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EVALUATION REPORT  
NORAD PROJECT 15: DEVELOPMENT AND PRODUCTION  
OF TRAINING AND EDUCATION MATERIALS

Volume I

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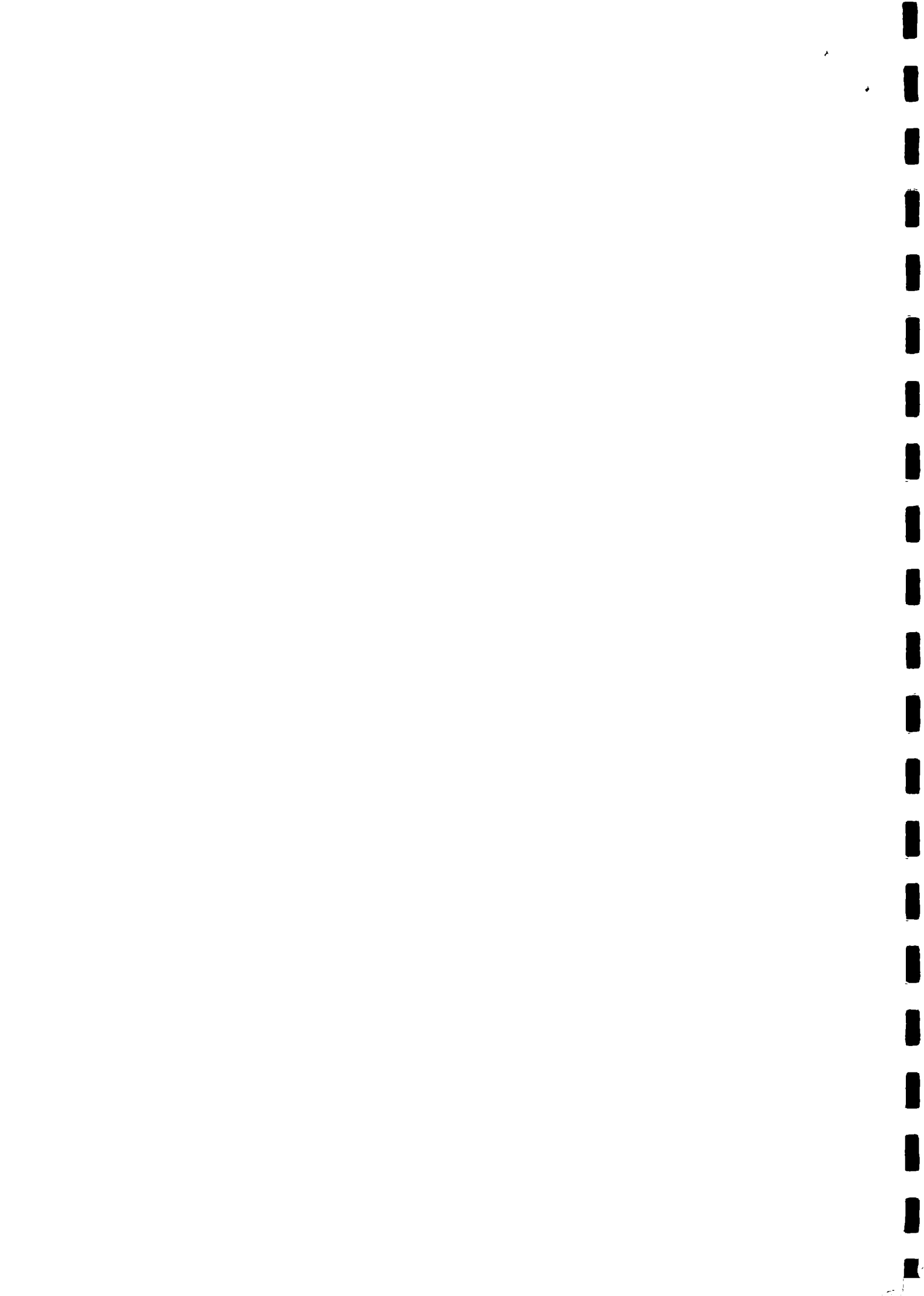


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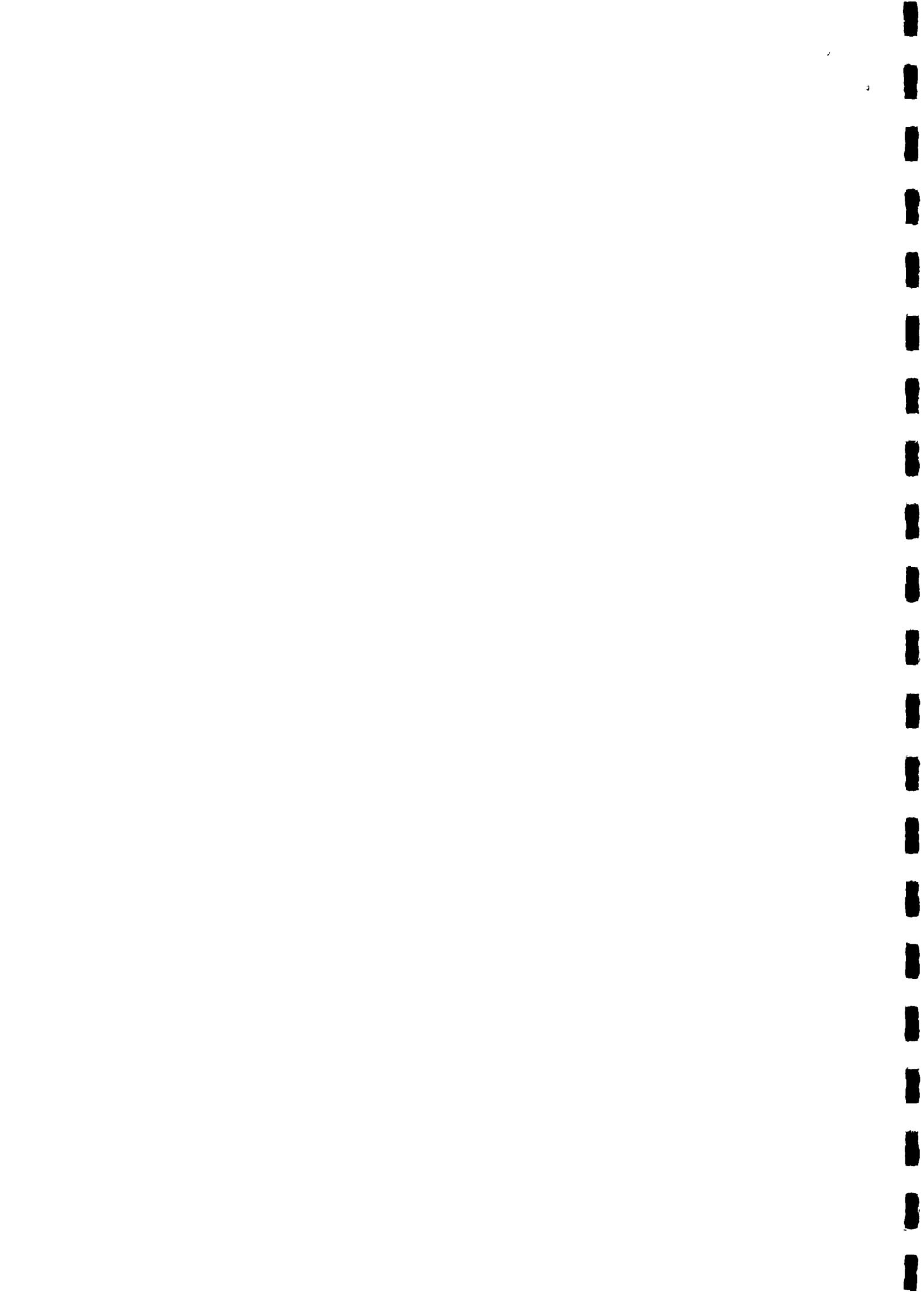
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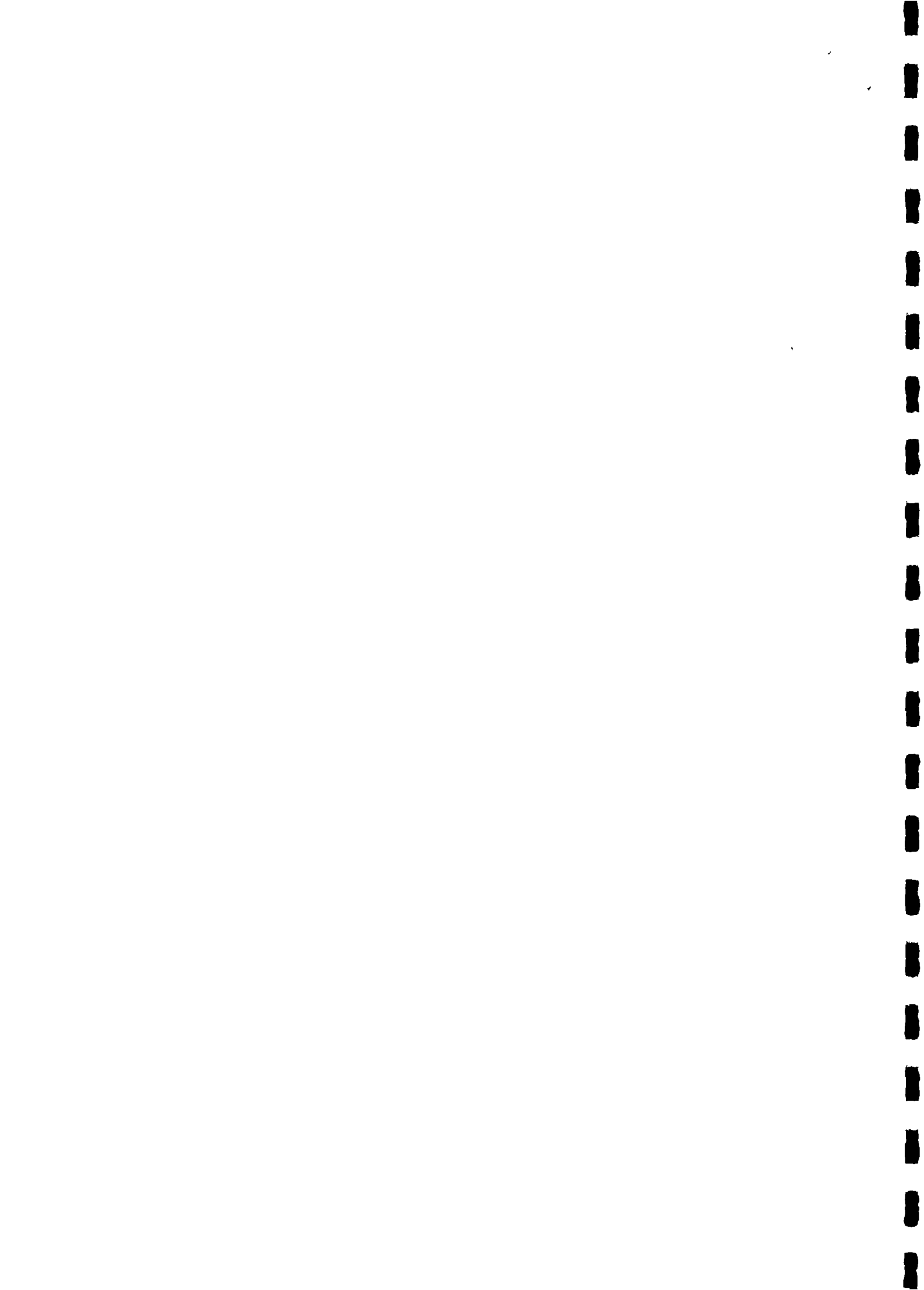
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SECTION A  
INTRODUCTION



## SECTION A

### NORAD PROJECT 15:DEVELOPMENT AND PRODUCTION OF TRAINING AND EDUCATION MATERIALS

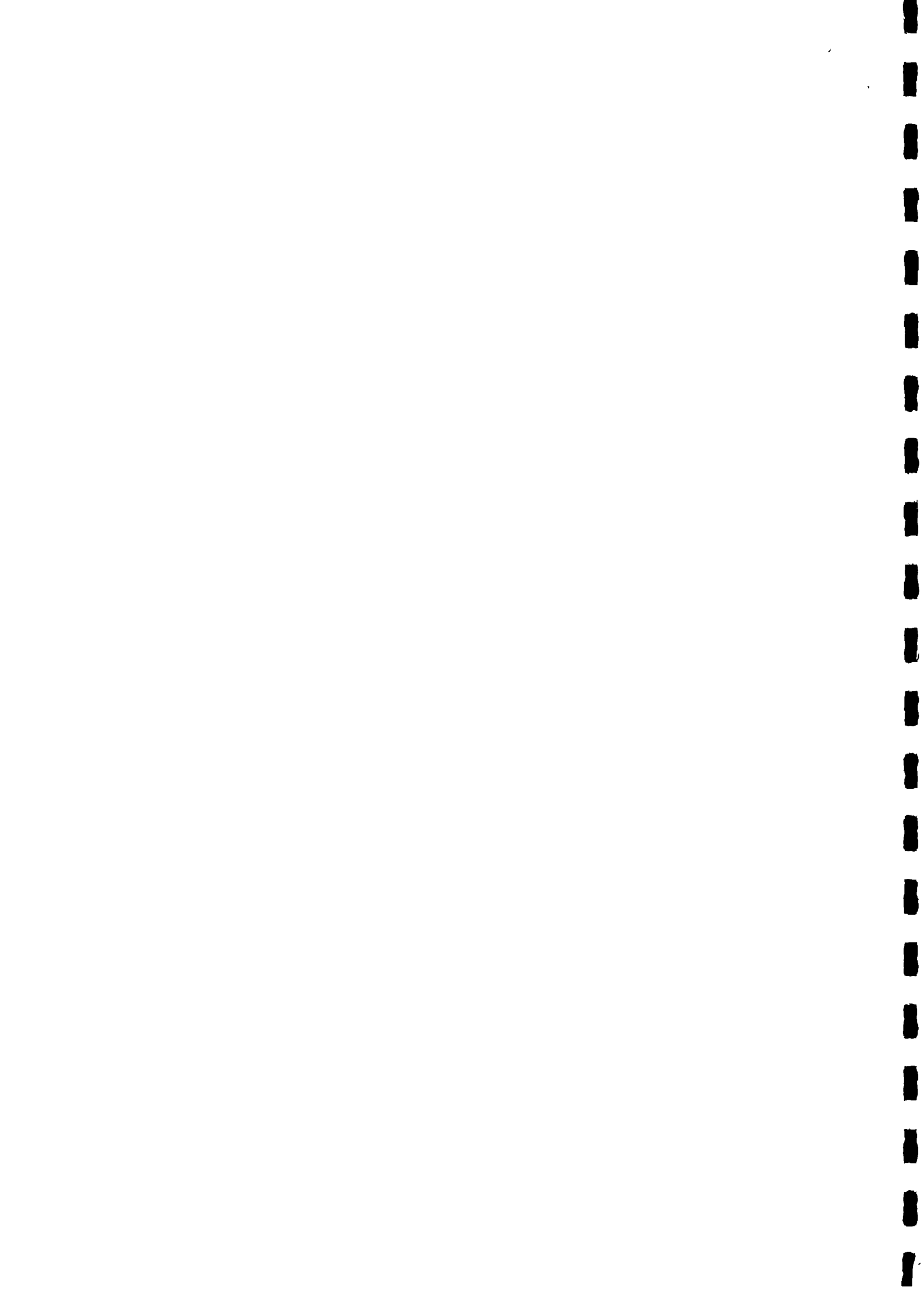
#### 1. INTRODUCTION

The Norwegian plan of support for the Water sector in Zimbabwe emphasizes the need for " health education " as a means to improve hygiene practices, motivate for behavioural change, and to promote community responsibility. It was perceived that this objective would be achieved through community involvement, creation of managerial and maintenance systems, and training and institutional support.

The achievement of these goals, however, was impossible given the national shortage of adequately trained personnel at all levels. In view of this and other issues related to the shortage of relevant communication support materials for the sector NORAD agreed to fund a further programme for the period 1988/89-90/91, aimed at "training and development of training materials for all kinds of personnel down to village level ". This became known as Project 15 .

The broad goals of Project 15 were defined as follows:

- \* to develop, produce and distribute training materials related to water supply, sanitation and health and hygiene education for the Rural Water Supply and Sanitation programme

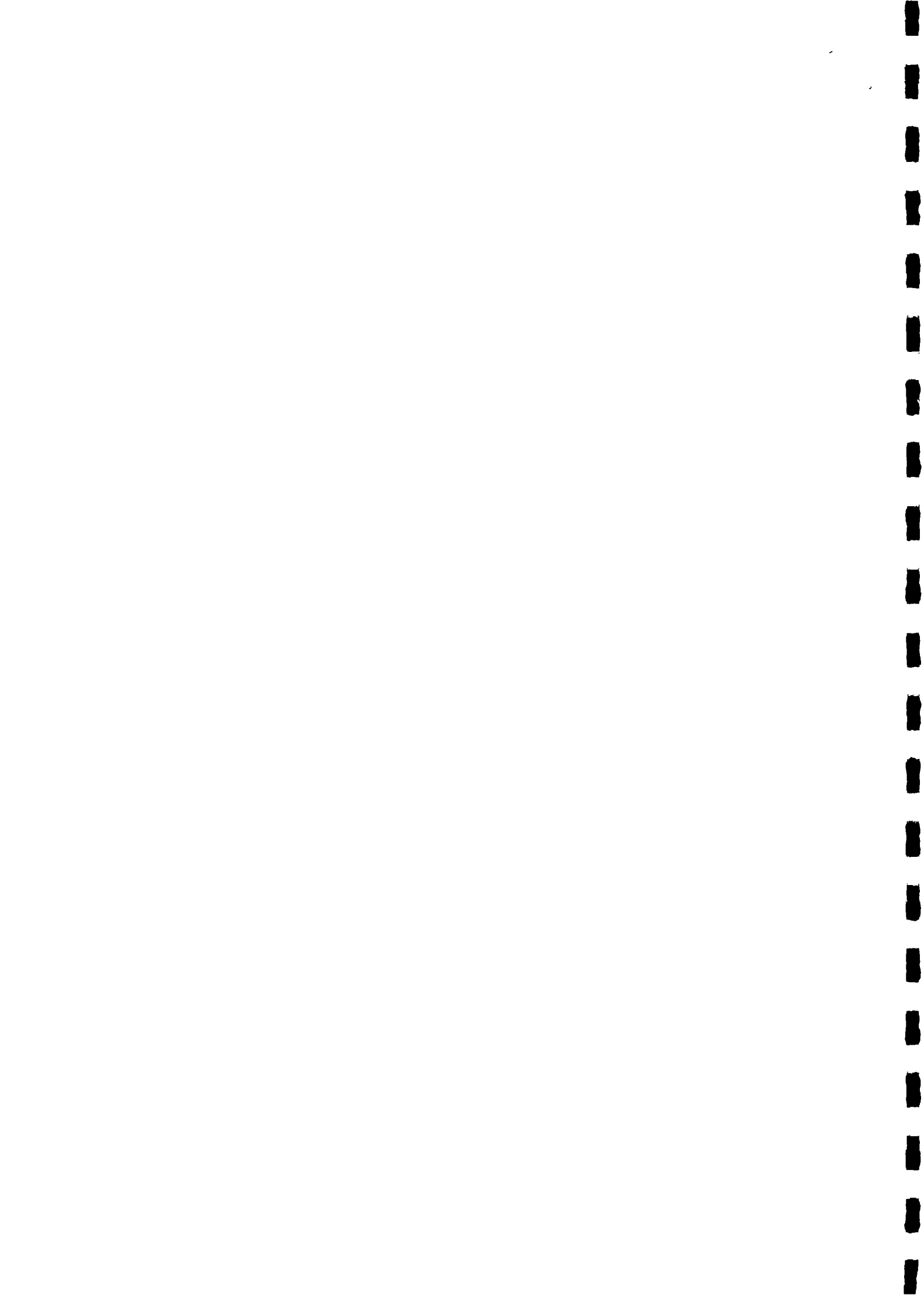


- \* to inform Government Extension Workers, NGOs and Aid organizations on available training materials
- \* to co-ordinate further development of such materials as a member of the National Action Committee.

The terms of reference for Project 15 stipulated that a number of specific activities should be undertaken within the defined project period. These included

- \* the development of new materials
- \* the mass production of existing training materials
- \* the revision of existing training facilities and support activities developed under the National Action Committee.

Due to the manpower shortage which existed within the Health Education Unit in 1987, it was further proposed that a Media Development Officer be appointed to undertake and co-ordinate the activities of Project 15. This officer was duly appointed in 1988 to work in the Environmental Health Department of the Ministry of Health.



## 1.2 PURPOSE OF THIS EVALUATION

The purpose of this evaluation is to

- \* review the health and hygiene motivational and educational activities undertaken during Project 15\*
- \* review the range of motivational and educational materials produced by Project 15, against the terms of reference stipulated by NORAD and the recommendations proposed in the Health Education component of the National Master Water Plan for Rural Water Supply and Sanitation
- \* review and evaluate the effectiveness of materials produced under Project 15 in terms of their relevance, with particular respect for gender issues
- \* review current methods of dissemination
  
- \* review utilization of the materials and training support
- \* review the appropriateness of the Draft National Strategy for Health and Hygiene Education
- \* make recommendations for a National Communications support Strategy for Health and Hygiene Education in the Rural Water Supply and Sanitation Programme.

- 
- \* A. It is noted that the objectives outlined in the Project 15 document do not specifically mention Health and Hygiene Activities
  - B. Health and Hygiene Education has been addressed in this report as being only one aspect of the RWSSP for which communication support is necessary





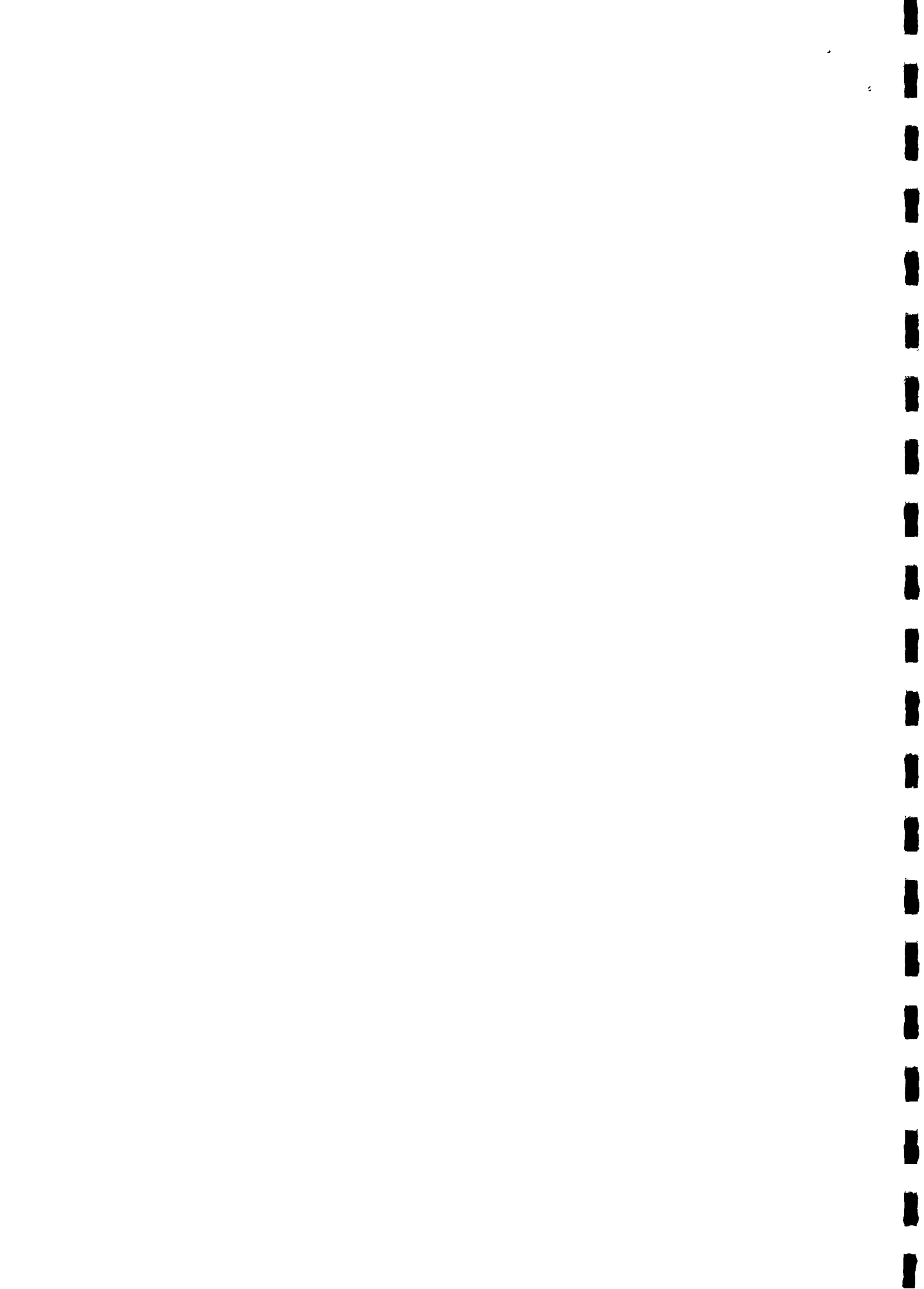
### 1.3. BACKGROUND TO THE STUDY

The Health Education component of the National Master Water Plan for Rural Water Supply and Sanitation contained the following recommendations:

- \* that key technical information related to the RWSS programme be clearly defined and standardized
- \* that health and hygiene messages, appropriate for target groups at all levels, be defined and standardized
- \* that the information sharing process utilize participatory approaches which incorporate traditional, social forms of communication
- \* that communication skills training relevant to the RWSSP be initiated for all workers within the sector
- \* that communications support activities be regarded as a necessary and integral part of every phase of the RWSSP
- \* that a communications support specialist be appointed to co-ordinate the above activities within the sector.

