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RT 27/10

INTEROFFICE MEMORANDUM

TO: Donald Allan
Chief, CIS EARO, Nairobi

FROM: Obediah Mazombwe, PSC Advisor, Harare,

SUBJECT: Zimbabwe

DATE: 24 September 1982

FILE NO.: HANA/22

PSC - Zimbabwe

Thank you for your note on my workplan. I have, in the process of implementing it, discovered that most of the things I set out to do require more time than I first imagined. However, I did manage to get started on most of the things.

We completed the VHW evaluation with the Ministry of Health and I have attached a copy for your information. Some follow up activity on some of the recommendations has started.

I also started preliminary work on the EPI communication campaign and my plans are given in the attached report on a field trip I undertook just before Naivasha.

In education, we are making plans to give more publicity to the self-help school construction project as most of the schools are now completed or are nearing completion. The publicity will be aimed at both local communities for motivation purposes, as well as at potential funding of such projects. Elsewhere we are trying to put in as much PSC as is necessary into the components of the next programme of co-operation.

I have attached a special note on improving PSC capacity of government ministries and on Eric Krystall's proposal.

When Professor Jolly was here he proposed, among other things, that I get in touch with you regarding advocacy for breast-feeding at the forthcoming Commonwealth journalists gathering in Harare, and see if there is anything you would like done from this end, or wherever, in preparation for the advocacy programme.

As you probably know this office's current budget has no provision for PSC/Information equipment. I have put in a request for a number of items (see attached list) in the new budget, but this will not be approved until May 1983. In the meanwhile there is a desperate need for a number of items including a reel to reel tape recorder, 5-inch tapes, camera film and a small sum for printing and development of film.

So if there is an EARO or HQ code I can quote immediately for these please let me know by cable.

I met Mr Kasoma briefly at the airport when he was in transit to Nairobi and he is going to write Mr Shomari and state what activities he would like me to carry out in respect of the regional communication project. He briefed me on these but because the activities will take some considerable time, the office should have something on file about it.

I have received copies of the report on the Swaziland subregional workshop and discussed with Boubacar the many improvements that can be made if we are going to publish one on the second subregional workshop in Addis.

I hope this letter catches you in Nairobi and I will hear from you soon.

My best wishes.

cc R. Tuluhungwa
PSC Chief NYHQ.

PSC/INFORMATION BUDGET ESTIMATES 1982/83

I. Equipment

1. 16mm film projector and screen	US \$1,500.00
2. Slide Projector Kodak Carousel	550.00
3. Camera, Nikon w/300m lens	350.00
4. Littersets	40.00
5. 2 Tape recorders (1 reel to reel/1 cassette)	460.00
6. Video recorder and viewing screen	2,500.00
7. Overhead Projector 3M model 088	500.00
8. Slide Trays	20.00
9. Negative Trays	20.00
10. IBM Typewriter electric	1,500.00
11. Film (for still camera)	75.00
12. Calculator	30.00
13. Transistor Receiver	<u>200.00</u>
	8,045.00
	=====

II. Training

French/Photography US \$ 200.00

III. Education Grant

1 Primary School \$1,800.00
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IV. Travel

Field Trips \$3,000.00
=====

V. Miscellaneous

e.g. Film Development

Publications Distribution

Workshops \$4,000.00
=====

T O T A L \$17,045.00
=====

1983 - 87 projection per annum

\$12,000.00

Field Trip to Nyanda August 4th to August 6th

Purpose:

1. To observe EPI implementation for purposes of introducing a communication component.
 2. To observe VHW in training and in the field.
 3. To follow-up on the UNICEF/OPEC art competition on the theme of water.
1. EPI (Persons met: Dr E Mason PMOH, Sister Wienzel CNO)
 - 1.1. Organisation
 - 1.1.1. Immunisations are carried out at static and mobile centres by the Ministry of Health, Mission Hospitals and commercial estate owners. All agencies carrying out immunisations are represented on a provincial committee that meets regularly to review progress and problems. PMOH is working on a demarcation of the province showing which population areas are covered by what agency. The Ministry has to cover the rest of the population that is not covered by the NGOs.
 - 1.1.2. There exists a serious staff shortage at PMOH. Whereas it has an establishment of 13 community nurses, it is currently operating with only 5. Given that one or two people may be sick or on leave at a given time; the office is very undermanned.
 - 1.2. Field Trip
 - 1.2.1. Visited Mandamahwe satellite clinic which is manned by military medics. A well baby clinic, including immunisation, was in progress. (This is held every six weeks, all relevant factors permitting). On this day all vaccines were being given except DPT which PMOH had run out of.
 - 1.2.2. At each mobile clinic the PMOH team announces when it will visit next. The team's visits are also publicised through the health centre and by the village health workers at community level.
 - 1.2.3. When asked how they had come to know about the need for immunisation most mothers said they had heard about it from other women in the village. Most mothers understood the whole immunisation as protection against gwirikwiti, measles and did not seem aware of the other diseases.
 - 1.2.4. Although most mothers had been given their immunisation cards within the previous 6 months, the cards were breaking into three bits. The cards are supposed to be used for 3 years but the board on which they are printed is too hard and easily breaks at the two points at which they are folded.

1.3. Records

- 1.3.1. The provincial office has figures for each month's coverage by district. However, the figures combine coverage at both static and mobile centres, and as ages are not given, the data does not give itself to in depth analysis of factors affecting coverage.
- 1.3.2. The district figures for January to June 1982 show great fluctuations in coverage from month to month. This factor is more a result of irregularity of mobile team visits, and this in turn reflect the poor staff situation referred to in 1.1.2.

1.4. Observation

In view of 1.2.3. and 1.3.2. above a strengthening of the managerial/logistical aspects as well as stepping up community awareness and education would go a long way to increase coverage and cut drop out rates. This observation, viewed within the context of the results of the evaluation conducted in May offers a basis for determining future action.

1.5. Evaluation results

- 1.5.1. The results showed that 25% of the eligible children had complete immunisation, 33% had partial immunisation and 42% had no immunisation at all.
- 1.5.2. The reasons given for partial or nonimmunisation fall into two categories, managerial/logistical and communication/educational.

Managerial/Logistical

Educational

- | | |
|--|--|
| <ul style="list-style-type: none"> 1. Place of immunisation unknown 2. Immunisation site too far 3. Have to wait long time 4. Vaccine not available 5. Vaccinator absent 6. Sessions irregular | <ul style="list-style-type: none"> 1. Unaware of immunisation 2. Unaware of need to return for 2nd or 3rd dose 3. Fear side reactions 4. No faith in immunisation 5. Left it till next year 6. Mother lazy or busy 7. Time inconvenient 8. Family problem 9. Mother ill 10. Apostolic faith. |
|--|--|

- 1.5.3. The major reasons for partial immunisation distribute themselves equally between managerial and educational reasons. The most cited reason for partial immunisation was "mother lazy or busy", (educational) cited 15 times, the second one was "sessions irregular and insufficient" cited 10 times.
- 1.5.4. However, reasons for non-immunisation tend to be more educational rather than managerial. Of the three reasons most cited two are educational "left it for another time" cited 8 times and "Apostolic Faith" 4 times. "Immunisation site too far" (logistical) was given 4 times.

1.6 Suggestions

- 1.6.1. It would be useful to ~~qualify~~^{quantify} and characterize, separately, for each province, coverage problems attributable to the logistical aspect and those attributable to the communication/education aspect.

An investigation of trends and rates at a static clinic where there has been a reasonably regular supply of vaccines and records have been kept (i.e. where the logistical variable is eliminated) would indicate the magnitude of the knowledge/education factor. An extended period of observation/interviews/discussions with adults in the catchment area of the clinic would form a basis for ~~developing~~^{developing} materials and selecting channels for a sustained communication campaign for child immunisation.

- 1.6.2. PMOH offered that one of the mission centres (~~Masibi~~^{Matibi}) and the surrounding area offered the opportunities for such an investigation and observation.

