted at any time via email, Slack instant message, phone or video conference.

Two weeks prior to phase one of our solution design, where social media will be implemented, the learners who have been vetted and chosen by V4ACTION will be contacted at a weekly in-person small group discussion at our Chabahil Community Center. Their feedback will be utilized to finalize our solution design prototypes and then roll out for our initial solution phases.

Communication during the solution

Communication during the implementation of our three solution design phases (social media, visual aids, and video) will be primarily with feedback from our learners. Learners will be asked to access feedback surveys, which can be accessed online or in-person paper format, after the first week of each phase to provide us with the Chabahil community's thoughts on the success of each COVID-19 awareness solution. Any necessary revisions based on learners feedback will occur immediately during the second week of each phase.

Additionally, V4ACTION will continue to be updated on our ID team's progress with each phased solution implementation via bi-monthly Zoom conferences. We are always accessible by email, Slack instant message, or phone, also.

Communication after the solution

After all three phases of the solution design have been implemented, our ID team will request that all learners complete a post-implementation feedback survey, which will once again be accessible either online or in paper format. The survey will gauge community opinion on the success and awareness of each phase. Additionally, we will utilize local medical case numbers of COVID-19 to evaluate the success of our solution design. After analysis of our learner's feedback and COVID-19 case number trends, these results will be shared with the V4ACTION president and director-level leadership team. Their feedback will be used for revisions to the solution design, and possible future projects with V4ACTION, as well as similar projects with other organizations.

Summary

After reviewing the needs of our Chabahil learners and V4ACTION through a knowledge gap analysis and developing learner personas profile and determining solution designs, it was decided that visual resources would be best to implement with the residents of Chabahil. Through our [project management schedule](#), K&K Designs will be able to stay aligned with the proposed schedule, while V4ACTION will have real-time communication on the project's progress.

The solution design to implement visual graphics and share to the community via social media, encompasses the first phase of our solution. After phase one's launch, our vetted learners will share COVID-19 visual resources throughout the community verbally, through poster campaigns and social media. Finally, a resource video will be shared throughout Chabahil and Kathmandu. The learners will be able to fill knowledge gaps from the learning solution resources and through this multi-phase solution, which will help lessen the spread of COVID-19 throughout Chabahil. As the solutions are time-sensitive, the multi-phase solutions also create continuous resources aligned with prioritized projects determined by our [decision matrix](#) during analysis.

By the conclusion of our phased solution design, our ID team plans to continue to follow-up with V4ACTION and medical experts to determine the long-term effect of the COVID-19 resources. For an additional period of six months, K&K Designs will conduct regular follow-ups to V4ACTION by reviewing social media and video analytics, providing V4ACTION with data on these different platforms. This follow-up period will be extended if a need arises. Furthermore, the number of COVID-19 cases will help determine how effective our learning solutions were in reducing the number of virus contractions throughout Chabahil. Therefore, continued communication and analytics will propel the learning process for our learners, V4ACTION and K&K Designs.

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Appendix

Appendix A: Learner Persona - Vivi Gurung

Discovery (*entering the learner's world*) –

What is his/her background?


In 2020, the population of Nepal is 29,121,556 people, with Kathmandu as the largest populated city (1,442,271 people) in the country. The largest age group for females in Nepal is age 21, accounting for 342,900 people, while the largest age group for males in Nepal is age 18, accounting for 324,600 people. Nepal has many ethnicities and although Nepali is the official language (44% of the population), there are more than a dozen other languages present in the country. Furthermore, literacy rates for those over 15 years of age encompasses approximately 64% of Nepal (World Populations Review, 2020). And, 45% of Nepal's population lives below the poverty line (World Health Organization, 2020). Based on the most prominent demographics from the World Population Review, the Learner Persona that we'll outline for COVID-19 Awareness in Nepal is for Vivi Gurung:

Vivi grew up and has lived her entire life in the Chabahil neighborhood of Kathmandu, Nepal, where she is the oldest of five children. As many adults around her age, 21, Vivi lives at home with family and therefore, also helps with household duties, taking care of her younger siblings and working in the family tool shop. Although her highest educational level is elementary and she has little to no knowledge of proper sanitation and medical methods, Vivi is a dedicated member of her community. She often

K&K Designs Presents

COVID-19 Awareness in Nepal

Learner Personas: Vivi Gurung



Name: Vivi Gurung
Gender: Female
Age: 21
Location: Chabahil, Kathmandu, Nepal
Occupation: Tool Shopkeeper
Languages spoken: Nepali
Marital Status: Single
Education: Elementary
Family: Oldest child of five, lives at home
Attitude: Early Adopter

Behaviors:
 Works in the family tool store as a shopkeeper normally
 Helps the family with younger siblings care
 Helps Chabahil children with house chores

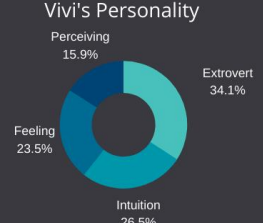
Needs/Pain Points:

