PDBAR 081

# Field-test of Instructional Materials for the Food & Nutrition Coordinating Office

Final Report: December, 1982

Lesotho Distance Teaching Centre.

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### Introduction

The Lesotho Distance Teaching Centre (LDTC) offers a range of educational services to organizations involved in rural education and development through the Service Agency Section. These services include assistance in materials development, training, evaluation, communication, and financing

In October of 1982, The Food and Nutrition Coordinating Office (FNCO) contracted the LDTC to conduct a field-test of their Basic Health, Food and Nutrition Education Kit. This kit consisted of lessons in four general categories: health and environment (9 lessons), food production (7), food technology (7), and food preparation and feeding (7). The kit was aimed at adults and school children in primarily rural Lesotho settings. Funded by a grant from UNICEF, FNCO had spend the past several years writing the lessons, with assistance from personnel in the Ministries of Health, Agriculture, Rural Development, Education and Interior, and from the Lesotho Distance Teaching Centre and Catholic Relief Service.

The purpose of the field-test was to evaluate the comprehensibility of the lessons and the accompanying teaching aids. The field-test was the first phase in an effort to bring the writing and materials development efforts of the past few years to fruition. A communications coordinating committee formed by FNCO and including personnel from the above-mentioned organizations planned to follow the field-test, conducted in November, with a final kit assembly workshop in early December. At this point, final revisions of the kit lessons would take place, and arrangements would be made for reproduction and distribution of the kit to development institutions throughout Lesotho.

FNCO requested formative evaluation assistance from LDTC to answer several questions: were the posters, charts, pamphlets and other teaching aids effective in communicating the message of the lessons, and were the lessons organized in such a fashion that a presenter from any rural development organization could present them with ease? Most important, were learners able to perform a specific skill related to the topics of the lessons after participating in the presentation?

Three survey instruments were designed to answer these questions. Because of the interest in revising lessons and teaching aids as soon as field-test results were available, summaries of these results were provided to participants at the kit assembly workshop in early December. It was at this time that comments of field-test participants regarding their comprehension of all components of the kit were passed on to those charged with final revision of all materials.

This final report examines general reactions, across all lessons, to the kit. The next sections look at the methodology used to organize field-tests, learner-participants, field-test results, and the conclusions and

Organizing the Field-tests.

Lessons selected for field-testing under each of the four categories are as follows:

Health and Environment

- Family Spacing Promotion
- Oral Rehydration
- Pit Latrines
- Arm Circumference Measurement

Food Production

- Vegetable Gardens
- Crop Rotation
- Improved Animal Breeding for Milk and Meat

Food Technology

- Drying of Carrots
- Home-made Garden Toc

Food Preparation and Feeding

- Feeding of Pregnant and Lactating Mothers
- Breast-Feeding
- Choice of Weaning Fc
- Multi-Mix for Toddle

Lesson authors from the Ministries of Health, Agriculture, Rural Development and Education were instrumental in carrying out the field-testing. Each of these ministries possessed extension agents or teachers - the eventual "presenters" of the lessons - who worked regularly with learners, either adults or children. Supervisors from the ministries working with the kit assembly project agreed to test the lessons at various sites with their extension agents and teachers acting as presenters.

A plan was developed whereby each of the four ministries would test each of the 16 lessons over a period of approximately four weeks. In the first week, for example, testings would be arranged as in table 1:

Table 1. Field-Tests (F.T.) Planned For Week 1

| Ministry | Kit 1 | Kit 2 | Kit 3 | Kit 4 |
|---|---|---|---|---|
| Health | F.T. | F.T. | F.T. | F.T. |
| Agriculture | F.T. | F.T. | F.T. | F.T. |
| Education | F.T. | F.T. | F.T. | F.T. |
| Rural Development | F.T. | F.T. | F.T. | F.T. |

For each field-test situation, three viewpoints on the lesson presentation and materials were sought: the Ministry supervisor who observed the presentation, the presenter of the lesson, and the learners themselves (it was decided that four would be an appropriate number of learners to interview for each field-test.) Thus each lesson would get feedback from a total of four supervisors, four presenters and 16 learners.

