Glossary

ADA American Dietetic Association
AR Action Research
ARC Agricultural Research Council
CBPR Community-based Participatory Research
CDC Centers for Disease Control and Prevention
CESR Centre for Economical Social Rights
CIPP Context-, Input-, Process-, and Product – evaluation
DRI Dietary Reference Intakes
FAO Food and Agricultural Organization of the United Nations
GARNET Global Applied Research Network
HAS Hygiene and sanitation
HFS Household food security
NFCS National Food Consumption Survey
NICUS The Nutrition Information Centre at the University of Stellenbosch
PAR Participatory Action Research
RDA Recommended Dietary Allowance
SAWAU South African Woman’s Agricultural Union
SNE Society for Nutrition Education
UNDP United Nations Development Programme
UNICEF United Nations Children’s Fund
UP University of Pretoria
WHO World Health Organization
WSSCC Water Supply and Sanitation Collaborative Council
References


References
References


LATHAM, MC. 1997. *Human nutrition in the developing world.* Rome. FAO.


SNE (SOCIETY FOR NUTRITION EDUCATION). 2004. Partner policies. [E-mail]. map@sne.org


ADDENDA
## ADDENDUM A:

### Household food security scale

[Image showing the Food Insecurity Assessment Scale (FIAS)]

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>My food runs out before I get money to buy more</td>
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<td>2</td>
<td>I do not know where the next day’s food is going to come from</td>
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<tr>
<td>3</td>
<td>The food that I buy is not enough to feed my family</td>
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<td>4</td>
<td>I am often hungry</td>
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<td>5</td>
<td>I eat less than I think I should</td>
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<td>6</td>
<td>I don’t have enough money for food</td>
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<td>7</td>
<td>I cannot afford to feed my children</td>
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<td>8</td>
<td>My children are not getting enough food to eat</td>
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<td>9</td>
<td>My children go to bed fearing hunger</td>
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<td>10</td>
<td>I have enough food to last until I get money to buy more</td>
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<tr>
<td>11</td>
<td>I know where tomorrow’s food is going to come from</td>
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<tr>
<td>12</td>
<td>I can afford to eat enough every day</td>
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<tr>
<td>13</td>
<td>I have enough money for food</td>
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<tr>
<td>14</td>
<td>I go to bed fearing hunger</td>
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<td>15</td>
<td>I still have food in the house the day before someone gets past</td>
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</table>

**Notes:**

- 1 = Never
- 2 = Sometimes
- 3 = Often
- 4 = Always

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ADDENDUM B:

Educational support material

Poster designed for the Oranje farm community on hygiene and sanitation
On Oranje farm...

...Sanitation rules.

Ka ntlong ya Oranje Farm...

...melao ya ho hlwkisa ke ena

- Teach children to use toilets
  Ruta bana ho sebedisa ntlewana

- Wash hands with soap
  Hlatwa matsho ho seqeqe

- Keep toilets clean
  Boloka ntlewana ya hoo e hlwikeleng ho nako tsohle

- Wash kitchen cloths everyday
  Hlwakisa masela o ho hlatwa tsohle

- After washing the kitchen cloths, hang it in the sun to dry.
  Masela o ho hlatwa tsohle o leholo ke ho tsholetseng

- Cover drinking water
  Kwalo metsi o ho mwa ka nako tsohle

- Burn rubbish
  Tjhesa mothakala

Oranje Farm
ADDENDUM C:
Hygiene and Sanitation - knowledge test

1. Do you know what germs are? [yes=1]
2. Diseases can be spread from one person to another. [yes=1]

Personal hygiene:
3. Hands don't need to be washed before you start cooking. [no=1]
4. You should always put on clean clothes everyday. [yes=1]
5. You only need to bathe once a week. [no=1]
6. Nails must be kept short and clean. [yes=1]
7. After being to the latrine, stools can be removed from the body using paper or grass. [yes=1]
8. It is safe to dry wet hands on your clothes. [no=1]
9. Children can have worms inside of them. [yes=1]

Household hygiene:
10. It is good if there are flies in the latrine. [no=1]
11. Children can use the field instead of the latrine if they want to. [no=1]
12. Drinking water can stay in the bucket for 3 days. [no=1]
13. A dirty house can cause diarrhoea (loose stools) in children. [yes=1]
14. Boiled water and milk is safer to use. [yes=1]
15. Leftover food should be kept in a cool place. [yes=1]
16. Drinking water should always be covered. [yes=1]
17. Ash or ground can be used to clean hands surfaces if soap is unavailable. [yes=1]
18. Marogo from the field should always be fore it is cooked. [yes=1]
19. Meat with purple or brown spots can be eaten. [no=1]

