A WORKSHOP DESIGN FOR COMMUNITY PARTICIPATION:

Starting Work with Communities

WASH TECHNICAL REPORT NO. 33

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WORKSHOP DESIGN FOR COMMUNITY PARTICIPATION:

STARTING WORK WITH COMMUNITIES

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CONTENTS

CONTENTS

CONTENTS

ACKNOWLEDGMENTS

INTRODUCTION

1.1 Promoting Community Participation

1.1.1 Needs Addressed by the Workshops

The purpose of this workshop and a companion workshop is to improve the skills of field-workers responsible for promoting the active participation of communities in environmental health projects.

This first two-week workshop (Starting Work with Communities) covers entering communities, gathering information, organizing community groups, and helping communities to conduct surveys and identify and analyze their problems. The second (Planning and Implementing Sustainable Projects) covers helping communities to plan, implement, and evaluate environmental health improvements and hygiene education programs so that they can be maintained and sustained by the communities with limited external support. Both workshops are based upon the same assumptions concerning community participation and the roles of field-workers in promoting it. The workshop designs are in two separate training guides and are intended to be used as a set.

A community's participation in all project development tasks is needed for successful water supply and sanitation projects. In order to promote this participation, field-workers need improved skills in organizing, encouraging, and facilitating the community's involvement in solving its environmental health problems. They also need improved problem-solving, group-work, and project-development skills and the ability to transfer these skills to community leaders.

The tasks and skills needed to promote community participation are similar regardless of the nature of the problems addressed. This training program can, therefore, be adapted to improve the skills of many kinds of field-workers: health promoters, sanitary engineers, extension agents, or community development workers.

1.1.2 Assumptions Concerning Community Participation

Community participation is seen as the process by which the community targeted for development assistance becomes actively involved in all aspects of the planning, implementation, and evaluation of the actions it takes to resolve its problems. Active participation results in better solutions to problems and the growth of the community's capacity to continue solving its problems with less assistance in the future. Community participation need not be limited to merely the provision of free community labor or holding one meeting to get the community's agreement to accept a project.

The need has been well established for local peoples to be actively and intensely involved in the projects designed to meet their basic needs. The arguments in favor of community participation need not be repeated here. The designers of this workshop worked on the assumption that communities need to be involved in every aspect of project development so that the project reflects their views and resources and so that they can become skilled and experienced in developing projects on their own. Project development is seen as a process by which people identify and analyze the problems which prevent them from meeting their basic needs and then develop, implement, and evaluate plans to solve the problems or lessen their impact. This process includes the following steps:

- analyzing the current situation,
- identifying problems,
- analyzing a chosen problem,
- choosing a plan of action to solve it,
- planning how to take the action,
- carrying out the action or project, and
- monitoring and evaluating it.

In addition to learning how to develop projects, communities must also learn other new skills:

- They must learn how to promote the participation of the greatest number of community members possible. Solving community problems through community action does not happen spontaneously. Communities must be organized and led by their own leaders. A variety of community structures can be used to accomplish this task: formal organizations such as village development or health committees, traditional groups such as councils of elders, or informal networks of community notables. These structures should not participate for the community but should be the means by which the entire community can be helped to participate itself.

- Communities must learn how to train community members to perform the tasks required of them. These tasks include all of the project-development and problem-solving tasks listed above as well as leadership and reorganizing tasks. New community leaders must be recruited and trained to replace older ones. This training goes hand in hand with the hygiene and user-education programs that are an essential part of solving environmental health problems.

- Communities must be able to maintain the physical facilities and on-going programs created by community actions and the community structures used to organize those actions. Village health committees and hygiene education programs need as much maintenance as handpumps or standpipes to continue to do their jobs in the future.

♦ Communities must learn how to work with outside sources of technical and monetary support. The solution to community problems may be generated by the community, but some solutions require external technical assistance and support.

Community participation is often seen as merely a means of reducing project costs through self-help labor or a process by which a community becomes involved in some project decisions so that it "owns" and therefore maintains the products of that project. While these aspects of community participation are valuable, they are by no means all that community participation can accomplish. Full participation in the problem-solving activities which provide the basis for project development can prepare a community to solve the little problems which often arise during project implementation and later, when the community is left on its own, to maintain the facilities built during a project. Full participation in all project development steps can enable a community to develop future projects to solve other problems. Community participation can be as much an end in itself as a means to achieving a shorter-term end. Self-sustaining participation and self-reliance can become real program goals and not just attractive phrases. Their real value in water supply and sanitation programs should not be minimized.

1.1.3   Field-Workers' Roles and Program Support

Field-workers can play a vital role in promoting community participation. As used here, "field-workers" means all full-time program staff responsible for working with communities to develop projects at the local level. They can do this valuable job if they are given the program support they need. They need to work with each community for a longer time than one project requires, and they need additional training and supervision.

Field-workers promote the participation of the community by

♦ helping to organize the community committees or groups which help the community get involved,

♦ facilitating the tasks for which the community will be responsible, and

♦ training community members to carry out these tasks effectively.

Field-workers work with community leaders and existing institutions. They continually share project development and management skills with community members and turn over more and more responsibility to the community until they have worked themselves out of their jobs.

Field-workers start gathering, checking, and analyzing information about the community before they enter it. Some of this information may be gathered by program planners to determine which communities to include in the program.

Field-workers use this information to develop an entry strategy. They continue gathering, checking, and analyzing information on the community and its problems throughout their stay in the community. They use this information to assess and direct their strategies and actions in the community.

Starting with community leaders and existing institutions, they reach out into the entire community through formal meetings and informal contacts to explain their work and to help the community organize appropriate structures to help it participate in that work. Field-workers perform a variety of organizational, facilitative, and training tasks in helping communities set up and use these structures to bring the entire community into the process of solving its problems.

Field-workers bring community members into all the project development tasks from the start. Working through the above structures they encourage the broadest community involvement feasible in all the steps of the project development cycle (see Section 1.1.2). In water supply and sanitation projects, they are responsible for promoting the community's participation in hygiene and user-education programs. These may be set up as discrete activities in response to a specific problem or may be a part of the on-going education of the community aimed at strengthening its ability to make educated decisions about how to solve environmental health problems.

Field-workers are also responsible for sharing problem-solving and other analytic tasks and skills with the community. Reflection is a necessary partner to action, and field-workers can use and expose the community to valuable analytic and evaluative tools which can help them reflect upon the successes and failures of their actions. One such tool is success analysis. Field-workers also provide a link between the community and the program and other outside sources of assistance. This role also has to be turned over to community leaders.

Finally, field-workers help communities maintain and operate the finished systems and facilities which may be developed during a project. They continue to work with the community after it has completed one project to help it develop subsequent projects. This role is crucial in improving the skills of community members and increasing the capacity of the community to develop projects on a continuing basis without the involvement of field-workers.

Promoting community participation takes time and resources. The programs which place field-workers in communities may have to adapt their missions and program goals to reflect these new roles and the resources they require. Field-worker-promoters require more time in each community and cannot cover as many communities as field-workers who are not attempting to promote community participation. Because they have more job responsibilities, field-worker-promoters also require greater supervision, support, and training. The extra costs of this approach should be built into the program at the start. This workshop can be used as a part of the training field-workers need to do their jobs.

1.2   Overview and Goals of Workshop I

1.2.1   Overview of the Two Workshops

This training guide is organized in two volumes, Volume I: Starting Work with Communities and Volume II: Planning and Implementing Sustainable Projects. The two are designed to enhance the skills of experienced field-workers in performing the most important tasks needed to promote active community participation. It is strongly recommended to run both workshops for the same participants about six months apart. The specific timing of the workshops should be determined by the sponsoring program's training resources and skill-development needs.

The first workshop focuses on the following tasks:

- gathering, checking and analyzing information about the community before starting work with it in order to develop an entry strategy;

- making initial contacts with community leaders and notables;

- presenting oneself and one's program to the community;

- checking pre-entry information and revising one's entry strategy;

- gathering, checking, and analyzing enough information about the community (community analysis) to work effectively in the community;

- helping the community organize appropriate structures to enable its members to participate actively in solving its problems;

- helping the community to gather and analyze the information it needs to understand its current health situation; and

- helping it identify, prioritize, and analyze its health problems.

The second workshop, which follows directly on the first, focuses on teaching the field-workers to assist communities by helping them master the following tasks:

- choosing an approach for solving a given problem;

- developing an effective and efficient work plan;

- supervising and monitoring the work they have decided to do;

- evaluating the actions they take;

- designing, planning, implementing, and evaluating the hygiene education program they need to complement any infrastructural improvements;

- operating and maintaining any physical improvements; and

- sustaining their growing capacity to solve their own problems.

In addition to enhancing the skills to perform these tasks, both workshops weave a variety of learning activities throughout their sessions to improve the trainees' skills in

- organizing people to participate,

- transferring skills,

- making it easier for people to carry out new tasks,

- analyzing successes and problems,

- working more effectively in groups,

- solving problems,

- planning and setting goals, and

- giving and receiving feedback.

Both workshops are designed to meet learning needs deduced from an analysis of the tasks listed above. This task analysis is presented in narrative form in Workshop I, Handout 3-1: Job Description of a Community Participation Promoter, and forms the basis for Handout 3-3: Skills Inventory.

The experiential design of both workshops requires the cooperation and participation of communities like the ones in which the trainees work. The trainees have six opportunities during the two workshops to work with people from these communities. The work they do with the communities is based on work they need to do in communities to which they are assigned.

The workshop design can be executed most effectively if the trainees can work in two small communities or with two different organizations and neighborhoods in a large community. This permits half of the trainees to work with one group and the other half with another group and allows each trainee to have a greater role in the field exercises. If possible, it is preferable to work with the same communities for both workshops. This provides greater continuity for the trainees attending both workshops and increases the benefits for the communities themselves. See Section 1.6 for more information on selecting and preparing the communities.

The workshop design is based upon an experiential learning approach. The trainees are expected to take part actively in a variety of learning activities including field exercises, case study analyses, role-playing, simulations, and strategy-setting and problem-solving tasks. Time is provided for group discussions of these experiences, and trainees are given an opportunity to apply the new learnings which come out of these discussions. The trainees keep journals in which they write down how they will apply what they have learned when they are back at work. To facilitate their active participation in the exercises, trainees work in small groups of from four to six people.

1.2.2   Overall Goals for Workshop I

By the end of Workshop I, the trainees will be better able to

- describe what field-workers need to do before entering a community for the first time;

- identify what information they need about a community and understand how to gather, check, and analyze that information;

- identify what skills the community must develop in order to work together;

- develop training plans to increase those skills in the community;

- identify specific health problems related to water and sanitation;

- analyze those problems; and

- develop a back-at-work plan to apply workshop learnings.

1.3   Training Approach

1.3.1   Adult Learning Assumptions

The design of the workshops is based on several assumptions concerning how adults learn:

- Adults bring a wealth of experience and knowledge to any learning situation. New learnings must relate to and build upon existing knowledge.

- 7 -

- Learning activities must be designed to teach the specific skills which the trainees need to do the tasks required of them.

- Adults learn best when they are actively involved in the learning process—carrying out field exercises, discussing, analyzing, and experimenting, rather than passively listening to lectures or observing others.

- Adults learn from their peers as well as from their trainers. They should have opportunities to work in small groups and to share ideas.

- Activities should be varied to create an interesting learning climate.

- Learning objectives should be clear and understood by the trainees so that they know what is expected of them and can monitor their own progress.

- Trainers should respect the different learning styles of trainees and should model the kind of behaviors expected of the trainees.

- Workshop learnings need to be reinforced with on-the-job training and supervision and follow-up in-service training.

1.3.2   Workshop Design

The workshop's design is consistent with the above assumptions. The trainees are expected to take part in a variety of learning experiences to develop or improve the skills needed to promote community participation. Some of these activities involve

- working with real communities at or near the training site,
- practicing new skills in simulations and role-playing,
- analyzing a case study,
- using new methods for solving problems and planning projects,
- setting strategies for their work with the community,
- reading and discussing handouts,
- listening to and discussing lecturettes, and
- discussing what they are learning.

The first workshop consists of twenty sessions presented in two weeks of intensive training. The second consists of nineteen sessions, also presented in two weeks. The sequence of the sessions is determined by the order in which field-workers carry out their tasks in a community. Certain tasks performed by field-workers on a continuing basis are interspersed with the project cycle tasks as discrete sessions or as activities within the sessions. In a sense, the first workshop is a simulation of the work a field-worker does when starting work with a community. The process of promoting community participation, which takes months in the real world, is reduced to two weeks for the purposes of the workshop. More emphasis is placed on certain tasks than others so that field-workers can develop the skills which are most important for their work.

1.3.3 Workshop I Schedule

The workshop schedule is on page 10.

1.4 How to Use the Trainers' Guide

The trainers' guide is organized by sessions. The same format is used in each session to make it easier to use. Each session begins with a one-page summary of activities, listing the procedure(s) used, the time allocated, and the materials, handouts, and flipcharts needed. Detailed instructions for each session contain the following information:

- **Name** and **total time** for the session.

- Specific learning **objectives** to be accomplished during the session.

- An **overview** of the session which provides the rationale for the sessions, a review of the subject matter, and a description of the session's main activities.

- A detailed description of the **procedures** to be followed. This is the heart of each session. The procedures are organized by discrete learning activities and are written as instructions for experienced trainers. The times for each activity are given. The overall session times do not include a 15-minute break in the morning and afternoon. Trainers should decide on the most appropriate time for such breaks. The four-hour morning block and three-and-a-half-hour afternoon block, however, allow for the 15-minute break.

- **Trainer notes** provide additional information for the trainers on the content, how to conduct the session, or any other needed information.

WORKSHOP I SCHEDULE

WEEK I

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am	(1) Opening Ceremonies and Introduction to the Workshop (2.5 hours) <hr> (2) Adult Learning and Community Participation (1.5 hours)	(4) Entering a Community (4 hours)	(6) Community Meeting and Field Exercise (5 hours)	(8) Interviewing and Planning Health Surveys (7.5 hours)	(9) Health Survey Field Exercise (6 hours)
12:00 pm	L	U	N	C	H
1:00 pm 4:30 pm	(3) Promoting Community Participation (3.5 hours)	(5) Prepare Community Meeting Field Exercise (3.5 hours)	(6) continued <hr> (7) Community Analysis (2.5 hours)	(8) continued	(9) continued <hr> (10) Week I Evaluation (1 hour)

WORKSHOP I SCHEDULE

WEEK II

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00 pm	(11) Organizing Communities to Participate (5.5 hours)	(13) Problem Identification (3.75 hours)	(15) Problem Identification Field Exercise (5.5 to 6 hours)	(16) Problem Analysis (6 hours)	(18) Back at Work Applications (3.25 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(11) Continued ——— (12) Helping Communities Solve Problems (2.5 hours)	(14) Training Community Members to Solve Problems (3.75 hours)	(15) Continued	(16) Continued ——— (17) Review Workshop Learnings (2 hours)	(19) Final Evaluation (1 hour) ——— (20) Closing (1 hour)

♦   Following the procedures is a list of <u>materials</u> needed
     to conduct the session. Any handouts listed here are
     attached to the session. Flipcharts listed may be
     prepared in advance; additional flipcharts will be
     used to take notes and record group discussions during
     the sessions.

♦   All the handouts are regrouped at the end of the
     training guide in a section entitled <u>Participant
     Reference Packet</u>. This allows trainers to remove all
     the handouts for duplication without disturbing the
     individual sessions.

As mentioned above, this guide is written for experienced trainers. It
assumes an understanding of how to implement adult learning activities and how
to promote community participation and develop environmental health projects.
The guide should be reviewed in full well in advance of the start of training.
Any adaptations required by the learning needs of the trainees should be
undertaken with an understanding of the total workshop. This guide is not a
recipe to be followed unthinkingly. It should be adapted to meet the specific
learning needs of the trainees. But the design has its own coherent
structure, with learnings building upon and reinforcing previous learnings,
and it should not be altered without careful consideration. See Section 1.8
for other possible ways of accomplishing the workshop goals.

1.5   Intended Trainees and Trainers

1.5.1   Intended Trainees

Both workshops are intended for field-workers who have prior experience with
promoting community participation. The experiential approach requires
trainees who have enough prior experience to be able to absorb the workshop's
ideas and techniques and to plan how they will apply the learnings to their
work. It is not intended to be used as pre-service training for future
promoters. The trainees should be working in programs that want to do more in
the area of community participation and that will enable and encourage their
workers to apply learnings from this workshop. There is no reason to train
people for jobs which they are not permitted or enabled to do.

While the design requires literacy to read handouts, no minimum educational
level is required. In general, a secondary school level of education, or an
ability to read at that level, is desirable. Experience working with
communities is much more important than years in school. While this workshop
is aimed at field-workers in environmental health programs, it can be adapted
for the training of primary health care workers, agricultural extension
agents, community development workers, or any community-based field-workers
responsible for promoting the participation of a community in the development
of small-scale projects.

Because the design requires the active participation of the trainees in learning activities, 20 is the maximum number of trainees. This allows for four groups of four trainees for all small group tasks. If at all possible, these trainees should be available to attend the second workshop described in Volume II of this guide within six months to one year.

1.5.2   Intended Trainers

The workshop should be facilitated by two trainers. One should have prior experience preparing and delivering experiential, adult training workshops. He or she should have received training as an adult trainer and be capable of leading discussions, providing information, giving clear task instructions, monitoring learnings, and working with a local community. The other trainer should have broad experience promoting community participation, facilitating community problem-solving and project development, and organizing communities. This "content specialist" should be able to understand and explain all the content and techniques presented in the workshop. The workshop content has been presented in a way which makes it useful throughout the developing world. The content specialist needs to have enough experience promoting community participation within communities like those in which the trainees work to be able to adapt materials, give examples, and focus discussions on local realities.

The "community participation" trainer and the "adult training" trainer should be able to work together as effective co-trainers. One person with both these skills could run this workshop alone, but only if the number of trainees were reduced to 10 or 12. The quality of the training is improved by having two co-trainers and more trainees.

The trainers should take some time during workshop preparation for their staff training. The training specialist should be helped to understand content issues and how to adapt the workshop to the learning needs of the actual trainees, and the content specialist should be helped to be a more effective trainer by practicing how to deliver lecturettes, facilitate discussions, and monitor learnings.

1.5.3   Support Staff

The need to carry out field exercises in communities similar to the communities in which the trainees work often requires that the workshop be conducted in a rural setting. Such village-based training causes logistical problems concerning housing and feeding trainees and staff. Such problems do not arise in urban training programs where people can stay in hotels and eat in restaurants. It is not possible for the trainers to handle room and board preparations. Therefore, a site or logistics coordinator should be in charge of these matters. The size of the support staff depends on local conditions at the training site.

1.6   Training Site and Communities

1.6.1   The Role of the Communities

Ideally, there should be two communities selected for the field exercise. If it is not possible to identify a site with two nearby communities, then one site would be sufficient. The communities involved in the workshop play an important part in the training. They provide the trainees with an actual experience of promoting community participation. The field exercises, classroom simulations, and role-playing allow the trainees to apply what they are learning and experience what it is like actually doing the job they are discussing.

The trainees will work with community members on three occasions during the first workshop, as follows:

> Session 6:   Community Meeting Field Exercise;
>
> Session 9:   Health Survey Field Exercise; and
>
> Session 15:   Problem Identification Field Exercise.

The trainees are divided into small work groups which meet together to plan the field exercises. No more than five trainees should be in any work group so that each trainee has an opportunity to personally carry out part of the field exercise. Two work groups should be assigned to one community and two to the other.

The communities should be representative of the communities in which the trainees work. Every attempt should be made to include all community groups: men and women, old and young, representatives of all ethnic groups, religions, clans, castes, classes, etc. As one of the goals of promoting community participation is the inclusion of all groups in a community in the process of development, it is crucial that the workshop set an example of how field-workers should work with everyone in a community. The selection of the two communities should depend on their willingness to allow all members of the community to participate in the workshop activities.

The success of these activities depends on the careful selection and preparation of the communities. Time should be set aside during the months preceding the workshop for selecting the best communities (see Section 1.6.2) and preparing them for their involvement in the workshop (see Section 1.6.3). The more time spent before the workshop, the fewer problems will come up during the workshop. The communities must understand their roles in the training and their responsibility for helping to train the trainees. Community members should be asked to attend all three field exercises. While community members are performing a training role during the workshop, they should be encouraged to be themselves and not try to make things harder or easier for the trainees.

The trainers and workshop sponsors have as much of a responsibility to the communities as they have to the trainees. Each community must be treated with respect, and care must be taken not to raise people's expectations unrealistically. The community field exercises have been designed to help the trainees learn how to work with community members in certain project development activities. The activities have been carefully chosen to make sure that the community does not start to solve actual problems and develop a real project which the sponsors of the workshop may not be in a position to help it plan or carry out. The community meeting, health survey, and problem-identification activity will provide the community with valuable information about its health situation and problems without getting it involved in actual problem-solving and project-development work.

If possible, it would be very helpful if a program field-worker who may or may not be a trainee could work in the communities before, during, and after the workshop. This would help the communities to use their learnings from the field exercises as a lead-in to their own project development activities. The field-worker could

- help in preparing the communities for the workshop,

- help facilitate their participation in the field exercises,

- help the trainers start the field exercises on time,

- complete the problem-solving activities, and

- provide support for the planning, implementation, and evaluation of the actions which come out of the work they start with the trainees.

Because of the time constraints of a two-week schedule, much less time is available for the health survey and problem identification activities than is needed to do them thoroughly. The field-worker could continue and complete these activities with the communities after each field exercise and help them get a great deal more out of the experience than they otherwise would.

1.6.2   Site Selection

The selection of the training site is very important for the success of the workshop. The decision should be based on three factors: the participating communities, logistic facilities such as dormitories, dining rooms, and classrooms, and the location of the site.

The most important consideration is the selection of the participating communities. The choice should be based on the following criteria:

- similarity to the communities in which the trainees work,

- willingness and availability of community members to participate,

- willingness to allow all sections of the community to participate,

- a positive history with local development projects,

- community organizations and/or leadership to help organize and assure community participation,

- ability to make use of learnings from participating in the workshop, and

- availability to participate in Workshop II.

The communities must be able to provide logistic facilities or be close enough to a site so that travel between the classroom and the community takes no more than 15 to 20 minutes. Five to 10 minutes travel time is preferable, for the training schedule is very tight.

The training site needs to provide the following:

- A large classroom for all the sessions not conducted in the community. The classroom should be large enough for 20 people to work in together and in four small groups. It should have walls on which flipcharts can be posted.

- Adequate sleeping accommodations for all staff and trainees.

- A dining room for all meals.

- Cooking facilities.

- Proximity to local markets.

- One or two vehicles, depending on whether trainees have to be driven to the community meeting sites.

- A room other than the classroom in which the training staff can meet and prepare materials.

The location of the site is the final consideration. The site should be located close enough to the program's headquarters to allow the training staff to visit it frequently during site preparation.

1.6.3   Site Preparation

The preparation of the training site includes preparing the communities for their role in the workshop and preparing all logistics and facilities. **Both tasks require considerable time.** The organizers should set aside three months for site preparation. The actual time required will depend on the proximity of the site to the headquarters of the program and the frequency of site visits; the organization and preparedness of the communities; and the need to prepare site logistics.

The communities must be very well prepared for their role in the workshop if the field exercises are to be valuable learning experiences for the trainees. The communities must understand the purpose of their involvement and exactly what is expected of them. Community members should understand what they can expect to get out of their participation, and what they should not expect. These points should be discussed with community leaders when first discussing the possible involvement of the communities in the workshop. They should be repeated with leaders and community members once the communities have been selected and preparatory work starts. If the program cannot provide follow-up support for the community, this fact should be perfectly clear to everyone. Without such clarifications the trainees might be asked to provide the communities with technical assistance or other project support which the program is not capable of providing.

The specific ways in which the communities organize their participation can be decided upon by the community and workshop organizers. Any existing community organizations which would normally be involved should be used in the process. The number of people attending the general meeting and problem identification activity should be agreed upon by the trainers and community leaders. Enough people should attend to make the meetings realistic, but too many people might make it difficult for the trainees to practice their new skills. The community should decide where to hold community meetings, who should participate in the health survey, how many households should be surveyed, etc. Local customs and procedures should be respected, and the training activities adapted to meet them as long as the learning objectives can still be met.

1.7   Workshop Preparation Timetable

The following timetable lists the activities and times for planning and preparing for the workshops. If a program is going to run both workshops, the first six to eight activities should be carried out for the two workshops at the same time. The remaining activities can be carried out for each workshop separately.

Activity	Time to Be Completed Before Workshop
Determine role, experience, and learning needs of trainees.	4 months
Determine how workshop will fit in with on-going program and how workshop activities will be followed up,	4 months
Develop preliminary budget.	4 months
Identify and hire workshop coordinator/lead trainer.	4 months
Review workshop design and decide whether it should be adapted.	4 months
Identify potential training sites and establish selection criteria.	4 months
Gather information on prospective training sites and prioritize sites based on selection criteria.	3 months
Select a training site and initiate contacts with community leaders.	3 months
Identify and hire the rest of the training staff.	2 months
Finalize workshop design and schedule.	2 months
Decide on number of trainees; identify and invite them.	2 months
Locate and, if necessary, start preparing lodging, eating, and classroom facilities at site; identify all logistic needs and plan how they will be met.	2 months
Finalize budget and allocate funds.	2 months
Start working with training communities:	2 months

+ conduct preliminary community analysis and

+ hold community meetings to explain purpose of workshop and community's role.

- 18 -

Activity	Time to Be Completed Before Workshop
Inform trainees of workshop goals and schedule and site and travel arrangements.	1 month
Prepare handouts for trainees.	1 month
Arrange all transportation necessary for trainee travel and site logistics.	1 month
Finalize site logistics.	1 month
Purchase all training materials.	1 month
Prepare training communities for their role in workshop:	1 month

- review each field exercise's goals and procedures,
- select community members for survey teams,
- determine which households will be surveyed, and
- decide on meeting sites.

Entire training staff arrives at site to	2 weeks

- try out site logistics,
- prepare communities for start of workshop,
- review final workshop design and plan delivery of sessions,
- share training and content skills,
- build the training team, and
- prepare flipcharts and other materials.

1.8   Alternative Training Approaches

This training program is designed to be delivered as two separate two-week workshops because a great amount of material must be covered. Two weeks is long but not too long to ask field-workers to be absent from their jobs and just long enough to accomplish each of the workshop's goals. The time between the workshops is also helpful in allowing the trainees to apply to their work what they have learned in the first workshop. A single four-week or even a condensed three-week workshop would take field staff away from their work for too long and provide too much information to assimilate at one time. If it is not possible to hold two two-week workshops, there are several alternative designs available. Two attractive formats are discussed below. These have the advantages of permitting the same or more hours of training in shorter blocks of time.

1. If a program is able to bring field-workers together for a few days a month for continuing skill development, this workshop can be redesigned to be run two or three days a month over the course of an entire year. That would provide 24 to 36 days of training, rather than 20. More time could be spent planning how to apply learnings on-the-job and discussing how those plans worked out at the subsequent workshop. The training program could be structured to cover 12 discrete learning areas drawn from the task analysis. An additional effort would have to be made to show how these areas are interrelated. The skills needed to perform ongoing tasks could be interspersed through the two-day workshops and high-lighted at specific workshops. More time could be spent working with the training communities. Each two- or three-day workshop could contain a field exercise in which the trainees could apply new or improved skills. The final task of planning how to apply the workshop's learnings on the job could follow the analysis of how well their plans were implemented during the field exercise.

2. Another approach is to have four quarterly workshops of five days each. This would provide the same 20 days of training per year. It has the advantage of bringing field-workers together more frequently for a shorter period of time for each workshop. In programs where monthly training is not possible, this could be a good alternative to two two-week workshops. A private voluntary organization in Ghana has adapted the design to such a format for its field staff. The first workshop provides an introduction to promoting community participation and hygiene education and focuses on how to start work in a community. The second concentrates on the problem-solving steps. The third focuses on the planning and implementation of sanitation projects and hygiene education programs. The last concentrates on transferring skills for sustainability. Some of the sessions and their times have been adapted to the specific learning needs of the organization's staff. The case studies and role-playing have been rewritten to put them in the Ghanaian context.

In whichever approach is used, the learnings of this workshop can be reinforced and the skills improved further if the field-workers have regular supervision from program staff who understand how to promote community participation and who can follow up on their workshop with on-the-job training. Trainees should also be encouraged to get together with each other to discuss how well they are applying what they have learned during the workshop. Regular staff supervision and peer support are absolutely necessary for people to be able to apply what they have learned and continue to learn from their experience.

GUIDE TO SESSION 1: OPENING CEREMONIES AND INTRODUCTION TO THE WORKSHOP

Total time: 2.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Welcome and Official Opening	Presentation	40 minutes	Welcoming Package	A. Workshop Purpose B. Definition of Community Partici-pation
2.	Introductions	Pair Interviews	15 minutes		C. Interview Questions
3.	Introductions	Introductions	20 minutes		
4.	Trainee Expectations	Small Group Task	20 minutes		D. Instructions for Sharing Expectations
5.	Presentations of Expectations	Presentations and Discussion	15 minutes		
6.	Overall Workshop Goals	Presentation and Discussion	10 minutes	Handout 1-1: Overall Workshop Goals	E. Workshop Goals
7.	Workshop Schedule	Presentation and Discussion	15 minutes	Handout 1-2: Workshop I Schedule	
8.	Workshop Norms	Presentation and Discussion	10 minutes		F. Workshop Norms
9.	Wrap Up	Presentation	5 minutes		

SESSION 1: Opening Ceremonies and Introduction to the Workshop

<div align="right">Total Time: 2.5 hours</div>

OBJECTIVES

By the end of this session the trainees will have

- become acquainted,
- clarified their expectations about the workshop,
- reviewed the workshop goals and schedule, and
- discussed norms of behavior for the workshop.

OVERVIEW

The opening session helps set the tone and atmosphere for the entire workshop. It gives the trainees a chance to actively take part in workshop activities in large and small groups. After the official opening comments and introductions, the trainees have a chance to discuss their expectations about the workshop. They see which of these expectations are covered by the overall workshop goals and how they will be met during the workshop. The trainers present the workshop goals and schedule and review them in light of the trainees' expectations. Any reactions to the workshop schedule can be discussed at this time. Trainees should understand which expectations will be met, and how they can take responsibility to meet unmet expectations outside of formal workshop sessions. The session ends with a discussion of the norms of behavior that will be followed throughout the workshop.

The session may begin with official opening ceremonies or comments in countries where it is common for government, program, and/or community officials to say a few words at the start of a workshop. Someone from the community can welcome the trainees for the community and invite them to work with the community. Such activities have to be well planned and coordinated by the trainers before the session begins.

PROCEDURES

1. <u>Welcome and Official Opening Comments</u>   Time: 40 minutes

   Introduce yourself and welcome the trainees. Explain who is sponsoring the workshop.

   Introduce any local government and community officials and ask them to say a few words. Approximately 30 minutes can be set aside for speeches by the guests.

If at all possible, explain the goals of the workshop, job responsibilities of the trainees, and the need for community participation to the various guest speakers so that their comments are consistent with the purpose of the workshop.

After the speeches are finished, present the purpose of the workshop on Flipchart A: Workshop Purpose:

♦ The overall purpose of the workshop is to improve the skills of the trainees in promoting the active participation of communities in environmental health projects.

Define community participation on Flipchart B: Definition of Community Participation:

♦ Community participation refers to the way in which a community becomes actively involved in all aspects of planning, carrying out, and evaluating the actions it takes to solve its problems.

Explain that all the trainees have been working in the field and therefore bring a great deal of practical experience to this workshop. The workshop will draw upon this experience. It is structured to involve their active participation in sharing their current knowledge and skills as they learn new ideas and develop new skills.

Explain that you will go into fuller detail about the workshop in a moment, but first want to permit the guests to leave.

2. Introductions   Time: 15 minutes

Point out that the following exercise is a way for everyone to start getting to know each other by making introductions less formal and serious. Ask the trainees to form pairs and get to know their partner by interviewing him or her for five minutes. Suggest that they ask the following questions presented on Flipchart C: Interview Questions:

♦ What is your name and how do you like to be called?
♦ Where are you from?
♦ Where have you been working, and for how long?
♦ What is the most interesting part of your work?

Ask the pairs to interview each other for 5 minutes and be prepared to introduce their partner to the rest of the group in 10 minutes.

3. <u>Introductions</u>   Time: 20 minutes

   Start by introducing your co-trainer in less than a minute in a light,
   relaxed manner to set an example for the group. Ask the trainees to
   introduce their partners in less than one minute. Point out that all of
   the trainees and trainers will get to know each other much better as they
   work together over the course of the next two weeks.

4. <u>Trainee Expectations</u>   Time: 20 minutes

   State that the trainees will now turn their attention to what they expect
   to accomplish during the workshop. Explain that it is important to
   discuss the trainees' expectations before presenting the workshop goals
   and schedule in order to assess whether the workshop will meet the needs
   of the trainees. (See Trainer Note 1.)

   Ask the trainees to take a few minutes to think about the work they are
   doing in the field and to remember their reactions when they heard that
   they were to attend a workshop on community participation. After two or
   three minutes, give them a few minutes to write down what they expect to
   accomplish or get out of the workshop.

   Ask each trainee to get together with three others and present the
   following tasks on <u>Flipchart D: Instructions for Sharing Expectations</u>:

   ♦   In groups of four, share your expectations.
   ♦   Agree upon three expectations which you all share.
   ♦   Select someone to present your list of three expecta-
       tions to the entire group.

   Give them 15 minutes to finish this task.

5. <u>Presentations of Expectations</u>   Time: 15 minutes

   Have someone from each group present the group's expectations. Record the
   expectations on a flipchart. Do not repeat expectations already listed,
   but note the one being repeated with a mark. After all the groups have
   reported out and the list is completed point out the commonly held
   expectations and ask groups to explain unclear expectations.

   Explain that you will now present the workshop goals and compare them to
   the list of expectations.

6. <u>Overall Workshop Goals</u>   Time: 10 minutes

   Point out that the overall goals for the workshop are based on an
   analysis of what field-workers do to promote community participation and
   the skills they require to do that work. Repeat the workshop definition
   of community participation given in step 1 above (Flipchart B).

-25-

Present the workshop goals on Flipchart E: Workshop Goals and distribute Handout 1-1: Overall Workshop Goals. State that this workshop deals with entry into the community, data-gathering, and problem identification and analysis. Point out that there is a sequel to this workshop which deals with the planning and implementation of community projects.

Refer to the list of workshop expectations to show where the expectations are covered by the goals. Tell the trainees that you will now turn to the workshop schedule to show how the goals and expectations will be met over the course of the next two weeks.

7. **Workshop Schedule**   Time: 15 minutes

Present the workshop schedule and distribute Handout 1-2: Workshop I Schedule. Ask the trainees to follow your presentation on their schedules. Point out the following while going over the schedule:

- time frames,
- classroom sessions,
- community field exercises,
- active participation of trainees in small and large group discussions, and
- use of lecturettes, practical tasks, role-playing, simulations, and an ongoing case study to generate discussions.

Do not go into too much detail on the specific design of each session.

8. **Workshop Norms**   Time: 10 minutes

Explain that in order to accomplish the workshop goals, trainees and trainers will have to agree upon and follow certain norms or rules of conduct. Present the following list of workshop norms on Flipchart F: Workshop Norms. Add any others that you feel are appropriate.

- Shared responsibility for learning (see Trainer Note 2).
- Active participation in all session activities.
- Start and end sessions on time.
- Respect for the views of other trainees.
- Respect for the culture of the community where the field exercises will take place.

Ask trainees if they agree with these and have any others to add. Include them on the list. Discuss the norms and seek common agreement on following them.

9. <u>Wrap Up</u>   Time: 5 minutes

   Close the session by emphasizing the agreement on the workshop goals,
   schedule, and norms. Make an appropriate comment linking this
   introductory session to the next session.

TRAINER NOTES

1. It is important for trainees to have an opportunity to think about and
   express their expectations for the workshop before reviewing the goals
   and schedule. Trainees work better together as a group if they realize
   that they share a common set of expectations. They are also more likely
   to accept the workshop goals and schedule as their own if they are
   related to their own expectations.

   Do not spend a great deal of time discussing those expectations which are
   outside the purpose of the workshop or difficult to meet during the
   workshop. Point out which expectations will be met in Workshop II (if the
   trainees will go to both workshops). While it is important to discuss
   expectations and to try to adapt the workshop to meet them if possible,
   major changes in the workshop goals or schedule should not be made at
   this time. If expectations clearly outside the scope of the workshop are
   widely held by other trainees, discuss how they can be met outside of the
   workshop sessions.

   The discussion of trainee expectations can be made easier by providing
   the intended trainees with information about the purpose and structure of
   the workshop before they arrive. The trainer should check that the
   sponsoring agency is handling this task during the initial preparations
   for the workshop.

2. The first norm on the list presented in step 9 is "shared responsibility
   for learning." This means that everyone, trainees and trainers alike,
   share responsibility for achieving the goals of the workshop. Individual
   trainees must take primary responsibility for their own learning, but
   they must also accept the added responsibility of helping each other
   learn. Adults learn a great deal from their peers. All workshop trainees
   have experiences and understandings to share with each other. The
   trainers do not provide all the information, nor do they "teach" all
   there is to learn. The trainers have a great deal to learn from the
   trainees, as well as much to offer. The other norms of active
   participation and respecting the views of others are based on the fact
   that responsibility for learning is shared among everyone at the
   workshop.

3. If a more elaborate opening ceremony is called for, it could be scheduled
   for the evening before the workshop would normally begin.

4. Keep Flipcharts E and F (goals and norms) posted in the classroom
   throughout the workshop so that you can refer to them when it is helpful.

MATERIALS

Welcoming package for trainees with pads, pencil, and journal

Handout 1-1: Overall Workshop Goals

Handout 1-2: Workshop I Schedule

Flipchart A: Workshop Purpose

Flipchart B: Definition of Community Participation

Flipchart C: Interview Questions

Flipchart D: Instructions for Sharing Expectations

Flipchart E: Workshop Goals

Flipchart F: Workshop Norms

OVERALL WORKSHOP GOALS

The overall goals for this workshop were chosen to better prepare field-workers to promote the participation of communities in solving selected environmental health problems. The goals are based on the skills field-workers need in order to do their jobs. In most cases, these are skills field-workers must pass on to community members so that they become more capable of solving community health problems themselves.

By the end of the workshop, the trainees will be better able to

1. describe what field-workers need to do before entering a community for the first time;

2. identify what they need to know about a community and how to gather, check, and analyze that information;

3. identify what skills the community must develop in order to work together;

4. develop training plans to increase those skills in the community;

5. identify specific health problems related to water and sanitation;

6. analyze those problems; and

7. develop a back-at-work plan to apply workshop learnings.

WORKSHOP I SCHEDULE

WEEK I

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am	(1) Opening Ceremonies and Introduction to the Workshop (2.5 hours) —— (2) Adult Learning and Community Participation (1.5 hours)	(4) Entering a Community (4 hours)	(6) Community Meeting and Field Exercise (5 hours)	(8) Interviewing and Planning Health Surveys (7.5 hours)	(9) Health Survey Field Exercise (6 hours)
12:00 pm					
	L	U	N	C	H
1:00 pm	(3) Promoting Community Participation (3.5 hours)	(5) Prepare Community Meeting Field Exercise (3.5 hours)	(6) continued —— (7) Community Analysis (2.5 hours)	(8) continued	(9) continued —— (10) Week I Evaluation (1 hour)
4:30 pm					

WORKSHOP I SCHEDULE

WEEK II

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00 pm	(11) Organizing Communities to Participate (5.5 hours)	(13) Problem Identification (3.75 hours)	(15) Problem Identification Field Exercise (5.5 to 6 hours)	(16) Problem Analysis (6 hours)	(18) Back at Work Applications (3.25 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(11) Continued ——— (12) Helping Communities Solve Problems (2.5 hours)	(14) Training Community Members to Solve Problems (3.75 hours)	(15) Continued	(16) Continued ——— (17) Review Workshop Learnings (2 hours)	(19) Final Evaluation (1 hour) ——— (20) Closing (1 hour)

GUIDE TO SESSION 2: ADULT EDUCATION AND COMMUNITY PARTICIPATION

Total time: 1.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 2 Objectives
2.	Traditional and Adult Education	Presentation, Reading and Discussion	35 minutes	Handout 2-1: Traditional and Adult Education Handout 2-2: Workshop Learning Techniques	
3.	Overview of Community Field Exercises	Discussion	10 minutes	Handout 2-3: Overview of Community Field Exercises	
4.	Defining Community Participation	Reading and Discussion	35 minutes	Handout 2-4: A Working Definition of Community Participation	
5.	Wrap Up	Presentation	5 minutes		

SESSION 2: Adult Education and Community Participation

<div align="right">Total Time: 1.5 hours</div>

OBJECTIVES

By the end of this session the trainees will be able to

- ♦ describe the differences between adult education techniques and traditional teaching methods,

- ♦ identify why and how these techniques will be applied in the workshop, and

- ♦ describe the importance of these techniques in promoting community participation.

OVERVIEW

In order to promote community participation, field-workers must be able to transfer their skills to the community. They need to know how adults learn so they can help them develop the new skills required to plan, manage, and evaluate community projects. The entire workshop is designed to model principles and techniques of adult education which are based upon how adults learn. This is done in order to set an example for the trainees of how to transfer skills to people in the communities in which they are working.

In the previous session, the trainees reviewed the goals and schedule for the workshop. These reviews gave them some idea of the **content** of the workshop. In this session, they are exposed to the **process** of the workshop. Workshop content describes what will be covered. Workshop process describes how it will be covered.

For many trainees, this may be the first time they are exposed to experiential learning techniques and expected to actively participate in a learning activity. They need to understand what is expected of them during the workshop so they can get the most out of the experience. They also need to learn how adults can be trained to develop new skills so that they can be more effective field-workers.

This session starts with comparisons of both the content and process of adult learning and traditional teaching. After discussing the distinction between content and process in traditional education, trainees read and discuss a handout comparing the two educational systems. They will then review the content of the workshop and how it will be presented. The session closes with a discussion of what is meant by "community participation."

PROCEDURES

1. <u>Introduction</u>   Time: 5 minutes

   Present the overview of the session in your own words. Link it to the previous session. Present the session objectives on <u>Flipchart A: Session 2 Objectives</u>.

2. <u>Traditional and Adult Education</u>   Time: 35 minutes

   Ask the trainees to think about how they were taught in school: what the teacher's role was and what was expected of students.

   Discuss their schooling experiences briefly, and point out that their schooling or formal education is often referred to as "traditional education" or "teacher-centered education." Explain that it is different from the approach in this workshop and most training programs for adults. This approach is referred to as "adult education" or "learner-centered education." Add that since this workshop uses an adult education approach and techniques with which the trainees may not be familiar, it is necessary at the start to help clear up the differences between adult and traditional principles and techniques.

   Distribute <u>Handout 2-1: Traditional and Adult Education</u>. Go over the handout with the trainees (see Trainer Notes) and elicit or provide examples for each of the seven points. Allow the trainees to ask questions for clarification.

