WATER AND SANITATION FOR HEALTH PROJECT

Operated by
CDM and Associates

Sponsored by the U.S. Agency for International Development

1611 N. Kent Street, Room 1001
Arlington, VA 22209-2111 USA

Telephone: (703) 243-8200
Fax (703) 525-9137
Telex WUI 64552
Cable Address WASHAID

The WASH Project is managed by Camp Dresser & McKee International Inc. Principal cooperating institutions and subcontractors are: Associates in Rural Development, Inc.; International Science and Technology Institute, Inc.; Research Triangle Institute; Training Resources Group; University of North Carolina At Chapel Hill

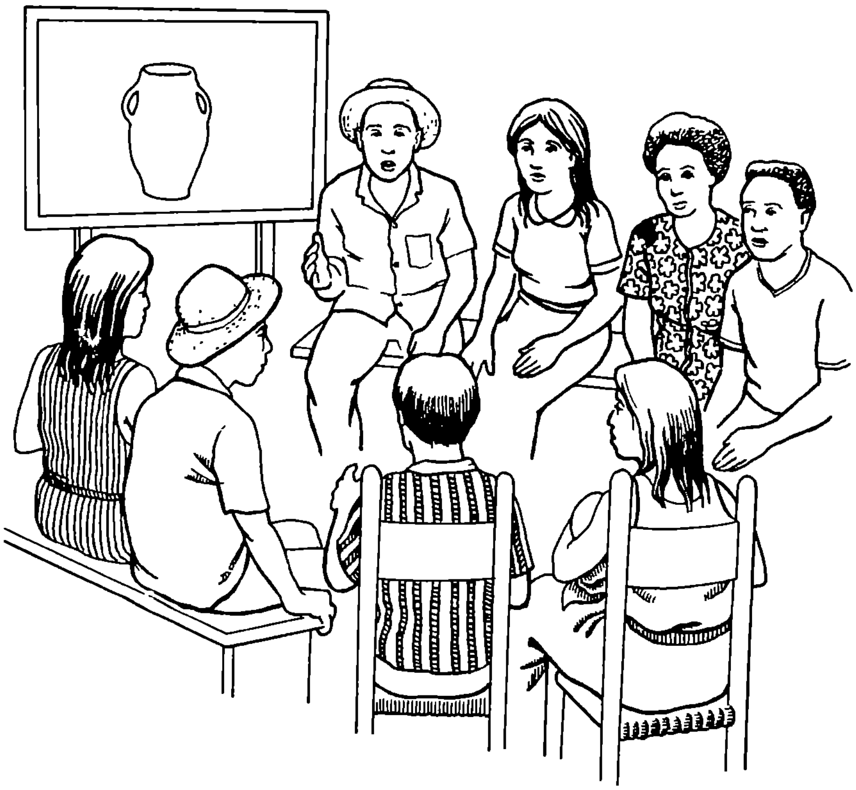
A WORKSHOP DESIGN FOR COMMUNITY PARTICIPATION:

Planning and Implementing Sustainable Projects

WASH TECHNICAL REPORT NO. 33

VOLUME II

DECEMBER 1988



Prepared for
the Office of Health,
Bureau for Science and Technology
U.S. Agency for International Development
under WASH Activity No. 124

WASH TECHNICAL REPORT NO. 33

VOLUME II

A WORKSHOP DESIGN FOR COMMUNITY PARTICIPATION: PLANNING AND IMPLEMENTING SUSTAINABLE PROJECTS

Prepared for the Office of Health,
Bureau for Science and Technology
U.S. Agency for International Development
under WASH Activity No. 124

by

Raymond B. Isely
and
David Yohalem

revised December 1988

Water and Sanitation for Health Project
Contract No. 5942-C-00-4085-00, Project No. 936-5942
is sponsored by the Office of Health, Bureau for Science and Technology
U.S. Agency for International Development
Washington, DC 20523

CONTENTS

CONTENTS

CONTENTS

ACKNOWLEDGMENTS

Many people have contributed to the development of the two training guides on community participation. The first draft was conceptualized and written by Ray Isely and David Yohalem. Michael Lythcott and Jacques Faigenblum conducted the first pilot test in Swaziland with the assistance of the Rural Water Borne Disease Control Project of USAID/Swaziland. Based on this pilot David Yohalem made substantial revisions in the training guide. Bill Hanson and Alan Silverman conducted the second pilot test in Mauritania. Jaime Henriquez of Peace Corps/Washington and staff from Peace Corps/Mauritania were instrumental in arranging this pilot test.

