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NATIONAL REFERENCE CENTRE  
COMMUNITY WATER SUPPLY AND  
SANITATION (IRC)

## PARTICIPATORY EVALUATION OF THE HESAWA PROGRAMME

### SOME NOTES ON THE METHODOLOGY USED

with contributions from Mary Boesveld and Jo Smet

March 1993

#### 1. INTRODUCTION

Between May and September 1992 an external evaluation of the HESAWA programme in the three regions surrounding Lake Victoria was conducted by a team from IRC, in partnership with the Tanzania and Kenya offices of AMREF. The evaluation was commissioned by SIDA to assess the impact of the programme, its effectiveness, and prospects for long-term sustainability.

SIDA is particularly concerned about the long-term impacts of the HESAWA programme on the lives of rural Tanzanians living around the shores of Lake Victoria in Kagera, Mwanza, and Mara Regions. Also, it is felt, both by the donor and the Tanzanian government, that current and future investments in the programme should lead to substantial and sustainable benefits.

Based on these concerns, five focal points for the evaluation were identified:

- \* The relevance of the HESAWA approach in meeting programme goals.
- \* The level of goal attainment reached by the programme up to date.
- \* The efficiency and effectiveness of the investment made so far.
- \* The long-term sustainability of programme impacts and approach.
- \* The lessons learned from programme implementation.

#### 2. A PARTICIPATORY APPROACH

Another important decision concerned the approach of the evaluation. It was thought that studying the impact of the programme in a traditional, formal way, where people are treated as respondents and informants instead of partners in a dialogue, would not yield the right kind of data. Particularly feelings and ideas of community members about the programme and its activities would have been difficult to bring out. On the other hand, not

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very much time was available for the study, and ways had to be found to get data with the best possible level of reliability, in a short period.

Another consideration was, that not only the donor and Tanzanian government officials at the higher level should be getting a clear view on the impact of the programme so far, and on desirable improvements to be made for sustainability in the future. It was considered equally important to share these insights with all those directly involved in programme activities, individuals and groups at all levels from the village to the implementing government agencies.

In a participatory approach, using open discussions, dialogue, and participatory investigation methods, everybody present can contribute in assessing achievements, in identifying problems and constraints, in suggesting improvements.

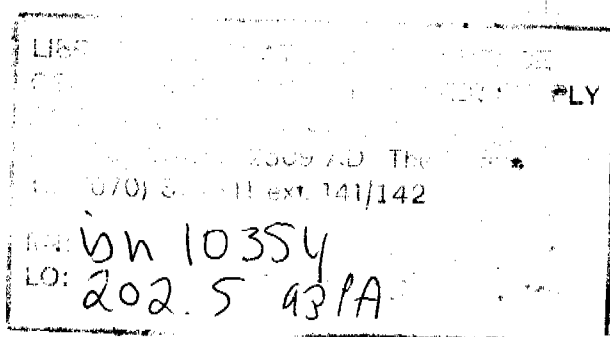
Generally, participatory evaluation can <sup>1/</sup>:

- \* help people (project staff as well as community members) to see whether their activities are having an impact on programme objectives;
- \* enable people to assess whether human and material resources are being used efficiently and effectively;
- \* enable them to assess their methods of organization and management;
- \* help them to identify problems and constraints, and find solutions;
- \* provide them with good information for making decisions about further planning and possible changes in project directions;
- \* encourage people to share opinions, feelings and ideas;
- \* increase the sense of collective responsibility for project activities.

An overview of the results of the evaluation have been laid down in the final evaluation report.

This paper focuses on the participatory methodology that has been used. The first part (A) contains a description of the methods used in the village study to investigate the impact of the HESAWA programme at village level.

In a short conclusion general features and usefulness of the approach will be discussed. The second part (B) describes the participatory workshops held with district staff in all three regions, and the evaluation review workshop in Mwanza to discuss the preliminary findings of the evaluation. Advantages and disadvantages of the methodologies used are listed.



<sup>1/</sup> These points are freely adapted from : Feuerstein (1986), Partners in Evaluation, page xi)

## **A. VILLAGE STUDY PHASE**

### **A.1 The village study**

#### **A.1.1 Objectives**

The village study was a centrally important component of the evaluation exercise. In assessing the impacts and prospects for sustainability of the HESAWA programme, it is essential that the voice of involved villagers themselves should be heard as clearly as possible. Within the time available, it was considered that the best way to achieve this was to visit a selection of villages spread over all three regions and investigate a number of key issues through the use of a set of participatory, rapid appraisal techniques.

The village study focused on four key areas of programme impact:

- \* Impacts on the village water supply and sanitation situation
- \* Impacts on health and hygiene knowledge and behaviour
- \* Impacts on women
- \* Impacts on community organization and management capacity

Alongside these four themes, the study teams also set out to assess with the communities involved the prospects for the long term sustainability of the benefits gained through participation in the HESAWA programme.

#### **A.1.2. The selection of study villages**

A preliminary selection of study villages was made on the basis of information provided by the programme during the preparatory mission. A total of 24 villages involved in the HESAWA programme, and a further three control villages, were selected. The village list constitutes a selection rather than a statistically valid sample, but was considered adequate for this kind of rapid appraisal exercise.

A number of criteria were used making the selection. These included that the range of technologies represented should roughly correspond with the proportional output of the programme, villages with and without study groups should be included, both "old" and "new" HESAWA villages should be selected, and there should be a reasonable distribution of the villages among the regions and districts.

#### **A.1.3. The study teams**

Three teams with four members each were formed to carry out the study. The IRC consultant with the overall responsibility for the village study led one, and the other two were led by the AMREF members of the evaluation team. The members of the study

teams were recruited from among senior programme staff from the districts and regions. Each had at least one woman member, and contained a person with expertise in water and sanitation technologies, health, and community development.

The teams visited nine villages each. The schedules were planned in such a way that no team member visited villages in his or her own district or region.

Throughout the study phase the teams worked closely together: in learning and practising the techniques during the preliminary workshop; in development and field-testing the workplan; in carrying out the investigations in the villages; in recording and analysing the data; and in writing-up the preliminary findings. Although the team leaders were responsible for the execution of the study and the drafting of the village reports, all team members were equally involved in the work. The balanced composition of the teams enabled them to combine technical and social issues in a fruitful way. They mentioned specifically that they had benefitted from the study by learning from each other.

## **A.2 The Preliminary Workshop**

The study phase began with a three-day preliminary workshop. This was held in Mwanza to familiarize the study teams with the use of participatory research and rapid appraisal techniques. Each technique was explained and practised in group exercises. Also traditional techniques, as observation and interviewing, were discussed and practised because the team members felt that they had insufficient experience in using these methods in a structured way. Important issues for practising were avoiding leading and suggestive questions and avoiding a "lecturing" and directive approach in discussions.

For most team members taking notes of observations and interviews turned out to be one of the most difficult skills to master. During the workshop much attention was given to this issue, and all exercises were wherever possible combined with practice in note-taking. Some guidelines for taking notes were drawn up and included in the workplan.

Another important activity of the workshop was the development of a comprehensive workplan for the village study. Based on a preliminary framework made by the IRC consultant, all study team members worked in groups to adjust and expand the workplan to meet the requirements of the study.

The final workplan contained :

- a list of all study villages;
- a visiting schedule for each team;
- a time schedule for village visits;
- an overview of general arrangements for the visit;
- instructions for note-taking;
- a comprehensive description of all activities to be carried out, with lists of questions to be raised during each activity;
- a coded checklist of all items to be studied;
- a general outline for writing the village profiles.

This workplan proved to be very helpful. In particular the checklist with its coded items greatly facilitated the sorting of data for the village profiles and the final analysis and comparison of all profiles for the evaluation report.