Environmental hygiene:
20. Rodents (mice or rats) carry some very deadly diseases. [yes=1]
21. It is good to have one single garbage dump site for the village. [yes=1]
22. Garbage should be burnt or buried. [yes=1]
23. Chickens and dogs must be kept out of the cooking area. [yes=1]
24. Flies can cause diseases and illnesses. [yes=1]
25. I don't have to keep my yard clean from animal droppings. [no=1]

Literature consulted:
AHMED, NU, ZEITLIN, MF, BEISER, AS, SUPER, CM, GERSHOFF, SN & AHMED, MA. s.a. Assessment of the impact of a hygiene on environmental sanitation, childhood diarrhoea, and the growth of children in rural Bangladesh. [WWW document - 04/16/2003]. URL
www.unu.edu/unupress/food/8F151e/8F151E07.htm
ADDENDUM D:
Hygiene and Sanitation -
behavioural scale

Always=2; Sometimes=1; Never=0; except for negatively implied answers (*)

1. I wash my hands before I start cooking
2. My children put on clean clothes everyday
3. I wash my face and soft body parts everyday
4. I cut my children’s and my own nails short
5. After being to the latrine, I remove stools from my body using paper
6. I check if my children wash their hands after being to the latrine
7. I wash my whole body, seated or standing, everyday
8. I attempt to keep flies out of the house
9. My children use the field in stead of the latrine (*)
10. I give rotten food to the dogs
11. I keep fresh and clean drinking water in my house everyday
12. I clean my house with a cleaning agent (soap, detergent) once a week
13. After I have milk the cow, I boil the milk before we drink it
14. I keep left-over food for the following day on the stove or on the cupboard (*)
15. Drinking water is kept in a closed container
16. I use ash or ground to clean hands and surfaces if I don’t have soap
17. I wash vegetables and fruit before we eat it
18. I throw leftover food away after 3 days
19. I attempt to keep mice and rats away from my house
20. I burn garbage in my yard
21. I have a rubbish bin in my house
22. There are chickens and dogs in the area where I cook (*)
23. I sweep the yard around my house every week
24. I remove droppings from animals around my house everyday
25. I teach my children to be clean and tidy

Literature consulted:
ADDENDUM E:

Activity sheet on domestic hygiene
ADDENDUM F:
Checklist for planning better sanitation projects

Checklist for planning better sanitation projects
—WSSCC Working Group on Promotion of Sanitation

This checklist has been drawn from the Principles of better sanitation programmes and Features of better sanitation programmes.

If you are interested to know how closely a planned project follows the “principles” and “features”, you may wish to try this checklist. If your answer to these questions is consistently “yes”, you have followed the “best practices”.

If any answers are “no” you might examine whether changing this feature would improve the project.

### Project formulation

- Are communities being selected for sanitation change because of their keen desire for improvement? Yes ☐ No ☐
- or because it is at high risk for sanitation-related diseases? Yes ☐ No ☐
- Is the project planned in a way that changes can be made as lessons are learned? Yes ☐ No ☐
- Is the sanitation project accepted as a priority in its own right, rather than viewed as an add-on to a water programme? Yes ☐ No ☐
- Does the sanitation project have its own budget and own time-frame? Yes ☐ No ☐
- separate from any water supply project that may be taking place concurrently? Yes ☐ No ☐
- Is the project assessing how the community’s improved sanitation system will be a successful part of its larger ecosystem, cultural beliefs and practices? Yes ☐ No ☐
- Does the project have a component either to create demand for sanitation or to encourage the expression of demand that is already there? Yes ☐ No ☐
- Is the project assessing whether the principles of social marketing can or should be applied to the project to understand consumer preferences in the design of facilities? (See Social marketing for sanitation programmes.) Yes ☐ No ☐
- Is the project learning about and considering the cultural beliefs and practices of the community in designing the hygiene behaviour-change component? Yes ☐ No ☐
- Is the project involving the community in collecting information on the current sanitation situation for use in developing the project? Yes ☐ No ☐