After the second pilot test, Graeme Frelick made major revisions and separated what had been one training guide into two volumes. Fred Rosensweig, in addition to overall management of the activity, made the final revisions.

Several people were key during the editing and production phase. Betsy Andrews had overall responsibility for coordinating the editing and production. Carol Tilton did the word processing and Diane Bendahmane did an excellent job in editing both volumes and providing many useful comments.

INTRODUCTION

INTRODUCTION

1.1 Promoting Community Participation

1.1.1 Needs Addressed by the Workshops

The purpose of these two workshops is to improve the skills of field-workers responsible for promoting the active participation of communities in environmental health projects. The first two-week workshop (Starting Work with Communities) covers entering communities, gathering information, organizing community groups, and helping communities to conduct health 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 guidelines are in two separate volumes, but are intended to be used as a set.

For water supply and sanitation projects to be successful, the target community should participate in all project development tasks. To promote this participation, field-workers need improved skills in organizing, encouraging, and facilitating the community's involvement in solving its own 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 merely to 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 active 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 groups 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 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 as well as 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 all project development steps 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 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 role and 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. In water supply and sanitation projects, they are responsible for promoting the community's participation in hygiene 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 II

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 workshops 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 focuses on teaching the field-workers to assist the 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 it has decided to do together;
- evaluating the actions it takes;
- designing, planning, implementing, and evaluating the hygiene education program it needs to complement any infrastructural improvements;
- operating and maintaining any physical improvements; and
- sustaining its growing capacity to solve its 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 Promoter and Handout 3-3: Skills Inventory.

The experiential design of both workshops requires the cooperation and participation of communities like the ones in which the workshop trainees work. The trainees have six opportunities during the two workshops to work with people from these communities. The work they do with the community 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 or 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 with each community or group. 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 what they learn from the 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 II

The overall goals for Workshop II are as follows: by the end of the workshop, the trainees will be better able to

- identify the steps necessary for assisting a community in analyzing its health problems,
- choose a plan of action to solve a problem,
- develop work plans,
- prepare for the successful implementation of such plans,
- conduct a hygiene education session,
- plan for the continuation of self-sustaining community participation,
- evaluate their own work and the work of the community, 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.

- 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 second workshop consists of 18 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 once they have selected and analyzed an environmental health problem. 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 second workshop is a simulation of the work a field-worker does when helping a community plan and implement sustainable projects. 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 II Schedule

The workshop schedule is presented on the next two pages.

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 procedures used, the recommended 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.
- Trainer notes provide additional information for the trainers on content or methodology.

WORKSHOP II SCHEDULE

WEEK I

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00	(1) Opening Ceremonies and Introduction to the Workshop (2.5 hours) (2) Review the Experience of Trainees in Community Participation (7 hours)	(2) continued (3) Initial Community Meeting Field Exercise (4.5 hours)	(4) Choosing a Plan of Action (7 hours)	(5) Plan-of-Action Field Exercise (6.5 hours)	(6) Developing a Work Plan (4 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(2) continued	(3) continued	(4) continued	(5) continued	(7) Helping Communities Plan and Carry Out Projects (2.5 hours) (8) Week One Evaluation (45 minutes)

WORKSHOP II SCHEDULE

WEEK II

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00	(9) Project Supervision (4 hours)	(11) Developing Hygiene Education Sessions (7 hours)	(12) Hygiene Education Sessions Field Exercise (6 hours)	(13) Promoting Self-Sustaining Development (4 hours)	(16) Back-at-Work Applications (3 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(10) Hygiene Education (3.5 hours)	(11) continued	(12) continued	(14) Project Evaluation (1 hour) (15) Review of Workshop Learnings (2 hours)	(17) Workshop Evaluation (1 hour) (18) Closing (1 hour)

- Following the procedures is a list of materials 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 Participant Reference Packet. 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 whole guide should be carefully reviewed 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, and it should not be altered without careful consideration.