- Little to no money (lives below poverty line)
- Slow and minimal internet access
- Low access to clean drinking water & sanitary tools
- Low literacy rate
- No knowledge of safety/sanitation against COVID-19

Motivation:

- Desire to help community members be happy/healthy
- Fear and stress/worry over virus repercussions
- Desire to grow and learn about techniques to share with community

Vivi's Personality



Personality Type	Percentage
Extrovert	34.1%
Intuition	26.5%
Feeling	23.5%
Perceiving	15.9%

strives to help her community under normal circumstances by helping neighborhood children with their house chores and giving life advice. Vivi is fluent in Nepali and although she has a minimal literacy rate, she's dedicated to her family's safety and helping to educate her community on COVID-19. She's extroverted and has many friends in Chabahil, therefore she can help connect community members with COVID-19 knowledge easily.

What experience does he/she have in the organization and/or field?

Vivi has no previous experience with COVID-19 as the infectious disease was first discovered in December 2019 in Wuhan, China, later being declared a pandemic by the World Health Organization (World Health Organization, 2020). The pandemic is an unprecedented event that has not been seen during Vivi nor her family's lifetimes since the most relatable pandemic was the Spanish Flu in 1918.

Photo: Pexels by Rimal Ranabhat



Moreover, in Nepal, “In terms of health care, 5.8% of the GDP is spent on the health sector, resulting in a physician density” (World Population Review, 2020) where physicians are in limited numbers. Knowledge of and ability to access proper health care is limited, as 73% of Nepal's population lacks access to sanitation and 30% lack access to safe drinking water (World Health Organization, 2020).

Therefore, in addition to Vivi not being knowledgeable on COVID-19, she's also unaware of proper sanitation methods. It's difficult on a day-to-day basis for Vivi to have access to clean drinking water and she rarely has the ability to receive regular medical care.

Furthermore, Vivi has no experience with V4ACTION (Volunteer for Action), the organization tasked with training our learner on how to stop the spread of COVID-19. V4ACTION is comprised of several agencies: WHO (World Health Organization), UNICEF (United Nations Children's Fund), UNDP (United Nations Development Program) and the UNRC Nepal (United Nations Resident Coordinator in Nepal). Together, these agencies that are assisting V4ACTION's goal to spread awareness of COVID-19 will be utilizing local motivated individuals, like Vivi, who speak the local language and are willing to help their communities.

What's unique about their specific reality?

Due to the ending of the unilateral insurgent ceasefire on January 2, 2006, various violent incidents have occurred across Nepal caused by an armed Maoist insurgency. Violence from the insurgency affects more than 80% of the countryside and has caused more than 12,000 deaths across Nepal. Most uniquely, the insurgency targets health care buildings and the learner's inability to access healthcare normally (1 doctor per 18,000 of the population) could be exacerbated due to the insurgency and influx in health needs due to COVID-19 (World Health Organization, 2020). Vivi and her family have witnessed the insurgency bombing and looting nearby health centers in Kathmandu and nearby cities over the years. Therefore, they're very aware of the insurgency's ability to threaten their access to health care and the possibility of violence. This adds an additional layer of threat to COVID-19 for Vivi and her family.

Additionally, the highest distribution of confirmed COVID-19 cases by age range in Nepal is 21-30 years old with over 3,093 confirmed cases or over 37% of the total confirmed cases (Government of Nepal Ministry of Health and Population, 2020). This is particularly unusual in comparison with the overall global distribution of confirmed COVID-19 cases, which indicates that the highest number of confirmed cases by age range is 50-59 years old (World Health Organization, 2020). This factor would put Vivi in the category of the highest risk for COVID-19 in Nepal. Moreover, it is reported that as of June 12, 2020, only about 17% of confirmed COVID-19 cases in the 21-30 age range had been discharged, which may indicate higher risk of extended illness, lack of proper treatment, or other lack of safety measures taken (Government of Nepal Ministry of Health and Population, 2020). This data shows that Vivi is at possible extended risk of illness if she were to contract the virus. Thus, she must stay vigilant about proper measures to take against contracting COVID-19.

Furthermore, misinformation is prevalent in Nepal and previous cases of spreading misinformation through fake news websites and rumors have been reported. Most notably, the Nepal Army has previously issued press statements to reduce fake news spreading stating, "Nepal Army operates as per the constitution, Army Act and as per the government's order" (myRepublica, 2019). Concerns over COVID-19 misinformation in Nepal are valid since fake news is prevalent. This could be an obstacle preventing misinformation to Vivi, her Chabahil neighborhood and the Kathmandu community. Additional measures must be taken to teach Vivi how to determine a proper COVID-19 news source versus fake news.

Immersion (*wandering around the learner’s world and taking his/her point of reference*) –

What is the learner’s role in the organization?