The implementation of these recommendations was severely hampered between 1985-1988 by a shortage of manpower within the Health Education Unit of the Ministry of Health. This was overcome to some degree by the appointment, by GTZ, of a consultant to work closely with the Environmental Health Department of the Ministry of Health. The consultant developed communications support materials for a range of technologies and related health and hygiene issues. These included:

- \* a range of instructional materials produced in the form of illustrated manuals, with maintenance cards for field use
- \* a range of promotional materials related to hygiene and use of facilities
- \* a media development plan which included proposed and developed media, and relevant media options



The materials were thoroughly researched and evaluated, and the findings documented. The findings and recommendations reiterated the recommendations of the Health Education component of the NMWP and stressed in addition the following aspects:

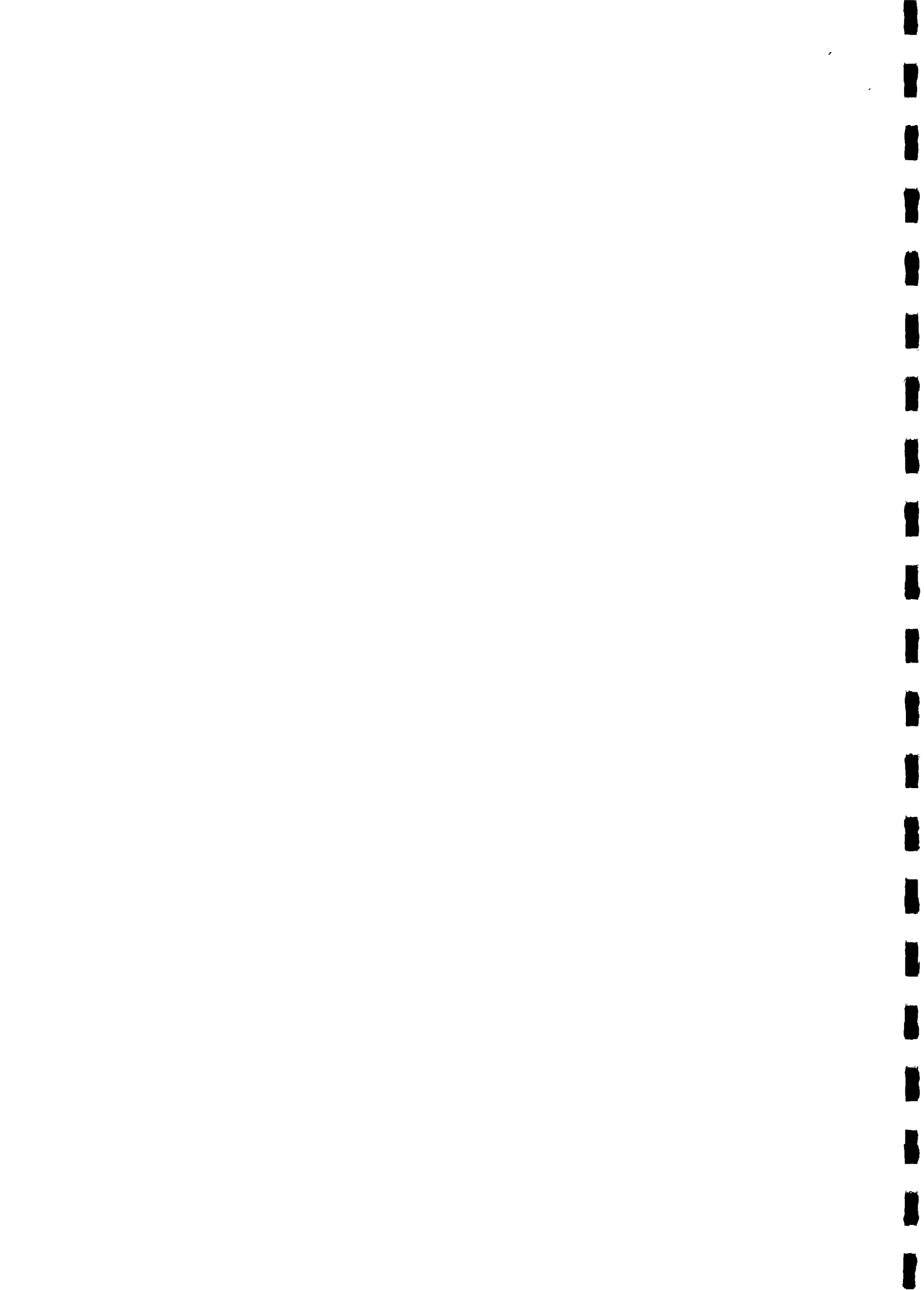
- \* that instructional support materials be translated into the vernacular for community based workers
- \* that support materials avoid a technical bias
- \* that units of measurement utilized in technical media, be those understood by the target group
- \* that communications skills training should
  - a. reflect the concept that instructional media is only one part of the communications support package, and
  - b. stress the utilization of activities which promote community participation in planning, maintenance, management and evaluation of a RWSS project
- \* that research and evaluation form an integral part of a programme as on-going activities as a means of further developing communication support activities for the sector
- \* that media should not be considered applicable or appropriate until thoroughly field tested.

These findings and recommendations provide relevant background information for the purposes of this study.

#### **1.4. METHODS OF EVALUATION**

Data for this evaluation was collected from the following sources:

- a. A desk study which included an examination of project materials, reports and documents as well as relevant background materials
- b. Two participatory workshops held in Manicaland and Mashonaland West which were attended by a wide range of implementors from the Rural Water Supply and Sanitation Sector
- c. A District level field study, which included discussions with Rural Water Supply and Sanitation Field Workers and members of two Project communities
- d. Formal and informal discussions with Sector staff.



Focus group discussions were used as the evaluation tool during the workshops. Relevant materials produced prior to Project 15 were utilized at the workshops as a comparative basis on which to measure output during the period covered by Project 15.

#### **1.4.1 CONSTRAINTS**

The following points constitute the observed constraints of the study.

- a. The Consultants were unable to interview the Media Development Officer of Project 15. Had this been possible a range of different views may have been expressed.
- b. The Consultants experienced difficulty in retrieving printed and visual materials relevant to Project 15. This is particularly relevant in the case of materials planned but not yet printed. Those materials not available for evaluation at the workshops, have been listed, but not included in the Evaluation Report.

## **2. SUMMARY OF FINDINGS**

A summary of the findings of this study are presented below; detailed findings are contained in the main body of the evaluation. The findings are discussed in the context of the objectives as listed in 1.2.

### **2.1. HEALTH AND HYGIENE ACTIVITIES IN THE RURAL WATER SUPPLY AND SANITATION SECTOR**

Activities related to the promotion of Health and Hygiene through the RWSSP are reviewed against the recommendations of the National Master Water Plan and the National Action Committee, who advocate an integrated, inter-ministerial approach to planning, community participation and training.



### **2.1.1 Planning**

In spite of co-ordinated planning undertaken by the various ministries represented on the National Action Committee (NAC) and its Training and Education Sub-Committee (TESC) at National level, it is evident that the concept of promoting health and Hygiene through the RWSS programme at Provincial and District level does not reflect these efforts.

This is due largely to the lack of Provincial and District RWSSP plans, which incorporate a well defined strategy for training and materials dissemination. Other contributing factors include:

- \* a lack of decentralized planning in practice, at Provincial and District level, which involves the community and extension staff and takes cognizance of community needs and available resources
- \* the lack of an active role for the Health Education Unit in the planning forums of the RWSSP at all levels.

This has resulted in the fragmentation of objectives, unco-ordinated activities and haphazard attempts to integrate health and hygiene education into the various stages of the programme.

### **2.1.2 Community Participation**

The evaluation revealed an almost total lack of community involvement in:

- \* identification of problems and solutions
- \* needs analysis
- \* participation in management and control of projects.

These issues are regarded as crucial for the long term sustainability of the RWSS projects. The lack of community involvement in the above activities militates against the attainment of long term programme objectives, particularly those related to health promotion and behaviour change.

The non-involvement of the community in the above activities is related to awareness creation, particularly in the initial phase of the project development.





### 2.1.3 Other Findings

Other findings indicated that:

- \* there are a number of ministries/agencies involved in the development and production of educational and training materials, for use in the RWSS Programme, resulting in duplication and fragmentation of health messages
- \* during the operational phase of the programme little emphasis is placed on motivational activities; rather stress has been placed on activities oriented to the acquisition of technical knowledge and skills.

Extension staff at all levels throughout the Sector, are seen to be disabled by a lack of adequate training in issues related to awareness creation and motivation. This is related to

- \* inadequate funding for the training of extension staff
- \* training of extension staff being undertaken by various Ministries/Agencies primarily in accordance with the objectives of each respective ministry/agency.

Technical skills and information alone, however, will not produce the long term objective of behaviour change at community level.

### 2.2. PROJECT 15: MATERIALS PRODUCTION

The materials produced under Project 15 were reviewed against the objectives set out in 1.2. The review therefore sets out to assess the range of materials produced under Project 15 and their relevance in terms of target groups and gender issues.

The findings represent the opinions of extension staff and members of the Mudzi District community who participated in the District Level Evaluation, workshop participants and the consultants.



### **2.2.1 General**

It is clear that materials have been haphazardly produced. There is no Media Plan to guide development and the production process. In addition to this it was noted that neither extension staff nor community were involved in consultative meetings, to generate ideas for new materials or to evaluate existing materials.

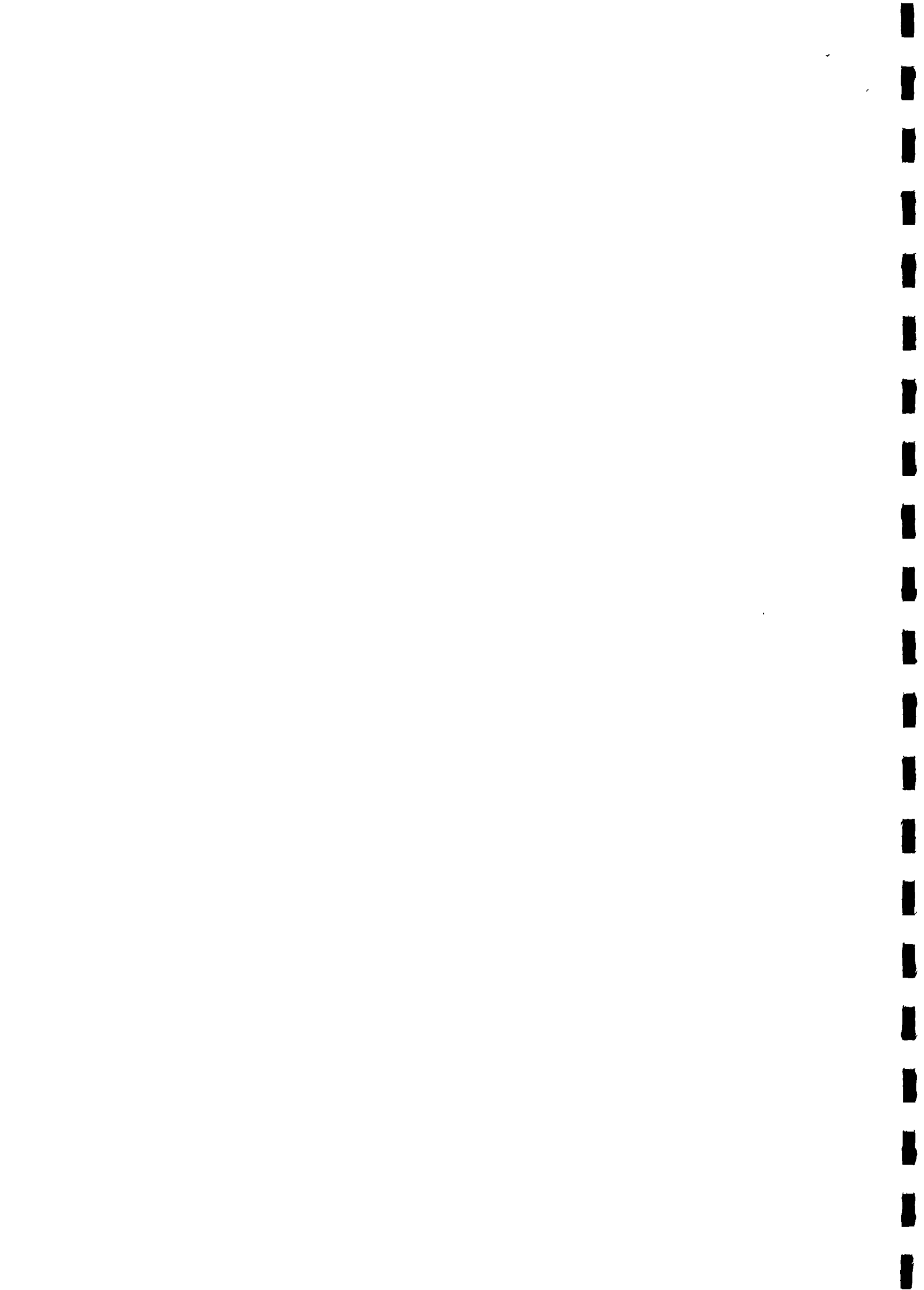
Other findings include that:

- \* the Media Development Officer was hampered by a lack of support staff and other structural constraints (cf.2.1.1) structural constraints in the production and printing of materials
- \* materials production throughout the project period was irregular and yielded insufficient quantities for the target groups

### **2.2.2 Range of Material produced under Project 15**

During the Project period 1988 - 1991:

- \* no new instructional support media, i.e.in the form of manuals or leaflets has been produced since the inception of Project 15
- \* a small range of visual media, such as codes and a poster, have been produced
- \* audio-visual material, essentially technical in nature, was produced in 1990, in the form of 10x10 minute video modules
- \* materials produced prior to Project 15 were updated as part of the project, primarily to incorporate additional technical information
- \* a range of materials was adapted from previously developed materials
- \* a number of materials produced under Project 15, including updated manuals and some motivational material were not available for evaluation.



### 2.2.3 Relevance of Project 15 Materials

The relevance of Project 15 materials is discussed in terms of their presentation and content.

#### **Presentation**

- \* The use of the English language in materials to be used by the community is not appropriate. There has been little attempt to translate materials into the vernacular and this is particularly relevant in relation to instructional support media aimed at community users
- \* The language level in the updated materials does not take into consideration the literacy level of the target group
- \* Print size and type is not always appropriate to the type of material
- \* The form in which materials are presented often renders them of little use for field reference
- \* The use of the same cover designs on manuals makes it difficult to identify materials for different categories of user e.g. Field Worker, community
- \* Visual aids without guidelines for use are ineffective
- \* Videos have limited use due to the fragile nature of the equipment.

#### **Content**

- \* The updated and adapted materials contain primarily technical information, replacing in some respects the motivational and hygiene messages in the original text
- \* There is a lack of clear standardized technical information in the instructional materials. Some of the technical data is inconsistent, resulting in conflicting messages
- \* Units of measurement are inconsistent
- \* In the codes some of the health and hygiene messages are questionable in terms of their practice and in relation to environmental issues
- \* Some pictorial representations are not appropriate in terms of gender or cultural issues
- \* Health and Hygiene messages in the materials are not always clearly portrayed
- \* Materials for awareness creation are limited in scope and presentation e.g. codes
- \* The title of the Water and Sanitation Sector newsletter is widely considered to be inappropriate.



### **2.3 PROJECT 15: MATERIALS DISSEMINATION**

The findings of the study indicate that no clear system for materials dissemination has been established. At present, materials are haphazardly distributed through a number of channels and requests for materials are similarly dealt with. There is apparently no policy governing distribution in relation to project need, and materials are simply distributed as and when they are available on a "first come first served basis"

In addition the findings indicate that:

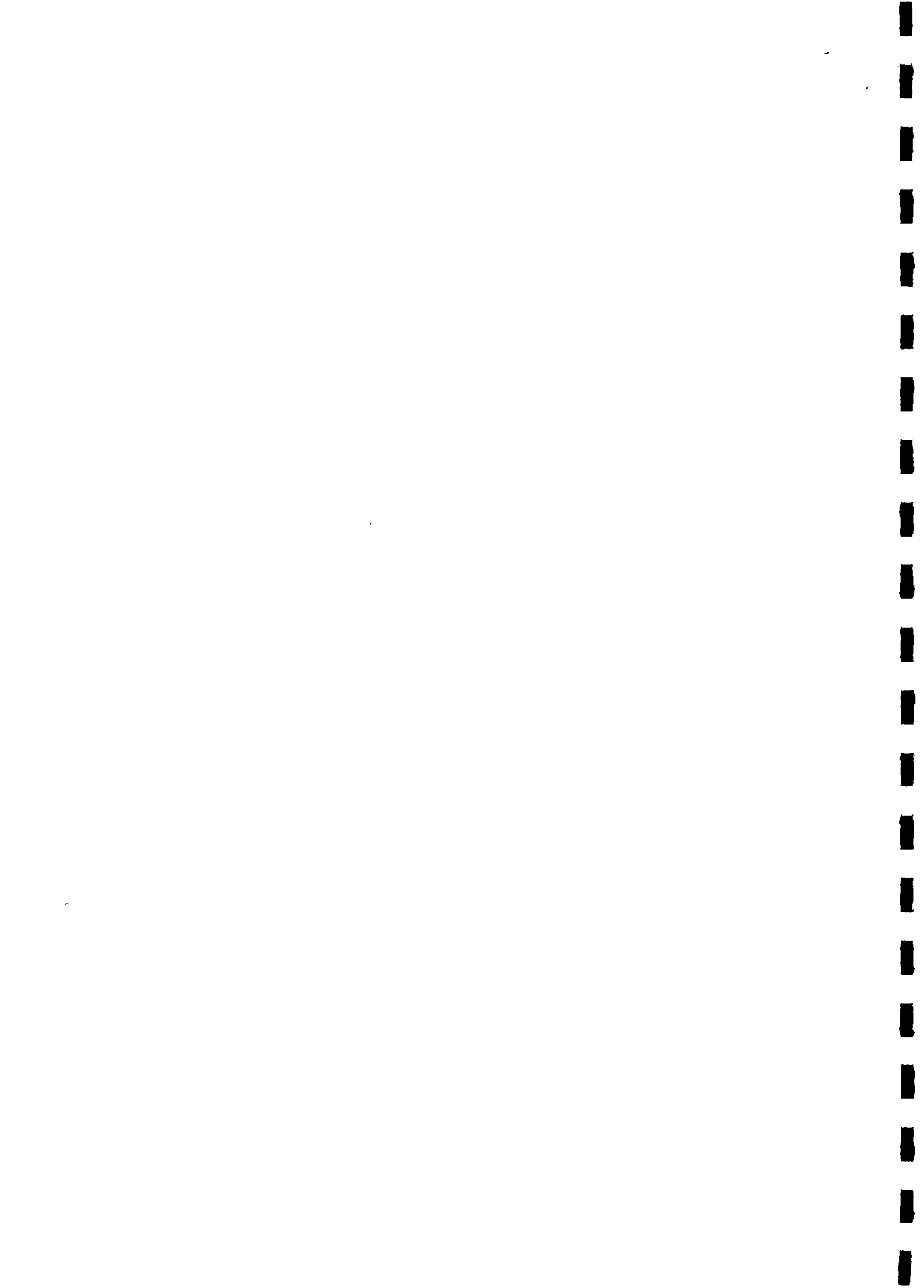
- \* no system for retrieval and accountability has been instituted
- \* NGOs tend to channel their requests directly through the Blair Research Laboratory or other institutions such as the University
- \* there is no inventory of materials, nor a collection of "originals" at National level
- \* similarly, no inventory of original illustrations exists, and many have been mislaid
- \* there is a serious lack of adequate storage facilities

### **2.4. PROJECT 15: MATERIALS UTILIZATION AND TRAINING SUPPORT**

Use of Project 15 motivational and educational materials has been severely hampered by lack of supplies. (cf.2.2.1) Materials available at district level consist primarily of instructional media used by extension staff in the training of community builders. Few materials filter down to the community for their own use, either for construction, reference or maintenance.

The lack of the vernacular in the text of instructional materials, and the literacy level of the community, are experienced as constraints by the community in the use of the materials. (cf.2.2.3)

Motivational materials, if available, are seldom used by the extension staff due to a lack of training in their use. Community members also lack training in the use of materials.





Training of extension staff has been identified as being of major importance to the achievement of the programme objectives. In relation to the training of extension workers the findings revealed that

- \* the emphasis has been placed on the acquisition of technical skills during formal and informal training activities
- \* trained and trainee extension workers lack training in communication skills, use of awareness creating methodologies and in the use of analytical tools
- \* the lack of training in these crucial areas severely hampers the promotion of health and hygiene in the motivational and maintenance phases of the project.

These problems are compounded by a lack of training centres and co-ordinated training programmes at all levels, which in turn frustrate the attainment of the RWSS programme objectives.

The evaluation revealed that one training workshop was convened during the Project period, to familiarize Provincial, District and Field Officers, with participatory methodologies. The workshop was attended by Health Education Officers and Environmental Health Officers.

## **2.5. DRAFT NATIONAL STRATEGY FOR HEALTH AND HYGIENE EDUCATION. Proposals made by the Media Development Officer, 1989**

The Draft National Strategy for Health and Hygiene Education was circulated at the workshops and elicited no comment.

The strategy does not incorporate the key issues outlined in the National Master Water Plan. It defines the long and short term objectives, and identifies community participation as the chief means to achieve the objectives. It itemizes constraints, and recommends an increase in staff as a means to overcome the constraints, but does not discuss any other relevant issues.

In summary it is the opinion of the Consultants that it is not a "strategy" as it contains no time frame, nor media plan, and does not relate it's objectives to specific activities.



### **3. DISCUSSION**

The findings of this evaluation suggest that although very few new materials emerged from Project 15, efforts were made to upgrade and adapt materials produced prior to Project 15. It is evident, too, that attempts were made to develop motivational materials, but did not advance beyond the draft stage. It is probable that some of the problems experienced were related to the lack of a Media Plan in the Draft National Strategy for Health and Hygiene Education, and to a lack of access to the artists and facilities of the Health Education Unit of the Ministry of Health. The production of materials was further hampered by delays in printing.

Similarly, no training plan was included in the Draft strategy, and the issue of training was largely unaddressed during the Project period. Attempts to disseminate materials, without an organized workable system of dissemination, proved to be unsuccessful.

The production of media and training support is vital to the long term success of the RWSS programme. Accordingly, notwithstanding the observations above, it is the opinion of the Consultants that the Project should continue; taking note of the recommendations made in respect of materials production, training and professional support, required for the achievement of the long term objectives of Phase Two of Project 15.

### **4. SUMMARY OF RECOMMENDATIONS**

A summary of the recommendations of this evaluation are presented below, the detailed recommendations being contained in the body of the evaluation. The recommendations reflect, the integrated nature of Health and Hygiene Education within the RWSSP, and the perception of this activity in terms of media and training support for the programme.

#### **4.1 SECTOR ACTIVITIES IN THE RWSS PROGRAMME**

This report recommends that Provincial and District RWSS programme plans, which include planning for media and training support, be drafted and made available to all agencies operating within the sector, to co-ordinate activities " on the ground".



Other recommendations related to planning and co-ordination are as follows:

- \* that the Health Education Unit be given an active role in the RWSSP, which includes participation in the planning and co-ordination of training
- \* that all NGOs operating in the sector be included in planning to avoid fragmentation and duplication
- \* that centralized planning be paid more than lip-service, enabling extension staff and communities to participate in programme planning at Village, Ward and District level

It is also recommended that planning for media and training support, reflect the policy objective to motivate and equip communities to become the "owners" of their projects.

To achieve this objective it is recommended that

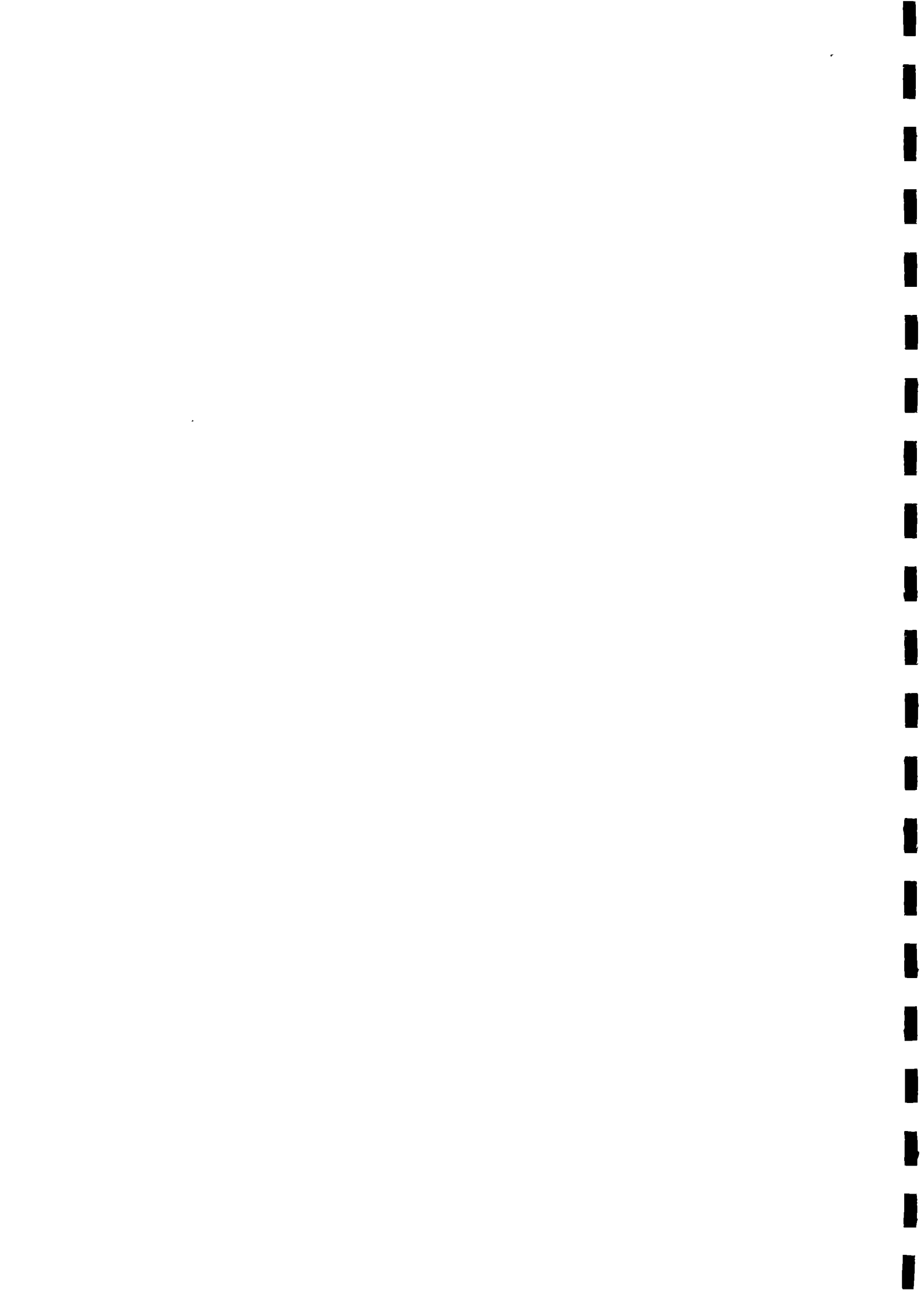
- \* communities are encouraged to participate significantly in:
  - \* identifying their own problems and finding solutions
  - \* managing their own projects
  - \* assuming responsibility for the maintenance of their projects
- \* more emphasis be placed on the development of materials support for awareness creation activities in the motivational phase of programme implementation
- \* attention be paid to cultural norms and beliefs in programme planning and implementation

## **4.2 PROJECT 15: MATERIALS PRODUCTION**

In all the project areas motivational and instructional materials "sufficient to meet the needs of the population" are required. Of particular significance for the long term sustainability of the programme, is the motivational and instructional material specific to the maintenance of the already completed facilities.