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 to this design requires workshop 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 what they learn 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 optimum number of trainees. This allows for four groups of four or five trainees for all small group tasks.

It is strongly recommended that participants for the second workshop should have attended the first workshop. Many of the skills needed to apply the workshop's approach to helping communities plan and implement sustainable solutions to their problems are developed in the first workshop. Other skills addressed in this workshop are introduced in the first workshop. The project design process used in this workshop is based on a four-step problem-solving method that is introduced in the first workshop. For all these reasons, this workshop is designed for participants who have attended the first workshop. If the workshop is run for other participants, the content and scheduling of some sessions will have to be adapted to permit the introduction of new concepts and skills rather than their review and practice.

Any Workshop II participants who have not attended the first workshop should be able to perform all the Workshop I tasks listed at the start of Section 1.2.1.

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 should 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, two communities should be 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 to 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 3: Initial Community Meeting Field Exercise;

Session 5: Plan-of-Action Field Exercise; and

Session 12: Hygiene Education Sessions Field Exercise.

The trainees are divided into small work groups which will 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 personally to 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 to include all community groups 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 and preparing them for their involvement in the workshop. The more time spent before the workshop, the fewer problems that 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 content of the second workshop means that the communities will be involved in discussing and making decisions on how to solve some of their problems. This requires that the trainers carefully explain to the communities the extent to which the sponsoring program is able and willing to assist them in carrying out the actions they select as part of their plan of action. If the program is able to work with these communities, the field exercise can be a real step in project development. If not, Session 5: Plan-of-Action Field Exercise should be designed to emphasize actions which the communities have the resources to carry out themselves or hygiene education which the workshop participants can design and deliver in the second week. All efforts should be made to prevent the development of expectations which cannot be met.

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. If the field-worker could continue to assist the communities after each field exercise, they would get a great deal more out of the experience.

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
- involvement in Workshop I.

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 or availability of eating 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 familiarizing the communities with 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 the possible involvement of the communities in the workshop is first discussed. They should be repeated with leaders and community members once the communities have been selected and preparatory work has started. 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 that they are 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 that would normally be involved should be used in the process. The number of people attending the general meeting, plan-of-action exercise, and hygiene education 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 for these activities 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 the first workshop has already been held, some of these activities will already have been taken care of. An example might be the selection of a training site.

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: • conduct preliminary community analysis and • hold community meetings to explain purpose of workshop and community's role.	2 months

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: ♦ review each field exercise's goals and procedures, ♦ select community members for each field exercise, and ♦ decide on meeting sites.	1 month
Entire training staff arrives at site to ♦ 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.	2 weeks

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 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 at the subsequent workshop how those plans worked out. 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 highlighted 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.

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 the 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 these efforts.

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	Workshop Purpose Definition of Community Participation
2.	Pair Interviews	Pair Interviews	15 minutes		Pair Interview Questions
3.	Introductions	Introductions	20 minutes		
4.	Trainee Expectations	Small Group Task	20 minutes		Instructions for Small Group Task on Trainee 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	Overall Workshop Goals
7.	Workshop Schedule	Presentation and Discussion	15 minutes	Handout 1-2: Workshop Schedule	Workshop Schedule
8.	Workshop Norms	Presentation and Discussion	10 minutes		Workshop Norms
9.	Wrap-Up	Presentation	5 minutes		

SESSION 1: Opening Ceremonies and Introduction to the Workshop

Total Time: 2.5 hours

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 the 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 take part in both large and small group activities. 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.