In reality, not as many field-tests were conducted due to pressures to start revised materials production and actual kit assembly (see table 2).

Table 2 Number of Field-Tests Completed for each Lesson

| Lesson | Supervisors | Presenters | Learners | Total Viewpoints |
|---|---|---|---|---|
| Choice of Weaning Food | 4 | 4 | 17 | 25 |
| Breast-Feeding | 5 | 5 | 14 | 24 |
| Multi-Mix | 2 | 3 | 7 | 12 |
| Feeding of Pregnant & Lactating Mothers | 2 | 2 | 6 | 10 |
| Family Spacing | 1 | 1 | 3 | 5 |
| Oral Rehydration | 3 | 1 | 7 | 11 |
| Pit Latrines | 3 | 3 | 8 | 14 |
| Arm Circumference | 3 | 3 | 4 | 10 |
| Drying of Carrots | 3 | 3 | 11 | 17 |
| Home-made Garden Tools | 3 | 3 | 9 | 15 |
| Vegetable Gardens | 1 | 1 | 3 | 5 |
| Crop Rotation | 1 | 2 | 4 | 7 |
| Improved Animal Breeding | 2 | 3 | 5 | 10 |
| Tree Planting | 2 | 2 | 5 | 9 |
| Total | 35 | 36 | 103 | 174 |

As can be seen, there were relatively complete response rates for only two lessons - choice of weaning food and breast-feeding. Reasons for incomplete field-tests for other lessons related mostly to time constraints. The four weeks set aside by the coordinating committee did not allow any extra time for the inevitable delays that accompany field work. Nonetheless, having at least one response on any particular lesson from each supervisor and each presenter and at least three from learners provided enough information so that recommendations could be made about the effectiveness of the materials and the presentation in communicating the message of each lesson.

Profile of Field-Test Learners

Field-tests were conducted in 8 out of 10 administrative districts of Lesotho, as shown in table 3.

Table 3. Percentage[1] of Total Learners Interviewed from each District.

(n = 94)

| District | Percentage |
|---|---|
| Maseru | 66 |
| Qacha's Nek | 14 |
| Berea | 5 |
| Leribe | 5 |
| Mohale's Hoek | 3 |
| Thaba Tseka | 2 |
| Quthing | 2 |
| Mokhotlong | 1 |

[1]Percentages do not add up to 100 due to rounding.

Of the total number of learners interviewed, 76% were women. This was due primarily to the number of women's groups in the field test settings, a result of the general preponderance of women in Lesotho due to the out migration of adult men.

Within the approximately 35 separate field-tests conducted, the following groups were represented:

| Group | Percentage |
|---|---|
| School | 29 |
| Village garden coops | 19 |
| Farmers | 16 |
| Mothers | 10 |
| Village Health worker trainees | 10 |

| Group | Percentage |
|---|---|
| Teachers | 3 |
| Assistant nurses & health inspectors | 3 |

The educational level of learners ranged from no schooling to beyond the Junior Certificate level. 31% of the learners (n = 174) were students in standard 5 and 6 ranging in age from 10 to 16. For the adult population of learners (69%), the mode and median for the level of education was standard 6 (29%), with 30% ranging above that level and 40% ranging below. The adult population ranged in age from 18 to 62, with an mean age of 32.

## Field-Test Results

Results from the field-tests are based on the perspectives of the Ministry supervisors who observed the lessons, the extension workers and teachers who acted as presenters, and the learners themselves. Copies of the questionnaires and interview guide used are contained in Appendix A.