### Project management

- Is the community involved in setting the project’s objectives? Yes ☐ No ☐
- Is a realistic time-frame being allowed for the project? Yes ☐ No ☐
- Is the project identifying what additional support from other sectors might be needed to make the project successful? Yes ☐ No ☐
- Is the project developing a plan for how the sanitation project will be managed? Yes ☐ No ☐
- Does this include: defining roles and responsibilities? Yes ☐ No ☐
- setting out supervisory structures? Yes ☐ No ☐
- developing reporting systems? Yes ☐ No ☐
- coordinating activities? Yes ☐ No ☐
- outlining communication systems? Yes ☐ No ☐

### Community participation

- Is the project considering how (whether) the essential elements of social mobilization can or should be applied? Yes ☐ No ☐
- Is the project assessing how (whether) participatory approaches can or should be applied to encourage better dialogue with the community and to involve it actively in decision-making? (See Participatory approaches to community empowerment.) Yes ☐ No ☐
- Is the project creating an environment in which the community feels a sense of responsibility and ownership for the project? Yes ☐ No ☐
- Is the project trying to use existing community organizations rather than creating new ones? Yes ☐ No ☐
- Is the project consulting with people trained and experienced in methodologies for achieving effective community participation? Yes ☐ No ☐
- Is the project creating an environment in which private producers can be involved in providing the hardware for the project and can thrive economically in doing so? Yes ☐ No ☐

### Gender sensitivity

- Is the project employing a gender specialist and using the gender checklist? (See A gender perspective in sanitation projects and the associated gender checklist.) Yes ☐ No ☐
- Is the project using both male and female personnel to reach out to the community and households? Yes ☐ No ☐
Hygiene behaviour change

- Do the project personnel recognize that hygiene behaviours are as important as facilities for improving community and household sanitation?
  - Yes ☑ No ☐

- Is the project identifying behaviour changes that need to occur in the community and households to get the benefits of facilities?
  - Yes ☑ No ☐

- Does the project have a strategy for bringing about behaviour changes? (The Checklist for planning hygiene behaviour-change in sanitation projects is a useful source of further information on this subject.)
  - Yes ☑ No ☐

- Are hygiene behaviours and facilities being promoted together, in a complementary way, in the project?
  - Yes ☑ No ☐

- Is the project trying to involve community groups in formulating their own hygiene education programmes and own messages and methods rather than having these designed from outside the community?
  - Yes ☑ No ☐

Selecting technologies

- Is the project using information collected about what people in the community are doing now for sanitation, and trying to build, step by step, upon these traditions to improve sanitary conditions?
  - Yes ☑ No ☐

- Are the project personnel keeping an open mind about what kind of sanitation technologies might be possible for the community?
  - Yes ☑ No ☐

- Is the community being advised about a range of technical options from which it can choose?
  - Yes ☑ No ☐

- Are these options affordable to the great majority of households, without subsidy?
  - Yes ☑ No ☐

- Do community members have opportunities to assess for themselves various sanitation technology options, and to participate in a meaningful way in their selection?
  - Yes ☑ No ☐

- Do community members have opportunities to suggest adaptations to the various sanitation technology options presented, so that they can be made more appropriate to the local situation?
  - Yes ☑ No ☐

- Are some household financing schemes being offered to the community to help them pay for facilities?
  - Yes ☑ No ☐

Promotion

- Is the project trying to win the support of slightly wealthier and higher status people first before approaching the poorer households or groups?
  - Yes ☑ No ☐

- Does the project have political support from the highest possible level within this social context?
  - Yes ☑ No ☐

- Is the project letting the people in the community know that this sanitation project is supported by higher-level political figures?
  - Yes ☑ No ☐

- Does the project include and involve schools, schoolchildren or other community children?
  - Yes ☑ No ☐

- Is the project planning for the promotion of sanitation and hygiene behaviours to be a continuous activity rather than a one-off effort with a limited time-frame?
  - Yes ☑ No ☐

Capacity-building

- Is the project building capacity for the community to take over the operation and maintenance of any new facilities?
  - Yes ☑ No ☐

- Is the project offering additional training to its personnel to help them accomplish the above?
  - Yes ☑ No ☐

Backup

- Is the project planning to provide the necessary support to the community until it is able to sustain the project on its own?
  - Yes ☑ No ☐

Feedback

- Is the project involving the community in developing a monitoring system that it can use to measure progress and as a basis for continued improvement? (See Participatory monitoring and evaluation of sanitation projects.)
  - Yes ☑ No ☐