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

PROCEDURES

1. Welcome and Official Opening — Time: 40 minutes

   Introduce yourself and welcome the trainees. Explain who is sponsoring the workshop. If some trainees attended the first workshop, refer to it and state how this one builds upon the first one.

   Introduce any local government and community officials and ask them to say a few words. If at all possible, inform the various guest speakers of the goals of the workshop, job responsibilities of the trainees, and need for community participation so that their comments are consistent with the purpose of the workshop. Approximately 20 minutes can be set aside for speeches by these guests. If a more elaborate opening ceremony is called for, it could be scheduled for the evening before the workshop would normally begin.

After the speeches, 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 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. Pair Interviews — 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: Pair Interview Questions.

- What is your name and what 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 the trainees to divide up into groups of four. Present the following tasks on <u>Flipchart D: Instructions for Small Group Task on Trainee Expectations</u>.

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

Give the trainees 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 list expectations twice but check those that are repeated. After all the groups have made their presentations,

- point out the commonly held expectations and
- ask the groups to explain the unclear expectations.

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

6. Overall Workshop Goals 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. The workshop has been designed to give trainees these skills. Repeat the workshop definition of community participation given in Procedure 1.

Present the workshop goals on Flipchart E: Overall Workshop Goals and distribute Handout 1-1: Overall Workshop Goals. State that this workshop deals with the planning and implementing of community projects. The first workshop covered problem identification and analysis. Mention that this workshop builds on the first and assumes an understanding of the material covered in the first workshop.

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 Flipchart F: Workshop Schedule and distribute Handout 1-2: Workshop 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 plays, simulations, and an ongoing case study to generate discussions.

Go over the workshop schedule without going into detail on the specific design of each session.

8. Workshop Norms Time: 10 minutes

Explain that in order to accomplish the workshop goals, the 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 G: Workshop Norms:

- to share responsibility for learning,
- to participate actively in all session activities,

- to start and end sessions on time,
- to respect the views of other trainees, and
- to respect the culture of the community where the field exercises will take place.

Add any other norms that you feel are appropriate.

Ask trainees if they agree with these and have any others to add. Include additional norms on the list. (See Trainer Note 2.)

9. Wrap-Up Time: 5 minutes

Close the session by emphasizing 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. While it is important to discuss these 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 these expectations are clearly outside the scope of the workshop and 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. Keep the flipcharts of the goals and norms posted in the classroom throughout the workshop so that you can refer to them when it is helpful.

MATERIALS

Package for trainees with pads, pencil, and journal.
Handout 1-1: Overall Workshop Goals
Handout 1-2: Workshop Schedule
Flipchart A: Workshop Purpose
Flipchart B: Definition of Community Participation
Flipchart C: Pair Interview Questions
Flipchart D: Instructions for Small Group Task on Trainee Expectations
Flipchart E: Overall Workshop Goals
Flipchart F: Workshop Schedule
Flipchart G: Workshop Norms

OVERALL WORKSHOP GOALS

The purpose of this workshop is to 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 to do their jobs. In most cases these are skills field-workers also must help community members develop so that the communities can eventually solve their problems without the intervention of a field-worker.

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

- identify the steps necessary for assisting a community in analyzing its health problems,
- choose a plan of action to solve a problem,
- develop work plans,
- prepare for the successful implementation of such plans,
- conduct a hygiene education session,
- plan for the continuation of self-sustaining community participation,
- evaluate their own work and the work of the community, and
- develop a back-at-work plan to apply workshop learnings.