Supervisors were asked to observe the techniques used by presenters in delivering the lesson, and to note which technique was used most. Following is a ranking of all techniques observed by supervisors:

| Techniques | Number of Responses |
|---|---|
| Lecture | 28 |
| Question and Answer | 27 |
| Discussion | 19 |
| Student Participation | 14 |
| Demonstration | 11 |
| Sketch | 3 |
| Total | 92 |

Supervisors were asked which one of these techniques presenters used most during the course of the lessons. Responses are ranked as follows:

| Technique | Number of Responses |
|---|---|
| Lecture | 9 |
| Question and Answer | 9 |
| Demonstration | 4 |
| Discussion | 2 |
| Other | 1 |
| Total | 25 |

It appears that presenters are familiar with a number of techniques besides the one most frequently employed by those who find themselves in a "teacher" role, that of lecture. Use of lecture was almost equalled by use of the question and answer technique, both in terms of number of times observed and in terms of its frequency compared with other techniques. The fact that those two techniques were used equally as often, and that other techniques were also used with moderate frequency indicates that presenters were aware of the need for interaction with their learners when the lessons being presented were of a highly practical nature. However, key techniques in lessons that aim at learners' demonstration of practical skills should be demonstration by the presenter along with student participation. While both of these techniques were observed by supervisors, their importance in the lessons was outranked by lecture, question and answer, and discussion - all worthwhile techniques, but not focused enough on the practice that is necessary for skill learning and retention.

A key reason for FNCO's request for an evaluation was to find out how effective the teaching aids included in the kits were in getting across the message of the lesson to learners. Included in the category of "teaching aids" are the following, ranked by frequency of use by presenters (n = 36):

| Teaching Aids | Number of responses |
|---|---|
| Posters/charts | 25 |
| Objects | 21 |
| Pictures | 9 |
| Recordings | 7 |
| People (as demonstrators) | 4 |
| Chalkboard | 3 |
| Leaflets | 1 |
| Flannelgraph | 1 |
| Booklets | 1 |
| Drawing pens | 1 |

Presenters mentioned in some instance that not all of the teaching aids designed for use with the lessons were available. Again, due to the deadline set for final production of materials, some of the teaching aids that should have been field-tested were still in the design process. The list of aids used thus reflects primarily what was available, rather than a choice of materials.

Of the 36 presenters, approximately 50% had given lessons on the topic before (although not the same lesson). The time needed for presentation ranged from 10 minutes to 2 hours, with a mean time of 37 minutes.

Presenters were asked to describe what they liked about the teaching aids and/or what they did not like. There were 32 comments on what presenters liked, and 15 on what they did not like. What presenters liked included the following:

- The lesson was well-organized for demonstration and practical purposes.
- Aids were clear, sequential, relevant, useful.
- There was consistency between posters and lesson content.
- Materials were available at home.
- Photo-pamphlets helped children understand.
- Teaching aids were relevant to mothers' everyday situations, easy to get
- Teaching aids were real objects and the steps could be followed easily
- Learners could complete an object with their own hands.
- The lesson was short, easy to learn.
- Anyone could present the lesson.

What presenters did not like about the teaching aids is listed below.

- Some teaching aids were not clear.
- Needed bigger posters.
- Teaching aids were too small - they did not convey the lesson message (4 mentions)
- Visual aids were not clear, difficult to understand, and insufficient in number.
- The poster needed color.
- Using a sharp knife ("Home-made Tools") could be dangerous.
- The lesson was presented on short notice - couldn't get the aids.

In summary, presenters appreciated the practicality of the teaching aids and the clarity of the lesson and were not happy with anything that interfered with the same. The primary complaints about the teaching aids related to their smallness and non-clarity, problems that could be remedied by simply enlarging the aids, making them sharper and more attractive.