As some of the techniques require the use of illustrations two local artists attended the workshop. The artists worked closely with the team members, and accompanied them on the first village visits to test the appropriateness of the illustrations. Some pictures were then modified on the basis of the initial reactions of the villagers involved.

After making three village visits each, the study teams got together again for two days, to analyze the first sets of field data and review the methodology. Several improvements and additions were made in the workplan and checklists. A common framework for the presentation of the data in the village reports was also developed.

At the end of the study period, when all 27 villages had been visited, the teams got together for a final session of 4 days, of which 3 days were spend on analysing the data and writing up the village profiles.

On the last day the teams got together one more time, to draw up lists of the most important findings and recommendations of the study, and to evaluate the study phase as a whole. Feelings about the workshops, the village study and the reporting were quite positive. The approach was thought by all to provide good opportunities for use in general work with communities, particularly when some techniques could be adapted for needs assessment and planning activities.

### **A.3 Overview of techniques used**

The purpose of using participatory methods as described below encourage discussions among the villagers themselves, and provide opportunities for them to express themselves as freely and openly as possible. From the many participatory techniques suitable for this purpose, the following were selected

- \* Village mapping
- \* Pocket charts
- \* Puppet play
- \* Observation and village walks
- \* Open interviews

These are briefly described and discussed below.

**Village mapping.** A group of people in each village were requested to draw a sketch map of the village. For example, see figure 1. The group could not contain any government officials, teachers, or nurses, but should be made up of ordinary villagers only. All important features, such as hills, woods, fields, houses, and public buildings, were asked to be indicated. The groups were also specifically asked to include water sources and water points, latrines, waste disposal sites, and washing slabs. They also were asked to use different colours to illustrate the water supply and sanitation

situation before the HESAWA programme began, and the situation now. Comments and questions were encouraged while the maps were being drawn, and the finished maps were then discussed in detail.

This technique proved to be very effective in gathering information and opinions on existing facilities and the new and improved ones built through HESAWA. The drawing of the maps also aroused a lot of interest and discussion among the villagers. In many cases a very informative, comprehensive drawing emerged, of which the makers were justifiably proud.

**Pocket charts.** A set of pictures was put on display, each with a paper pocket or envelope attached. Small pieces of paper were distributed, with a different colour being given to men and women. For example, see figure 2 and appendix 1. Everybody was asked to vote for the pictures of their choice by putting his or her paper in the relevant pocket. The pictures used, showed a range of different types of water resources, both traditional and new. Two rounds of voting were held. In the first, people were asked to vote for the source they use most at present. The votes were then counted by one of the participants and the scores displayed and discussed. In the second round, people voted for the type of source they would most prefer to use, and the results displayed and discussed.

This technique directly involves people in collecting and analysing data on their own preferences. The activity was generally much appreciated, and stimulated enthusiastic discussions, both among the villagers themselves and with the study teams.

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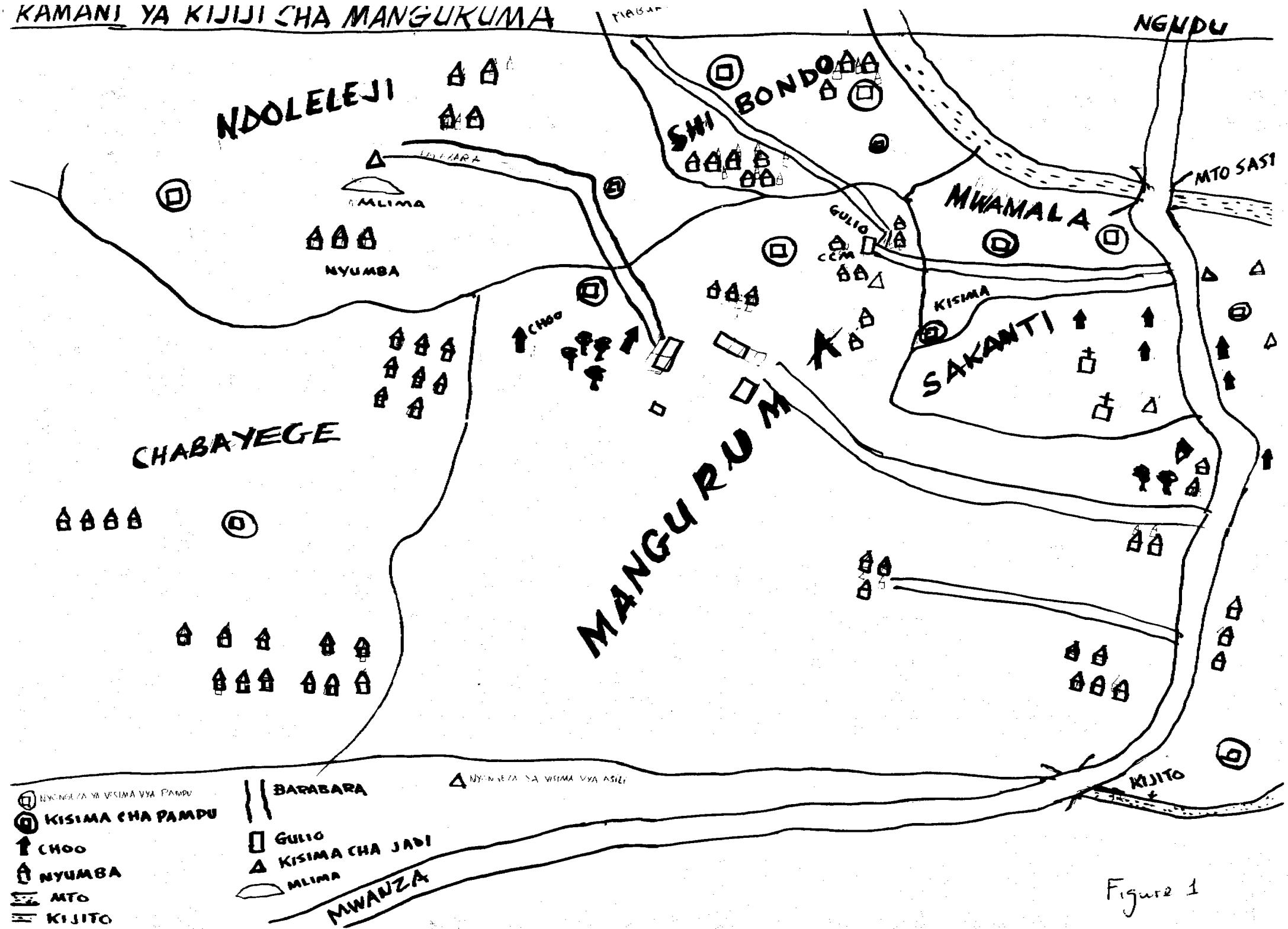