WORKSHOP SCHEDULE

WEEK I

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00	(1) Opening Ceremonies and Introduction to the Workshop (2.5 hours) ——— (2) Review the Experience of Trainees in Community Participation (7 hours)	(2) continued ——— (3) Initial Community Meeting Field Exercise (4.5 hours)	(4) Choosing a Plan of Action (7 hours)	(5) Plan-of-Action Field Exercise (6.5 hours)	(6) Developing a Work Plan (4 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(2) continued	(3) continued	(4) continued	(5) continued	(7) Helping Communities Plan and Carry Out Projects (2.5 hours) ——— (8) Week One Evaluation (45 minutes)

WORKSHOP SCHEDULE

WEEK II

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00	(9) Project Supervision (4 hours)	(11) Developing Hygiene Education Sessions (7 hours)	(12) Hygiene Education Sessions Field Exercise (6 hours)	(13) Promoting Self-Sustaining Development (4 hours)	(16) Back-at-Work Applications (3 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(10) Hygiene Education (3.5 hours)	(11) continued	(12) continued	(14) Project Evaluation (1 hour) (15) Review of Workshop Learnings (2 hours)	(17) Workshop Evaluation (1 hour) (18) Closing (1 hour)

GUIDE TO SESSION 2: REVIEW THE EXPERIENCE OF TRAINEES IN COMMUNITY PARTICIPATION

Total Time: 7 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation	5 minutes		Session 2 Objectives
2. Developing/Sharing a Common Vocabulary	Presentation, Reading, and Discussion	60 minutes	Handout 2-1: Traditional and Adult Education Handout 2-2: Workshop Learning Techniques Handout 2-3: Helping Groups Do Their Work Handout 2-4: Job Description of a Community Participation Promoter	
LUNCH				
3. Success Analysis of Community Tasks	Individual Task Discussion	30 minutes		Instructions for Individual Task on Success Analysis
4. Sharing Experiences	Small Group Task	90 minutes	Handout 2-5: Pre-Workshop Questionnaire	Instructions for Small Group Task on Sharing Experiences
5. Preparing for Review Sessions	Small Group Task	60 minutes		Steps in Starting Work with Communities
END OF DAY 1				
6. Presentations of Review Sessions	Presentations and Discussion	2.5 hours		Instructions for Small Group Task on Starting Work with Communities
7. Wrap-Up	Discussion and Presentation	25 minutes		

SESSION 2: REVIEW THE EXPERIENCE OF TRAINEES IN COMMUNITY PARTICIPATION

Total Time: 7 hours

OBJECTIVES

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

- define what promoters of community participation do and how they do it,
- share their common experiences of promoting community participation, and
- review the principal elements of Workshop I: Starting Work with Communities.

OVERVIEW

The basic purpose of this session is to examine trainees' experiences in promoting community participation in order to provide a framework for the main themes of this workshop. Those trainees who attended Workshop I: Starting Work with Communities, already share a common vocabulary. Trainees review the progress made in the implementation plans they prepared at the end of Workshop I. Those trainees who did not attend Workshop I need to develop a common vocabulary and share their experiences of working with communities. No matter what their prior experiences are, all trainees complete a pre-workshop questionnaire on their experiences in community participation which they review during this session.

PROCEDURES

1. Introduction — Time: 5 minutes

   Present the overview in your own words and the session objectives from Flipchart A: Session 2 Objectives.

2. Developing/Sharing a Common Vocabulary — Time: 60 minutes

   Distribute and briefly discuss Handout 2-1: Traditional and Adult Education, Handout 2-2: Workshop Learning Techniques, and Handout 2-3: Helping Groups Do Their Work. These handouts will inform or remind trainees of the principles of adult education used in this workshop and in working with communities and will provide a brief overview of the workshop techniques and the importance of working effectively in small groups during the workshop and in a community.

Next, distribute Handout 2-4: Job Description of a Community Participation Promoter. Ask trainees to read it individually. After they have finished reading, ask if they have any questions regarding the terminology used in this handout. Explain terms that are unclear without going into much detail, particularly about those that will be introduced in the workshop. Tell the trainees that they will soon have an opportunity to examine the concepts covered in Workshop I in more detail by sharing their own experiences with community participation. For participants who attended Workshop I, this will serve as a review.

LUNCH

3. Success Analysis of Community Tasks — Time: 30 minutes

Explain success analysis to the trainees who did not attend Workshop 1. State that it is a technique that will be used throughout the workshop to review how a task was carried out. The following procedure will help introduce success analysis.