Supervisors were also asked if they felt the teaching aids helped learners understand the objective of the lesson. Out of 33 responses, 85% said yes, 15% said no. Reasons why supervisors liked the aids were:

The teaching aids provided "talking points" for different stages of the lesson.
The teaching aids gave an idea of the lesson topic beforeit began-simulated interest.
The teaching aids fixed a definite picture in the minds of learners
Liked the emotional appeal of teaching aids - showing concerned parents when the child had diarrhoea.
Teaching aids were easy to obtain from local shops and cheaper than garden tools.
Students could see the steps in making a spade by looking at the aids.
Learners could understand and recall the 3 food groups after seeing the aids.

Again, the practicality of the aids was appreciated, along with the reinforcement and appeal the aids provided to the lesson.

32% of presenters said they would have presented the lesson differently the next time they had occasion to use the kit. Many of the suggestions made were specific to the topic of the kit:

| Kit | Suggestion |
|---|---|
| Crop rotation | Find a place with a communal garden. Let students use the aids to show how crop rotation works. |
| Tools | When showing how to make a rope, make the rope that is used with cows. |
| Weaning | Make the visual aids bigger. Have food available for cooking demonstration. |
| Breast-feeding | Show the pictures and ask questions about them. Use the same picture of a breast-feeding mother in a calm and cool atmosphere, have another picture of a breastfeeding mother in a hurry. |
| Multi-mix | Use bigger pictures. Omit teaching aids not related to the lesson. |

Supervisors were also asked if they would have presented the lesson differently. 37% said they would have made changes:

| Kit | Suggestion |
|---|---|
| Tools | Show the completed tools and ask them to make them individually at home. Show the pictures earlier. |
| Pit Latrines | Put pictures where they could be seen. Make more use of aids such as flannelgraph. |
| Family Spacing | Show pictures earlier. |
| Improved Animal Breeding | Show picture of a fat baby while teaching about milk cows. Take learners to farms to see cattle. |
| Breast-feeding | Start with the advantages of breastfeeding and then move on to the problems. |
| Weaning | Make visual aids larger, use aids more |
| Drying of Carrots | Don't boil the carrots or salt them. |

The changes suggested by both presenters and supervisors relate to specific aspects of the presentation itself, use of teaching aids within the lesson, and size and clarity of the aids.

When asked whether teaching aids helped the learners with the skill, 90% of supervisors said yes, only 1 supervisor said no. Reasons why the aids helped were as follows:

| Kit | Reasons |
|---|---|
| Tools | It was easier for learners to understand after making tools with their own hands - they referred to pictures and objectives during the lesson. |
| Weaning | Learners were able to clarify/choose the 3 kinds of food. Teaching aids clarified the point that a 4 month old baby could be spoon-fed. |
| Breast-feeding | Aids made the points clear; the dirty bottle discouraged bottle-feeding. |
| Tree planting | Aids were practical - they were real objects. |
| Family spacing | Aids gave visual proof of the values of family spacing. |
| Pit Latrines | Aids showed specific materials for one type of building. |
| Drying of carrots | Demonstrating with actual materials helped the learners remember better. |

The only problems with teaching aids came from the Weaning lesson - supervisors said it wasn't clear how the aids related to children and weaning foods.

The supervisors were asked to consider various aspects of the lesson which might have helped the learner perform the skill, and to decide which helped the most (n = 29):

| Most helpful technique | Numbers of responses |
|---|---|
| Explanation of presenter | 18 |
| Teaching aids | 7 |
| Previous experience of learners | 3 |
| Demonstration | 1 |

It is important to note that although the teaching aids were the focus of this evaluation, they did not stand alone. In the total lesson, the more important element was the presenter's explanation of the topic. Teaching aids reinforced this presentation. Perhaps because the demonstration technique was listed by a respondent under the "other" category and did not appear as a choice under the question, it received only one mention. Nonetheless it is significant that it was not mentioned as a technique used frequently in a kit which focuses on performance of practical skills.