Figure 1

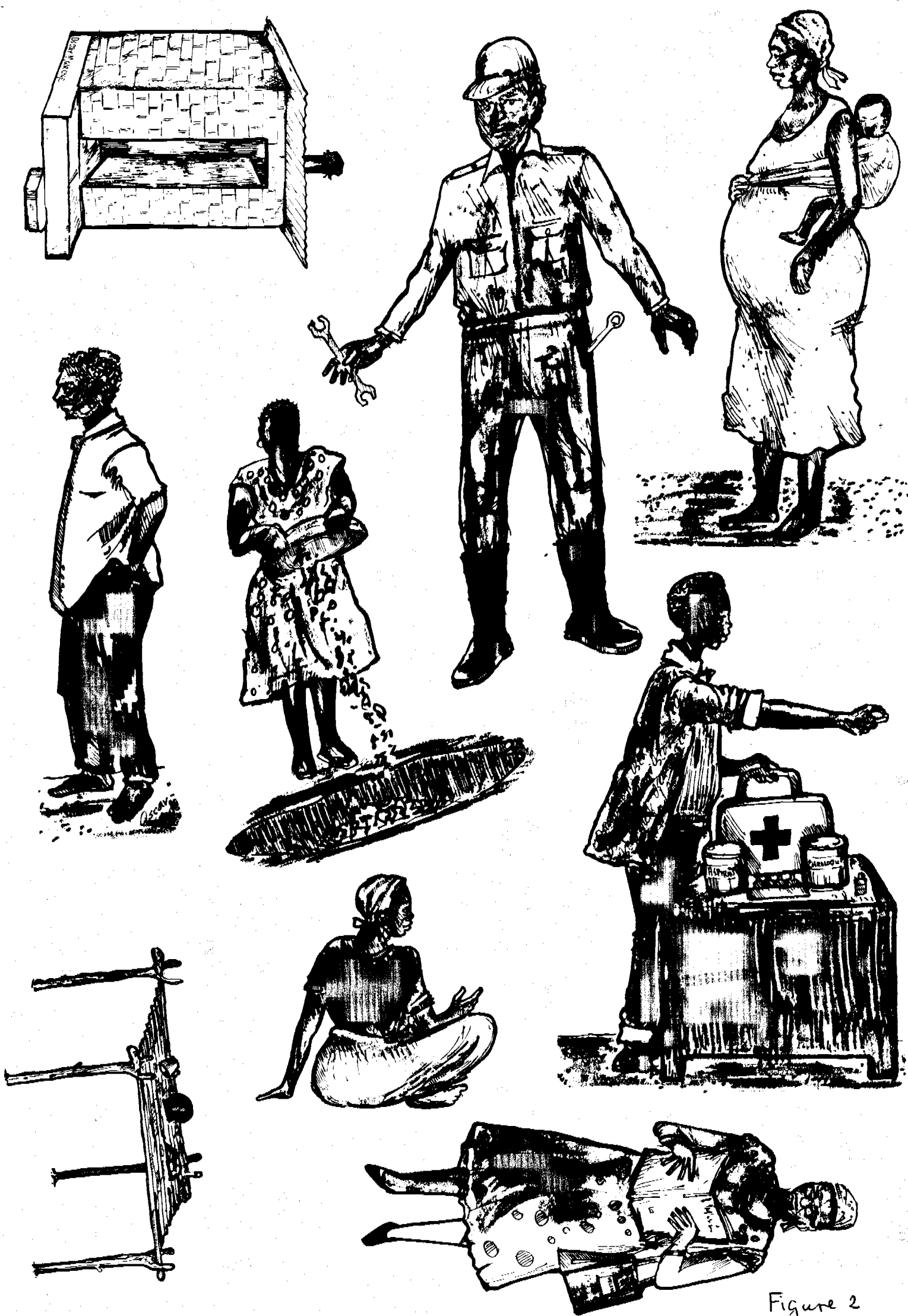
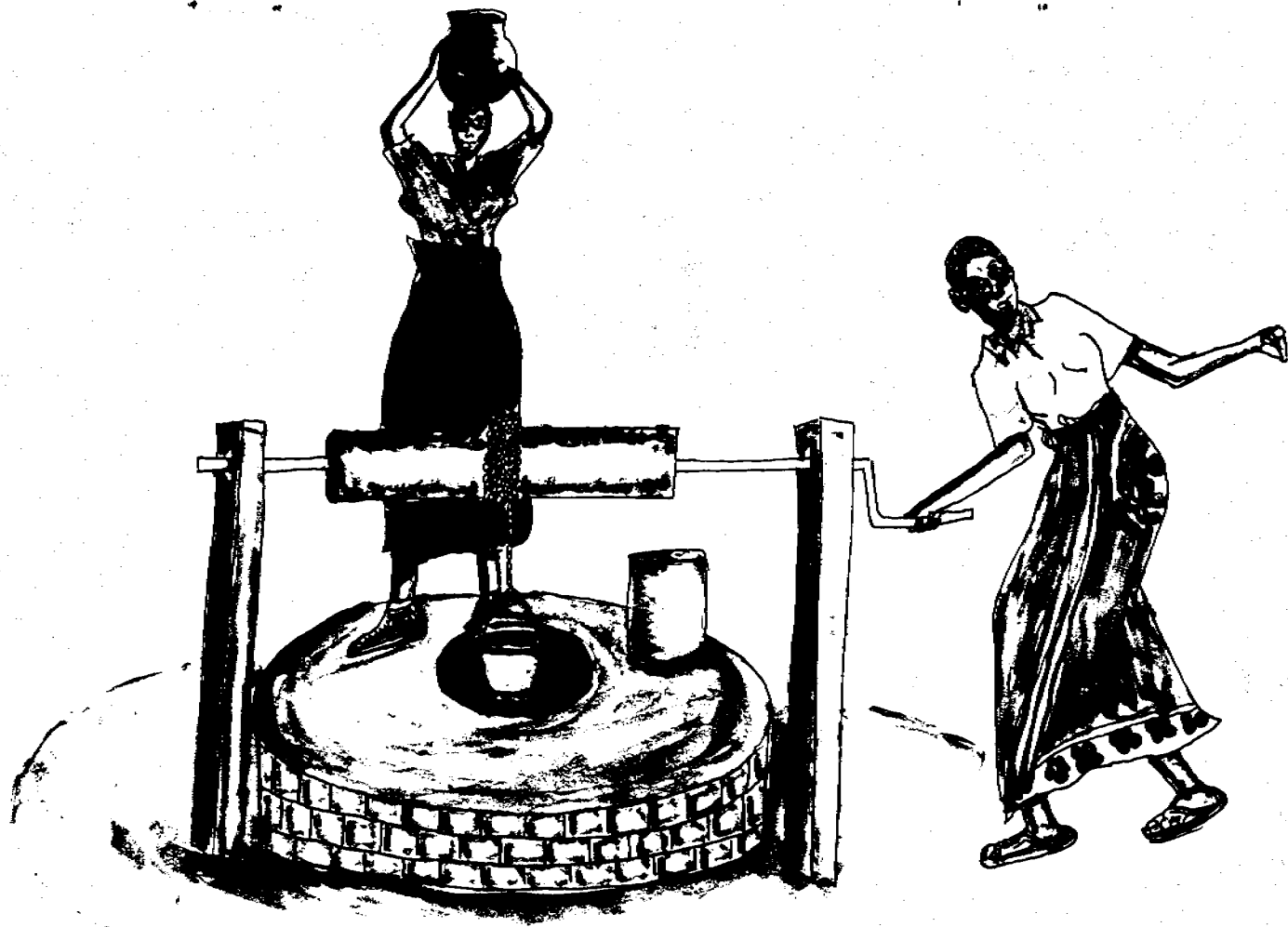


Figure 2





N. Kalomo

Figure 3

Puppet play. For this technique a set of paper puppets and props were used, depicting men and women, houses, trees, a water point, etc. For example, see figure 3 and appendix 2). The puppet play technique was used in the HESAWA villages, but not in the controls. A cloth was spread out with the villagers asked to act out the work of HESAWA with the help of the puppets.

This technique gives people an opportunity to express feelings and opinions openly, but in a dramatized and less threatening way through the use of the puppets. Although the villagers involved seemed to enjoy the activity very much, and lively discussions were held on many different issues, the technique produced less information than was hoped for. The main reason may have been that it was often difficult to persuade people to confine themselves specifically to HESAWA issues. After a number of visits two of the three teams had a couple of specific "HESAWA" puppets made; with those included, more useful information was obtained. Obviously the quality of the puppets is of considerable importance for a successful use of this technique.