### **4.2.1 General**

It is the recommendation of this evaluation that the production of communications support materials for the RWSSP be centralized, negating the necessity to duplicate materials and fragment the approach. Accordingly it is further recommended that a Communications Support Officer be appointed to co-ordinate the production of media support.



## **4.2.2 Existing Materials**

### **Print**

This report recommends that the existing manuals be further researched and revised. In the revision, it is recommended that:

- \* the language used is appropriate to the target group and the technical information is clearly, simply and accurately stated
- \* standardized technical specifications only be used to avoid confusion.

The inclusion of motivational and maintenance information in all manuals is a further recommendation. It is also regarded as important that information relevant to cultural beliefs, observances and norms be included in motivational and instructional manual. It is also recommended that women are depicted as active participants during the motivational, implementation and maintenance phases.

As the leaflets in their current form have a very limited use, it is recommended that no further copies be produced. Summary cards in durable form should replace these leaflets.

### **Visual and Audio-Visual Materials**

This report recommends that all visual aids be revised with regard to clarity, accuracy and appropriateness of content. Material at present in the form of video modules, should be edited and further developed. In addition it is recommended that motivational and instructional films be produced for use in the rural areas

### **Newsletter - NJUZU NEWS**

The recommendations with regard to the newsletter are as follows:

- \* the title of the newsletter be altered to UTSANANA NEWS
- \* more copies be printed and distributed
- \* the dissemination process be streamlined
- \* a theme for each edition be decided upon and promulgated in each province in advance to facilitate sector contributions





It is also recommended that:

- \* a Media Support Plan be designed as a matter of priority
- \* particular attention be paid to the production of materials for awareness creation and motivation
- \* materials be produced at consultative workshops, which include all government agencies, and NGOs operating in the Water and Sanitation sector
- \* that communications support materials be printed in quantities sufficient to meet the needs of the relevant target groups

With regard to the presentation of communications support materials it is recommended that

- \* material be presented in a form which facilitates use in the field and allows additional information to be incorporated at a later stage
- \* audio visual material in the form of videos be developed further
- \* films be developed as audio-visual support for the instructional/motivation components of the communications package

As women constitute 58% of the total adult population in the rural areas and are de facto household heads of 45-50% of rural households, it is the recommendation of this report that particular attention be paid to language level, gender involvement and cultural norms in the production of new materials.

It is further recommended that:

- \* media support packages be developed specifically for water and sanitation
- \* motivational materials specifically aimed at traditional, political and religious leaders, be developed
- \* materials such as training manuals for community management and communication skills be developed for use in the training of extension staff .



#### **4.3. PROJECT 15: MATERIALS DISSEMINATION**

It is clear from the above that there is an urgent need to institute a policy for the dissemination of materials that will ensure equity of distribution and accessibility at all levels. The issue of accountability should be examined and a realistic system instituted.

It is of great importance that relevant materials reach the intended target groups. This report therefore recommends that:

- \* a policy be formulated for the dissemination of materials, that will ensure equity of distribution and accessibility at all levels
- \* a clear system of dissemination be established, preferably with a single, centralized channel
- \* that adequate, appropriate materials be produced and disseminated to all project areas for use by the relevant target groups
- \* that a realistic system of retrieval and accountability be established
- \* an Inventory of Materials be compiled, to inform users of the availability of materials, and to facilitate ordering
- \* adequate and suitable storage facilities be identified

#### **4.4. PROJECT 15 : MATERIALS UTILIZATION AND TRAINING SUPPORT**

This report recommends that particular attention be paid to the availability of materials in the communal areas. It is a further recommendation of this report that:

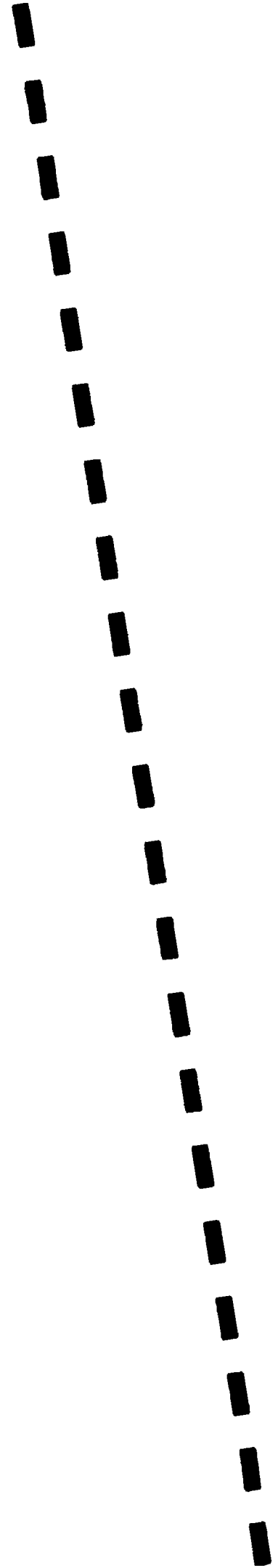
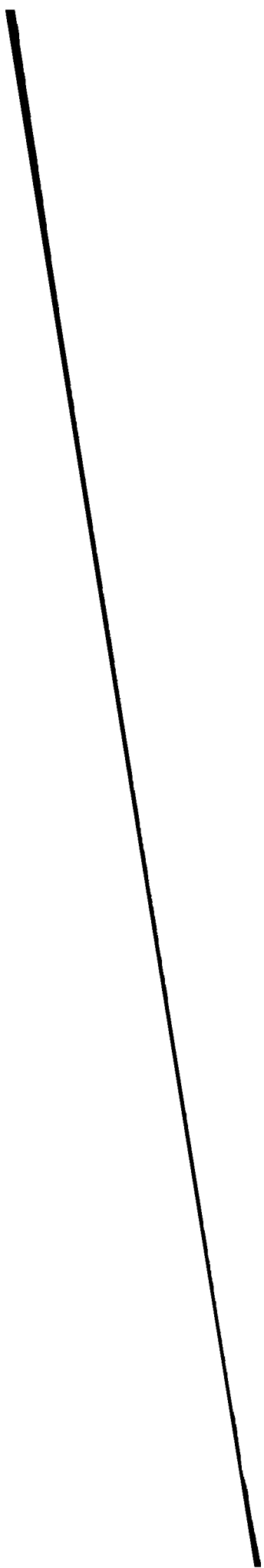
- \* a wider range of motivational materials are made available for the use of the community and the extension officer
- \* communities participate in materials development through the generation of new ideas as a means of ensuring relevance of content in relation to culture, gender and regional specificity
- \* that communities and extension staff be trained to use motivational materials
- \* that instructional materials take into consideration the literacy level of the women (cf. 2.2.2)



Other recommendations include that:

- \* adequate training be given to the extension staff and the community, in the use of the relevant materials
- \* existing extension staff be equipped with the necessary skills in refresher courses
- \* trainers of extension staff be similarly trained
- \* inter-ministerial training be undertaken to facilitate a co-ordinated approach at provincial and district level
- \* NGO extension staff operating in the Water and Sanitation sector be trained in conjunction with Government field workers.

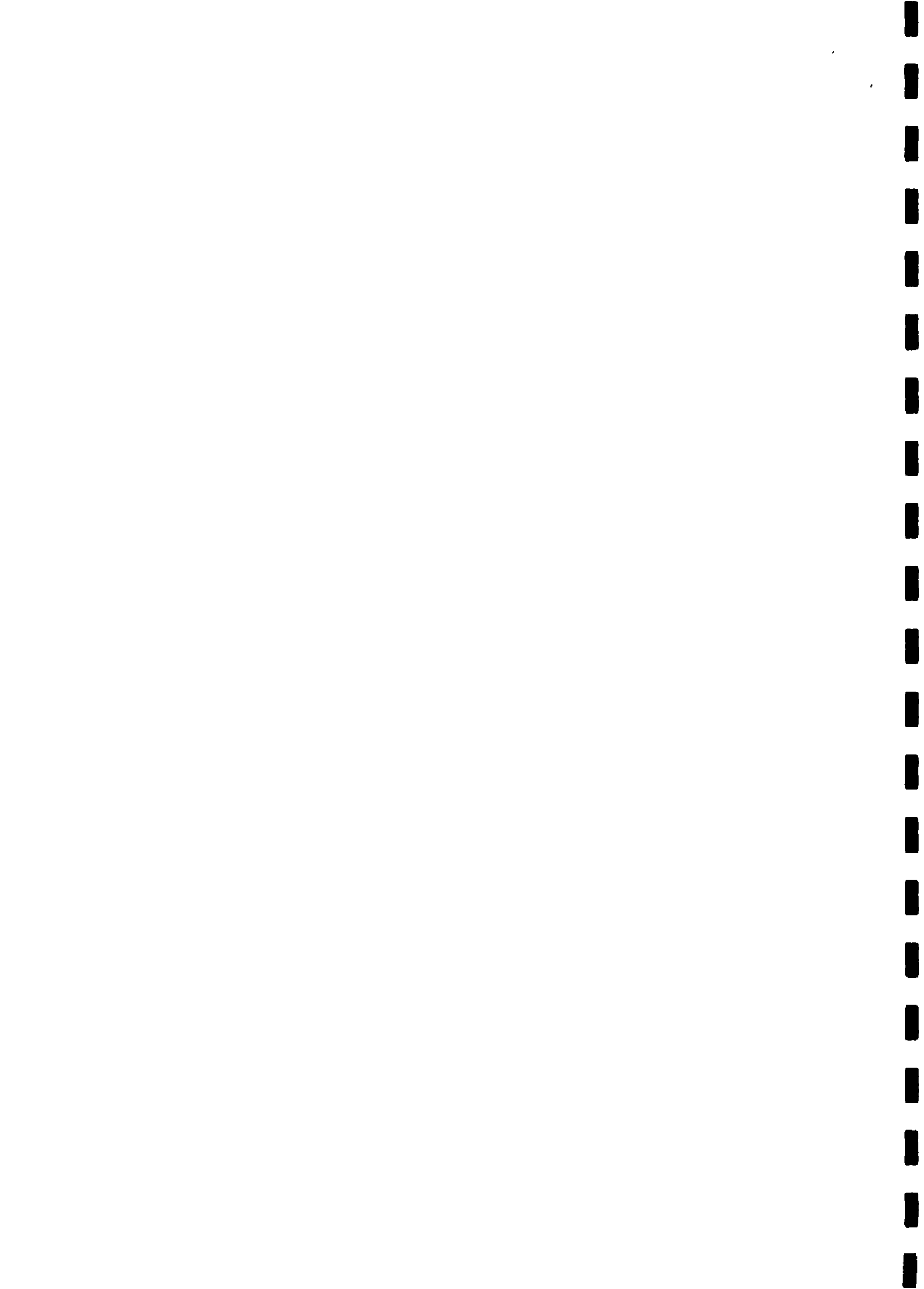
As funding has been a critical issue in relation to funding in the past, it is recommended that additional funding be sought as a matter of urgency for the training of existing extension staff, and that the content of the courses be updated to include training in community management and communications skills, techniques for creating awareness and survey and analytical skills.



SECTION B

EVALUATION OF NORAD PROJECT 15:

DEVELOPMENT AND PRODUCTION OF TRAINING AND EDUCATION  
MATERIALS





## SECTION B

### EVALUATION REPORT

#### PROJECT 15 : AN EVALUATION OF THE DEVELOPMENT AND PRODUCTION OF TRAINING AND EDUCATION MATERIALS IN SUPPORT OF THE RURAL WATER AND SANITATION PROGRAMME

##### 1. Introduction

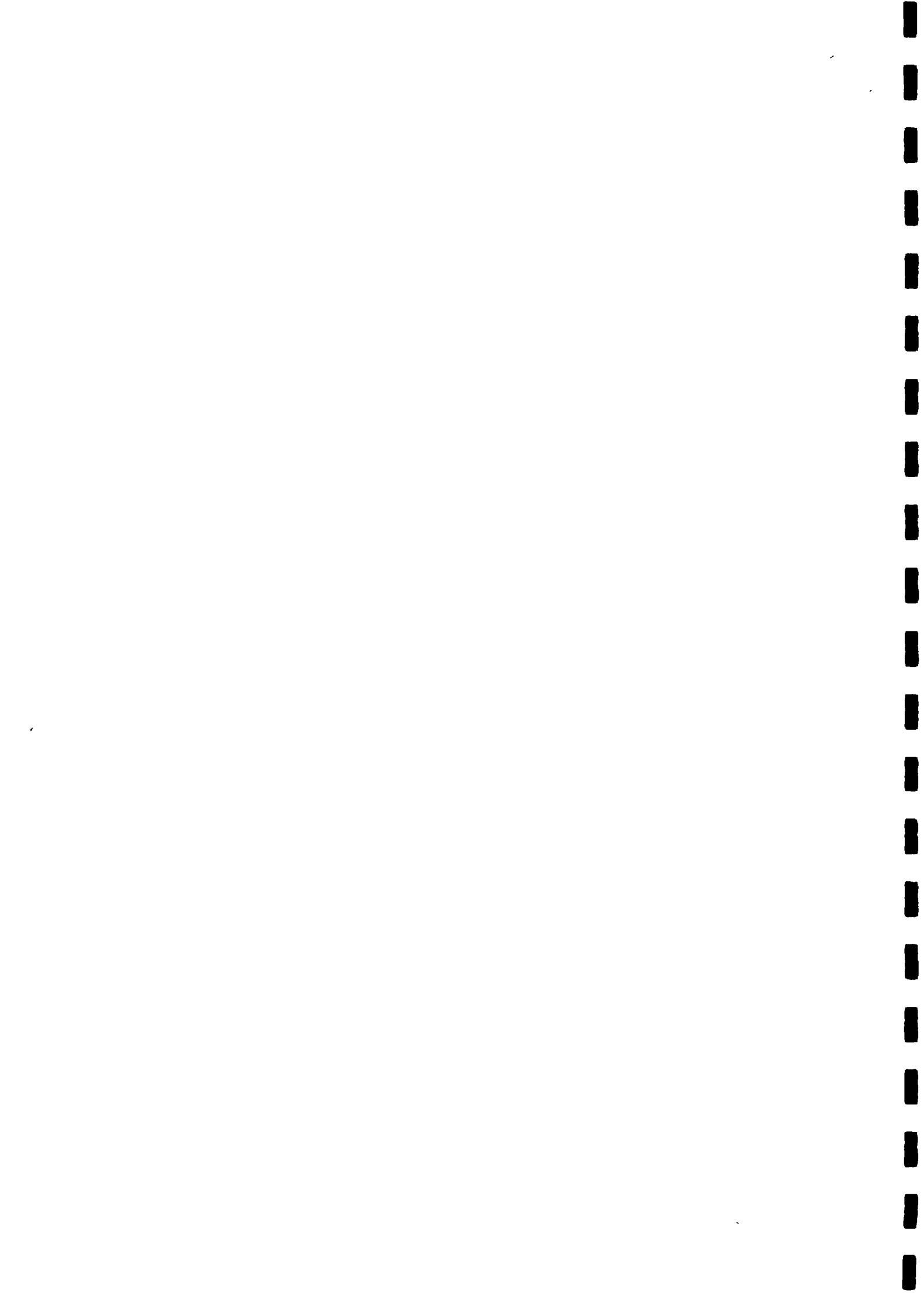
The terms of reference for Project 15 are outlined in the introduction to this document. These included the mass production of existing training materials, the development of new materials, a review of existing training facilities and the development of support activities by a Media Development Officer working under the National Action Committee.

The background to this study, the purpose of the evaluation and the methods of data collection are also outlined in the introduction. A sample of the Workshop programme and activities is provided in the Appendices together with a list of workshop participants.

As Project 15 is a component of the the overall Rural Water Supply and Sanitation programme, it has been evaluated within the context of the overall programme. As such the report looks first at the health and hygiene activities of the sector, as the background for the development and implementation of Project 15.

The Evaluation Report is presented under the following headings:

- \* Health and Hygiene Activities of the Rural Water Supply and Sanitation programme
- \* Project 15: Materials Production
- \* Project 15: Materials Dissemination
- \* Project 15: Materials: Utilization of Materials and Training Support
- \* The Draft National Strategy for Health and Hygiene Education



The recommendations are included at the end of each section in the report, while a summary of the findings and recommendations are presented Introduction (cf. 2 and F). A Conclusion will complete the report.

## **2. HEALTH and HYGIENE ACTIVITIES IN THE RWSS PROGRAMME**

### **2.1 Organization**

The National Action Committee, established in 1987 as a recommendation of the National Master Water Plan to co-ordinate the activities of the RWSSP, emphasized the necessity for programme implementation within the context of District development. This implied the need to develop rural water supply and sanitation programmes taking into consideration land use planning, community motivation and participation, appropriate technologies for water development, and availability of trained manpower to implement, monitor and maintain projects.

To achieve these objectives an inter-ministerial approach was adopted, which currently involves MLGRUD, DDF, MOH, MEWRD, MFEPD, MPA, MCCD, and MLARR. The involvement of so many ministries in the RWSSP necessitated maximum coordination, at all levels, in the areas of planning and decision making, training and dissemination of information, project implementation and maintenance.

Programme planning for the Sector has involved the eight ministries described above, but the degree or area of responsibility varies with the the operational level of the Ministry concerned. Tables 1 and 2 depicts this information at national and provincial/district levels.



**TABLE 1 NATIONAL LEVEL RESPONSIBILITY**

Level	Ministry	Responsibility			
		Finance	Plan/Coor.	Monitor.	Research
National	MLGRUD		*	*	
	MFEED	*	*		
	MLARR		*	*	
	DDF		*		
	MPA		*		
	MEWRD		*		*
	MCCD		*	*	
	MOH				
	Env/Health Blair	*	*	*	*

**TABLE 2 PROVINCIAL/DISTRICT LEVEL RESPONSIBILITIES**

Level	Ministry	Responsibility			
		Pl/Mon.	Training	Motiv.	Construction
Provincial	MLGRUD	*	*		
	DDF	*	*		
	MEWRD	*	*		
	MCCD	*	*		
	MOH	*	*		
District	MLGRUD	*			
	DDF	*		*	*
	MEWRD	*			*
	MCCD	*	*	*	
	MOH	*	*	*	*
	Blair Res.		*		



## **2.2 Planning**

### **National level**

It is within the National Action Committee that programme plans formulated at District level against the background of Provincial priorities, and broad policy planning initiated in the MLGRUD at National level, are debated and consolidated, or adapted where necessary. The Training Education Sub-Committee (TESC) is concerned with issues related to training, education and materials production.

It is important to note here that the Health Education Unit has no direct representation on the National Action Committee. At National level the Ministry of Health representative on the National Action Committee is the Director of the Environmental Health Department or his designate the Chief Environmental Officer. Similarly at provincial level the Health Education Officer is not a member of the RWSSP sub-committee of the PDC, the provincial planning body which reports to the NAC. This has important implications for planning in relation to training, which should be co-ordinated by the Health Education Unit, and for the dissemination of RWSSP media support.

In line with the government's stress on decentralization, RWSSP sector planning and co-ordination is undertaken, at least in theory, at Provincial, District, Ward and Village level in the Rural Water and Sanitation Sub-Committees of the respective development committees.

### **Provincial and District level**

At Provincial and District level the RWSSP sub-committees are normally attended by representatives of relevant ministries and chaired by the MLGRUD representative. Representatives of NGOs operating in a particular project area also attend Province and District level meetings.

In spite of the policy of decentralized planning, in practice the Provincial and District level environmental health staff feel that they are only passive recipients of programmes. There is little genuine programme planning undertaken at province and district level, in relation to the particular needs of a province or to the availability of resources. Provincial authorities set priorities





within programmes, but there is no clearly defined RWSSP Provincial Plan. Similarly at District level EHTs make their own operational programmes, but would like a planned District programme, if it was flexible, compiled in consultation with ward and community, and if training was received in the skills needed.

### **Ward and Village level**

The sub-committee at ward level is made up of ward level personnel (EHTs, WCCs, PMs) and local leaders such as the Councillor. At village level the sub-committee is a village community structure attended by VCWs. The latter two sub-committees are not always functional, due largely to the lack of planning and managerial skills.

In reality the communities themselves participate little in the planning involved in the RWSSP. In consequence little account is taken of cultural preferences or feelings in the RWSS Programme plans.

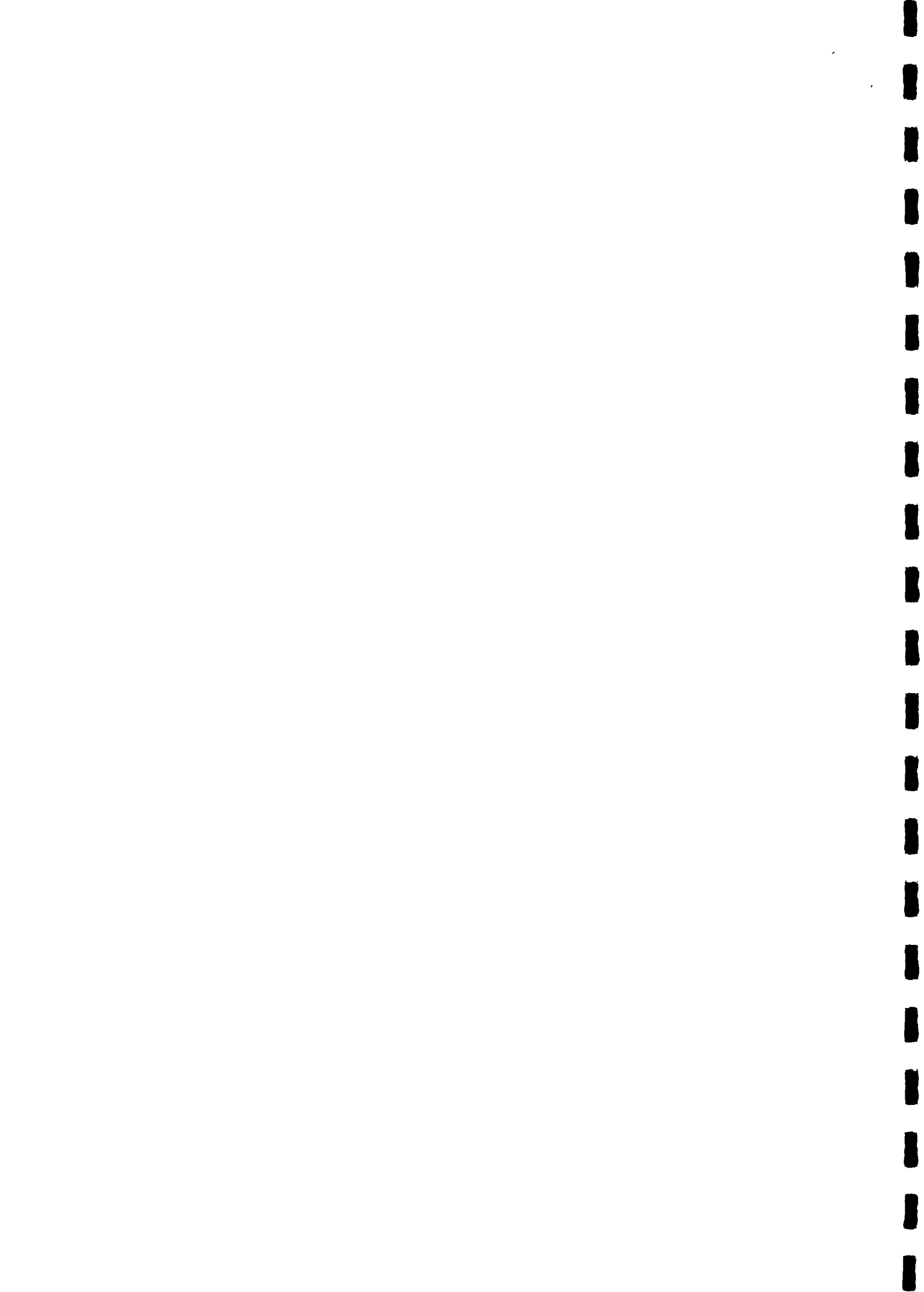
### **2.3 Co-ordination of project implementation**

Co-ordination of project implementation and maintenance activities at District and Ward levels is the responsibility of the Ministry of Health. At village level, however, there are in fact two structures, one co-ordinated by the Ministry of Community Development in the person of the Village Co-ordinator and the other by the VIDCO chairman. The dual structures developed in response to the lack of authority of the Village Co-ordinator in relation to the VIDCO members.

### **2.4 Activities in relation to Materials Production**

The Environmental Health Department of the Ministry of Health, through Project 15, has been directly involved in the production of motivational and education materials for the RWSS Programme. In addition the Blair Research Laboratory produce Bulletins for the Sector. These primarily contain technical information, which is compiled into a manual annually.

The Health Education Unit produces materials for Health Education, but has not been involved in the production of Project 15 materials.



Since 1987 the District Development Fund (DDF) has also been involved in the production of training materials, with support from UNICEF. The training manuals focus primarily on community management, and the installation and maintenance of the Bush pump. In addition some NGOs such as CADEC (Chinhoyi) have produced motivational material for use in Water and Sanitation programmes from as early as 1987.

## **2.5 Training activities**

The Ministries of Health, through the Health Education Unit and the Environmental Health Department, the Ministry of Community and Co-operative Development, and the District Development Fund are all involved in training activities relevant to the RWSS Programme.

Below is a brief look at this training in relation to the needs of the RWSSP.

### **a. Ministry of Health**

During the formal training of Environmental Health Technicians, some training is given in communication skills and in the use of participatory approaches for community motivation. In addition these skills have been updated in workshops held once or twice a year in the provinces, rather than in specific courses. The PEHO decides what training skills require updating each year. There is also an Evaluation and Planning workshop once a year which includes a training component. Joint training of MOH and MCCD extension staff has taken place in Manicaland, this year, at District level.

The Health Education Unit represented on the Training and Education sub-Committee are responsible for the Coordination of Health Education training in the Districts, but they have encountered difficulties at this level as there are no Provincial or District RWSSP plans. They have two Provincial trainers who move around the Districts teaching in schools and assisting with training wherever requested to do so.

Blair Research Laboratory also undertake technological training at District level. A small Blair team of trainers move around the country responding to Provincial requests for training.



## **b. Ministry of Community and Co-operative Development**

The main function of the extension staff of the Ministry of Community and Co-operative development is community motivation. VCWs and WCCs have received some training in the various techniques necessary for community animation, but due to certain institutional constraints, training for these cadre has been inadequate in recent years.

The VCWs, who were originally trained by the MOH as VHWS with the emphasis on health issues, are particularly in need of additional training in communications and community motivational skills. More recently, however, recognizing that the needs of the water and sanitation sector require specific training for the DCDOs, VCWs and WCCs, who are the key sector personnel, the MCCD have developed a co-ordinated, decentralized training programme for VCWs, which is designed to strengthen supervisory and community mobilization skills. The training will be undertaken by an inter-ministerial provincial training team, which will include Provincial Training Officers from MCCD, Public Service Commission and the Ministry of Youth, Sport and Culture. It will also include LGPOs from MLRUD and the Agritex PAEO.