Learners were also asked what helped them perform the skill requested in the lesson. Following is a ranking of 118 responses:

| What helped | Number of responses |
|---|---|
| Teaching aids | 50 |
| Explanation of presenter | 44 |
| Presenter's style | 8 |
| Demonstration | 7 |
| Questions raised | 3 |
| Everything | 2 |
| Actually making the tools | 1 |
| Helping one another | 1 |
| Impressed by needs of others | 1 |
| Knowledge of subject matter | 1 |
| Well-planned lesson | 1 |

Interestingly, learners put somewhat more emphasis on teaching aids helping them to perform the skill than did supervisor-observers. This might indicate that the aids were more attractive to learners than to the more educated supervisors - which would be a desirable effect.

80% of learners said that the teaching aids helped them a lot in learning to perform the skills. This would appear to confirm learners' choice of teaching aids as most helpful.

26% of learners mentioned things that made it difficult for them to perform the skill:

- Problems with teaching aids (aids that were too small or not clear, missing aids)
- technical problems with the lesson (no garden nearby to plant vegetables, no blackboard; the fact that seed was not always available (vegetables); and bricks were expensive (pit latrines);
- difficulty in performing the skill itself (straining beans through a sieve; inserting the handle into the spade, peeling carrots);
- problems with the presentation (the presenter couldn't explain herself well, the presentation wasn't practical.)

In one case a learner felt that the message of the lesson conflicted with previous information. These impediments to learning the skill were not as numerous as the things that helped learners however - only 24 impediments were mentioned compared with 118 "helpers".

Learners liked the kits for several reasons: they learned new information and skills, they felt the object of the lesson was important, they learned a useful skill that would help improve their lives and those of their family and community, they realized what they had been doing wrong in the past regarding a particular practice and how to correct their errors, and they learned something that would save them money.

There were only two things mentioned that learners didn't like: one said the lesson on animal breeding was too general/wide, another said the lesson on weaning was not general enough and should have talked about food in general, not just for children.

General comments from learners were about:

- the practicality of information conveyed,
- wanting the lesson to be even more practical and do more demonstrations,
- feelings of pride about use of local materials,
- liking the topic,
- being able to pass on the information to other people,
- pictures and other teaching aids not being clear/big enough,
- suggestions for other pictures related to the lesson that could be added.

General comments by supervisors related to both specific teaching aids and suggestions as to how the lesson could be improved (see Appendix B). Presenters also gave comments on how the lessons could be made even more practical and what missing information should be supplied in the revised lessons (see Appendix C).

Limitations of the Field-Test

A weakness in the field-test lay in the area of skills testing. It was difficult to obtain information on exactly what skill presenters of the 14 lessons asked learners to perform. In some cases the skill was a demonstration, as in preparation of an oral rehydration mixture, making of tools, measuring arm circumference, or cooking bean soup for a baby.

In other cases, the objects/aids necessary for learner practice and testing were not available (such as pit latrines) or the object of the lesson did not result in a "skill" that could be demonstrated. The latter category included lessons on breast-feeding, crop rotation, family spacing, and animal breeding.

In those cases where a skill could not actually be demonstrated, it is assumed that learners were asked by interviewers after the lesson to tell the important aspects of the lesson and/or how to perform a skill. It is important that both the "resource book" which will give instructions to presenters and individual lessons stress the idea of learners coming away from the lesson with one primary message and performing (or describing how to perform) one particular skill.

Conclusions, and Recommendations

There was a general consensus among all the participants in the field-test presenters, supervisors and learners - that the health, food and nutrition education lessons contained useful information and were presented in a practical manner. Practicality was the key determinant of how much these participants liked or disliked the lessons - to the extent that lessons and teaching aids made use of local materials, addressed locally relevant problems, and gave learners the chance to practice the skill being taught, they were deemed successful.

The presentation and accompanying teaching aids were criticized when they fell short of this practical orientation. In addition, the most frequent criticism of the teaching aids were that they were too small to be visible, and their message was not clear. This latter criticism is understandable in view of the fact that "mock-ups" of the posters, pictures, etc. were often used before the revised versions were available. Feedback on the size and clarity of teaching aids and the presentation of the lessons was given to kit authors and artists at the rewriting workshop and it is assumed that changes were made as deemed appropriate.