Observation and village walks. Observation was a very important tool in the village study. To structure the observations, it was decided to make village walks with the specific purpose of observing the general condition of water points, latrines, standards of cleanliness in the village, and so on. To enable comparisons, a list of observations to be made in all villages was drafted during the preparatory workshop.

Through these structured observations, valuable information was obtained on general living conditions in the villages, and on the state of the facilities built or improved through HESAWA. The study team members undertaking the village walks were usually accompanied by a number of villagers, often including a member of the HESAWA Committee, a Village Health Worker, and one or more water point caretakers.

Open interviews. Group interviews were held with members of village governments, HESAWA committees, Village Health Workers and Traditional Birth Attendants, and women. All interviews were conducted in an open style and were as unstructured as possible, though study team members used checklists for general guidance. Discussions among participants were encouraged.

The interviews complemented the other activities very well, and provided opportunities to follow up and further discuss issues raised in the participatory activities and village walks.

#### **A.4 Analysis and presentation of data**

Each study team was responsible for the first analysis and presentation of findings from each of the villages they had visited. The raw data, as written down by each individual team member during the study activities in the village, had to be combined into a village report. This was not always easy, particularly when the villagers spoke a local dialect, which in combination with the normally used Swahili had to be translated into English for the village reports.

The coded checklist provided a good frame for sorting the data: all notes were first coded, and then grouped according to the items in the checklist. This facilitated the presentation in the village reports.

All 27 village reports were written up in a common outline. This allowed for the easy comparison of data from all villages, and greatly helped in the combined analysis of the 27 reports.

#### **A.5 Conclusions and strengths and weaknesses of the approach**

Before the first village visits were made, team members frequently expressed concern about the methodology. Some of them did not believe that ordinary villagers would be able to draw a map. Others questioned the pocket chart, and particularly the puppet play, fearing they would be considered too childish by the villagers. There was much concern about how to structure the questions to be asked, and how to record and analyze the data.

After the first three village visits, many of these fears diminished. The advantages of the approach were easier to see. The involvement and enthusiasm of the villagers, and the large amount of useful data gathered, were a great encouragement. The enthusiasm of the study teams increased considerably.

At the end of the study phase, a great deal of satisfaction was expressed with the approach. As one team member, a water engineer, said:

"The most important thing I learned from this exercise is that the opinion of the villagers is to be taken very seriously. I always thought that they did not know anything about the technical issues of water supply and siting of water points. Seeing that uneducated people can draw an accurate map made change my mind."

With only a single day to spend in each village, the use of participatory techniques enables a large quantity of information to be gathered. In addition to meeting village leaders, who are usually the main informants in more conventional village visits, the study teams succeeded in having extensive discussions with a large number of ordinary villagers, both men and women.

The general impression gained by the study teams was that the quality of the information obtained had an extra value because a good part of it came out of spontaneous discussions

among the villagers themselves, particularly during the group activities, rather than in response to direct questions.

Another advantage of the approach is the opportunity provided to share the investigation with the villagers themselves. The pocket chart activity usually attracted a large crowd. Smaller numbers of people, ranging from five to 20, participated in the mapping and the puppet play activities. Irrespective of the numbers involved, all these activities provoked much interest and undoubtedly led to further discussions in the village about the programme after the team had left.

The methodology also has certain limitations, which need to be recognized. The most obvious is that the bulk of information obtained is qualitative rather than quantitative, and although relatively large numbers of people were involved, the data obtained cannot be considered to be conclusive, or valid on any statistical basis. This is not to say, however, that sound inferences can not be drawn. Deliberate attempts were made, for example through the village walks and interviews, to corroborate the views expressed. The development of a standardized approach to reporting also helped to compare data from different villages and identify common trends.

Some techniques, as the pocket chart and the puppet play, require very clear and well-drawn illustrative materials, which need to be fully adapted to the local culture and values. The materials must always be tested thoroughly, before they can be used on a larger scale. Moreover, the quality of the information obtained through the techniques depends very much on the appropriateness of the materials in view of the issues to be discussed with the villagers.

A serious constraint is that the approach requires relatively well-developed skills in leading discussions in an unobtrusive and non-directive way. Note-taking also needs to be done discreetly so as not to break the rhythm of discussions. Open interviews and discussions are much more difficult to record than more structured approaches. Observations are also not easy to record in a way which makes them valuable as research data without a reasonable amount of practice.

An additional difficulty in the Lake zone is the number of different languages spoken. Discussions were usually held in Swahili, but sometimes also in the local language. Where the latter was the case, team members had to translate the discussions into Swahili to note them down, and then again into English for the village reports. In the process, some details must certainly have been lost.

Note-taking was discussed and practised the preparatory workshop, but it remained a difficult issue for many study team members, some of whom were participating in a research activity for the first time. It is to their credit that, in spite of this, the village reports contain a great deal of good and useful information.

## **B. PARTICIPATORY WORKSHOPS AT DISTRICT AND ZONAL LEVEL**

### **B.1 Workshop for district HESAWA staff**

#### **B.1.1 Objectives**

The primary objective of the district participatory workshops were to give the HESAWA district staff the opportunity to express their views on the HESAWA programme directly and freely to the evaluation mission.

#### **B.1.2. Methodology**

Three workshops were organized in the three regions. Participants came from all integrated HESAWA districts. Participants included District Executive Directors, District HESAWA Coordinators, District Promotional Officers (consultant), and district staff directly involved in the Programme: Community Development Officers, Water Engineers and Health or Medical Officers. In some cases representatives from non-integrated districts were present.

The evaluation team choose for the participatory workshop approach with the district HESAWA staff. For open discussions the number of HESAWA district staff is too high to reach in a one-day session sufficient result.

The workshop was structured around four main areas:

- a. the HESAWA objectives, achievements of objectives and gaps remaining;
- b. organizational structure of HESAWA at district level and the links to other levels, as well as the strengths and weaknesses of this organization, and roles, responsibilities and means;
- c. conditions for sustainability and degree of fulfilment in HESAWA programme;
- d. future directions and priorities of HESAWA programme in their districts.

The methodology was based on the logic framework analysis. For activity a. and d. cards were used on which the participants could write down their views. These cards were collected and grouped according to the views of the participants.

For activity c. the participants were split in several groups to work out the organizational structure etc. in their particular district.

Activity c. was more structured around an open plenary discussion with a facilitator recording the "conditions for sustainability" as indicated by the participants on flip-charts. The results of the district participatory workshops are appended to the Final HESAWA Evaluation Report. An example of the result is attached as Appendix 3.

The district workshops were evaluated by the participants.

### **B.1.3 Advantages and disadvantages**

#### **Advantages:**

- \* not the external evaluators but the programme staff define the key issues to be discussed;
- \* Programme staff feels free to express their own views on Programme issues;
- \* participants feel encouraged and build up confidence when seeing their own views (presented on cards) on the wall, and being discussed;
- \* all participating Programme staff get an equal chance to express their views as in most exercises cards are used;
- \* the method is rather anonymous so participants do not have to fear if expressing non-conventional statements;
- \* evaluators get a clear picture how the Programme staff perceives and views the Programme in terms of objectives, organization, problems, future directions;
- \* the participatory atmosphere stimulates interesting discussions leading to revealing of sensitive problems or innovative solutions;
- \* district HESAWA staff get to learn participatory techniques to review progress and plan for future directions.

#### **Disadvantages:**

- \* output is of qualitative nature, and statements are not proven;
- \* result is a lot of data and views (which may be starting points for later activities/discussions), not always with clear priority;
- \* output is presented in tabulated format without quantification;
- \* expression of views and discussions may create expectations among participants that Programme will make use of these;
- \* participants express freely but may not be committed to translate views into actions;
- \* participatory techniques take long; district workshops took 8 -10 hours;

## **B.2 Evaluation review workshop in Mwanza**

### **B.2.1 Objective**

The Evaluation Workshop aimed to review the reliability and validity of the results of the Study Phase. It also gave the opportunity to SIDA and HESAWA staff to express their views on the draft findings, conclusions and recommendations.