   Indicate that the content of the workshop (shown in Handout 1-2) will be presented to them using adult learning methodology and that the techniques used to apply this methodology encourage the learner to participate actively. Distribute <u>Handout 2-2: Workshop Learning Techniques</u> and discuss each one briefly, highlighting how it will elicit participation.

3. <u>Overview of Community Field Exercises</u>   Time: 10 minutes

   Once you have briefly covered each technique, return to the field exercises. Point out that there are three opportunities during the workshop for the trainees to practice what they are learning with a local community. Distribute <u>Handout 2-3: Overview of Community Field Exercises</u>.

   Ask the trainees to read the handout and answer questions they may have about the purpose or structure of the field exercises.

4. <u>Defining Community Participation</u>   Time: 35 minutes

   Tell the trainees that while field-workers may define community participation in different ways based on their experiences, it is necessary to agree upon a common working definition of community participation for the workshop. Explain that you will spend the next 30 minutes discussing the definition prepared for this workshop.

Distribute Handout 2-4: A Working Definition of Community Participation and ask trainees to read it. Answer any questions. Then ask trainees for examples from their work to further explain the points made in the handout. Add examples of your own if necessary.

Ask trainees how they might work with community people who may not read or write, and people from different age groups.

Discuss their suggestions briefly and link them to the key points in Handout 2-4.

5.   Wrap Up   Time: 5 minutes

Close this session by reviewing what has been discussed.

Return to the objectives for the session and mention how they were met. Link this session to the following session.

TRAINER NOTES

Many of the handouts in the workshop are long and contain a lot of new material. Trainees who speak English as a second language may have some difficulty in reading and understanding the handouts by themselves. The instructions for trainers and the time allotted for each procedure have taken into account the necessity for the trainer to help trainees with weak reading skills in English. In some cases, it may be helpful to read the handout aloud with the trainees, pausing after each paragraph or point to make sure that it is clear and understood. If the trainees have good reading skills, they can read the handouts on their own. It is still suggested that the trainers break down long handouts into their logical sections and check for clarification and understanding after each section.

MATERIALS

Handout 2-1: Traditional and Adult Education

Handout 2-2: Workshop Learning Techniques

Handout 2-3: Overview of Community Field Exercises

Handout 2-4: A Working Definition of Community Participation

Flipchart A: Session 2 Objectives

TRADITIONAL AND ADULT EDUCATION

Traditional Education	Adult Education
1. Highly effective for developing ideas and expanding what you know.	1. Highly effective for developing skills and expanding what you can do.
2. Highly effective with younger learners.	2. Highly effective with adult learners.
3. Teacher-centered.	3. Learner-centered.
4. Passive and theoretical.	4. Active and experiential.
5. Focused on "right" and "wrong," encourages learners to find the one right answer to a problem.	5. Focused on "effective" and "ineffective." Encourages learners to explore many approaches to determine which answer will work in which situation.
6. Measure of achievement is grades and certificates.	6. Measure of achievement is what you are able to do more effectively in your life.
7. Can foster a sense of dependence on outside experts.	7. Can foster independence and self-reliance.

WORKSHOP LEARNING TECHNIQUES

+ Lecturettes

+ Readings

+ Large and Small Group Discussions

+ Small Group Tasks

+ Case Studies

+ Role-Playing

+ Simulations

+ Community Field Exercises

+ Success Analysis

+ Journals

OVERVIEW OF COMMUNITY FIELD EXERCISES

In the course of the workshop the trainees take part in three sessions with people from the training-site community. These three "community field exercises" give them a chance to practice the skills they are developing in a hands-on fashion. The three sessions include a general meeting with the community, a health survey, and a problem identification activity as follows:

Session 6 (Day III) Community Meeting Field Exercise

The trainees conduct a community meeting for 75 minutes in which they introduce themselves, the workshop, and the field exercises to the community and discuss with them the plans for the health survey. They discuss the purpose and value of the survey. Then they walk around the community to become more familiar with its physical setup.

Session 9 (Day V) Health Survey Field Exercise

The health survey is conducted by teams made up of two trainees and one member of the community as a counterpart. They visit two or three households or compounds and interview the occupants using the survey instrument or item 5 of Handout 7-1. The field exercise, which lasts three hours, aims at gathering data on the general health conditions of the community and is used in identifying some of its health problems. It also teaches a community member how to survey his or her own community.

Session 15 (Day VIII) Problem Identification Field Exercise

The trainees carry out a problem identification exercise with the community for three hours. They present the results of the health survey and use that information to help the community identify some of its health problems. They then help the community rank these problems in order of importance to its members.

A WORKING DEFINITION OF COMMUNITY PARTICIPATION

Participation and Community

Participation means joining with others to do something. The word is not used to describe someone working alone. The word "participate" means that more than one person is involved in achieving something. The word "community" comes from the word "common." A community is a group of people that has something in common, such as the place they live, the tribe or clan they belong to, the work they do.

Community Participation

Community participation describes a situation where people who consider themselves members of the same community join together to do something for the community. Community participation in development projects refers to a situation where as many community members as possible are actively involved in planning, carrying out, and evaluating the actions that the community is taking to solve its problems.

Community participation in developing a project does not mean that the project will not have any problems. But the solutions chosen by many people in the community are usually better than those chosen by just a few. Most important, experience in community participation makes the community more able to solve its own problems in the future. The community no longer has to depend on someone from outside to help it look at its problems and do something about them.

The ways in which members of a community can participate or work together are many. Some communities rely on traditional leaders such as a council of elders or a chief to make decisions for them. Others organize new means of making decisions such as village development committees or village health committees. Still other communities prefer not to develop a new organization but instead work through existing family and neighborhood groups.

For community participation to work, the way it is organized must fit in with the wishes and capabilities of the community. Where possible, rather than creating something new, community participation should be adapted to the organizations that already make decisions on behalf of the community. In development projects in many countries it is common for field-workers from outside the community to help the community participate in all stages of project development.

How can we begin to look at community participation? We can ask several basic questions:

1. Who has been participating? Men, women; old, young; different tribal, clans, or religious groups; traditional-minded, modern-minded people? Who is being left out?

2. What has participation been about? Water supply and sanitation, primary health care, agriculture, integrated rural development, etc.?

3. How has the participation been organized? Does the participation come immediately from the community members or does someone from outside the community have to get it started? If assistance is coming from outside the community, who is responsible and how is this assistance being organized?

A Working Definition of Community Participation

Looking at what has been said so far, we can come to a definition of "community participation" for use in this workshop:

1. We, as field-workers, can influence the amount and type of community participation in planning, carrying out, and maintaining water supply and sanitation projects. We can promote it by making things easier, organizing groups, and training community members.

2. Participation means involvement by the community in all aspects of the development of a project, from its very beginning to its very end. Providing materials and labor is not all there is to community participation.

3. Through community participation, we not only end up with water supplies, latrines, and improved health behaviors, we also end up with communities more capable of solving problems for themselves. We end up with communities that are less dependent on outsiders and the government.

4. When talking about community participation, we need to ask three basic questions: who is participating, what are they participating for, and how is the participation being organized?

GUIDE TO SESSION 3: PROMOTING COMMUNITY PARTICIPATION

Total time: 3.5 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation	10 minutes		A. Session 3 Objectives
2. Job Description of a Community Participation Promoter	Reading and Group Discussion	40 minutes	Handout 3-1: Job Description of a Community Participation Promoter	B. Summary Job Description
3. Analysis of the Job Description	Individual and Small Group Task	50 minutes	Handout 3-2: Job Description Worksheet	C. Instructions for Analyzing the Job Description
4. Importance of Job Activities	Group Presentations and Discussion	50 minutes		
5. Success Analysis	Discussion	20 minutes		D. Success Analysis Questions
6. Skills Inventory	Reading and Individual Task	20 minutes	Handout 3-3: Skills Inventory	
7. Wrap Up	Presentation	5 minutes		
8. Journals	Individual Task	15 minutes	Journals	

47

SESSION 3: Promoting Community Participation

Total Time: 3.5 hours

OBJECTIVES

By the end of the session the trainees will be able to

- define the field-worker's job in promoting community participation,
- identify the tasks needed to do the job, and
- analyze their current work in light of these tasks.

OVERVIEW

The purpose of this session is to examine the job of a field-worker in promoting community participation. This session builds on what the trainees have been taught about adult education and community participation in Session 2. The trainees are presented with a handout on the job description of a community participation promoter. They are asked to analyze each component of the job description according to their understanding of a field-worker's job. They analyze this job description in small groups. After this first small group experience in the workshop, the trainers ask them to examine how they worked together. In subsequent sessions, each group will continue to examine their effectiveness with the help of an observer. The session ends with the trainees reviewing and completing a skills inventory based on the job description.

The job description presented in this session is the basis for all the learning objectives in Workshops I and II. The workshops have been designed to improve the skills field-workers need to do the job described in <u>Handout 3-1: Job Description of a Community Participation Promoter</u>. The handout is based on the task analysis. The discussions of community participation and the tasks field-workers perform to promote community participation serve as a further introduction to the entire workshop. Skill practice in steps 5-11 of part I of the job description will occur in Workshop II.

PROCEDURES

1. <u>Introduction</u>   Time: 10 minutes

   Present an overview of the session in your own words and present the session objectives on <u>Flipchart A: Session 3 Objectives</u>.

   Indicate that in this session trainees will begin working with small groups and examining the effectiveness of group work in promoting community participation.

2. <u>Job Description of a Community Participation Promoter</u>   Time: 40 minutes

Provide a brief introduction to <u>Handout 3-1: Job Description of a</u>
<u>Community Participation Promoter</u>. Mention that it is based on the task
analysis developed when designing the workshop. It is the source of the
workshop goals and skills inventory. Distribute the handout and give the
trainees 20 minutes to read it. Tell them that the job description
covers materials for both Workshops I and II. They need to be aware that
they will cover steps 1-4 under part I and all the skills under part II.
(See Trainer Notes.)

After they have read the job description, ask them to turn to the last
page—the summary, which you have also written on <u>Flipchart B: Summary</u>
<u>Job Description</u>. Referring to the summary's list of the project cycle and
ongoing tasks and skills, lead a discussion and answer any questions.

3. <u>Analysis of the Job Description</u>   Time: 50 minutes

Give the following task instructions on <u>Flipchart C: Instructions for</u>
<u>Analyzing the Job Description</u> and distribute <u>Handout 3-2: Job Description</u>
<u>Worksheet</u>:

<u>Individual Task</u>

♦   Analyze the job description in Handout 3-1 in terms of
     your own job.

♦   Review the job description <u>point by point</u>. Turn to
     Handout 3-2, decide which of the categories described
     in letters a-d accurately reflects your own job.

♦   You have 20 minutes for this task.

<u>Group Task</u>

♦   Divide into small groups.

♦   Share and discuss your results with the others in your
     group.

♦   Determine which phases and tasks are most commonly
     accomplished and which are least commonly accomplished.

♦   Choose someone to report your overall results.

♦   You have 25 minutes for this task.

- 50 -

Present the task and make sure that the instructions are clear. Remind trainees that there are no right answers and they are not necessarily expected to be currently doing everything in the job description. Tell them that they will be working in small groups and should remember how to keep their group on task.

4. Importance of Job Activities   Time: 50 minutes

Ask each group to briefly report on what tasks are most commonly and least commonly accomplished.

The emphasis in the discussion should be to respond to the views of the trainees. If they see the value of all the tasks but are not carrying them out now, the discussion should center on how they can do these tasks or how the program can support their work. If they do not feel that the tasks are necessary or feel they are outside their job description, the discussion should center on the importance of the tasks and the value of this approach to community participation.

Remind the trainees that they will have skill practice in Workshop I in steps 1-4 of part I and all of part II of the job description. Steps 5-11 and part II will be practiced in Workshop II.

5. Success Analysis   Time: 20 minutes

Explain to the trainees that one of their responsibilities during the workshop and with communities is to work in and with small groups. Now that they have just finished discussing the content of their first group task, ask them to reflect on the process they used to accomplish the task by answering the following questions from Flipchart D: Success Analysis Questions.

Success Analysis Questions

1. What are some things you did in your groups that helped them move forward?

2. What difficulty did you have?

3. What can you do the next time to move forward?

After a brief discussion, explain that these three questions are part of a process called success analysis (introduced in Handout 3-1, pp. 6-7). This process will be used frequently throughout the workshop to analyze trainees' effectiveness in small groups. In later sessions, an observer in each group will analyze and report on the group process.

6. __Skills Inventory__   Time: 20 minutes

Before distributing __Handout 3-3: Skills Inventory__, explain that it is a tool for trainees to assess their own current skill levels. Emphasize that it will not be collected or shared with anyone else. It can be used by the trainees to chart their own skill development during the workshop and when they return to work. The inventory can also be used to help them identify their own learning needs and focus on those parts of the workshop which are most important for them.

Distribute the skills inventory and ask the trainees to take a few minutes to look it over without filling it out to see if they have any questions. Clarify any unclear points. Tell the trainees to start filling out the inventory. If they do not have time to complete it they can find some time during the mid-day break or evening to finish it.

7. __Wrap Up__   Time: 5 minutes

Summarize the conclusions reached about the job of promoting community participation and link them to the workshop design and schedule. Review the objectives for the session and note if they were achieved.

8. __Journals__   Time: 15 minutes

Briefly introduce the daily journal activity. In your own words, explain the reasons for taking 15 minutes at the close of each day to write in the journals. Make the following points in your brief presentation:

   ♦   It is necessary to take a little time whenever you are
       learning something new to think about and plan how you
       will apply it in your work.

   ♦   Two weeks is too long to wait before reviewing the
       entire workshop and thinking about how you can apply
       what you have learned.

   ♦   This workshop is covering a great deal of content
       (refer to the overall workshop goals). It is important
       to think about how to apply what you are learning on a
       daily basis.

   ♦   The journals provide, along with the handouts, a
       written document of the workshop. You will be able to
       refer to the journals when you are working to refresh
       your memories of what you learned.

Ask the trainees to take out the journals that were given to them in their welcome packages. Give the following task instructions:

- ◆ Spend a few minutes thinking about what you have learned today.

- ◆ In your journal, write how you would use what you have learned in your work.

Give a few examples of how some learnings might be applied and how you would write them down in a journal. Remind the trainees that the journals are their own records of how they would apply what they are learning. They do not have to share them with the other trainees or trainers if they do not want to, though some may be asked to volunteer to share theirs at the start of the morning session. Ask them if they have any questions. Tell them to spend the rest of this session to do the task. If they want to spend more time they are free to do so.

TRAINER NOTES

Handout 3-1 is a narrative description of the task analysis developed during the design of this workshop. This task analysis is based on certain assumptions about what is required of field-workers to promote community participation defined broadly as a potential end in itself—not just a means of achieving completed and maintained water supply and sanitation facilities. Unfortunately, many water supply programs have a limited view of community participation and do not encourage or expect their field-workers to involve the community in all problem-solving and project-planning activities.

It is very important to discuss these issues with the representatives of the program or programs sponsoring this workshop while planning and preparing for the workshop to find out if they are or will be supportive of this broader approach. There is no reason to train field-workers to do tasks which they are neither permitted nor given the time and resources to perform. The trainees themselves initially may not see the value of this broader approach to their job. If these issues are not resolved now, they may come up during the workshop.

MATERIALS

Handout 3-1: Job Description of a Community Participation Promoter

Handout 3-2: Job Description Worksheet

Handout 3-3: Skills Inventory

Flipchart A: Session 3 Objectives

Flipchart B: Summary Job Description

Flipchart C: Instructions for Analyzing the Job Description

Flipchart D: Success Analysis Questions

JOB DESCRIPTION OF A COMMUNITY PARTICIPATION PROMOTER

Promoting community participation is a large job. The promoter must help as many community people as possible to become actively involved in all parts of planning, carrying out, and evaluating the actions it takes to solve its problems. The promoter helps the community

+ to organize itself so as many people as possible can participate,

+ to train its members to participate, and

+ to make it easier for its members to participate.

Promoting community participation means helping the community become capable of doing for itself what the promoter could otherwise do for it. The promoter must transfer his skills to the community so that the community can learn to solve its problems on its own in the future. The job description prepared for this workshop describes everything a promoter must do to enable a community to plan, carry out and evaluate environmental health activities (and other activities which communities may wish to carry out). It consists of two parts:

+ Part I describes the steps a promoter must take to help the community learn to solve its own health problems. These steps follow a project cycle.

+ Part II describes the tasks a promoter must carry out on an on-going basis to help the community learn to follow the steps in part I. The promoter must prepare individuals in the community to follow these steps after he leaves.

Part I – The Step-by-Step Process of Developing Solutions to Community Problems

1. Initial Organizing

The promoter can help the community start a new organization if it wishes to do so or can help existing community organizations figure out how they can become more effective in promoting community participation. If the community has not had a committee before, or if existing committees or groups feel that they need training on how to better run their organization, then the promoter helps plan training sessions for the officers and selected members of the organization.

While working with community organizations, the promoter notes their strengths and weaknesses and judges how these might affect their ability to help the community. If a community organization is having problems, the promoter tries to help its members solve its problems themselves.

The promoter meets and gets to know informal community leaders to build up a working relationship with them.

2. Gathering and Analyzing Information on Community Conditions

The promoter helps the community collect information about the health conditions in the community and trains members of the community to help gather this information. The methods used might include making a map of the community, counting the number of people sick with different illnesses, asking people for information, watching what other people do, and recording conditions that are present in the community.

After the information has been collected, the promoter helps community members analyze it, present the results to the community, and discuss the meaning of the results.

3. Identifying Community Problems

The promoter trains members of the community or one of its organizations to understand and identify the community's problems. They start with the information about the health situation in the community which they gathered and analyzed in the previous phase. They learn how to put the problems that have been identified into order of importance, and they select one problem to be solved first by the community.

4. Analyzing Community Problems

The promoter helps the organization learn how to analyze the problem that has been chosen for action. The community members list and discuss everything that causes or makes the problem worse, as well as everything that might make the problem go away. The community members then decide which of these things they can do something about themselves with the resources available to them. The promoter helps the community members to list all the actions the community can take to do something about the problem.

5. Choosing a Plan of Action

Working from the list of actions developed in the previous phase, the promoter helps the community learn how to put together a plan of action to solve the chosen problem. Each action on the list is looked at to see whether it is technically feasible and affordable by the community. Each action is looked at to see exactly what people and materials are needed to carry it out and how much the action is going to cost during the next five years.

If necessary, the promoter can help community members get technical experts to come to community meetings and answer their questions and explain the important parts of a given plan of action. The community members learn how to choose which plan of action they are going to try by comparing how practical it is, its effects, and its cost compared to the other possible actions on their list. A final plan of action is prepared.

6. Making a Contract

Generally, the promoter is responsible for helping the community obtain resources so that it can complete the plan of action. The community learns how to make a contract between itself and the providing agency specifying what the community and agency will be responsible for doing, supplying, and maintaining.

7. Developing a Work Plan

The promoter helps the community members learn how to make a detailed work plan for the chosen plan of action. This work plan includes a clear statement of the final goal of the project and the objectives of each step in the work plan. The major steps in the plan are broken down into tasks. The community members discuss the people, materials, and time needed to complete each task. Based on these discussions, the community members put together a work calendar which clearly describes who and what have to be where and when and for how long.

If community members need to develop certain skills to be able to carry out tasks in the work plan, the promoter works with the community to plan when and how training will take place in time for the tasks to be completed on schedule.

8. Carrying Out the Project

The promoter helps the community members organize and supervise the work for the project. He helps the community members select and train a person to supervise the project and, if the project involves construction, a foreman to oversee the manual and technical work. The promoter sees to it that any required training of community members takes place on time and recommends who should be responsible for maintaining the finished system or providing ongoing support.

The promoter helps the community learn how to monitor the progress of the project according to the work plan and helps it learn how to solve problems as they arise so that the project gets completed as planned.

9.   Changing Health Behaviors

The promoter helps the community to learn how to get people to change
their health behaviors. They learn how to interview each other to find
the barriers that they might have to changing behavior (the barriers may
be social, money-related, or due to traditional beliefs). The promoter
models how to respect the ideas and beliefs of others and to work with
people of the opposite sex and with children. The promoter helps
community members to be imaginative in presenting information to people
through talks, asking questions, staging plays, using puppets, etc.

10.   Maintaining the Finished System

From the very beginning of planning the solution to the problem, the
promoter helps the community members consider what will be needed to
maintain the finished system and decide who is going to be responsible
for maintenance tasks, where the items that are needed to carry out
maintenance are going to come from, how they are going to be looked
after, how much they will cost, and how they will be paid for.

The promoter may help the community establish and run a revolving fund to
pay for basic maintenance and repairs. He helps train the maintenance
crew and makes sure that they are well supervised by the community.

11.   Looking at the Progress of the Project

The promoter helps community members to learn how to look at the progress
of the project both while it is being carried out and when it is
completed. The community members use "success analysis" (see item 7 in
part II) to identify what they are doing that is successful, what
problems have come up, and how they might best solve them. They also use
this information to plan the next project better.

Part II - <u>Ongoing Helping Tasks</u>

1.   <u>Preparing for Entry into a Community (Pre-Entry Tasks)</u>

When assigned to a new area, the promoter looks for any available information on the community to assist in developing a plan for entering the community. The information to look for should include:

- ◆   How is the community organized at present?

- ◆   What has happened in the community in the past in terms of development efforts; were they successful or unsuccessful and why?

- ◆   Who else has been working there who can provide information?

- ◆   What is the ethnic, religious, tribal, or clan make-up of the community?

- ◆   Is health, sanitation, cultural, or economic information available from the field-worker's agency or from another agency?

With this information, the promoter plans how to approach working with the community and prepares for his first meeting with community leaders.

2.   <u>Entering the Community</u>

Upon entering the community, the promoter first organizes a meeting with the official community leaders and other people who are influential in the community. During the meeting, the promoter presents a description of the services offered by the agency and the role that he expects to play in community development efforts. The promoter asks the leaders lots of questions and gets them to ask lots of questions in turn. The promoter starts to check the truth of any information he may have gathered before entering the community.

The promoter often asks the leaders to call a community meeting so that he can be formally introduced to the community. At that meeting, the promoter can begin to help community members to look at the community situation in an organized manner.

3. Continuing to Learn about the Community

The promoter is always looking for further information about the community because he needs to know as much as possible about its history, its health, its resources, its conflicts, its leaders, its neglected groups, its customs, etc. The longer the promoter works with the community, the more he should be discovering about how it works and who or what makes it work. Some of the information may be available only after some time.

4. Organizing Community Groups and Committees

The promoter is always working with community groups and committees to help them improve their skills in solving community problems. These may be general health problems or the problems people are having working together. If the promoter is working with a formal organization like a health committee, he helps some committee members to organize skills so that they can help the committee do its job.

The promoter is always on the lookout for new leaders, new ways to help them develop their skills, and ways to get the community to take on more responsibility for solving its problems.

5. Training Community Members

A primary task of the promoter is to transfer basic problem-solving and project-development skills to the community. This means that he has to be a skilled trainer, able to identify what skills the community members need and to plan and carry out training activities to help them develop these skills.

6. Facilitating or Making Tasks Easier

The promoter often works behind the scenes to make tasks easier for community members so they can improve their abilities to make decisions and plans and to carry them out by themselves. A major principle for the promoter is not to do anything for the community that the community can do for itself. The goal of the promoter is to work with the community until it is capable of identifying and planning its own solutions to its problems without help.

7. Analyzing Success

The promoter should constantly be evaluating his own and the community's activities by asking these questions:

♦ What have I (or we) done that was successful? Why was it successful?

- 60 -

♦   What problems did I (we) meet? How have I (we)
     overcome them?

♦   What problems do I (we) still have? What will I (we)
     do to overcome them?

The promoter should then be able to convince the community members of the
value of asking themselves the same questions after any major activity.

8.   Solving Problems

The promoter needs to solve the problems that occur in his work as well
as helping the community solve its problems. Some common problems which
arise in promoting community participation are

♦   how to build other people's trust,

♦   how to listen to other people,

♦   how not to upset people by being judgmental,

♦   how to help people make committee or public meetings work,

♦   how to identify and analyze a work problem that they have, and

♦   how to put together a personal work plan.

The promoter uses the same steps in solving problems that he teaches to
the community.

9.   Carrying Out Liaison Tasks

The promoter uses his position as the connection between the community
and outside resources to help the community find information or help from
other agencies and to inform other agencies of what is happening in the
community so that they can help the community with a broad range of
development activities.

10. Promoting Self-Sustaining Participation

The promoter works with the community from the very first day in such a
way as to enable it to take over when he leaves and continue to
participate in solving its problems. He does this by

♦   organizing the community to participate and working
     with the community organization to help it become
     strong and effective,

♦   training community members to do everything he has
     been doing with them,

+ facilitating their work so that tasks are easier and
the community is encouraged by its successes, and

+ helping existing and new leaders to take over his role
as the promoter of community participation.

Summary

The job description of a community participation promoter includes the
following categories of tasks which promoters both perform themselves and
train community members to perform.

The Step-By-Step Process of Developing Solutions to Community Problems

1. Initial Organizing
2. Gathering and Analyzing Information on Community Conditions
3. Identifying Community Problems
4. Analyzing Community Problems
5. Choosing a Plan of Action
6. Making a Contract
7. Developing a Work Plan
8. Carrying Out the Project
9. Changing Health Behaviors
10. Maintaining the Finished System
11. Looking at the Progress of the Project

Ongoing Helping Tasks

1. Preparing for Entry into a Community (Pre-Entry Tasks)
2. Entering the Community
3. Continuing to Learn about the Community
4. Organizing Community Groups and Committees
5. Training Community Members
6. Facilitating or Making Tasks Easier
7. Analyzing Success
8. Solving Problems
9. Carrying Out Liaison Tasks
10. Promoting Self-Sustaining Participation

JOB DESCRIPTION WORKSHEET

Please fill out this worksheet individually to compare your job to the job description of a community participation promoter. Next to each phase or task circle the letter corresponding to the statement that best describes the extent to which the task is part of your job.

Content

a	b	c	d
I do this as part of my job.	I don't do it, but I could take the initiative to.	I could do it with additional program support.	I don't do it and don't feel it should be a part of my job.

I. Phases of Developing Solutions

1. Initial Organizing   a   b   c   d

2. Gathering and Analyzing Information on Community Conditions   a   b   c   d

3. Identifying Community Problems   a   b   c   d

4. Analyzing Community Problems   a   b   c   d

5. Choosing a Plan of Action   a   b   c   d

6. Making a Contract   a   b   c   d

7. Developing a Work Plan   a   b   c   d

8. Carrying Out the Project   a   b   c   d

9. Changing Health Behaviors   a   b   c   d

10. Maintaining the Finished System   a   b   c   d

11. Looking at the Progress of the Project   a   b   c   d

Ongoing Helping Tasks

1.	Preparing for Entry into a Community (Pre-Entry Tasks)	a	b	c	d
2.	Entering the Community	a	b	c	d
3.	Continuing to Learn about the Community	a	b	c	d
4.	Organizing Community Groups and Committees	a	b	c	d
5.	Training Community Members	a	b	c	d
6.	Facilitating or Making Tasks Easier	a	b	c	d
7.	Analyzing Success	a	b	c	d
8.	Solving Problems	a	b	c	d
9.	Carrying Out Liaison Tasks	a	b	c	d
10.	Promoting Self-Sustaining Participation	a	b	c	d

SKILLS INVENTORY

Place a check in the appropriate column for each item.

Skill Categories	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well

1. ## Preparing for Entry in the Community

   ◆ Gather and analyze information about a community to
     assess its "readiness" to participate in a water
     supply and sanitation project.
   ◆ Develop a strategy for entering a community.
   ◆ Meet with government and other officials to clear the
     way for entry.
   ◆ Prepare materials for the initial meeting.

2. ## Entering the Community

   ◆ Initiate work in a community.
   ◆ Make a presentation to community leaders.
   ◆ Develop a dialogue with influential community members.
   ◆ Work with community leaders to organize a meeting.
   ◆ Check the truth of pre-entry information and adapt
     entry strategy.

3. ## Organizing

   ◆ Analyze existing community-level organizations to
     assess their ability to promote participation.
   ◆ Help community leaders select an appropriate
     structure.
   ◆ Help a newly formed committee get started (select
     members and officers, define its mission, adopt
     by-laws, train officers, etc.).
   ◆ Identify and work with informal leaders as well as
     formal leaders.
   ◆ Help the committee solve its problems.

	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well
Skill Categories				

4. Gathering and Analyzing Information

   + Map a community.
   + Enumerate households.
   + Take a sample.
   + Conduct an interview.
   + Make observations of the environment.
   + Compile data for analysis.
   + Analyze and interpret data.
   + Prepare community to do all of the above.

5. Training

   + Identify needed community skills.
   + Plan and prepare training activities.
   + Carry out training activities.
   + Monitor learning in progress.
   + Evaluate job performance after training.
   + Train community trainers.

6. Facilitating Participation

   + Work behind the scenes to make tasks easier.
   + Help solve problems before they become major obstacles to participation.
   + Get others to do things rather than doing them yourself.
   + Help others find their own answers and solutions to questions and problems rather than providing them yourself.
   + Train local facilitators to take over from you.

	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well

Skill Categories

7. Identifying Problems

- Define what "a problem" is.
- State a problem clearly.
- Choose criteria for putting problems in order of importance.
- Rank problems using these criteria.
- Choose a problem to work on based on this analysis.
- Help (train, organize, and facilitate) community members to do all of the above.

8. Analyzing Problems

- Describe a problem in detail.
- List and discuss everything causing the problem or making it worse.
- List and discuss everything lessening the problem.
- List and discuss the resources of the community.
- List all the actions which can solve or lessen the impact of a problem.
- Help (train, organize, and facilitate) community members to do all of the above.

9. Choosing a Plan of Action

- Get help from technical experts if necessary.
- Analyze whether an action is technically feasible.
- Analyze all the costs of such an action.
- Choose one plan of action by comparing different actions in terms of how hard they are to do, how costly they will be, and their effect on the problem.
- Help community members do all of the above.

Skill Categories	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well

10. Developing a Work Plan

- Define a goal for the plan of action.
- Break the plan into its component steps.
- Identify specific objectives for each step.
- Identify the tasks in each step.
- Decide on resources needed for each step or task (human, technical, material, financial).
- Organize the above on a work calendar.
- Plan training needed for community members (the human resources) to do their jobs.
- Help community members to do all of the above.

11. Carrying Out a Project

- Help community members organize and supervise project work.
- Help train project supervisor, work foreman, and anyone else needing training.
- Monitor progress of the project according to the work plan.
- Solve problems as they arise.
- Recommend people to be responsible for maintaining the finished system.
- Help community members to do all of the above.

12. Changing Health Behaviors

- Identify behaviors which need to be changed to solve health problems.
- Identify barriers to changing behaviors.
- Identify practices for proper use of new systems.
- Respect ideas and beliefs of others.
- Work well with people of the opposite sex and children.

	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well

Skill Categories

12. <u>Changing Health Behavior</u> (continued)

  ◆ Present information imaginatively.
  ◆ Generate and lead discussions through questions and imaginative presentations.

13. <u>Maintaining the Finished System</u>

  ◆ Identify maintenance tasks.
  ◆ Establish a maintenance schedule.
  ◆ Help community members organize a revolving fund.
  ◆ Select persons to perform maintenance tasks.
  ◆ Design and implement training for these tasks.
  ◆ Set up an inventory of spare parts.
  ◆ Set up and implement a monitoring system.
  ◆ Help community members to do all of the above.

14. <u>Analyzing Project Progress and Success</u>

  ◆ Analyze work success as well as problems.
  ◆ Establish a system based on "success analysis" to analyze the progress of a project.
  ◆ Analyze your own work success and problems.
  ◆ Identify an unresolved problem to solve.
  ◆ Help community members do all of the above.

15. <u>Promoting Self-Sustaining Participation</u>

  ◆ Help form and strengthen community organizations.
  ◆ Transfer all skills to community members.
  ◆ Help the community successfully solve problems by facilitating its work so that it is encouraged to solve other problems on its own.
  ◆ Help leaders develop in the community to take over promoting community participation.

GUIDE TO SESSION 4: ENTERING A COMMUNITY

Total time: 4 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 4 Objectives
2.	Entry Problems and Needs for Information	Group Task	20 minutes		
3.	Information Sources	Brainstorming	15 minutes		
4.	Pre-Entry Tasks	Presentation and Discussion	30 minutes	Handout 4-1: Pre-Entry Tasks	B. Pre-Entry Tasks
5.	Entry Tasks	Lecturette	20 minutes	Handout 4-2: Entry Tasks	
6.	Entry Tasks	Group Discussion	20 minutes	Handout 4-3: Skills, Knowledge, and Attitudes Needed to Enter a Community	
7.	Preparation for Entry Simulation	Presentation and Small Group Task	45 minutes	Handout 4-4: Role-Playing Instructions	C. Simulation Teams D. Simulation Schedule E. Instructions for Entry Simulation
8.	Entry Simulation	Role-Playing and Discussions	60 minutes	Handout 4-5: Entry Simulation Observer Guide	
9.	Entry Problems	Group Discussion	20 minutes		
10.	Wrap Up	Presentation	5 minutes		

SESSION 4: Entering a Community

OBJECTIVES

By the end of the session the trainees will be able to

* identify the tasks they need to perform before entering a new community,

* identify the kinds and sources of information they need before entering a new community,

* identify the tasks performed when entering a community,

* identify the skills, knowledge, and attitudes needed to accomplish these tasks,

* develop, implement, and analyze an entry strategy, and

* describe some of the problems which may arise when starting to work in a community.

OVERVIEW

Field-workers need to gather, check, and analyze information about the communities in which they are about to start work before and during their entry into them. They use this information to plan an entry strategy which can help guide their first meetings with community members. They may also need to meet with program administrators, local government officials, traditional leaders, and other field-workers before entering the community for the first time.

The purpose of this session is to introduce and discuss the tasks field-workers need to perform before and during their entry into a community. The session focuses on what information field-workers need to plan an entry strategy and where they can find it. The session starts with a discussion of the problems field-workers often encounter when starting work in a community and how to avoid such problems. Trainees learn what tasks must be performed when entering a community and what skills, knowledge, and attitudes are needed to perform them successfully. They apply what they learn in a simulation in which the trainees alternate roles as field-workers and community members.

PROCEDURES

1. <u>Introduction</u>   Time: 5 minutes

    Present the overview of the session in your own words and review the session objectives on <u>Flipchart A: Session 4 Objectives</u>.

2. <u>Entry Problems and Needs for Information</u>   Time: 20 minutes

    Provide an example of the kind of problem a field-worker might encounter when starting work in a community. The problem should be caused by misinformation or a lack of information about the community, for example, not knowing that a community had a strong existing health committee.

    Ask the trainees to recall some of the problems they have encountered. On a flipchart, make a list of the problems identified by the group. After you have recorded six to eight problems, go back to the list and write the kind of information which could have helped the field-worker avoid or resolve the problem.

    After a few problems have been shared and recorded, review the lists. Concentrate on the kind of information needed before entering a community. Ask the trainees to add any information needs they can think of to the list. The list should include, though it need not be limited to, the following:

    ◆   community demographics,

    ◆   the health of the community,

    ◆   the social structure of the community,

    ◆   its organizational structure,

    ◆   its prior experience with community development and
        health projects,

    ◆   the names of people who are currently working or who
        have worked in the community, and

    ◆   cultural characteristics and behaviors (if the culture
        is different from that of the field-workers).

3. <u>Information Sources</u>   Time: 15 minutes

    Briefly brainstorm and list on a flipchart the available sources of information.

4. <u>Pre-Entry Tasks</u>   Time: 30 minutes

    Briefly point out that it is the task of field-workers to gather, check, and analyze information about the community before they start work so that they can plan an entry strategy. Distribute <u>Handout 4-1: Pre-Entry Tasks</u> and ask the trainees to read it.

Make the following key points using <u>Flipchart B: Pre-Entry Tasks</u>:

- Emphasize that information

  - ♦ needs to be checked with more than one source,
  - ♦ should be consistent with other information, and
  - ♦ needs to be confirmed by observation and questions in the community.

- Explain that in addition to gathering and checking information, field-workers often have to do the following before entering a community:

  - ♦ analyze or make sense out of the information,
  - ♦ plan an entry strategy based on the information,
  - ♦ prepare any materials needed in their first meetings, and
  - ♦ pay courtesy visits to local officials.

- Explain that information can be analyzed by asking questions such as:

  - ♦ What does this information mean?
  - ♦ Why is it important?
  - ♦ What should I do differently because of it?

5. <u>Entry Tasks—Lecturette</u>   Time: 20 minutes

Deliver a lecturette based on <u>Handout 4-2: Entry Tasks</u>. Distribute Handout 4-2 and use a flipchart to note important points as you deliver the lecturette.

  - ♦ Field-workers must introduce themselves to community leaders in a careful, appropriate manner. First impressions can set the tone for the rest of the work.

  - ♦ Field-workers must clearly present the purpose of their work in the community. The leaders need to understand what to expect from the field-worker and the program. Unrealistic expectations can lead to major problems.

♦ Field-workers need to meet as many influential people in the community as possible. These meetings need to be set up and often need to be approved by the community leaders.

♦ Field-workers have to make sure that the information they were given before arriving in the community is correct. They also need to verify the first bits of information they gather in the community to make sure that their entry strategy is based on correct information.

♦ Field-workers have to work with the community leaders to call, hold, and evaluate the first general community meeting.

♦ Field-workers may want to organize a community structure such as a village health committee to promote the participation of the broadest possible range of community members, if such a committee does not already exist.

♦ Field-workers will have to prepare the community for its role in gathering information about itself and its health problems. This may include informing community members of their responsibilities, training them to perform the tasks required of them, and arranging for the food and lodging of any outsiders who might take part in the community analysis.

♦ Entering a community is not a one-day affair. It may take several visits or weeks living in the community.

Provide an example of these tasks from your own experience and your knowledge of the program or similar programs in the country. Ask for clarification when you are done.

6. <u>Entry Tasks Discussion</u>   Time: 20 minutes

Ask the trainees to give you examples of the skills, knowledge, and attitudes field-workers need to be able to accomplish entry tasks successfully. After a brief discussion, distribute <u>Handout 4-3: Skills, Knowledge, and Attitudes Needed to Enter a Community.</u> Ask trainees to read it and to ask questions if any parts are unclear.

7. <u>Preparation for Entry Simulation</u>   Time: 45 minutes

Explain the structure of the entry simulation by referring to <u>Flipchart C: Simulation Teams</u>:

Team   I: Water supply and sanitation promoters starting
             work in Mabonto

Team   II: Mabonto community leaders

Team III: Water supply promoters starting work in San Pedro

Team   IV: San Pedro community leaders

Point out that everyone will be playing roles in simulations of meetings between promoters and community leaders. All four teams will be given instructions on how to play their roles. They will have 35 minutes to read the instructions and develop strategies for accomplishing their objectives. The simulations will be played in two rounds. In the first round, Team I will hold a meeting with Team II. Teams III and IV will observe the simulation. After a brief discussion of what happened in the first round, the second round will begin. In the second round, Team III, will hold a meeting with Team IV while the other teams observe.

Explain the schedule of the simulation to the trainees on <u>Flipchart D: Simulation Schedule</u>.

1.	All teams read role-playing instructions and plan strategies	35 minutes
2.	Round I of simulation (Team I visits Team II)	15 minutes
3.	Discussion of Round I	15 minutes
4.	Round II of simulation (Team III visits Team IV)	15 minutes
5.	Discussion of Round II	15 minutes
6.	Final discussion	25 minutes

If there are no questions about the structure of the simulation, ask the groups to prepare their strategies. Present the following instructions on <u>Flipchart E: Instructions for Entry Simulation</u>.

   ♦   Read your role instructions.
   ♦   Discuss your objectives for the upcoming meeting.
   ♦   Develop a strategy to accomplish your objectives.

You will have 35 minutes to complete the task.

Divide the trainees into the four groups and give each group only the instructions for its role from Handout 4-4: Role-Playing Instructions. It may work better to have the trainees with the most field experience playing the roles of the community leaders (Teams II and IV). This will put more realism into the roles of the community leaders and provide a greater learning experience for the less experienced trainees.

8.   Entry Simulation   Time: 60 minutes

Ask Team I to finalize its strategy, and Team II to set up a space in which they, as community leaders, can receive the group of promoters. They may want to put chairs in a circle for everyone, or just provide chairs for the elders while everyone else sits on the floor—whatever is most realistic in their culture.

While Teams I and II are preparing for the simulation, distribute Handout 4-5: Entry Simulation Observer Guide to Teams III and IV and briefly review it with them. Make sure that they understand their tasks as observers. Explain that they will be asked to comment on what they see during the discussion.

Have Teams I and II play their roles for 15 minutes. Stop the simulation after 15 minutes and thank the trainees for their efforts. Lead a 15-minute discussion of what happened in the simulation by posing the following questions:

- ◆   Ask the observers:

    a.   What did you see that caused a problem?
    b.   What did you see that solved a problem?
    c.   What skills, knowledge, and attitudes did you see working?
    d.   What skills, knowledge, and attitudes did you see lacking?

- ◆   Ask the project promoters to describe what they wanted to accomplish.

- ◆   Ask the community leaders of Mabonto what they wanted to happen.

- ◆   Ask everyone to identify the problems the promoters faced. List these problems on a flipchart.

Thank all trainees for their comments. Then repeat the procedure for Teams III and IV. After the discussion record on a flipchart the answers of Teams I and II to the last question above. Save both lists of problems for the next step.

9. <u>Entry Problems</u>   Time: 20 minutes

Lead a discussion of the problems which can arise during the initial
contacts between a field-worker and a community. Review the two lists of
problems the promoters faced in Mabonto and San Pedro. Ask the trainees
how they would resolve or try to avoid these problems.

The simulation is designed to raise two different problems. Mabonto is
divided, with half of its leaders opposed to the chief and his support
for a latrine construction project. San Pedro wants a road more than a
water supply project. In both cases, the field-workers will have to
identify the problems confronting them and adapt their strategies
accordingly during their meetings. Some of the learnings which can come
out of this exercise are as follows:

   ◆   Field-workers need to be able to adapt a strategy in
       order to obtain their objectives.

   ◆   Field-workers have to continually gather information
       during entry to verify what they have learned prior to
       entry and during their first meetings.

   ◆   Communities are not always in total agreement on
       issues.

   ◆   Communities have multiple development needs.

   ◆   Field-workers have to solicit community views and not
       just present and clarify information—promoting
       community participation requires dialogue, not
       lectures.

Conclude by relating the points made in this discussion to the skills,
knowledge, and attitudes field-workers need in order to successfully
perform their entry tasks.

10. <u>Wrap Up</u>   Time: 5 minutes

Summarize the learnings from the session and review the session
objectives. Link these learnings to the objectives for the next session.