There is some evidence that the key to the kit's practical focus - learners' skill performance - was not stressed enough within the lessons. Crucial to the success of the kit as a practical tool for development will be the emphasis on learners actually performing the skill, inasmuch as possible,

rather than just telling how the skill should be performed. Suggestions were given by the LDTC evaluator at the kit assembly workshop as to how this could be done: 1) explaining the importance of skills demonstration in the presenters' resource manual and 2) reorganizing each lesson to focus on skills from the beginning, rather than leaving the category "skills performance by learners" until the end, where it could be viewed as an optional exercise.

The purpose of the kit is to change practices of the Basotho over time in the categories of food production, technology, preparation and feeding; and in health and environment. Testing learners to see if they are able to perform the skill being taught after participating in the kit lessons is a good way to find out if learners are actually able to apply what they have learned. But the only way to know if this new knowledge translates into new practices is to monitor learners over a period of time. An evaluation plan will tell FNCO, the presenters (extension workers and teachers) and ministry personnel:

- the extent to which practices taught in the kits have been adopted by learners;
- errors in performing the skills and misunderstandings of the basic principles;
- adaptations of these practices to local situations that could be passed on to others.

It would be advisable if FNCO, working closely with the ministry personnel who have helped design the kit, organized regular training sessions with extension workers and teachers. The purpose of this training would be to enable these people to share what they learned presenting the lessons to children and adults, and to revise the organization of lessons and the teaching aids as necessary. If the kit is considered "complete" once final production and distribution based on the results of this evaluation have been accomplished, there is the risk that it will be used faithfully by some presenters, but eventually discarded by others.

Often the reason instructional materials are not used is not because of poor quality, but because their users forget they are there, new presenters have not been trained in their use, or because presenters do not have contact with others who have used the materials successfully. Continual use and assessment of the kit will increase its effectiveness with learners, and will also maintain and increase use by the ministry personnel, extension workers and teachers who have been involved in its creation.

# APPENDICES

A. Field Test Instruments
B. General Comments from Supervisors
C. General Comments from Presenters

When did this objective become clear to you?

☐ Beginning ☐ Middle ☐ End ☐ Never

2. What methods did the presenter use? (check as many as apply)

☐ Lecture ☐ Question and Answer ☐ Other (specify) _____
☐ Discussion ☐ Demonstration _____
☐ Sketch ☐ Students' Participation

3. Of the methods used above, which one was used most often by the presenter? (check only one)

☐ Lecture ☐ Question and Answer ☐ Other (specify) _____
☐ Discussion ☐ Demonstration _____
☐ Sketch ☐ Students' Participation

4. In general, how well did the learners understand the objective of this thuto?

☐ Not at all
☐ A little bit
☐ Well
☐ Very well

5. What questions did the learners raise during the thuto?

Please List: _____
_____
_____
_____

6. Did you like the teaching aids (posters, objects, recordings, etc.) used in this thuto? Yes___ No___

If yes, why did you like them?

If no, why didn't you like them?

6. (cont'd.)

Did the teaching aids help the learners understand the objective of the thuto? Yes___ No___

If yes, how did the teaching aids help?

If no, why didn't they help?

7. Would you have presented this thuto differently? Yes___ No___

If yes, how?

8. How many learners were present for this thuto?

9. What type of group is this? (For example, farmers' group, mothers' group, school children, villagers, etc.)

10. Where did this thuto take place (village and district)?

TO ANSWER AFTER THE SKILLS TESTING:

1. What skill were the learners asked to perform?

2. How many of the learners that you tested were able to perform the skill?

_____out of _____ tested.

3. Did the teaching aids help the learner perform the skill? Yes___ No___

If yes, how did they help?

