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REPORT ON  
VISIT TO MONGU WASHE PROGRAMME

by Sue Laver, Communications Consultant  
October 1989

1. General objective of the visit

The general objective of the visit was to review and assess the training needs of the CEP component of the WASHE programme and make recommendations for future training programmes.

2. Background to the findings

The consultant visited the CEP section of the WASHE programme between 8th - 13th October 1989 with a view to evaluating training needs. The consultancy was carried out through a series of orientation visits to project sites and in-depth discussions with CEP staff and other resource persons (see Annexure A). The consultant was also afforded every opportunity to examine existing training materials, observe the team at work during field training sessions and view other related project inputs. The programme of orientation was enlightening and the CEP team were found to be forthcoming and keen to assist with information.

3. Findings

In summary, the consultant was impressed by the operational extent of the CEP component of the WASHE programme which was found to be well organised and appropriate. Recommendations emanating from the visit and this report are therefore proposed as a means of strengthening and building on existing resources. The findings are presented under the following

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headings:

- \* CEP component of the WASHE School Health Programme
- \* Surveys and pre-implementation data gathering methods used by CEP
- \* Training materials and methods utilized by the CEP team
- \* Integration with District Water Affairs programme on operation and maintenance

Recommendations will be presented at the conclusion of the report.

### 3.1 CEP component of the WASHE School Health Programme

The consultant was afforded the opportunity to meet with key staff involved in the WASHE School Health Programme and received a report concerning its activities (see Annexure B).

Information received was that 215 out of 392 schools have been covered by the programme in 6 districts of Western Province, with 292 home economics teachers having attended WASHE seminars. Depending on schools, pupils from grades 1-9 are exposed to the home economics programme, of which health education is one of four components. An emphasis is placed on issues concerning health, hygiene, improvement of sanitation and water supplies both at school and at home. In terms of instructional support for this process it was estimated that some of the 215 schools whose home economics teachers had attended WASHE seminars were in possession of child-to-child manuals which were being utilized as resource materials for teaching. It was articulated that there was a need to extend this to all schools participating in the programme. In addition to these materials it was established that some 30 schools have also received files containing posters from WASHE and that these were readily utilized in teaching and found to be appropriate. In terms of needs articulated by teaching staff at a meeting held at Mawawa School it was clear that there was a need for additional

instructional support materials and that large posters (charts) and other visual aids relevant to the programme could be utilized effectively in the awareness process. Resources for staff to generate new teaching materials are generally unavailable; a factor which in turn creates a dependency on WASHE for renewed supplies. Staff were in agreement that other methods such as socio-drama and puppetry could be usefully integrated in the teaching process and that in this context a need for further training in health education and new communication skills was expressed.

The consultant was impressed by efforts made at the school to construct and maintain latrines and a water point. According to teachers there was also evidence of behaviour change in villages close to other schools where the WASHE programme was being implemented. Of some 115 schools evaluated in the programme some 50 have been estimated to have extended the programme to the villages.

Other problems concerning the need for the completion of a proposed Home Economics building at Mawawa School (already at roof height but lacking materials for completion) was expressed (and a letter forwarded to NORAD in this respect), as was a need to establish a market for quality school handcrafts produced through the Home Economics programme. It was suggested that WASHE could play a vital link by displaying crafts etc. at their stands at Provincial and District shows.

### 3.2 Background surveys and pre-implementation data gathering techniques used by the CEP team

Questionnaires and direct observational techniques are routinely used by the CEP team as a means of needs analysis for the work programme and it was observed that a large volume of important data is collected in this way. Notwithstanding the value of this procedure, a close examination of the instruments made available to the

consultant indicated that some careful revision of questions is necessary if the data is to be utilized to achieve specific training objectives. It is also considered important that the data be actively utilized to target programmes, set goals and monitor behavioural objectives within defined groups and that methods of feeding back information to communities should be examined. In this context it is therefore recommended that the CEP team receives training inputs concerning the monitoring and evaluation of the project.

### 3.3 Training materials and methods utilized by the CEP team

#### 3.3.1 Training materials

Instructional support materials mainly comprise a range of 44 posters developed by the CEP team during a Participatory Methodology Workshop held in 1986, i.e. unserialised posters, stories with a gap etc. Further posters have since been developed and tested, albeit on a less extensive scale. Flexiflan cut-outs are also utilized by the CEP team from time to time both at village level and in schools. All of the above are considered appropriate for the programme and the team utilize the materials with confidence and skill.

Back-up materials, including files for use at village level, have been developed for the implementation and maintenance phases of the project. Maintenance guides for two pumps, i.e. the Blair Pump and the Consallen Pump, are available for technical training purposes in the installation and maintenance phases of the project; it is noted however that there is no manual for the India Mark II pump. The content of the two manuals already developed is considered appropriate, although some simple adaptations (see attached) could easily be made to the text in order to make the materials more appropriate for village level targets.

The CEP team and others interviewed by the consultant (e.g.

Health Assistants in the field) strongly expressed a need to develop further posters on a wide range of health topics. The need to develop other visual materials such as charts was also expressed although it was generally felt that the group lacked training and skills to accomplish this. The consultant also noted that the CEP team expressed a need for "training manuals" although it was not entirely clear as to what subject matter these should cover. Again it was found that the team generally felt that they lack skills in the preparation of manuals and that they would be keen to acquire such skills.