2. VHW (Persons met: Sisters Mkwanzani and Ndhlovu, PMOH Mr Musuwo and Ms Badison, VHW Trainers)

2.1. VHW in the Field

- 2.1.1. Visited Mai Javange, a village health worker in the chibi area. Mai Javange is a graduate of the second group of trainees and started work in May. She is very highly motivated and is functioning well.

- 2.1.2. In addition to making house to house calls and addressing public meetings, Mai Javange also treats patients at her home and, unlike some VHW's in other areas, does not seem to have problems with that. Mai Javange has a kit but has no bicycle yet.

2.2. VHW in Training

- 2.2.1. Visited Chibi Rural Hospital where third group of VHW were in their fourth week of training. Morale amongst trainers and trainees is very high.

- 2.2.2. In our discussions the trainers and trainees pointed out a number of issues:

- (i) The povo want injections and hospitals
- (ii) The povo want to see VHWs work everyday rather than only part time
- (iii) Some villagers have injections and have established a credibility which undermines the VHW's
- (iv) There are not enough Health Assistants to follow-up on the VHW motivation work especially on the construction of toilets.
- (v) The trainers reported having problems in teaching the urinary and reproductive system. (Since the same area was pointed out as a problem by a number of trainers during

the VHW evaluation, the programme might wish to consider use of The Universal Childbirth Picture Book published by Women's International Network News. An office copy of which is attached for review).

Note: Only the first group of VHW in the field have received their bicycles. The first group were also given kits. 16 kits left over from the first group were given to some members of the second group. The training centres raised their recruitment from 6 to 10 for the second and third groups.

3. UNICEF/OPEC Art Competition

Visited Chikato Primary School in Mucheke Township and Bondolfi School in Zaka and participated in selection of 8 entries out of 30 from each school. Final selection for submission to New York will be made from these together with those from other schools.

O Mazombwe
PSC Officer

OM/bm

MAY 5 1982

EDUCATION: PEOPLE HELPING THEMSELVES

Amongst the hills in the northern part of Maranke Communal Land men, women and children are completing a four class-room primary school which they have helped build for their children. Only 50 metres away stands an old one-room pole-and-daga structure which has served as Makunika Primary School until now.

Makunika Primary School is about 50 Kms from Mutare. The gravel road to Maranke, which runs off the main Mutare/Nyanda road, crosses several low-lying bridges which are difficult to pass during periods of heavy rain. Since October last year men, women and children have been carrying stones, ferrying sand and water and moulding bricks for the school.

All this activity is part of the UNICEF assisted primary school construction project for Zimbabwe.

The primary school construction project is one of several UNICEF assisted projects aimed at improving the lot of children in Zimbabwe. The main guiding principles behind the project are self help and community participation. In the past self help has been viewed as a stop-gap, desperate move but now it is being adopted as a planned policy and approach which should galvanize the will and spirit of the people to higher aspirations.

Following independence Zimbabwe was faced with the task of providing school places for thousands of children whose education had ceased with the advent of the war. In order to meet this requirement, the government immediately started the reconstruction of the schools damaged during the war with the assistance of several external agencies.

However, it was soon realised that there were some large communities that lived far from the old schools under construction which badly needed new schools altogether.

In order to meet this need the government obtained a \$260 000 grant-in-aid from UNICEF to help build 26 new primary schools throughout the country. The schools are planned to be located in areas that have a large number of children who are of school going age but are very far from the nearest school. It was also decided that the schools be evenly distributed throughout the country to allow as wide a section of the population as possible to benefit from the community motivation and mobilisation that the projects offers.

UNICEF provides \$10 000 for each school. That sum is intended to cover transport costs and the purchase of materials that are not available locally. The Ministry of Education has agreed to provide building supervisors to lead in the construction work. This will not only ensure acceptable quality of buildings but should also improve the 'community members' building skills.

This is ^{NECESSARY} important because an important objective of this project ^{is} to improve the communities' construction capability which will enable greater self-reliance and self-sufficiency in the development of a rural social infrastructure including health centres, schools, toilets, and wells.

Makunika School was chosen after all Manicaland district chairmen had met and selected three districts out of the province's seven for the construction of the schools. After the schools had been selected parents from the four villages in the area met and elected a six-member school construction committee. Each of the four villages agreed to mould 20 000 bricks for the construction of the school.