Because Vivi is both a representation of the largest group of females and is within the age range of highest risk, she is one of the most essential people to educate. This is particularly the case because Vivi lives below the poverty line and has little to no education, making it unlikely that she will be able to access the proper information or resources needed to protect herself. By V4ACTION educating Vivi, she will then be able to share her knowledge with other high risk people in her Chabahil community. She will also be an asset as she speaks fluent Nepali, is embedded within the target community, and is able to connect and empathize with the Chabahil and Kathmandu community members since she shares their circumstances. Although V4ACTION has some bilingual training members, Vivi’s fluency in the local language will be pivotal in educating others in Chabahil. And, since Vivi is very motivated to help her family and other friends in Chabahil, she is determined to learn about COVID-19 accurately in order to help lessen the threat of illness and death from the virus.

Munankarmi

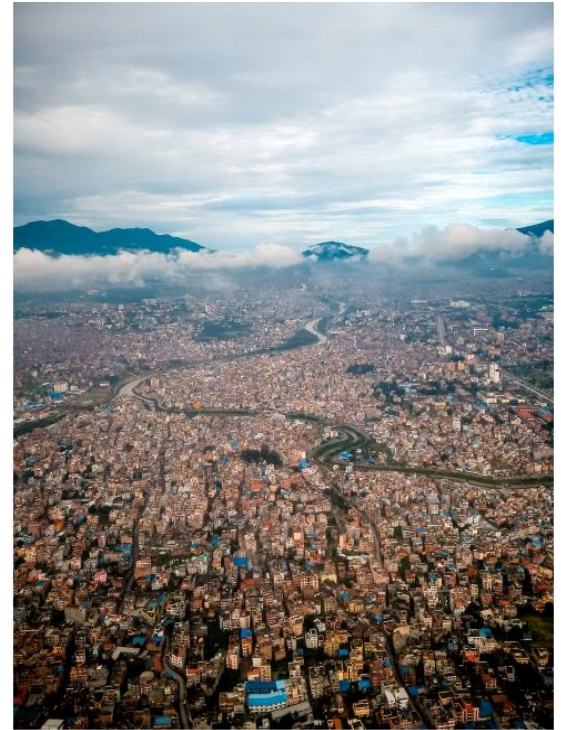


Photo: Pexels by Pritush

There is also hope that by educating Vivi and by having her share her newly acquired knowledge, that community action can be taken to help solve some of the issues preventing safety and wellness in light of Coronavirus such as access and knowledge of proper sanitation, COVID-19 testing and treatment, reliable information, and so on. The ultimate goal is to provide enough accurate information and resources to Vivi, and other local volunteer learners, to help prevent the spread of COVID-19 in Chabahil, Kathmandu and the whole of Nepal.

How does he/she fit into the effort of meeting organizational goals?

Vivi will help provide perspective and translation services in the effort to spread awareness among the people of Chabahil with accurate and verified COVID-19 information from V4ACTION. She will also help spread information and resources provided by V4ACTION to others within her community. She could also be pivotal in

inspiring others in her community to join the effort. Again, since Vivi has strong ties and knows most people in her Chabahil community, she's very motivated to help her friends, family and community fight against COVID-19.

In addition, by educating Vivi, she will then be able to take the necessary precautions and safety measures to help prevent further spread of the virus. She can then share techniques with her friends, family and begin to spread accurate information across Chabahil.

Connection (*resonating with the learner*) –

What is happening with the learner?

Due to Vivi's elementary educational level, resulting in a lower literacy rate, widespread awareness of health care issues and national communications have been difficult to obtain in previous Chabahil communal situations. Concerning COVID-19, Vivi's feelings around this pandemic resonate across the globe with a mixture of fear, stress/worry, desire to help local communities and/or determination to gain knowledge on COVID-19 preventative measures. Vivi is very worried about her family getting sick from the virus and if they were to contract COVID-19, how they would get medical help with limited doctors in Chabahil and threats to local Kathmandu medical centers from the insurgency. Additionally, Vivi's family has lost most of their income as they're not able to have their family tool shop open during COVID-19, due to risks from the virus. This is significant stress and worry to Vivi and her family as their income is minimal currently.



Photo: Pexels by Volker Meyer

Based on Vivi's background and being situated in the highest risk demographic in Nepal, she has a high desire to become more knowledgeable on COVID-19, as well as helping to spread accurate information to her Chabahil community in Kathmandu. With the communal interest in the well-being of the whole compared to most Western society's focus on the individual, Vivi is focused on helping the whole of Chabahil, Kathmandu and beyond to other regions in Nepal. For example, in Nepal, "when people meet for the first time, they often ask each other questions about who they are and where they are from. In a town like Kathmandu, many people have known each other and their families for years. Often, a stranger will turn out to know family members. This gives people a sense of place

and belonging to each other” (Kul Techno Lab and Research Center, 2019). Since Vivi grew up in Chabahil, still living in her family home, she’s very ingrained already in the community and as an extrovert, she knows many families and locals in the area. Thus, Vivi will have the ability to extend V4ACTION’s training to everyone she knows, which will then work in a ripple effect as those individuals will be able to spread accurate information to family and friends.

