

CHARM.

MAJI/DANIDA RURAL WATER SUPPLY PROGRAMME
IRINGA, MBEYA AND RUVUMA REGIONS

REGIONAL RESOURCE CENTRE
FOR RURAL WATER SUPPLY AND
SANITATION (RCS)

WORKSHOP ON TRAINING OF TRAINERS
AND DEVELOPMENT OF CURRICULUM
FOR HEALTH EDUCATION AND SANITATION

NJOMBE, JUNE 1 - 12, 1992

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FOREWORD

Water supply, sanitation and health education go hand-in-hand. This is part of the New Delhi Statement adopted by 115 countries at the global consultation of water and sanitation for the 1990's, held in New Delhi in September 1990.

Also in the Maji/Danida Rural Water Supply Programme in Iringa, Mbeya and Ruvuma Regions water supply should go hand-in-hand with sanitation and health education. This is reflected in the Plan of Operation. Community Development, in cooperation with Afya shall promote the establishment of latrines at village primary schools and village dispensaries, and the sanitation component is considered an entry point for health education and for the construction of more latrines at the village level.

In the Training Plan for the Maji/Danida project (August 1991) Training of Trainers for Health Education is one of the courses recommended.

The Workshop held at Njombe, June 1-12, 1992 is based on the above.

In order to enhance the joint efforts in water supply, sanitation and health education, the Workshop has had the following staff as participants:

- Community Development staff
- Technicians
- Health personnel

and one person from the Ministry of Health in each Region has acted as resource persons.

During the Workshop a curriculum for health education/sanitation has been prepared. The curriculum comprises topics which are considered important in health education/sanitation within the framework of the project and with people at the village level as target groups. The curriculum has been prepared by the participants and revised by the resource persons/the representatives of the Ministry of Health from the three Regions.

When conducting training it is of crucial importance that the target groups are well known by the trainers. Therefore, a "Profile of Learners" has been developed.

During the Workshop the participants have implemented training sessions aimed at the different target groups, and in this connection lesson plans have been prepared. These are also included in this paper.

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WORKSHOP II (JUNE 1 - 12, 1992)

14: TRAINING OF TRAINERS FOR HEALTH EDUCATION
WITHIN THE MAJI/DANIDA WATER PROJECT

LIST OF PARTICIPANTS

S/N	FULL NAME	REGION	DESIGNATION
1.	William J. Nyasa	IRINGA	CDA
2.	Juma Idd Higilo	"	"
3.	Chiku Rashid Hamsini	"	"
4.	Baptiste J.B. Mdotta	"	"
5.	Sikudhani Nyagawa	"	"
6.	Anna Baraka	"	"
7.	Aloyce Bubelwa	"	Health Officer
8.	Mariam Masokola	"	Health Nurse
9.	Santina Mpesa	"	VPA
10.	J.A.A. Njellah	MBEYA	TECH.
11.	Isaac Kipiki	"	"
12.	Bevarite Mgoda	"	CDA
13.	Christina Mwangomile	"	"
14.	Mariana Kyumana	"	CP Officer
15.	Flora Mwalyego	"	CPA
16.	Nesta Tuyanje	"	"
17.	Christopher Marco	"	"
18.	Ally Khamiss Ally	"	CDO
19.	Simon M. Mtwanga	RUVUMA	Health Officer
20.	Euphrosina M. Komba	"	CDA
21.	E.K. Luena	"	"
22.	Mary N. Kunyanja	"	"
23.	Veneranda Nambombe	"	"
24.	Damasius B. Mbawa	"	"
25.	Fadhili M. Chidyaonga	"	"
26.	Said Mohamed Kambutu	"	"
27.	Yohana Chale	"	TECH.

RESOURCE PERSONS			
1.	Stephen Mhando	AFYA, SONGEA	
2.	Alexander B. Kihatura	AFYA, IRINGA	
3.	Emmanuel S. Mwandepa	AFYA, MBEYA	
4.	Pascal L. Kusare	MAJI, DSM	
5.	Mohamed A. Muhungutwa	PICU, DSM	
6.	Else Traerup	DANIDA/ COWIconult	

TOPIC	KEY WORDS	OBJECTIVES
Disposal of Waste Matters	Burning	- Collect and burn all dry rubbish e.g. maize husks, pieces of paper, clothes and grass in order to keep surroundings clean.
	Distances	- Estimate the reasonable distance from the house to a burning place in order to avoid setting fire to the house and polluting the air.
	Wind-direction	- Locate the burning pit to the windward side so that wind will carry away smoke and bad smell from the house.
	Burial	- (i) Bury all rubbish, garbage and left over food. They should be collected in a pit to decompose and later on to be used as manure. - (ii) Separate and bury non-decomposed matters which should be collected in pit e.g. broken glasses & bottles, sharp pointed things, etc.
Hazards Due to Indiscriminate Disposal of Refuse/Waste Matters	Hazards	- Mention that the hazards of indiscriminate disposal of refuse/waste matters are:- (i) Source of diseases. (ii) Source of contamination to water. (iii) Source of offensive smell. (iv) Acts as breeding places for flies. (v) May cause injuries. (vi) Pollution of surroundings.
Protection of Water Sources	Fencing	- Explain the importance of fencing the water source using locally available materials to avoid contamination from human beings and animals.