It has also been proposed that the DCDOs, WCCs and VCWs are trained by the Environmental Health Department in integrated training courses, but as yet no funding has been obtained for this training.

## **c. District Development Fund**

During the last few years the Water Division of the DDF has also greatly expanded its training function, and the training of DDF field cadre includes the acquisition of technical and managerial skills as well as some training in community participation and motivation. The DDF training unit trains Pumpminders and Water Point Committees at District level.

## **2.6 Activities during the Operational Phase of the RWSSP**

In order to assess the degree to which Project 15 has been an effective part of the overall programme, it is important that this report examines the various activities undertaken at community level during the operational phase of the RWSS programme, and at who is involved in the activities.



Women constitute 58% of the total adult population in the rural areas and are de facto household heads of 45-50% of rural households. As such they constitute the largest specific target group in the communal areas, which has significant implications for the Rural Water and Sanitation Programme.

The activities are reviewed below, according to the specific phases or stages in the development and implementation of the RWSSP, described as Motivational (awareness creation), Implementation and Maintenance phases.

#### **a. Motivational phase**

Government Extension officers, such as the Environmental Health Technicians, Ward and Village Community Workers, are the main motivators/ actors during this phase. Other personnel in motivational activities include, the Health Extension officers of a number of Non-Government organizations, and the extension staff of Local Government. Agritex field staff and the Community Nurses are also involved in so far as the provision of water/crops/ health, and preventive and curative medicine, are interlinked. Councillors and VIDCO chairmen very often assist during this period, receiving complaints and recommending the appropriate solutions.

There are various activities which could be carried out during this phase to create awareness/ motivate community members. The following are some of these activities:

- \* house to house visits by extension staff such as VCWs and EHTs or Community Nurses
- \* community meetings and discussions, which involve the extension staff of various relevant ministries and the health field workers of NGOs
- \* role play and drama, either by extension officers or the community
- \* songs, stories and poetry used largely by the community to articulate problems
- \* visits to models/successfully completed projects organized by EHTs or NGO health extension staff
- \* informal talks given to women's groups or school children, by VCWs, EHTs or Community Nurses
- \* talks at Health Education Meetings and Primary Health Training courses





- \* workshops at village, ward and district levels, where community mapping and films are useful tools, organized by the extension staff of various ministries and NGOs
- \* Health Education as part of the school curriculum by EHTs

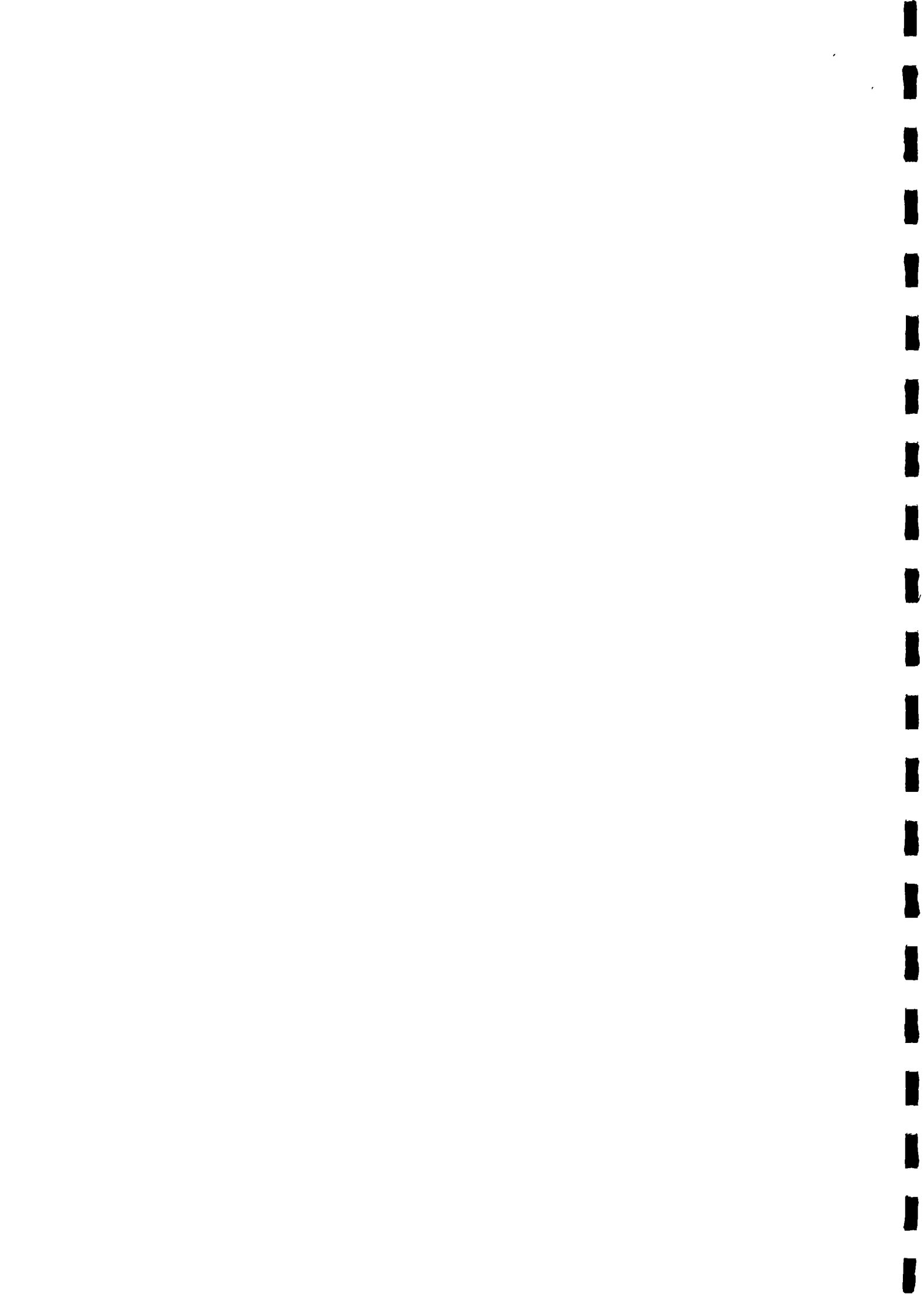
Discussions during the workshops and the district field study indicated that most extension workers are aware of the range of activities which can be used to arouse interest and awareness, but in practice extension staff use only a few of these tools, more formal lecturing being the preferred activity of EHTs for example.

A number of reasons were given for this, the most important of being the lack of training in initiating motivational activities. (cf.5.2). Other disabling factors cited by extension staff were:

- \* insufficient personnel to carry out an awareness creation exercise adequately
- \* the lack of female EHTs in the light of the large female population in the communal areas (cf.1.2.1)
- \* lack of co-ordination among extension staff
- \* lack of involvement of extension staff in programme planning, which acts as a demotivating factor

The mass media, and in particular newspapers, were identified as an important motivational tool. Of interest, too, was the importance placed on the necessity for Extension Workers to be "credible implementors".

In the area of motivation the District Field Study highlighted two areas of crucial importance, namely a "Community Diagnosis" to establish areas of need and concern, and the utilization of traditional leaders in the motivation of the people. The stress placed by the EHTs in the District Field Study, on the need to conscientize traditional and other local leaders before any other motivational activities are carried out, is of particular importance. This had been done in Mudzi, first through individual visits to the various leaders, including traditional religious leaders, followed by a workshop attended by Chiefs, Councillors, VIDCO Chairmen and other influential men in the community.



## **Enabling Factors**

Factors which predispose a community to react favourably to awareness creation activities, or which assist extension staff to motivate people, were listed by the participants as follows:

- \* a community problem e.g. lack of trees or overpopulation of an area assist in the promotion of Blair latrines
- \* the involvement of socio-economically influential local men
- \* observance of cultural norms, particularly in regard to consulting traditional leaders, which promotes cooperation
- \* maximum community participation in discussions and decision making
- \* availability of motivational support materials (cf.5.1)
- \* extension staff able to make their own motivational materials e.g.flannelgraph
- \* a standardized multi-sectoral approach
- \* established development structures which serve as channels and supporting mechanisms

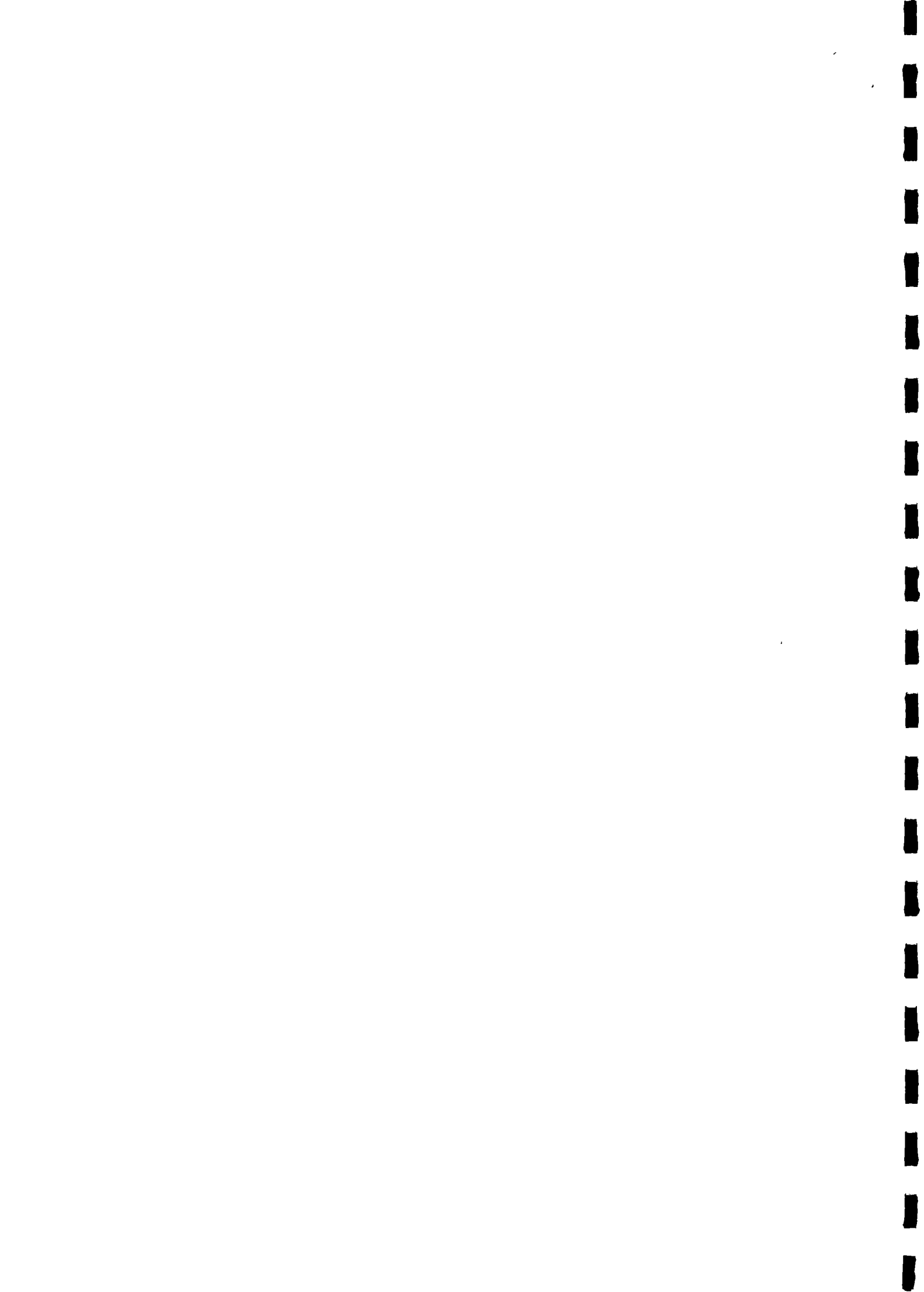
## **Disabling Factors**

Disabling factors identified by extension staff, which adversely affect a community's response during the motivational phase, include the following:

- \* language restraints
- \* the lack of appropriate geophysical resources
- \* negative reactions from traditional leaders

Disabling factors cited by extension staff were

- \* insufficient personnel to carry out an awareness creation exercise adequately
- \* the lack of female EHTs
- \* lack of co-ordination among extension staff
- \* lack of involvement of extension staff in programme planning, which acts as a demotivating factor.(cf.2.2)



## **b. Implementation Phase**

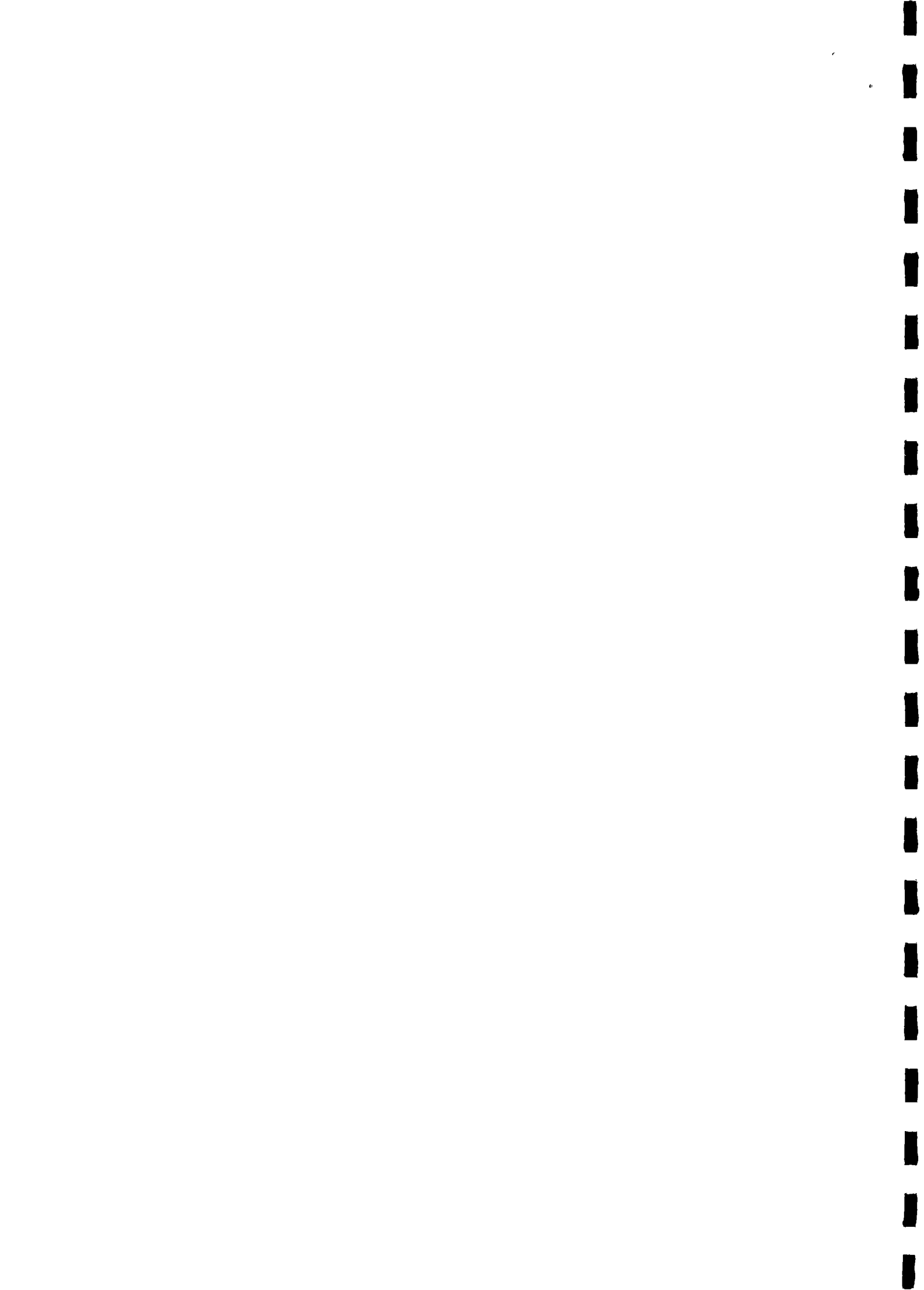
As the RWSSP stresses the need to develop the natural resources to ensure a clean water supply for every community and the safe disposal of waste matter through the construction of pit latrines, the implementation phase of the programme is necessarily concerned with the construction of wells and latrines. Health and Hygiene Education is, however, a vital component of this phase too, as reflected in the on-going awareness creation exercise.

During this phase of the programme the implementors change to some degree. The EHTs remain the chief innovators in the areas of shallow wells and latrines, with the VCWs undertaking the relevant motivational activities with the EHTs, while the DDF cadres operate in the construction of deep wells and in the drilling of boreholes. NGO extension staff are also operative during the implementation phase.

In addition to project construction, training is a key activity during this phase, the emphasis being on the acquisition of knowledge and skills, which enables the communities to participate in bringing about a change in their own physical environment, and thereby contribute towards an improvement in their own health and hygiene status. The emphasis in skills training, is focussed on the Community Builders and Pump Minders, who are selected by village communities. Builders and Pump Minders are instructed at Ward or District level in formal training courses, as well as at practical demonstrations in the villages. These training courses include a Health Education component. (cf.5.2)

Other activities undertaken to motivate the community include demonstrations and competitions.

In the implementation phase the community participate in the presiting of wells, in the siting of toilets, and in the provision of materials and labour for construction. The communities mould the bricks for superstructures and the lining of wells, they collect aggregate and sand, and undertake the digging of wells and pits. However, they have no control or authority over the financial and managerial aspects of programme implementation in their districts.



Factors identified as facilitating the successful completion of this stage of the programme include:

- \* availability of funding for adequate "builder" training (cf. 5.2)
- \* practical demonstrations by VCWs, EHTs or NGO extension staff
- \* competitions, used to motivate through example
- \* availability of appropriate technology
- \* availability of material resources
- \* a clear MDH policy
- \* adequate extension staff
- \* availability of funding to facilitate execution

Inhibiting or disabling factors include:

- \* neglect of cultural beliefs relating to water sources
- \* lack of project materials such as cement
- \* the high cost of materials for construction
- \* shortage of training materials e.g. manuals.

### **c. Maintenance phase**

The objective of this phase is to establish the continuous functioning of project facilities, through community management, and appropriate health behaviour. The extension staff involved in the implementation phase also play a role in the maintenance phase.

Key activities for the extension worker during this phase were identified as

- \* establishment of water point committees
- \* community meetings
- \* role play and drama
- \* follow-ups
- \* DDF training of Pumpminders and caretakers

It was noted by the workshop participants that the community play a role only in the reporting of pump breakdowns and in maintaining the cleanliness of the toilets and of the well surrounds. However, the latter is not always maintained.





The field study indicated that not all water points have Water Point Committees and that even where they do have them the committees are not always functional. This bears out the findings of Cleaver (1990) in "Community Maintenance of handpumps".\* In addition it was discovered that where the users are an extended family there is more cooperation in the maintenance of facilities, which has important implications for future planning.

## 2.7 Recommendations

The following recommendations are made against the background of the findings. The recommendations relate primarily to the areas of planning, co-ordination, community participation and the operational phase of the programme.

It is recommended that:

- \* Planning for the RWSS Programme be decentralized in practice, to facilitate realistic Provincial and District plans
- \* Provincial and District plans be made available to all agencies operating within the sector, to facilitate co-ordination of activities in the operational phase of the programme
- \* District plans reflect cultural preferences as well as population needs
- \* Ward and Village level planning sub-committees be equipped with the necessary skills to participate meaningfully in planning
- \* The Health Education Unit be given an active role in the RWSS Programme
- \* NGOs operative in the Sector be involved in planning
- \* Production of media support for the RWSS programme be centralized to avoid duplication and fragmentation of objectives
- \* Throughout the various phases of the programme emphasis be placed on motivational activities, particularly in the initial phase



- \* Communities be encouraged to participate in all aspects of planning, and project implementation
- \* A sense of "ownership" in relation to projects be engendered in the communities through communication support activities
- \* Maintenance activities be community based rather than institution based
- \* Water Point Committees be given a Health Education role
- \* Training of extension officers operative in the RWSS programme be approached on an inter-ministerial basis, to ensure that all staff are equipped with skills necessary to achieve the programme objectives
- \* Wherever possible extension staff of NGOs operating in the Sector be trained in conjunction with government staff.
- \* More female extension staff be trained, in the light of the preponderance of women in the communal areas .

### **3. PROJECT 15: MATERIALS PRODUCTION**

#### **3.1 General**

Print and visual materials produced under Project 15 were initiated by the Media Development Officer in the Environmental Health Department, with assistance in some instances from the Blair Research Laboratory. More recently print materials have been updated or adapted by Blair Research personnel working in conjunction with the Environmental Health Department.

The lack of liaison and co-operation, between personnel of the Health Education Unit and the Media Development Officer between 1988-1990, also precluded access to the Health Education Unit artists and facilities. This in turn hampered the production of Project 15 support materials as well as incurring additional expenses through the necessity to duplicate services. In consequence the Health and Hygiene educational component of the RWSSP did not develop apace with the construction aspect of the programme.

No consultative workshops were held between 1988 and June 1991, at either Provincial or District level, to generate ideas for new materials or to evaluate the contents of the existing materials. Neither extension workers nor community members, therefore, have participated in the development of materials.



### Recommendations

It was recommended that:

- this manual be revised, to include the necessary relevant technical data and community motivational material
- the text be in the vernacular
- a manual be produced containing instructional material for the digging of a new well, in addition to the manual for upgrading an existing well
- a "builder's pocket card", containing concise relevant instructions be developed, and encapsulated in plastic.

### **UPGRADED WELL MANUAL FOR FIELD WORKERS**

Original Text Sue Laver 1987

Artist Kors de Waard

Adapted by Peter Morgan 1889

### General Description

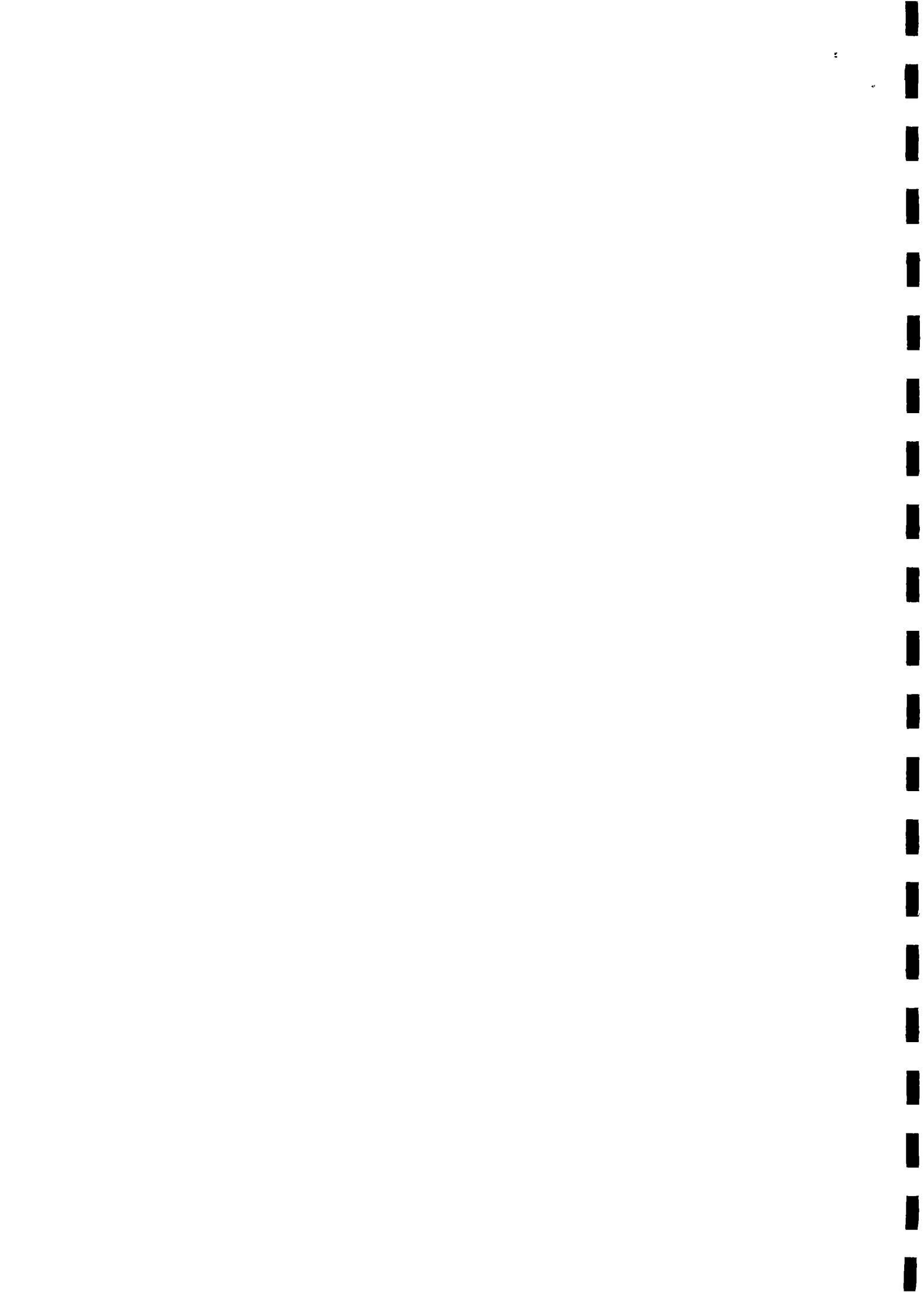
Type- Instructional with technical information.  
Contains motivational information and some simple maintenance instructions  
Target Group- Extension officer/field worker

### Comments

Adapted from "Water for all- Well digging" (Draft)

### Content

- it provides step by step information for the upgrading of an existing well, yet stages 1 & 2 deal with "Siting the well" and "Making a new well"
- information on pg. 17 is repeated on pg. 18
- all the women in stage 1 are shoeless



### 3.2 Materials Analysis

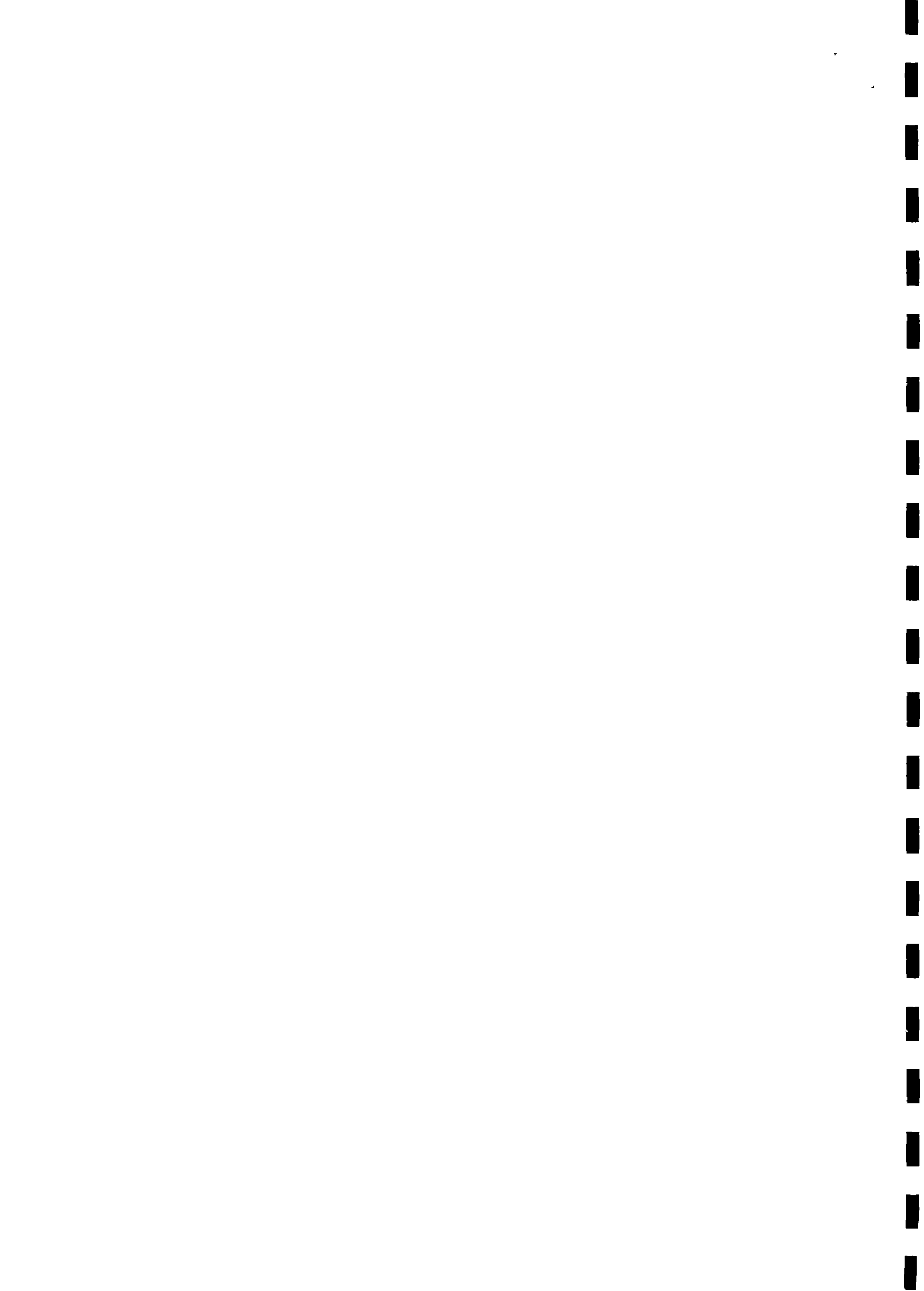
The materials produced under Project 15 have been analyzed and evaluated against the background of the recommendations contained in the Health and Hygiene component of the National Master Water Plan, which form the basis for the objectives of Project 15.