Almost half of Nepal’s population, 45%, lives below the poverty line (World Health Organization, 2020). With widespread poverty and a lack of sanitation, clean drinking water and physicians/health care services, Vivi, along with other Nepalese people, has a high desire to help each other survive. The sense of community is deep-rooted in the Nepalese culture, and thus, Vivi has determination to learn about COVID-19 and to help spread awareness to others.

What is his/her specific performance, knowledge, and skills gap?

Vivi has several knowledge gaps, which V4ACTION aims to eliminate through our awareness campaign, which will include improving -

- Awareness of accurate information regarding COVID-19
- Analyzing skills required to determine whether or not information is real or fake
- Research skills needed to find reliable information about COVID-19
- Knowledge of appropriate resources and actions needed to prevent/lessen the spread of COVID-19

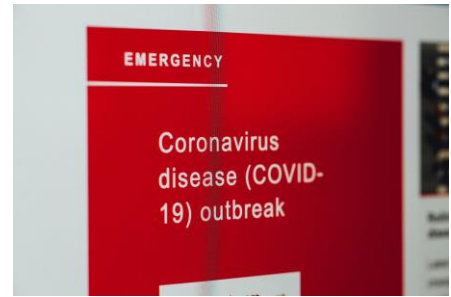
Although Vivi has little to no education, thereby resulting in a low literacy level, general community-wide education can be implemented to help educate her. Easily accessible graphics and videos, will help train Vivi on COVID-19, to help resolve learning gaps.

How is it impacting his/her daily performance?

Because Vivi lacks accurate information regarding COVID-19, as well as resources and knowledge of appropriate actions needed to prevent the spread of the virus, she could be putting herself, as well as her family and Chabahil community members, at a higher risk for contracting COVID-19:

Photo: Pexels by Markus Spiske

- By not implementing proper sanitation, such as hand washing, covering mouth when coughing (i.e. wearing a proper mask), and social distancing
- Not following CDC guidelines for distancing (i.e. 6 feet apart) and refusing to shelter-at-home, quarantine, etc.
- Spreading no information on COVID-19 health and safety or spreading inaccurate information to the community



The goal is to prevent the spread of COVID-19 in Chabahil and throughout Kathmandu and Nepal. Thus, educating Vivi and other learners in her community will lessen the stress/worry surrounding the virus by arming them with accurate information, knowledge and resources to share with her family and Chabahil.

Detachment (*leaving the learner's world and designing with learner's perspective*) –

What learning solution would respond to the learner's needs?

- Focusing on more visual (infographics, videos, pictures) and audio representations of information that have a wide range of accessibility due to poverty (lack of internet, mobile devices, tvs, etc.) and low education (might not have the literacy skills to read reports or information).
- Providing demonstrations of safety precautions (i.e. videos about social distancing, small-community gatherings demonstrating hand-washing techniques, posters demonstrating preventative steps or symptoms)
- Providing lessons on how to detect false information through visual aids, lectures, videos directions, etc.



Photo: Pexels by cottonbro

What are the advantages and disadvantages of each learning solution?

Advantages-

- Visual and audio representations will provide access to a broader audience and will help educate more people thus potentially leading to a lower spread of the virus.
- More education could lead to more community action in terms of health and wellness measures. (i.e. sewing more masks, more sanitation effort in public places, further support of hospitals and/or ICU wards, etc.)
- Providing information on how to detect misinformation could help cut down on the spread of false information keeping others safer.

Disadvantages-

- Past misinformation could prevent a level of trust in the information provided.
- Due to poverty and low education, it might be a barrier to providing access to the materials, which would then require more in-person learning, which heightens risk factors of COVID-19 and reaches fewer people.
- Even with more education, there might not be enough time or resources to aid with treatment of COVID-19; People might be more cautious, but it won't necessarily lead to better hospital care.

What are the potential consequences of each solution?

Positive-

As previously mentioned, a wider spread of accurate knowledge to the citizens of Chabahil and Kathmandu would be possible with the learning solutions. This would result in fewer cases of COVID-19 contractions and deaths. The goal by spreading accurate information and providing resources is to keep the Chabahil community aware of how to prevent COVID-19, as well as how to identify if they do get sick and what to do if this occurs. The positive consequences include higher knowledge of COVID-19 and the ability to keep COVID-19 numbers low through social distancing, masks and sanitary recommendations, although through visually-focused resources due to lower literacy levels. A sense of community will continue to expand with knowledge sharing.

Negative-

There are no foreseeable negative consequences from the learning gap solutions. Any accurate information is considered a growth in knowledge and contributes to the health and safety of the Chabahil community and beyond in Kathmandu and Nepal.