PROFILE OF LEARNERS

INTRODUCTION

When preparing training it is important to find out as much as possible about the target group to be trained. It is important to know their age, their educational background, their motivation for training and their beliefs, habits and taboos, etc.

Based on the above information, one discovers what kind of training the target groups need, and one may define the "training gap".

There are several ways of defining the training gap. One may use the interview method, where the target group and maybe others are interviewed. In this way one may find out about the felt needs for training.

Another method to use is observation, where the CDA's, health staff and technicians observe, e.g. whether the Domestic Point is clean, the way in which the villagers dispose of their waste matter, what kind of latrines they use, etc. By using this method one will often find a training gap which is unfelt by the target groups, i.e. if the Domestic Point is not clean, the target group will need training in the importance of cleanliness, if they dispose of their waste matter by "crude dumping", they will need training in the importance of proper disposal of waste matter.

In this Workshop "Profiles of Learners" for ten different target groups were prepared - based on the assumptions of the participants.

After having prepared these Profiles, Lwangu village in Njombe District was visited, and the Workshop participants had the opportunity of interviewing the target groups for which they had prepared Profiles. They were able to make their own observations, and in this way, to verify whether the Learners Profiles already prepared needed amendment or correction.

The following pages contain the Learners Profiles for the following target groups which are considered important in connection with health education and sanitation in the Maji/-Danida Rural Water Supply Programme:

- Village Government
- Village Water & Health Committees
- Traditional Healers
- Traditional Birth Attendants
- Villagers (Women)
- Religious Groups
- Extension Workers
- Site Staff (including local fundis)
- Teachers
- School Children

TARGET GROUP; VILLAGE WATER & VILLAGE HEALTH COMMITTEES

- * Age: From 18 - 55.
 - * Gender: Female and Male.
 - * Language: Kiswahili and, a few of them, English.
 - * Education Background: Primary education, Adult education, Secondary education (two extension workers).
 - * Further Training: Seminars 2, Ministry training.
 - * Work Place: In the village.
 - * Type of Work:
 - (a) There is no V.W.C. at Lwangu village because there is no water project.
 - (b) V.H.C.':
 - Supervision of health and health related issues, e.g. to make sure antenatal and children under five years attend clinics.
 - To make sure all the villages have latrines and use them.
 - * Position: Around in the village.
 - * Motivation for Health Education:
 - They are interested.
 - * Motivation for Information About Sanitation:
 - They are very much interested to make follow-up of sanitation.
 - * General Beliefs About Reasons for Diseases and Cure of Diseases:
 - Most of the diseases are caused by poor sanitation, including water, and they are treated and cured in the hospital. But it is their belief that diarrhoea is not caused by unboiled water, rather it is caused by eating new harvest, e.g. maize, beans, vegetables, etc.
 - * General Beliefs About Water and Use of Water, e.g. Hand Washing:
 - Safe water is obtained by boiling.
 - * General Habits Concerning the Use of Water:
 - People wash hands in one container.
 - People eat fruits without washing them.
 - * General Beliefs and Habits Concerning the Use of Sanitation, e.g. Latrines:
 - They believe that for children to use the same latrine as their parents is not good.
- Group Members:
Damasius B. Mbawa
Mary Kunyanja
Bevarine Mgodu

TARGET GROUP: VILLAGERS (WOMEN)

- * Age: 18 to 55 years old.
- * Gender: Women.
- * Language: Kiswahili and mother tongue.
- * Education Background: Majority Std. seven and few uneducated.
- * Further Training: Adult Education.
- * Work Place: At the village.
- * Type of Work: Peasants.
- * Position: Small peasants.
- * Motivation for Health Education: Highly motivated.
- * Motivation for Information About Sanitation: Highly motivated.
- * General Beliefs About Reasons for Diseases and Cure of Diseases:
 - Some of them understand the dangers of contaminated water and others believe in witchcraft.
 - Beliefs about reasons of cure of diseases - Some are attending dispensaries and health centres and others, who believe in witchcraft, go to witch doctors.
- * Beliefs About Water and Use of Water:

Most villagers (Women) understand the importance of clean and safe water. But most do not like to purify water by boiling because they believe this will affect the taste.
- * Habits Concerning the Use of Water e.g. Hand Washing:

Most of villagers (women) do not have the habit of hand washing when they come from toilets and they share hand washing in one container during meals.
- * Beliefs and Habits Concerning the Use of Sanitation e.g. Latrines:

Through traditional beliefs, some believe that it is not good to share one latrine with one's bridegroom (mkwe). Also, they believe that adults and children should not share the same latrine.