These recommendations stress the necessity for materials to

- \* focus on clearly defined target groups
- \* provide support for promotion, training and project implementation for both community and trainers
- \* contain information appropriate for each specific phase e.g. awareness creation materials for the motivational phase and technical instructional for the implementation stage
- \* communicate information at a level appropriate to the target group, and
- \* be produced in a format to which additional or updated material can be added.

Many of the activities described in PLANOP 87/88, which were supported by NORAD, were on-going activities. These subsequently became part of Project 15.

The analysis of the materials, presented below, is based on the findings of the Provincial workshops held in Manicaland and Mashonaland West, and of the District field study undertaken in Mudzi. Although hygiene promotional material is contained in some of the instructional manuals, to achieve greater overall clarity the materials have been divided into three categories, namely Sanitation, Water and Health/Hygiene. Thereafter each category has been analyzed according to the type of media.





## I. SANITATION

### I.a. PRINT

#### THE BLAIR LATRINE BUILDERS MANUAL

Original Text Sue Laver 1987

Artist Kors de Waard

Updated Text Peter Morgan 1988

#### General Description

Type - Instructional, with technical information, for construction and maintenance. Target

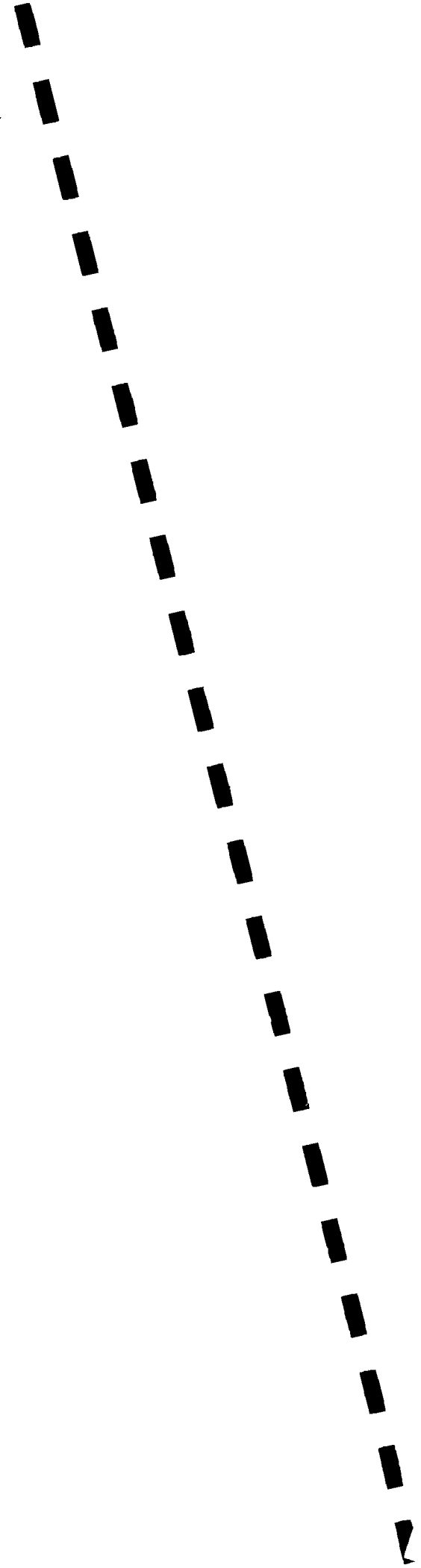
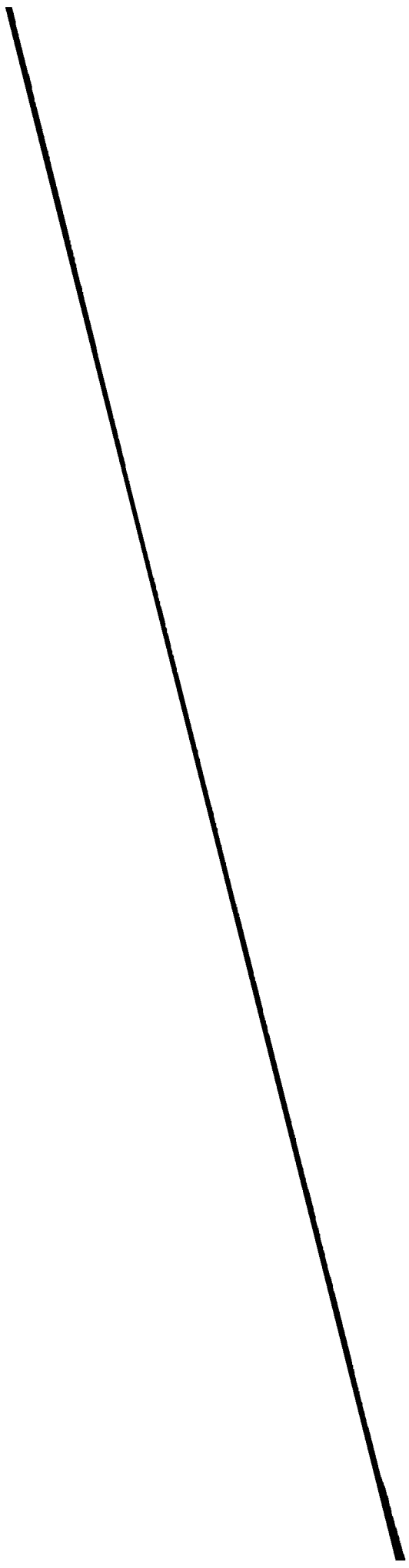
Group - primarily the community builders

#### Presentation

- print replaced the handwritten script of the original in the main body of the text, which if it is clear, is preferred by the users
- use of different print types and sizes in sub-titling and diagram instructions is confusing

#### Content

- alterations were made to technical data
- additional technical data was incorporated
- technical data varies and specifications are not clear
- measurements are given in varying units metres/mms/feet, felt to be confusing
- the initial two pages of community
- motivation contained in the original were omitted
- building instructions for the superstructure of only a square Blair latrine were included, omitting
- the additional instructions for a round Blair contained in the original
- the diagram depicting the men lifting the roof slab onto the superstructure, printed in both original and updated manual, is misleading for it requires more than three men
- the Builders Checklist, contained in the original, has been omitted.



## THE DOUBLE COMPARTMENT BLAIR LATRINE BUILDER'S INSTRUCTION MANUAL

Original Text Sue Laver 1987

Artist Kors de Waard

Updated Text MOH 1988

### General Description

Type - Instructional, with technical information, for use in implementation and maintenance

Target group - community builder and trainer

### Presentation

-there is no consistency of print type or size in the diagram instruction

-a measurement conversion chart, better placed at the back of the manual, is placed on pg.3

-the sequence of technical information is broken inappropriately by the inclusion of two pages of community motivational material from the original text

-the layout is disjointed, related texts being on following pages, rather than on facing pages

### Content

-additional technical data was added

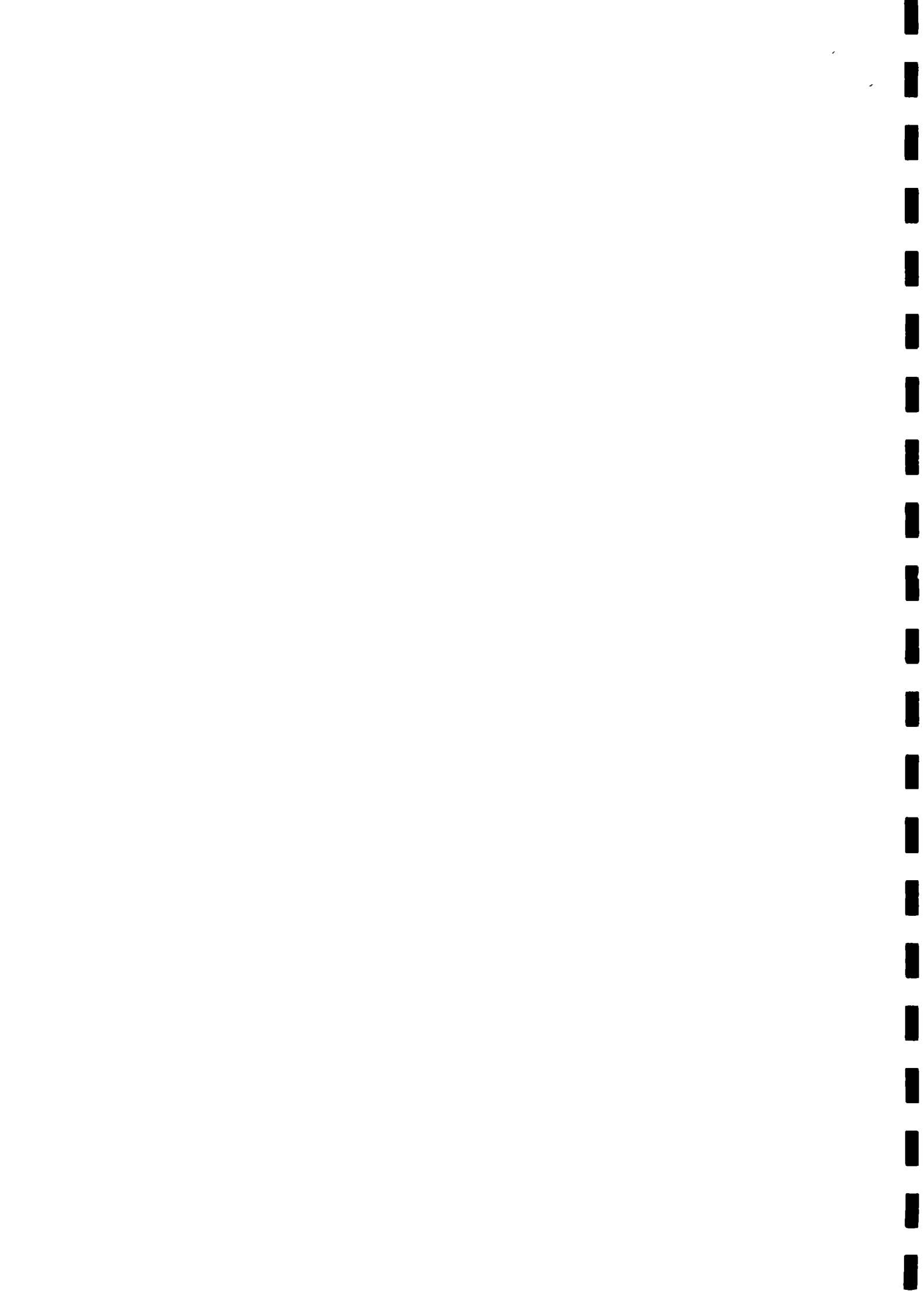
-measurements are not standardized, both feet and metres are used

-titling to pg.9 refers to a single, rather than a double compartment latrine

-instructions on p. 27 relating to the superstructure should follow Step 8 on pg. 21

-the diagram on pg. 25 is misleading, lifting the roof slab requiring more than two men

-there is no motivational or instructional hygiene component.



THE BLAIR LATRINE BUILDERS MANUAL  
(Summary)

Original Text Sue Laver 1987

Artist Kors de Waard

Adapted by MOH & Blair Res. Lab. 1988

Comments

This is not a manual. It appears to have been adapted from the original manual to provide community builders with additional technical information.

General Description

Type- Instructional

Target Group- Community Builders

Contents

-a short pictorial guide

-titled diagrams and some technical information



## BLAIR LATRINE MANUALS

Recommendations It is recommended that the Summary is not reproduced and that the manuals be further researched and revised. It is further recommended that as the community are the target group, the manuals would be more appropriate if the following alterations were made:

### Presentation

- the text be printed in both Shona and Ndebele for use in the respective regions
- a print size large enough to promote easy reading, be used
- a form be adopted for the manual which allows for the incorporation of additional information at a later stage
- instructional material be prefaced by a motivational component technical data be presented simply, clearly and accurately

### Content

- technical data be standardized
- material measurements be given in both metric form and according to local, common usage e.g. 3 to 4 buckets (1/2 cu.m)
- contradictions in the presentation of technical data be avoided
- instructions for the building of square and round latrines be given
- instructions on building a latrine roof "in situ" be added
- women be depicted as active participants in the gathering of materials, and in the building of the superstructure
- the Builders Checklist from the original manual to be included
- the manual to include a hygiene component.





**STEP BY STEP INSTRUCTIONS  
ON HOW TO BUILD A BLAIR LATRINE  
THE SINGLE VERSION - LEAFLET**

Original Text Sue Laver 1987  
Artist Kors de Waard  
Adapted MOH 1989

General Description

Type- Instructional for field reference  
Target Group- Community Group

Presentation

- leaflet in "concertina" form stretching out to an impractical length for field use
- too light and flimsy for durability
- small enough to be carried in a pocket
- pictures and information on both sides of the leaflet
- text in English

Comments

The original from which it was adapted, consisted of a single sheet of essential construction information, encapsulated in plastic.

Recommendations

It is recommended that concise step-by-step instructions for a "builders pocket guide" be produced in the original form.

It is also recommended:

- that the text be in the vernacular
- women be included as community builders
- the card be encased encapsulated in plastic.



I.b Visual Aids

**STEP-BY-STEP INSTRUCTIONS FOR BUILDING  
A BLAIR LATRINE - FLIPCHART**

Original Text Sue Laver Dept. of Community  
Medicine, UZ with Research Board Support 1987  
Artist Kors de Waard  
Updated MDH 1989

Comment

The University of Zimbabwe were not consulted about the update, although they are the authors. Acknowledgement in the update is incorrect.

General Description

Type- Motivational and Instructional, for use in creating awareness and training  
Target Group - Community

Presentation

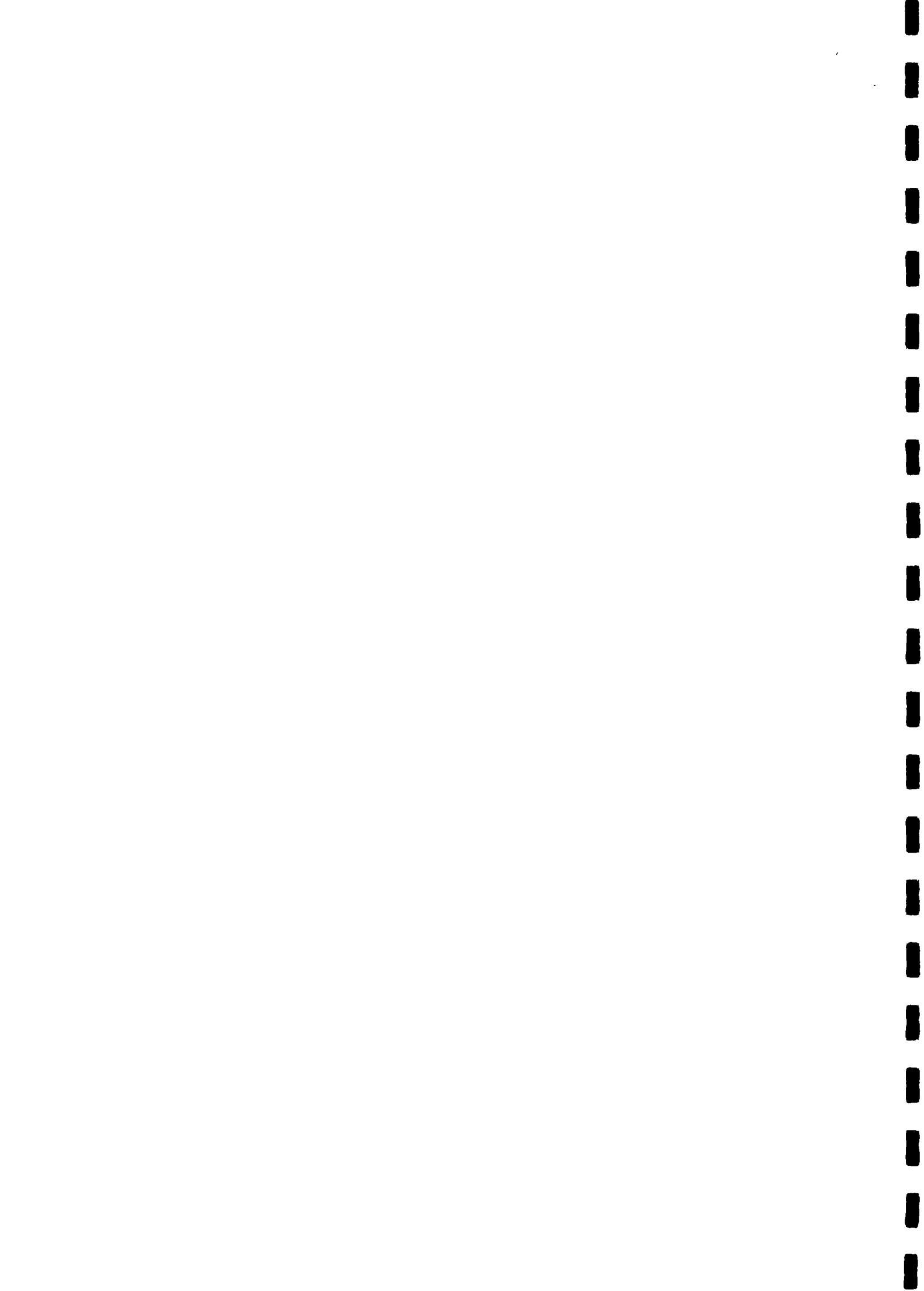
The print size, of the instructional text accompanying the pictures, is too small for use in a flipchart which is designed to be viewed from a distance

Content

- the technical data in the flipchart is not consistent with that in the manuals
- some of the terms are not understood by the community e.g. Bed slab.... stage 8
- the diagram of the latrine pit in Stage 4 does not indicate spaces
- in the brick lining at the base, through which seepage occurs

Comments

- it is a media form liked by the community and the extension workers
- the flipchart was updated to incorporate additional technical information.
- similar flipcharts for double and multi-latrines were also requested.



## Recommendations

It is recommended that the flipchart be further updated, correcting technical inconsistencies, and including the following:

### Presentation

- print size suitable for a flipchart
- the chart be made of durable material, such as cloth, to increase the life of the chart and make it easy to transport

### Content

- consistent standard of measurement
- text in the vernacular
- culturally acceptable behaviour e.g. extension officers without hats,
- when seated in the presence of community elders ( picture Share Information)
- women depicted as active participants in construction, not only as bearers of materials or cooks
- stage 1, "Mark out the site" to depict a square and round pit
- the word cure in stage 7, "Complete the cover slab", to be in bold print to stress its importance
- the text in stage 8, "Position the slab", which reads "Bed slab...." be altered to " use cement mortar to position slab"
- stage 12, to depict more people lifting the roof slab into position, as recommended for the manuals
- a diagram depicting the building of a roof slab "in situ" to be added
- technical data e.g. a flat or cone shaped flyscreen to be researched before updating the manual
- the text in " Maintain your latrine" to read "...and wash down when necessary"
- the picture entitled "Clean inside daily" to include children assisting the women
- the picture entitled "Wash hands after using the latrine" to depict two children of the same sex and -one child pouring the water over the user's hands



## II. WATER

### 11.a. PRINT

#### UPGRADED WELL MANUAL FOR BUILDERS

Original Text Sue Laver 1987

Artist Kors de Waard

Adapted by Peter Morgan 1990

#### General Description

Type - Instructional with technical information

No motivational or hygiene educational material

Target Group- Community Builders

#### Comments

It was adapted from Water for All- Well digging (Draft) This handbook cannot be described as a manual in the strict sense of the word as it contains no step by step instructional material

#### Presentation

-a series of titled diagrams

-instructions on How to look after your well in English and Shona

-it is not clear whether the word "Upgraded" in the title refers to the manual or a well

-the covers on the this manual and the manual for the field worker are identical, causing confusion (cf.5.2.1)

#### Contents

-no technical information accompanies the pictures, although community builders are the target group

-no information is given for the deepening or lining of the existing traditional well

-community participation is limited to a single action, that of fitting the well cover slab





## **BUCKET PUMP MANUAL FOR FIELDWORKERS**

Original Text Sue Laver 1987

Artist Kors de Waard

Adapted Text Peter Morgan 1990

Artists Tali Bradley & Kors de Waard

### General Description

Type- Primarily instructional for use in a training situation or during the implementation of a project.

It also contains a maintenance component.

Target Group- Field Workers/extension officers

### Comments

Adapted from "Raising Water with different pumps  
Pump Handout No.1 The Zimbabwe Bucket Pump"

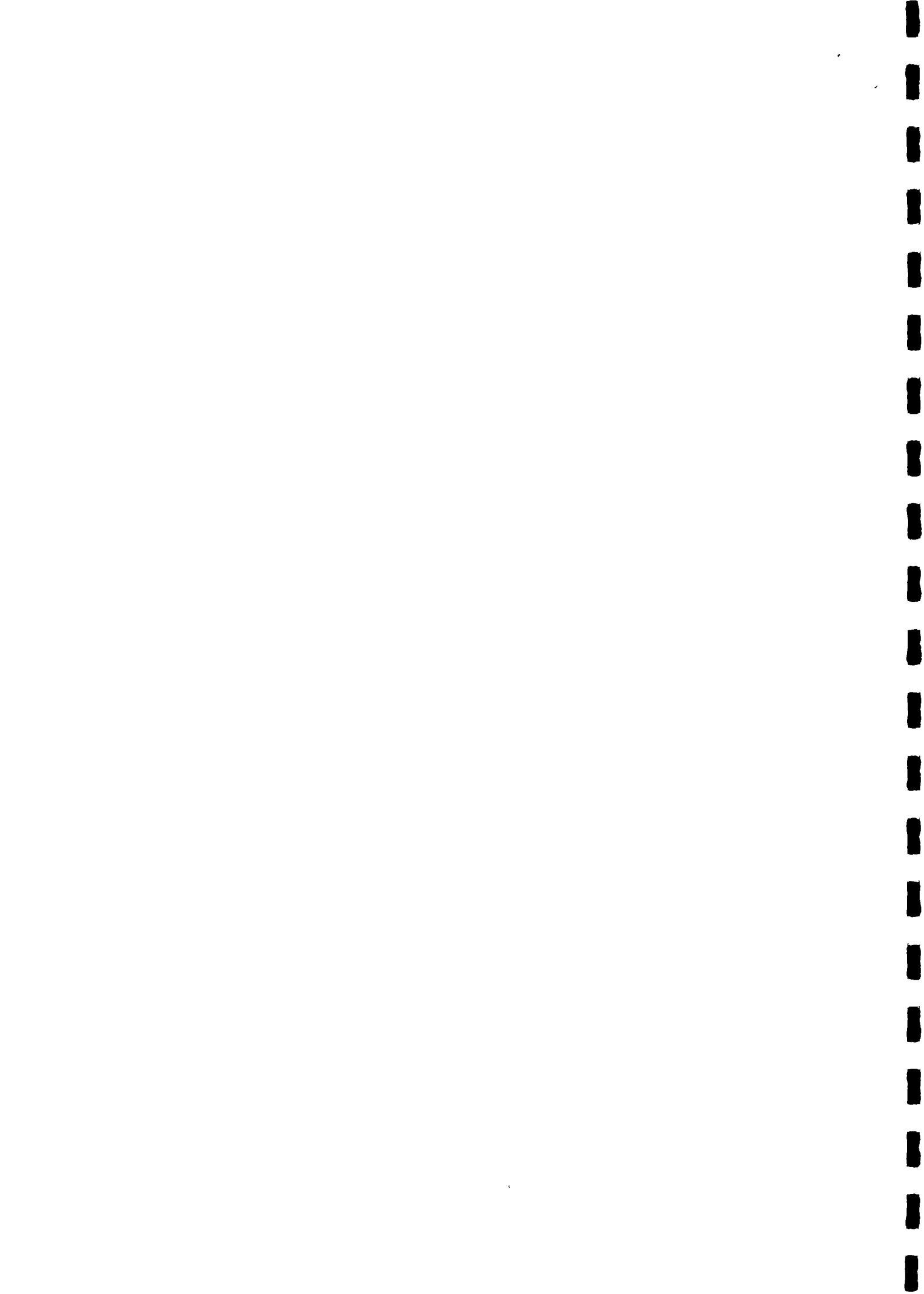
Additional technical data has been added to the original text and a more detailed step by step process developed for the installation of a bucket pump on a tubewell and on a wide diameter well.