Appendix B: Storyboard Draft

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Social Media Campaign Introduction	Screen 1 of 17	Date: 7/9/2020
<p style="text-align: center;">V4ACTION presents COVID-19 Awareness in Nepal</p> <div style="text-align: center; border: 1px solid gray; width: 150px; height: 80px; margin: 20px auto;"> <p style="text-align: center;">V4ACTION logo</p> </div> <p>Learning Objective: You will be able to demonstrate the four main sanitary/safety procedures to combat COVID-19 after today's video!</p>			<p>Navigation Info</p> <p><u>Play/Pause Button:</u> Start/stop video</p> <p><u>Photos:</u> V4ACTION logo</p>
			<p>Media Information</p> <p><u>Time:</u> ~1 minute</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Welcome to V4ACTION's interactive video on COVID-19 awareness in Nepal. Today, we'll focus on learning about the four main sanitary/safety procedures to combat the virus. You'll be asked to participate in social media activities throughout the video."</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: COVID-19 Numbers & Background	Screen 2 of 17	Date: 7/9/2020
<p>COVID-19 and Safety and Sanitary Procedures</p> <div style="text-align: center; border: 1px solid gray; width: 200px; height: 150px; margin: 20px auto;"> <p style="text-align: center;">infographic/visual aid</p> </div> <p>#NepalCOVIDsafety #नेपालकोभिडसुरक्षा</p>		<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> Visual aid or infographic representing COVID-19 data/ data regarding safety/sanitary procedures</p>	
		<p>Media Information</p> <p><u>Time:</u> ~2 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>	
<p><u>Audio:</u> "Please take a moment to review the visual aid,highlighting statistics and its importance for instruction in English and Nepali. We'll review data from COVID-19 cases in Nepal, wearing a mask vs. not, and additional health & safety information on safety procedures and their impact on COVID-19 prevention".</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: How to Video Record for Activities	Screen 3 of 17	Date: 7/9/2020
<p>Video Recording Help!</p> <p>Recording: After learning each safety procedure in this video, you'll be prompted to record yourself demonstrating the task. We'll teach you how to record here and then after each mini-lesson, we'll prompt you to post to social media and show you how.</p> <p>Assessment: You'll be formally assessed by successfully posting each of the four safety procedures to social media with proper techniques. Our trainers will communicate your success directly with you via social media.</p>			<p>Navigation Info</p> <p><u>Play/Pause Button:</u> Start/stop video</p> <p><u>Photos:</u> Step-by-step of how to record and go to social media</p> <p>Media Information</p> <p><u>Time:</u> ~5 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "After learning each safety procedure in this video, you'll be prompted to record yourself demonstrating the task. We'll teach you how to record here and then after each mini-lesson, we'll prompt you to post to social media and show you how. Let's go!"</p>			

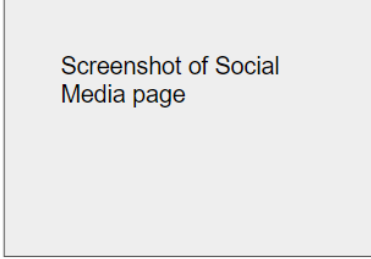
Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Wearing a Mask: A Visual	Screen 4 of 17	Date: 7/9/2020
<p>Wearing a Mask</p> <p>Infographic of proper ways to wear a mask</p>			<p>Navigation Info</p> <p><u>Play/Pause Button:</u> Start/stop video</p> <p><u>Photos:</u> Detailed infographic with mask types, how to wear a mask and benefits listed</p> <p>Media Information</p> <p><u>Time:</u> ~2 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Please take a moment to review the infographic on how to properly wear a mask to combat COVID-19, including mask material and the benefits of wearing a mask..."</p>			

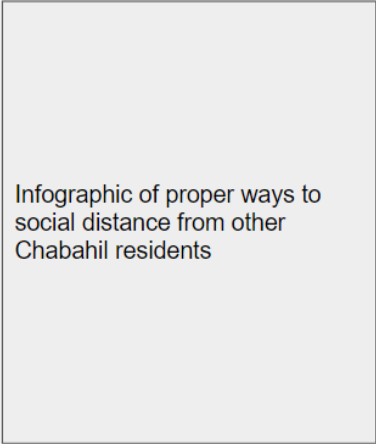
Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Instructional Video: Wearing a Mask	Screen 5 of 17	Date: 7/9/2020
<h2>How to Wear a Mask Properly</h2> <div style="border: 1px solid gray; width: 100%; height: 150px; display: flex; align-items: center; justify-content: center;"> <p>Demonstration of putting a mask on properly and where to wear it</p> </div>			<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> video of demo for wearing a mask appropriately</p> <hr/> <p>Media Information</p> <p><u>Time:</u> ~2.5 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Here is the procedure of putting on a mask properly in both English and Nepali. We'll go into the dos and don'ts of wearing a mask and the impact of each..."</p>			