If no, why didn't they help.

4. Generally, what helped the learners most in performing this skill? (Put a 1 by the most important thing, a 2 by the second most important thing)

- ☐ the explanation of the presenter
- ☐ the teaching aids
- ☐ the previous experience of the learners with the skill
- ☐ other:_

5. What other comments do you have on the presentation of this thuto? (please continue on the back if you need more space)

Appendix A: Field Test Instruments

To be filled in by Presenter:

BEFORE presenting the thuto:

1. What is the title of the thuto you are using? _____

2. Have you presented lessons on this topic before? Yes___ No___

3. Which teaching aids (posters, objects, recordings, etc.) will you be using?

   Please list: _____

AFTER presenting the thuto:

1. How long did it take to present the thuto?

2. Did you use all of the teaching aids? Yes___ No_

   If no, why not?

3. What did you like about the teaching aids and the organization of this thuto?

4. What didn't you like about the teaching aids and organization of this thuto?

5. Will you use these teaching aids differently next time you present this thuto? Yes___ No___

   If yes, how?

6. Were you able to get the other teaching items (for example, tables, pots, food, etc.) from the local community? Yes___ No___

   If no, what couldn't you get?

7. In general, how well did the learners understand the objective of this thuto?

   - ☐ Not at all
   - ☐ A little bit
   - ☐ Well
   - ☐ Very well

8. What other comments do you have on the presentation of this thuto? (please continue on the back if you need more space)

Appendix A: Field Test Instruments

Questions for LEARNERS (asked by supervisor or other interviewer):

1. What did you learn from this thuto?

2. What skill can you know perform?

3. Were you able to perform this skill before today's thuto?

4. What in this thuto helped you to perform this skill? (for example, the explanation, the style or the presenter, the teaching aids, etc.)

5. What in this thuto made it difficult to perform this skill?

6. How much did the teaching aids (posters, objects, recordings, etc.) help you to perform this skill?
   - ☐ A lot
   - ☐ A fair amount
   - ☐ A little
   - ☐ Not at all

7. Give your reasons for liking or not liking the topic of this thuto:

8. What are your general comments on this lesson?

Additional information to get from the learner:

1. Male___ Female___
2. How old are you?
3. What was your last class in school?
4. What is the name of your home village and your district?

SKILLS PERFORMANCE TEST (to be filled in by supervisor or other observor for each learner)

First, ask the learner how to perform the skill taught by the thuto, or to describe how to do it. Then, please answer these questions:

1. How would you rate this learner on the skill he or she performed?

   CHECK ONE:
   - ☐ The learner could not perform the skill at all.
   - ☐ The learner performed the skill to a small degree.
   - ☐ The learner performed the skill satisfactorily.
   - ☐ The learner performed the skill very well

2. What parts of the skill were difficult for this learner?

Appendix B

## General Comments From Supervisors

**Drying of Carrots**

The lesson was presented very clearly and the introduction aroused the pupils' interest. The pupils were active and asked relevant questions. The carrot should be made smaller so that it doesn't give the impression of a baby being bathed.

Handouts are required. The presenter was not in a position to explain some of the things she was doing, like why do you have to put salt in the boiling water and about the boiling - the reason was not clear to her, whether the reason was to keep them free from germs or to cook them (as they usually dry them without cooking.)

Good interest from the group.

**Home-made Tools**

It would have been easier for the presenter to give the lecture if the completed articles (rake, handspade, and watering can) had been there.

The skill is dangerous because of the sharp edges of tin, so one should be very careful in making the tools.

It's good for the presenters to make their own tools. Impressive to see them and use them! Warning needed! The sharp tin edges are dangerous. This lesson is practical, but needs time for rehearsal before presentation. Also, need some finished tools as visual aids as stated in the lesson plan.

**Weaning**

The presenter was a bit lost at the beginning of the lesson- she needed time to prepare. Need to go through first to organize the lesson.