Ask participants to take out Handout 2-5: Pre-Workshop Questionnaire and to complete the following individual task, as outlined in Flipchart B: Instructions for Individual Task on Success Analysis.

- Reflect individually on your experience in community participation during the past year.
    - What did you or the community do that was successful?
    - What problems did you encounter, and how did you resolve them?
    - What problems still exist?

Give trainees 30 minutes for this task.

4. Sharing Experiences — Time: 90 minutes

Ask the trainees to break into groups of three and present the following task on Flipchart C: Instructions for Small Group Task on Sharing Experiences.

- Based on your responses to the questionnaire, explain to the two others in your group the community work for which you are responsible.
- Each trainee should talk about his work for 20 minutes and then discuss it with the others for 10 minutes.

5. <u>Preparing for Review Sessions</u> Time: 60 minutes

Divide the trainees into five groups according to the five steps given on <u>Flipchart D: Steps in Starting Work with Communities</u>.

1. Entering a Community
2. Initial Organizing
3. Gathering and Analyzing Data
4. Training Community Members
5. Identifying and Analyzing Problems

Present the groups' task on <u>Flipchart E: Instructions for Small Group Task on Starting Work with Communities</u>.

- As a group, design a 15-minute session on your topic. Include in the presentation:
  - What is involved?
  - How do you do it?
  - What problems typically arise?
  - What solutions have you used?
- Write the key points of your presentation on a flipchart. Select a spokesperson.
- Take 60 minutes.

6. <u>Presentations of Review Sessions</u> Time: 2.5 hours

Allow each of the five groups 15 minutes for their presentation and another 15 minutes for discussion.

7. <u>Wrap-Up</u> Time: 25 minutes

Ask the trainees who did not participate in Workshop I what were the most important things that they learned during this session. Write their answers on a flipchart. Ask the trainees from Workshop I to list the most difficult aspects of what they learned in Workshop I.

Review the session objectives to make sure they were reached. Link this session with the rest of the workshop, explaining that the trainees will build on this session in each of the subsequent sessions.

MATERIALS

Handout 2-1: Traditional and Adult Education
Handout 2-2: Workshop Learning Techniques
Handout 2-3: Helping Groups Do Their Work
Handout 2-4: Job Description of a Community Participation Promoter
Handout 2-5: Pre-Workshop Questionnaire
Flipchart A: Session 2 Objectives
Flipchart B: Instructions for Individual Task on Success Analysis
Flipchart C: Instructions for Small Group Task on Sharing Experiences
Flipchart D: Steps in Starting Work with Communities
Flipchart E: Instructions for Small Group Task on Starting Work with Communities

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 older 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 Group Discussions
- Small Group Tasks
- Case Studies
- Role-Playing
- Community Field Exercises
- Success Analysis
- Journals

HELPING GROUPS DO THEIR WORK

The following activities must take place for group work to be effective. Group members can help their groups do their work more effectively by carrying out these activities as they are needed.

Task Activities

(Aimed at achieving the specific goal.)

1. Initiator: Proposing tasks, goals or actions; defining group problems; suggesting a procedure or ideas for working.
2. Informer: Offering facts; expressing feelings; giving an opinion.
3. Seeker: Asking for facts and feelings; questioning or asking for clarification of values related to the discussion; asking for suggestions or ideas.
4. Clarifier: Interpreting ideas or suggestions; defining terms; clarifying issues before group.
5. Summarizer: Pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.
6. Consensus Tester: Asking to see if group is nearing a decision; testing a possible conclusion.

Maintenance Activities

(Aimed at keeping a group harmonious and productive.)

1. Harmonizer: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.
2. Gate Keeper: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that promote the sharing of ideas.
3. Encourager: Being friendly, warm, and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.
4. Compromiser: When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying an idea in interest of group cohesion or growth.
5. Norm Explorer: Suggesting or testing explicit or implicit norms; checking whether group is satisfied with its behaviors or procedures.