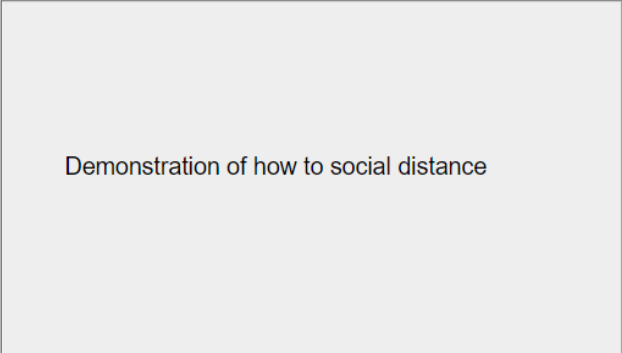
Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Wearing a Mask: Social Media	Screen 6 of 17	Date: 7/9/2020
<p>Be Sure to Post it!</p> <p>#NepalCOVIDsafety</p> <p>#नेपालकोभिडसुरक्षा</p> <p>We'll assess your safety/sanitary technique after you post with a hashtag listed above!</p>			<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> picture of the hashtags and social media site</p> <hr/> <p>Media Information</p> <p><u>Time:</u> ~1 minutes</p> <p><u>Hashtag:</u> #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा</p> <p><u>Social Media:</u> V4ACTION SM</p>
<p><u>Audio:</u> "Now it's time to pause the video to go practice. Be sure to record yourself and post it to your social media or on our social media using the hashtags #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा."</p>			

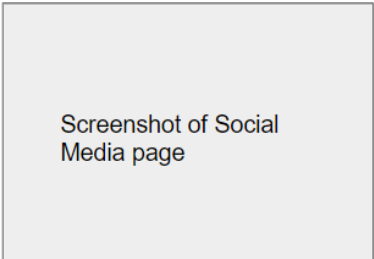
Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Hand Washing: A Visual	Screen 7 of 17	Date: 7/9/2020
<h2>Hand Washing</h2> <div style="border: 1px solid gray; padding: 10px; text-align: center;"> <p>Infographic of proper ways to wash your hands</p> </div>			<p>Navigation Info</p> <p><u>Play/Pause Button:</u> Start/stop video</p> <p><u>Photos:</u> Detailed infographic with how to wash your hands, soap types, etc.</p> <hr/> <p>Media Information</p> <p><u>Time:</u> ~2 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Please take a moment to review the infographic on how to properly wash your hands to combat COVID-19, including proper soap, best water access practices and more...."</p>			

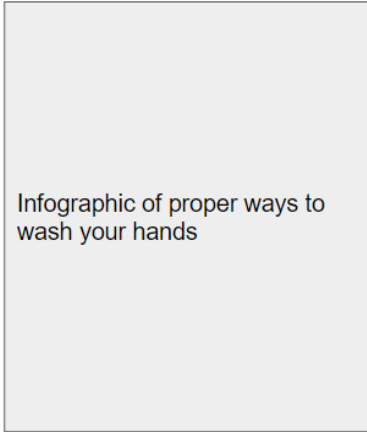
Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Instructional Video: Hand Washing	Screen 8 of 17	Date: 7/9/2020
<h2>How to Wash Hands Properly</h2> <div style="border: 1px solid gray; padding: 10px; text-align: center;"> <p>Demonstration of proper technique to wash hands</p> </div>			<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> video of demo for washing hands appropriately</p> <hr/> <p>Media Information</p> <p><u>Time:</u> ~2.5 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Please watch for methods for washing hands properly in both English and Nepali. We'll discuss the do's and don't's of washing hands and the impact of each...."</p>			

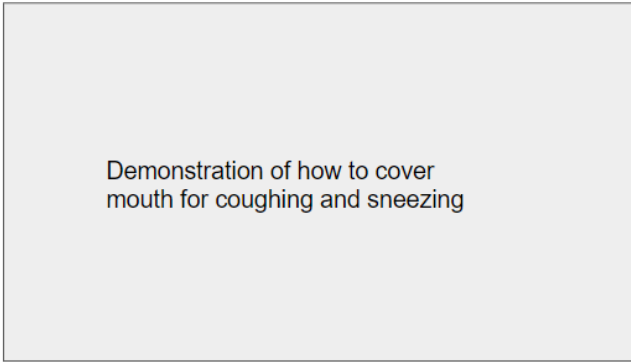
Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Hand Washing: Social Media	Screen 9 of 17	Date: 7/9/2020
<p>Be Sure to Post it!</p> <p>#NepalCOVIDsafety</p> <p>#नेपालकोभिडसुरक्षा</p> <p>We'll assess your safety/sanitary technique after you post with a hashtag listed above!</p>			<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> picture of the hashtags and social media site</p>
			<p>Media Information</p> <p><u>Time:</u> ~1 minute</p> <p><u>Hashtag:</u> #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा</p> <p><u>Social Media:</u> V4ACTION SM</p>
<p><u>Audio:</u> "Now it's time to pause the video to go practice. Be sure to record yourself and post it to your social media or on our social media using the hashtags #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा."</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Social Distancing: A Visual	Screen 10 of 17	Date: 7/9/2020
<p>Social Distancing</p> <p>Infographic of proper ways to social distance from other Chabahil residents</p>			<p>Navigation Info</p> <p><u>Play/Pause Button:</u> Start/stop video</p> <p><u>Photos:</u>Detailed infographic demonstrating proper ways to social distance</p>
			<p>Media Information</p> <p><u>Time:</u> ~2 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> Please take a moment to review the infographic on how to properly social distance to combat COVID-19, including minimum distance, effects of the environment and"</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Instructional Video: Social Distancing	Screen 11 of 17	Date: 7/9/2020
<h2>How to Properly Social Distance</h2>  <p>Demonstration of how to social distance</p>			Navigation Info <u>Play/Pause Buttons:</u> Start/Stop video <u>Photos:</u> video of demo for appropriately social distancing
			Media Information <u>Time:</u> ~2.5 minutes <u>Hashtag:</u> N/A <u>Social Media:</u> N/A
			<u>Audio:</u> "We'll be watching the video for the procedure for social distancing properly in both English and Nepali. Then, we'll continue talking about the dos and don'ts of social distancing and the impact of each. "