-79-

MATERIALS

Handout 4-1: Pre-Entry Tasks

Handout 4-2: Entry Tasks

Handout 4-3: Skills, Knowledge, and Attitudes Needed to Enter a Community

Handout 4-4: Role-Playing Instructions

Handout 4-5: Entry Simulation Observer Guide

Flipchart A: Session 4 Objectives

Flipchart B: Pre-Entry Tasks

Flipchart C: Simulation Teams

Flipchart D: Simulation Schedule

Flipchart E: Instructions for Entry Simulation

PRE-ENTRY TASKS

Field-workers often have difficulty starting work in communities they are entering for the first time. Some of these difficulties are caused by mistakes made by the field-workers due to a lack of information about the community and what it expects from them. To prevent these problems field-workers should take the time to gather, check, and analyze information about the community before entering it and should use that information to plan an entry strategy to guide their first visits to the community.

The following are some common tasks field-workers perform before entering a community for the first time:

1. Gathering information about the community's

    ♦   population (age, sex, occupation, etc.),

    ♦   health,

    ♦   social structure (leaders, groups, income differences),

    ♦   organizations,

    ♦   prior experiences with health and/or other development projects, and

    ♦   culture (especially if it is different from the field-worker's).

    Information is obtained from:

    ♦   program officials,

    ♦   other people who are working or have worked in the community, and

    ♦   local government officials.

2. Verifying the information gathered by comparing it with other sources of information.

3. Analyzing the information by asking these questions:

    ♦   What does it mean?

    ♦   Why is it important?

    ♦   What should I do differently because of it?

4.   Planning an entry strategy based on the information.

     ◆   Listing the community leaders to be contacted first.
         How will you contact them? What will you say to them?

     ◆   Listing other influential people and groups. How will
         you contact them? What will you say to them?

     ◆   What information do you need to check? What new
         information do you need to gather? How will you do it?

     ◆   What formal community organizations exist? How will
         you work with them?

     ◆   Do you want to speak to a general community meeting?
         How should it be organized? What should you say?

5.   Preparing materials to help you explain yourself when making
      presentations and to stimulate discussion.

6.   Identifying any local officials to whom you should pay courtesy
      visits before entering the community and meeting with them.

ENTRY TASKS

Field-workers perform the following tasks when they first enter a community:

- ♦ Meeting community leaders.

- ♦ Presenting the purpose of the program and explaining the field-workers' responsibilities.

- ♦ Arranging meetings with other influential persons.

- ♦ Checking that the information about the community obtained during pre-entry and initial meetings is correct, and revising the entry strategy if it is not.

- ♦ Working with community leaders to call, hold, and evaluate community meetings.

- ♦ Starting the organization of a community-level structure such as a health committee, if it does not already exist.

- ♦ Preparing for a community health survey by

  - informing the community of its responsibilities,
  - training community members, and
  - arranging food and lodging for outsiders if needed.

SKILLS, KNOWLEDGE, AND ATTITUDES NEEDED TO ENTER A COMMUNITY

• Skills
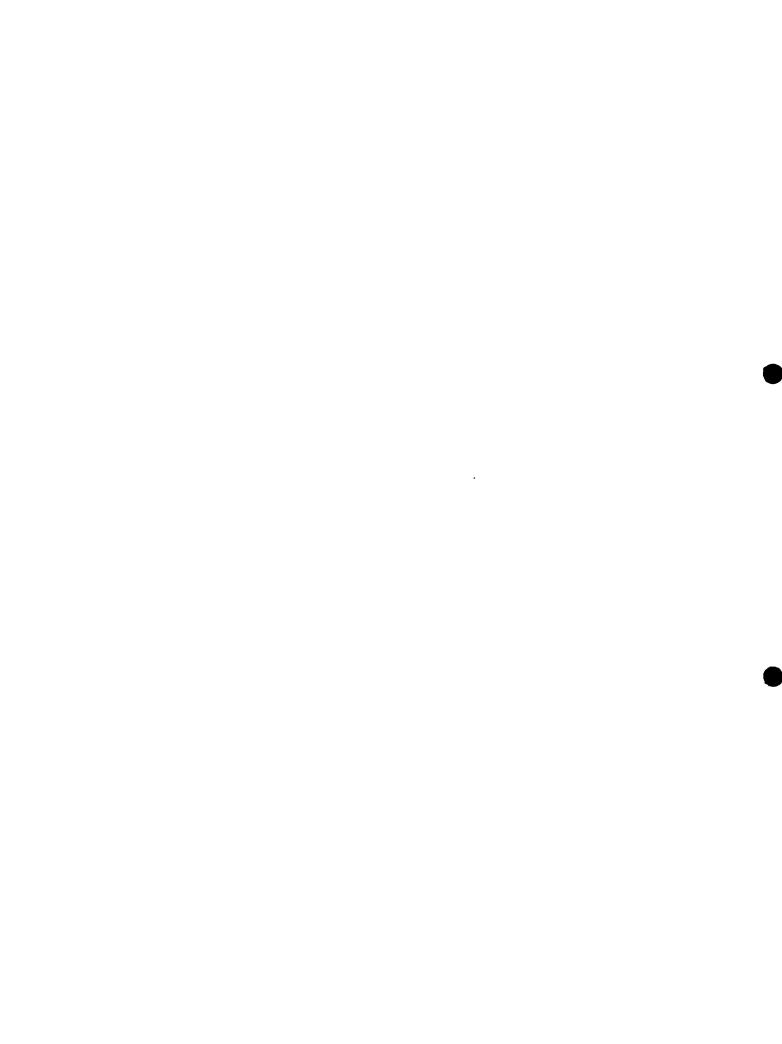
- Initiate work independently.
- Identify influential community members.
- Lead small and large group discussions.
- Work with others to organize and run meetings.
- Assess the best organizational structure for a community.
- Analyze a community and its health problems.

• Knowledge

- Know inappropriate cultural behaviors (such as eating out of a common dish with one's left hand).

- Understand the social structure of the community.

- Be aware of the community's previous experience in development projects.

- Know what organizations exist or have existed in a community.

• Attitudes

- Show respect for community leaders and members.
- Show respect for cultural norms.
- Be friendly, open, and honest.
- Be diligent and thorough.

ROLE-PLAYING INSTRUCTIONS

Team I: Mabonto Promotion Team

Your water supply and sanitation project promotion team has just started work in Mabonto. A previous water supply program drilled a well in Mabonto ten years ago and installed a pump. The pump is still working and providing clean potable water. Mabonto has been selected for latrine construction by the program because of its success in maintaining the well and pump.

At your first meeting with the village chief and council of elders, the chief supported the idea of involving the community in the planning and carrying out of a latrine construction project. However, two of the elders said that the village needed another well rather than latrines. When asked why, they said that just one well did not provide enough water for everyone. The two other elders supported the chief's view that everyone had enough water and that the village now needed latrines. Your program's survey data supported this view: even in the dry season the well could provide 20 liters of water per person per day, but diarrhea was still a major problem for children and typhoid fever and dysentery were common among all ages. The well was visible from the chief's veranda as it is located in his yard and women and children could be seen pumping water into buckets during the meeting.

The chief has agreed to call a meeting of all the community leaders to discuss setting up a village health committee to work with your promotion team in organizing the latrine construction project. The meeting is scheduled for your next visit to Mabonto. At your last team meeting you agreed on the following objectives for the meeting with community leaders.

♦   Draw out their ideas about the need for latrines.

♦   Explain what the program has to offer to help them
    construct the latrines.*

♦   Set a time for a general community meeting to explain
    the project and organize the health committee.

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* The program will provide technical assistance for the team over a period of six months, loans to start a revolving fund to purchase cement which will be transported to the village free of charge, and a bank of construction tools needed to dig the latrines. If the community constructs over 30 latrines, they can keep the tools; if not, they must return them to the program. The community must provide labor, sand, gravel, water, and local materials for the enclosure around the latrine. The loan will be repaid as individual householders pay a fee for the latrine slab.

Team II: Mabonto Leaders

You are community leaders of Mabonto. The chief has asked you to meet with a team of water supply and sanitation project promoters to discuss setting up a village health committee to work with them in promoting latrine construction in the community. Mabonto has been selected for the project because of its success in maintaining a pump and well installed ten years ago by a different government program. A latrine project representative visited Mabonto two months ago at the height of the harvest, spoke to the chief and the dispensary nurse, checked the well, and decided that Mabonto had an adequate source of water but needed improved waste disposal.

You are divided as a group. Some of you are related to the chief and have unlimited access to the well that is located in his front yard. Your families have enough water, and the women do not have to walk far to the pump. You support your chief and do not want to oppose his wishes to cooperate with the promotion team. You are not sure you want a latrine or would use it, but if the chief tells you to do it, you will.

Some of you are opposed to a latrine project at this time because you feel strongly that Mabonto needs a second well more than latrines. Your families are not in the chief's extended family and live at the other end of the village from the chief's compound. You were never consulted by the well drillers ten years ago and have never approved of the well being in the chief's yard. The chief has maintained that pump and repaired it when it was broken, but he often limits access to the pump to only certain hours of the day. It is closer for the women in your families to pull water from the stream behind your houses than to walk across the village to the well. You want a well drilled in your part of Mabonto. After the well is completed you would be willing to talk about latrines.

Team III: San Pedro Promotion Team

Your water supply promotion team has just started work in San Pedro, a small farming community in the eastern hills. The residents earn most of their money from their coffee plantations. They are good farmers: they know how to use available agro-chemicals and have good land, but the size of their crop and earnings are limited because they have to carry their coffee on their donkeys to the market town 15 miles away. They can only grow as much as they can transport to market during the harvest season.

San Pedro has neither wells nor a piped water supply system. The hills above town are full of springs and several feed streams that flow through the plantations down past San Pedro into the river in the valley. The residents get their water from these streams. They usually pull their water from the small, clear streams above town, and wash themselves and their clothes in the larger stream below the town. Despite their sanitary behavior, diarrhea from dysentery is endemic, especially among the young children, and several die from it each year. There is also a high incidence of typhoid fever among adults. Two years ago when there was a typhoid epidemic in the eastern hills, San Pedro was hit hard by it and many people were very ill and quite a few died.

The people of San Pedro were polite to the team during the general meeting and listened to their presentation on the needs for improved water supply. They agreed to instruct the village development committee to set up a health subcommittee to work with the team. While the community was polite, they did not seem to be too interested in a water supply project and did not ask a lot of specific questions about the presentation. But the team came out of the meeting pleased that the community had agreed to set up the subcommittee and work with them. The team agreed to try to obtain the following objectives in their upcoming meeting with the village development committee.

- Organize a health subcommittee.

- Discuss who should be on the subcommittee and how they would be formally elected.

- Get a better idea of how interested people are in a water supply project and whether it has to be linked to a health education program.

Team IV: San Pedro Leaders

You are the members of the San Pedro Village Development Committee. You have been asked by the community at its last general meeting to meet with a team of promoters from the Regional Water Supply Program to establish a health subcommittee to work with the team on improving the village's water sources.

While no one is opposed to improving the community's water supply, it is not your priority project. There is enough clean water year round in the spring-fed streams flowing down from the hills above the village. People know that they should pull the water from the streams where they flow through the coffee plantations in the hills above the village, and not to take it from the areas below the village where people bathe and wash their clothes. But the community meeting accepted the promoters' argument that many of the health problems in the village were due to drinking bad water and agreed to instruct the Village Development Committee to set up a subcommittee to work with them.

You hope that you may be able to trade off cooperation (perhaps just token cooperation) with the water supply promoters for help in your most important need -- the construction of a road from the village to San Lorenzo, the market town 15 miles away down the valley. Most of the people in San Pedro earn what little money they can from growing coffee. They are good farmers and have good land, but they have to carry their coffee to market on their donkeys. They could produce a lot more coffee if they could send it to the market by truck, but there is no road from the village to the market town. If the promotion team can help you build the road, you would be glad to help them get the community involved in improving the water supply system.

ENTRY SIMULATION OBSERVER GUIDE

Your role in this simulation is that of an observer.

♦ Listen and watch carefully.

♦ Write down the <u>specific</u> things that the promoters <u>do</u> and <u>say</u> that seem to <s>cause problems</s>, and the specific things they <u>do</u> and say that seem to <u>solve</u> problems.

♦ Look at the list of skills, knowledge, and attitudes from Handout 4-3. During the simulation, write down the skills, knowledge, and attitudes that you observe

    – that seem to be working well and

    – that seem to be lacking.

GUIDE TO SESSION 5: PREPARATION FOR THE COMMUNITY MEETING FIELD EXERCISE

Total time: 3.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 5 Objectives
2.	Purpose and of the Community Meeting Field Exercise	Presentation	40 minutes	Handout 5-1: Objectives for Community Meeting Field Exercise Handout 7-1: Sample Community Analysis Questionnaire	
3.	Planning for the Community Meeting	Small Group Task	60 minutes		B. Instructions for Planning Community Meeting
4.	Review and Revision of Plans	Group Presentation and Discussion	45 minutes	Handout 5-2: Role of the Observer	
5.	Helping Groups Do Their Work	Presentation and Discussion	45 minutes	Handout 5-3: Helping Groups Do Their Work	C. Instructions for Evaluating Group Work
6.	Wrap Up	Presentation	5 minutes		
7.	Journals	Individual Task	10 minutes	Journals	

SESSION 5: Preparation for the Community Meeting Field Exercise

Total Time: 3.5 hours

OBJECTIVES

By the end of this session the trainees will be able to

* develop, review, and revise strategies for conducting the community meeting and

* identify the kinds of activities that help a group move forward.

OVERVIEW

The purpose of this session is to prepare for the first community field exercise. Trainees work in small groups to develop plans for the exercise based on their own experiences and on the main points in the previous session on entering a community. They review these plans in the larger group and revise them as needed. Trainees also analyze their small group process with the help of an observer to build their group work skills.

As mentioned in the introduction to this manual, it is preferable to work with two communities, thereby providing more diversity and less crowding of the trainees in any one community.

PROCEDURES

1. **Introduction**   Time: 5 minutes

   Briefly state the overview in your own words and link it to Session 4. Present the objectives on Flipchart A: Session 5 Objectives.

2. **Purpose and Structure of the Community Meeting**   Time: 40 minutes
   Field Exercise

   Present a short explanation of the purpose and structure of the community meeting field exercise to be held the next day. Explain that the community meeting, like the other two field exercises during the workshop, is a chance for the trainees to practice some of the skills they are developing with an actual community. The communities, which have already been briefed about all the field exercises, have chosen to participate in them to learn some new skills themselves but also to help the workshop trainees improve their skills. It is therefore a time for the trainees to try new techniques and approaches to doing their jobs.

Provide some basic information on the community (e.g., demographics, ethnic make-up, past experience with community participation, etc.).

Explain that the field exercise is structured

♦   to meet four specific objectives (which will be
    presented in a moment);

♦   to last 2.5 hours (plus travel time);

♦   to be run by the trainees (they will be divided into
    four work groups, two in each community or all four in
    one community);

♦   to allow time after the community meeting for the
    trainers and trainees to return to the classroom to
    review how well the meeting went. The entire session,
    including travel time, will last 5 hours.

Distribute Handout 5-1: Objectives for Community Meeting Field Exercise
and review the objectives of the community meeting field exercise:

♦   Provide an opportunity for the trainees and community
    members to meet one another.

♦   Clarify the purpose and structure of the workshop and
    community field exercises.

♦   Gain an understanding of the value of a health survey
    and what it consists of.

♦   Meet the community counterparts and clarify their
    roles in the health survey.

Explain that the community meeting field exercise prepares for two subsequent field exercises. The first of these is Session 9: Health Survey Field Exercise (to be conducted on Day V). This exercise is structured to provide the trainees with practice conducting a health survey and training a community member to assist in conducting a health survey. The trainees and community members will work as teams and will conduct two or three household surveys in the course of two hours using questions drawn from the program or sample survey questionnaire. The findings of the survey will be compiled and analyzed by the trainers and trainees and presented to the community during Session 15: Problem Identification Field Exercise.

Distribute Handout 7-1: Sample Community Analysis Questionnaire and ask the trainees to look it over, particularly question 5. They need to have a general familiarity with it so they can explain it during the community

meeting. Allow 10 minutes to look it over and five minutes for any questions. Do not spend too much time discussing it since it will be dealt with fully in Session 7.

Point out that at the close of the community meeting everyone should understand what is expected of him or her on Day V. You may want to assign workshop trainees to their survey teams before the general meeting so that each pair of trainees can meet with their community counterparts at the close of the meeting.

Repeat that the trainees will be divided into four work groups. Explain that you will spend the rest of the morning discussing how to accomplish the objectives and how to run the meeting.

3.   <u>Planning for the Community Meeting</u>   Time: 60 minutes

Help the full group of trainees to develop plans for accomplishing the four objectives of the community meeting. Emphasize that community meetings are an important means of promoting community participation. As promoters, they want to encourage discussions and active participation among the people at the meeting. Their strategies should be consistent with their general approach to working with the community. Long speeches and presentations will mean that the community members are only asked to listen. Their strategies should attempt to generate discussion.

Divide the trainees into four small groups to plan the meeting, based on their experience and skills. Tell them that each small group will be assigned one objective. If you are working in two communities, then each group will have two objectives to plan for.

The following times should be allotted to each part of the meeting.

1.	Introduction and opening	(20 minutes)
2.	Purpose and structure of workshop	(20 minutes)
3.	Health survey	(25 minutes)
4.	Counterparts	(25 minutes)

Present the following instruction using <u>Flipchart B: Instructions for Planning the Community Meeting</u>:

♦   Determine how your work group will implement or carry out its objective.

♦   Decide who will implement what part of your plan.

♦   Refine the approach you will use to lead a discussion.

♦   Take 50 minutes to prepare your plan for a report to the full group.

Explain the instructions to the trainees before they divide into their groups. Explain that they should try to develop an implementation plan that allows as many members of their work group as possible to take part in running the community meeting.

Tell the trainees that one member of each group will be assigned as an observer to watch how the group works together. The purpose of the observation is to help trainees become more knowledgeable about how groups work and how to help groups be more effective.

At this point ask one person in each group to be the observer. When the four observers have been identified, explain that one trainee will be designated as observer in most of the small group sessions for the rest of the workshop. Distribute <u>Handout 5-2: Role of the Observer</u>, explain it, and ask if there are any questions.

Have the trainees form their work groups and start on the task. Monitor their work and keep them informed of the time.

4. <u>Review and Revision of Plans</u>   Time: 45 minutes

Ask a representative from each group to briefly present the group's implementation plan. After each presentation, ask the following questions:

* Will the group's plan accomplish the objectives for that part of the meeting?

* Will the plan promote the active participation of community members at the meeting?

* Does the plan allow for the fullest participation of as many group members as possible?

* Will the discussion questions have the desired effect?

After all the groups have reported and their presentations have been reviewed, suggest how the separate groups will link their part of the meeting to the next so that the meeting will flow smoothly. Give the groups a few minutes to revise their plans based on the discussions. Tell them they can use some time after the end of the session to finalize their plans if necessary.

5. <u>Helping Groups Do Their Work</u>   Time: 45 minutes

After the presentations give each group the following instructions on Flipchart C: Instructions for Evaluating Group Work:

- Each person writes down:

    ♦   what people said or did that helped the group move forward and

    ♦   what the group needs to do to be more effective at working together (5 minutes).

- The observer adds his or her observations (5 minutes).

- Write these observations on a flipchart (10 minutes).

Ask the groups and the observers to present their evaluations of the group process. Help them be specific about their observations and their plans to move forward and encourage them to avoid the tendency to criticize each other or themselves by focusing instead on positive behaviors. Then, point out that in adult learning workshops, as in promoting community participation, it is best to get everyone to participate in group discussions and tasks. The more people participate, the more everyone in the group learns and the stronger the group commitment to the agreements. Promoting this participation and keeping the group on task are two important ways of helping groups do their work.

People who work with groups often refer to two kinds of activities that take place in groups. They are called "task activities" and "maintenance activities."

<u>Task activities</u> are group activities that help the group to stay aware of its objectives and move it toward accomplishing them. When the group becomes distracted from task activities, it cannot reach its objectives. An individual may take over and carry out the tasks for the group, but the benefits of group action are lost.

<u>Maintenance activities</u> are group activities that make group members feel good about taking part in the group's work. If groups don't maintain themselves, participation declines and the group often cannot finish its work. Maintenance activities are especially important for groups which need to stay together for long periods of time.

Distribute Handout 5-3: Helping Groups Do Their Work. Ask the trainees to read it and answer any questions. Lead a discussion of the handout by asking the following questions:

+ What are some examples from the group work of task activities? Maintenance activities?

+ Which task activities were not carried out?

+ Which maintenance activities were not carried out?

Make the point that effective groups are capable of carrying out all of these activities at some point.

Tell the trainees that the trainers are also responsible for monitoring small group activities throughout the workshop and will intervene at times to make a suggestion or observation. The trainers expect the trainees to see to it that their group accomplishes the tasks given to them so that they can get the most out of the workshop. The trainees may want to keep this handout available so they can refer to it when their small groups are not working as well together as they might.

At this point, make sure the observers understand that their work as observers is complete. They are to participate fully in the field exercise as group members.

6. Wrap Up   Time: 5 minutes

Close by reviewing the main points discussed in the session.

Return to the session objectives and see if they have been met. Make sure everyone is clear on meeting places and times for the field exercise. Confirm transportation arrangements where necessary.

7. Journals   Time: 10 minutes

Ask trainees to note in their journals the major thing they learned today.

MATERIALS

Handout 5-1: Objectives for Community Meeting Field Exercise
Handout 5-2: Role of the Observer
Handout 5-3: Helping Groups Do Their Work
Handout 7-1: Sample Community Analysis Questionnaire
Flipchart A: Session 5 Objectives
Flipchart B: Instructions for Planning a Community Meeting
Flipchart C: Instructions for Evaluating Group Work

OBJECTIVES FOR COMMUNITY MEETING FIELD EXERCISE

The overall purpose of the community meeting is to introduce the trainees to the training-site community and discuss the work that they will be doing together during the workshop. Emphasis is given to describing the health survey field exercise and planning how to conduct it together.

The specific objectives for the community meeting are as follows:

1. Provide an opportunity for the trainees and community members to meet one another.

2. Clarify the purpose and structure of the workshop and community field exercises

3. Gain an understanding of the value of a health survey and what it consists of.

4. Meet the community counterparts and clarify their roles in the health survey.

ROLE OF THE OBSERVER

The purpose of using an observer during small group work is to

* help the groups be more effective in achieving their assigned tasks and

* develop skills for helping people in community groups work better together.

The role of the observer is to note down

* what people say and do in the group that helps the group move forward and

* what the group needs to do to improve the way it works together.

During group work in this workshop the designated observer should sit outside of the group without speaking or participating. When the group's task has been completed, group members will be asked to reflect on the group process. Then the observer, relying on notes taken during the group session, will share his or her observations with the other group members.

In making observations it is important to be factual and explicit. Judgments and opinions are not helpful. For example, a statement such as "Mohamed was very nice to people in the group, which was very helpful" does not provide factual and explicit information. Instead, his behavior may be described as follows: "When Mohamed told Anna that he supported her suggestion for starting the community meeting, he encouraged her and the others to build on that suggestion, thereby helping the group move forward." Another example: the suggestion, "We need to listen to each other" is not specific enough to help the group. Rather, the suggestion should be a plan focusing on behaviors: "The group needs to select a leader who will make sure every person who wishes to is allowed to speak and that others in the group are attentive when a person is speaking."

HELPING GROUPS DO THEIR WORK

Group members can help their groups do their work more effectively by using the following techniques from time to time as they are needed.

<table>
<tr><td align="center"><u>Task Activities</u></td><td align="center"><u>Maintenance Activities</u></td></tr>
<tr>
<td>1. <u>Initiator</u>: Proposing tasks, goals or actions; defining group problems; suggesting a procedure or ideas for working.</td>
<td>1. <u>Harmonizer</u>: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.</td>
</tr>
<tr>
<td>2. <u>Informer</u>: Offering facts; expressing feelings; giving an opinion.</td>
<td>2. <u>Gate Keeper</u>: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that permit sharing remarks.</td>
</tr>
<tr>
<td>3. <u>Seeker</u>: Asking for facts and feelings; questioning or asking for clarification of values related to the discussion; asking for suggestions or ideas.</td>
<td>3. <u>Encourager</u>: Being friendly, warm, and responsive to others; indicating by facial expressions or verbally the acceptance of others' contributions.</td>
</tr>
<tr>
<td>4. <u>Clarifier</u>: Interpreting ideas or suggestions; defining terms; clarifying issues for the group.</td>
<td>4. <u>Compromiser</u>: When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying a point of view in the interest of group cohesion or growth.</td>
</tr>
<tr>
<td>5. <u>Summarizer</u>: Pulling together related ideas; restating suggestions; offering a decision or conclusion for the group to consider.</td>
<td>5. <u>Norm Explorer</u>: Suggesting or testing explicit or implicit norms; checking whether group is satisfied with its behaviors or procedures.</td>
</tr>
<tr>
<td>6. <u>Consensus Tester</u>: Asking to see if the group is nearing a decision; testing a possible conclusion.</td>
<td></td>
</tr>
</table>

GUIDE TO SESSION 6: COMMUNITY MEETING FIELD EXERCISE
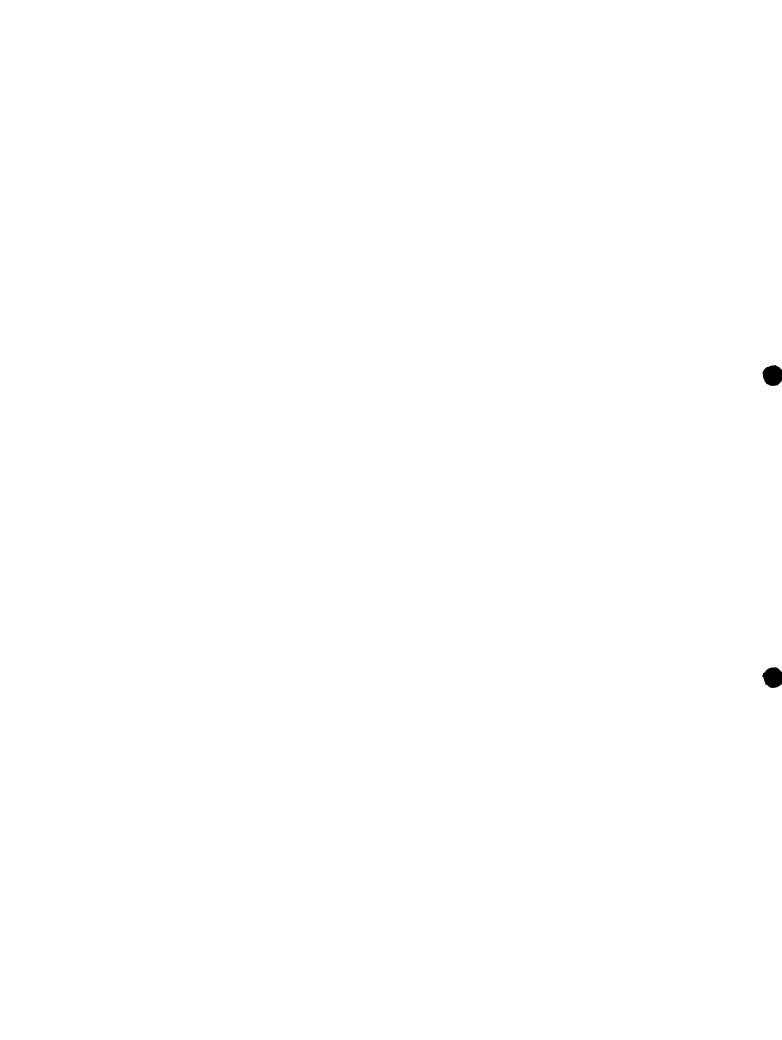
Total time: 5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	10 minutes		A. Session 6 Objectives
2.	Travel to Community Meeting Site	Travel	5-20 minutes		
3.	Community Meeting	Field Exercise	90 minutes	(to be developed by trainers and participants as appropriate)	
4.	Walk around the Communities	Survey Teams	45 minutes		
5.	Return from Community Meeting Site	Travel	5-20 minutes		
6.	Evaluating the Effectiveness of Community Meeting Plans	Full Group Discussion	20 minutes		B. Community Meeting Objectives
7.	Evaluating the Implementation of Community Meeting Plans	Group Task	55 minutes		C. Instructions for Evaluating the Community Meeting
	LUNCH				
8.	Presentations of Evaluations	Group Presentations and Discussion	55 minutes		
9.	Wrap Up	Presentation	5 minutes		

SESSION 6: Community Meeting Field Exercise

<div align="right">Total Time: 5 hours</div>

OBJECTIVES

By the end of this session the trainees will be able to

+ lead a discussion and clarify information at a community meeting,

+ solicit the commitment of community members to help conduct a community health survey, and

+ analyze the effectiveness of a community meeting.

OVERVIEW

This session provides the trainees with an opportunity to practice leading a discussion at a community meeting. The purpose of the community meeting is to introduce the trainees to the community and to discuss the two upcoming field exercises with emphasis on the health survey. (In Session 5 the trainees developed strategies and implementation plans for accomplishing the objectives of the meeting.)

The community meeting, like all the three workshop field exercises, should be explained to community leaders and members prior to the start of the workshop. Community members should be aware of the role of the field exercises in the workshop, what they can expect to get out of the field exercise, and their responsibilities for making the exercises successful. It is important for the trainers to make sure that the trainees understand that the field exercises have been set up to be learning experiences for them with the full approval and cooperation of the community. The trainees should understand that it is all right for them to take risks and even make mistakes for the sake of learning new approaches and developing new skills.

The meeting will last 90 minutes and will be run entirely by the trainees. Before the meeting ends it should be clear when the trainees should meet with their community counterparts. Ideally, the counterparts should be invited to the last hour of Session 8 to plan the next field exercise. After the meeting, the trainees will have 45 minutes to walk around the community with their community counterparts.

After the community meeting, the trainees will return to the classroom to analyze the effectiveness of their plans and how they were implemented. They will examine the behaviors which help and hinder running an effective meeting and discuss what they learned from the experience. The session will close with a chance to record in their journals how they will apply what they have learned.

PROCEDURES

1. <u>Introduction</u>   Time: 10 minutes

Present the overview to this session in your own words. Point out that the entry tasks needed to organize such a meeting were carried out by the trainers before the start of the workshop. Present the session objectives on <u>Flipchart A: Session 6 Objectives</u>.

2. <u>Travel to Community Meeting Site</u>   Time: 5 to 20 minutes

The total time of this session is based on 20 minutes travel time. If you do not need the full 20 minutes for travel, the time saved can be added to breaks or to review in the classroom.

If no suitable training site can be found with a participating community within 20 minutes of the classroom and the travel takes longer than 20 minutes, the session will have to be extended. Do not take time away from any of the procedures.

Every effort should also be made to make the community aware of the workshop schedule and the need to start the community meetings and activities on time. A member of the training staff should reach the communities a half hour before the trainees if at all possible to let the community leaders know that the trainees are on their way and to prepare for their arrival.

3. <u>Community Meeting</u>   Time: 90 minutes

The trainees should conduct the meeting based on the plans developed during Session 5. If it is required or if the community wishes, the meeting can be opened by a community notable and/or one of the trainers. In that case, be sure to schedule time for such an official opening in addition to the 90 minutes.

Observe the meeting carefully so that you can help the trainees evaluate it back in the classroom, or inform the community leaders of problems which they should resolve. Keep the trainees aware of the time they have allotted to each group if they are not monitoring the time well themselves. Allow the trainees to run the meeting even if they have a little trouble or make a few mistakes. If a major problem arises which they cannot handle, then the trainer should intervene and straighten things out before returning the direction of the meeting back over to the trainees.

Before the end of the meeting, make sure that arrangements are made for community counterparts to join the trainees in the last hour of Session 8 to go over the health survey questions. If that is not possible, the time and place should be set for the start of Session 9: the Health Survey Field Exercise.

Close the community meeting by thanking everyone and expressing the hope that trainees and community members alike now understand what they will be doing together during the next two field exercises. Remind everyone of the date and time for the health survey field exercise, and express your wish that the community members who have volunteered to conduct the survey with the trainees will be on time so their teams can start work on time. Thank the heads of the households which have agreed to be interviewed for their cooperation.

4. <u>Walk around the Communities</u>   Time: 45 minutes

At this point, trainees can walk around the community, preferably in groups of two, accompanied by their community counterpart, to get an idea of the community's layout and to meet some more people.

5. <u>Return from Community Meeting Site</u>   Time: 5 to 20 minutes

See Procedure 2 above.

6. <u>Evaluating the Effectiveness of Community Meeting Plans</u> Time: 20 minutes

Briefly review the schedule for the rest of the session. Point out that the trainees will first analyze the effectiveness of their plans, then return to their work groups to analyze how well they implemented the plans and deduce helpful and hindering behaviors to share with everyone in the final step. The session will end with time for the trainees to write in their journals.

Write the four objectives (from Handout 5-1) on <u>Flipchart B: Community Meeting Objectives</u>. Ask the trainees to take a couple of minutes to think about how effective their plans were for accomplishing each objective, and then to write down a number from 1 to 5 rating the effectiveness of the plan, with number 1 being "not at all" and number 5 being "completely." After the trainees have rated the effectiveness of the plans for accomplishing each objective, have one of the trainers record about ten ratings on a flipchart for each objective. The other trainer should add up the ratings and divide by the number of trainees to come up with the average rating for each objective.

7. <u>Evaluating the Implementation of Community</u>   Time: 55 minutes
   <u>Meeting Plans</u>

Present the following task on <u>Flipchart C: Instructions for Evaluating the Community Meeting</u>:

✦   Return to your work groups and answer the following questions for how well you accomplished your objectives.

   –   What did we do that contributed to our success in accomplishing our objective?

- What did we do that contributed to our problems in accomplishing our objective?

- What could we have done differently to make our plans more effective?

♦ Make a list of the kinds of things you did which helped you obtain your objectives and the things that hindered you.

♦ Take 50 minutes to analyze the part of the meeting your group was responsible for and record on a flipchart responses to the questions above.

Make sure that the task is clear. Emphasize that the task is in two parts. The first part is the group's analysis of how well they implemented their plans and accomplished their objectives for their part of the meeting. The second part of the task is to come up with a general list of behaviors that helped them attain their objectives and the behaviors that hindered them from attaining their objectives. Give an example of a helping or hindering behavior that you noticed during the community meeting to help explain the task.

Ask the trainees to return to their groups and start work. Monitor their work to check that they are on the task and aware of the time. When they have completed their lists, have them post them on the wall.

Groups should break for lunch at this point and make their presentations after lunch.

LUNCH

8. <u>Presentations of Evaluations</u>   Time: 55 minutes

Review the posted flipcharts:

♦ Lead a discussion of helping and hindering behaviors.

♦ Concentrate on the major points of agreement.

♦ Note significant points made by one group but not the others.

♦ Ask for clarification of unclear points.

Finish the discussion by asking the following questions:

- ♦ Why is it so important to engage the community in a discussion during a community meeting?

- ♦ What are some of the most important things to remember when planning or leading a group discussion at a community meeting?

9. <u>Wrap Up</u>   Time: 5 minutes

Close the session by summarizing the major items learned, reviewing the objectives, and linking the session to the next one. Mention that it is very helpful for field-workers to learn to share and listen to constructive comments about their work as they did in their work groups. In this way field-workers obtain information about how others see their work, and this helps them work effectively with others. In the communities to which field-workers are assigned they will probably not have co-workers; therefore, they will have to find community people who will provide them with assessments of their work.

MATERIALS
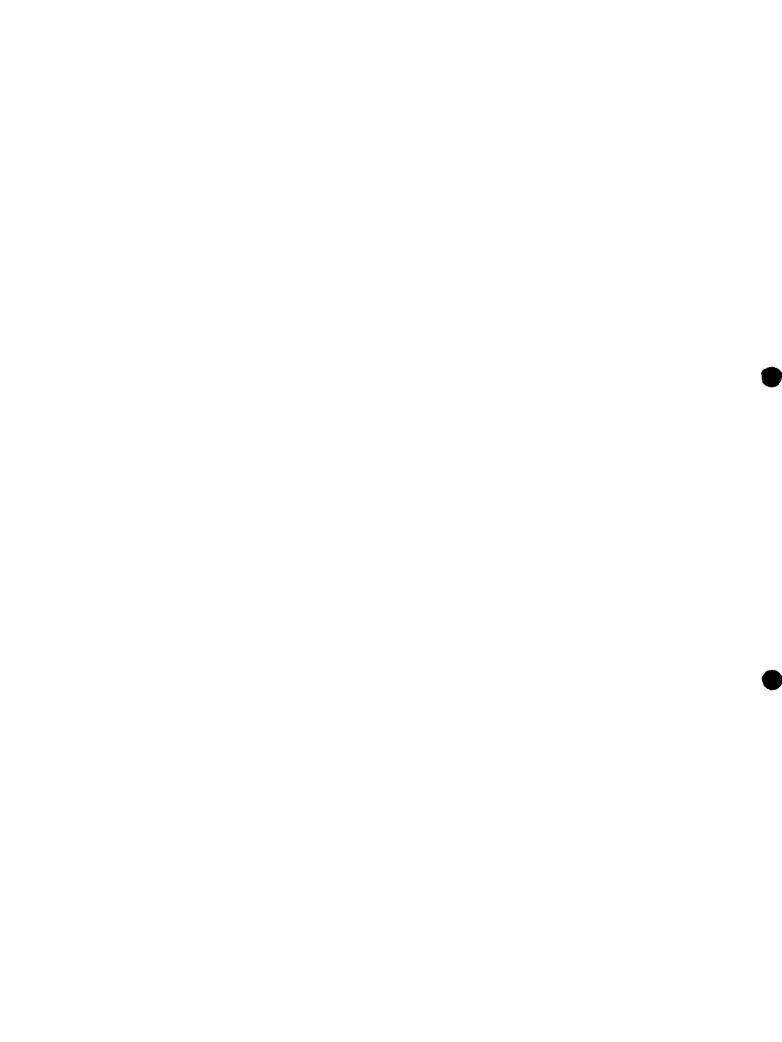
Flipchart A: Session 6 Objectives

Flipcharts B: Community Meeting Objectives

Flipchart C: Instructions for Evaluating the Community Meeting

Materials to be developed by trainers and trainees as appropriate for community meeting presentations and discussions.

GUIDE TO SESSION 7: COMMUNITY ANALYSIS

Total time: 2.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Brainstorming and Presentation	5 minutes		A. Session 7 Objectives
2.	Gathering Information on a Community	Brainstorming and Discussion	20 minutes		
3.	Introducing the Survey Questionnaire	Reading and Discussion	30 minutes	Handout 7-1: Sample Community Analysis Questionnaire	
4.	Adapting the Survey Questionnaire	Small Group Task	60 minutes	Handout 5-2: Role of the Observer	B. Instructions for Adapting the Survey Questionnaire
5.	Recommendations for Improving the Survey Questionnaire	Group Discussion	20 minutes		
6.	Wrap Up	Presentation	5 minutes		
7.	Journals	Individual Task	10 minutes	Journals	

- 117 -

SESSION 7: Community Analysis

Total Time: 2.5 hours

OBJECTIVES

By the end of this session the trainees will be able to

- identify the kinds of information which field-workers and the community need to gather and the ways of obtaining that information and

- use a survey instrument.

OVERVIEW

Gathering and analyzing information about communities are major tasks of field-workers. They need the knowledge gained through a community analysis to plan their work and provide baseline data on the community. Field-workers must prepare community members to analyze their community and its problems and assist the community in carrying out this task.

This session contains discussions of the need for community analysis, the kinds of information to be gathered, how, when and by whom, and how to structure and use a survey questionnaire. If the sponsoring program has a standard survey instrument it should be used in Procedure 3. If not, Handout 7-1: Sample Community Analysis Questionnaire can be substituted.

PROCEDURES

1. Introduction   Time: 5 minutes

   Open the session by reviewing what was said about community analysis in the job description. Ask the trainees why it is important to conduct a community analysis and review the various reasons. Present the overview in your own words and the session objectives on Flipchart A: Session 7 Objectives.

2. Gathering Information on a Community   Time: 20 minutes

   Ask the trainees what they observed walking around the community. Use this as a lead-in to the next activity about information that needs to be gathered.

Using four flipcharts to record their responses, have the trainees brainstorm responses to each of the following questions:

- What information needs to be gathered?
- How can such information be gathered?
- By whom should it be gathered?
- When should it be gathered?

Discuss each question before going on to the next.

Make the point that a community analysis for an environmental health program should include information on the community's

- demographics and structure,

- capacity to actively participate in developing projects,

- health problems,

- environmental health facilities, and

- available resources for solving its problems.

A variety of data-gathering methods are available to communities. They include observation and mapping, surveying, sampling, conducting open-ended interviews, and asking follow-up questions. Once enough information is gathered it must be analyzed so that the community can make sense out of it. An example of a survey questionnaire is attached as Handout 7-1: Sample Community Analysis Questionnaire.

3. <u>Introducing the Survey Questionnaire</u>   Time: 30 minutes

Ask trainees to turn to the survey instrument used in the program sponsoring the workshop or Handout 7-1. (See Trainer Notes on how to use a program survey instrument in this exercise.) Ask trainees to briefly reread the survey questionnaire individually and answer the following questions:

- Does the survey form provide the information we need?

- Can it be used by community members as well as field-workers?

Ask the trainees for some general recommendations for improving the survey questionnaire. Record their recommendations on a flipchart.

4. Adapting the Survey Questionnaire   Time: 60 minutes

    Present the following task instructions on Flipchart B: Instructions for Adapting the Survey Questionnaire.

    *   In small groups, review question 5 of Handout 7-1.

    *   Identify local names for common diseases or conditions.

    *   Add any common diseases or conditions not listed.

    *   Reword the questions to make them more useful.

    *   List questions you will need to ask community members to finish revising the questionnaire.

    You will have 40 minutes to complete the task.

    Explain that question 5 is the only part of the questionnaire that will be used in Session 9: Health Survey Field Exercise and later in Session 15: Problem Identification Field Exercise. Check that the instructions are clear.

    Divide the trainees up into small groups and have them start on their task. Monitor their work and keep them informed of the time.

    Assign observers for each group, making sure that the assigned trainees are not the same as were assigned in Session 5. Refer them to Handout 5-2. Give them 10 minutes at the end of this procedure to share their notes with their group.

5. Recommendations for Improving the Survey Questionnaire   Time: 20 minutes

    Ask for examples of recommendations developed in the groups for improving question 5 of the survey instrument. Record the recommendations on a flipchart. At the end of the discussion ask the trainees to summarize their major learnings from this exercise.

    Ask the observers for their comments on how the groups worked as a team.

6. Wrap Up   Time: 5 minutes

    Summarize the learnings from the session and review the session objectives, linking to the next session.

7.   <u>Journals</u>   Time: 10 minutes

       Ask trainees to write what they learned today in their journals.

TRAINER NOTES

What trainees learn will have more of an impact on their work as field-workers
if the workshop is adapted to reflect as much as possible the reality of their
jobs. If the sponsoring program has developed a standard community analysis or
health survey instrument, it would be beneficial to use it in Procedures 4 and
5 so that the trainees can review the survey questionnaire they are expected
to use and perhaps develop suggestions for improving it or for adapting it so
that it can be used by community members as well as program staff. Using the
program's survey instrument would allow the trainees to clarify their
understanding of how to use this specific tool and teach them how to design
and adapt survey instruments in general.