The workshop concentrated on village impacts, programme achievements, sustainability factors, organizational, financial and management issues, and the long-term programme directions.

### **B.2.2. Methodology**

The participatory workshop was attended by Zonal Coordinating Office staff, Regional Development Directors, Regional HESAWA Coordinators, District Executive Directors, and District HESAWA Coordinators.

In a plenary meeting, the preliminary findings and conclusions grouped in five fields were presented by the evaluators. These fields were: (i) overview of programme achievements and general findings, (ii) key findings on village level, (iii) key findings on institutional and organizational issues, (iv) key findings on financial and economic issues, and (v) key findings on HRD and capacity building.

In four working groups the key findings were reviewed. The group findings were presented to the plenary and discussed. In an open forum, further points were raised by participants and discussed.

The review workshop was evaluated by the participants.

### **B.2.3 Advantages and disadvantages**

#### **Advantages:**

- \* SIDA and HESAWA staff get the opportunity to hear the evaluation team's preliminary findings before the evaluation report is drafted;
- \* SIDA and HESAWA staff get the opportunity to freely express their comments and views on the preliminary findings;
- \* HESAWA staff used the opportunity to indicate important issues and possible future directions, the evaluation team missed in their presentations;
- \* evaluation team can use these expressed views, ideas etc. to further refine their final findings and conclusions;
- \* surprising evaluation findings and not commonly known facts revealed by the evaluation were lively discussed in detail in working groups, which increased the involvement of HESAWA staff in the Programme.

#### **Disadvantages:**

- \* the large group (about 40 people) consisted of different authoritarian levels, resulting in a low number of spokesman in plenary discussion;
- \* the plenary discussions did not give sufficient opportunity to lower HESAWA staff to express their views on issues, the working group technique did;
- \* time for working groups discussions was too short;
- \* evaluation team is not always able to directly answer questions and comment on views.

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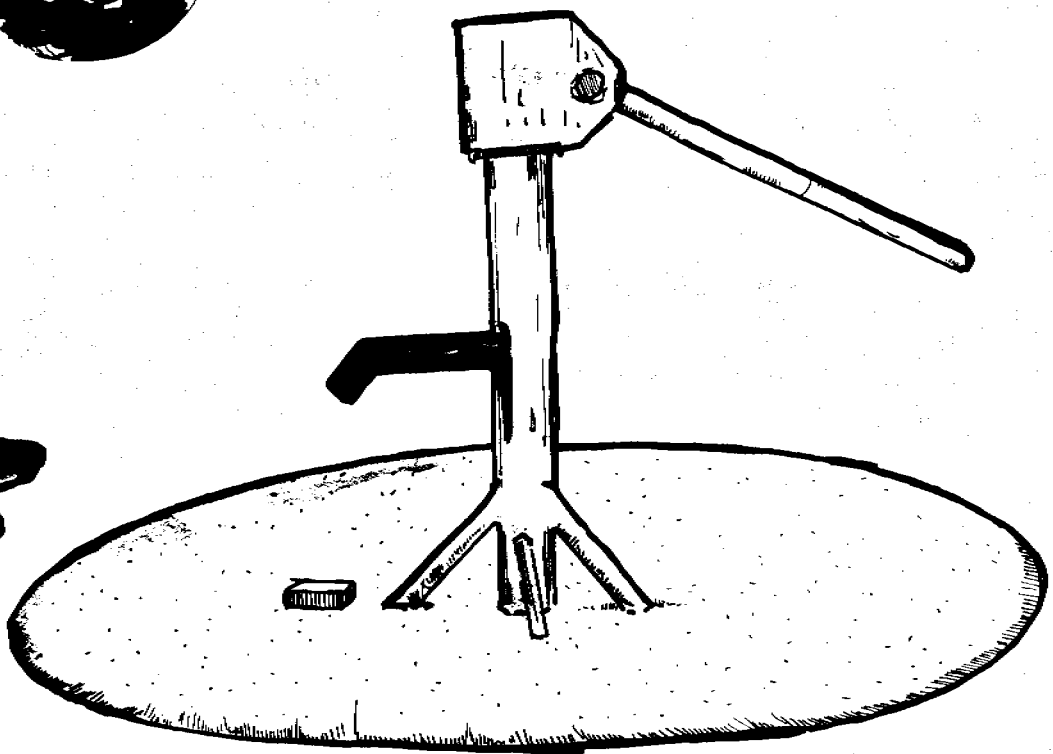
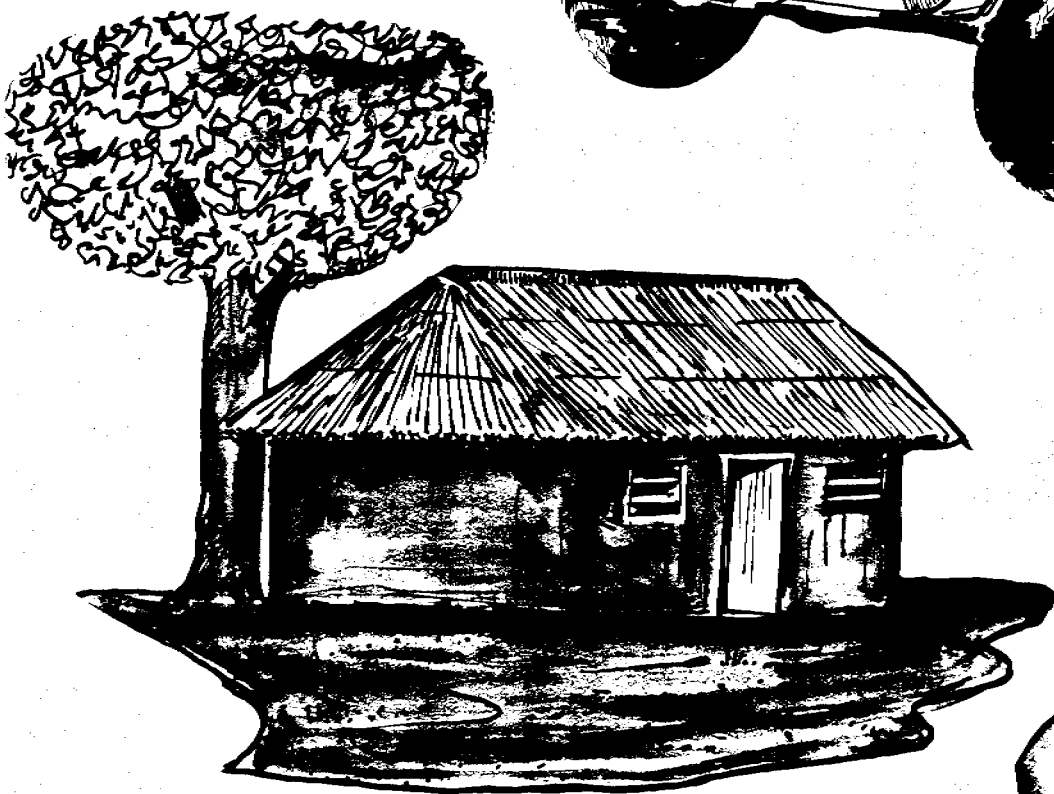
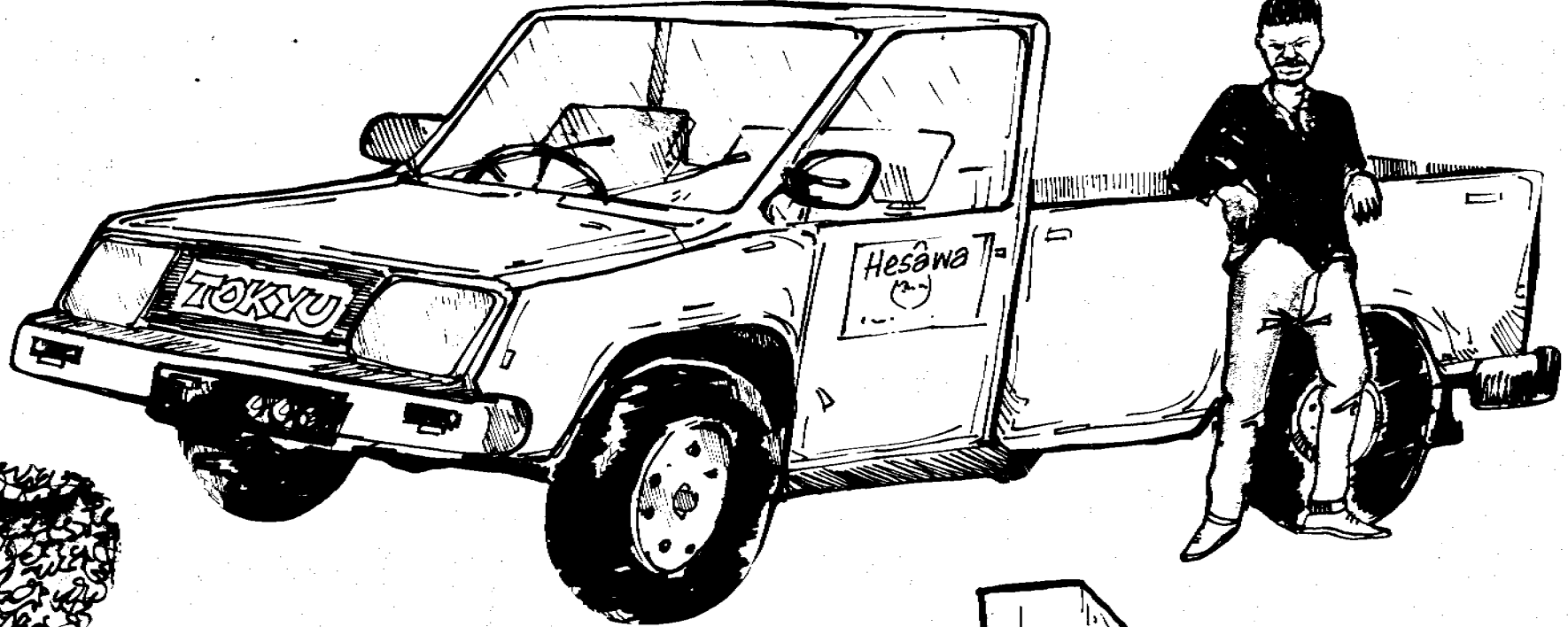
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**APPENDIX 1**