The manual requires reprinting as pgs. 11 and 20 have been inserted upside down, creating a disjointed sequence in the construction information .

### Recommendations

It is recommended that:

- the manual be updated to include motivational and hygiene promotional material
- the text remain in English
- the picture print should be darker, to increase clarity
- women be included as active participants in the various stages of construction
- community motivational material be placed before the instructional material
- the maintenance component include information on the establishment and functions of the Water Point Committee
- the cross-section of a bucket pump fitted on a wide diameter well
- on pg. 22, does not show a solid brick lining to the base of the well
- stages in the installation of the Bucket Pump be produced in a concise form, encased in plastic, for use in the field



### Further Comment

In the manual pg. 29 entitled "Maintaining the Pump Head", was in the original entitled Maintenance card. Originally an identical, separate Maintenance card was developed, to be used in conjunction with a maintenance Check book, but were not produced for distribution. The workshop participants, however, recommend that these materials be adopted and printed for use in the field under Project 15

## II.b. Visual Aids

### UNSERIALIZED POSTERS/PICTURE CODES ON THE MAINTENANCE OF A BLAIR PUMP

Produced by the MOH 1990

#### General Description

Type- These codes are used to create awareness during the maintenance phase of a project, and are therefore motivational materials.

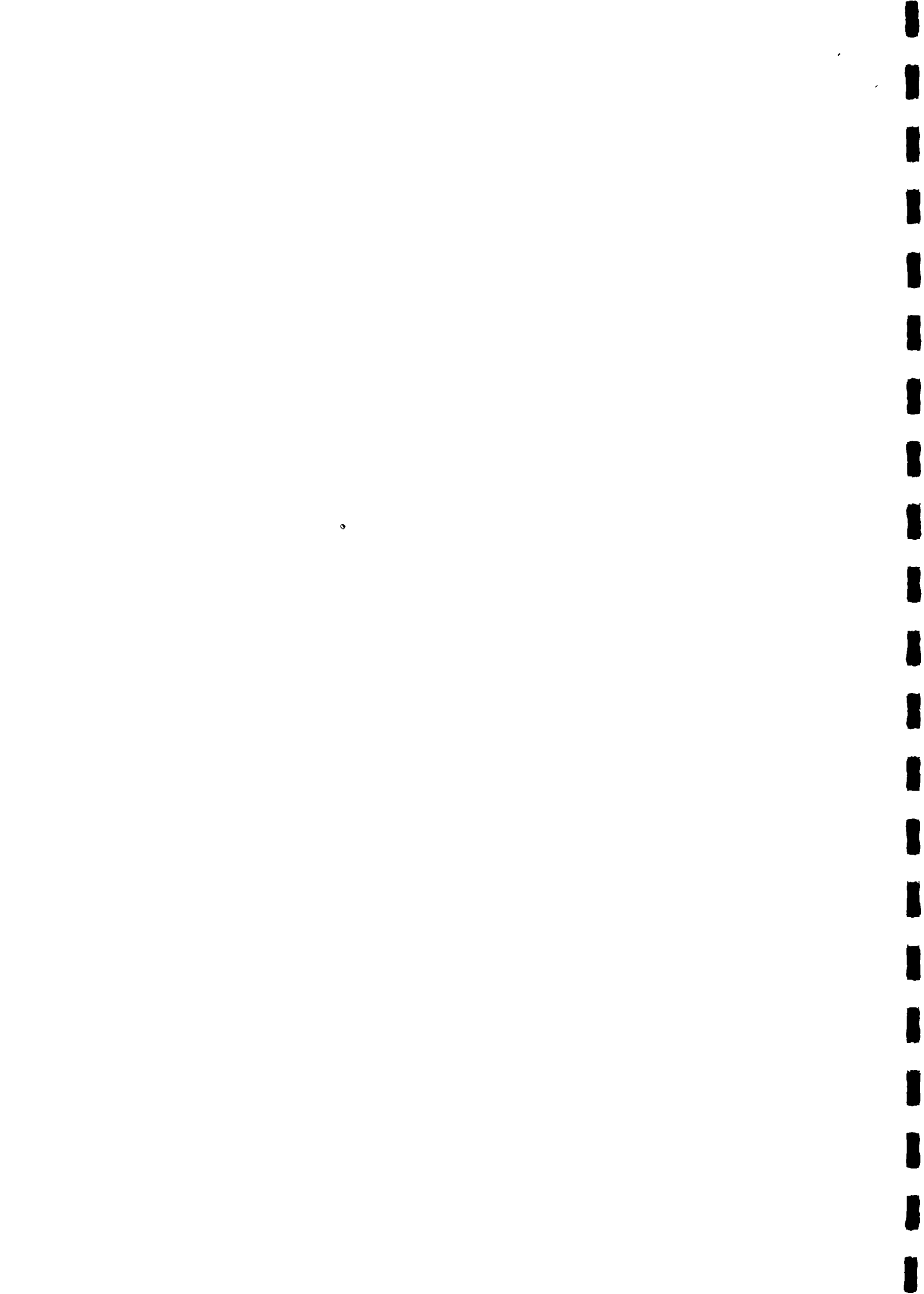
Target Group- Community

#### Content

The pictures deal with various aspects of the maintenance of a Blair Pump. Some of the codes are unclear and even misleading.

-One code, for example depicts a pump which has been broken, and the figure of authority who has been called to deal with it is a policeman. The policeman is apparently arresting the boy for vandalizing the pump. This code serves to create a negative impression of a positive situation, as it engenders fear rather than desire in the community, in relation to reporting the breakdown. As the RWSSP seeks to promote a three tier maintenance system, it is recommended that the code depict the relevant personnel, assisting the community.

-Another code depicts women washing clothes in the "run off" canal from a pump and cattle drinking from the canal. It is not clear from the code that this behaviour is not acceptable; rather the simple representation of the availability of water conveys a positive message for its usage .



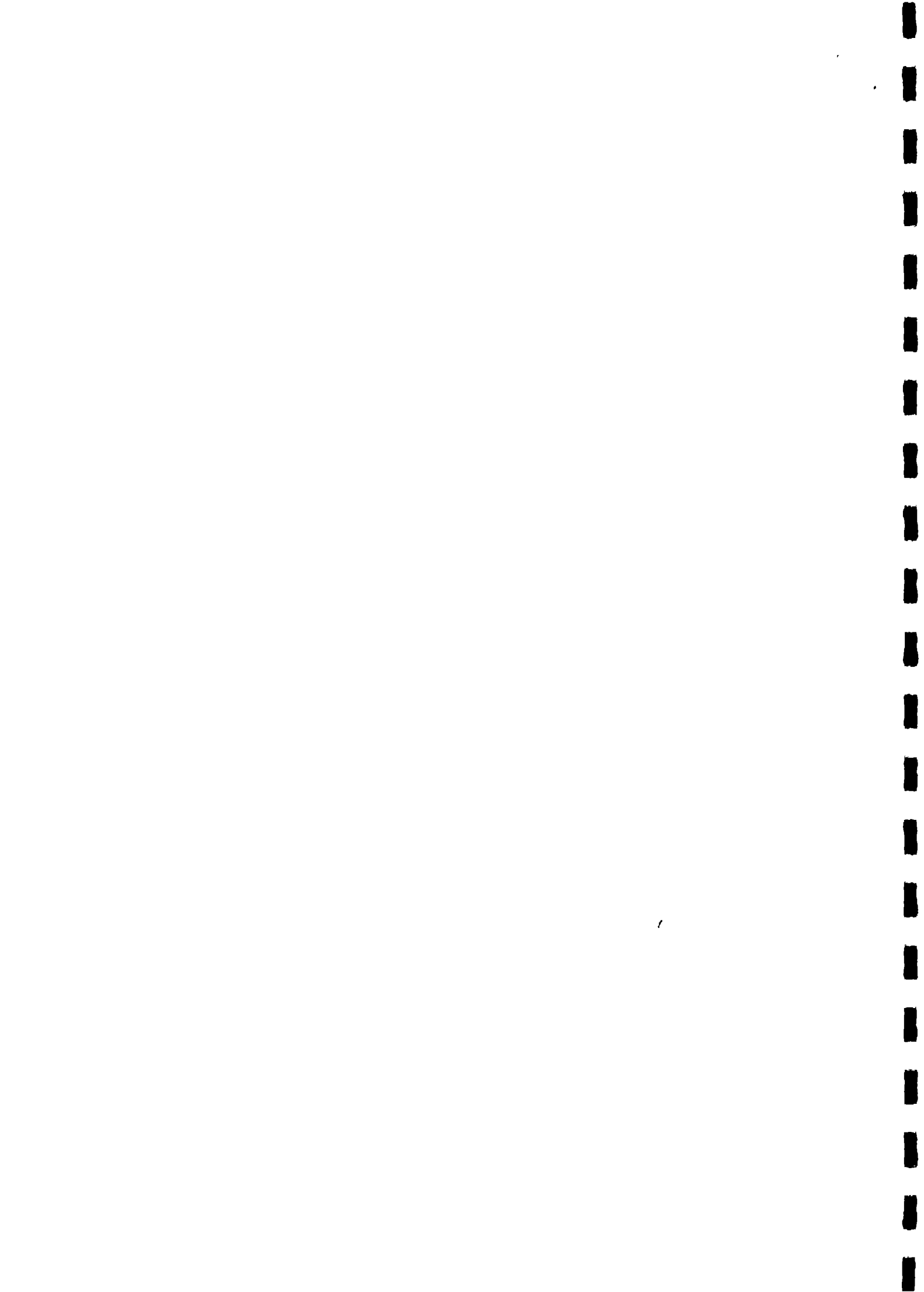
Recommendation

It is recommended that:

- the content of all of the codes be reviewed, and revised where necessary
- all codes be tested within a community, for relevance as well as perceptual feedback
- all Extension officers/trainers be trained in the use of these codes.

Comment

Consideration should also be given to the type of pump portrayed, given the current move away from Blair pumps to Bucket or Bush pumps.



### III. HEALTH/HYGIENE

#### CARE FOR YOUR LATRINE LEAFLET

Original text Sue Laver 1987  
Artist Kors de Waard  
Adapted by MOH 1989

##### General Description

Type-Motivational and instructional  
Target group- community

##### Presentation

- leaflet in "concertina" form stretching to an impractical length for field use
- flimsy paper
- printed on both sides

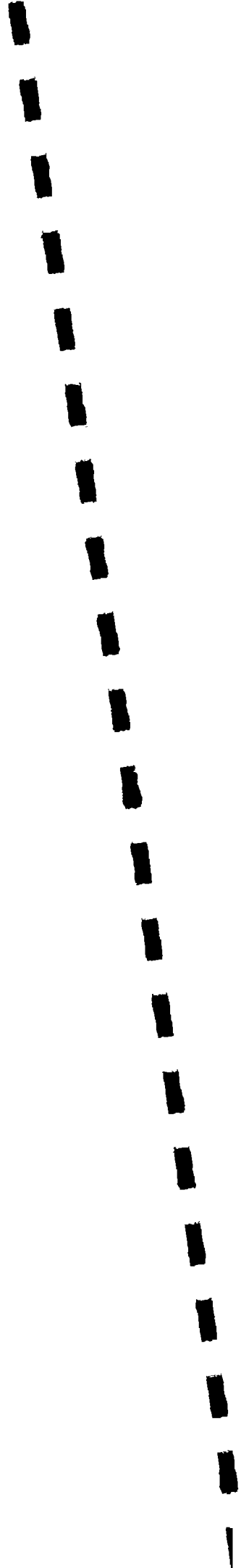
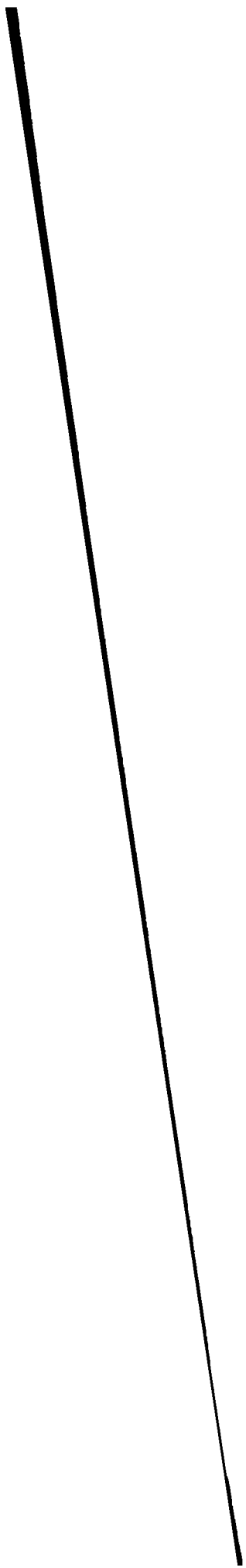
##### Content

- text in English and Shona

##### Recommendations

It was recommended that:

- the information be given in the form of a summary sheet, of durable quality, such as the plastic encapsulated card used originally
- the text be printed on one side only to allow it to be placed on the wall in the toilets
- the text be in the vernacular only
- the picture depicting the washing of hands should include people of the same sex
- the washing of the latrine include women and children
- the issue of unshod women, while men wear shoes, should be locked at.





### Recommendations

Recommendations include the necessity to update this manual, taking the following into consideration:

#### Presentation

- step by step instructions be given in the emphatic tense
- relevant information should not be presented in ranked sequence
- short sentences facilitate understanding
- an English text is acceptable/appropriate for extension workers
- a health/hygiene component be added to the manual

#### Content

- women be represented as active participants in the construction process
- women be drawn wearing shoes as the men are well-diggers be helmeted to promote the use of safety precautions

#### Comment

It was further suggested that a manual for Well Digging be produced, which would include a section on the upgrading of an existing traditional well.



**PICTURE CODES-  
SERIALIZED & UNSERIALIZED  
AND POSTERS**

Originals SAFAR/PROGRESS  
& CADEC, Chinhoyi  
Adapted by the MCH 1990

General Description

Type- Motivational/ informative codes and posters  
for use in the field by extension staff

Target Group- Community

Content

-A set of codes deals with the storage of drinking water, i.e. uncontaminated drinking water, and promotes practices such as the covering of water utensils and boiling water.

-Others deal with the safe disposal of refuse. One poster portrays pot racks, while another a baby being washed in a basin of water.

-Two others show the fouling of river water through its use as a toilet and as a clothes washing point.

Comment

-the size of the poster or code is suitable for use in the field

-content is not clear, often ambiguous and misleading

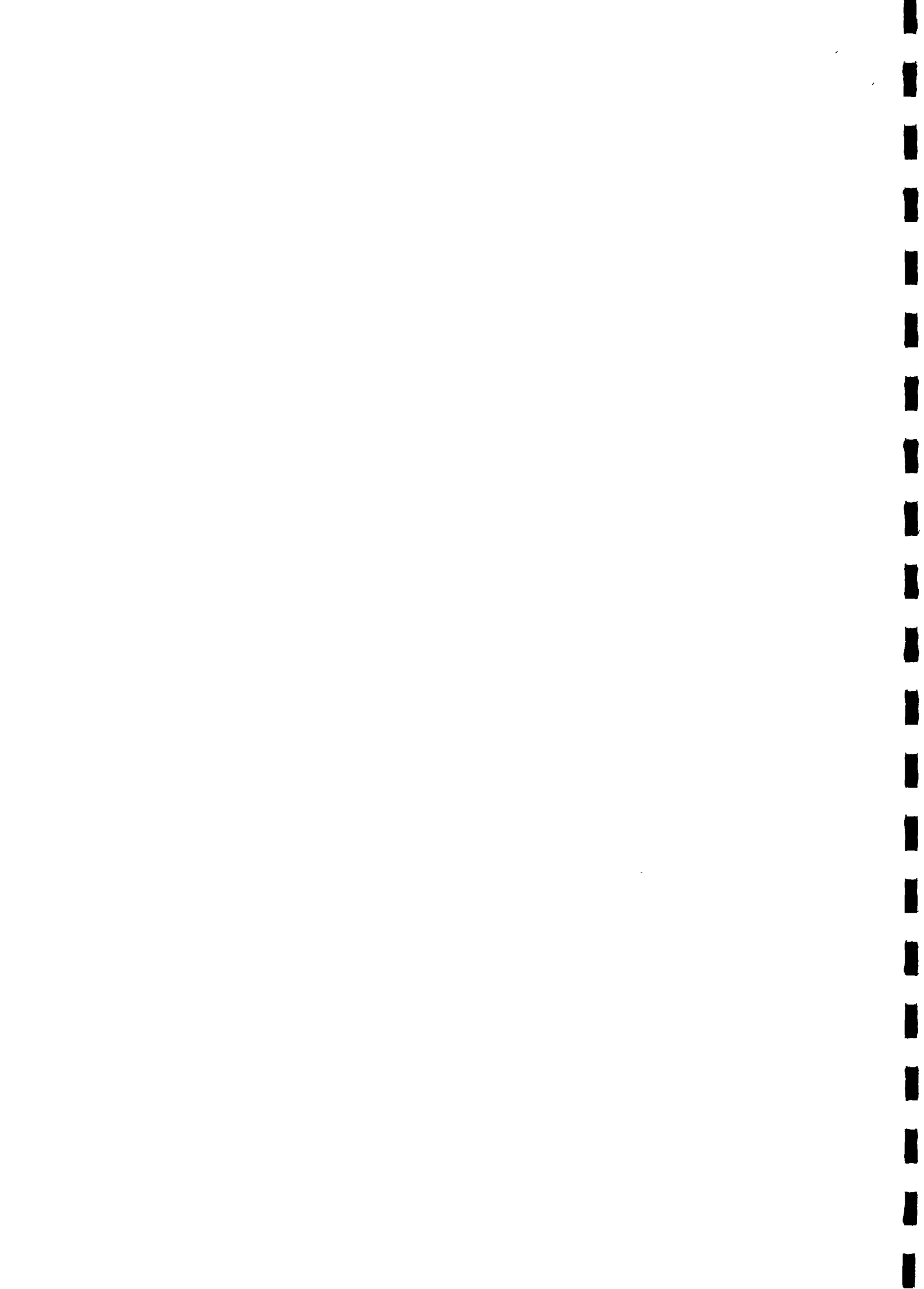
Recommendations

The content of some of the posters needs to be reviewed, to increase clarity and incorporate revised ideas of what constitutes a "hygienic" practice. For example, showering a child was felt to be preferable to washing in a basin, and the use of wooden pot racks was questioned both in terms of hygiene and in relation to the destruction of the environment.

It was also recommended that:

-extension officers receive additional training in the use of these materials

-that a Manual or other guidelines for the use of these codes accompany the picture .



**ACTION FOR DIARRHOEA  
CHART**

Original MOH 1988  
Adapted by ICH 1990

General Description

Type- Motivational/ promotional and informative to be used by extension staff and community to stimulate discussions and create awareness

Target Group- Community

Content

In its original form it was a pocket chart, with separate pictures which could be placed in appropriate pockets on the chart. It was used by health personnel such as Community Nurses, to investigate a health situation, or the pictures were used separately by the trainers or the women themselves, to create a "story with a gap".

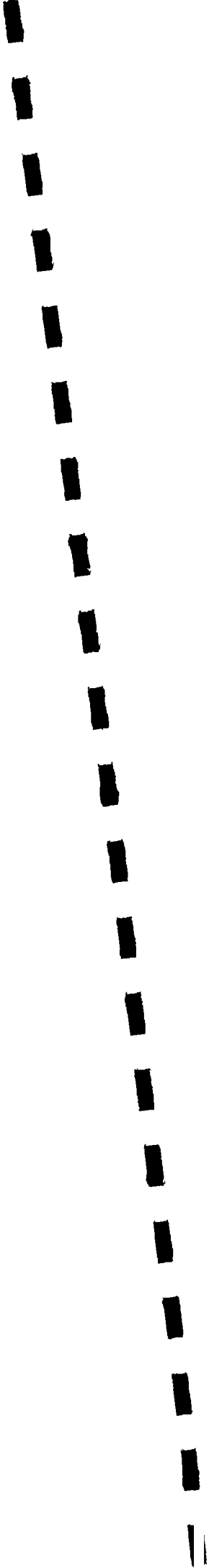
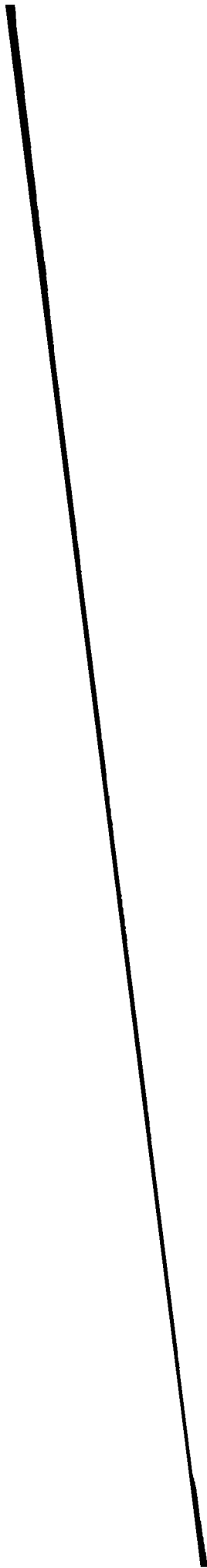
The adapted chart has been altered and the pictures incorporated into the chart. The following are some of the observations made:

Presentation

- the sequence of the pictures is misleading, making the health message unclear
- the pictures are too faint to be seen from a distance

Content

- the pictures are culture specific, but presentation of a traditional functionary in the picture is not clear and the illustration is not clear



### Recommendations

It was recommended that:

- the Chart be revised/adapted to increase clarity/ and use
- the title and text be in the vernacular
- separate pictures be provided for use with the chart
- instructions for its use accompany the chart
- the Extension Workers be trained to use the charts.

### **SNAKES AND LADDERS GAME**

Produced by the MCH 1990

### General Description

Type- Motivational to be used by extension officers

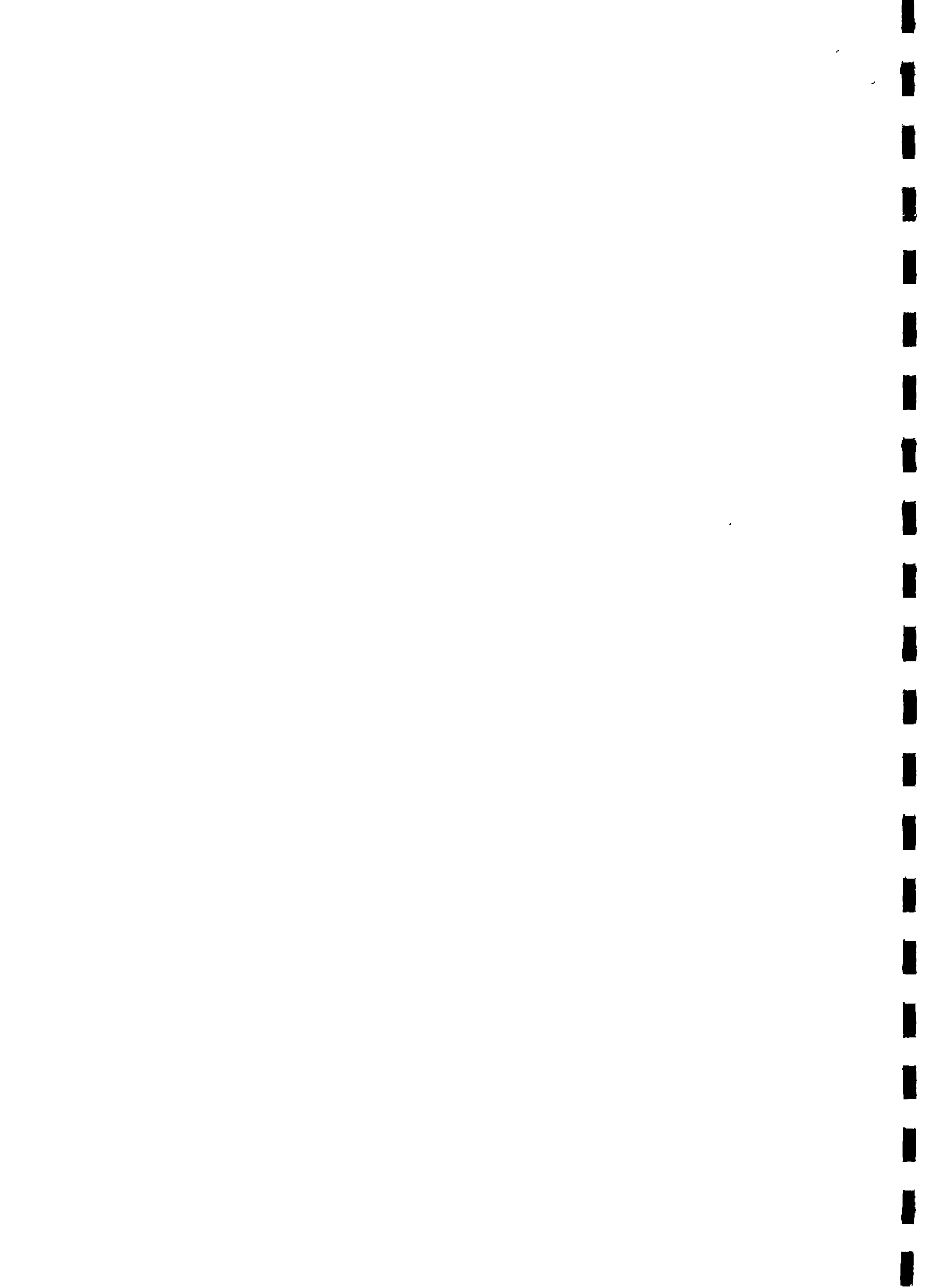
Target group- No indication is given as to the target group

### Comment

In its present form the board simply depicts snakes and ladders. There are no printed health messages on the board. To be of any instructional value it would require relevant health messages.

### Recommendations

It was recommended that this game be adapted for use in schools, by Health Workers or teachers, as promotional material. The extension staff could develop their own health messages, but would require training in the use and development of messages .