If the program's survey instrument is very long and complicated, it might be
better to use only one section of it. If no survey instrument exists in the
program, use the sample instrument attached as Handout 7-1 and emphasize how
to redesign or adapt it to meet local program needs. The procedures in this
section are written for the sample questionnaire. They will need to be adapted
if the program's instrument is used.

MATERIALS

Handout 7-1: Sample Community Analysis Questionnaire

Handout 5-2: Role of the Observer

Flipchart A: Session 7 Objectives

Flipchart B: Instructions for Adapting the Survey Questionnaire

SAMPLE COMMUNITY ANALYSIS QUESTIONNAIRE

Introduction to the Questionnaire

The following sample questionnaire is designed for use by field-workers and community people to gather information about a community and its health and sanitary conditions. It is written to be used by field-workers and the community members with whom they are working as part of an effort to promote the active participation of the community in developing village health projects.

The questionnaire is made up of eight sections according to the information being gathered:

1. Community map.

2. Basic demographic information.

3. Structure of the community.

4. Community organizations and their roles in village development.

5. General health conditions.

6. Water sources and use.

7. Waste disposal.

8. Resource inventory.

How to Use the Questionnaire

The questionnaire is included in the trainers guide as a handout for Session 7 to provide a survey instrument to study if the program sponsoring the workshop does not have a standard survey form in use by its field-workers. It can also be used for comparison or to supplement the program's instrument.

The questionnaire should be used if none other is available in Procedures 3, 4, and 5 of the session and to gather data on the health conditions of the community during Session 9: Health Survey Field Exercise.

In actual use in the field, this questionnaire can be used by field-workers and community members to gather the information they require to identify and analyze their health problems and plan actions to resolve them. The information asked for in the questionnaire can be gathered through observation, direct interviews, and conversations over the course of several weeks or months. While using the actual form requires literacy, asking most of the questions in the form and reporting responses back to an enumerator does not. Field-workers should encourage community members to participate in gathering this data whether they can read or not.

1. <u>Community Map</u>

The first step in gathering valuable information on the community is to draw a community map. The quality of the drawing is not important. A rectangle can represent a house or other building. How pretty the map is is not as important as how accurate. Use a large enough piece of paper to allow everything on the following list to be included on the map. If the community is very large break it up into geographical quarters and map each quarter. Including a legend on the map to describe what a box or rectangle stands for, or what certain colors mean, can be very helpful.

The following physical structures should be included on the map:

- all homes (identify by name of head of household),

- all other buildings (identified by what they are used for),

- standpipes, wells, springs, rivers, and other sources of water,

- latrines and other places for disposing of human wastes,

- roads and major paths,

- sites for solid waste disposal, and

- all other significant sites that can be seen and easily identified.

Carefully prepared community maps can provide a great deal of valuable information. For example, they can tell a field-worker

- the number of households;

- where important people live;

- who lives next to whom (are they related?);

- how many households have latrines;

- what services exist in the community, such as schools, churches, government offices, community centers, stores, markets, bars, etc.;

- what sources of water exist; and

- other valuable information.

2. Basic Demographic Information

Basic information about the number of people in the community and their sex, age, and occupations can be very helpful in understanding a community's health problems and how it can solve them. The information has to be gathered through a thorough survey of all the households in the community. In some communities several households live together in one compound and the data can be recorded for each compound rather than for each household.

In all household surveys, the persons asking the questions should be polite and explain why they are gathering the information and who has approved, or is responsible for, the survey. After an appropriate introduction and explanation the field-worker should ask the following questions:

a. What is your name? _____ Male ___ Female ___

b. How old are you? _____

c. Are you now married?   Yes _____   No _____

d. How many children do you have?
   - under 5 years old _____   Boys _____   Girls _____
   - from 5 to 15 years old _____   Boys _____   Girls _____

e. How many other women live in this household?
   - 15 to 24 years old _____
   - 25 to 34 years old _____
   - 35 to 44 years old _____
   - over 45 years old _____

f. How many other men live in this household?
   - 15 to 24 years old _____
   - 25 to 34 years old _____
   - 35 to 44 years old _____
   - over 45 years old _____

g. What kinds of work are done by the people who live in this household? _____

   _____

   _____

If the households are numbered on the community map, note the number of the household: _____ if not, describe the location of the household:_____

---

3. Structure of the Community

Field-workers need to know about the social structure of the community in order to promote its participation. Communities are made up of a variety of groups. How well these groups get along has an important influence on how well the entire community can work together to solve its health problems. The specific questions to ask any community will depend on its own social structure. If the community is composed of one ethnic group but several clans, the field-worker will want to know who belongs to what clan. If the community is all of the same ethnic group but made up of several religions he or she will want to know what religion people practice. The basic structure can be determined through informal conversations. Individual affiliations can be found out during the household survey. The following information should be obtained before surveying each household.

a. What different ethnic groups live in the community?_____

b. What clans or lineages make up the community?_____

c. What religions do people practice?_____

d. What languages are spoken in the community?_____

e. Who are the most influential men in the community? What position do they hold, or why are they influential?

_____

_____

_____

_____

_____

_____

_____

_____

f. Who are the most influential women in the community? What
    positions do they hold, or why are they influential?

    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____
    _____

During the survey of each household, the following questions should be
asked:

a. Which tribe (clan, lineage groups) do you belong to?_____

b. What other tribes (clans, lineage groups) do people in your house-
    hold belong to? (List name and number of people belonging to each
    one.

    _____
    _____

c. What religion do you practice?_____

d. What other religions are practiced by people in your household?
    (List the name of the religion and number of people practicing
    it.) _____

    _____

e. What language do you speak at home?_____

f. What other languages are spoken by people in your household? (List
    language and number of native speakers.)_____

    _____

g. Who do you consider to be the most influential men in the community? What position do they hold, or why are they influential? _____

_____

_____

_____

_____

_____

h. Who do you consider to be the most influential women in the community? What position do they hold or why are they influential?

_____

_____

_____

_____

_____

_____

4. <u>Community Organizations and Their Roles in Village Development</u>

Field-workers need to know something about the existing organizations in a community and the roles they have played in local development efforts. These organizations may be formal or informal, traditional or modern, open to everyone or tied to one group. It is important to identify all the organizations and know how many people belong to them, who their leaders are, how much influence they have, and what they have done in previous development efforts. The following questions can be asked during informal conversations and during the household survey.

a. What organizations exist in the community?_____

_____

_____

_____

b. How many people belong to each organization? (List the organization and number of members.)_____

_____

_____

_____

c. Who is in charge of this organization, or to whom should I talk about the organization? (List organization and name and position of person in charge.) _____

_____

_____

_____

d. For how long have the above organizations existed in the community? (List organization and time.) _____

_____

_____

_____

e. What organizations have been most involved and helpful in recent community development efforts? What did they do? (List the name of the organization and what it did for each specific development effort.)

♦ Development effort #1 _____

Organization	What it did
_____	_____
	_____
_____	_____
	_____
_____	_____
	_____

♦ Development effort #2 _____

Organization	What it did
_____	_____
	_____
_____	_____
	_____
_____	_____
	_____

◆ Development effort #3 _____

<u>Organization</u>   <u>What it did</u>

_____   _____

_____   _____

_____   _____

_____   _____

f. With which organization would you be most willing to work on a
    community project if they asked you to help?_____

    _____

g. With what other organizations would you be willing to work?_____

    _____

    _____

5. <u>General Health Conditions</u>

    Field-workers and the community members with whom they are conducting
    this community analysis need to know about the general health conditions
    in the community to be able to identify the health-related problems
    facing the community. While some information may be obtainable from
    health professionals, it is usually necessary to gather most information
    during the household survey. When asking questions about health, water
    use, and waste disposal, field-workers must explain why they are asking
    the questions and what will be done with the information. It is also
    necessary to discuss all of this in words people can understand. The
    following questions should be asked of each household.

    a. Have any of the children in this household or compound been sick
        in the last two weeks?

        Yes _____   No _____   (If "No," skip to Question 4.)

b. Please tell me what these illnesses are or were:

                        <u>Local Term</u>   <u>Medical Term</u>   <u>Other Terms</u>
        Child a)*   _____
        Child b)   _____
        Child c)   _____

        * No names needed

(Other information should be included on a separate page and attached here. Follow-up questions should be asked to find out what other words are used for the illnesses: "What other words are used to describe the kind of illness the first child has or had?" "Does this term have any other meaning?"

c. How sick were the children? (Check appropriate response.)

	Just a little	Moderately	Badly
Child a)	_____	_____	_____
Child b)	_____	_____	_____
Child c)	_____	_____	_____

d. Have any of the adults in this house or compound been sick in the last two weeks?

Yes _____ No _____ (If "No," skip to Question 9.)

e. Please tell me what these illnesses are or were:

	Local Term	Medical Term	Other Terms
Adult a)			
Adult b)			
Adult c)			

(Other information should be included on a separate page and attached here. Follow-up questions should be asked for other terms: "What other words are used to describe the kind of illness the first adult has or had?" "Does this word have any other meaning?"

f. How sick were the adults? (Check appropriate response.)

	Just a little	Moderately	Badly
Adult a)	_____	_____	_____
Adult b)	_____	_____	_____
Adult c)	_____	_____	_____

g. For every disease mentioned below as troubling people in the community, the number of people affected and how badly should be listed.

			Local Term	Few	Some	Most	Not Badly	Badly
a) Malaria:	Yes ___	No ___	_____	__	__	__	__	__
b) Infant diarrhea:	Yes ___	No ___	_____	__	__	__	__	__
c) Intestinal worms:	Yes ___	No ___	_____	__	__	__	__	__
d) Cholera:	Yes ___	No ___	_____	__	__	__	__	__
e) Schistosomiasis:	Yes ___	No ___	_____	__	__	__	__	__
f) Guinea worm:	Yes ___	No ___	_____	__	__	__	__	__
g) Tuberculosis:	Yes ___	No ___	_____	__	__	__	__	__
h) Trachoma:	Yes ___	No ___	_____	__	__	__	__	__

(To be filled in before interview)

i) _____	Yes ___	No ___	_____	__	__	__	__	__
j) _____	Yes ___	No ___	_____	__	__	__	__	__
k) _____	Yes ___	No ___	_____	__	__	__	__	__

Other   Local Term

l) _____	Yes ___	No ___	_____	__	__	__	__	__
m) _____	Yes ___	No ___	_____	__	__	__	__	__
n) _____	Yes ___	No ___	_____	__	__	__	__	__

(Information on local terms should be obtained before proceeding.)

h. Let's talk a little about diarrhea.

What do you think might cause this disease?_____

_____

How could someone prevent this disease?_____

_____

How do you treat this disease?_____

_____

i. What about worms?

What might cause this disease?_____

_____

How do you prevent and treat worms?_____

j. And what about _____? (Other common diseases related to sanitation.)

What might cause it?_____

_____

How could it be prevented?_____

_____

k. If someone in your household got diarrhea or worms, who in the community would you turn to for advice or help? (Optional.)

Name _____ Title or Relationship _____

Who else might you turn to who knows about these things?

Name _____ Title or Relationship _____

Anyone else?

Name _____ Title or Relationship _____

6. <u>Water Sources and Use</u>

Field-workers need to know where people get water throughout the year, what they use it for and what they know about the cleanliness of the water in order to help the community solve any health problems which may be related to contaminated or insufficient water. The following questions should be asked during the household survey:

a. Where do you get drinking water for your household?_____

_____

b. Can you get your water there all year long or only during the rainy season?_____. If only during the rainy season, where do you get drinking water during the dry season?_____

c. Do you get water for all your household needs from this source? If not where do you get water for other purposes? (List source and use for water.) _____

_____

_____

d. How much water do you get for drinking and cooking for your household each day?_____

e. How much water does your household use each day for other uses?___

_____

f. Who carries this water to the house?_____

g. If water is purchased, from whom and at what price?_____

_____

h. How far away from the house is each source of water?

Water source	Distance	How long to go and return
_____	_____	_____
_____	_____	_____
_____	_____	_____

i. Are these good sources of water? Why?

Source	Good or Bad	Why
_____	_____	_____
_____	_____	_____
_____	_____	_____
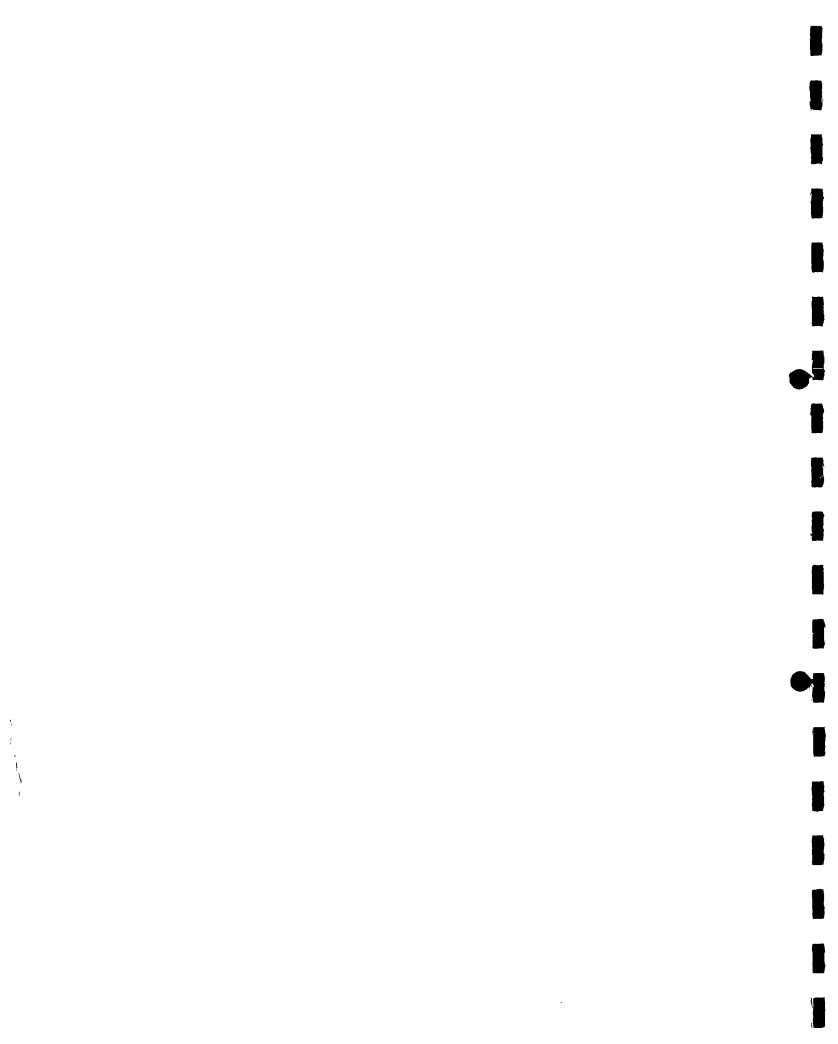
j. Do you have any problems obtaining water from these sources?_____
If yes, what are the problems?

Source	Problem
_____	_____
_____	_____
_____	_____

k. Do you believe the water you drink is healthy for you and your
family?

Yes _____ No _____ Don't know _____

Why? _____

l. Do you think that the time and effort you spend to obtain water is
too much _____ normal _____ a little _____

7. **Waste Disposal**

The following questions about solid and human waste disposal should be
asked in the household survey.

a. What do people in this community do with trash such as broken
glass, dead animals, and other worthless things?

_____

_____

_____

b. Are there any problems caused by such trash in the community?

_____

_____

(Probe: Accidents, unsightliness, other...)

c. Do you think that something should be done about this? What?

_____

_____

d. If this community decides upon a special place to throw away
    useless things, do you think that people in the community would
    use that place? Why?

_____

_____

_____

Now I want to ask you a few questions about human waste disposal. You may
be surprised that a person would ask about this but I will explain why
soon.

e. What is the polite or proper term for defecation?_____

f. Where do men traditionally go to defecate?_____

g. Where do women traditionally go?_____

h. Where do children (age 5-14) go to defecate?_____

i. What is done with the feces of small children?_____

_____

j. Do you think that disposing of wastes in such ways poses a
    problem?
    Why? _____

k. How could such wastes be disposed of in a better way?

_____

l. Does anyone in this community have a latrine, i.e., a special
    small building with a pit under it where defecation takes place?
    (If "no," ask: Have you ever seen or heard of such a device?)

_____

A few minutes ago I said that I would tell you why I am asking questions
about such things as defecation. Doctors believe that many diseases can
be caused by very small amounts of feces, which can be carried to our
food by flies or from soiled hands, or which get into our drinking water
when it rains.

m. Have you ever heard such things said? (Probe: "Tell me what you heard, from whom?") (If "No," ask: Do you think that this might be possible?)

_____

_____

n. Do you think that the people of this community might agree to do something to try to prevent these diseases? Why or why not?

_____

_____

_____

o. Do you feel that people in this community would be willing to pay a modest amount of money to install a latrine in or near their compound? That is, a very small hut where human wastes can be safely and conveniently disposed. Why or why not?

_____

_____

_____

8. **Resource Inventory**

Field-workers and participating community members must know what resources are available to the community in order to take group actions to solve their health problems. Most of this information can be gathered through observations and informal interviewing during conversations with people in the community.

a. What local materials are used in building houses?_____

_____

_____

b. What other construction materials are available locally?_____

_____

_____

c. Where are the best sources of these materials and how much is available at those sources?_____

_____

_____

d. Where does one have to go to buy construction materials such as cement, reinforcing rods, or boards?_____

_____

e. What are the names of people who are skilled in the following areas, and where do they live or work?

◆ Carpenters:

_____
_____
_____

◆ Plumbers:

_____
_____
_____

◆ Masons:

_____
_____
_____

◆ Metal workers:

_____
_____
_____

f. How many laborers can the community provide on a voluntary basis one day per week?_____

Who could recruit and supervise them?_____

_____

g. How many laborers could be found to work for the average day wage?

_____

h. How much money did the community raise for the construction of the _____? (Refer to something like a church, mosque, community center, or school which the community built with its own funds.) _____

i. How was the money raised?_____

_____
_____

GUIDE TO SESSION 8: INTERVIEWING AND PLANNING HEALTH SURVEYS

Total time: 7.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 8 Objectives
2.	Asking Questions	Lecturette and Discussion	20 minutes	Handout 8-1: Asking Questions	
3.	Practice Interviews	Pairs Task	60 minutes	Handout 8-2: Pairs Interview Guide	B. Instructions for Practice Interviews
4.	Discussion of Interviews	Presentation and Discussion	30 minutes		
5.	Health Survey Review	Presentation	15 minutes	Handout 7-1: Sample Community Analysis Questionnaire	C. Health Survey Field Exercise Goals
6.	Involving Community Counterparts	Presentation and Discussion	20 minutes	Handout 8-3: Ways to Work with a Counterpart	
7.	Health Survey Planning	Pairs Task	60 minutes		D. Instructions for Planning the Health Survey
8.	Presentation of Plans	Presentations and Discussion	50 minutes		
	LUNCH				
9.	Planning with Community Counterparts	Team Task	120 minutes		
10.	Evaluation of Planning Exercise	Group Task	50 minutes		
11.	Wrap Up	Presentation	5 minutes		
12.	Journals	Individual Task	15 minutes	Journals	

SESSION 8: Interviewing and Planning Health Surveys

Total Time: 7.5 hours

OBJECTIVES

By the end of this session the trainees will be able to

- describe the different kinds of interview questions,

- practice asking open-ended and follow-up questions, and

- plan how to conduct a health survey with a community counterpart.

OVERVIEW

Much of the information gathered by field-workers during a community analysis and health survey is obtained through interviews. Interviewing involves learning to ask a variety of questions, including yes/no, open-ended, and follow-up questions. Field-workers must know how and when to use the various kinds of questions while gathering information about a community .

This session builds upon the learnings in Sessions 6 and 7 and prepares the trainees for Session 9: Health Survey Field Exercise. The trainees discuss and practice open-ended and follow-up questions by interviewing each other and determine what they can do to get the most information from an interview. Next, they work in pairs to plan how they will conduct the health survey. Finally, they meet with their community counterparts to review and revise the health survey (if necessary). Be sure to make arrangements in advance for the community counterparts to come to the training site or for the trainees to go to the community.

PROCEDURES

1. Introduction   Time: 5 minutes

    Present the overview of the session in your own words and link it to Sessions 7 and 9. Present the session objectives on Flipchart A: Session 8 Objectives.

2.   Asking Questions   Time: 20 minutes

Give a lecturette based on Handout 8-1: Asking Questions. After the
lecturette, distribute the handout and give trainees a few minutes to
look it over. Ask the following questions:

  ♦   What is the difference between closed and open-ended
      questions?

  ♦   When would you use each type of question?

  ♦   How can you use open-ended questions and follow-up
      questions during a health survey?

3.   Practice Interviews   Time: 60 minutes

Tell the trainees that they will be asked to choose partners and
interview each other about their jobs using an interview guide (Handout
8-2: Pairs Interview Guide). The purpose of this activity is to practice
asking open-ended and follow-up questions in an interview. Each trainee
will have 20 minutes for the interview. After the interviews trainees
will come back together to discuss what it is like interviewing and being
interviewed. They will not discuss the content of the interviews with the
large group.

Distribute Handout 8-2 and review it with the trainees. Ask them if they
have any questions about how to use the guide.

Present the following instructions on Flipchart B: Instructions for
Practice Interviews:

  ♦   Choose a partner.

  ♦   Decide who will interview whom first.

  ♦   Start the first interview using the guide. Remember to
      write down the follow-up question you asked where
      called for.

  ♦   Switch roles after 20 minutes.

You will have 40 minutes to conduct the two interviews.

Be sure the instructions are clear and the reason for the activity is
understood. Remind the trainees that the answers to the interview
questions will remain confidential. They will not discuss each other's
answers to the questions.

Ask the trainees to choose a partner and begin the task. Let them know
when they should switch roles.

4. Discussion of Interviews   Time: 30 minutes

   When the trainees have finished interviewing each other, ask them the
   following questions:

   ◆   What happened when you were interviewing your partner?
       Were you at ease, nervous, etc.?

   ◆   What was it like to be interviewed?

   ◆   What could you have done to make the interview go
       better?

   Summarize any conclusions about how to gather information through
   open-ended and follow-up questions.

5. Health Survey Review   Time: 15 minutes

   Make a brief presentation which reviews the comments made in Session 5,
   Procedure 2, about the goals and structure of the health survey field
   exercise. Present the following goals for the field exercise on
   Flipchart C: Health Survey Field Exercise Goals:

   ◆   to gather information about some of the current health
       conditions of the community and

   ◆   to provide an opportunity for community members to
       start to learn how to conduct a health survey in their
       own community.

   Explain to the trainees that they will have two hours with their
   community counterparts to accomplish both these goals. They will be
   expected to complete two or three household surveys during the two hours.
   The actual number chosen by the trainers will depend on the numbers of
   survey teams (based on the number of trainees and community members
   available to participate) and the number of households willing to be
   interviewed. The amount of time spent carrying out each household survey
   will depend on how many questions are being asked and how much time the
   trainees need to spend with their counterparts to prepare them to
   participate in the survey. Review question 5 from Handout 7-1 or similar
   questions from the program's survey form, if that is to be used during
   the field exercise.

6. Involving Community Counterparts   Time: 20 minutes

   Ask the trainees to suggest ways in which they can use the health survey
   field exercise to help their community counterparts learn to carry out
   health surveys on their own. List their suggestions on a flipchart.

After reviewing the suggestions, explain that the health survey field exercise has been structured to make it easier for the community members to take an active role in the surveying. This has been done by

+ limiting the number of survey questions to be asked,

+ limiting the number of households to be surveyed,

+ pairing one community member with two or more workshop trainees, and

+ providing time for the trainees to plan how they will work with the community members as counterparts.

Ask the trainees to look at the list of suggestions and think about how they will work with their community counterparts during the field exercise and how they will prepare them to conduct the survey. Remind them that they will have two hours for preparation. Ask the trainees to share their ideas and record them on flipcharts. Distribute Handout 8-3: Ways to Work with a Counterpart.

Review the handout and discuss the various ways in which the community counterparts can be prepared and encouraged to work with the trainees to accomplish the second goal of the field exercise. Be sure that the trainees understand that the counterparts must be able to

+ review the tasks that they are expected to carry out,

+ plan how they will carry the tasks out,

+ observe how the trainees carry out a task,

+ try that task themselves, and

+ discuss what it was like to conduct part of the survey.

7. Health Survey Planning   Time: 60 minutes

Divide the trainees into the teams (two or three persons) in which they will conduct the health survey. (The trainers may choose the teams or may allow the trainees to choose their own teams. If there is an odd number of trainees arrange it so that one team has three trainees rather than letting one trainee work with a community person on his or her own.) Give survey teams the following task instructions on Flipchart D: Instructions for Planning the Health Survey:

+ Review the information about the field exercise presented by the trainer.

• Plan how you will conduct the health survey to meet both its goals. Your plan should include

- how you will work as a team,

- who is responsible for which tasks,

- how you will prepare and work with your counterpart, and

- how much time you will spend for each task.

• Take 50 minutes to complete this assignment.

8. <u>Presentation of Plans</u>   Time: 50 minutes

Ask several survey teams to present their plans. After three or four teams have presented their plans, ask the other trainees to review the plans in terms of the goals for the field exercise. Discuss the detail that should be in such a plan

LUNCH

9. <u>Planning with Community Counterparts</u>   Time: 120 minutes

This step should take place in the afternoon of Day IV, allowing time for the community counterparts to travel to the training site, or for the trainees to travel to the two communities. This step provides an opportunity for each team to present its suggested survey questions to the counterpart, allowing plenty of time for questions and suggested changes.

Divide the group into the survey teams. The first hours should be used to discuss the questionnaire and make any changes. The survey teams may also role-play selected survey questions, each (including the counterpart) practicing their questions and the others playing the role of interviewees. This will allow every team member to practice interviewing. Set up the role-playing by having one person be the interviewer and another the interviewee. The other team members should be observers. Let the practice go five minutes for each person and then take five minutes for feedback observers. Everyone should have a turn. The interview practice should take about 45 minutes.

The counterparts should leave at this point.

10. <u>Evaluation of Planning Exercise</u>   Time: 50 minutes

   Have the trainees divide into four groups. Ask them to analyze the
   session they just conducted with their community counterparts, using the
   following success analysis questions:

   1. What did you do that helped you move forward?

   2. What difficulties did you overcome?

   3. What can you do to move forward when you work with your
       counterpart tomorrow?

   Give them 20 minutes. Then elicit examples from each group of ideas they
   had on how to move forward.

11. <u>Wrap Up</u>   Time: 5 minutes

   Summarize what the trainees have learned about interviewing and planning
   for the field exercise. Review the objectives for the session.

12. <u>Journals</u>   Time: 15 minutes

   Ask the trainees to take out their journals and use the next 15 minutes
   to write down what they learned during the session and how they would
   apply it to their jobs.

MATERIALS

Handout 8-1: Asking Questions

Handout 8-2: Pairs Interview Guide

Handout 8-3: Ways to Work with a Counterpart

Handout 7-1: Sample Community Analysis Questionnaire

Flipchart A: Session 8 Objectives

Flipchart B: Instructions for Practice Interviews

Flipchart C: Health Survey Field Exercise Goals

Flipchart D: Instructions for Planning the Health Survey

ASKING QUESTIONS

You need to know as much as possible about each community in which you are working:

+ Who are the formal and informal leaders?

+ What organizations exist, and how effective are they?

+ How is the community made up, and what different groups are there?

+ What are the health beliefs?

+ What do people see as being their problems?

You will use all this information for planning how you will work in the community. At the same time, you will help the community itself learn how to collect information about its health situation, other problems, and available resources.

You will always be asking questions. Asking questions and getting truthful answers is not always as easy as it may appear. Being able to get accurate information is an important skill for all promoters. Some common obstacles to getting accurate information and ways of avoiding them are listed below.

+ People want to give you the answer that they think you want to hear because then you will approve of them. They may be afraid that if they give you an answer that you disagree with, you will not approve of them. Do not put a question in such a way that the person can guess what reply you would prefer. For example, if you ask, "Do you think that drinking water from the traditional well causes diarrhea?" the person answering is quite likely to guess that you believe it does, and answer "yes" whether or not they really believe that.

Another way to ask the same question is, "People are concerned about diarrhea in this community, do you happen to have any opinions of what causes people to get diarrhea?" They may still guess what you want to hear, but you have phrased the question in such a way that they can also feel comfortable telling you some of the other reasons that they feel are important. Using the phrase "do you happen to have any opinions" tells them that it is all right with you if they have or do not have opinions. They do not have to make something up if they do not have an opinion.

+ People can tell by looking at your face or by the remarks that you make that you disapprove of what they are saying. When people sense disapproval they are very likely to stop talking to you because they may think that you no longer approve of them. Keep a

blank face or a neutral expression when the answer is being given. Do not show approval or disapproval. You may acknowledge the person's reply by a neutral "uh-huh," or by nodding your head.

Different types of questions elicit different kinds of information.

Closed Questions

All questions that can be answered fully by "yes" or "no" are closed questions. Many questions on questionnaires are closed questions. Here are some examples:

- Do you have a latrine?
- Are you married?
- Were any of your children sick with diarrhea yesterday?

Open-Ended Questions

Open-ended questions are questions to which you hope people will give more information than just yes or no. Usually, these questions begin with question words such as "what, when, where, how," etc. You are looking for opinions about a topic or for some detailed information. Here are some examples of open-ended questions:

- What kind of latrine would you like to have?
- How could the health committee do a better job?
- When your child had diarrhea, what did you do to make him better?
- What did you like about the film you just saw?

As you can see, open-ended questions cannot be answered by "yes" or "no." These questions ask people to share their views or reasons for doing something. Unfortunately, people are not always willing to give you a lot of information when first asked. Someone could answer the four questions listed above with short answers that do not give you as much information as you would like, such as:

- A nice one.
- They could do more things.
- Gave him some medicine.
- It was interesting.

When people do not give you as much information as you are looking for, you can ask a follow-up question.

Follow-Up Questions

Follow-up questions are designed to get more information by asking for further details or more explanations. Using the above examples, some follow-up questions might be:

- What kind of latrine would you like?

    A nice one.

    Could you perhaps describe for me what makes a latrine nice for you?

- How could the health committee do a better job?

    They could do more things.

    Could you perhaps tell me what kinds of things you would like to see them do?

- When your child had diarrhea, what did you do to make him better?

    I gave him some medicine.

    Do you happen to remember what the name of the medicine was?

- What did you like about the film you just saw?

    It was interesting.

    What was it that you found to be interesting?

Before asking questions, you need to know what information you are trying to gather so that you can continue to ask follow-up questions until you have the information you need. It is important to learn how to pose follow-up questions in such a way that the person does not get annoyed and stop answering your questions before you have the information you need. Always remember, you are the person that needs the interview to be a success, not the person being questioned.
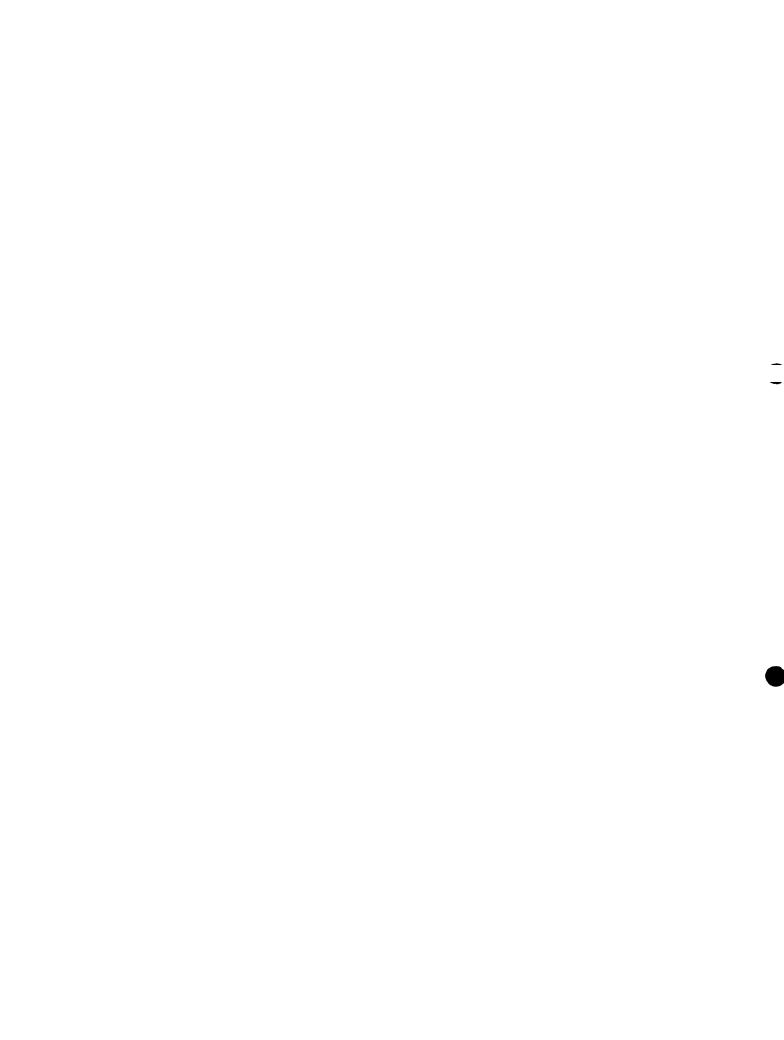
PAIRS INTERVIEW GUIDE

Choose a partner and interview him or her for 20 minutes using the following questions. The questions in Part II are open-ended, that is, they permit the person being questioned to answer at length. To obtain more information you should probe with follow-up questions. Please record your follow-up questions in the guide where called for.

I.   Personal and Occupational Data

   1.   Your name _____

   2.   What is your work? _____
   _____
   _____

   3.   Where do you work? _____
   _____

   4.   For what organization? _____
   _____

II. Work Experiences

   1.   What do you like most about your work? _____
   _____
   _____
   _____

   Follow-up Question: _____
   _____

   Response: _____
   _____
   _____
   _____

2. What do you like least about your work? _____

_____

_____

Follow-up Question: _____

_____

Response: _____

_____

_____

_____

3. Describe what you think has been the most successful experience you have ever had in your work. _____

_____

_____

_____

_____

_____

Follow-up Question: _____

_____

_____

_____

Response: _____

_____

_____

_____

4. Describe what you think is the most important unresolved problem that you encounter in your work. _____

_____

_____

_____

_____

Follow-up Question: _____

_____

_____

Response: _____

_____

_____

_____

WAYS TO WORK WITH A COUNTERPART

Some ways trainees might work with their counterparts to prepare them for the health survey are listed below.

1. Review the survey questions together focusing on

    ♦   what information is being gathered,

    ♦   why it is being gathered,

    ♦   how it will be recorded, and

    ♦   what local customs or situations might present an obstacle to discussing topics in the survey.

2. Discuss how the survey will be conducted.

    ♦   Is there need for translation? If so, how will it be done?

    ♦   What opening comments need to be made?

    ♦   Who should be surveyed?

3. Plan what the community counterpart and trainees will do as members of a survey team.

    ♦   Who will ask questions, record answers, translate, ask follow-up questions, and introduce the team and the survey?

    ♦   What tasks can the counterpart take over from the trainees after one or two houses have been surveyed?

    ♦   How much time will be spent discussing how well the surveying is going between house visits and at the end of the field exercise?

GUIDE TO SESSION 9: HEALTH SURVEY FIELD EXERCISE

Total time: 6 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation	10 minutes		A. Session 9 Objectives
2. Travel to Community Meeting Site	Travel	5-20 minutes		
3. Introduction to Field Exercise	Presentation	15 minutes	Handout 7-1: Sample Community Analysis Questionnaire (Question 5)	
4. Health Survey	Field Exercise	3 hours		
5. Closure of Field Exercise	Presentation	10 minutes		
6. Travel from Community Meeting Site	Travel	5-20 minutes		
LUNCH				
7. Evaluating the Effectiveness of Health Survey Plans	Full Group Discussion	30 minutes		
8. Evaluating the Implementation of Health Survey Plans	Survey Team Task	45 minutes		B. Instructions for Evaluating the Health Survey
9. Group Presentations of Evaluations	Discussion	30 minutes		
10. Wrap Up	Presentation	5 minutes		

SESSION 9: Health Survey Field Exercise

Total Time: 6 hours

OBJECTIVES

By the end of this session the trainees will be able to

- ♦ gather information on the health of a community through household interviews using a survey instrument,

- ♦ help community members start to learn how to do a health survey in their own community, and

- ♦ analyze the effectiveness of their plans for the field exercise and how they were implemented.

OVERVIEW

Field-workers are continually learning about the communities in which they work. They are also responsible for teaching community members to gather reliable information about their health problems and other development needs. One way of accomplishing both of these tasks at the same time is to conduct a health survey with someone from the community. Health surveys are a structured means of asking questions of every household in a community or a sample of the households in a larger community. The answers to these questions provide a realistic picture of the health of the community.

The health survey field exercise provides the trainees with an opportunity to practice using their program's health survey instrument (or question 5 of Handout 7-1) with members of the training-site community. They practice their interviewing skills and their ability to work with a community counterpart and examine what it is like to transfer skills to someone from the community. The information gathered in the health survey will be compiled by the trainers, analyzed by the trainees, and shared with the community at the start of Session 15: Problem Identification Field Exercise.

After a brief introduction to the session, the trainers and trainees travel to the community meeting site where the trainers introduce the activity. Then the survey teams of two or three trainees and a community member go out into the community to conduct household interviews for the next two hours. After closing the field exercise, the trainees return to the classroom to analyze the effectiveness of their plans for the field exercise and how well they were able to implement them.

If it was not possible to arrange preparation time with the counterpart in advance, it may be necessary to take the first hour of Step 4 for preparation and limit the surveys to two households.

PROCEDURES

1. <u>Introduction</u>   Time: 10 minutes

Briefly introduce the session by presenting the overview in your own
words and the session objectives on <u>Flipchart A: Session Objectives</u>.
Emphasize that the survey teams include two or three trainees rather than
one so that they can observe each other and provide each other with
constructive comments on how well they implemented their plans for
gathering data and helping a community member learn how to conduct a
survey. Tell the trainees to actively observe each other. Ask them if
they have any questions about these roles.

2. <u>Travel to Community Meeting Site</u>   Time: 5 to 20 minutes

The total time for the session is based on a travel time of 20 minutes.
If that much time is not needed for travel, the additional time can be
added to a break or to the review of the field exercise (Procedures 7-9).
There is no break in the session as the travel from the community meeting
site to the classroom can be used as a break. If additional time is
required for travel, the field exercise should be started earlier in the
morning.

3. <u>Introduction to Field Exercise</u>   Time: 15 minutes

Bring the survey teams, including the counterparts, together at the start
of the field exercise. Try to have extra community members available as
alternates in case one of the counterparts does not show up on time. Do
not let any teams go out to conduct the survey without a community
counterpart present.

Brief the teams about the time schedule for the survey and make sure that
they know when they will have to be back to close the field exercise and
return to the classroom. Emphasize that they must be back on time to
allow enough time to review the field exercises before lunch. Make sure
that each team knows which households or compounds they are scheduled to
visit during the survey. (See Trainer Notes on preparing for the field
exercise.) Send the teams out to conduct the survey with enough copies of
the interview questionnaires.

4. <u>Health Survey</u>   Time: 3 hours

The survey teams go off to conduct the survey together based on the plans
developed by the trainees in the previous session. If it is culturally
acceptable for the trainers to observe the interviews, they should do so.
If it is not appropriate, or if they feel that it would interfere with
the teams' doing their jobs, they should not observe the actual household
interviews but should remain available to help solve any problems which
may arise.

5. <u>Closure of Field Exercise</u>   Time: 10 minutes

Bring all the teams together at the end of the field exercise. Thank the community counterparts for their participation. Ask a few of them what they learned about the health conditions in the community and conducting a health survey. Remind them of the date and time for the next field exercise and explain that the results of the survey will be presented to them at that time. Ask the community counterparts to thank the heads of the surveyed households for their cooperation.

6. <u>Travel from Community Meeting Site</u>   Time: 5 to 20 minutes

See Procedure 2 above.

LUNCH

7. <u>Evaluating the Effectiveness of Health Survey Plans</u>   Time: 30 minutes

Remind the trainees that the field exercise will be reviewed in two phases just as the community meeting was.

- First, all trainees will discuss whether the plans they formulated were effective in accomplishing the two goals for the field exercise.

- Second, the trainees will divide into the survey teams and analyze how well they each implemented their plans and accomplished their goals. They will also make a list of what field-workers do that can help accomplish these goals and what they do that can hinder or get in the way of accomplishing the goals. They will then share these conclusions with the other trainees.

Write each of the following questions on a flipchart.

- What plans contributed to your success in accomplishing the goals for the field exercise?

- What plans contributed to your problems in accomplishing the goals for the field exercise?

- How could we adapt the plans to make them more effective at accomplishing the goals?

Remind the trainees of the two goals for the field exercise:

- ♦ to gather information about some of the current health conditions of the training site community and

- ♦ to provide an opportunity for community members to start to learn how to conduct a health survey in their own community.

Turn to the flipchart with the first question written on top and ask the trainees to think about it and suggest answers from their own experiences. Record their answers on the flipchart. Do the same with the other two flipcharts and then review the answers and summarize their conclusions. Make sure that you get answers to the questions for both goals.

8. <u>Evaluating the Implementation of Health Survey Plans</u>   Time: 45 minutes

Present <u>Flipchart B: Instructions for Evaluating the Health Survey</u>.

- ♦ Get together with your partner (or partners) from the survey team.

- ♦ Review your work by answering the following questions:

  - What did we do that contributed to our success in accomplishing both goals for the field exercise?

  - What did we do that contributed to our problems in accomplishing both goals for the field exercise?

  - How could we have implemented our plans differently to make them more effective at accomplishing both these goals?

- ♦ Take 40 minutes.

9. <u>Group Presentations of Evaluations</u>   Time: 30 minutes

Ask the trainees for sample responses to the following questions:

- ♦ What did you do that contributed to your success?
- ♦ What did you do that contributed to your problems?
- ♦ What could you have done differently?

Close the discussion by summarizing their observations and asking them what they learned during the field exercise that was most important for them.

10. <u>Wrap Up</u>   Time: 5 minutes

Review the session objectives. Explain that the survey results will be compiled by the trainers over the weekend and analyzed by the trainees on Monday morning. They will be presented to the community at the start of the problem identification field exercise.

TRAINER NOTES

Prior preparation is a key to success in any health survey. The community must be fully aware of its responsibility to provide community counterparts to work with the trainees on the survey teams and households willing to be interviewed during the survey. The trainers should emphasize the following points while discussing the health survey field exercise with the community prior to the workshop.

♦   The health survey can provide the community with valuable information if it is done correctly.

♦   The survey teams need community members for them to gather accurate information and learn how to do all the parts of their jobs.

♦   The community members selected to work on the survey teams should be typical representatives of the community: the kind of people the community would choose to do this kind of work with an actual health promoter.

♦   The community members on the survey teams must be available to do the work at the specific time set for the field exercise.