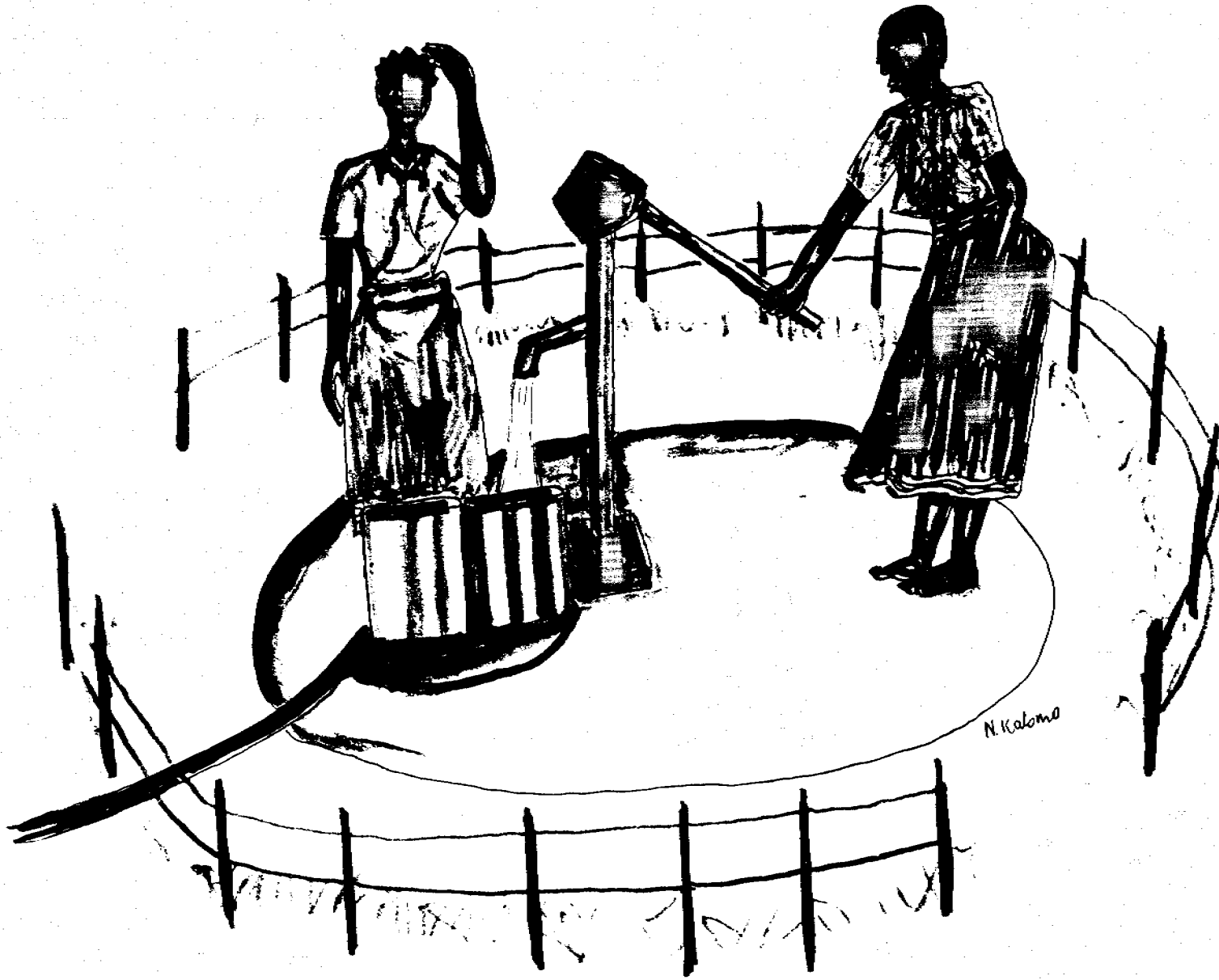
**EXAMPLE OF PUPPET PLAY TECHNIQUE  
USED IN HESAWA PARTICIPATORY EVALUATION**



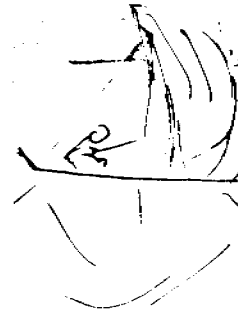
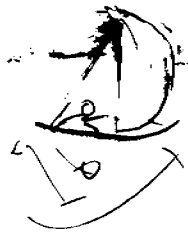
**APPENDIX 2**