The committee asked each parent of the school children to contribute \$6.00 towards the pay of a hired brick-layer. "We raised \$250.00 in that way," explained Mr Oliver Bangizhano, the treasurer of the committee, "those parents who do not have children attending this school and did not contribute anything will have to pay something when they enrol their children."

The vice chairman of the committee, Mr Titus Makunike was very happy with the way the parents were working together.

"The men and some of the older school boys carried the stones for the foundation to the site. The women and the children have been fetching sand and water from the river.

We are very happy to have a school of our own so that our children do not have to go as far as St Peters. If you can give us some more assistance we would like to add another block of classrooms." explained the vice-chairman.

The new Makunika School has generated a great deal of enthusiasm and hopes for general advancement of their area in the whole community.

"We wish you would also help us build an attractive house for the teacher, otherwise he will not stay, then what good would this lovely school do?" One young mother put in.

The experience of working together on a project from which every community member sees some benefit has been useful in itself. The people around Makunika School see the school construction as part of a total effort to raise themselves to higher standards of living.

At Murisa School in Sipolile District construction has proceeded in the same way and as much enthusiasm has been generated in the community by the construction of the school. Men, women and children mould the bricks and provide most of the labour needed to build the school. Construction work started in February this year. All the parents who have children attending the nursery school at Murisa are contributing \$4.00 each towards the payment of a hired brick-layer

in addition to the one dollar towards the general construction fund. The brick-layer is charging the community \$175.00 per classroom.

The chairman of the Murisa committee said the school would cater for nine villages in all and probably for the children of workers on nearby commercial farms as well.

"We should be able to open next term", the chairman said, "we already have one teacher coming here, but I know it will be difficult to attract teachers and keep them here as we have no staff houses." We also still have the problem of building a toilet and digging a well.

Magaya School in the same district is also nearing completion. Construction of the school started some years ago but had to stop when the war started. The community quickly organised itself into an effective work force as soon as their school was selected as one of the schools to receive UNICEF assistance.

"Magaya has been the best organised community in the province," explained Mr Bim, the assistant executive officer (development) for Mashonaland Central Provincial Authority. The four classrooms and a block of toilets are almost ready.

The chairman of the parents committee at Magaya expects about 600 children to attend the school. The walk to the closest school at present is so long that many children of school going age simply stay at home.

At Nyamhondoro School in Mudzi District three new buildings under construction will each provide two classrooms. The foundations, floors and the main framework are almost complete. The parents committee has so far raised \$300.00 towards the cost of employing a skilled brick-layer to lead the construction.

Most impressive in this project has been the people's own determination and will. This stems from the immense value that the Zimbabwean parent places on the education of her child. Many will forego several meals; clothing and other things to have their child go to school. The communities' contribution to the construction of these schools could account to well over sixty-percent of the total input.

The whole project is promising to be a very successful one. The spirit of self-reliance and co-operation that it fosters in the community is crucial in Zimbabwe today.

The project should also ^{gc} give some way in alleviating the problem of providing primary education for every child, but it gets nowhere near fulfilling the total need. The Ministry of Education estimates that there is a shortage of 11 000 primary school classrooms.

The UNICEF assisted construction program, which satisfies only one percent of the need, was intended as an experiment with one approach that can be used to fulfill this vast need. Based

on the \$10 000 per school figure the total cost of satisfying this need would be \$27.5 million.

Now that the model of the UNICEF assisted school is proving viable, and in many respects very successful, it is hoped that other funding agencies will take an interest in it and support the construction of more primary schools along similar lines.

O.M.



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Page 1
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PSC-Zimbabwe. Memo from Obediah Mazombwe, UNICEF, Harare, to Donald Allan, Chief, CIS EARO, Nairobi, with attachments

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Notes

11 pp

Memo describing PSC activities in Zimbabwe, attaching: PSC Budget estimates for 1982/1983; Report on a field trip to Nyanda (Zimbabwe) 4-6 August 1982; report on villagers constructing a primary school at Makunika.

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SAROJA DOUGLAS

Saroja Douglas

11