♦   A few alternates should be available to fill in for someone if they cannot show up for some reason.

♦   The households chosen to be interviewed should be representative of the community so they provide an accurate sample. The heads of the household or persons selected have to be willing to answer the questions and be available at their household during the field exercise. It would be helpful if they could attend the community meeting as well so that they will understand the specifics of the survey.

The trainers should decide how many households the survey teams will visit. The teams will probably be able to visit two or three depending on the size of the community, the number of households available for the survey, and—most important--the amount of time it takes to conduct the interview. If the interview can be conducted comfortably in 20 minutes, the team will have time to visit three households. If the interview requires 30 to 40 minutes they can visit only two households because they need time to brief their counterparts and review the experience with them. The trainers may wish to carry out a few interviews before the start of the workshop to see how long they take.

The selected households should be clearly identified so that the survey teams can find them. The household member who will be at home to answer the questions should be reminded on the preceding day of the time of the survey. A few extra households should be available in case no one is able to be home at one of the scheduled households.

MATERIALS
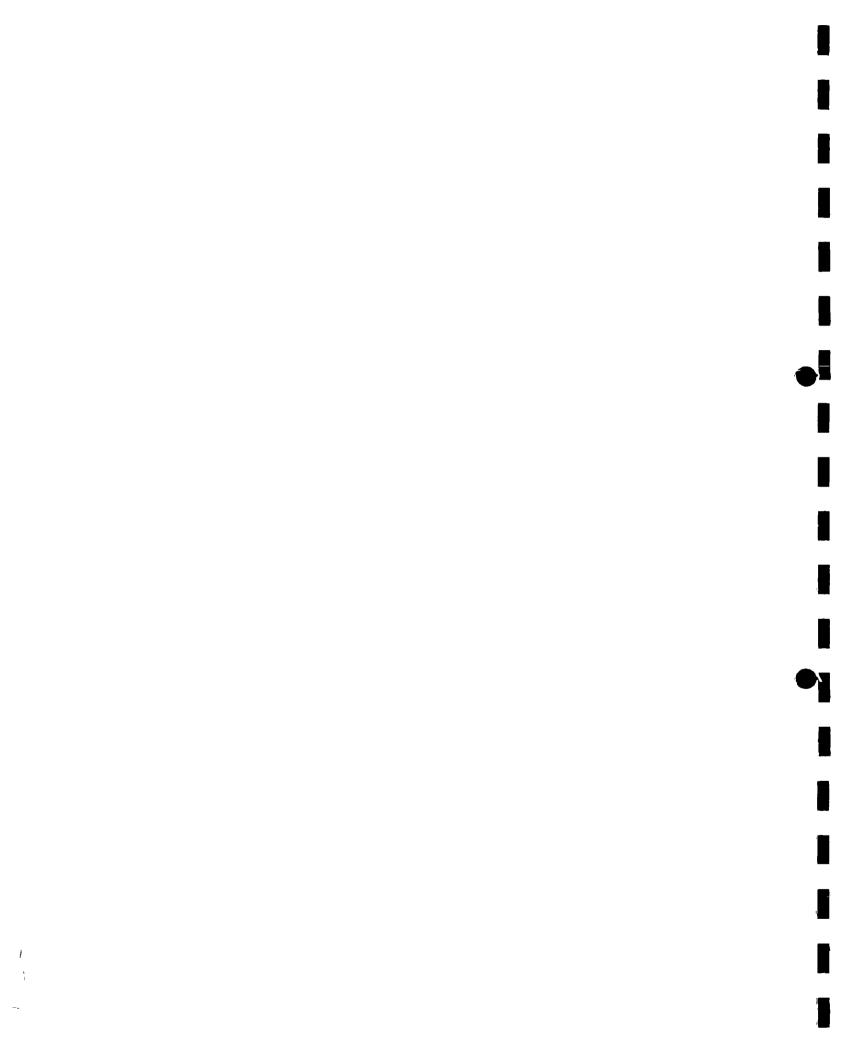
Handout 7-1:   Sample Community Analysis Questionnaire (Question 5)

Flipchart A: Session 9 Objectives

Flipchart B: Instructions for Evaluating the Health Survey

GUIDE TO SESSION 10: WEEK ONE EVALUATION

Total time: 1 hour

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation	10 minutes		A. Session 10 Objectives
				B. Success Analysis Questions
2. Week One Evaluation	Oral Evaluation	35 minutes		C. Overall Workshop Goals
3. Wrap Up	Presentation	5 minutes		
4. Journals	Individual Task	10 minutes	Journals	

SESSION 10: Week One Evaluation

<div align="right">Total Time: 1 hour</div>

OBJECTIVES

By the end of this session the trainees will be able to

♦ describe what is meant by "success analysis" and

♦ use success analysis to evaluate the first week of the workshop.

OVERVIEW

Success analysis has proven to be an extremely useful tool in helping communities to evaluate their participation in the development of local health projects. It was adapted from a Coverdale management training tool by the socio-health program of an AID-funded rural health project in Togo and has been used extensively by village health agents in over 200 Togolese villages. It is used in an adapted form in the workshop to review the effectiveness of the trainees' plans and how well they were implemented in the field exercises. It is used in this session for an oral evaluation of the first week of the workshop.

PROCEDURES

1. <u>Introduction</u>   Time: 10 minutes

   Introduce the session by stating that it is important to take some time at the end of each week to assess how the workshop is going, how well the overall goals of the workshop are being met, and how the trainees are feeling about the work they are doing. If anything needs to be altered or improved, changes can be made early on before they create problems.

   Present the overview in your own words with the aid of <u>Flipchart A: Session 10 Objectives</u>.

   Present <u>Flipchart B: Success Analysis Questions</u>:

   ♦ What did we do that was successful? Why?

   ♦ What problems did we encounter? How did we overcome them?

   ♦ What problems remain to be resolved? How can we solve them?

<div align="center">-167-</div>

The first question asks about success, not only to start off on a positive note but also because people can learn as much from their success as they can from their failures. The second question focuses on problems which arose that were resolved positively. It helps people understand how they are able to overcome obstacles and solve problems. The final question identifies the remaining problems and helps the community plan actions to resolve them. Ask the trainees if they have any questions about the questions or why they are written that way.

Next remind the trainees that the questions used in the previous sessions to analyze the small group work and to review the health survey field exercise were adapted from success analysis for use in the workshop.

2. <u>Week One Evaluation</u>   Time: 35 minutes

Refer to <u>Flipchart C: Overall Workshop Goals</u> and point out those goals which were addressed during the first week of the workshop. Write each of the following questions at the top of a flipchart.

  ♦   What has contributed to our success in accomplishing
       these goals?

  ♦   What has contributed to our problems in accomplishing
       these goals?

  ♦   How can we improve the workshop so that it will be
       more effective in accomplishing its overall goals?

Ask the trainees the first question and record their responses on the flipchart. Do the same for the next two questions. After all the questions have been answered and the trainees' comments recorded on the flipcharts, review the three flipcharts as follows:

  ♦   Point out what contributed to the workshop's success
       in accomplishing its goals. Note how much of that was
       due to what the trainees rather than the trainers did.
       Relate these points to how promoters can work most
       effectively with their communities.

  ♦   Point out the problems they identified. Clarify any
       which seem unclear. Note any which arose early on that
       have been or are being resolved. Validate problems
       that you have also noticed, especially those which can
       be resolved.

  ♦   Review the final list and see if the suggestions
       respond to the problems. Are they realistic? Can the
       workshop be adapted in that manner? Explain which
       recommendations you feel can be implemented for the
       next two weeks and which cannot. Suggest other
       alternatives for responding to the problems.

-168-

Finish by asking if the trainees have anything else that they would like to add to the evaluation.

3. <u>Wrap Up</u>   Time: 5 minutes

    Briefly close the session by summarizing the key comments and recommendations and what you intend to do about them.

4. <u>Journals</u>   Time: 10 minutes

    Ask the trainees to take out their journals and write down how they would apply what they learned today when they return to their jobs. Suggest that they take some time over the weekend to review their journals and to write some additional notes on how the workshop so far applies to their work.

MATERIALS

Flipchart A: Session 10 Objectives
Flipchart B: Success Analysis Questions
Flipchart C: Overall Workshop Goals

GUIDE TO SESSION 11: ORGANIZING COMMUNITIES TO PARTICIPATE

Total time: 5.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 11 Objectives
2.	Organizing Communities to Participate	Reading and Group Discussion	30 minutes	Handout 11-1: Organizing Communities to Participate	
3.	Case Study Analysis— Part I	Presentation and Individual Task	25 minutes	Handout 11-2: Case Study—Part I	
4.	Success Analysis of the Case Study—Part I	Small Group Task	50 minutes		B. Instructions for Success Analysis of the Case Study
5.	Review of the Success Analysis of the Case Study—Part I	Group Discussion	30 minutes		
6.	Case Study Analysis— Part II	Individual Task	25 minutes	Handout 11-3: Case Study—Part II	
7.	Success Analysis of the Small Group Task Case Study—Part II		50 minutes		
8.	Review of the Success Analysis of the Case Study—Part II	Group Discussion	30 minutes		
	LUNCH				
9.	Obstacles and Resources	Group Discussion	20 minutes	Handout 11-4: Working with Community Organizations—Obstacles and Resources	
10.	Helping Community Members Participate	Group Discussion	30 minutes		
11.	Working with Community Organizations	Presentation and Discussion	30 minutes	Handout 11-5: Establishing a New Community Organization	
12.	Wrap Up	Presentation	5 minutes		

SESSION 11: Organizing Communities to Participate

Total Time: 5.5 hours

OBJECTIVES

By the end of this session the trainees will be able to

*   describe how community meetings, formal organizations, and informal networks can help a community organize its participation in development projects;

*   describe how to help community members participate more effectively;

*   describe the tasks field-workers perform with community organizations; and

*   describe the obstacles to and resources for working with community organizations.

OVERVIEW

One of the first things a field-worker does after entering a community is to help it organize itself so that it can participate. Village development does not occur spontaneously. Communities have to be organized to work together. In many water supply and sanitation programs, project promoters are responsible for helping communities form and run formal village-level organizations such as health, water supply, or pump committees. Field-workers perform a range of organizing, facilitating, and training tasks to help establish such committees and to help them meet their responsibilities to the community.

The purpose of this session is to introduce and discuss several ways in which field-workers can help organize communities to participate. The session focuses on a case study of a field-worker which trainees analyze and discuss, pointing out the tasks involved in working with community organizations and the obstacles to be overcome.

PROCEDURES

1.   Introduction   Time: 5 minutes

Start by briefly describing the purpose of the session. Explain that groups of people need to organize themselves to accomplish tasks together. The ways communities organize themselves may vary widely, but all communities have to organize themselves to work effectively together. Field-workers often play an important role in helping communities get organized. Holding general community meetings is a common way of bringing communities together to discuss issues and make decisions.

-173-

Ask the trainees to think back upon their field experiences of the previous week. Ask a few of them to share what they learned about organizing communities. Link some of these comments to this session. Close by presenting Flipchart A: Session 11 Objectives.

2.   Organizing Communities to Participate   Time: 30 minutes

Lead a group discussion of how community meetings, formal organizations and informal networks help organize a community to participate. Orient the discussion around the points made in Handout 11-1: Organizing Communities to Participate. Then distribute the handout and ask trainees to read it individually. After clearing up any points that they raise, ask them the following questions:

   ◆   What can a field-worker do to help a community to
       organize itself so that it can participate in solving
       its problems?

   ◆   How can general community meetings help promote
       community participation?

   ◆   How can formal organizations such as village health
       committees help promote community participation?

Ask follow-up questions to orient the discussion to the points in the handout.

3.   Case Study Analysis – Part I   Time: 25 minutes

Briefly introduce the case study by making the following points:

   ◆   The case study, which is divided into two parts,
       raises   issues   related   to   promoting   community
       participation.

   ◆   While Issa Fasil is a fictional field-worker and
       Kahamala a fictional village, the problems he
       encounters are drawn from the experiences of actual
       field-workers and communities.

   ◆   The case study will be analyzed by the trainees in
       small groups to enable everyone to take part in the
       discussion.

   ◆   It will be analyzed using the success analysis
       questions.

   ◆   The analyses of the small groups will then be shared
       and discussed among all the trainees.

-174-

Distribute Handout 11-2: Case Study—Part I. Tell the trainees to read it and answer the questions at the end.

4. Success Analysis of the Case Study—Part I   50 minutes

Present Flipchart B: Instructions for Success Analysis of the Case Study before dividing the trainees into small groups:

- Analyze the case study in your small groups using the questions written at the end of the case study:

    - What did Issa Fasil do that was successful or that will contribute to his success in Kahamala?

    - What problems did he encounter? How did he overcome them?

    - What problems remain to be resolved? How would you recommend that he solve them?

- Be prepared to share your analysis with the other groups.

- You will have 35 minutes to complete the task.

After making sure that the trainees understand the instructions and reminding them to be aware of task and maintenance activities, divide them into groups. Make sure the composition of the groups is different from the previous week. Ask for an observer to note the progress of each group. Follow the same procedures for observers as you have in other sessions (see Handout 5-2: Role of the Observer). Monitor the work of the groups to keep them on the task and inform them of the time remaining.

5. Review of the Success Analysis of the Case   Time: 30 minutes
    Study—Part I

Ask the groups to share their responses to each of the questions. Discuss the responses to each question in turn.

Below is a list of Issa's actions in part I that contributed to his success. You can refer to this during the discussion.

- Issa went to Kahamala with a local government official.

- He met with the community leaders on his first visit.

- He immediately started making sense out of the social structure of Kahamala.

-175-

♦ He talked informally with the chief and several elders after the meeting.

♦ He returned to Kahamala the next day and met with the Council of Elders.

♦ He walked around Kahamala to observe its social structure.

♦ He also gathered information from informal conversations.

♦ He recommended a structure for the health committee but did not argue for it.

♦ He talked to other influential community members and got them to convince the clan heads.

Below is a list of the problems raised in the case study:

♦ The split among the four clans in Kahamala over the well site.

♦ The relative power of the clan heads over the chief.

♦ The decision of the geologist to select a well site without discussing it with all the community leaders.

♦ The desire of the clan heads to keep the village health committee under the control of the Council of Elders.

Ask how Issa tried to resolve or lessen these problems. Ask the trainees what problems remain and what they would do to solve them.

Use one or more of the following questions as appropriate to follow up on responses to the questions or to raise points not mentioned by the trainees.

♦ What could happen if Issa worked only with the council of elders?

♦ With what other groups should Issa work? Why?

♦ What other information should Issa gather?

♦ How should Issa approach working with the clans?

♦ Why did Issa want to form a village health committee?

♦ How did Issa try to influence the community meeting? Was such influence appropriate?

6. <u>Case Study Analysis—Part II</u>   Time: 25 minutes

Briefly review the first part of the case study to set the context for part II. Distribute <u>Handout 11-3: Case Study—Part II</u>. Then follow the same procedures used to analyze and discuss the first part.

7. <u>Success Analysis of the Case Study—Part II</u>   Time: 50 minutes

Follow the procedures used for part I. The trainees should be kept in the same small groups but a different observer should be designated.

8. <u>Review of the Success Analysis of the</u>   Time: 30 minutes
   <u>Case Study—Part II</u>

Discuss each of the three success analysis questions in turn.

Use this list to refer to some of the things Issa did that were effective:

♦ Issa got the committee to stop arguing about the well site and start discussing how they would work together.

♦ He selected the chief, a school teacher, and the head of the women's cooperative as officers.

♦ He secured the promise of the head of the women's cooperative to talk to the women in the cooperative about the work of the committee.

♦ He had a conversation with Mbari and offered to talk to the elders.

♦ He met with the officers and got their agreement on their jobs.

♦ He got some of the officers to accept his help in learning how to do their jobs.

Concentrate on the continuing problems Issa faces. Some of the points to emphasize are as follows:

♦ The continuing discussion of a well site before the committee has determined the most appropriate water supply technology.

♦ The continuing lack of support by members of the two clans furthest from the proposed well site and their interfering with the work of the committee.

♦ The problem of having to balance the interests of the four clans on the committee.

♦ The influence of the Council of Elders on the committee.

♦ The election of the chief as chairman of the committee.

♦ The chief's lack of interest in learning how to do his job.

Use one or more of the following questions as needed to follow up on the responses to the three discussion questions or to bring out points not already noted by the trainees.

♦ What problems will continue to arise in the future? What can Issa do to prevent them or minimize them?

♦ What should Issa do about the people's desire to dig a well in Kahamala?

♦ What should Issa do to get the clans working together better?

♦ What can Issa do with the Council of Elders?

♦ How can Issa work with the chief? How can he help him become a more effective committee chairman?

Ask the trainees how they assessed their group work.

LUNCH

9. <u>Obstacles and Resources</u>   Time: 20 minutes

Display two flipcharts, one headed "Obstacles" and the other "Resources."

Ask the trainees to list on the two flipcharts the obstacles and resources Issa encountered in working with community organizations.

Ask the trainees how they have avoided or overcome such obstacles in their own work. Give examples of how resources can be used to avoid and overcome obstacles. Ask the trainees to identify resources from one list that can be used to avoid or overcome obstacles on the other list.

Distribute <u>Handout 11-4: Working with Community Organizations—Obstacles</u> <u>and Resources</u> and go over it with the trainees, answering their questions.

10. <u>Helping Community Members Participate</u>   Time: 30 minutes

Lead a discussion by asking the trainees to share some of their experiences organizing communities.

- What problems did they encounter?

- How did they solve them?

Next, ask what are the most important things to remember when organizing a community. Write the answers on a flipchart.

Point out that in addition to helping communities to organize themselves to promote their participation, field-workers also

- facilitate community action by making it easier for people to do the tasks expected of them and

- train community members to develop new skills to enable them to do the tasks expected of them.

Give examples of these actions.

11. <u>Working with Community Organizations</u>   Time: 30 minutes

Distribute <u>Handout 11-5: Establishing a New Community Organization</u> and ask trainees to read it. Clarify and give examples to help the trainees understand the handout. Orient the rest of the discussion to cover

- the tasks in the handout,

- the major issues which may arise between a committee and a community, and

- the jobs and training needs of committee officials and other important members.

Conclude the discussion by asking the trainees to identify the most important things to remember when working with a community organization.

12. <u>Wrap Up</u>   Time: 5 minutes

      Close the session by reviewing the objectives and summarizing the major
learnings. End by linking this session to the next one.

MATERIALS

Handout 11-1: Organizing Communities to Participate

Handout 11-2: Case Study—Part I

Handout 11-3: Case Study—Part II

Handout 11-4: Working with Community Organizations—Obstacles and Resources

Handout 11-5: Establishing a New Community Organization

Flipchart A: Session 11 Objectives

Flipchart B: Instructions for Success Analysis of the Case Study

ORGANIZING COMMUNITIES TO PARTICIPATE

Field-workers responsible for promoting community participation need to know how such participation can be organized. All communities need some form of organization in order to make decisions and work together.

Types of Community Organizations

There are as many ways for communities to organize themselves as there are communities. A few examples are given below.

♦   Some communities make decisions when everyone is together in a general community meeting.

♦   Some allow traditional leaders to make decisions for them.

♦   Some communities may be organized around community committees.

♦   Some may be organized around units of local government or branches of political parties or movements.

♦   Some may be organized through informal contacts made between leaders of various age, family, religious, or occupational groups.

It is a field-worker's responsibility to talk with a community's leaders and discuss with them how best the community can work together. The leaders should recommend what types of organization will help the whole community participate: the existing ones, new formal ones, or new informal ones.

The Purpose of Community Organization

Initial organizing means more than just calling community meetings or asking community leaders to form a community health committee. Meetings and committees are ways of organizing a community so that the entire community is in a position to do something. Making a presentation or speech at a well attended general community meeting without using that time to find out what the community really thinks about an issue will not promote community participation. Working with a committee that does not have good relations with the rest of the community will not promote the participation of the whole community either.

The purpose of community participation is to get all the members of a community to participate in identifying and analyzing their problems and in planning ways to solve these problems. To get this participation, one has to do more than present information to the community or get them organized to donate labor and materials for a project.

Mutual Respect and Trust

Field-workers need to develop relationships with community members based upon respect for their ideas and wishes. This can lead to a relationship of mutual trust. When there is trust, there will be open discussions with respect given for the views of others. When such trust has been established, the field-worker can discuss how the community can decide how it wants to organize itself to participate. It does not work as well for field-workers to impose their own ideas or totally to accept community ideas with which they do not agree.

General Community Meetings

Whatever way the community decides to organize itself for full participation, field-workers will probably want to meet with the entire community several times. At these general community meetings

- decisions can be made or formally approved by community leaders,

- the health committee can present issues for discussion,

- the health committee can share information with the community,

- the health committee can share some of the skills that they have developed, and

- there are opportunities for field-workers to observe how much the community supports a leader, a committee, or an idea.
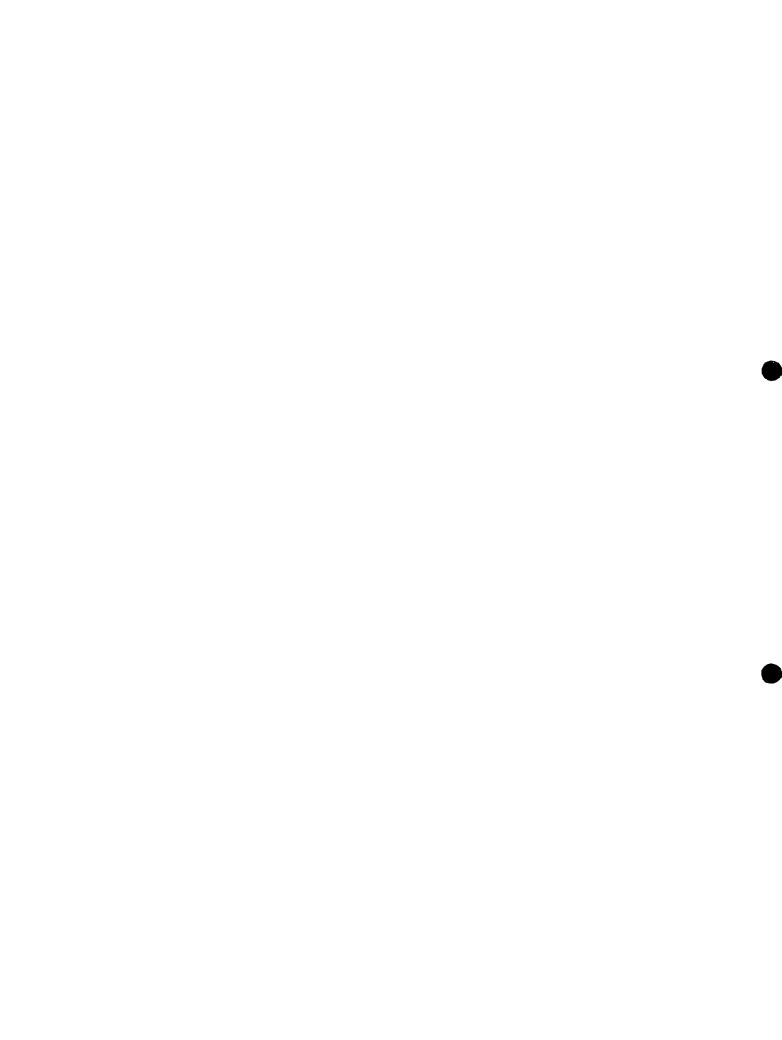
Day-to-Day Organizing

Finally, some organizing tasks have to be done with the community throughout the stay of the field-worker. They will identify and work closely with community members who will be most helpful in promoting community participation. Such people may be community leaders, prominent people in the community, or members of a committee or other formal community organization. Some may be people with influence in the community such as teachers, religious leaders, traditional health practitioners, leaders of women's groups, active cooperative members, successful farmers, etc. The support of such people and their opinions and suggestions are necessary in getting the widest community participation possible.

Throughout their stay, field-workers must talk to these people in order to achieve the following goals.

- Analyze information they have collected on the way the community is organized.

- Estimate the influence each of the formal or informal groups has in the community to help with promoting community participation.

♦ Identify those community members who could help them gain the support and trust of these key formal and informal groups.

♦ Develop a good working relationship based on respect and trust with community leaders and other people who are influential in the community.

♦ Help the community leaders and influential people decide on the best way to get true community participation by asking questions, presenting ideas or information, and answering questions.

♦ Help the community, if asked, to form a new organization or to help them change an existing one into one that is better suited for promoting community participation.

♦ Continue to investigate how well the rest of the community is supporting the plan for promoting community participation.

♦ Develop respect and trust with community members or groups that are not well represented and try to get them involved when it is a good time to do so.

♦ Organize general community meetings to

- present information and answer questions in front of everyone.

- get people comfortable with giving field-workers comments about their work in the community,

- judge how much support there is in the community for the project that is being planned or done,

- make decisions on how the community will participate in solving its own problems,

- talk about or show the community members new skills, and

- increase the number of people who are actively participating in identifying, analyzing, and planning solutions for community problems.

♦ Analyze how successfully the community is working together so that there will be true community participation.

CASE STUDY—PART I

Kahamala is among the villages selected for the water supply and sanitation project. It is a large village located on the main road leading from the district capital of Kahalekti to a market town in the west. The Nyanda River comes near enough to Kahamala to serve as its major source of water except in the depths of the dry season, when only a few pools of water remain. A few springs in the hills provide the only water sources.

Issa Fasil, the new rural development agent for the area, has been sent to Kahamala as well as to other rural villages of the area. His assignment is to organize the villages around the planning, construction, and maintenance of new water supply and sanitation facilities. Issa is an experienced field-worker and has done the same work successfully in another region of the country.

Before leaving the regional capital Issa found out what he could about the area from the regional director of the program. He told Issa that the region has the highest infant and child mortality rates in the country. The long dry season and periodic drought have resulted in a shortage of water. Diarrhea and undernutrition are the most important causes of mortality, with measles and pneumonia taking seasonal tolls.

Issa also met with the district administrator in Kahalekti. He talked to Issa about the Kahalekti people, and agreed to bring him to Kahamala to introduce him to the chief and elders. When they arrived in Kahamala they were greeted by the village chief and brought to a meeting of village leaders. No sooner had the district administrator introduced Issa than several village leaders told them of their need for a well. The son of one of the elders is a geologist. On a recent visit to Kahamala he chose the site for a well on the hill at the edge of the village. Some of the elders don't like this site and an argument started. The chief tried to change the topic and let the district administrator finish his presentation, but he was not successful. The district administrator finally interrupted the argument and finished his introduction. Issa thanked them for meeting with him and expressed the hope that they would all be able to work together to solve their health problems. After the meeting Issa talked briefly with the chief and several elders. He agreed to return to meet with the chief and council of elders to discuss how they could all work together.

Issa returned to Kahamala the next day to meet with the chief and council of elders. The council is made up of the heads of the four clans in Kahamala. The clan heads seemed to be more powerful than the chief. Issa noticed that the chief deferred to them and did not interrupt them when they talked. They were not in agreement about the well. The heads of two of the clans wanted the well situated in their part of the village. The heads of the two other clans did not want the well to be built on the other side of the village from where they live. They were not willing to work on the project unless it was changed. Issa explained that it was too soon to decide where a well should be placed or even if a well was the best source of clean water for Kahamala.

Later in the day Issa walked around the village. He noticed that Kahamala is divided into four, fairly distinct neighborhoods based on the four clans. He wondered how they had completed projects like the construction of the mosque and school. From his conversations with villagers he discovered that the clan heads are very powerful. But the decisions of the Council of Elders have power only when they are unanimous. Issa found out that two other powerful organizations exist in Kahamala: a farmers' association and a women's cooperative. Everyone goes to the same mosque, and the imam and teacher are respected by all. So too are the local agricultural extension agent, the itinerant pharmacist, and the midwife.

Issa thought that it would be helpful to form a village health committee so that all these people would get involved in the work. The clan heads believed it should be set up as a committee of the Council of Elders. The chief, the teacher, and some of the younger adults believed it should be set up as a separate organization. Issa recommended to the Council of Elders that they should bring up the issue at a community meeting. One had been called to introduce Issa and the project to the community. The elders agreed to present their idea for the committee, but they did not want the decision about it to be made at the community meeting. They were only willing to have the community meeting nominate eight members for the committee; two from each clan. Issa wanted to see a separate organization which was not so tied to the clans, but he did not feel that he could tell the elders what to do. He decided to talk to some of the influential younger people before the meeting and see if they could get the elders to change their minds.

The community meeting took place as planned. There was a large turnout and an active discussion. While there was discussion of the site for the proposed well, in the end the people of the community agreed to form a health committee to work with Issa and investigate how best to provide the entire community with clean water.

The school teacher and several young men argued effectively that the committee should be set up as an independent body. The members of the Council of Elders agreed, as long as the composition of the committee equally represented the four clans. After a long discussion it was decided to form the Kahamala Health Committee. It was to have twelve members: two from each of the four clans, the chief, the school teacher, the midwife, and the head of the women's cooperative. Issa was pleased that his suggestion of including some women on the committee was accepted.

Discussion Questions

Discuss the case study in your small group by answering the following questions:

♦   What did Issa do that was most effective in helping Kahamala organize itself? Why was it effective?

♦   What problems did Issa encounter and how did he try to resolve them?

♦   What problems still remain? What can Issa do to resolve them?

CASE STUDY—PART II

Issa returned to Kahamala the next week to meet with the new committee. He planned to work with them on how to organize the committee, elect and train officers, and how they would work with the rest of the community and the program. But the committee members had their own agenda. They spent half of the time set for the meeting arguing about the well site. The people from the two clans farthest from the proposed site refused to discuss anything else until the committee agreed to discuss another site for the well. The people from the clans closest to the proposed site wanted the well dug where the geologist had decided. Finally, Issa had to interrupt them to stop the argument. He proposed that they spend the next meeting discussing the well site and everyone agreed.

The rest of the meeting was a little better. Issa asked the committee to choose some officers to help it carry out its business. The eight people from the four clans wanted to have four co-chairmen for the committee. Issa and the school teacher said that such an idea would not work well. The teacher recommended having one chairman. The committee could not agree on who that should be. After arguing for a while, someone asked the chief to be chairman of the committee. Issa was worried that the chief would not have the power to be a strong chairman but did not say anything. He was pleased when the school teacher was asked to be treasurer, and the head of the women's cooperative to be secretary.

Issa asked the committee members to describe what they thought the Kahamala Health Committee should be responsible for. He led a discussion about the purpose of the committee and how it would involve the rest of the community in its work. The committee agreed to meet once a week on Thursday afternoons and asked Issa if he could attend each meeting. They also agreed to call community meetings every month to keep the rest of the community informed of the committee's work and to allow them to make the final decisions on major issues. At the end of the meeting, Issa asked the three officers if they could meet with him to discuss their jobs and how he could help them learn how to do them. They agreed and set a time for the meeting.

After the meeting, Mbari, one of the committee members, approached Issa and told him that he was ashamed of all the arguing at the meeting. He asked Issa if it would be all right for him to speak to the Council of Elders. He would ask them to talk to the people from each clan and tell them to cooperate with Issa and each other more. Issa thanked Mbari and agreed to meet with him later that day.

Issa also spoke with the head of the women's cooperative. He had been told that she was highly respected in Kahamala because of her work with the other women. They had a pleasant conversation and she agreed to talk to the women in the cooperative and to ask them to talk to their husbands about the work of the Health Committee. They also discussed her job as secretary. He gave her examples of the kinds of records she might want to keep.

Issa met with the committee officers later that day. They decided on what each officer had to do to help run the committee. The chairman would run the meetings and represent the committee to the rest of the community and to outsiders. The treasurer would open an account and keep the books. The secretary would take the minutes and keep the records as Issa had shown her. The teacher stayed after the meeting to talk to Issa about opening an account and what kinds of books to keep. The chief said that he knew how to run meetings and did not need to talk to Issa. Issa was not so sure but did not say anything.

Discussion Questions

Discuss the case study in your small groups by answering the following questions:

♦ What did Issa do that was most effective in helping the Kahamala Health Committee get started? Why was it effective?

♦ What problems did Issa encounter and how did he try to resolve them?

♦ What problems still remain? What can Issa do to resolve them or make them less of a problem?

WORKING WITH COMMUNITY ORGANIZATIONS: OBSTACLES AND RESOURCES

Obstacles   **and**   Resources

1. Uninterested members

2. Unskilled members

3. Uninterested officers

4. Unskilled officers

5. Organization has no authority to make decisions for community

6. Other community groups do not want organization to do its job

7. Community does not respect or want organization

8. Organization does not represent the entire community

9. Community is not interested in development in general or this program in particular

10. Arguments and lack of cooperation among organization members

11. No local leadership of organization

12. Members of organization not used to working together

13. Organization and/or community expects to the program to do everything for it

14. Other obstacles

A. Highly motivated community

B. Community members with experience of successful development efforts

C. Leadership of community supports organization and development effort

D. Existing organization with successful experience working together

E. Strong leadership in community and/or organization

F. Highly motivated organization members and officials

G. Organization members and officials willing to learn new skills

H. Organization given authority to make decisions by community

I. Organization and community share development goals

J. Community and/or organization members with variety of skills (such as leading an organization, literacy, keeping books and records, etc.)

K. Other resources
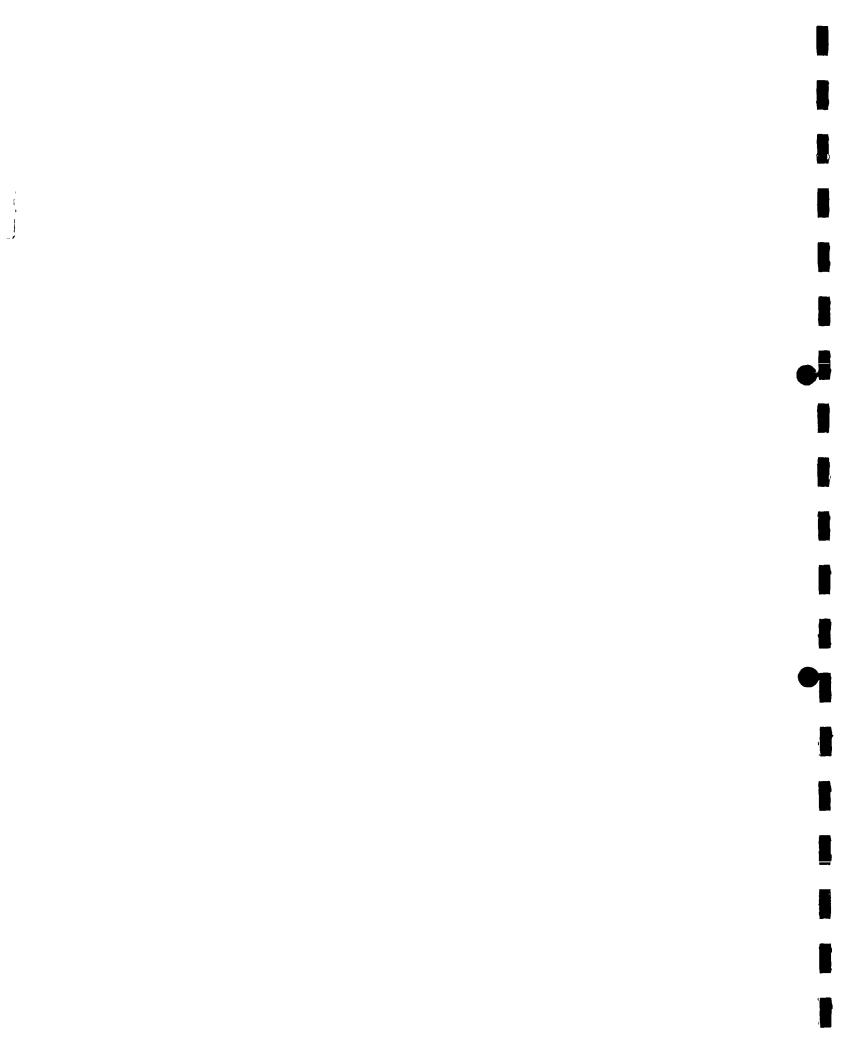
ESTABLISHING A NEW COMMUNITY ORGANIZATION

Communities are usually too big to get everyone to participate right away in solving community problems. Community leaders need a plan for how they are going to get everyone to participate. On entering a community as a field-worker one of your tasks is to work with community members to decide the best way of getting people to participate. If it appears that people would like to have a new organization, such as a health committee, or would like to change an existing one, you may have to take some of the following actions:

- Help the community members decide how many people should be in the new organization, whom they should represent, and how they might be chosen.

- Suggest the names of people you would like to see in the new organization, if such suggestions are asked for or if you think that it is all right to give them.

- Help the organization clarify its purpose for existing. It may need some help in getting official recognition and writing up its by-laws and rules.

- Help the organization define what it needs to do to plan and complete a development project chosen by the community. The main task here is to find a balance between what the organization does by itself and what the whole community does in a general meeting.

- Help the organization decide how it will meet its responsibilities to the community and to your agency. How will it keep the other members of the community informed of what it is doing? It may decide to have a written contract or letter of agreement in which the actions of all parties are stated in detail.

- Help the community decide what positions are needed in the new organization such as chairman, treasurer, secretary, foreman, pump caretaker, or health educator.

- Identify what skills the organization members need to do a good job, e.g., how to be an effective secretary, treasurer, chairman, etc.

- Plan, carry out, and evaluate specific training activities to give the members the skills they need to do a good job.

GUIDE TO SESSION 12: HELPING COMMUNITIES SOLVE PROBLEMS

Total time: 2 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 12 Objectives
2.	Results of the Health Survey	Reading and Discussion	15 minutes	Handout 12-1: Health Survey Results	
3.	Data Analysis	Small Group Task	20 minutes		B. Instructions for Data Analysis
4.	Discussion of Data	Presentation and Discussion	20 minutes		
5.	Steps in Community Problem-Solving	Reading and Discussion	25 minutes	Handout 12-2: Steps in Community Problem-Solving	C. Steps in Community Problem-Solving
6.	Helping Communities Solve Problems	Lecturette and Discussion	20 minutes		
7.	Wrap Up	Presentation	5 minutes		
8.	Journals	Individual Task	10 minutes		

SESSION 12: Helping Communities Solve Problems

Total Time: 2 hours

OBJECTIVES

By the end of this session, the trainees will be able to

- ♦ analyze the data collected during the health survey,

- ♦ identify the four steps in solving problems, and

- ♦ describe how to help communities solve problems.

OVERVIEW

The approach to promoting community participation used in this workshop places a great deal of emphasis on helping communities become capable of solving their own problems. Problem-solving is at the center of developing community health projects. The ability to solve problems is not an easy skill to acquire, but it is crucial to self-sustaining community development.

Field-workers need to know how to solve problems themselves before they can help communities to do the same. They need a step-by-step approach to problem-solving that is effective at uncovering serious village health problems and coming up with reasonable solutions and that can be taught to community members. The approach to problem-solving presented in this workshop is based on four steps:

1. Finding out what the health situation is in the community.

2. Identifying the community's health problems and choosing one to work on first.

3. Analyzing the chosen problem to determine what actions can be taken to solve it.

4. Selecting the best possible plan of action to solve the problem.

This session starts with an analysis of the data collected during the Health Survey Field Exercise on Friday morning. The data must be compiled over the weekend by the trainers and presented in an organized way to the trainees so they can analyze what it means. They will present their findings to the community at the start of Session 15: Problem Identification Field Exercise.

The trainers present the four steps in community problem-solving and discuss them with the trainees who then review what they learned during the first week about how to promote community participation and discuss how to apply it to helping communities solve problems. They write specific learning objectives for community members who need to learn how to solve problems. The session ends with a review of these learning objectives and a discussion of how to write helpful ones.

PROCEDURES

1. <u>Introduction</u>   Time: 5 minutes

    Present an overview of the session in your own words, using <u>Flipchart A: Session 12 Objectives</u>.

2. <u>Results of the Health Survey</u>   Time: 15 minutes

    Distribute <u>Handout 12-1: Health Survey Results</u>. (See Trainer Notes for how to prepare this handout from the survey data.) Go over the handout with the trainees. Ask them if they have any questions about the data or how it was compiled. Point out that in a larger survey you might want to compute percentages as well as totals for every numerical response.

3. <u>Data Analysis</u>   Time: 20 minutes

    Have the following task prepared on <u>Flipchart B: Instructions for Data Analysis</u>.

    - ◆   Review the results of the health survey individually and prepare answers to these questions:

        -   What are the two or three most important health problems facing the community according to the survey?

        -   Why do you think they are the most important?

    Be prepared to share your answers in 15 minutes.

4. <u>Discussion of Data</u>   Time: 20 minutes

    Ask the trainees to identify the health problems which they consider to be most important. Record their responses on a flipchart. Note how many of them consider the same problem to be most important.

    Ask why they chose the health problems as most important.

Make a brief presentation on the identification of health problems, stressing the following points (jot down key points on a flipchart):

♦ The seriousness of a health problem is usually based on its severity and extent.

- <u>Severity</u> refers to how bad the disease or condition is. Do people die from it? Are they very ill and unable to work or go to school? Do they require medical treatment to recover? Are there long-term effects of the disease?

- <u>Extent</u> or frequency refers to how many people are affected and how often they are affected.

♦ Survey questionnaires should be written to ask for information which can be compiled to show the severity and extent of health problems. Point out how the data in the handout was obtained from the questions in the survey.

♦ Open-ended questions produce answers that are harder to compile. It is helpful to try to put the answers into more general categories and list them with the number of households who responded in that way.

End by pointing out that the survey results also give an idea of how much people understand about the causes of some common diseases and what can be done to prevent them. This will help in planning health education programs. The survey also identifies people in the community who are respected for being helpful when people are ill. They may be helpful in solving health problems and helping to promote community participation.

5. <u>Steps in Community Problem-Solving</u>   Time: 25 minutes

Tell the trainees there are four steps in helping a community to solve its problems. Display the following steps on <u>Flipchart C: Steps in Community Problem-Solving</u>.

♦ Determining the community's health situation.

♦ Identifying its health problems and choosing one to solve.

♦ Analyzing the problem to determine what can be done to solve it.

♦ Selecting a plan of action.

-197-

Give examples to explain each step. Do not go into too much detail for the last three steps, since they will be explained in later sessions or, in the case of the last step, in the second workshop.

Distribute Handout 12-2: Steps in Community Problem-Solving and ask the group to read it.

6. Helping Communities Solve Problems   Time: 20 minutes

Deliver a brief (15-minute) lecturette to review the main points made during the first week of the workshop about how field-workers can promote community participation. Relate these points to how field-workers can help communities solve problems. The presentation should cover the following points (jot down the key points on a flipchart):

- Adults can develop new skills fastest when they actively participate in learning by doing and have a chance to practice what they have just learned.

- Field-workers have to organize people to work together, train them to do new activities, and make it easier for them to do the new things successfully. Field-workers have to be aware of how they start work in a community. They must present themselves as helpers, not as people who will do everything for the community.

- Trainees conducted the health survey with a community counterpart and experienced first hand what it is like to help someone do a new task rather than doing it for the person; then they talked about how to work with community organizations and the importance of ongoing organizing, facilitating, and training to help overcome some of the common obstacles which arise when promoting community participation.

- All that trainees learned last week about how to promote community participation can be applied to how to help communities solve problems.