**EXAMPLES OF POCKET CHART TECHNIQUE  
USED IN HESAWA PARTICIPATORY EVALUATION**





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**APPENDIX 3**

**EXAMPLE OF PARTICIPATORY DISTRICT WORKSHOP RESULTS  
FROM HESAWA EVALUATION**

1. HESAWA objectives, achievements and gaps

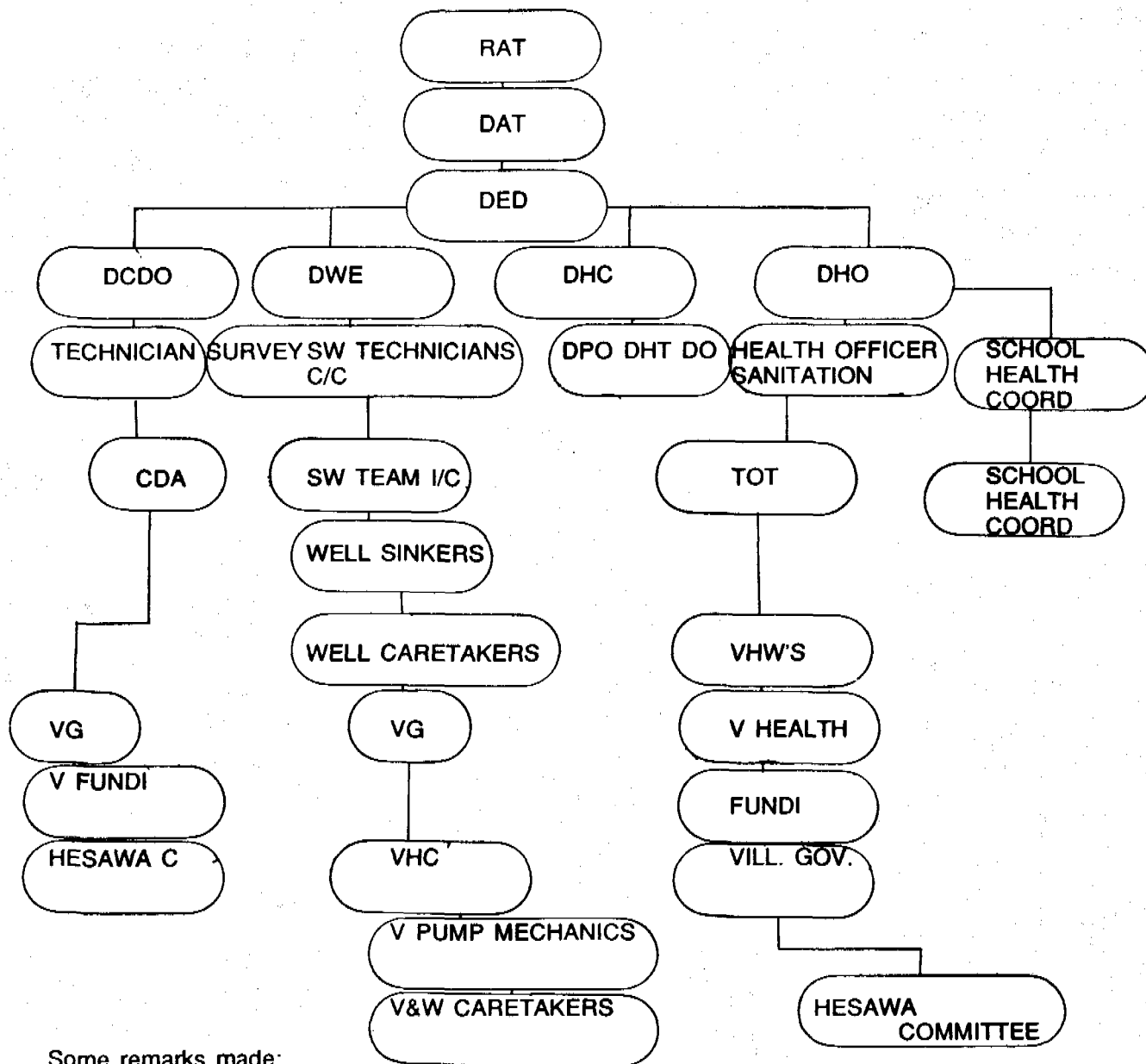
Objectives	Achievements	Gaps
1.1 To improve the health of the people in rural areas 1.2 Promote health standard of people 1.3 To improve hygiene of people 1.4 To reduce incidence of water-borne diseases	1.1 In some integrated villages health of people improved 1.2 People use water from improved water sources	Health standard is still low
2.1 To assist villages to get reliable water for domestic uses 2.2 To provide clean water 2.3 To improve water supply quantity	2.1 Water supply (incl. sw) improved 2.2 People provided with clean water in HESAWA pilot areas 2.3 Over 40,000 people in most areas provided with water 2.4 Traditional and water sources improved 2.5 Villages without water before, have water now 2.6 Water supply services encouraged 2.7 Few villages have enough reliable water sources	2.1 More water sources to be improved 2.2 Many villages still need water 2.3 Finishing (workmanship) of projects to be improved 2.4 Most primary schools have not yet been provided with water by HESAWA
3.1 To promote the CP fully so that the programme is sustained 3.2 To enable people to be involved in identification and project implementation 3.3 To educate villagers in identifying their own needs	3.1 People in rural areas are now participating more in decision-making and project implementation 3.2 Importance of CP understood and implemented	3.1 Involving people in digging more wells on self-help schemes 3.2 To give wider choice of technology to villagers 3.3 More people's participation needed 3.4 Need to promote people in non-integrated areas or villages on their responsibilities 3.5 Not enough people contribute money for SWS 3.6 More education to the people on HESAWA concept
4.1 To help rural women to participate in productive activities 4.2 To involve women and reduce their workload 4.3 To involve women in decision-making and implementation	4.1 Villagers are contributing to HESAWA accounts 4.2 Women are now participating more in other economic activities rather than looking for water most of their time 4.3 Women participation achieved	4.1 Women participation still poor
5.1 To improve Tanzania on gender awareness		5.1 Gender awareness to be based on Tanzanian situation (more research) 5.2 Gender issue is not known to many people
6.1 To improve health education at village level 6.2 To promote attitude transformation of the community towards clean and safe water	6.1 Health education done in integrated villages 6.2 Health education to the people 6.3 A number of worm infections due to hygiene practices reduced 6.4 Continuous education 6.5 VHWs are being trained	6.1 Promotion still needed to number of villages to improve health education 6.2 To improve training of VHWs
7.1. To introduce appropriate technologies	7.1 Appropriate technology introduced	7.1 Improve appropriate technology
8.1 To improve sanitation of the people 8.2 To enable villagers to build good latrines 8.3 To provide cheap toilets	8.1 To some extent latrization has been improved 8.2 Same institutions provided with latrines	8.1 Still need to educate rural population the importance of using latrine 8.2 More institutions to be provided with latrines
9.1 To improve quality of life of the people 9.2 To improve economic situation of people 9.3 To make people richer	9.1 Garden at/around SW 9.2 Improvement of living conditions of people	
10.1 To develop sustainable approach of the programme	10.1 The programme becoming a concept to be used everywhere	



<p>11.1 To build government capacities</p>	<p>11.1 Many cars 11.2 Local government recognizing their responsibilities 11.3 Materials are adequate</p>	<p>11.1 Provide transport to the implementors and their facilitators (DED) 11.2 Useless cars instead of lorries for working 11.3 HRD is not well- organized on the other side 11.4 Field staff were forgotten 11.5 Improve accountability 11.6 Policy makers to be more educated on situation in villages 11.7 HRD funds to be increased 11.8 HESAWA should give incentives to employees working in HESAWA Programme 11.9 To improve training and facilities for extension workers 11.10 Expand implementation area of the programme 11.11 Reduce the role of land officer</p>
<p>12.1 To train village personnel</p>	<p>12.1 Training well-care takers 12.2 Training pump mechanics</p>	<p>12.1 Train well-care takers 12.2 Training pump mechanic</p>
<p>13.1 To protect the environment</p>		<p>13.1 Environment have not improved yet 13.2 To have more on environment (tree planting)</p>
<p>14.1 To improve the lot of the children</p>	<p>14.1 Schools provided with latrines 14.2 Health education in schools through VHWs</p>	<p>14.1 School health education</p>

2. Organizational structure of Hesawa, Mwanza Region

2.1 Organizational structure



Some remarks made:

Hesawa is a completely separate structure outside the TZ government, which makes it more effective! (Not all agreed!!)