The notion of a newsletter was raised by the consultant and this was enthusiastically received as a method for wider dissemination of information about project activities.

In terms of hardware for training purposes it was found that video could be used more extensively for training purposes and that the project would benefit from the purchase of a slide projector and accompanying software. A request for a "loudhailer" was also received. It is also strongly recommended that the possibility of obtaining a desk top publishing system with a laser printer is investigated as a means for the generation of camera-ready copy training materials. This would also facilitate the easy and professional production of a newsletter which would serve as a useful link for the WASHE programme throughout the Province.

### 3.3.2 Training methods and communication skills

The CEP team is to be congratulated on their adoption of a participatory approach to information sharing at community level and the consultant was impressed by their dedication to this methodology. Their approach to individuals and groups was found to be consistent with the needs of a predominantly rural target and CEP members were successful in transferring information through discussion and demonstration at all the

sessions observed. The timely integration of training materials such as the non-serialised posters and stories with-a-gap was considered appropriate and it is recommended that this momentum is continued and the temptation to revert to didactics is thus avoided. The team expressed, however, that they would like to use socio-drama more extensively in their work and this was seen to be a training need.

In discussion with the CEP team it was noted that although they had received a thorough training in the uses of participatory methods for community education, they had received little education concerning the principles and theory of health education, in particular behaviour change. This was considered a need by the consultant and a desire to learn more in this respect was articulated by all members of the group.

#### 4. Integration with District Water Affairs Programme of Operation and Maintenance

Proposals were received by the consultant from the Provincial Water Engineer for an integrated Pump Caretakers training programme on operation and maintenance for District level staff of the DWA. In view of the extensive experience of the CEP team in organising and motivating a system of community involvement in the maintenance of village level water supplies it was felt that they could be utilized in training and the preparation of appropriate training materials for such a programme. However, it was noted that such a proposal would involve the need for the team and others to receive training in the preparation of materials if this approach was to be successful. It is recommended therefore that this possibility be explored further as the advantages of involving the CEP team in such a programme would be far reaching.

## 5 Recommendations

### 5.1 General comment

The high level of motivation and skills found among the CEP team of the WASHE programme provides good evidence of thorough training. This asset should in no way be underestimated and the team must be reassured of their value in promoting health education in the community and that their skills could well be extended beyond village water and sanitation projects to meet an ever-increasing need within the context of urban programmes. While it is true to say that certain gaps were identified by the consultant it is considered important to stress that these are relatively minor and can easily be rectified. Additional training inputs must serve therefore to strengthen and build on existing skills.

It is also the opinion of the consultant that the CEP team need to be encouraged to constantly adapt their information and to utilize existing skills in an environment where resources are scarce.

### 5.2 Specific recommendations

#### 1 WASHE School Project

It is recommended that:

- \* all Home Economics teachers who attend WASHE seminars receive child-to-child manuals and files containing A4 picture codes and "posters" as soon as feasible.
- \* one Home Economics teacher from each district in Western Province should attend any future seminars and workshops.

## 2. CEP team

It is recommended that:

- \* CEP team members receive additional skills training in communication, materials development and monitoring and evaluation through a series of workshops (as outlined).
- \* CEP team members should be mobilised and prepared to meet the growing need for Communication/Education/Participation activities in the Mongu Town Water Supply project.
- \* CEP team members should be utilized as a resource in the development of the Pump Caretakers training programme.

## 3. Newsletter and other training materials

It is recommended that CEP team members undertake a feasibility study to determine:

- \* the need/demand for a WASHE newsletter;
- \* the mechanism for distribution of a newsletter;
- \* the cost of printing and disseminating a WASHE newsletter at regular intervals.

It is also recommended that the CEP team assess their need for specific training materials in preparation for a Workshop which will aim at the development of the skills necessary for the in-house production of materials.

## 4. Hardware and software for training

It is recommended that:

- \* a desk-top publishing system and a laser printer are purchased for the production of in-house training materials.
- \* a slide projector, camera and film are purchased for the project.
- \* a "loudhailer" is purchased for the project.



## 5. Training materials

It is recommended that:

- \* 500 child-to-child manuals are purchased to support the WASHE programme in schools.
- \* An additional 350 WASHE files are made available to Home Economics teachers.

### 5.3 Recommendations for inputs at a series of Workshops

#### 1. Basic health education skills training, i.e. in:

- \* the communication process for health education, problem solving, objective setting, planning etc.
- \* the selection and utilization of different strategies in Health Communication at project level
- \* behaviour modification
- \* drama and role play skills
- \* puppetry

#### 2. Materials development training

- \* preparation of visual aids, picture codes, wall charts etc.
- \* preparation of print media, newsletters, manuals etc.

#### 3. Monitoring and evaluation skills

- \* preparation of questionnaire
- \* simple data analysis
- \* utilization of data
- \* feedback of data to communities

### 5.4 Conclusion

With these recommendations in mind it is considered that the CEP team would benefit from a series of short workshops at given intervals which will serve to strengthen and build on an already excellent foundation in communication. It is also

recommended that other members of WASHE, particularly teachers, would benefit from workshops and that they should be invited to participate. Appropriate resource persons should therefore be located to proceed with the implementation of these workshops as soon as possible.

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