Field-workers must understand how to solve problems themselves and be able to break the process down into simple steps. They can then set specific objectives for what they want community members to be able to do and have them practice carrying out the tasks to meet these objectives until they are capable of carrying them out on their own.

Tell the trainees that they will be working all week on learning to solve problems themselves and on how to transfer these skills to community members. The first step is to write some learning objectives for community members.

7. <u>Wrap Up</u>   Time: 5 minutes

    Close the session by summarizing the major points and referring to the
    session objectives. Link this session to the following session on problem
    identification.

8. <u>Journals</u>   Time: 10 minutes

    Ask the trainees to take the next 10 minutes to reflect and write about
    what they learned during the day.

TRAINER NOTES

The trainers are responsible for compiling the health survey data collected in
Session 9 for use in this and subsequent sessions. <u>Handout 7-1: Sample
Community Analysis Questionnaire</u> and <u>Handout 12-1: Health Survey Results</u> have
been written to make it easy to collect, compile, and analyze information on
the health situation in the community. Handout 12-1 is modeled on question 5
of Handout 7-1 to make it easy to compile and present the data. The only
calculation required other than addition is the percentages called for in
question 7. The open-ended responses to questions 8 to 11 should be
paraphrased and put into broad categories if possible.

If questions were added to the sample questionnaire for use in the survey,
adapt Handout 12-1 to cover all the information gathered. If the sponsoring
program uses a standard health survey instrument, rewrite Handout 12-1 so that
it conforms to the survey and present the data in a way which follows the
survey questionnaire. It is helpful if such data can indicate the severity and
extent of the problems as these criteria are used throughout the problem-
solving approach used in the workshop.

Finally, if photocopying services are not readily available, trainers may
choose to write the survey results on flipcharts, distribute the blank Handout
12-1, and ask trainees to fill in the results themselves.

MATERIALS

Handout 12-1: Health Survey Results

Handout 12-2: Steps in Community Problem-Solving

Flipchart A: Session 12 Objectives

Flipchart B: Instructions for Data Analysis

Flipchart C: Steps in Community Problem-Solving

HEALTH SURVEY RESULTS

The data from the health survey conducted on Friday morning has been compiled by the trainers and gives the following results:

1. Number of households reporting that a child has been sick in the last two weeks:

    _____ out of a total number of households surveyed _____.

2. Childhood illnesses reported:

Number of Children	Number of Households	Local Term for Illness	Medical Term for Illness	Other Term

3. Severity of Illness:

Medical Term	Total Number of Cases	Not Too Severe	Moderately Severe	Very Severe

4. Number of households reporting that an adult has been sick in the last two weeks:

    _____ out of a total number of households surveyed _____.

5. Adult illnesses reported:

Number of Adults	Number of Households	Local Term for Illness	Medical Term for Illness	Other Term

6. Severity of Illness:

Medical Term	Total Number of Cases	Not Too Severe	Moderately Severe	Very Severe

7. Number of households identifying common diseases as existing and frequency and severity of these diseases:

Medical Term	Local Term	Number of Households Responding Positively	Percent of Total Number Surveyed	Frequency			Severity	
				Few	Some	Most	Not Severe	Very Severe
a) Malaria:	_____	_____	_____	__	__	__	__	__
b) Infant diarrhea:	_____	_____	_____	__	__	__	__	__
c) Intestinal worms:	_____	_____	_____	__	__	__	__	__
d) Cholera:	_____	_____	_____	__	__	__	__	__
e) Schistosomiasis:	_____	_____	_____	__	__	__	__	__
f) Guinea worm:	_____	_____	_____	__	__	__	__	__
g) Tuberculosis:	_____	_____	_____	__	__	__	__	__
h) Trachoma:	_____	_____	_____	__	__	__	__	__
i) _____	_____	_____	_____	__	__	__	__	__
j) _____	_____	_____	_____	__	__	__	__	__
k) _____	_____	_____	_____	__	__	__	__	__
l) _____	_____	_____	_____	__	__	__	__	__
m) _____	_____	_____	_____	__	__	__	__	__
n) _____	_____	_____	_____	__	__	__	__	__

8. Reasons given for the causes of diarrhea:

    Ideas given for how to prevent diarrhea:

9. Reasons given for the causes of worms:

    Ideas given for how to prevent worms:

10. Reasons given for the causes of other diseases related to sanitation:

    <u>Disease</u>   <u>Reasons</u>

    Ideas given for how to prevent other diseases related to sanitation:

    <u>Disease</u>   <u>Prevention</u>

11. Community people to whom others would go for advice or help:

    <u>Disease</u>   <u>Name of Person</u>   <u>Title or Relationship</u>

    a. Diarrhea

    b. Worms

    c. Other _____

STEPS IN COMMUNITY PROBLEM-SOLVING

Field-workers can help a community to learn how to solve its problems on its own by training community members to take the following four steps in community problem-solving. They are written to describe solving health problems.

Step 1:   Determining the Community Health Situation

The community must first find out what its health situation is. It can conduct a health survey similar to the one used in the health survey field exercise. It needs to know what diseases and conditions are common in the community, how many people suffer from them, how often they are sick, and how sick they get.

Step 2:   Identifying the Community's Health Problems and Choosing One to Solve

The community must make a list of all its health problems. Community members will be able to identify some problems right away and can review the health survey to identify others they might not have thought of. They need to know the difference between a problem and a need so that their list contains only problems. When the list is complete, each problem should be described in detail so that community members can decide what problems are most important to them and list them in order of importance. They can then choose to work on one of the most important problems.

Step 3:   Analyzing the Problem to Determine What Can Be Done to Solve It

When a problem has been chosen, community members should look at it as carefully as possible to find out what can be done about it. They should review their description of the nature of the problem before starting. Next they should identify everything that has an effect on the problem—what causes it, what makes it worse, what keeps it from getting worse. Then they have to decide which of these things they can do something about and which they cannot. Finally, they can decide what actions they can take that will help to solve the problem.

Step 4:   Selecting a Plan of Action

Once community members have identified all the actions the community can take that will help solve the problem, they have to choose which actions to take and in what order. A community cannot do everything to solve a problem at one time. It has to develop a plan based on all the specific actions that it is capable of carrying out and can afford that will have the biggest impact on the problem. The plan may consist of a series of actions that the community can take over several months.

GUIDE TO SESSION 13: PROBLEM IDENTIFICATION

Total time: 3.75 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 13 Objectives
2.	What Is a Problem?	Small Group Task	35 minutes	Handout 13-1: Problems and Needs Exercise	B. Instructions for Problems and Needs Exercise
3.	Problems and Needs	Presentations and Discussion	30 minutes	Handout 13-2: Distinguishing Problems from Needs	C. Problem and Need Statements
4.	Steps in Identifying Problems	Lecturette/Discussion	55 minutes	Handout 13-3: Steps in Identifying Problems	
5.	How to Rank Problems	Small Group Task	50 minutes		D. Instructions for Ranking Exercise
6.	Discussion of How to Rank Problems	Group Presentations and Discussion	45 minutes		
7.	Wrap Up	Presentation	5 minutes		

SESSION 13: Problem Identification

Total Time: 3.75 hours

OBJECTIVES

By the end of this session the trainees will be able to

- distinguish between a problem and a need,

- identify a variety of health problems,

- describe problems in detail,

- select rules for putting problems in order of importance, and

- put problems in order of importance.

OVERVIEW

The ability to identify problems is one of the first skills a community must develop to plan and take actions to improve its situation. Identifying problems is also a first step in solving the small problems which always arise when working with a community. Field-workers promoting community participation must know how to identify problems so that they can help the community identify and solve problems on its own.

The purpose of this session is to introduce the trainees to a way of helping a community to identify its problems and choose one to work on first. This problem identification method is made up of five steps:

1. Learning to distinguish between a problem and a need.

2. Listing all the problems the community wants to solve.

3. Describing each problem in detail.

4. Making rules for putting the problems in some order of importance.

5. Putting the problems in order of importance and choosing one to work on first.

The trainees will have an opportunity to practice all five steps during the session.

PROCEDURES

1. <u>Introduction</u>   Time: 5 minutes

   Open the session by telling the trainees that they will now learn how to
   help a community identify its problems.

   Present the session overview in your own words and the objectives for the
   session on <u>Flipchart A: Session 13 Objectives</u>.

2. <u>What Is a Problem?</u>   Time: 35 minutes

   Open by briefly highlighting the differences between problems and needs.
   Stress that problems are always complex situations which have more than
   one cause or are affected by several conditions and therefore have
   several possible solutions. Needs express a solution to an underlying
   problem. "We don't have a well" is not a problem, but a well is a
   possible solution to the underlying problem of a lack of clean drinking
   water. Explain that field-workers have to help communities understand the
   difference between problems and needs before they start identifying their
   problems. Tell them that the session will start with a chance for them to
   practice distinguishing between problems and needs.

   Present the group task on <u>Flipchart B: Instructions for Problems and
   Needs Exercise</u>:

   ♦   Divide into small groups.

   ♦   Read <u>Handout 13-1: Problems and Needs Exercise</u>.

   ♦   Complete the task as a group as described in the
       handout.

   You will have 25 minutes to complete the task.

   Divide the trainees into small groups and distribute Handout 13-1.

3. <u>Problems and Needs</u>   Time: 30 minutes

   Display <u>Flipchart C: Problem and Need Statements</u> with the numbers of all
   the problem and need statements from Handout 13-1 listed on the left hand
   side. Go through the list of problem and need statements on the handout
   one at a time and ask each group to state whether they thought it
   described a problem or a need. Reach agreement on each one and write "P"
   or "N" next to that number.

   The first few statements are relatively simple and most groups will
   probably get them right. The rest are more difficult and there may be a
   difference of opinion. Use <u>Handout 13-2: Distinguishing Problems from
   Needs</u> to discuss each statement that is not clear to the trainees. Ask
   them how to distinguish between a problem and a need and why it is
   important for a community to do so. At the end of the discussion
   distribute Handout 13-2.

-210-

4. <u>Steps in Identifying Problems</u>   Time: 55 minutes

<u>Overview</u>

Present a brief lecturette on the five steps in identifying problems. The lecturette should be organized in the same way as <u>Handout 13-3: Steps in Identifying Problems</u>. Ask the trainees to read the introduction and Step 1.

The lecturette should cover the following points:

   ◆   Field-workers can help communities identify their
        problems by breaking the task down into five clear
        steps (refer to five steps in Handout 13-3).

   ◆   Once a community understands what a problem is, it can
        make a list of all its problems.

   ◆   The community may want to limit the range of problems
        it wishes to identify at any one time to make this
        task easier. The field-worker may represent a program
        which also determines the boundaries of the problems
        it wishes to address, such as hygiene problems.

   ◆   Problems are listed as problem statements. They should
        name only one problem and be clear enough so they are
        easy to analyze.

   ◆   Problems are most commonly ranked (put in order)
        according to their severity and extent and difficulty
        to solve.

   ◆   The rest of the handout should be read and discussed
        step by step throughout the session.

Give examples of problem statements and describe several problems.

<u>Listing Problems</u>

Ask the trainees to read step 2 of Handout 13-3. Ask them if they have any questions about it. Clarify any points which are not clear.

Next, ask the trainees to think about the hygiene problems which exist in the community. Ask them to help you make a list of them. Record the list on a flipchart. If someone suggests a need ask them to define the problem behind the need and record the problem. When the list is complete, review the problems they identified and ask the trainees how to make them clearer and more specific. Rewrite a few of the problems on another flipchart.

Point out that it is very hard to describe and rank poorly defined problems. It is also very hard to analyze them. Make the following points while you are recording restated problems:

- ◆ A problem statement should identify a specific problem and not a group of problems. For example, "Our children are often sick" is not as helpful as, "At any time, a quarter of the children under five years old have diarrhea."

- ◆ A problem statement should provide descriptive information. For example, "Our drinking water is dirty" is not as helpful as "We get all our water from the river which is contaminated by people and animals."

- ◆ Field-workers need to know what constitutes a helpful problem statement and how to ask follow-up questions to get more specific information. (The trainers can model this behavior by asking follow-up questions at this time.)

Ask the trainees to read step 3 in the handout. Answer their questions and clarify points which are not understood.

Rules for Ranking Problems

Ask the trainees to read the rest of Handout 13-3. Stop whenever appropriate to emphasize the following points:

- ◆ It is necessary to establish rules by which to rank the problems the community wants to work on.

- ◆ Severity and extent are valuable measures of the importance of health problems.

- ◆ Cost and time are valuable measures of the ability and desire of the community to solve a problem.

Use frequent examples to explain what is meant by severity and extent. Repeat the point that communities may have different reasons for selecting one problem over another. In that case, they will have to select different rules on which to base their decisions. They need to categorize each problem on a continuum from 1 to 5, then give numerical ratings to the problems in order to rank and compare them. They should limit the number of rules they use to three or four at most to keep things simple.

Remind the trainees that a community needs to estimate what it would require to plan and take the actions needed to solve the problem. First, the community needs to be certain that it can do something about the problem; then, it needs to tackle those problems that are easier to solve. It can always return to the more difficult problems at a later date.

5.   How to Rank Problems   Time: 50 minutes

Present the following task on Flipchart D: Instructions for Ranking Exercise.

- ◆   Return to the teams formed for the health survey field exercise.

- ◆   Review the list of problems developed in procedure 4 of this session.

- ◆   Rank them according to the following criteria:

    - severity,

    - extent, and

    - estimated time and cost to solve.

- ◆   Write your ranked list on a flipchart to present to the group.

- ◆   Be prepared to discuss how and why you made your decisions.

- ◆   You have 45 minutes to complete the task.

Make sure that the task is clear. Assign an observer. Post the complete lists.

6.   Discussion of How to Rank Problems   Time: 45 minutes

Review the lists and point out the similarities and differences. Ask the trainees the following questions to stimulate a discussion:

- ◆   Why did you rank the first few problems in the order you chose?

- ◆   Were your decisions in keeping with the rules?

- ◆   How did you make your decision?

Point out in closing that the final step in identifying problems includes selecting one problem to analyze and solve. Help the group choose one of the ranked problems to analyze. Discuss their reasons for making their choice.

Ask the observers for their comments on how the group worked together.

7. Wrap Up   Time: 5 minutes

Close by reviewing the five steps in the problem identification method. Ask the trainees if they have any questions about the method. Link this session to the other problem-solving sessions. Review the session objectives to see if they have been met.

MATERIALS

Handout 13-1: Problems and Needs Exercise

Handout 13-2: Distinguishing Problems from Needs

Handout 13-3: Steps in Identifying Problems

Flipchart A: Session 13 Objectives

Flipchart B: Instructions for Problems and Needs Exercise

Flipchart C: Problem and Need Statements

Flipchart D: Instructions for Ranking Exercise

PROBLEMS AND NEEDS EXERCISE

Field-workers need to be able to distinguish between community problems and needs so that they can help the community identify its real problems and not just its needs. Review the following list of statements and write "P" next to the problems and "N" next to the needs.

_____ 1. Thirty percent of the children in our village suffer from diarrhea at any given time.

_____ 2. Most of the adult men in the village have malaria during the rainy season.

_____ 3. There is no midwife in the village.

_____ 4. We need one latrine for each house to have sanitary conditions in the village.

_____ 5. Twenty-five percent of the children in the village die before they are five years old. We need better medical care.

_____ 6. There is no place to buy chloroquine in the village, so people suffer from malaria.

_____ 7. Our children die of measles because the immunization team did not come to vaccinate the babies last year.

_____ 8. We need clean water in the village. The closest good water is five kilometers away and the women will not go there when there is water in the swamp during the rainy season.

_____ 9. We do not eat enough meat to stay healthy.

_____10. Mosquitoes breed in the swamp next to the village during the rainy season. That is why malaria is worse in the rainy season.

DISTINGUISHING PROBLEMS FROM NEEDS

Here are some answers to the problems and needs exercise.

The first four are fairly easy to distinguish. The first two are problems and the next two are needs. The existence of diarrhea among 30 percent of the children and malaria among most adult men during the rainy season are clearly problems. Both have several causes and can have several solutions. The lack of a midwife in the village is a need which can be met by getting a midwife to come to work in the village. The lack of sanitary conditions in the village may be a problem, but the need for a latrine for each house can be met by building one for each house. Whether that will provide sanitary conditions for the village depends on all the other reasons for the unsanitary condition of the village.

The rest are less clear and may be open to different points of view. In the opinion of the author:

+ Item 5 is a problem despite the fact that the people think that they need better medical care to solve it. The first sentence clearly describes a problem with many causes and possible solutions.

+ Item 6 is a need because the situation can be improved by having someone sell chloroquine in the village. Even if chloroquine were available in the village, people might still suffer from malaria because it is only one of the things people can do to resolve the problem of malaria. The lack of chloroquine is not a problem.

+ Item 7 is also a need because it focuses on the absence of the immunization team as the cause of the problem of measles. The existence and severity of measles is a problem, but the absence of the immunization team is a need because all that has to be done is to have the immunization team come. The reason the team did not come and how the community can get it to come could be a problem if it were worded as follows: "We don't know why the immunization team didn't come last year and we don't know how to make sure that it will come back this year."

+ Item 8 is a problem because there are several causes and solutions to this problem. The fact that the people recognize the need for clean water does not mean that they don't have a problem in acquiring it. The statement describes a situation which can be analyzed and several possible solutions could be suggested to bring clean water closer to the village.

♦ Item 9 is a need because all that has to be done is provide more meat in people's diets. There may be a problem behind the need if the people do not know how to raise more meat to add to their diets. The statement that they need meat to stay healthy is not describing the problem that people are not healthy. That might be a problem, but eating more meat may not be the only solution to it.

♦ Item 10 is a problem despite the second sentence. The problem is not malaria, as stated, but the mosquitoes which breed in the swamp next to the village. Water forming pools in the swamp is caused by a number of situations which can be addressed, and ways can be found to keep mosquitoes from breeding in standing water.

STEPS IN IDENTIFYING PROBLEMS

Introduction

Before people can plan to solve a problem, they have to know clearly what the problem is. The first step for the community is to identify its problems. You must help the communities in which you work identify their problems themselves; you should not tell them what their problems are.

When they have identified their problems, they need to put them in some order so they can choose which ones to work on first.

The task of identifying problems can be broken down into five steps:

1. Learning the difference between a problem and a need.

2. Making a list of all community problems.

3. Describing each problem in detail.

4. Making rules for putting the problems in some order of importance.

5. Putting the problems into order of importance and choosing one problem to work on.

1. Learning the difference between a problem and a need.

Many people describe what they need because they have come up with solutions before they have clearly understood what the problem is in the first place. For example, if you were to ask a community to identify one of its problems, someone might say, "We need a piped water supply." However, while this may be a need, a piped water supply is only one possible solution to a serious problem that may have easier, more effective, or cheaper solutions than a piped water supply system.

Solving problems requires several steps. People first need to find out what their health situation is and then they can identify all their problems and choose one to work on first. Next they need to understand what is causing the problem. Then they can look at the many possible solutions for the problem. Finally, they can select the best solution for them. Skipping the problem-solving steps and jumping straight away to the first solution that comes to mind can have serious consequences for the community. The chosen solution may not be the best one, and it may not even have a great impact on the most serious problems the community is facing.

An easy way to tell the difference between the statement of a problem and the statement of a need is to ask, "What would it take to solve the condition described?" If there is only one answer, then the statement is likely to be a need. If it has several possible answers then it is likely to be a problem.

2. Making a list of all community problems.

Community leaders will often identify different problems.

- The teacher may say, "The children all have scabies."

- The traditional midwife may say, "Many children get tetanus in the first few weeks of life."

- The traditional healer may say, "Many of the people have backaches."

- The mother may say, "Our children are dying from diarrhea."

- You may say, "Our survey shows that diarrhea and dysentery are among the leading causes of death in very young children."

All the problems identified by the community members are put on a list. You may want to help the community members state the problems in a clear and understandable way.

When a problem is stated or put on a list, it should not be so technical that many people in the community cannot understand it. It should refer to one problem and not a group of problems, e.g., "diarrhea in young children" not something vague such as "stomach problems." You may also want to limit the type of problems the community members list to those the community wants to solve first or those that your agency can help with.

3. Describing each problem in detail.

To fully describe the nature of a problem, the community needs to ask itself the following questions:

- What does the problem look like? What are its characteristics?

    - How does the community know that the problem exists?
    - What are its symptoms or signs?
    - How would a person describe the problem to someone else outside the community?
    - How does it spread or get worse?

- 220 -

♦ What are the effects of the problem on the community?

- Whom does it affect?
- How many people are affected at one time?
- How often does the problem affect them?
- How severe is the effect of the problem on people?
- Are different people affected in different ways by the problem?

4. Making rules for putting the problems in some order of importance.

It is very unlikely that a community will be able to solve all the identified problems at the same time: some problems will be more important than others, and some will be easier to solve than others. In order to decide which problems should be worked on first, the community has to make up some rules for deciding which of its problems it wants to work on first.

Each community can develop its own set of rules. These rules can change whenever the community decides to change them. They are only a means of making sure that when people are working together to decide on the importance of a problem, they are using the same reasons for their decision.

Health problems can be listed according to their severity and extent.

Severity asks:

♦ How ill do people get because of the problem? The more severe the illness, the more important the problem.

Extent asks:

♦ How many people does the problem affect? How frequently does it affect them? The more people are affected and the more often they are affected, the more important the problem.

The most important problem identified by the two rules mentioned above may be a very difficult problem for the community to try to solve first. If this is the first time that a community is participating together in solving its problems, it is important that the community successfully solve a problem as quickly as possible. Its success will show community

members what they can do together and will motivate them to try to solve other problems. For this reason, some other rules for the community to consider are:

- How much will it cost us to solve the problem? The less it costs, the sooner we should try and solve it.

- How much time will it take to solve the problem? The less time it takes, the sooner we should try and solve it.

5. <u>Putting the problems in order of importance and choosing one to work on first.</u>

The community can apply the four rules to the problems they have identified and then they will have four answers for each problem. Just having the answers to the questions is not going to mean that the community can immediately put the problems in some order. Some problems are going to affect more people more often than others; some problems are going to be more serious than others; some problems are going to take less time to solve than others; some problems are going to cost less to solve than others.

For example: Problem A may be a dangerous illness that only affects a few older people in the community some of the time, will cost a lot to resolve, but can be resolved in a year or so.

Problem B may not be life-threatening but affects many adults and children frequently, will not cost much to deal with, and will take two years to reduce.

Problem C may be a dangerous illness for all young children in the community, will not cost a lot to solve, and can be solved in six months.

Community members will need to have a lot of discussion to decide which of these problems they should tackle first; they will have to balance the extent and severity of the illness with the cost and time needed to solve it.

One technique that can be used to help the community to reach a decision is to give numerical values to the rules.

For example:

How many people does the problem affect?

1	2	3	4	5
no one	a few	some	many	everyone

The more people affected, the higher the score.

How ill do people get because of this problem?

1	2	3	4	5
not at all	can work	cannot work	go to hospital	they die

The more serious the effect, the higher the score.

How much will it cost us to solve the problem?

1	2	3	4	5
cannot pay for it	very expensive	expensive	not a lot	nothing

The less it costs, the higher the score.

How much time will it take to solve the problem?

1	2	3	4	5
too much time	a lot of time	some time	a little time	no time
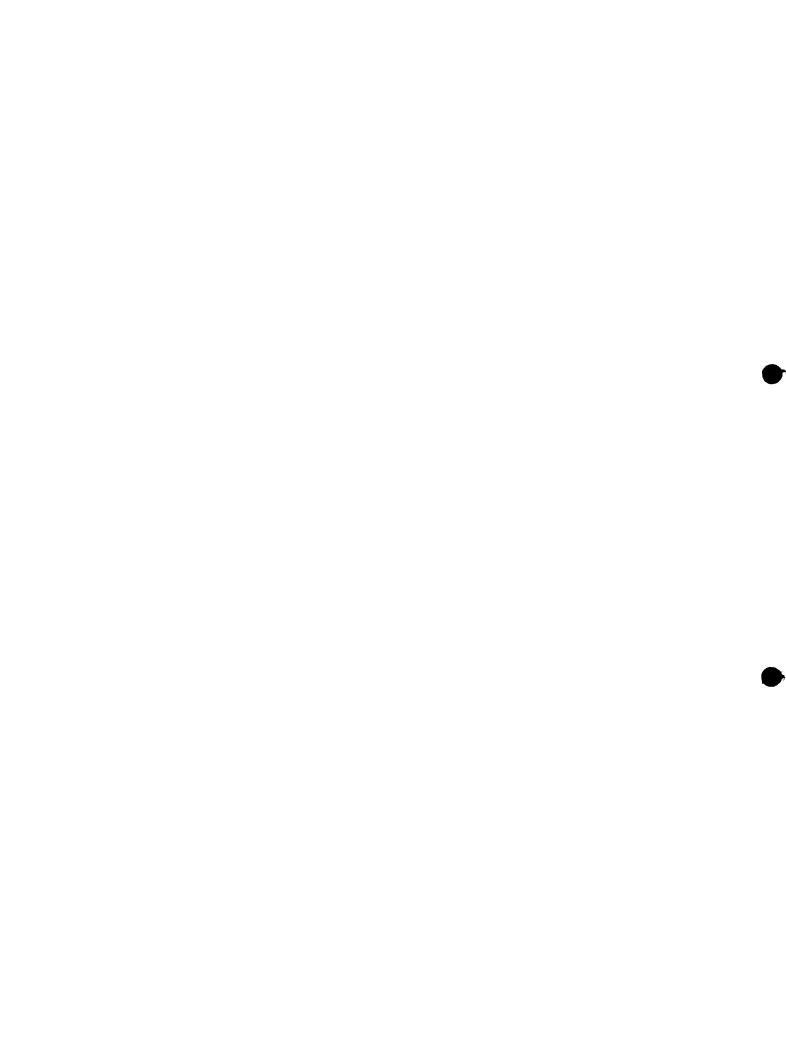
The shorter the time, the higher the score.

Now, going back to our three problems, A, B, and C, we can use the four rules to get some scores:

	Severity	Extent	Cost	Time	Total
Problem A	4	2	1	3	10
Problem B	2	4	4	2	12
Problem C	5	5	4	4	18
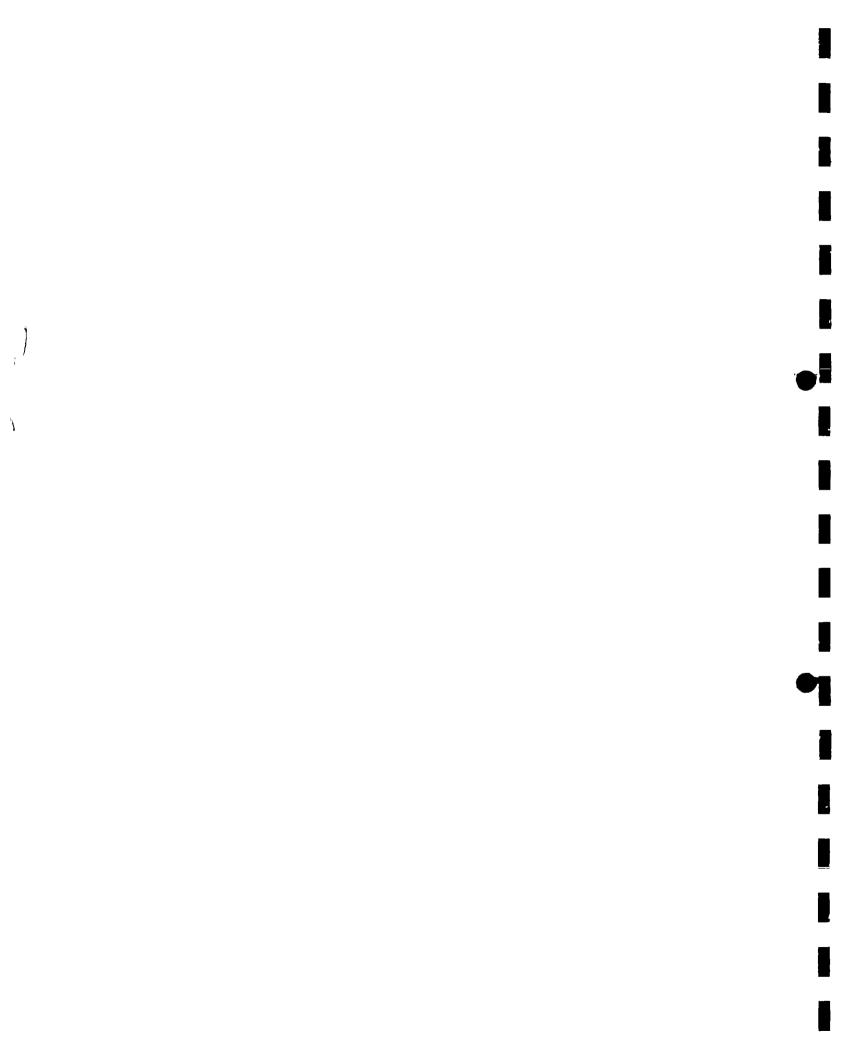
This method of ordering the problems suggests that Problem C should be worked on first, then Problem B, and then A. There is nothing sacred about this order. The community could still decide on another order for other reasons or because one reason is much more important than another.

The main value of this approach is that it gets the community to think about a health problem in terms of extent: how many people it affects and how often it affects them; severity: how serious is its impact; and whether the community can afford the money and time to try and solve the problem. However it makes its decision, the community will have to choose one problem for further study and planning.

SESSION 14

GUIDE TO SESSION 14: TRAINING COMMUNITY MEMBERS TO SOLVE PROBLEMS

Total time: 3.75 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Discussion and Presentation	5 minutes		A. Session 14 Objectives
2.	Helping Adults Learn	Reading, Presentation and Discussion	20 minutes	Handout 14-1: Helping Adults Learn	
3.	Planning Exercise	Small Group Task	45 minutes	Handout 14-2: Developing Training Plans—Small Group Task	
4.	Presentation of Exercise Plans	Group Presentations and Discussion	45 minutes		
5.	Briefing for the Problem Identification Field Exercise	Presentation	10 minutes		B. Field Exercise Objectives
6.	Preparing Plans for the Problem Identification Field Exercise	Presentation and Small Group Task	60 minutes		C. Instructions for Planning the Problem Identification Field Exercise
7.	Discussion of Plans	Discussion	25 minutes		
8.	Wrap Up	Presentation	5 minutes		
9.	Journals	Individual Task	10 minutes		

SESSION 14: Training Community Members to Solve Problems

Total Time: 3.75 hours

OBJECTIVES

By the end of this session the trainees will be able to

- describe how to help adults learn,

- develop plans for helping adults learn how to solve problems, and

- develop, review, and revise plans for the problem identification field exercise.

OVERVIEW

Training community members to solve problems is one of the most important ways of helping communities solve their problems. Field-workers need to learn how to be effective trainers of adults if they want to share their skills with a community and help it become capable of solving its own problems. Field-workers need to be able to

- determine exactly what it is that people need to know how to do,

- write clear learning objectives which describe what people will be able to do after being trained,

- develop detailed plans to accomplish their objectives,

- deliver training activities based on such plans, and

- evaluate whether the people trained are able to do what they were trained to do.

After a brief review of how field-workers can help adults learn, the trainees will have a chance to develop plans to accomplish some common learning objectives for helping community leaders learn how to identify problems. Then they will apply what they learned as they develop plans for implementing the learning objectives in the problem identification field exercise.

This session will run about four hours, a half hour longer than normal, in order to allow adequate preparation time for the field exercise.

PROCEDURES

1. <u>Introduction</u>   Time: 5 minutes

Present the overview of the session in your own words using <u>Flipchart A:</u> <u>Session 14 Objectives</u>.

2. <u>Helping Adults Learn</u>   Time: 20 minutes

Mention that training community members to solve problems is one of the most important ways of helping communities solve problems. Briefly review the principles of adult learning presented in Session 2 (Handout 2-1).

Distribute <u>Handout 14-1: Helping Adults Learn</u>, ask the trainees to read it, and answer any questions they have, using examples to clarify points.

Ask the trainees to think about the training that they are receiving in the workshop. What are some of the learning activities they have experienced. List the activities on a flipchart. Ask them which activities they could use in training community members to do new tasks.

3. <u>Planning Exercise</u>   Time: 45 minutes

Mention that the trainees will next form small groups of four or five to develop plans for helping community members learn to solve problems. Present the task on <u>Handout 14-2: Developing Training Plans—Small Group Task</u>.

Make sure that everyone understands the task. Divide the trainees into four groups. Assign two objectives to each group: objectives 1 and 2 to one group; 3 and 4 to another; and so on.

4. <u>Presentation of Exercise Plans</u>   Time: 45 minutes

Back in the full group, ask someone from each small group to briefly share the group's plans. Ask them to include the responses to the three questions under item C in Handout 14-2. After each group has reported out, lead a general discussion of the plans by asking the following questions:

- ◆ Are the plans consistent with the adult learning principles?

- ◆ What other learning activities could be used in the plans?

Close the discussion by pointing out the need to plan and evaluate training activities to make sure that they are successful.

5. <u>Briefing for the Problem Identification Field</u>   Time: 10 minutes
    <u>Exercise</u>

Present a short briefing on the structure and objectives of the field
exercise. Point out that the trainees will be responsible for planning a
problem identification session in a community meeting. They will have 2
hours in which to accomplish the following objectives for the field
exercise. Present these on <u>Flipchart B: Field Exercise Objectives</u>:

    ♦   Describe the health situation in the community.

    ♦   Distinguish between a problem and a need.

    ♦   Identify some of the environmental health problems in
        the community.

    ♦   Put these problems in order of importance.

Each work group will be responsible for meeting one of the objectives. By
the end of the field exercise the community will have produced a list of
its health problems and put it in order of importance to them. If you
are working with one community, each group will have 30 minutes to
accomplish one objective. If you are working in two communities, each
group will have 60 minutes to accomplish two objectives. You may want to
carry out this exercise with a smaller group, i.e., the health committee,
instead of a large meeting. The trainers will have to decide this in
advance. Adapt the instructions according to the exact set-up of the
field exercise.

Point out that the above objectives do not cover all the steps in
identifying problems. The community is not asked to describe the nature
of each problem, nor to determine the rules to use to rank its problems.
The community only needs to rank them in order of importance. This is
done to save time in the field exercise and allow the community to
complete most of the steps in identifying its problems. It will also give
the trainees enough time to practice helping a community to identify its
problems. A field-worker and community would normally have more time for
this task.

6. <u>Preparing Plans for the Problem Identification</u>   Time: 60 minutes
    <u>Field Exercise</u>

Tell the trainees they will be meeting in groups to prepare their part of
the field exercise. Remind them that they will have about 30 minutes in
the community meeting to meet each objective (assuming one community).
Make the following points, jotting down notes on a flipchart:

    ♦   Some time must be spent at the start of the field
        exercise in presenting the results of the community
        health survey.

♦ Community members must have some time to ask questions about the results and discuss them to demonstrate that they have met the objective.

♦ The trainees may want to present a sample case study or a short skit to show the difference between a problem and a need.

♦ Flipcharts and markers will be available at the meeting to list the problems identified by the community.

♦ To save time the community is asked to rank the list of problems according to their severity and extent only. These characteristics of the problems should be mentioned in the presentation of the survey results.

♦ The community will not have time to select the rules for ranking problems, but they should have a chance to discuss them so they understand why they are important.

Now ask the trainees to plan how to implement their objective in their field exercise work groups. Preferably, they should remain in the same groups they were in for the community meeting field exercise (Session 5).

Present the following group task using <u>Flipchart C: Instructions for Planning the Problem Identification Field Exercise</u>:

♦ Determine how your work group will implement its part of the plan.

♦ Decide which members of the work group will carry out which tasks.

♦ Write out the task instructions and questions you will use.

♦ Select someone to record the plan and present it to the full group.

You will have 50 minutes to complete this task.

Divide the trainees into their work groups and get them started.

7. <u>Discussion of Plans</u>   Time: 25 minutes

Ask each group to briefly present its plan. Ask the other trainees for comments and suggestions. Tell the groups that they are responsible for preparing any flipcharts or other materials needed for the field exercise. Make sure the classroom is open and materials available after the session.

- 230 -

8. Wrap Up   Time: 5 minutes

    Summarize the major points made in the session about how to train
    community members to identify their problems. Review the session
    objectives and link the session to the field exercise.

9. Journals   Time: 10 minutes

    Ask the trainees to spend the next 10 minutes reflecting upon what they
    consider to be their most important learning for the day and to write
    down how they would use or apply these skills and ideas in their work
    situations.

MATERIALS

Handout 14-1: Helping Adults Learn

Handout 14-2: Developing a Learning Strategy—Small Group Task

Flipchart A: Session 14 Objectives

Flipchart B: Field Exercise Objectives

Flipchart C: Instructions for Planning the Problem Identification Field
              Exercise

HELPING ADULTS LEARN

Adults learn best when

* they are learning something that they feel they need to learn;

* they learn by doing, by practicing;

* they have a variety of ways to learn new things -- presentations, discussions, role-playing, simulations, practical tasks;

* they can make sense out of the new things they have learned and see how they fit in with what they already know;

* they can try these new things on their jobs or in their lives very soon after learning them.
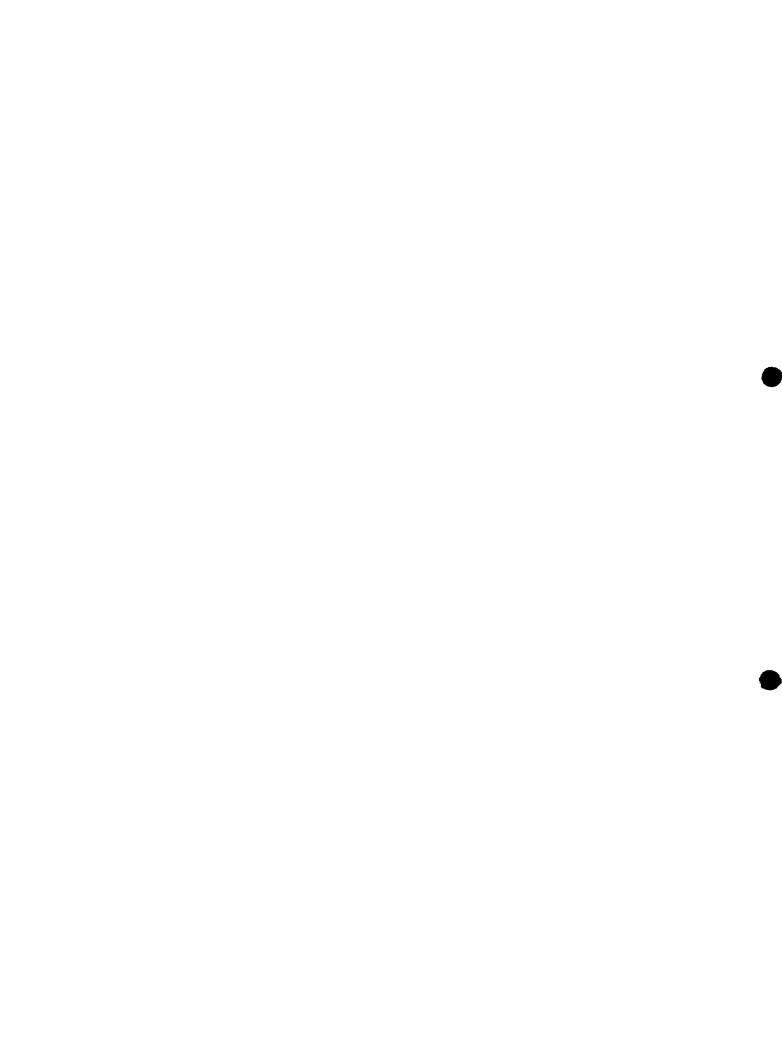
You can help adult community members learn by

* knowing exactly what they have to do and the skills that they need to be effective;

* planning training activities that will give them the new knowledge and skills;

* planning training activities that use a variety of ways for learning;

* stating clearly what they are going to know or be able to do by the end of the training;

* helping them discuss their experiences during the training;

* creating an atmosphere in which people are comfortable about talking and sharing their knowledge, opinions, ideas, and feelings and in which they are willing to try out new skills and organize new activities;

* giving them the opportunity to report back on how it worked to try out the new skills in a training activity and later on the job.

DEVELOPING TRAINING PLANS—SMALL GROUP TASK
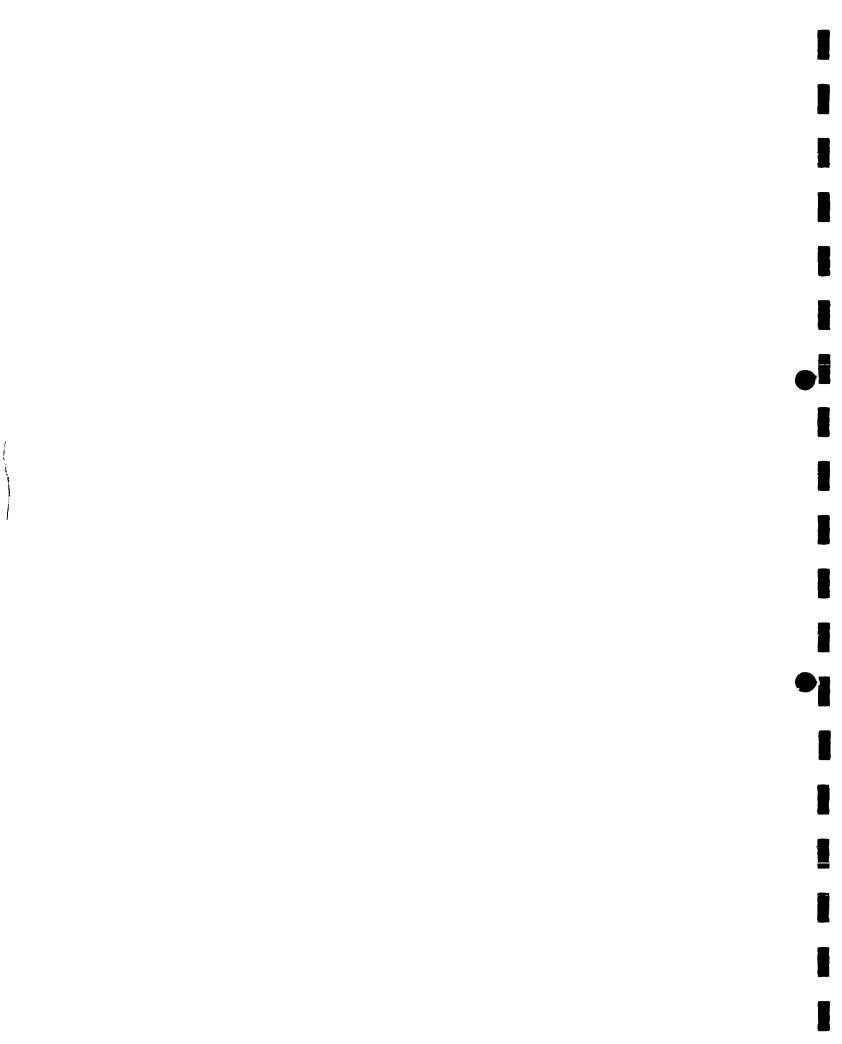
A.   Develop plans for helping the leaders of the health committee to accomplish two of the following learning objectives.