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 complete the tasks in part I. The promoter must prepare individuals in the community to carry out these tasks 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 to improve their operations, 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 compiling records on 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 promote discussion of 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 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 can be done from a technical point of view and then whether the community can afford to do it with its existing resources. 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 among several possible plans by comparing how practical they are, their effects, and their costs. 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 community members learn how to monitor the progress of the project according to the work plan and helps them learn how to solve problems as they arise so that the project is 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 determine 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 - Ongoing Helping Tasks

1. Preparing for Entry into a Community (Pre-Entry Tasks)

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. Entering the Community

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, health, resources, conflicts, leaders, neglected groups, 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 to solve community problems. 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 ways to help new leaders 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 appropriate training activities.

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?
- 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 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 the community 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

PRE-WORKSHOP QUESTIONNAIRE

INTRODUCTION

You have been selected as a trainee in the upcoming workshop on community participation. This workshop will concentrate on how to develop plans of action and work plans with communities and will examine how field-workers can implement, supervise, and evaluate health projects, making sure the community is involved at all stages and able to participate in solving its problems.

Your selection to participate in this workshop assumes that you have already worked with a community in examining community conditions, identifying and analyzing problems, assisting community organizations, and training community members. In order to participate fully in the workshop, it is essential that you prepare yourself ahead of time by reflecting upon the work you have already done.

Below is a questionnaire which you should fill out before the workshop. An experienced field-worker might easily take several pages to answer each question, but for the purposes of the workshop it is requested that you write only a paragraph to answer each question. Think about what your successes have been, what difficulties you have overcome, and what difficulties you still have for each of the questions.

During the first days of the workshop, you will have the opportunity to discuss your experiences with other trainees. Bring with you to the workshop examples of your work such as photos, posters, materials, and work plans.

QUESTIONNAIRE

1. What tasks have you carried out to prepare yourself when entering a new community and how have you gone about these tasks?

2. When first working with a community, what kind of information have you collected on community conditions, and how have you gathered and analyzed this information?

3. How have you assisted communities to organize themselves?

4. What kinds of community organizations and committees have you worked with?

5. How have you helped communities identify their important health problems? What kinds of problems have been identified?

6. How have you worked with communities to analyze problems, including the causes and effects?

7. What community members have you trained? What did you train them to do? How did you go about planning and carrying out the training?

8. What has been your role in helping community members to improve their ability to make decisions and plans and to carry out those plans by themselves?

9. How have you worked with communities in reviewing their projects?

SESSION 3

GUIDE TO SESSION 3: INITIAL COMMUNITY MEETING FIELD EXERCISE

Total Time: 4.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	20 minutes	Background Paper on Communities for the Field Exercises	Session 3 Objectives
2.	Preparation for Field Exercise	Small Group Task Presentation	35 minutes		Instructions for Small Group Task on Community Background Paper Field Exercise Procedures
	LUNCH				
3.	Go to Communities	Travel	5 to 20 minutes	Handout 3-1: Steps in Analyzing Problems	
4.	Community Meeting	Field Exercise	80 minutes		
5.	Walk around the Communities	Observation	45 minutes		
6.	Return from Communities	Travel	5 to 20 minutes		
7.	Discussion of Field Exercise	Discussion	30 minutes		
8.	Wrap-Up/Journals	Presentation, Writing	20 minutes	Journals	

SESSION 3: INITIAL COMMUNITY MEETING FIELD EXERCISE

Total Time: 4.5 hours

OBJECTIVES

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

- identify the composition and role of a health committee or equivalent group,
- explain the health problems identified by the community, and
- describe the physical layout of the community.

OVERVIEW

The purpose of this session is to give trainees an opportunity to get to know the communities in which they will conduct their field exercises. First, the trainers present a background paper on the communities and the health problems facing them, as well as on the role and composition of the health committee or equivalent group. After preparing some questions to ask community members and deciding what they will observe while in the communities, trainees travel to the communities, meet with community members, and walk around with their community counterparts (see Trainer Note 1 on the selection of the communities). After returning from the communities, trainees discuss their impressions and observations.