Group Members:

Ally K. Ally
Juma Higilo

TARGET GROUP: SITE STAFF (ARTISANS, MASONS & CARPENTERS)

- * Age: 35 up to 50.
- * Gender: Male.
- * Language: Kiswahili & mother tongue (Kibena).
- * Education Background: Std. IV - VIII under missions.
- * Further Training: Trained at Kifanya Mission.
- * Work Place: At their village.
- * Type of Work: Construction (e.g. dispensaries & schools).
- * Position: Artisans through experience.
- * Motivation for Health Education:
As with other villagers, they have knowledge on health education, but due to lack of trainers there is no follow-up of what they know/or what they have learnt.
- * Motivation for Information about Sanitation:
They are interested in sanitation. All they need is more education about it.
- * General Beliefs About Reasons for Diseases and Cure of Diseases:
They believe that abdominal pains occur mostly during the rainy season.
- * General Beliefs About Water and Use of Water:
They don't like boiled water as they claim it to be tasteless. They prefer drinking water directly drawn from the river/well.
- * General Habits Concerning the Use of Water:
At Lwangu village it seems that people lack the knowledge of the general habits concerning the use of water, e.g. they don't wash hands by pouring water to each other's hands.

Group Members:

J. Njellah
S. Mpesa
C. Hamsini
Y. Chale

the Minister of Education to teach adults, they must be encouraged to include a Health and Sanitation period, be it once a week or twice, depending on how they formulate the syllabus.

It is said that prevention is better than cure. In this case when bad taboos are prohibited in villages, it will be easy to forbid them and learn the new methods which in turn will enable the villagers to prevent diseases caused by taboos.

* To Verify Whether the Learners Profiles Prepared are Correct:

In reality, the profile was prepared correctly because it covered all target groups found in the village. Also it made all targets groups explain their views freely. If we take an example of our target group, Teachers, we found that they were well arranged and prepared for the conversation; and as a learned group, what they said made sense to us as they knew the negative/positive questions we asked.

To the other side of the profile, for example the social researcher was not prepared correctly, since we only used one method of data collection - direct interviewing. This can be very biased because the target group may speak just to be speaking. Also some shyness occurred between the target group and the researchers, e.g. school children. Traditional Birth Attendants, who were interviewed by opposite sex could not speak openly about how they attend a woman who is giving birth. As our visit was well known before the trip and various assumptions were developed, it is likely that the village leaders asked the target groups to be well prepared and in turn the target groups reported biased information - exaggerating issues, giving subjective views, refusing to speak, etc.

The social researcher must be aware of such issues and try to avoid them by developing other ways of data collection in order to make the information collected accurate. When interviewing the target groups, observe how the groups react to issues, how free is their conversation and how they are providing information.

Social research is quite different from a police interrogation (using force to get information). Apart from the information being biased, also the researcher must avoid touching personal affairs. The information provided must not name the person who was interviewed. Also the researcher must assure the target group that it is not his intention to cause problems for individuals. This will help the target group not to be afraid, to panic or to fear to speak. For example, when you ask school children what they do at school - and how their teachers perform/teach them, it is certain that they will tell you that everything is good - because they are afraid that if they tell the

TARGET GROUP: TEACHERS

LESSONPLAN		TOPIC: Protection of Water Sources		
NAMES: Baptiste Mdotta Fadhil Chidyaonga		OBJECTIVE: Explain how to prevent water shortage, depletion of underground water, soil erosion & contamination.	DATE: 08/06/92	
MIN	SECTION	KEY WORDS	METHOD	A/V AIDS
2½	Introduction	- Presentation of Trainers - Presentation of Topic	Lecture	
2½	What is it?	- The original place whereby flow of water starts - e.g. springs, rivers, wells, dam, etc. - Chemical method	Lecture, questions & answers	
10	Why Protect?	- To avoid soil erosion, shortage of water, depletion of underground water, water contamination, etc.	Lecture, questions & answers	

25	How to Protect	<p>1) Planting trees around the water source, especially water supportive tree types, since there are some which do not support the existence of water.</p> <p>2) Avoid grazing cattle near the water source in order to protect against soil erosion, contamination of water, etc.</p> <p>3) Avoid housing near water sources to avoid contamination, e.g. building of latrines, persons defecating in the bush leading to contamination through rain.</p> <p>4) Avoid cultivation near water source to avoid soil erosion.</p> <p>5) Prohibit setting of fires and cutting of trees to avoid depletion of underground water.</p>	Demonstrations	<p>Flip Charts</p> <p>Drawings</p>
5	Why Teach this lesson to teachers?	Since they are a learned group, they can transmit the subject as a resource person to teach the children & villagers	Question & Answers	
5	Summary	Repeat the topic and ask if the aims and purposes are understood. Encourage questions.	Demonstration	