   1.   Use the results of a health survey to describe the environmental health situation of their community.

   2.   Run a general community meeting to inform everyone of the health situation of the community.

   3.   Describe the difference between a problem and a need.

   4.   Lead a village health committee meeting discussion about the differences between a problem and a need.

   5.   Make a list of all the environmental health problems in the community.

   6.   Help the community identify its environmental health problems at a general community meeting.

   7.   Put the list of problems in order of importance based on their severity and extent.

   8.   Train members of the village health committee to rank their problems in order of importance to them.

B.   You have two hours in which to train the health committee leaders to accomplish the two objectives.

C.   Include answers to the following questions in your plans:

   ♦   What learning activities will you include in your plans?

   ♦   How much time will you spend on each activity?

   ♦   How will you evaluate whether or not the individual learned to do the task?

D.   Write your plan on a flipchart and be prepared to share it with the other groups in 40 minutes.

GUIDE TO SESSION 15: PROBLEM IDENTIFICATION FIELD EXERCISE

Total time: 5.5 to 6 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 15 Objectives
2.	Travel to Community Meeting Site	Travel	5-20 minutes		
3.	Problem Identification Field Exercise	Field Exercise	3 hours		
4.	Return from Community Meeting Site	Travel	5-20 minutes		
	LUNCH				
5.	Evaluating the Problem Identification Field Exercise	Work Group Task	70 minutes		B. Instructions for Evaluating the Problem Identification Field Exercise
6.	Presentation of the Evaluations	Group Presentations and Discussion	55 minutes		
7.	What Was Learned	Full Group Discussion	15 minutes		
8.	Wrap Up	Presentation	5 minutes		
9.	Journals	Individual Task	10 minutes	Journals	

SESSION 15: Problem Identification Field Exercise

Total Time: 5.5 to 6 hours

OBJECTIVES

By the end of this session the trainees will be able to

- help a community to identify its problems:

  - describe its health situation,
  - distinguish between a problem and a need,
  - identify its problems, and
  - put them in order of importance;

- help a community develop the capacity to identify its problems on its own; and

- analyze the effectiveness of their plans for teaching problem identification skills to the community.

OVERVIEW

This session provides the trainees with an opportunity to apply what they have learned in the last three sessions in a community setting. It is structured like the other field exercises. After a brief classroom introduction trainees and trainers go to the community meeting site where the trainers present the structure and objectives of the field exercise to the community members present. The trainees then have two hours to help the community identify its problems and put them in order of importance based on their severity and extent. After the end of the field exercise the trainees and trainers return to the workshop classroom and take a short break. The trainees then discuss the field exercise as they did after past field exercises, using success analysis questions.

As with all the field exercises, prior preparation of the training-site community is necessary for success. The community should understand the purpose and structure of the exercise and what is expected of them. It is recommended that a representative of the training staff visit the community the night before to remind people when the meeting is scheduled. It would be helpful for the same person to return to the community an hour before the scheduled start of the field exercise to get as many people there at the scheduled start as possible.

This session may not take a full day. You may wish to give the trainees some time off at the end of the session rather than begin the next one.

PROCEDURES

1. <u>Introduction</u>   Time: 5 minutes

    Present the objectives of the session on <u>Flipchart A: Session 15</u>
    <u>Objectives</u>. Review the structure of the field exercise, emphasizing the
    need to complete the activity in two hours.

2. <u>Travel to Community Meeting Site</u>   Time: 5-20 minutes

    The total time of 6 hours for this session is based on travel times of 20
    minutes. If the travel can be accomplished in less time, the extra time
    can be added to the field exercise and its review. Some flexibility is
    already built into the schedule to allow for longer introductory and
    closing meetings with community members should it prove necessary.

3. <u>Problem Identification Field Exercise</u>   Time: 3 hours

    Ask a trainee to introduce the schedule and objectives of the field
    exercise to the community members who are present (15 to 30 minutes). The
    trainee should explain the difference between this two-hour training
    activity and the longer more open-ended process a community would use to
    identify its problems on its own. He or she should clarify any
    misunderstandings, answer questions, and then ask the first group of
    trainees to take over and start their part of the field exercise.

    The trainees work with the community members for two hours. Observe their
    work carefully so that you can review it in detail and intervene if
    necessary. Monitor the time for each section.

    At the end of the field exercise, thank all participants and express the
    hope that the community members will be able to use what they learned
    from this activity in their development efforts. Mention any follow-up
    that will occur after the workshop.

4. <u>Return from Community Meeting Site</u>   Time: 5-20 minutes

    See Procedure 2 above.

LUNCH

5. <u>Evaluating the Problem Identification Field Exercise</u>   Time: 70 minutes

Present the following task on <u>Flipchart B: Instructions for Evaluating the Problem Identification Field Exercise</u>.

   • In your work groups, use success analysis questions to assess the effectiveness of your plans in accomplishing your objective (20 minutes).

   • Then answer the success analysis questions for how well you implemented your plans (20 minutes).

   • Provide observations about what you saw other groups doing which helped or hindered your part of the field exercise (20 minutes).

   • Record the responses on a flipchart for presentation.

Assign an observer to each group.

6. <u>Presentation of the Evaluations</u>   Time: 55 minutes

Have each group present its evaluation. Then lead a discussion on the helping and hindering behaviors that were observed.

Be sure to

   • concentrate on the major points of agreement,

   • note significant points made by one group but not by the others, and

   • ask the observers for their comments.

7. <u>What Was Learned</u>   Time: 15 minutes

Ask the trainees to tell what they learned from the field exercise. Use the following questions to lead a discussion.

   • What are the most important things you learned about helping a community identify its problems?

   • What is most difficult in helping a community to identify its problems?

   • What can field-workers do to reduce these difficulties?

8. <u>Wrap Up</u>   Time: 5 minutes

    Close the session by summarizing what the trainees learned and reviewing
    the session objectives.

9. <u>Journals</u>   Time: 10 minutes

    Ask the trainees to take some time to reflect upon what they learned
    during the day and write how they will apply it in their journals. Remind
    them that you will ask some of them to share some of their comments at
    the start of the next session.
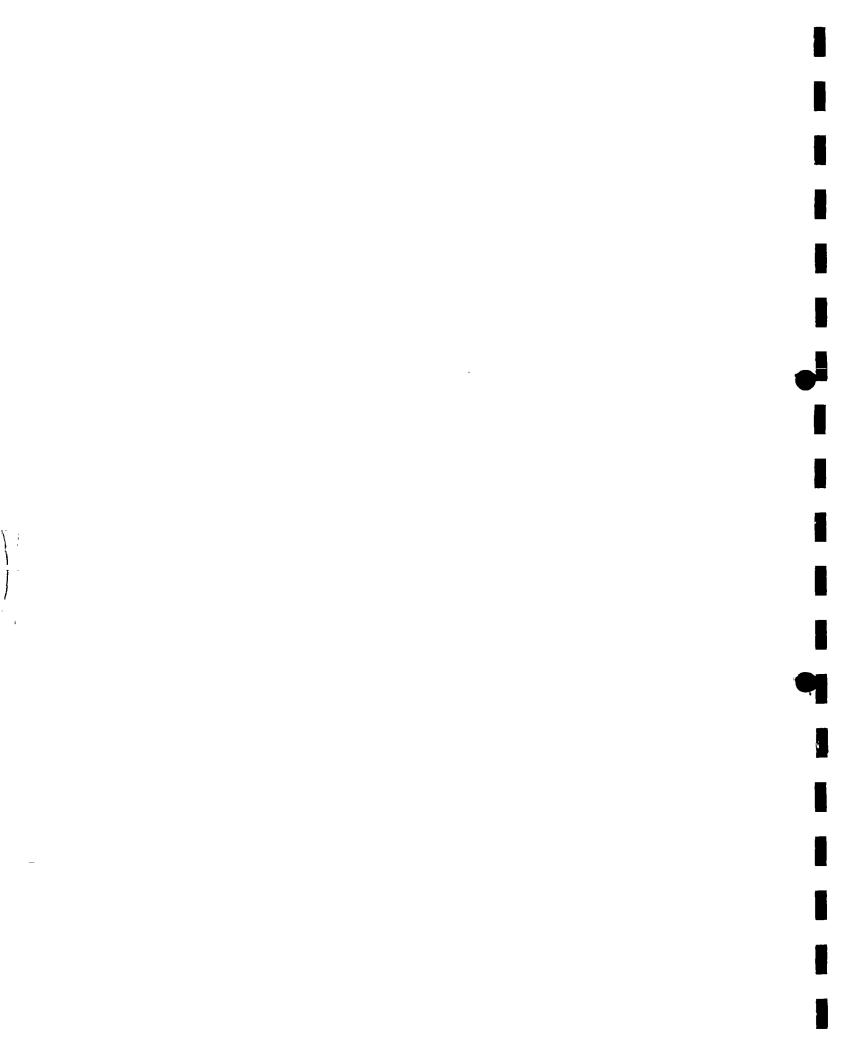
MATERIALS

Flipchart A: Session 15 Objectives

Flipchart B: Instructions for Evaluating the Problem Identification Field
             Exercise

Journals

GUIDE TO SESSION 16: PROBLEM ANALYSIS

Total time: 6 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation	10 minutes		A. Session 16 Objectives
2. Reviewing the Nature of the Chosen Problem	Presentation and Discussion	20 minutes		B. Problem Statement
3. Steps in Analyzing a Problem	Reading and Lecturette	25 minutes	Handout 16-1: Steps in Analyzing a Problem	C. Drawing of a Tree on a Plain
4. Analysis of the Chosen Problem	Small Group Task	60 minutes		D. Instructions for Analyzing a Chosen Problem
5. Presentation of Analyses	Discussion	55 minutes		
6. Introduction to Problem Analysis Simulation	Presentation	10 minutes		E. Simulation Objectives
7. Plan Development	Work Group Task	45 minutes		F. Instructions for Developing a Plan
LUNCH				
8. Problem Analysis Simulation	Simulation	60 minutes		
9. Evaluation of the Plans	Discussion	40 minutes		
10. What Was Learned	Discussion	15 minutes		
11. Wrap Up	Presentation	10 minutes		
12. Journals	Individual Task	10 minutes	Journals	

Total Time: 6 hours

OBJECTIVES

By the end of this session the trainees will be able to

♦ describe a problem,

♦ analyze a problem in order to identify actions to resolve or lessen it,

♦ use a four-step method for analyzing problems, and

♦ train community leaders to use such a method.

OVERVIEW

Problems must be analyzed in order to be solved. Once a community has identified its problems and chosen one to solve, it can analyze it in four steps. The steps are based on the following four questions:

1. How can one describe the problem?

2. What conditions have an effect on or cause the problem?

3. Which of these conditions is outside the control of the community?

4. What actions can the community take to influence the problem?

The analysis should produce a list of actions which the community can take to solve or lessen the severity of the problem.

This day-long session introduces the trainees to the four steps through readings, lecturettes, and discussion. They use each step in the full and small groups to analyze the problem selected by the community during the field exercise on problem identification. The first part of the session is devoted to analyzing the problem. The second part gives trainees a chance to practice preparing a village health committee to analyze a problem through a simulation.

PROCEDURES

1. <u>Introduction</u>   Time: 10 minutes

   Link what was learned about training community members to identify and
   select problems to today's session on problem analysis.

   Explain that analyzing problems is at the core of solving them. The four
   steps used to analyze a problem should produce a list of actions which a
   community can take to solve it. Present the overview of the session in
   your own words and the objectives on <u>Flipchart A: Session 16 Objectives</u>.

2. <u>Reviewing the Nature of the Chosen Problem</u>   Time: 20 minutes

   Before the start of the session, the trainers should select one of the
   problems identified by the community members during the problem
   identification field exercise. The problem should be stated clearly on
   <u>Flipchart B: Problem Statement</u> (see Trainer Notes). Keep the flipchart
   visible throughout the session. Read the problem statement and review why
   the community members gave it a high ranking during the field exercise.
   The reasons will be related to the severity and extent of the problem
   because those were the criteria used in the field exercise. Tell the
   trainees that they must consider other characteristics of the problem as
   well.

   Refer to the problem statement and ask the trainees, "What is the nature
   of this problem?" Record their answers on flipcharts. Save the flipcharts
   for the next step.

   Present a brief lecturette on how to describe the nature of a problem.
   The lecturette should be consistent with and should elaborate on the
   description of this step in <u>Handout 16-1: Steps in Analyzing Problems</u>.
   Relate this lecturette to the problem just described on the flipcharts.
   Make the following points in the lecturette:

   ♦ Describing the nature of a problem is the first of four steps in
     analyzing it. The description draws as complete a picture as
     possible of the problem. The information in this description is
     needed to analyze the problem in the next step.

   ♦ A community can describe the nature of a problem by answering
     the following questions:

     −   What does the problem look like? What are its
         characteristics?

     −   What are the effects of the problem on the community?

♦ A field-worker can help a community draw a complete picture of the characteristics and effects of the problem by asking follow-up questions such as:

- <u>What are its characteristics? What does it look like?</u>

  What are its symptoms?
  How do we know it exists?
  How would you describe it to someone?
  How does it spread?
  What makes it worse?

- <u>What are its effects on the community?</u>

  How many people are affected at any time?
  How often are they affected by the problem?
  How seriously does it affect them?
  Why are some people affected more seriously
  than others?

♦ Sometimes a field-worker and the community may need a technical expert to help them answer these questions. The expert should be able to translate technical information into understandable descriptions.

♦ One way to generate a discussion among community members about the nature of a problem is to ask them to complete a story about the effects of the problem on someone in the community. Posters or other illustrations can also be helpful in starting a discussion.

3. <u>Steps in Analyzing a Problem</u>   Time: 25 minutes

Distribute <u>Handout 16-1: Steps in Analyzing a Problem</u>. Present a lecturette, based on the handout. The lecturette should provide examples to help explain the points in the handout.

Display <u>Flipchart C: Drawing of a Tree on a Plain</u> (the visual image of a tree is used with the example of malaria to explain step 2 in Handout 16-1).

Cover the following points in the lecturette:

  ♦ Communities solve the problems facing them by taking community actions. The four steps in analyzing a problem produce a list of the actions a community can take.

  ♦ The trainees have already taken the first step in the previous procedure. By describing the nature of the problem, they have an idea of its characteristics and effects.

- 247 -

Briefly describe the nature of malaria as an example of how to carry out the first step. If malaria is uncommon in your area and is not an appropriate example choose another example.

Second Step

♦   The second step is at the heart of analyzing the problem. The community identifies and lists all conditions that affect or cause the problem. Refer to the drawing on Flipchart C. Draw in the roots of the tree under the ground. Show several roots branching off in different directions to reinforce the point to be made in the next paragraph of the handout.

♦   Return to the example of malaria. What we can describe about the nature of malaria is like the part of the tree that we can see. The causes of malaria are like the roots that lie underground which we cannot see even though we know they are there. Label the tree malaria and the top of the main roots of your tree on the flipchart with the following statement, "Malaria is caused by a parasite that is transmitted to people by a female anopheles mosquito." Below it, across the smaller, lower roots, write in the following causes of malaria:

   -   people with malaria parasites in their blood to transmit to the mosquito,

   -   water in which the mosquitoes can breed, and

   -   opportunities for mosquitoes to bite people.

State that while these are the causes of malaria, there are other things which affect the problem of malaria that are not technically causes.

♦   Problems are complex. They have several causes, but they are also influenced by other conditions which are not necessarily causes. These include:

   -   conditions which make the problem worse,

   -   actions people take which make the problem worse, and

   -   other problems which add to the impact of the problem on the community.

There are also conditions which keep the problem from getting worse or reduce its harmful impact on the community. The community must identify and list all of these as well.

Ask for examples of both good and bad conditions related to the problem of malaria.

Return to the drawing of the tree and write all these conditions which affect the problem of malaria on the flipchart around the tree and its roots.

Third Step

♦ A community may not be able to do anything about some of the conditions which affect a problem. Refer to the malaria tree drawing and ask what the community cannot do much about.

♦ Indicate that the third step in analyzing a problem is to shorten the list of conditions that affect the problem by eliminating those conditions outside the control of the community.

Fourth Step

♦ The last step in analyzing a problem is to identify what the community can do about each cause or condition left on the list. Again refer to the example of malaria and ask for examples of the actions the community can take to lessen the problem of malaria.

Summarize the four steps at the end of the lecturette.

4. **Analysis of the Chosen Problem**   Time: 60 minutes

Explain that the trainees will work on the four steps in analyzing the problem selected in Procedure 2 (Flipchart B). They will work on the same problem in four small groups and report their findings to the entire group when they are done. Tell them that they can refer to the handout and use its questions.

Divide the trainees into four small groups and present the following task instructions on <u>Flipchart D: Instructions for Analyzing the Chosen Problem</u>:

♦ Review the nature of the problem.

♦ Identify and list on a flipchart all conditions that affect or cause the problem.

♦ Delete those items that are beyond the power of the community.

◆ Identify and list community actions that can influence the problem.

Record your work on a flipchart. You will have 50 minutes.

Remind the trainees to refer to Handout 14-1 if they need to refresh their memories on how to identify conditions which have an effect on or cause the problem. Assign an observer.

5. <u>Presentations of Analyses</u>   Time: 55 minutes

Ask each group to post its flipchart and to select a spokesperson to present the group's findings. Assess the thoroughness of the analyses and how well the four steps were used.

◆ Did some groups identify conditions that other groups missed?

◆ Did some groups believe that certain conditions were beyond the control of the community while others believed they were within its control?

◆ Ask the groups to clarify any actions which are not clear and understandable.

◆ Ask why the identified actions were chosen.

◆ Ask the trainees to describe how they identified an action. What helped them identify the action, or made it easier to identify?

After the presentations, ask the group what the similarities and differences were in the groups' analyses.

Close this part of the session by reviewing the four steps in analyzing problems.

Ask the trainees to name the most important aspect of analyzing problems. Stress the points emphasized in the lecturette and handout.

Ask the trainees to think about how they would help a community to analyze its problems and develop the capability to do this task on its own. End by pointing out that they will have an opportunity this afternoon to plan how to teach this method of problem analysis to health committee leaders and try the plan out in a simulation.

Ask the observers for their comments.

6. <u>Introduction to Problem Analysis Simulation</u>   Time: 10 minutes

Provide a brief introduction to the problem analysis simulation. Make the following points:

- ◆ The purpose of this simulation is to provide practice with problem analysis.

- ◆ The trainees will develop plans to accomplish specific objectives for the simulation in their work groups.

- ◆ Each work group will carry out its plan for the rest of the trainees who will be playing the roles of village health committee members. Each work group's plan will cover one of the four objectives for the simulation and take one-fourth of the time given to the simulation.

- ◆ The total time for the simulation will be one hour. Each work group will have to accomplish its objective in 15 minutes.

- ◆ The simulation will be reviewed by the trainees at its close. They will analyze the effectiveness of their plans using success analysis questions.

Be sure that the structure of the simulation is clear to the trainees. Then read the following statement:

Pretend that you are field-workers helping a village health committee solve the same problem you worked on this morning. The committee has conducted a health survey, described the health situation in the community, identified and ranked its health problems, and chosen this one to solve first. Committee members are ready to start analyzing the problem, and you want to present and discuss with them the four-step method they will use.

Present the following objectives on <u>Flipchart E: Simulation Objectives</u>.

By the end of the meeting, you want the committee members to be able to <u>explain how to</u>

- ◆ describe the nature of the problem,

- ◆ identify all conditions that have an effect on or cause the problem,

♦ determine which conditions or causes on the list are outside the control of the community, and

♦ identify all the actions the community can take to have an impact on the problem.

Emphasize that the committee members are expected only to be able to explain how to carry out one of the steps in the problem analysis method. They do not have to carry it out. They have to understand how to do it and be able to demonstrate that understanding. Explain that these objectives were chosen because they describe an important first step in training people to do a task, and they can be accomplished in the time available for the simulation. Ask the trainees if they have any questions about the objectives for the simulation.

7. Plan Development   Time: 45 minutes

Mention that the plans for meeting the objective will be developed by the work groups, but they will not have any time to review and revise their plans before the simulation begins.

Present the following task on Flipchart F: Instructions for Developing a Plan.

♦ Return to the groups in which you worked this morning.

♦ Develop a plan for accomplishing one of the objectives.

♦ Decide how you will implement your plan during the 15 minutes allotted to your group during the simulation.

You will have 40 minutes to complete these tasks.

Make sure that the task is clear. Remind the trainees of some of the parts of an implementation plan (who does what? for how long? discussion questions, visuals). Assign one objective to each group. When all four groups have finished developing their plans the simulation can begin.

LUNCH

8. Problem Analysis Simulation   Time: 60 minutes

Remind the trainees that when they are not playing the role of field-workers running their section of the health committee meeting, they will be playing the role of village health committee members who want to learn how to analyze the problem they have decided to work on. Play the role

realistically. Do not play the role of a "difficult" committee member or one who does not understand anything just to make it harder for the "field-workers" to do their job.

Ask the group assigned the first objective to start the health committee meeting and take 15 minutes to accomplish its objective. Keep the trainees informed of the time and do not let them take more than 15 minutes for their part of the simulation. When they are done, ask them to change places with the work team assigned the second objective. Go through the entire simulation in this manner.

9. Evaluation of the Plans   Time: 40 minutes

Help the trainees analyze the effectiveness of their plans using the success analysis questions. Write each of the following questions at the top of a flipchart.

    ♦   What did we do that was successful? Why?

    ♦   What problems did we encounter? How did we overcome them?

    ♦   What problems remain unresolved? How can we resolve them?

Start with the first flipchart (their successes) and ask each group in turn to identify what they felt was successful in the preparation and implementation of their plans and why it was successful. Record their comments on a flipchart. Next ask the rest of the trainees if they, in their roles as committee members, agreed with the group members. Review several points in this manner.

Next turn to the second and third flipcharts and repeat the same process. When the evaluation has been completed, review the three flipcharts and summarize the observations of the trainees. Lead directly from your summary into the next procedure.

10. What Was Learned   Time: 15 minutes

Lead a closing discussion for the entire session with the following questions:

    ♦   What was the most important thing you learned from the simulation?

    ♦   What part of this method did you find most helpful for analyzing problems? Why?

Record the trainees' responses on flipcharts and review them at the end of this activity. For the first question you may want to ask follow-up questions to draw out responses which mention adult learning principles.

11. <u>Wrap Up</u>   Time: 10 minutes

Summarize the learnings from this session and review the session objectives to see if they were reached.

12. <u>Journals</u>   Time: 10 minutes

Refer to the flipcharts produced during the closing discussion and ask the trainees to think about what they learned today that they feel is most important for them to use when they return to work. Ask them to spend the next 10 minutes writing notes in their journals on how they will apply these ideas or skills in their work. Mention that they will be looking at all of their journal entries in the next session to review their overall workshop learnings.

TRAINER NOTES

Choosing a problem to analyze is very important. The trainers should choose a problem that was identified by the community members during the problem identification field exercise. If at all possible, the problem should be one they considered to be very important to them.

The trainers should consider the following in making their choice:

♦   The problem should be neither too hard, nor too easy to analyze. It must be a real problem and not a need, but it should not be so technically complex that the trainees would require technical expertise to help them describe it or identify the various forces which have an effect on it.

♦   The community should be able to solve or at least have a positive impact on the problem by means of actions which the community could carry out or learn to carry out. These actions should be simple enough for the trainees to analyze and decide how to implement without technical expertise.

Make sure that the problem statement is clear, concise, and limited to one problem—not a combination of problems.

MATERIALS

Handout 16-1: Steps in Analyzing a Problem

Flipchart A: Session 16 Objectives

Flipchart B: Problem Statement

Flipchart C: Drawing of a Tree on a Plain

Flipchart D: Instructions for Analyzing the Chosen Problem

Flipchart E: Simulation Objectives

Flipchart F: Instructions for Developing a Plan

Journals

STEPS IN ANALYZING A PROBLEM

A community must learn how to analyze its problem so that it can produce a list of all the possible actions it can take that will solve the problem or lessen its effect on the community. A problem cannot be solved without being analyzed.

A community can be helped to analyze its problems with the following thorough and easy-to-use method. A problem can be analyzed in four steps by answering the following four questions:

1. How can one describe the problem?

2. What conditions have an effect on or cause the problem?

3. Which of these are outside the control of the community?

4. What actions can the community take to make an impact on the problem?

Step 1. <u>How can one describe the problem?</u>

The community will already know something about the problem. In putting the problems in order of importance in the problem identification phase, the community had to describe the nature of each problem to some extent, so that it could choose which problem to work on first. The community can review what it already knows about the problem and describe it in more detail by answering the following questions:

♦ What does the problem look like?

  - How do people know it exists?
  - How would a person describe it to someone else outside the community?
  - What are its signs?
  - How does it spread?
  - What makes it get worse?

♦ What effect does the problem have on the community?

  - Whom does it affect?
  - How many people are affected at the same time?
  - How often are they affected by the problem?
  - How seriously does it affect them?
  - Why are some people affected more seriously than others?

The community must take time to answer these questions carefully and in as much detail as possible. The more it knows about the nature of the problem, the easier it will be to analyze.

Step 2.   <u>What conditions have an effect on or cause the problem?</u>

Once the community has described the nature of the problem in detail, it can identify conditions that have an effect on the problem. What do we mean by "conditions that have an effect on the problem?" Field-workers can help community people understand what this means by asking them to think about a tree growing on a plain. The tree is like a problem. Everything they can see and describe of the tree is what grows above the ground. But we know that trees have roots below the ground as well. What we can see of a problem are its characteristics and effects, but we also know that the problem has causes which, like a tree's roots, are not always visible.

People have to dig all around a tree to find all its roots. They also have to dig deep to get to the bottom of each root. The same is true with problems. The community must search for all the causes of the problem and not be satisfied when it has found one or two obvious causes. They also have to "dig deep" and find all the reasons for each cause to exist. But trees do not grow only because of the roots, and problems do not exist and have a serious effect on people just because of their causes.

Problems, like trees, are affected by other conditions. The sun and rain help the tree grow, but if it gets too hot or cold, or if there is too much rain or not enough rain, the tree will not grow. People can help the tree grow by protecting it from termites, or they can kill it by cutting it down. Many conditions also affect a problem and its impact on the community other than the causes of the problem. Some of these conditions are brought about by people and some exist in nature like the rain or sunshine. Some of these conditions make the problem or its impact worse, and some make the problem or its impact on people less severe. The community has to identify everything that has an effect on the problem.

Field-workers can help the community identify everything that has an effect on the problem by helping it to answer the following questions:

♦   What causes the problem?

♦   What else causes the problem?

♦   Where does the problem come from?

♦   How does it spread?

♦   What makes the problem worse?

♦   Why does the problem affect people?

♦   Why are some people affected worse than others?

♦ What makes the problem go away?

♦ What keeps it from getting worse?

♦ What lessens the harmful impact of the problem?

The community must discuss and answer these questions carefully. This step is at the heart of solving problems. Community members must be thorough and careful. Like someone digging holes around a tree to find all its roots, they must look at the problem from many angles and identify as many conditions as possible that have an effect on the problem. The more questions they ask themselves about the problem and what affects it, the better they will understand the problem and the more actions they will be able to think of to help solve the problem or reduce its impact on the community. By the end of this step the community will have produced a long list of everything they can think of that affects the problem.

Step 3. <u>What conditions are outside the control of the community?</u>

The community members review the list of conditions that affect the problem. They ask themselves, "Over which of these do we have control?" Conditions over which they have no control are crossed off the list. For example, even if the effects of the problem are made worse by the weather, the community members should remove it from the list because they have no control over it.

Step 4. <u>What actions can the community take to make an impact on the problem?</u>

When the list has been reduced to those conditions over which the community has some control, the community members ask the following questions about each remaining condition:
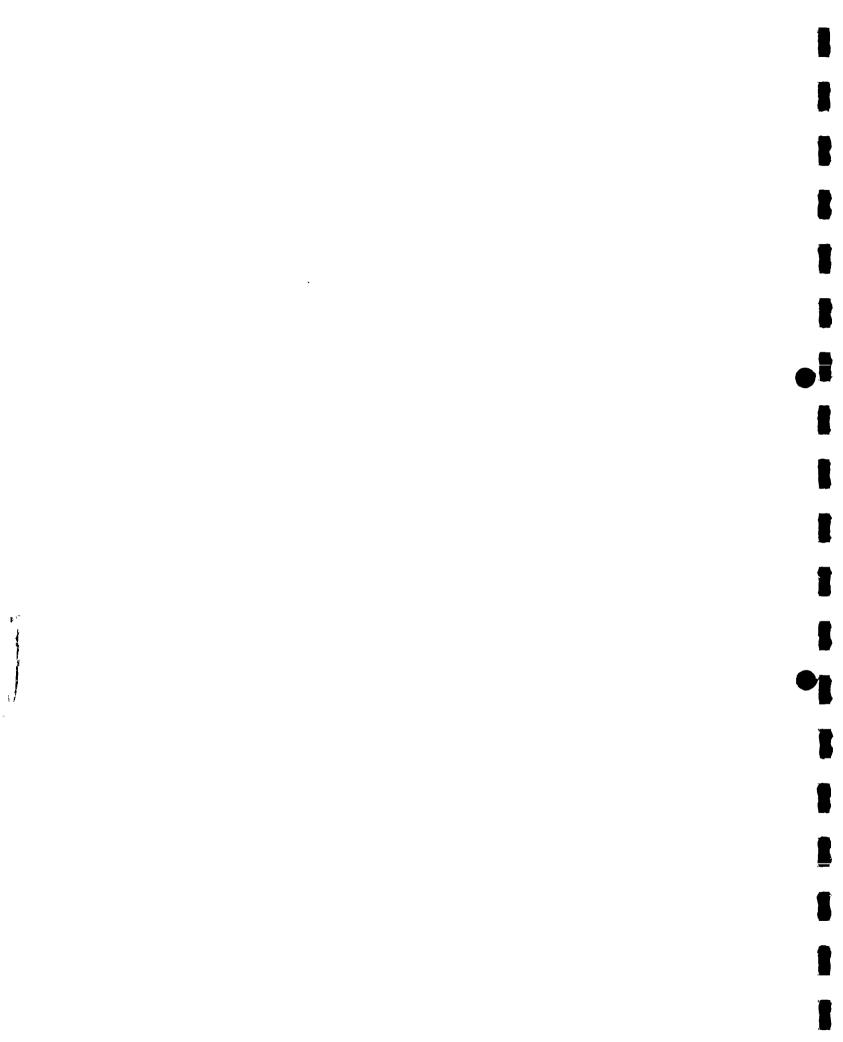
♦ Does this condition make the problem worse? If it does, what can we do to weaken its effect?

♦ Does this condition keep the problem from getting worse? If it does, what can we do to strengthen its effect?

When these questions have been answered for each item on the list, the members of the community will have a list of actions that they can take to influence the problem.

GUIDE TO SESSION 17: REVIEW OF WORKSHOP LEARNINGS

Total time: 2 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 17 Objectives
2.	Review of Workshop Goals and Content	Presentation	10 minutes	Handout 1-1: Overall Workshop Goals Handout 1-2: Workshop Schedule	
3.	Review of Journals	Individual Task	30 minutes		B. Instructions for Review of Journals
4.	Learnings/Practices from Field Exercise Work Groups	Small Group Task	35 minutes		C. Instructions for Identifying Learnings/Practices from Field Exercise Work Groups
5.	Presentation of Learnings/Practices	Small Group Presentations	35 minutes		
6.	Wrap Up	Presentation	5 minutes		

SESSION 17: Review of Workshop Learnings

Total Time: 2 hours

OBJECTIVES

By the end of the session, the trainees will be able to

♦ state their most important workshop learnings in terms
of

– their own personal and professional growth,
– their work with groups, and
– practices that they can adopt in their work
settings.

OVERVIEW

The purpose of this session is to provide the trainees with a structured
opportunity to review their learnings from the workshop. After a brief review
of the overall workshop goals and schedule, the trainees review individually
the session learnings they have been recording in their journals throughout
the workshop. This first review focuses on those learnings that have helped
each trainee grow personally and professionally. Next, trainees work in the
field exercise groups to identify what they learned about group work and about
practices that they can adopt in their work settings to promote community
participation.

This review session sets the stage for the next session, in which the trainees
develop plans for applying their learnings in their work settings.

PROCEDURES

1. Introduction   Time: 5 minutes

    State the session overview in your own words. Then, read the objectives
    from Flipchart A: Session 17 Objectives. Tell the trainees that this
    session may run 30 minutes longer than scheduled.

2. Review of Workshop Goals and Content   Time: 10 minutes

    Ask the trainees to turn to the overall workshop goals in Handout 1-1 and
    the workshop schedule in Handout 1-2. Briefly restate the overall goals,
    then walk through the schedule, summarizing the objectives and main
    activities of each session.

    Explain that the reason for looking again at the goals and content is to
    provide a context for reviewing the journal entries.

Remind the trainees that this workshop has not covered all aspects of community participation promotion. The development and implementation of action plans will be covered in the next workshop.

3. <u>Review of Journals</u>   Time: 30 minutes

Give the trainees the following individual task on <u>Flipchart B:</u> <u>Instructions for Review of Journals</u>:

*   Review each entry in your journal.

*   Identify and write down the three most important things you learned that contributed to your personal and/or professional growth.

You have 20 minutes for this task.

After the trainees have completed their task, ask for a few examples from those willing to share them.

4. <u>Learnings/Practices from Field Exercise Work Groups</u>   Time: 35 minutes

Present the following task on <u>Flipchart C: Instructions for Identifying Learnings/Practices from Field Exercise Work Groups</u>:

*   Return to your field exercise work groups.

*   Identify and list on a flipchart the three most important things you learned about

    —   working in groups and
    —   practices that you can adopt in your work settings.

You have 30 minutes for this task.

END OF DAY

There will probably not be enough time to finish this session. If not, complete Procedures 5 and 6 the next morning.

5. <u>Presentation of Learnings/Practices</u>   Time: 35 minutes

Ask each group to post and briefly discuss the items on a flipchart.

6. <u>Wrap Up</u>   Time: 5 minutes

Review the session objectives and ask if they were reached.
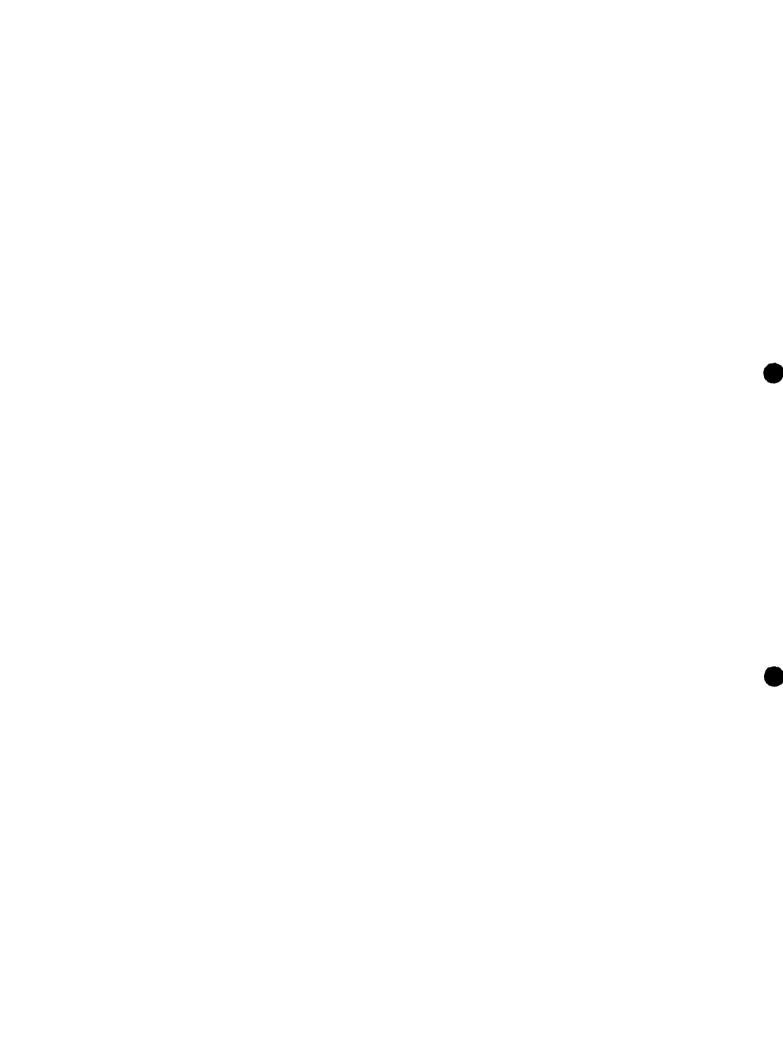
MATERIALS

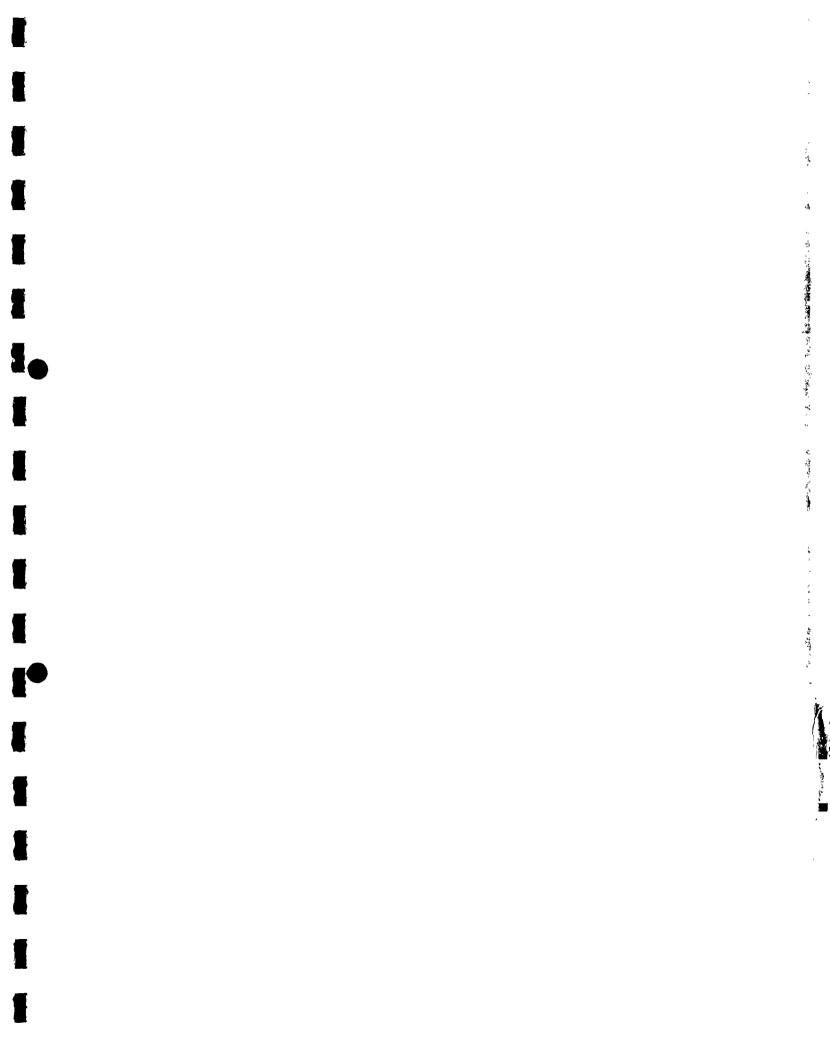Handout 1-1: Overall Workshop Goals

Handout 1-2: Workshop Schedule

Flipchart A: Session 17 Objectives

Flipchart B: Instructions for Review of Journals

Flipchart C: Instructions for Identifying Learnings/Practices from Field Exercise Work Groups
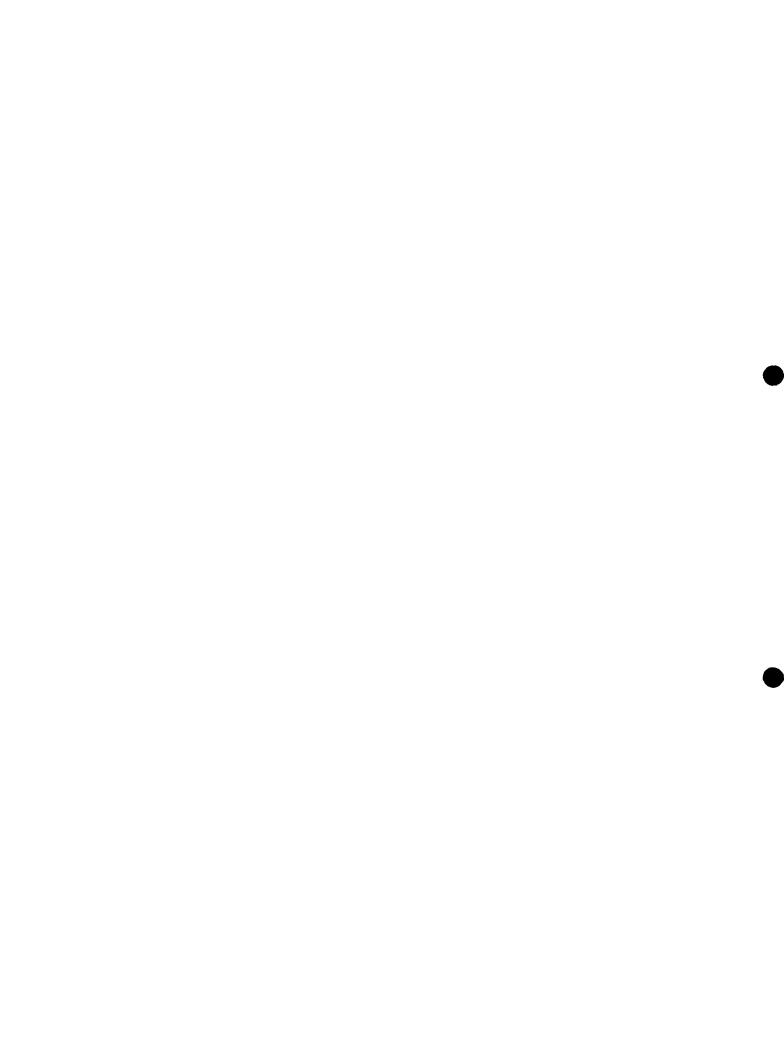
GUIDE TO SESSION 18: BACK-AT-WORK APPLICATIONS

Total time: 3.25 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		A. Session 18 Objectives
2.	List Practices	Presentation Small Group Task	50 minutes	Handout 18-1: Implementation Plan	B. Instructions for Choosing Practices to Adopt
3.	Share Practices	Presentations by Small Groups	35 minutes		
4.	Implementation Plan	Presentation Small Group Task	50 minutes		C. Instructions for Developing an Implementation Plan
5.	Share Implementa- tion Plans	Presentations by Small Groups Discussion	40 minutes		
6.	Wrap Up	Presentation	5 minutes		
7.	Journals	Individual Task	10 minutes	Journals	

SESSION 18: Back-at-Work Applications

Total Time: 3.25 hours

OBJECTIVES

By the end of this session the trainees will be able to

♦   outline some plans for applying their learnings from
     the workshop in the communities where they work and

♦   develop ideas for implementing those plans.