We need pictures showing marasmus, different children's diseases, and a well-fed child.

**Breast-feeding**

Put advantages on breast-feeding on the poster.
Need larger photos.
Need bigger pictures on the photopamphlet, bigger drawing on the problems pamphlet.
What about talking about other baby foods, cleanliness of the bottle?

**Tree planting**

Interest was shown by the group.

**Vegetable Gardens**

Not much use made of the pictures. The reference book not needed because of expert advice available.

| | |
|---|---|
| Family Spacing | Some villagers said they had never heard family spacing discussed in public before. |
| Pit Latrines | the writing should be bigger next to the pictures, the new RDA teaching needed more briefing, but used the lesson plan well encouraged the learners to work together to build a latrine |
| Arm Circumference | There is a need to have another meeting with the learners as they showed a keen interest.<br><br>Learners were asked to explain tape measure, malnourished child, food groups chart - good on 1st², fair on 3rd.<br><br>- Picturing showing arm c. should be enlarged-<br>- Presenter was well organized in her presentation. |

Appendix C

## General Comments From Presenters

**Crop Rotation**

I think if this lesson was done orally it could have been more interesting, that is, when talking about the seed bed, it should be done to show the correct way of doing it. When we talk about transplanting of seedlings, it should also be done.

**Drying of Carrots**

I liked this lesson because it was brief and specific. I suggest that a construction of a dryer be shown so that those who can afford it could make their own dryers and also, it would be good to know how to make a mud stove in a house.

**Home-made Tools**

It could be a good thing that one could have the real completed articles to show to the students so that they could see for themselves that it is possible to make them. I have given the students an assignment to go and make these items and bring them to me to see next time when I meet them. The idea was welcomed and they all promised to bring one and to pass over the message to the community.

The target group should be supplied with materials and equipment to make tools and the "source" should also demonstrate how they are made. The group was very interested in the topic and they would have liked to make their own tools on the spot.

**Oral Rehydration**

For someone who has not given the thuto at all there is important information missing:

1. Diarrhoea with blood staining threatens life, therefore the child needs antibiotics - hence the importance of including that information in the lecture.
2. Infective diarrhoea that affects several members of the family needs referral.
3. If the baby is badly dehydrated in spite of the solutions it should go to the hospital. Some solution could be used to reduce the temperature.
4. Mothers absorb the lecture very well, but the most difficult thing is that they easily forget measurements.
5. I attended to 30 mothers and most of them confess using wrong measurements (those who attend pre-school clinic).
6. Most mothers were thankful of being reminded and others who came for the first time were grateful.

**Weaning**

Should have a big poster on weaning a child
Need more charts on breast-feeding.
The thuto is good because school children can help educate their parents.

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| Breast-Feeding | I did not get guidance before giving the lesson and felt I needed some briefing and preparation.<br><br>There should be a big poster with pictures of a breast-feeding mother who supplements the infant's feed as the infant keeps on growing (with eggs, vegetables, tomatoes, etc.) against a picture of a mother who is bottle-feeding. When the time comes to wean, the second mother doesn't give any supplementary feeding. Rather she gives leshele-shele in small amounts. The result is kwashiokor and marasmus for the baby.<br><br>* In summary, there should be a picture of a well-fed baby against a picture of a kwashiokor and marasmus baby to drive the message home. |
| Family Spacing | Teaching Aids and organization |
| Vegetable Gardens | Aids were useful |
| Pit Latrines | One of the extension workers reported that he/she required more training and education as far as the subject was concerned.<br><br>Thuto should explain how learners are going to get money to buy materials, how they should work together to build toilets. |
| Food for Pregnant & Lactating Mothers | How can one prove that the soil is so clean as to be eaten by a pregnant mother? |
| Arm Circumference | The method is easy to follow for mother. Created interest & the child and can easily be accepted since traditionally Basotho people already measured their children using self made grass tapes around arms & hips. |