## AUDIO-VISUAL MATERIAL

### VIDEO MODULES

Produced by the MOH 1991

#### General Description

Type- 10x10 minute video modules on different aspects of water and sanitation  
The modules are primarily instructional for implementation, containing little motivational or maintenance information

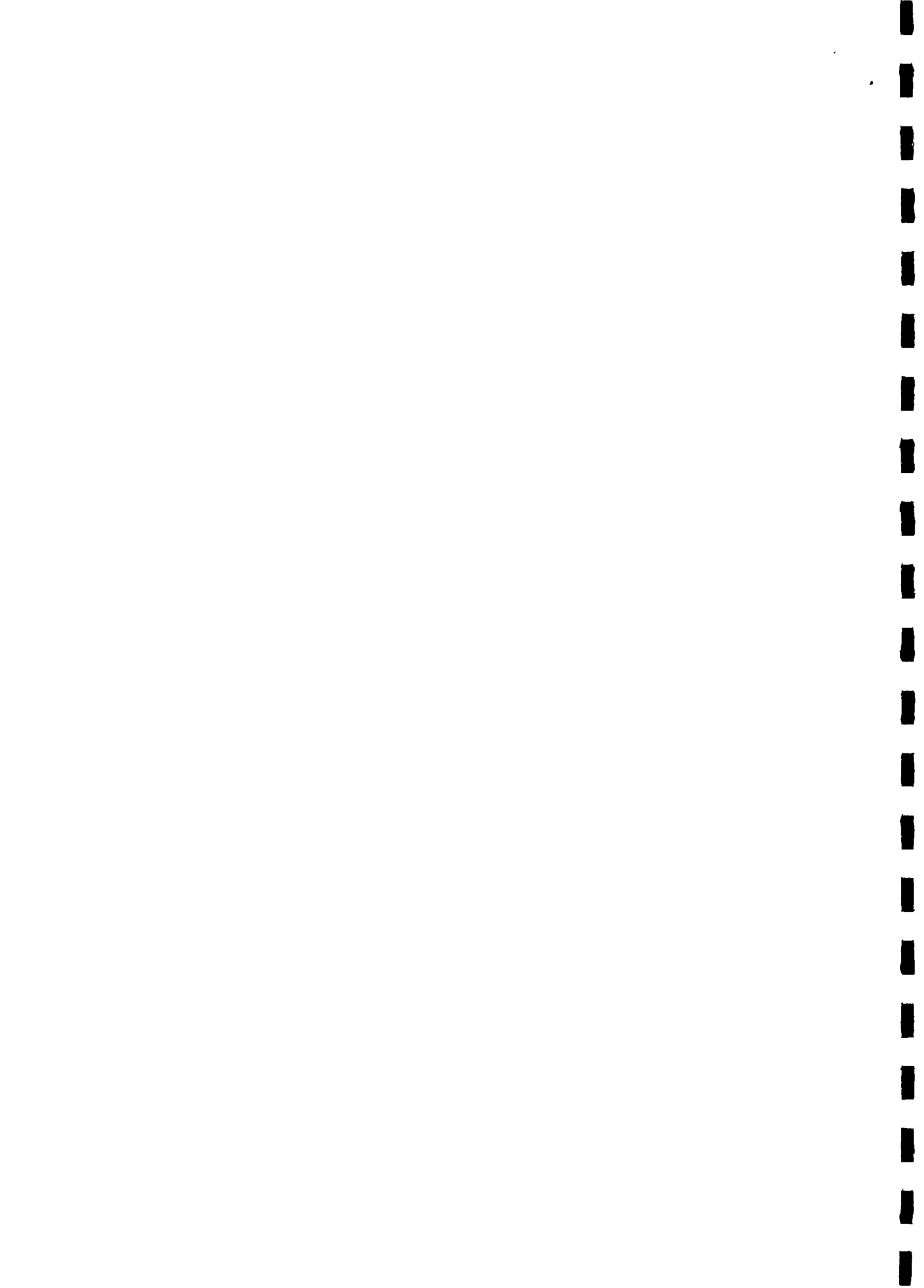
Target Group- Community

#### Comments

- the existing modules are not arranged in sequence on the tape
- the same material appears in different modules, for example the same toilet appears repeatedly
- the cost of production is high
- use is limited by the
  - \* unavailability of video recorders
  - \* the state of the rural roads, viz a viz transportation of the fragile equipment
  - \* a lack of operational knowledge and skills
  - \* the lack of appropriate storage facilities
- audio-visual materials are useful tools for training

#### Recommendation

It is recommended that the material on the video tape be edited, added to and used in training centres. It is further recommended that films be made for use in the rural areas.



WATER AND SANITATION NEWSLETTER  
NJUZU NEWS

Produced by MOH 1988

General Description

Type- Informative newsletter

Target Group- Individuals, organizations and institutions operating in the sector

Comment

An inter-ministerial Editorial board was established

in 1988 to set guidelines for the newsletter. A target of 18 editions was set for the project period 83/89 - 90/91. To-date 10 issues have been developed and circulated to a reader population of 1200.

Observations

The recipients of the newsletter made the following comments:

- the newsletter is appreciated by all readers
- the contents are found to be informative, stimulating and amusing
- it is promotional as it facilitates the sharing of ideas
- it assists in problem solving
- the title of the newsletter is not appropriate as it engenders fear
- too few copies are available

Further Comment

The editorial staff experience difficulty in producing enough material for the newsletter, as contributions are not forthcoming from the sector. Recipients appeared not to be aware that their active participation was needed, and voiced their concern over the irregularity of distribution and the scarcity of copies.



### Recommendations

It was recommended that:

- the title of the newsletter be altered to  
UTSANANA NEWS
- more copies be printed and distributed
- dissemination channels be streamlined
- a theme for each issue be decided upon and  
circulated to the provinces in advance, to  
facilitate sector contributions
- NGOs be encouraged to contribute more regularly
- the content and form be evaluated annually

### 3.3 Printing of existing materials

The specific objectives of Project 15, as outlined in the Project document, included the printing of existing approved materials, in quantities large enough " to meet the needs of all sector agencies". It should be noted that the Blair Research Bulletin although not produced under Project 15, was printed under the project.

The following record of the materials printed during 1988 to 1990 was taken from the Ministry of Health Progress reports for the years 87/88, 88/89 and 89/90. Bulletins produced by Blair Research Laboratory are printed as part of Project 15.

#### **A. MANUALS**

Bucket Pump	8,000	ordered 88/89 "
"	5,000	" 89/90*
Double latrine	5,000	print/dist.88/89
Single Latrine	20,000	print/dist.88/89
Upgraded Well Manual for F/W	4,000	print/dist.88/89
Upgraded Well manual for Builders	2,000	ordered 89/90*
Hand-Augur	2,000	print/dist.88/89
Blair Res. Bulletins	1,000	print/dist.88/89



## B. LEAFLETS

D/Comp.Blair Latrine Step-by-step	5,000	print/dist.89/90
S/Comp.Blair Latrine Step-by-Step	5,000	print/dist.89/90
Care for your Latrine	5,000	print/dist.89/90

\* those materials ordered in 89/90 were received in 1991.

## C. FLIPCHARTS

Blair Latrine Constr. Step-by-step Flipchart	2,000	print/dist.89/90
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## D. POSTERS

Water Sources & Uses	5,000	print/dist.89/90
Snakes & Ladders/hygiene*		print/dist.89/90
Hygiene and management of water pts.serialized/ unserialized*		print/dist.89/90
Diarrhoea Action*		print/dist.89/90

\* Quantity not known

The number of materials printed during this period is grossly inadequate when viewed against the overall RWSSP needs. There are 19 Donor-funded Integrated projects in the Communal areas of the eight provinces, the majority of which are which are on-going. As part of the RWSSP 35,000 Blair toilets have been constructed each year since 1987 and approximately 3,000 water points have been established annually. Of these about 33% are boreholes, 5% springs and the remainder wells. If the targets by 2005 are 1.4 million latrines and 36,000 Primary Water Supplies, then significantly greater quantities of instructional support materials will be required to meet the needs of project workers in the implementation phase.

The Environmental Health Department responsible for the printing of materials, related the inadequate number of materials printed to the lack of adequate funding to meet the demand, and the enormous delay experienced in printing materials through the government printers.





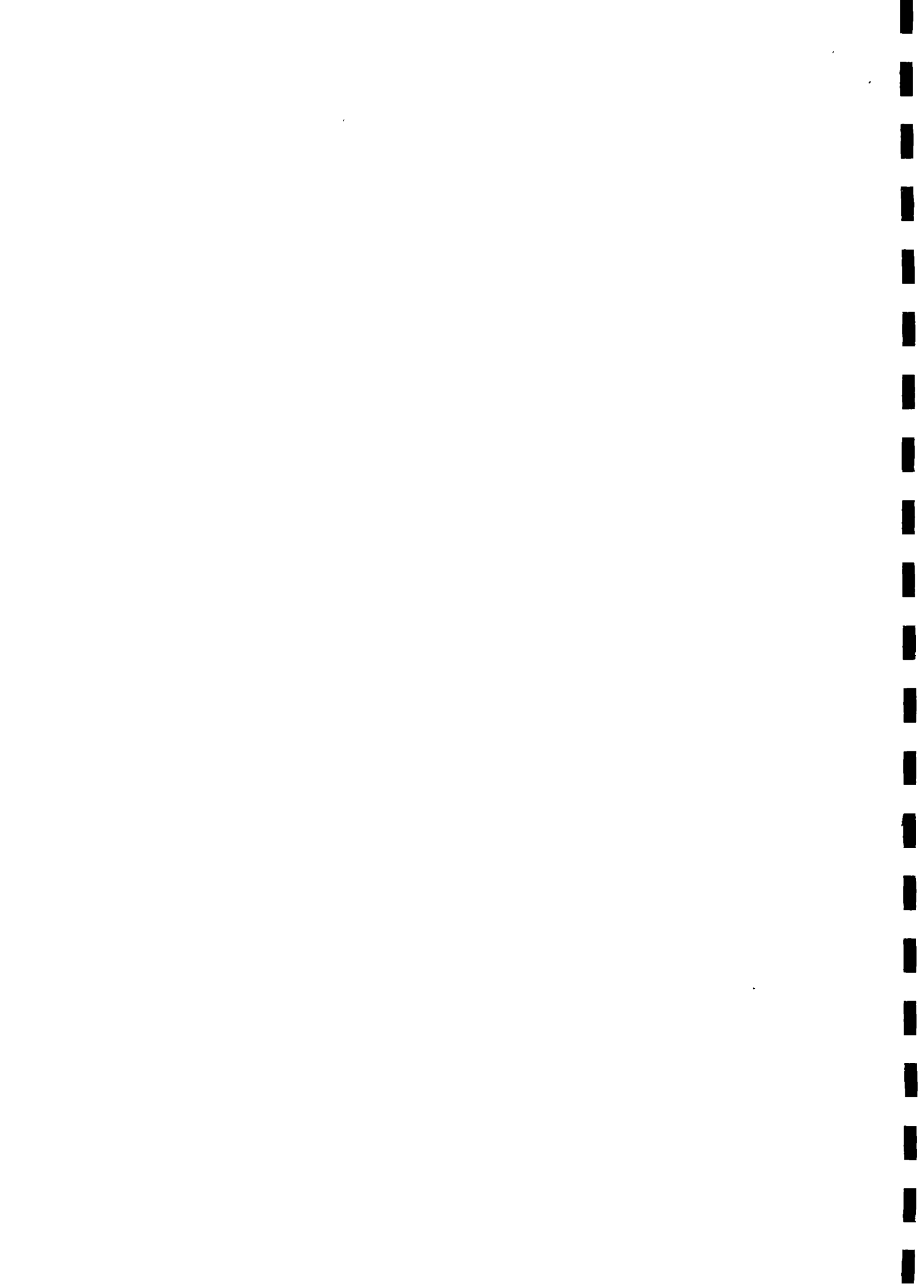
### 3.4 Recommendations

#### General

It is the recommendation of this report that a Communications Support Officer be appointed for the development and production of the training and educational materials to support the Rural Water Supply and Sanitation Programme.

It is also recommended that:

- \* a Media Support Plan be designed as a matter of priority
- \* materials be produced at consultative workshops, which would include all agencies, including NGOs, operating in the Water and Sanitation sector
- \* communities participate in materials development through the generation of ideas for motivational and instructional materials
- \* media support packages be developed specifically for water and sanitation which include:
  - \* a range of health and hygiene motivational material
  - \* instructional material for construction and maintenance in the form of manuals and visual aids
  - \* maintenance checklists
  - \* summary cards for both construction and maintenance, in a concise and durable form, for reference
- \* particular attention be paid to the production of materials for awareness creation and motivation, to include:
  - \* information and instructions for carrying out a Community Diagnosis/Listening Survey
  - \* guidelines for extension staff in the use of participatory activities such as drama, community mapping, and games
  - \* flipcharts, picture codes, and posters for general health/hygiene awareness and for each phase of project development
- \* that as women constitute the majority of the adult population in the communal areas that particular attention be paid to language level, gender involvement and cultural norms in the production of new materials



- \* motivational materials specifically aimed at traditional, political and religious leaders, be developed
- \* materials such as training manuals for community management and communication skills be developed for use in the training of extension staff
- \* communications support materials be printed in quantities sufficient to meet the needs of the relevant target groups.

With regard to the presentation of communications support materials it is recommended that:

- \* all materials be "colour coded" according to the category of user, and all manuals within the same field be numbered
- \* manuals be presented in a form which facilitates the addition of updated information
- \* material for use in the field be presented in a durable and appropriate form
- \* audio visual material in the form of videos be developed further
- \* films be developed as audio-visual support for the instructional/motivation components of the communications package

### Existing Materials

#### Print

This report recommends that the existing manuals be further researched and revised. In the revision, it is recommended that:

- \* the language used is appropriate to the target group e.g. community targeted materials to be written in the vernacular, and simply formulated to facilitate understanding
- \* technical information is clearly, simply and accurately stated
- \* standardized technical specifications only be used to avoid confusion
- \* additional maintenance information be provided



- \* information relevant to cultural beliefs, observances and norms be included in motivational and instructional manuals
- \* women are depicted as active participants during the motivational, implementation and maintenance phases, including hygiene activities.

As the leaflets in their current form have a very limited use, it is recommended that no further copies be produced. Summary cards in durable form should replace these leaflets.

### Visual and Audio-Visual Materials

This report recommends that

- \* all visual aids
  - \* be revised with regard to clarity, accuracy and appropriateness of content
  - \* be tested in the field and evaluated before distribution to extension workers
  - \* existing videos be edited and extended to provide additional information.
  - \* material at present in the form of video modules, be edited and made into films

### Newsletter - NJUZU NEWS

The recommendations with regard to the newsletter are as follows:

- \* the title of the newsletter be altered to UTSANANA NEWS
- \* more copies be printed and distributed
- \* the dissemination process be streamlined
- \* a theme for each edition be decided upon and promulgated in each province in advance to facilitate sector contributions

## 4. PROJECT 15 MATERIALS DISSEMINATION

It is the task of the field workers, who are the motivators and transmitters of information, to communicate new and sometimes foreign ideas to a target group who are illiterate or semi-literate. Access to appropriate communications support materials is therefore crucial for the achievement of the long term objectives of the RWSSP programme.



#### 4.1 Channels of Dissemination and Systems of Request

Health and Hygiene educational materials are disseminated from the National level by the Health Education Unit, the Environmental Health Department and Blair Research Station. There is, however, little liaison or co-ordination between these three units as to what materials are distributed, to whom and how often. In general, at Provincial level materials are received and disseminated by either the Provincial Environmental Health Officer or the Provincial Health Education Officer, or by both. This appears to be related to the availability of personnel when the materials are ready for distribution at National level. At District level the District Environmental Health Officer and the District Nursing Officer are the main channels through which the materials are disseminated. From the district materials are then distributed to the Field Extension officers such as the Environmental Health Technicians, Ward and Village Community Workers, and SCNs at Clinics.

In practice dissemination tends to be haphazard. Environmental Health Technicians collect materials direct from the Provincial Environmental Health Officer, and some collect direct from Blair Research Laboratory. Materials are also disseminated to EHTs at Provincial and District workshops and training courses. At district level materials are often disseminated from DNO to SCNs and then to VCWs.

The lack of co-ordination at national level is evident also at provincial and district levels, and severely reduces the efficiency of the dissemination system. To some degree this lack of co-ordination is due to the fact that agents like the Health Education Unit at National level, and the District Nursing Officer at District level, disseminate materials for a programme in which they do not play an active role.

Requests for materials generally pass through the same channels, and, as in the case of the materials dissemination, there is no standardized procedure. NGOs generally request direct from Blair Research Laboratory.





## **Constraints**

Distribution of materials from National level is undertaken on an irregular basis, instead they are disseminated from National to Provincial level, as and when materials are available. From there they are distributed on receipt of requests from District level, if the material requested is available. Requests from Community based Extension staff are similarly met only when materials are available, priority being given to those who have already put in a request. In addition it would appear that when materials are available the quantity distributed from Province to District level bears no relation at all to community and project need. This is largely due to the fact that there is no Provincial plan for the RWSSP. (cf.2.2)

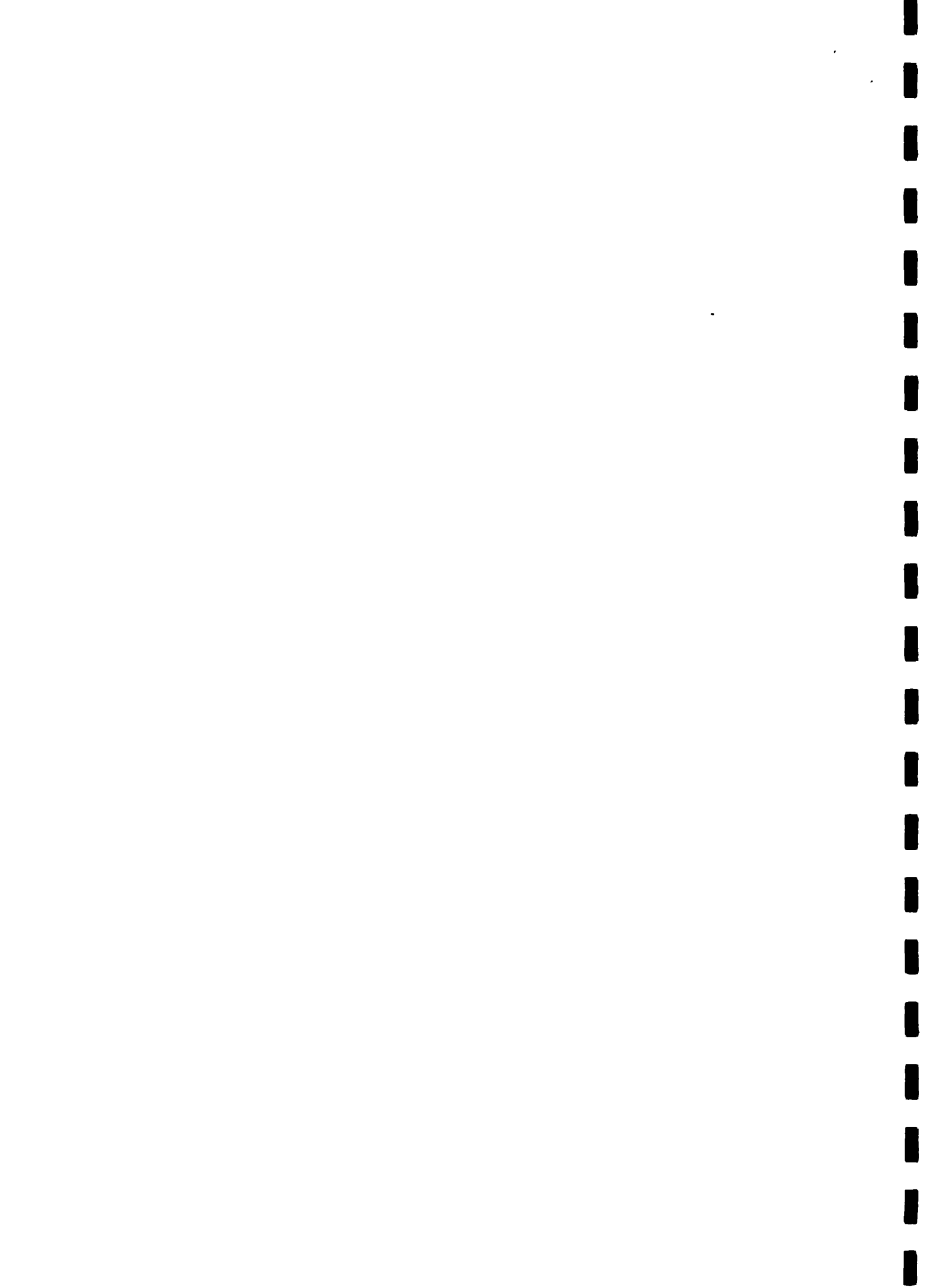
What materials finally filter down to the Community is largely dependant on the quantity produced at National level, and on "being in the right spot at the right time". In other words if an EHT happens to be at the Provincial office when some materials arrive, the extension staff in his area will have access to some materials. On the other hand there are Provincial officers, who have large quantities of materials in their storerooms, either because there was no transport to carry them to the district or because there had been no requests for them from the district. The lack of requests for some materials is due in part to the lack of knowledge of the existence of a particular manual or code. Other reasons given for not requesting some materials are

- \* a lack of knowledge or skills in the use of the materials, which is particularly relevant in the case of motivational materials
- \* questionable educational value
- \* inappropriate language for the use of the community.

## **4.2 Storage and Accountability**

Storage of materials appears to present considerable problems, even at national level, where there is no centralized responsibility for storage and inadequate facilities in both the Environmental Health Department and the Health Education Unit. This lack of clear responsibility has resulted in the loss of the originals of some of the materials produced.

At Provincial level the materials are stored either in the PMD's storeroom or in the library. At District level, however,



materials were stored in one or two of a variety of places such as the offices of the DNO and DEHO, the Rural Health Centre, the ERHT's office, the SCN's duty room, the homes of Extension Officers and the library, if there is one in the district. In practice a district library at the hospital is not an appropriate storage unit, being of use only to those extension officers who live in the vicinity.

At Provincial level the storeman or the librarian is the person responsible for the materials, but in reality there is little or no accountability for the materials at District or Provincial level. There is no system of record keeping .

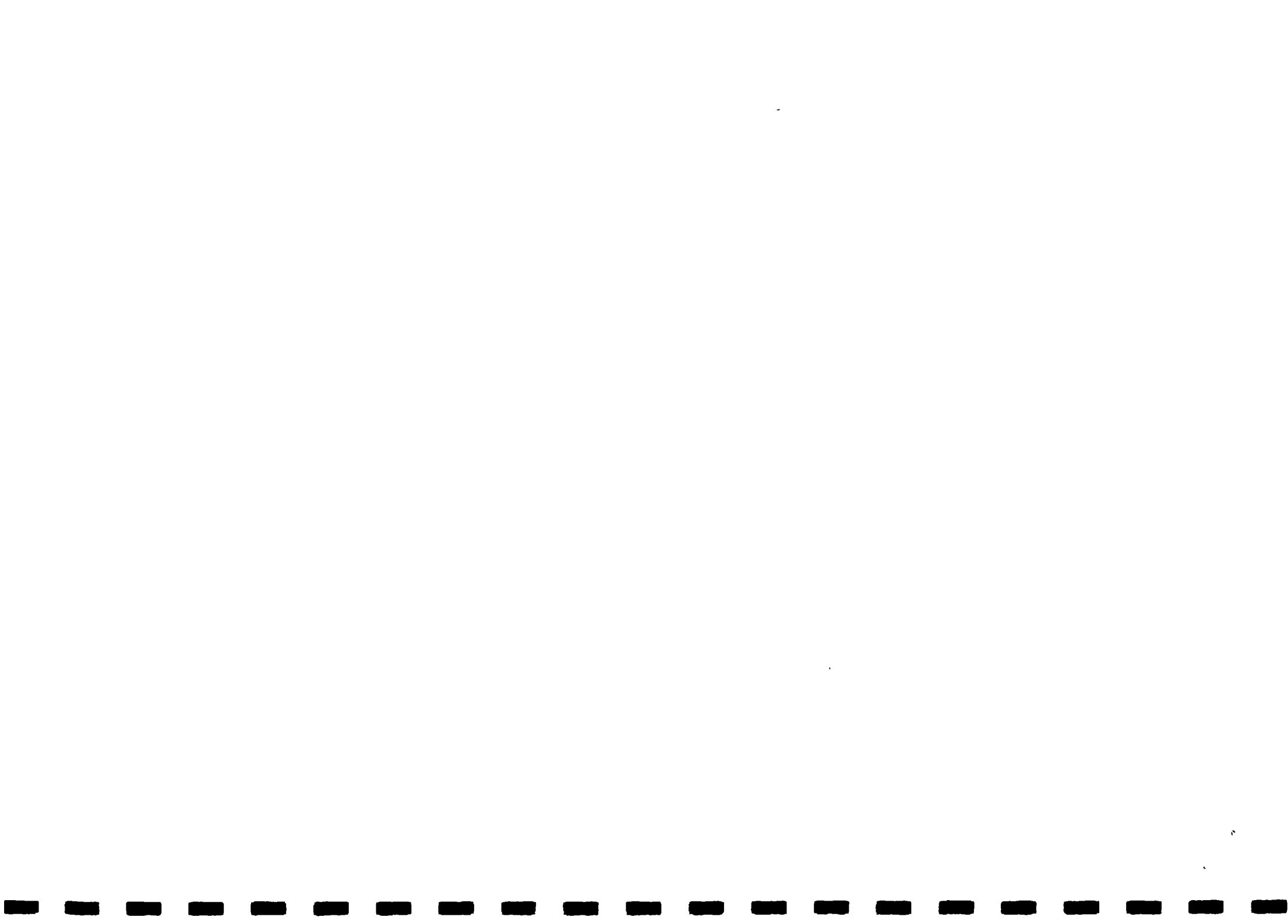
#### **4.3 RECOMMENDATIONS**

In the light of the findings this report recommends that:

- \* clear planning for media dissemination be instituted as a matter of priority
- \* a single centralized dissemination channel be established and adhered to
- \* agents such as District Nursing Officers, Community Nurses and Clinics are not involved in the dissemination of materials for the RWSS Programme
- \* a system of retrieval and accountability be established
- \* an Inventory of Materials be compiled, to inform users of the availability of materials, and to facilitate ordering
- \* a collection of originals be made at National level
- \* an inventory of original illustrations be compiled
- \* adequate and suitable storage facilities be identified.

#### **5. PROJECT 15: MATERIALS UTILIZATION AND TRAINING SUPPORT**

Motivation and educational materials produced under Project 15 were developed to create awareness within the community, to support the orally transmitted health messages, and for training purposes. They were developed for the use of the community and the extension officers/trainers of the various ministries operative in the RWSSP.



In the field, the materials are used chiefly by the MOH and MOCED extension staff such as the EHTs, VCWs and WCCs. In addition materials are used by the Health Extension staff of some NGOs, and by other field workers such as Local Government Promotion Officers and Agritex staff, but in the latter case less frequently.

### **5.1 Use in relation to programme activity**

Materials have been produced, to be used as part of various activities, for each stage of the operational phase of RWSS programme.