OVERVIEW

The purpose of this session is for the trainees to plan concrete actions which
they can undertake in their communities based on what they have learned in the
workshop. The trainees form groups of two to four people, preferably composed
of co-workers from the same department, organization, or geographic area. In
these groups, they list the practices identified in the previous session that
they wish to introduce in their communities. From this list, they develop an
implementation plan covering a period of six months.

Trainees will be encouraged to assess their progress at the end of this six-
month period through the use of success analysis. If possible, Workshop II:
Implementation of Community Projects should be offered for the same trainees
six months or so after this workshop ends. Then trainees can review the
progress they have made on their plan.

1.   Introduction   Time: 5 minutes

      State the session objectives in your own words, using Flipchart A:
      Session 18 Objectives.

2.   List Practices   Time: 50 minutes

      ♦   Distribute Handout 18-1: Implementation Plan. Explain
           the first four columns using an example of a practice
           (e.g., keep animals away from the water point) they
           might adopt in their work setting, drawing an example
           from the previous session. Write down the practice,
           desired outcomes, resources needed, and possible
           constraints on a flipchart.

      ♦   Ask the trainees to form groups of two to four people
           composed of co-workers from the same geographic area
           of assignment or from either the same department in a

- 269 -

given ministry, the same organization, or the same project. Give them the following task on <u>Flipchart B: Instructions for Choosing Practices to Adopt</u>.

- Make a list of those practices that you want to implement in your communities over the next six months. Write on your Handout 18-1.

- For each practice, identify the desired outcomes, resources needed, and possible constraints and enter them in column 1-4 on the handout.

- Take 45 minutes.

3. <u>Share Practices</u>   Time: 35 minutes

Ask each group to share one of the practices they chose and to describe what they placed in columns 2, 3, and 4 next to that practice. Discuss each one briefly, making sure that the groups cover the most important aspects of the items in each column.

4. <u>Implementation Plan</u>   Time: 50 minutes

Return to the example of the practice used in Procedure 2 to illustrate columns 1, 2, 3, and 4 in Handout 18-1. Complete column 5 on the handout on a flipchart. Emphasize the need to be precise about tasks and timetables.

Ask the trainees to resume their group work from Procedure 2. Give them the following task on <u>Flipchart C: Instructions for Developing an Implementation Plan</u>.

- Examine the constraints to adopting each practice in column 4 of Handout 18-1.

- Identify plans for overcoming each constraint.

- List specific tasks and a timetable to carry out each strategy.

- Take 45 minutes

5. <u>Share Implementation Plans</u>   Time: 40 minutes

Ask each group to use the same practice they described in Procedure 3 and show how they will carry out their plans for overcoming the constraints.

Lead a discussion about how trainees can assess their success in carrying out this plan in six months. Suggest that they use success analysis to assess their progress. Then, ask for their ideas on how to conduct such an assessment with their communities. Write their answers on a flipchart.

6. Wrap Up   Time: 5 minutes

    Review the session objectives to make sure they were reached.

7. Journals   Time: 10 minutes

    Ask trainees to write down in their journals the key agreements they reached for implementing their plans and the list of ideas for assessing progress on their plan's implementation.

MATERIALS

Handout 18-1: Implementation Plan

Flipchart A: Session 18 Objectives

Flipchart B: Instructions for Choosing Practices to Adopt

Flipchart C: Instructions for Developing an Implementation Plan
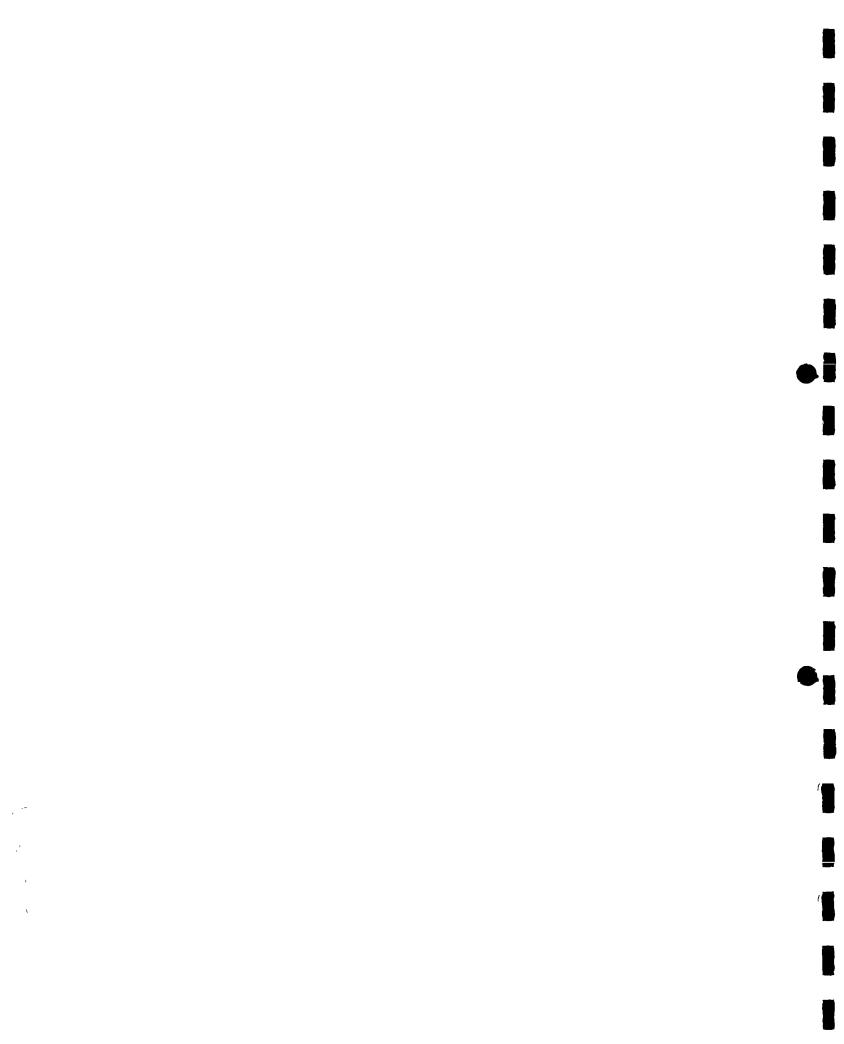
IMPLEMENTATION PLAN

1. PRACTICES TO ADOPT IN THE NEXT 6 MONTHS	2. DESIRED OUT-COMES OF THESE PRACTICES	3. RESOURES NEEDED: ♦ Human ♦ Financial ♦ Material	4. POSSIBLE CONSTRAINTS: ♦ Social ♦ Technical ♦ Political ♦ Other	5. STRATEGY TO OVERCOME CONSTRAINTS AND TO IMPLEMENT THE PLAN		
				a. Strategies	b. Tasks	c. Timetable

GUIDE TO SESSION 19: WORKSHOP EVALUATION

Total time: 1 hour

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		
2.	Evaluation Form	Individual Task	35 minutes	Handout 19-1: Evaluation Form	
3.	Trainee Suggestions	Group Discussion	15 minutes		
4.	Wrap Up	Presentation	5 minutes		

SESSION 19: Workshop Evaluation

Total Time: 1 hour

OBJECTIVES

By the end of this session the trainees will have

♦ used success analysis to evaluate the workshop.

OVERVIEW

This workshop evaluation adapts success analysis so that the trainees can use it to evaluate the workshop. The evaluation form asks the trainees to score how well each overall workshop goal was attained and to provide their comments on the workshop in response to questions based on success analysis. The specific questions in this section cover standard workshop evaluation areas. The format should be presented clearly so that the trainees can draw upon it to help communities evaluate formal training activities.

PROCEDURES

1. Introduction   Time: 5 minutes

    Introduce the workshop evaluation by pointing out how important it is for trainers to be able to receive from the trainees an honest evaluation of the structure or design of the workshop and the performance of trainees in conducting it. Mention that their comments will help you improve the workshop in the future.

    Point out that the written evaluation form they will be given is an example of how to adapt success analysis to the specific needs of a training evaluation. Explain that the evaluation form has two parts:

    ♦   Part I asks for their evaluation of how well each of the overall workshop goals was accomplished. It uses a five point scale to measure how well the goals were attained.

    ♦   Part II includes several open-ended questions about the workshop drawn from success analysis. Ask the trainees to take their time and answer the questions in as much detail as possible.

2. Evaluation Form   Time: 35 minutes

    Distribute Handout 19-1: Evaluation Form and review it with the trainees. Tell the trainees that they have 30 minutes to complete the evaluation. Answer any questions they may have. Collect the completed forms when they have been filled out.

3. <u>Trainee Suggestions</u>   Time: 15 minutes

    Ask the trainees to review their answers to questions 6, 7, and 8 and to
    share some of their comments with the group. List their suggestions for
    improving the workshop on a flipchart. Review the list and discuss their
    suggestions. Find out which suggestions are most commonly held and most
    important to the trainees.

4. <u>Wrap Up</u>   Time: 5 minutes

    Thank the trainees for their comments and their active participation
    throughout the workshop. Reiterate how success analysis questions can be
    adapted to focus on specific areas of information needed for an
    evaluation.

MATERIALS

Handout 19-1: Evaluation Form

EVALUATION FORM

Part I: Goal Attainment

Please circle the appropriate number to indicate to what degree the workshop improved your ability to carry out the following tasks

|		Very Little	Somewhat	Moderately	Well	Very Well
1.	To describe what you need to do before entering a community for the first time.	1	2	3	4	5
2.	To identify what information you need about a community and to understand how to gather, check, and analyze that information.	1	2	3	4	5
3.	To identify what skills the community needs to develop in order to work together.	1	2	3	4	5
4.	To develop training plans to increase those skills in the community.	1	2	3	4	5
5.	To identify specific health problems related to water and sanitation.	1	2	3	4	5
6.	To analyze those problems.	1	2	3	4	5
7.	To develop a back at work plan to apply workshop learnings.	1	2	3	4	5

EVALUATION FORM
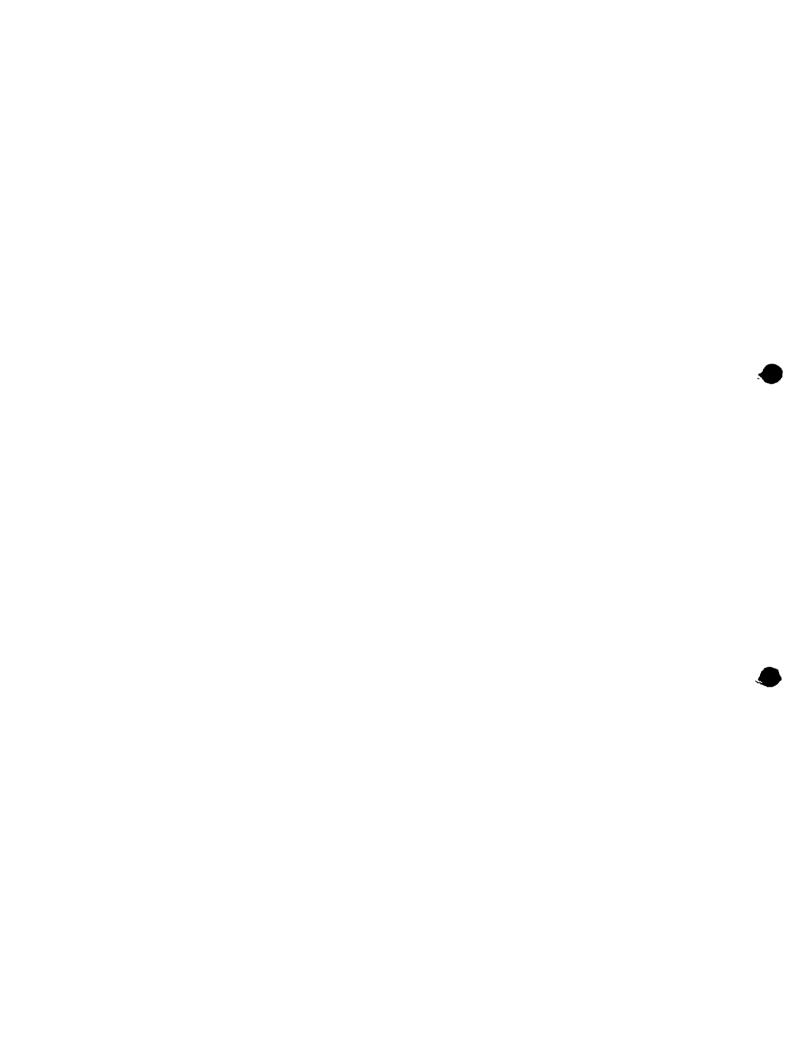
Part II: Success Analysis of Workshop
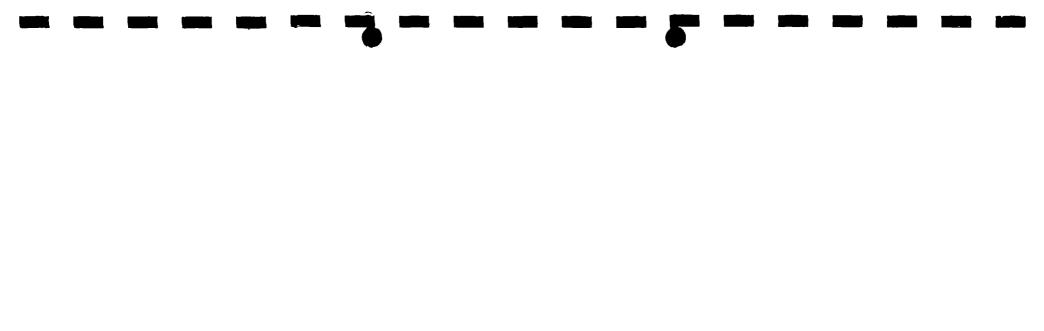
Please answer the following questions as fully as possible. Use the back of the evaluation form if you need more space.

1. Which workshop goals most closely met your learning needs?

2. What did you find most helpful about the way in which the workshop was structured? Why?

3. What did the trainers do that was most helpful for you during the workshop?

4. In your opinion what problems arose during the workshop which were overcome effectively? How were they overcome?

5. Which workshop goals did not meet your learning needs? What learning needs do you have that were not met by the workshop?

6. What part of the workshop structure was least helpful for you? Why? How could it be improved?

7. What did the trainers do which was least helpful for you? Why? How could it be improved?

8. What other suggestions would you care to make to improve this workshop?

9. Other comments:

GUIDE TO SESSION 20: CLOSING CEREMONIES

Total time: 1 hour

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
Closing Ceremonies	To be developed by trainers, trainees and community members	Not more than 1 hour	Certificates for trainees if desired	

SESSION 20: Closing Ceremonies

Total Time: not more than 1 hour

OBJECTIVES

The objectives for this session are to bring an appropriate closure to the workshop. The trainers should discuss the structure of these ceremonies with representatives of the sponsoring program(s), leaders of the training-site community, the trainees, and any other officials who should be a part of such ceremonies. Depending on the individual circumstances, the objectives could be to have

+ an opportunity for formal closing statements by trainers and appropriate program community and local officials,

+ a vote of thanks from the trainees,

+ an appropriate community expression of thanks or farewell, or

+ an awards celebration.

OVERVIEW

The closing ceremonies should be an appropriate ending to the workshop with opportunities for all the people involved in the training program to participate: trainers, trainees, community members, and program and local officials.

The ceremonies could consist of formal statements, votes of thanks, certificates or awards, and farewells. Such ceremonies are usually followed by less formal ceremonies for which no trainer notes are necessary.

The trainers should plan the closing ceremonies with program, community, and local officials before the start of the workshop and make arrangements for producing certificates, informing officials, and taking care of logistics at that time. Trainers and support staff are usually too busy during the workshop to handle all the arrangements.

PROCEDURES

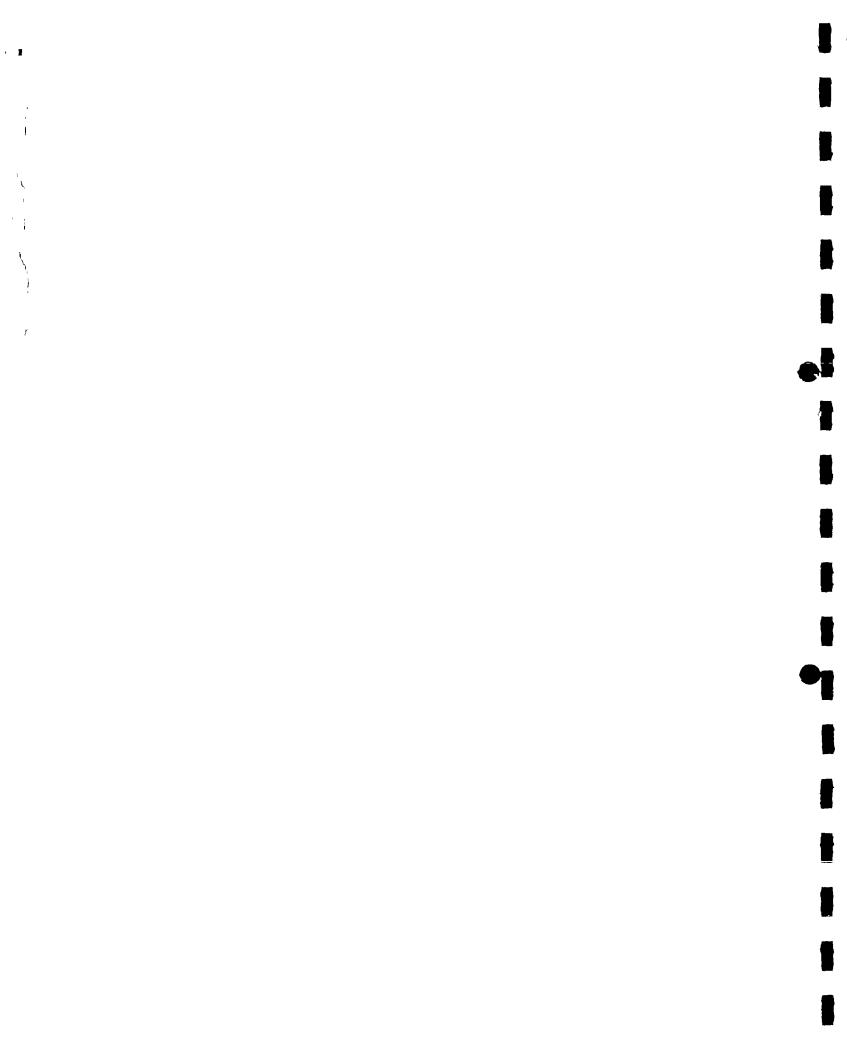(Activities to be decided upon   Time: No more than 1 hour
by training staff)

MATERIALS

Certificates (if desired)

PARTICIPANT REFERENCE PACKET

OVERALL WORKSHOP GOALS

The overall goals for this workshop were chosen to better prepare field-workers to promote the participation of communities in solving selected environmental health problems. The goals are based on the skills field-workers need in order to do their jobs. In most cases, these are skills field-workers must pass on to community members so that they become more capable of solving community health problems themselves.

By the end of the workshop, the trainees will be better able to

1. describe what field-workers need to do before entering a community for the first time;

2. identify what they need to know about a community and how to gather, check, and analyze that information;

3. identify what skills the community must develop in order to work together;

4. develop training plans to increase those skills in the community;

5. identify specific health problems related to water and sanitation;

6. analyze those problems; and

7. develop a back-at-work plan to apply workshop learnings.

WORKSHOP I SCHEDULE

WEEK I

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am	(1) Opening Ceremonies and Introduction to the Workshop (2.5 hours) ――― (2) Adult Learning and Community Participation	(4) Entering a Community (4 hours)	(6) Community Meeting and Field Exercise (5 hours)	(8) Interviewing and Planning Health Surveys (7.5 hours)	(9) Health Survey Field Exercise (6 hours)
12:00 pm	(1.5 hours)				
	L	U	N	C	H
1:00 pm	(3) Promoting Community Participation (3.5 hours)	(5) Prepare Community Meeting Field Exercise (3.5 hours)	(6) continued ――― (7) Community Analysis (2.5 hours)	(8) continued	(9) continued ――― (10) Week I Evaluation (1 hour)
4:30 pm					

WORKSHOP I SCHEDULE

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4:30 pm					

TRADITIONAL AND ADULT EDUCATION

Traditional Education	Adult Education
1. Highly effective for developing ideas and expanding what you know.	1. Highly effective for developing skills and expanding what you can do.
2. Highly effective with younger learners.	2. Highly effective with adult learners.
3. Teacher-centered.	3. Learner-centered.
4. Passive and theoretical.	4. Active and experiential.
5. Focused on "right" and "wrong," encourages learners to find the one right answer to a problem.	5. Focused on "effective" and "ineffective." Encourages learners to explore many approaches to determine which answer will work in which situation.
6. Measure of achievement is grades and certificates.	6. Measure of achievement is what you are able to do more effectively in your life.
7. Can foster a sense of dependence on outside experts.	7. Can foster independence and self-reliance.

WORKSHOP LEARNING TECHNIQUES

* Lecturettes

* Readings

* Large and Small Group Discussions

* Small Group Tasks

* Case Studies

* Role-Playing

* Simulations

* Community Field Exercises

* Success Analysis

* Journals

OVERVIEW OF COMMUNITY FIELD EXERCISES

In the course of the workshop the trainees take part in three sessions with people from the training-site community. These three "community field exercises" give them a chance to practice the skills they are developing in a hands-on fashion. The three sessions include a general meeting with the community, a health survey, and a problem identification activity as follows:

Session 6 (Day III) Community Meeting Field Exercise

The trainees conduct a community meeting for 75 minutes in which they introduce themselves, the workshop, and the field exercises to the community and discuss with them the plans for the health survey. They discuss the purpose and value of the survey. Then they walk around the community to become more familiar with its physical setup.

Session 9 (Day V) Health Survey Field Exercise

The health survey is conducted by teams made up of two trainees and one member of the community as a counterpart. They visit two or three households or compounds and interview the occupants using the survey instrument or item 5 of Handout 7-1. The field exercise, which lasts three hours, aims at gathering data on the general health conditions of the community and is used in identifying some of its health problems. It also teaches a community member how to survey his or her own community.

Session 15 (Day VIII) Problem Identification Field Exercise

The trainees carry out a problem identification exercise with the community for three hours. They present the results of the health survey and use that information to help the community identify some of its health problems. They then help the community rank these problems in order of importance to its members.

A WORKING DEFINITION OF COMMUNITY PARTICIPATION

Participation and Community

Participation means joining with others to do something. The word is not used to describe someone working alone. The word "participate" means that more than one person is involved in achieving something. The word "community" comes from the word "common." A community is a group of people that has something in common, such as the place they live, the tribe or clan they belong to, the work they do.

Community Participation

Community participation describes a situation where people who consider themselves members of the same community join together to do something for the community. Community participation in development projects refers to a situation where as many community members as possible are actively involved in planning, carrying out, and evaluating the actions that the community is taking to solve its problems.

Community participation in developing a project does not mean that the project will not have any problems. But the solutions chosen by many people in the community are usually better than those chosen by just a few. Most important, experience in community participation makes the community more able to solve its own problems in the future. The community no longer has to depend on someone from outside to help it look at its problems and do something about them.

The ways in which members of a community can participate or work together are many. Some communities rely on traditional leaders such as a council of elders or a chief to make decisions for them. Others organize new means of making decisions such as village development committees or village health committees. Still other communities prefer not to develop a new organization but instead work through existing family and neighborhood groups.

For community participation to work, the way it is organized must fit in with the wishes and capabilities of the community. Where possible, rather than creating something new, community participation should be adapted to the organizations that already make decisions on behalf of the community. In development projects in many countries it is common for field-workers from outside the community to help the community participate in all stages of project development.

How can we begin to look at community participation? We can ask several basic questions:

1. <u>Who</u> has been participating? Men, women; old, young; different <u>tribal</u>, clans, or religious groups; traditional-minded, modern-minded people? Who is being left out?

2. <u>What</u> has participation been about? Water supply and sanitation, primary health care, agriculture, integrated rural development, etc.?

3. <u>How</u> has the participation been organized? Does the participation come immediately from the community members or does someone from outside the community have to get it started? If assistance is coming from outside the community, who is responsible and how is this assistance being organized?

A Working Definition of Community Participation

Looking at what has been said so far, we can come to a definition of "community participation" for use in this workshop:

1. We, as field-workers, can influence the amount and type of community participation in planning, carrying out, and maintaining water supply and sanitation projects. We can promote it by making things easier, organizing groups, and training community members.

2. Participation means involvement by the community in all aspects of the development of a project, from its very beginning to its very end. Providing materials and labor is not all there is to community participation.

3. Through community participation, we not only end up with water supplies, latrines, and improved health behaviors, we also end up with communities more capable of solving problems for themselves. We end up with communities that are less dependent on outsiders and the government.

4. When talking about community participation, we need to ask three basic questions: <u>who</u> is participating, <u>what</u> are they participating for, and <u>how</u> is the participation being organized?

JOB DESCRIPTION OF A COMMUNITY PARTICIPATION PROMOTER

Promoting community participation is a large job. The promoter must help as many community people as possible to become actively involved in all parts of planning, carrying out, and evaluating the actions it takes to solve its problems. The promoter helps the community

- ♦ to organize itself so as many people as possible can participate,
- ♦ to train its members to participate, and
- ♦ to make it easier for its members to participate.

Promoting community participation means helping the community become capable of doing for itself what the promoter could otherwise do for it. The promoter must transfer his skills to the community so that the community can learn to solve its problems on its own in the future. The job description prepared for this workshop describes everything a promoter must do to enable a community to plan, carry out and evaluate environmental health activities (and other activities which communities may wish to carry out). It consists of two parts:

- ♦ Part I describes the steps a promoter must take to help the community learn to solve its own health problems. These steps follow a project cycle.

- ♦ Part II describes the tasks a promoter must carry out on an on-going basis to help the community learn to follow the steps in part I. The promoter must prepare individuals in the community to follow these steps after he leaves.

Part I – The Step-by-Step Process of Developing Solutions to Community Problems

1. **Initial Organizing**

    The promoter can help the community start a new organization if it wishes to do so or can help existing community organizations figure out how they can become more effective in promoting community participation. If the community has not had a committee before, or if existing committees or groups feel that they need training on how to better run their organization, then the promoter helps plan training sessions for the officers and selected members of the organization.

While working with community organizations, the promoter notes their strengths and weaknesses and judges how these might affect their ability to help the community. If a community organization is having problems, the promoter tries to help its members solve its problems themselves.

The promoter meets and gets to know informal community leaders to build up a working relationship with them.

2.   Gathering and Analyzing Information on Community Conditions

The promoter helps the community collect information about the health conditions in the community and trains members of the community to help gather this information. The methods used might include making a map of the community, counting the number of people sick with different illnesses, asking people for information, watching what other people do, and recording conditions that are present in the community.

After the information has been collected, the promoter helps community members analyze it, present the results to the community, and discuss the meaning of the results.

3.   Identifying Community Problems

The promoter trains members of the community or one of its organizations to understand and identify the community's problems. They start with the information about the health situation in the community which they gathered and analyzed in the previous phase. They learn how to put the problems that have been identified into order of importance, and they select one problem to be solved first by the community.

4.   Analyzing Community Problems

The promoter helps the organization learn how to analyze the problem that has been chosen for action. The community members list and discuss everything that causes or makes the problem worse, as well as everything that might make the problem go away. The community members then decide which of these things they can do something about themselves with the resources available to them. The promoter helps the community members to list all the actions the community can take to do something about the problem.

5.   Choosing a Plan of Action

Working from the list of actions developed in the previous phase, the promoter helps the community learn how to put together a plan of action to solve the chosen problem. Each action on the list is looked at to see whether it is technically feasible and affordable by the community. Each action is looked at to see exactly what people and materials are needed to carry it out and how much the action is going to cost during the next five years.

If necessary, the promoter can help community members get technical experts to come to community meetings and answer their questions and explain the important parts of a given plan of action. The community members learn how to choose which plan of action they are going to try by comparing how practical it is, its effects, and its cost compared to the other possible actions on their list. A final plan of action is prepared.

6. Making a Contract

Generally, the promoter is responsible for helping the community obtain resources so that it can complete the plan of action. The community learns how to make a contract between itself and the providing agency specifying what the community and agency will be responsible for doing, supplying, and maintaining.

7. Developing a Work Plan

The promoter helps the community members learn how to make a detailed work plan for the chosen plan of action. This work plan includes a clear statement of the final goal of the project and the objectives of each step in the work plan. The major steps in the plan are broken down into tasks. The community members discuss the people, materials, and time needed to complete each task. Based on these discussions, the community members put together a work calendar which clearly describes who and what have to be where and when and for how long.

If community members need to develop certain skills to be able to carry out tasks in the work plan, the promoter works with the community to plan when and how training will take place in time for the tasks to be completed on schedule.

8. Carrying Out the Project

The promoter helps the community members organize and supervise the work for the project. He helps the community members select and train a person to supervise the project and, if the project involves construction, a foreman to oversee the manual and technical work. The promoter sees to it that any required training of community members takes place on time and recommends who should be responsible for maintaining the finished system or providing ongoing support.

The promoter helps the community learn how to monitor the progress of the project according to the work plan and helps it learn how to solve problems as they arise so that the project gets completed as planned.

9. Changing Health Behaviors

The promoter helps the community to learn how to get people to change their health behaviors. They learn how to interview each other to find the barriers that they might have to changing behavior (the barriers may be social, money-related, or due to traditional beliefs). The promoter models how to respect the ideas and beliefs of others and to work with people of the opposite sex and with children. The promoter helps community members to be imaginative in presenting information to people through talks, asking questions, staging plays, using puppets, etc.

10. Maintaining the Finished System

From the very beginning of planning the solution to the problem, the promoter helps the community members consider what will be needed to maintain the finished system and decide who is going to be responsible for maintenance tasks, where the items that are needed to carry out maintenance are going to come from, how they are going to be looked after, how much they will cost, and how they will be paid for.

The promoter may help the community establish and run a revolving fund to pay for basic maintenance and repairs. He helps train the maintenance crew and makes sure that they are well supervised by the community.

11. Looking at the Progress of the Project

The promoter helps community members to learn how to look at the progress of the project both while it is being carried out and when it is completed. The community members use "success analysis" (see item 7 in part II) to identify what they are doing that is successful, what problems have come up, and how they might best solve them. They also use this information to plan the next project better.

Part II – <u>Ongoing Helping Tasks</u>

1. <u>Preparing for Entry into a Community (Pre-Entry Tasks)</u>

When assigned to a new area, the promoter looks for any available information on the community to assist in developing a plan for entering the community. The information to look for should include:

 ♦   How is the community organized at present?

 ♦   What has happened in the community in the past in terms
     of development efforts; were they successful or
     unsuccessful and why?

 ♦   Who else has been working there who can provide
     information?

 ♦   What is the ethnic, religious, tribal, or clan make-up
     of the community?

 ♦   Is health, sanitation, cultural, or economic
     information available from the field-worker's agency or
     from another agency?

With this information, the promoter plans how to approach working with the community and prepares for his first meeting with community leaders.

2. <u>Entering the Community</u>

Upon entering the community, the promoter first organizes a meeting with the official community leaders and other people who are influential in the community. During the meeting, the promoter presents a description of the services offered by the agency and the role that he expects to play in community development efforts. The promoter asks the leaders lots of questions and gets them to ask lots of questions in turn. The promoter starts to check the truth of any information he may have gathered before entering the community.

The promoter often asks the leaders to call a community meeting so that he can be formally introduced to the community. At that meeting, the promoter can begin to help community members to look at the community situation in an organized manner.

3. <u>Continuing to Learn about the Community</u>

The promoter is always looking for further information about the community because he needs to know as much as possible about its history, its health, its resources, its conflicts, its leaders, its neglected groups, its customs, etc. The longer the promoter works with the community, the more he should be discovering about how it works and who or what makes it work. Some of the information may be available only after some time.

4. <u>Organizing Community Groups and Committees</u>

The promoter is always working with community groups and committees to help them improve their skills in solving community problems. These may be general health problems or the problems people are having working together. If the promoter is working with a formal organization like a health committee, he helps some committee members to organize skills so that they can help the committee do its job.

The promoter is always on the lookout for new leaders, new ways to help them develop their skills, and ways to get the community to take on more responsibility for solving its problems.

5. <u>Training Community Members</u>

A primary task of the promoter is to transfer basic problem-solving and project-development skills to the community. This means that he has to be a skilled trainer, able to identify what skills the community members need and to plan and carry out training activities to help them develop these skills.

6. <u>Facilitating or Making Tasks Easier</u>

The promoter often works behind the scenes to make tasks easier for community members so they can improve their abilities to make decisions and plans and to carry them out by themselves. A major principle for the promoter is not to do anything for the community that the community can do for itself. The goal of the promoter is to work with the community until it is capable of identifying and planning its own solutions to its problems without help.

7. <u>Analyzing Success</u>

The promoter should constantly be evaluating his own and the community's activities by asking these questions:

♦ What have I (or we) done that was successful? Why was it successful?

♦   What problems did I (we) meet? How have I (we)
    overcome them?

♦   What problems do I (we) still have? What will I (we)
    do to overcome them?

The promoter should then be able to convince the community members of the
value of asking themselves the same questions after any major activity.

8.   <u>Solving Problems</u>

The promoter needs to solve the problems that occur in his work as well
as helping the community solve its problems. Some common problems which
arise in promoting community participation are

♦   how to build other people's trust,

♦   how to listen to other people,

♦   how not to upset people by being judgmental,

♦   how to help people make committee or public meetings work,

♦   how to identify and analyze a work problem that they have, and

♦   how to put together a personal work plan.

The promoter uses the same steps in solving problems that he teaches to
the community.

9.   <u>Carrying Out Liaison Tasks</u>

The promoter uses his position as the connection between the community
and outside resources to help the community find information or help from
other agencies and to inform other agencies of what is happening in the
community so that they can help the community with a broad range of
development activities.

10. <u>Promoting Self-Sustaining Participation</u>

The promoter works with the community from the very first day in such a
way as to enable it to take over when he leaves and continue to
participate in solving its problems. He does this by

♦   organizing the community to participate and working
    with the community organization to help it become
    strong and effective,

♦   training community members to do everything he has
    been doing with them,

♦ facilitating their work so that tasks are easier and the community is encouraged by its successes, and

♦ helping existing and new leaders to take over his role as the promoter of community participation.

Summary

The job description of a community participation promoter includes the following categories of tasks which promoters both perform themselves and train community members to perform.

The Step-By-Step Process of Developing Solutions to Community Problems

1. Initial Organizing
2. Gathering and Analyzing Information on Community Conditions
3. Identifying Community Problems
4. Analyzing Community Problems
5. Choosing a Plan of Action
6. Making a Contract
7. Developing a Work Plan
8. Carrying Out the Project
9. Changing Health Behaviors
10. Maintaining the Finished System
11. Looking at the Progress of the Project

Ongoing Helping Tasks

1. Preparing for Entry into a Community (Pre-Entry Tasks)
2. Entering the Community
3. Continuing to Learn about the Community
4. Organizing Community Groups and Committees
5. Training Community Members
6. Facilitating or Making Tasks Easier
7. Analyzing Success
8. Solving Problems
9. Carrying Out Liaison Tasks
10. Promoting Self-Sustaining Participation

JOB DESCRIPTION WORKSHEET

Please fill out this worksheet individually to compare your job to the job description of a community participation promoter. Next to each phase or task circle the letter corresponding to the statement that best describes the extent to which the task is part of your job.

Content

a	b	c	d
I do this as part of my job.	I don't do it, but I could take the initiative to.	I could do it with additional program support.	I don't do it and don't feel it should be a part of my job.

I. <u>Phases of Developing Solutions</u>

1. Initial Organizing   a b c d

2. Gathering and Analyzing   a b c d
   Information on Community
   Conditions

3. Identifying Community Problems   a b c d

4. Analyzing Community Problems   a b c d

5. Choosing a Plan of Action   a b c d

6. Making a Contract   a b c d

7. Developing a Work Plan   a b c d

8. Carrying Out the Project   a b c d

9. Changing Health Behaviors   a b c d

10. Maintaining the Finished System   a b c d

11. Looking at the Progress of the   a b c d
    Project

Ongoing Helping Tasks

1. Preparing for Entry into a   a b c d
    Community (Pre-Entry Tasks)

2. Entering the Community   a b c d

3. Continuing to Learn about the   a b c d
    Community

4. Organizing Community Groups and   a b c d
    Committees

5. Training Community Members   a b c d

6. Facilitating or Making Tasks   a b c d
    Easier

7. Analyzing Success   a b c d

8. Solving Problems   a b c d

9. Carrying Out Liaison Tasks   a b c d

10. Promoting Self-Sustaining   a b c d
    Participation

SKILLS INVENTORY

Place a check in the appropriate column for each item.

Skill Categories	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well

1. Preparing for Entry in the Community

♦ Gather and analyze information about a community to assess its "readiness" to participate in a water supply and sanitation project.
♦ Develop a strategy for entering a community.
♦ Meet with government and other officials to clear the way for entry.
♦ Prepare materials for the initial meeting.

2. Entering the Community

♦ Initiate work in a community.
♦ Make a presentation to community leaders.
♦ Develop a dialogue with influential community members.
♦ Work with community leaders to organize a meeting.
♦ Check the truth of pre-entry information and adapt entry strategy.

3. Organizing

♦ Analyze existing community-level organizations to assess their ability to promote participation.
♦ Help community leaders select an appropriate structure.
♦ Help a newly formed committee get started (select members and officers, define its mission, adopt by-laws, train officers, etc.).
♦ Identify and work with informal leaders as well as formal leaders.
♦ Help the committee solve its problems.

Skill Categories	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well
4. Gathering and Analyzing Information				
♦ Map a community.				
♦ Enumerate households.				
♦ Take a sample.				
♦ Conduct an interview.				
♦ Make observations of the environment.				
♦ Compile data for analysis.				
♦ Analyze and interpret data.				
♦ Prepare community to do all of the above.				
5. Training				
♦ Identify needed community skills.				
♦ Plan and prepare training activities.				
♦ Carry out training activities.				
♦ Monitor learning in progress.				
♦ Evaluate job performance after training.				
♦ Train community trainers.				
6. Facilitating Participation				
♦ Work behind the scenes to make tasks easier.				
♦ Help solve problems before they become major obstacles to participation.				
♦ Get others to do things rather than doing them yourself.				
♦ Help others find their own answers and solutions to questions and problems rather than providing them yourself.				
♦ Train local facilitators to take over from you.				

	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well
Skill Categories				

7. Identifying Problems

♦ Define what "a problem" is.
♦ State a problem clearly.
♦ Choose criteria for putting problems in order of importance.
♦ Rank problems using these criteria.
♦ Choose a problem to work on based on this analysis.
♦ Help (train, organize, and facilitate) community members to do all of the above.

8. Analyzing Problems

♦ Describe a problem in detail.
♦ List and discuss everything causing the problem or making it worse.
♦ List and discuss everything lessening the problem.
♦ List and discuss the resources of the community.
♦ List all the actions which can solve or lessen the impact of a problem.
♦ Help (train, organize, and facilitate) community members to do all of the above.

9. Choosing a Plan of Action

♦ Get help from technical experts if necessary.
♦ Analyze whether an action is technically feasible.
♦ Analyze all the costs of such an action.
♦ Choose one plan of action by comparing different actions in terms of how hard they are to do, how costly they will be, and their effect on the problem.
♦ Help community members do all of the above.

Skill Categories	I have never done this before	I have tried this but without much success	I do this and it works well	I have taught community people to do this well

10. Developing a Work Plan

+ Define a goal for the plan of action.
+ Break the plan into its component steps.
+ Identify specific objectives for each step.
+ Identify the tasks in each step.
+ Decide on resources needed for each step or task (human, technical, material, financial).
+ Organize the above on a work calendar.
+ Plan training needed for community members (the human resources) to do their jobs.
+ Help community members to do all of the above.

11. Carrying Out a Project

+ Help community members organize and supervise project work.
+ Help train project supervisor, work foreman, and anyone else needing training.
+ Monitor progress of the project according to the work plan.
+ Solve problems as they arise.
+ Recommend people to be responsible for maintaining the finished system.
+ Help community members to do all of the above.

12. Changing Health Behaviors

+ Identify behaviors which need to be changed to solve health problems.
+ Identify barriers to changing behaviors.
+ Identify practices for proper use of new systems.
+ Respect ideas and beliefs of others.
+ Work well with people of the opposite sex and children.

12. Changing Health Behavior (continued)

♦ Present information imaginatively.
♦ Generate and lead discussions through questions and imaginative presentations.

13. Maintaining the Finished System

♦ Identify maintenance tasks.
♦ Establish a maintenance schedule.
♦ Help community members organize a revolving fund.
♦ Select persons to perform maintenance tasks.
♦ Design and implement training for these tasks.
♦ Set up an inventory of spare parts.
♦ Set up and implement a monitoring system.
♦ Help community members to do all of the above.

14. Analyzing Project Progress and Success

♦ Analyze work success as well as problems.
♦ Establish a system based on "success analysis" to analyze the progress of a project.
♦ Analyze your own work success and problems.
♦ Identify an unresolved problem to solve.
♦ Help community members do all of the above.

15. Promoting Self-Sustaining Participation

♦ Help form and strengthen community organizations.
♦ Transfer all skills to community members.
♦ Help the community successfully solve problems by facilitating its work so that it is encouraged to solve other problems on its own.
♦ Help leaders develop in the community to take over promoting community participation.

PRE-ENTRY TASKS

Field-workers often have difficulty starting work in communities they are entering for the first time. Some of these difficulties are caused by mistakes made by the field-workers due to a lack of information about the community and what it expects from them. To prevent these problems field-workers should take the time to gather, check, and analyze information about the community before entering it and should use that information to plan an entry strategy to guide their first visits to the community.

The following are some common tasks field-workers perform before entering a community for the first time:

1.   Gathering information about the community's

   ◆   population (age, sex, occupation, etc.),

   ◆   health,

   ◆   social structure (leaders, groups, income differences),

   ◆   organizations,

   ◆   prior experiences with health and/or other development projects, and

   ◆   culture (especially if it is different from the field-worker's).

   Information is obtained from:

   ◆   program officials,

   ◆   other people who are working or have worked in the community, and

   ◆   local government officials.

2.   Verifying the information gathered by comparing it with other sources of information.

3.   Analyzing the information by asking these questions:

   ◆   What does it mean?

   ◆   Why is it important?

   ◆   What should I do differently because of it?

4. Planning an entry strategy based on the information.

    ◆   Listing the community leaders to be contacted first.
        How will you contact them? What will you say to them?

    ◆   Listing other influential people and groups. How will
        you contact them? What will you say to them?

    ◆   What information do you need to check? What new
        information do you need to gather? How will you do it?

    ◆   What formal community organizations exist? How will
        you work with them?

    ◆   Do you want to speak to a general community meeting?
        How should it be organized? What should you say?

5. Preparing materials to help you explain yourself when making
    presentations and to stimulate discussion.

6. Identifying any local officials to whom you should pay courtesy
    visits before entering the community and meeting with them.