## 2.2 Analysis on strengths, weaknesses, roles and responsibilities and means of Hesawa implementors

### The strength of current organization

- \* The organization structure is simple and clear therefore it enables the programme smooth implementation

### The weak points:

- \* integration from district level is not complete
- \* incorporate other heads of departments

### Roles and responsibilities of main actors

1. DED (District Executive Director)
  - Overall in-charge of Hesawa Activities
  - Accounting Officer
2. District Hesawa Coordinator
  - Supervises day to day Hesawa activities
  - Coordinates executing agencies
  - Report writing
  - Planning and budgeting
3. Agencies
  - DWE Supervision of water works
  - DCDO Supervision of Maendeleo activities
  - DHO Supervision of AFYA activities
4. DPO - Promotion
5. Hesawa Technician: advises
6. Village Council: Supervises Hesawa activities at village level
7. Village Hesawa Committee: Day to day supervision and implementation
8. VHW: Educate people on Health Programmes
9. Pump attendants: maintain pump
10. Village well caretaker
  - keeps well surroundings clean
  - greasing of pumps
11. Village fundis: construction work

Needed and present means

<b>ACTORS</b>	<b>RESOURCES NEEDED</b>	<b>RESOURCES PROVIDED</b>
a) Village users	Information Training facilities, funds  Construction material	Information Hesawa A/C's  Construction material
b) Personnel	Training, facilities working tools, funds, teaching aids, transport	Training, some facilities Transport (unreliable)
c) Leaders	Information Training Transport	Information Training

**DISTRICT LEVEL**

Executing agencies	Funds, training	Funds (not enough)
- coordination	Facilities	Transport (inadequate)
- MAJI	Transport, stationary	stationary
- AFYA	Audio Visual Aids	Training (not enough)
- Maendeleo		Field facilities (not enough)
- Consultancy		
- DED		
- Conslusions		
Councillors		
Members of the Council	Indoctrination	

3. Conditions for sustainabilityMWANZA REGIONVillage level

	Satisfied	Partly Satisfied	Not Satisfied
Acceptance and commitment/felt need		*	
Good information flow		*	
Good economic situation		*	
Financial management system			*
Willingness to pay		*	
Technical skills		**	
Management skills			*
Availability of spares			*
Availability of tools		*	
Extension services		*	
Extension services by VHWs	*		
Effective VHWs		*	
HESAWA/Management Committees established	*		
HESAWA/Management Committees effective		*	
Skills transfer in villages		*	
Clear definition of roles & responsibilities			*
Appropriate technologies		*	
Women involvement		*	
Affordable technologies		*	

HESAWA programme should put the following priorities:

Water

- To continue water programme and extend technologies (appropriate)
- To provide full coverage in programme/and outside programme area
- To give all districts the status "integrated"
- To extend programme to district towns (piped schemes)
- To improve availability of parts, effective O&M system
- To operationalize the O&M system
- To support local production of spare parts
- To assist in the provision of water for livestock

Community Participation

- To strengthen the promotion of community participation based on felt needs

Capacity Building

- To strengthen training for skills at all levels
- To strengthen training for change of attitude
- To provide adequate transport for all involved
- To facilitate the transfer of used transport from HESAWA programmes to district departments
- To improve the incentives for implementation staff

Health and Sanitation

- To strengthen latrinization
- To improve and operationalize the household latrine programmes
- To strengthen school health programme

Other

- To review staffing at all levels, starting with zonal level
- To broaden the scope and increase flexibility of women's involvement

Formulation on future directions on priorities from cards:

- Construction of shallow wells
- Integrated water schemes: shallow wells, boreholes and rainwater jars
- Shallow wells
- Traditional water sources
- Provision of water supply for domestic use
- Water facilities
- All villages be covered with water supplies through shallow wells
- Complete village shallow wells which are not in order and those uncompleted
  
- Provide full coverage of all villages in each district
- Wider choice of technology
- Extend fully to all districts
  
- Provision of piped water schemes at district headquarters
  
- Support to the local production of spare parts
- Establishment of spare parts system for O&M
- Establish spare parts shops at districts
- Provision of spare parts to most areas
- District bulk pump spare parts shop
  
- Dams for cattle
- Provision of water for other uses e.g. cattle
  
- Community participation
- Assistance to villagers in sustainability
- Promotion
- Promotion
- Participation of villagers on HESAWA programme in most areas
- Base programme on the people's felt need
  
- Capacity building
- Training of villagers involved in the day-to-day activities of the programme
- Impact technical skills
  
- All directives to districts or villages
- Educating the beneficiaries/villagers concerning the programme objectives
- Continuous education and information to villagers
- Training for both government employees and villagers
- More local fundis in all departments involved should be trained
- Implementors to undergo professional courses for appropriate technology
- Emphasis on human resources development

- Training of new VHWs and refresher courses to VHWs
- Field staff training and proper allowances
  
- Transport facilities
- Availability of transport
- Provide lorry for each agency
  
- Give executing agencies motivation
- Sell old cars of the programme to HESAWA employees (incentives)
- Give loans to HESAWA employees so that they can build houses (incentives)
- Take equal respect to those who are producing
  
- Emphasize latrinization
- Health education on latrinization and sanitation
- Latrinization
- Coverage of latrinization to the villagers and institutions like primary schools
- Institutional latrinization
  
- Health education
- School health programme
  
- To eliminate unnecessary staff at zonal office
  
- To be flexible on women involvement

#### 5. Workshop Evaluation

##### Good

- |    |   |   |
|----|---|---|
| 1. | Good participation from both sides        | 3 |
| 2. | Participatory workshop/methodology good   | 4 |
| 3. | Facilitators were clear and well prepared | 5 |
| 4. | Good organization                         | 3 |
| 5. | Lessons were good                         | 1 |
| 6. | Excellent food                            | 1 |

##### Bad

- |    |                              |   |
|----|------------------------------|---|
| 1. | Too many cards               | 1 |
| 2. | Short notice                 | 3 |
| 3. | Little allowances            | 8 |
| 4. | No time for break            | 3 |
| 5. | Lunch not good               | 7 |
| 6. | No timetable                 | 1 |
| 7. | Too much time for discussion | 2 |



## 6. List of Participants

### District workshop HESAWA-Mwanza

<u>Name</u>	<u>Title</u>	<u>District</u>
S.L. Tofiki	AG DHC	Mwanza
G.P. Chale	Municipal Director	"
S.S. Buluba	S/well i/c	"
S.D.Mwalimban	Surveyor	"
Theonest Kishenyi	D.E.D.	Ukerewe
E.M.Kato	DWE	Ukerewe
J.A.Mwakasege	DCDU	Ukerewe
T.S.Maganga	DHO	Ilerewe
Madaha T.B.	DWE	Geita
J.W. Mwanganda	Ag. DCDO	Geita
J.Mgalula	DED	Geita
F.S. Massota	DHO	Geita
J.C. Mwaihojo	DWE	Sengerema
R.M.Itendelebanya	DWE	MAGU
A.B.Dongwe	DHC	MAGU
P.Ngassa	DED	MAGU
N.Mwakile	DPO	MAGU
S.A. Masso	DED	Kwimba
Karugwa R.H.G	DHC	Kwimba
E.J.Kahembe	DPO	
C.N.Gisema	DHO	Sengerema
G.E. Kisusi	AG.DEO (DED)	Sengerema