#### **Motivational Materials**

Materials produced for use by extension staff during the motivational phase of the programme, are specifically intended to create awareness within the community. Motivational materials very often take the form of codes, posters, flipcharts and films, and in this initial programme phase are used at activities such as:

- \* community meetings and discussions, at which picture codes are used by VCWs, EHTs, other government field staff and the extension staff of NGOs
- \* informal talks given to women's groups or school children, which can include the use of posters or codes, by VCWs, EHTs or Community Nurses
- \* workshops at village, ward and district levels, where community mapping and films are useful tools, organized by the extension staff of various ministries and NGOs

At other stages in the programme development, motivational materials are used at demonstrations where the flipcharts are very useful and at workshops, or formal training sessions. Appropriate materials are also used, by Community Nurses and extension staff, to motivate the community at activities such as:

- \* presiting of wells and toilets
- \* digging shallow wells and assisting in the sinking of deep wells
- \* excavating pits for latrines
- \* headworks construction



Some promotional/motivational materials are specifically for community use. These are primarily directed towards promoting maintenance of projects or motivating for the adoption of more hygienic patterns of behaviour. Very few of these materials were found to be in current use. For example, the Care for your latrine leaflets are greatly appreciated, but are not being used as reference materials due to the fragility of their form. (cf.2.2)

Although motivational materials are primarily utilized by extension staff, other people in authority also use them, such as teachers at rural schools, adult literacy teachers and some church leaders, when materials are available. As the latter category of user, as they have not been trained at all in the use of these materials and there are no accompanying guidelines, they simply adapt the materials to the messages they are trying to promote.

Motivational materials currently available are, however, very limited in range and what has been produced is seldom available for use in the districts. (cf.5.1) In Mudzi, for example, the only materials the EHTs had, in addition to the Care for your latrine, were two copies of the unserialized codes. To reach specific targets such as the traditional leaders, women and youth, a greatly enlarged range of materials is needed.

Even when available, very little use is made of the awareness creating media, as the extension workers have had little training in the use of the materials. Others reasons given for the limited use of the materials by the extension officers include:

- \* there are no guidelines or messages with materials
- \* health and hygiene messages are not always clear
- \* pictorial messages are not always culturally acceptable

### **Instructional Materials**

Instructional materials were produced for the use of both community builders and extension staff. In the case of the pit latrine the information was targeted to the community builder, and can therefore be used by both the EHTs when training the community builders, and by the builder himself when constructing the latrines in the villages. Some builders have been given Blair latrine manuals at training courses, but few builders are able to take the manuals away with them due to the shortage of





materials, which means that few builders use the manuals outside the training courses. No step-by-step instruction leaflets have been available for the builders, and there are only two flipcharts in the district.

On the other hand manuals produced for the upgrading of wells were targeted specifically for the builder or the Field worker. The former contains little information and technical data, and can only be used in conjunction with the Field Worker's manual. (cf. 2.2) Few copies of these manuals are to be found in the districts. Other constraints experienced in the use of these materials include:

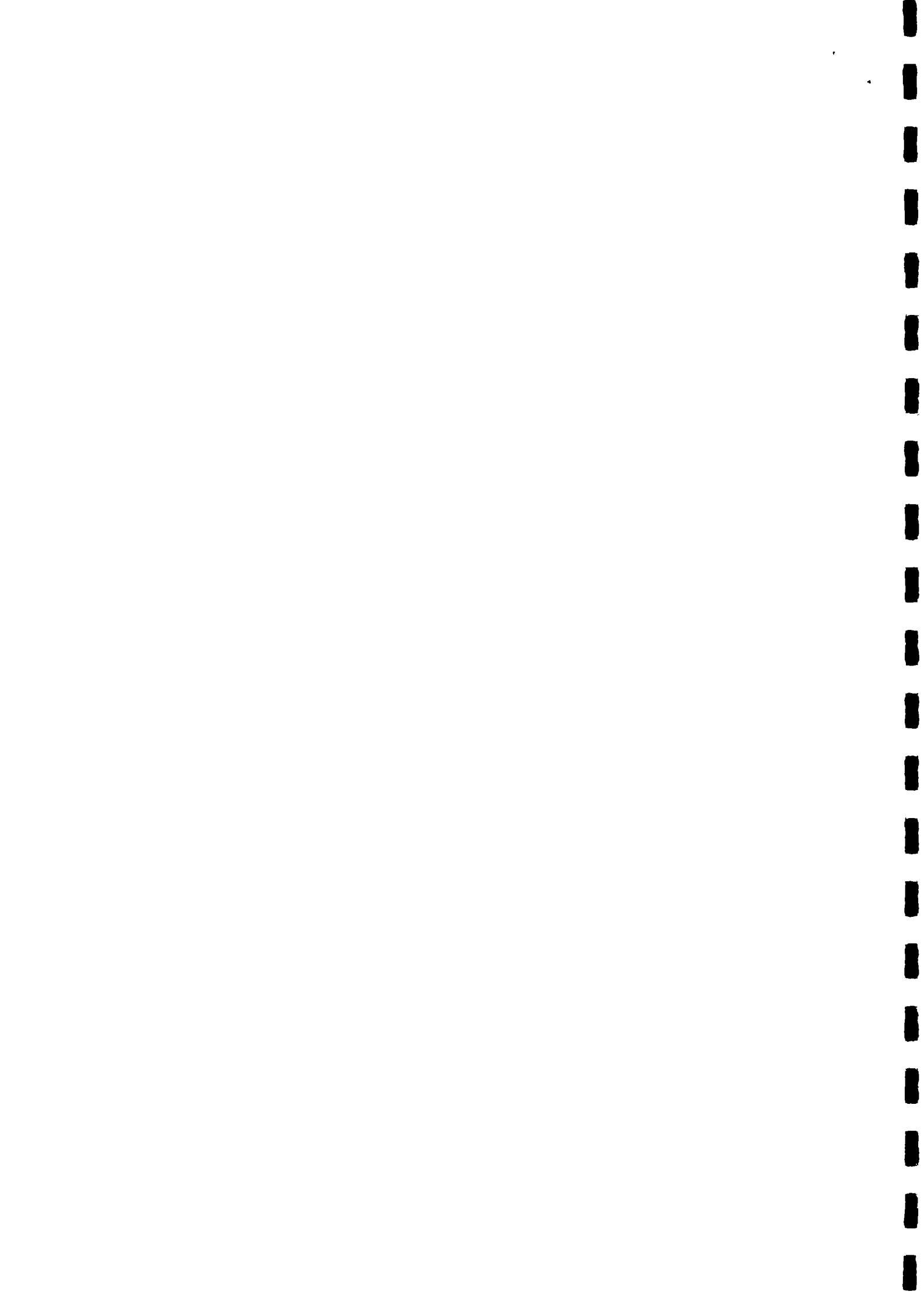
- \* the lack of the vernacular in the text
- \* the literacy level of the community builder
- \* lack of clear standardized technical information (cf.2.2)

Some of the other manuals currently available, have never been seen by the EHTs or VCWs. In Mudzi WOCs and VCWs have not had the use of any communications support materials produced under Project 15. NGOs interviewed similarly reported that they had been unable to obtain sufficient materials for the use of either their extension staff or project holders.

## **5.2 Training Support**

Each code, poster, flipchart or manual was designed to be used in a specific way in order to achieve a desired objective. In addition these materials are not designed to be used in isolation or haphazardly, but within the framework of a particular activity e.g. awareness creation/ community motivation, implementation and maintenance.

The use of these support materials therefore implies that the users have certain skills, such as communication skills, and knowledge of certain techniques, such as the psycho-social method of creating awareness. In the original training of EHTs and VCWs there is a component oriented towards imparting communication skills and knowledge of certain relevant techniques, and some training has been given to EHTs, in the use of existing communications support material at Provincial level. It was clear, however, from discussions with extension staff that the training received had been very limited and inadequate. In consequence the extension staff feel severely handicapped, and claim that the in-service training that they receive at



workshops (cf.2.5) is insufficient to improve their skills. Training in the areas of communication skills was also perceived as being necessary to enable extension staff to use materials effectively.

In Mudzi there are four Community Builders training courses a year, in which approximately twenty builders are trained in each course. Instructional manuals are used during these courses, and by extension staff at demonstrations in the villages. In builders training courses trainees are predominantly men, with the result that women do not have access to instructional materials.

There appears to be little training undertaken for community members in relation to managerial or planning skills. In addition training courses for community builders have apparently also been limited by the lack of funding.

Under Project 15 one training workshop was held at National level in Feb., 1990, to familiarize Provincial and District personnel, such as the HEOs and EHOs, and field staff such as EHTs with a participatory approach termed the S.A.R.A.R. methodology. The course was attended by 31 male members of staff.

### **5.3 Recommendations**

As communications support materials are crucial to the realization of the long term objectives of the RWSSP, the following recommendations are made:

- \* that adequate, appropriate materials be produced and disseminated to all project areas for use by the relevant target groups
- \* that adequate training be given to the community and extension staff, in the use of the materials
- \* that adequate funding be provided for increased community builder training courses
- \* that training include NGO extension staff
- \* that materials produced to promote health and hygiene are specifically targeted to the women, who are the main actors in the area of family health and hygiene, and are therefore also the main users.



It is further recommended that a Training Support plan be developed. Other recommendations with regard to training included, that:

- \* there is a need for a multi-sectoral approach to training which reinforces community awareness creation (cf. 2.7)
- \* the content of the courses be revised and updated to include the following
  - \* community management and communications skills
  - \* techniques for creating awareness
  - \* survey and analysis skills
- \* training information is appropriate for trainees at all the various levels
- \* the needs of all the different groups be reflected in the training components

With regard to existing extension staff it is recommended that funding be sought to facilitate the further training of existing extension staff. It is also recommended that:

- \* existing extension staff be equipped with the necessary skills in refresher courses
- \* trainers of extension staff be similarly trained
- \* inter-ministerial training be undertaken to facilitate a co-ordinated approach at provincial and district level
- \* NGO extension staff operating in the Water and Sanitation sector be trained in conjunction with government field workers.

It is further recommended that in the light of the necessity for the community to be responsible for their projects that training be given to the community in management skills as well as technical skills.

## **6. DRAFT NATIONAL STRATEGY FOR HEALTH AND HYGIENE EDUCATION**

**PREPARED BY THE MEDIA DEVELOPMENT OFFICER, 1989 :  
PROJ.15**

The Draft National Strategy for Health and Hygiene Education defined the long term objectives of Health and Hygiene Education, as the means to "establish links between water and sanitation facilities on the one hand and human practices on the other".

Short term objectives in terms of the promotion of hygienic patterns of behaviour were also identified. Community



participation was stressed as being the chief means to achieve these objectives, and reference was made to the necessity for health and hygiene education to bring about a change in attitudes, resulting in behaviour change.

The draft also identified the constraints which have existed in the past, as :

- \* erroneous perception of health education, leading to inappropriate health education methods
- \* target groups not clearly defined
- \* lack of manpower
- \* lack of necessary skills in health workers for participatory methods of education
- \* lack of financial support for hygiene education
- \* insufficient supportive hygiene materials

Although the appointment of the Media Development Officer was recognized as being important in addressing these constraints, it was perceived that additional staff were necessary" to co-ordinate activities at all levels, to train health staff and non medical community based workers" and to implement hygiene education.

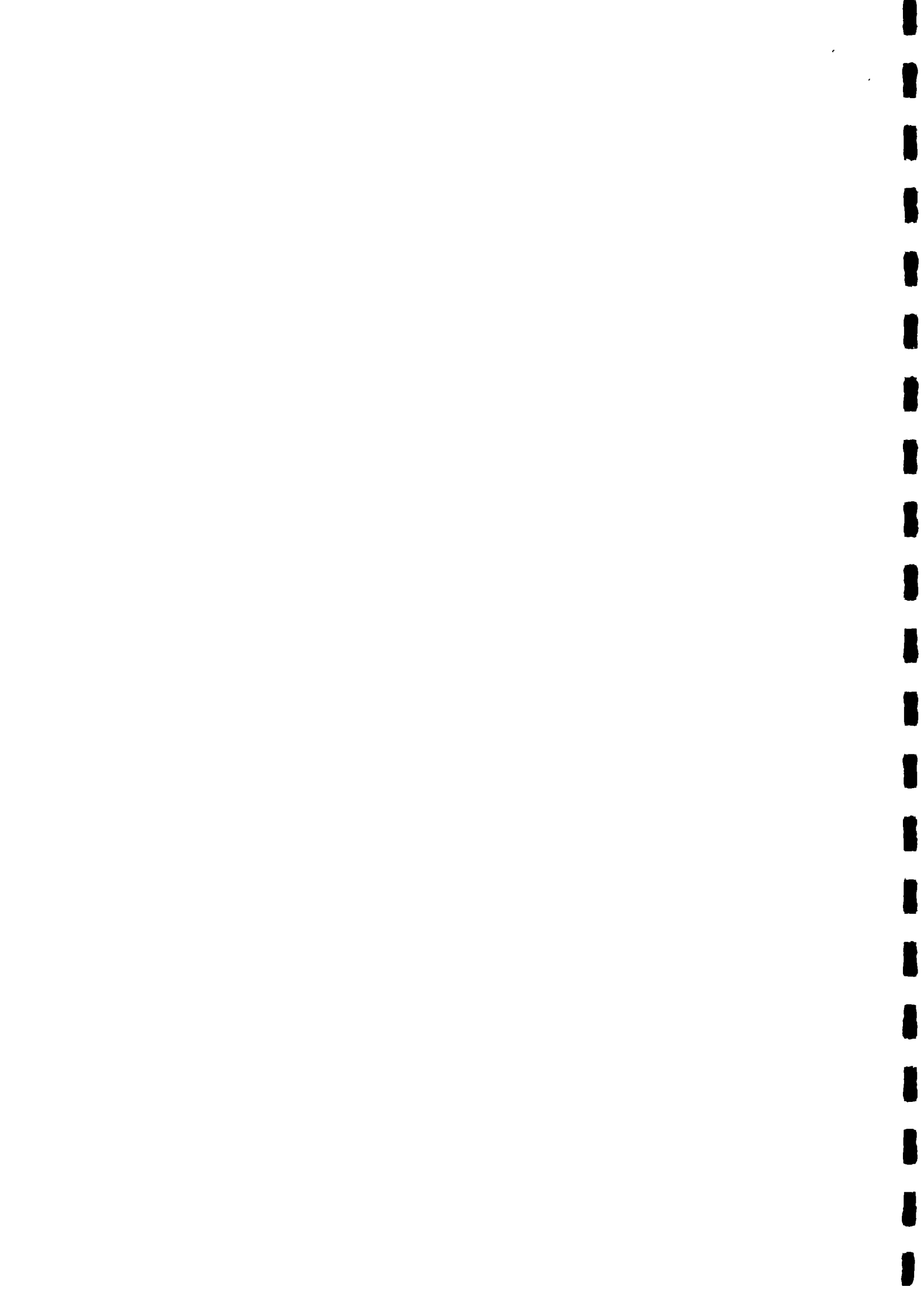
The Draft Strategy outlined a recommended organizational structure, which would include recommended additional staff, namely Provincial, District and Ward Hygiene Education Coordinators to plan, train, evaluate, and monitor health/hygiene activities at Provincial, District, Ward and village level.

The job description of the Media Development Officer, described in the draft, included:

- \* identifying new materials, updating and/or translating existing materials into the vernacular
- \* printing of materials
- \* developing strategies for effective communication in the communities

The draft also outlined the responsibilities of the additional staff.

In relation to activities it was mentioned that training workshops would follow the appointment of the staff.





In the opinion of the Consultants the draft strategy is incomplete. It contains no time frame, or media plan, and does not relate its objectives to specific activities. Training crucial to impart skills is mentioned only as being organized by the Environmental Health Services.

In summary the Draft Implementation Strategy for Hygiene Education does not incorporate the key issues outlined in the National Master Water Plan.

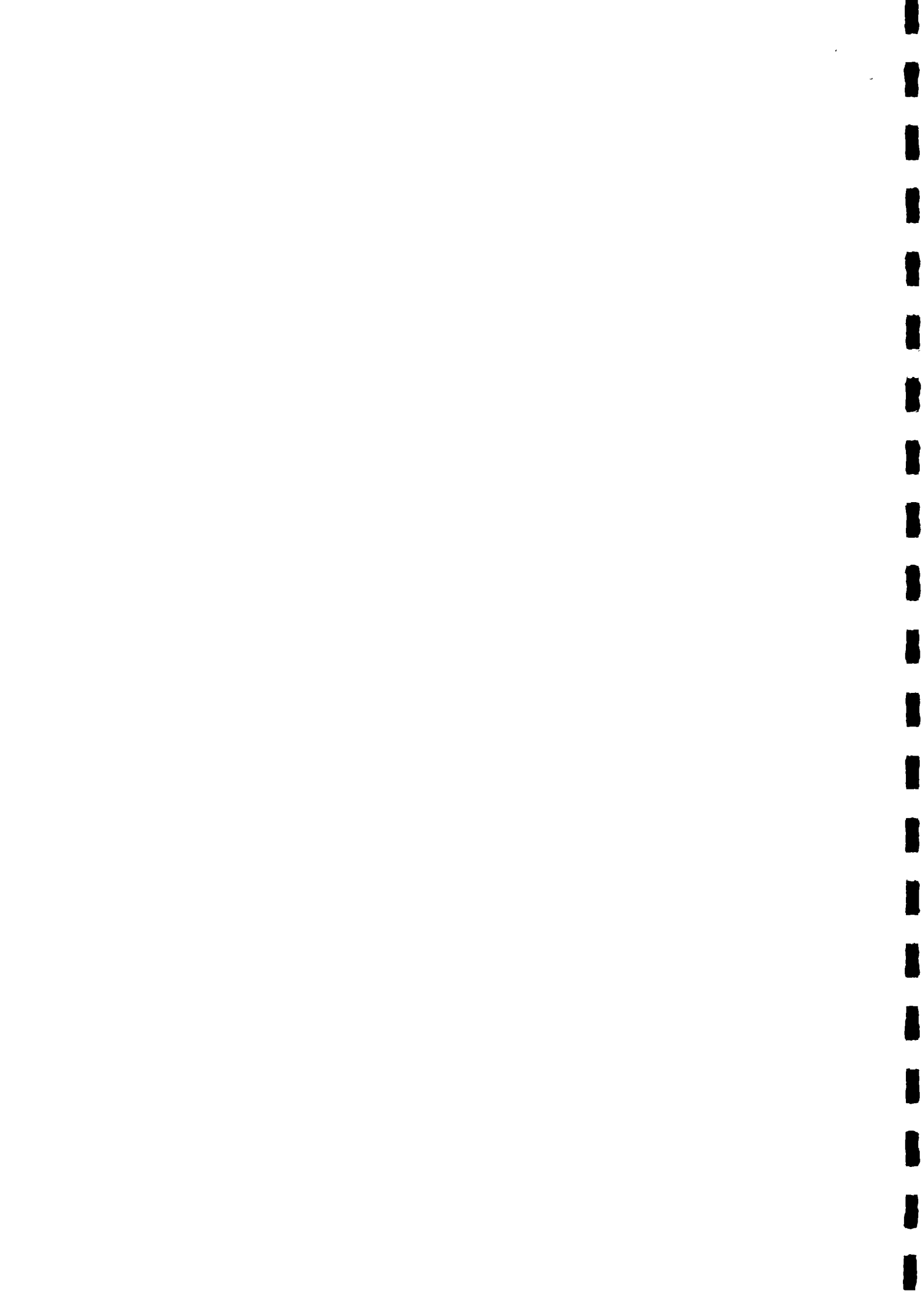
## 7. CONCLUSION

Health and Hygiene education within the RWSS Programme is primarily a community based and targeted activity, and refers to a process through which an agency seeks to change the attitudes and beliefs of the community, leading to the adoption of new behaviour patterns which are regarded as beneficial to the health of the people.

Basic to this process is awareness creation, which motivates the people to bring about a change in their own life situation. Awareness creation, in the context of Health and Hygiene Education therefore refers not simply to the realization of links between diseases and patterns of behaviour, but is related also to a community's growth in understanding of their own strengths and capabilities, which will give them the necessary confidence to initiate change. It is, however, awareness created in the initial stage of the programme, which forms the base on which the other stages of the programme are built and therefore is of critical importance to the achievement of the programme's goals.

In the context of the RWSS Programme therefore Project 15 does not refer simply to Health and Hygiene educational materials, but to communications support materials, and of necessity to training support to enable field staff to utilize these materials.

There has been a lack of emphasis placed on the motivational aspects of the programme, which is evidenced in the limited range and supply of motivational materials to be found in the field, and in the few motivating activities undertaken in the communities. This in turn is related to the lack of skills possessed by the extension staff to utilize the media support and to involve communities in awareness creating activities crucial to changing attitudes and behaviour.



Materials found in the field were predominantly materials produced prior to Project 15 and were instructional materials of a technical nature. For the most part these materials were for the use of the extension staff, very little being available for community use. As media support, is a vital component in the process of attitude change, an expanded range of motivational materials is desperately needed. It is also recommended that the materials be produced in quantities sufficient to meet the needs of the people.

In all the project areas motivational and instructional materials "sufficient to meet the needs of the population" are required. Change as a process requires time and community members in the process of acquiring new patterns of behaviour, need access to materials which reiterate and reinforce the health and hygiene message being put across by the extension staff.

This in turn requires an efficient system for the dissemination of communications support materials. This would encompass ease of access for the primary users, namely the extension staff, as well as adequate provision for retrieval and accountability.

Particular skills are needed to bring about change in attitudes and behaviour patterns, which in turn necessitates training in the art of communication, in methods to stimulate awareness which involves the use of media support, and in the use of analytic tools. The extension staff involved in the RWSS Programme feel crippled by their lack of skills to motivate communities. It is imperative, therefore, to the long term objectives of the programme, that the extension staff be equipped with the necessary skills as a matter of urgency.

If change is to be of a lasting nature the people must be the vehicles of their own change. In other words if health educators wish to make a pattern of behavior which is beneficial to the health of the people, a permanent feature in their lives, the people themselves must initiate and participate in the change. The current lack of involvement of the communities in the crucial areas of problem solving, project planning and implementation, and maintenance can also be attributed to a lack of awareness created in the early stages of the programme development. The extension staff responsible for conscientizing the people, have failed to develop in the communities a sense of ownership of the projects.



The lack of community involvement is also the result of a rigid policy which limits the participation of communities to the provision of construction materials, placing the onus for planning and maintenance on external agencies. It is important that the programme seeks to move the onus of responsibility for the projects to the people, giving them control over the managerial and financial aspects of the projects. This, too, stresses the need for further training for extension staff.

The involvement of numerous ministries/agencies in the programme necessitates maximum co-ordination in all areas of planning, training and implementation. The lack of clear plans, co-ordinated activities, and standardized methodology, necessarily results in fragmented objectives and activities.

Project 15 has in fact had little or no impact on the communities involved. This has its roots in the lack of emphasis, which the programme as a whole has placed on awareness creation, not just in the initial phases, but throughout the life of the project.

It is therefore the overall recommendation of this report that attention be focussed on the awareness creation/ motivational aspects of the programme and the ramifications in terms of planning, training of extension staff and materials development. A fundamental aspect of this recommendation is the appointment of a Communications Support Officer for the development of materials and the co-ordination of the training support.

As this project is of vital importance to the long term success of the overall programme it is recommended that Project 15 continue, and as permanent change comes slowly, it is recommended that Phase 2 of Project 15 be for a minimum of five years.



## MASHONALAND WEST PROVINCIAL WORKSHOP

### Participants

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R. Mbetu	PFOW	Box 710, Chinhoyi





**DISTRICT DISCUSSION GROUP**  
**Participants**

**APPENDIX 2**

Mr. Mugari	DEHO
Mr. Chagonda	Act. SEHT
Mr. Nyakurwa	EHT
Mr. Mutimbanyoka	EHT
Mr. Chiparaushe	Dist.Coord. for W&S
2 VCWs	Names not obtained
Community Members	

**WORKSHOP PROGRAMME**

**APPENDIX 3**

**TITLE: Project 15 : Review and Planning Workshop**  
**Health and Hygiene Education in the RWSSP**

**Day 1**

10.00	Tea and Registration
10.15-10.30	Introductions
10.30-10.45	Workshop Objectives Formation of Groups
10.45-11.30	(ACTIVITY 1) Health and Hygiene Education components of the Rural Water Supply and Sanitation Programme
11.30-12.00	(FEEDBACK)
12.00-1.00	(ACTIVITY 2) Who are the implementing agencies and what are their roles? (Group work)
1.00-2.00	LUNCH



2.00-2.30

Plenary : Feedback

2.30-3.30

(ACTIVITY 3)

Review of Project 15 Materials in  
current use (Group work)

3.15

Tea will be served whilst group in  
session

3.30-4.30

Plenary : Feedback and Discussions



**DAY 2**

8.00-8.10	Outline of Proposed Activities for the day
8.10-9.30	(ACTIVITY 4) Dissemination of Project 15 Materials (Group Work)
9.30-10.00	Plenary Discussion
10.00	TEA
10.30-1.00	(ACTIVITY 5) Proposals for a future National Strategy (Group Work)
1.00-2.00	LUNCH
2.00-3.00	(ACTIVITY 5) contd.
3.00-3.15	TEA
3.15-4.00	Plenary : Presentation by Groups Discussion Close of Workshop



**WORKSHOP ACTIVITIES**  
**APPENDIX 4**

**ACTIVITY 1**

**\* HEALTH AND HYGIENE EDUCATION  
COMPONENTS OF THE RURAL WATER SUPPLY AND SANITATION  
PROGRAMME**

What does it mean in practice?

How is it promoted in Zimbabwe?

What are the invigorating forces (enabling) ?

What are the restraining factors (disabling) ?

**ACTIVITY 2**

**\* WHO IMPLEMENTS THE HEALTH AND HYGIENE EDUCATION  
COMPONENTS OF THE RWSS PROGRAMME ?**

Who are the implementing agencies?

Are the implementing agencies recipients of already designed programmes ?

What support is available for these programmes e.g.  
(Materials/Training/Finance)

Are the implementing agencies invited to participate in the generation of:

\* ideas/new materials

\* in evaluation ?

**ACTIVITY 3 MATERIALS EVALUATION**

\* Is the material  
new i.e. original  
updated/adapted from existing materials?

\* What is the purpose of the material ?

Motivational

Instructional

Both

\* Who is the target group?

Trainers

Community





Both/Others

- \* What does the material contain ?  
technical information  
motivational information i.e. relating to Health  
and maintenance
- \* What are the gaps/problems?
- \* Is the material relevant to the target group needs,  
in terms of:  
language  
gender issues  
cultural issues



#### **ACTIVITY 4**

##### **\* DISSEMINATION OF MATERIALS**

Who disseminates ?

Who requests ?

How is the dissemination process organized/rationalized?

What are the priorities, who receives first?

What levels do the materials reach ?

Where are the materials stored ?

What systems exist for access/retrieval/accountability ?

What are the problems ?

#### **ACTIVITY 5**

##### **PROPOSALS FOR A FUTURE NATIONAL STRATEGY**

\* What are the main phases of the programme ?

\* What are the key objectives of each phase ?

\* What are the key activities for attainment of the objectives? \*

Are materials available for these activities ?

\* Has training been received for these activities ?

\* What are the suggestions/recommendations for a future strategy in terms of:

training

materials ?



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