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Social Distancing: Social Media	Screen 12 of 17	Date: 7/9/2020
<h2>Be Sure to Post it!</h2> <p>#NepalCOVIDsafety</p> <p>#नेपालकोभिडसुरक्षा</p> <p>We'll assess your safety/sanitary technique after you post with a hashtag listed above!</p>  <p>Screenshot of Social Media page</p>			Navigation Info <u>Play/Pause Buttons:</u> Start/Stop video <u>Photos:</u> picture of the hashtags and social media site
			Media Information <u>Time:</u> ~1 minute <u>Hashtag:</u> #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा <u>Social Media:</u> V4ACTION SM
			<u>Audio:</u> "Now it's time to pause the video to go practice. Be sure to record yourself and post it to your social media or on our social media using the hashtags #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा."

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Covering your Mouth: A Visual	Screen 13 of 17	Date: 7/9/2020
<p>Covering your Mouth</p>  <p>Infographic of proper ways to wash your hands</p>			<p>Navigation Info</p> <p><u>Play/Pause Button:</u> Start/stop video</p> <p><u>Photos:</u> Detailed infographic demonstrating proper ways to social distance</p>
			<p>Media Information</p> <p><u>Time:</u> ~2 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Please take a moment to review the infographic on how to properly cover your mouth when coughing to combat COVID-19, including facts about how germs spread if you don't utilize this method...."</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Instructional Video: Covering Mouth	Screen 14 of 17	Date: 7/9/2020
<p>How to Cover your Mouth while Coughing or Sneezing</p>  <p>Demonstration of how to cover mouth for coughing and sneezing</p>			<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> video of demo for appropriately covering one's mouth while coughing and sneezing</p>
			<p>Media Information</p> <p><u>Time:</u> ~2.5 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Let's discuss the procedure for covering one's mouth properly while coughing/sneezing in both English & Nepali. We'll also discuss the dos and don'ts of covering one's mouth and the impact of each."</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Covering Mouth: Social Media	Screen 15 of 17	Date: 7/9/2020
<p>Be Sure to Post it!</p> <p>#NepalCOVIDsafety</p> <p>#नेपालकोभिडसुरक्षा</p> <p>We'll assess your safety/sanitary technique after you post with a hashtag listed above!</p>			<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> picture of the hashtags and social media site</p> <p>Media Information</p> <p><u>Time:</u> ~1 minute</p> <p><u>Hashtag:</u> #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा</p> <p><u>Social Media:</u> V4ACTION SM</p>
<p><u>Audio:</u> "Now it's time to pause the video to go practice. Be sure to record yourself and post it to your social media or on our social media using the hashtags #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा."</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Additional COVID-19 Resources	Screen 16 of 17	Date: 7/9/2020
<p>Additional Resources</p> <p>List of local Chabahil and Kathmandu resources for COVID-19, food and water access help, etc.</p>			<p>Navigation Info</p> <p><u>Play/Pause Button:</u> Start/stop video</p> <p><u>Photos:</u> Resource list for local Chabahil resources</p> <p>Media Information</p> <p><u>Time:</u> ~2 minutes</p> <p><u>Hashtag:</u> N/A</p> <p><u>Social Media:</u> N/A</p>
<p><u>Audio:</u> "Take a moment to review our local Chabahil resources for COVID-19, including medical care, access to food and water, financial assistance and more..."</p>			

Project Name: V4ACTION COVID-19 Awareness Video	Screen ID: Thank You!	Screen 17 of 17	Date: 7/9/2020
<p>Thank You!</p> <div data-bbox="263 420 623 701" style="border: 1px solid gray; padding: 10px; width: fit-content;"> <p>Video of thank you dialogue from V4ACTION employee</p> </div> <p style="margin-left: 200px;">Stay in Touch!</p> <p style="margin-left: 200px;">#NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा</p> <p style="margin-left: 200px;">V4ACTION SM</p> <p style="margin-left: 200px;">Contact information</p>		<p>Navigation Info</p> <p><u>Play/Pause Buttons:</u> Start/Stop video</p> <p><u>Photos:</u> video of V4ACTION employee granting thanks to participants</p> <hr/> <p>Media Information</p> <p><u>Time:</u> ~1.5 minutes</p> <p><u>Hashtag:</u> #NepalCOVIDsafety and/or #नेपालकोभिडसुरक्षा</p> <p><u>Social Media:</u> V4ACTION SM</p>	
<p><u>Audio:</u> "Thank you for taking the time to watch our video and post your responses. We hope that you will continue to share this information with your community members and help us prevent the spread of the COVID-19. You can keep engaging with V4ACTION through the Social Media page or website. Reach out!"</p>			

Appendix C: Storyboard Visual Mock-Up

V4ACTION presents COVID-19 Awareness in Nepal




Learning Objective:

You will be able to demonstrate the four main sanitary/safety procedures to combat COVID-19 after today's video!

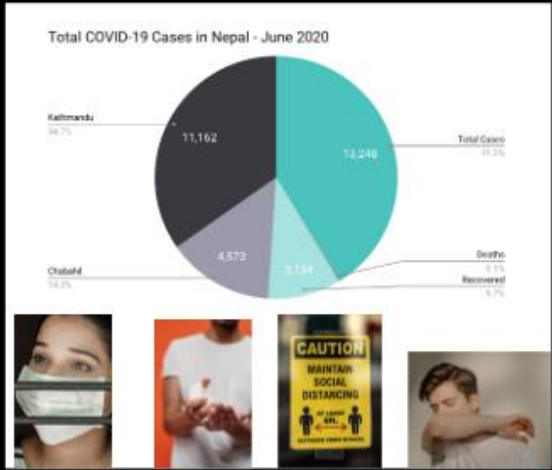
COVID-19 Numbers & Background

COVID-19 and Safety and Sanitary Procedures

#NepalCOVIDsafety
#नेपालकोभिडसुरक्षा



Total COVID-19 Cases in Nepal - June 2020



Region	Percentage	Cases
Kathmandu	34.7%	11,162
Chitwan	14.2%	4,573
Total Cases	41.2%	13,248
Dhaulagiri	0.1%	315
Bhanuwarti	0.1%	315

Video Recording Help!

Recording: After learning each safety procedure in this video, you'll be prompted to record yourself demonstrating the task. We'll teach you how to record here and then after each mini-lesson, we'll prompt you to post to social media and show you how.

Assessment: You'll be formally assessed by successfully posting each of the four safety procedures to social media with proper techniques. Our trainers will communicate your success directly with you via social media.



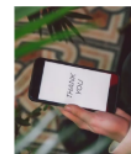
1. Mobile/Tablet/Laptop/Etc.



2. Navigate to your camera/record function



3. Select "record" & save!



Wearing a Mask

How to properly wear a mask



1. Wrap mask loops behind ears



2. Make sure there is no space



3. Be safe!



How to Wear a Mask Properly Video



Be Sure to Post it!

#NepalCOVIDsafety

#नेपालकोभिडसुरक्षा

We'll assess your safety/sanitary technique after you post with a hashtag listed above!



Instagram!



Twitter!



Our V4ACTION Social Media Accounts:



Hand Washing

How to properly wash your hands



1. Using soap and water



2. Scrub vigorously for 30 seconds



3. Be safe!



How to Wash Your Hands Properly



Be Sure to Post it!

#NepalCOVIDsafety

#नेपालकोभिडसुरक्षा

We'll assess your safety/sanitary technique after you post with a hashtag listed above!



Instagram!



Twitter!



Our V4ACTION Social Media Accounts:



Social Distancing

How to properly social distance



1. Stay at least 2 meters apart



2. 5 meters plus is better



3. Be safe!



How to Properly Social Distance



Be Sure to Post it!

#NepalCOVIDsafety

#नेपालकोभिडसुरक्षा

We'll assess your safety/sanitary technique after you post with a hashtag listed above!



Instagram!



Twitter!



Our V4ACTION Social Media Accounts:



Covering Your Mouth

How to properly cover your mouth when coughing



1. Cover your mouth



2. Use your elbow or a tissue



3. Be safe!



How to Cover Your Mouth When Coughing



Be Sure to Post it!

#NepalCOVIDsafety

#नेपालकोभिडसुरक्षा

We'll assess your safety/sanitary technique after you post with a hashtag listed above!



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Additional Resources

Local Chabahil Assistance
Kathmandu, Nepal

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[कोरोनाभाइरसको दौरान धार्मिक सेवाहरू।](#)

[Religious Services](#)

[मानसिक स्वास्थ्यलाई प्राथमिकतामा राख्नुहोस्।](#)

[Mental Health](#)

[यासको लागि विपनीयता नीमत.](#)

[COVIDSafe App](#)

[हरमे हेरचाह गर्नु ठिकै हो](#)

[Home Care](#)

Thank You & Stay in Touch!



www.V4ACTION.com

#NepalCOVIDsafety and/or
#नेपालकोभिडसुरक्षा