PROCEDURES

1. Introduction — Time: 20 minutes

   Present the overview in your own words and the session objectives in Flipchart A: Session 3 Objectives.

   Distribute a background paper with basic information on the two communities where the field exercises will be held. Explain the major points in the background paper. (The background paper should have information on demographics, ethnic make-up, past experience with community participation, etc.)

2. Preparation for Field Exercise — Time: 35 minutes

   Ask the trainees to divide into groups of no more than four people each and give them the following task on Flipchart B: Instructions for Small Group Task on the Community Background Paper.

   - Briefly review the community background paper.

- Write two to three questions you would like to ask the community to clarify unclear points in the paper, using Handout 3-1: Steps in Analyzing Problems as a guide.

- Plan what you will observe as you walk around the community.

Give them 30 minutes for this task.

After they have finished their task, ask each group for an example of a question they would like to ask.

Explain the procedures involved in the community meeting field exercise from Flipchart C: Field Exercise Procedures.

1. Travel to the sites.
2. Introductions.
3. Explanation of the objectives of the field visit.
4. Community members explain the environmental health problem they want to work on. (See Trainer Note 2.)
5. Trainees ask questions.
6. Trainees walk around community.
7. Return from site.
8. Discuss field exercise.

LUNCH

3. Go to Communities Time: 5 to 20 minutes

From 5 to 20 minutes is allocated for travel. If you do not need the full 20 minutes for travel, the additional time can be added to breaks or to the time for review back 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 extra time should be added to the session rather than taking time away from some of the procedures. This will require starting earlier.

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

4. <u>Community Meeting</u> Time: 80 minutes

Make the necessary introductions, and present the objectives of the field exercise to the community members. Then, ask the community members to explain the problem they want to work on, its causes, extent, severity, etc. Turn the meeting over to the trainees so that they can ask some of the questions they prepared in Procedure 2.

After the trainee question period, explain that the trainees will return in two days to work with community members to determine what actions they could take to address their problem. Make sure the time and place of this next meeting is clear.

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

Each group, accompanied by a community counterpart, should walk around the community to visit key sites such as water points, the market, the river, and the school. The groups should be dispersed so that they are not all in the same place at the same time. Each group should follow the observation plan they developed in Procedure 2.

6. <u>Return from Communities</u> Time: 5-20 minutes

See Procedure 3.

7. <u>Discussion of Field Exercise</u> Time: 30 minutes

Ask the trainees to give their overall impressions of the communities, emphasizing what new or unexpected information they gathered. Ask if they noticed anything which would have an impact on devising a plan of action to address the environmental health problem.

8. <u>Wrap-Up/Journals</u> Time: 20 minutes

Review the session objectives to see if they were reached.

Explain the concept of journals to those who did not attend Workshop I. Explain that at the close of each day the participants will have 10 to 15 minutes to write in their journals. It is an opportunity to reflect on what they learned that day and think about how they will apply it in their work. Two weeks is too long to wait before reviewing the workshop. The journals also provide a means to refresh trainees' memories of what they learned in the workshop. Give them 15 minutes to work on their journals.

TRAINER NOTES

1. As stated in the introduction to this training guide, it is preferable to organize the community field exercises in two communities so that the trainees are provided with a variety of experiences and to avoid overwhelming one community with a large group of trainees. These communities should already have

   - a well-functioning health committee or other equivalent group,
   - an identified health-related problem it would like or has begun to resolve,
   - access to the funds needed to solve the problem, and
   - a health/hygiene educator (preferably one of the trainees) to follow up after the workshop.

   In some cases, it will be possible to work with only one community. If so, trainees should be careful not to walk around in large groups. It is preferable for the community to be the same one as in Workshop I, for then less time will be needed to review the background information and more time will be available to find out what has happened in the community since the first workshop.

2. The communities should be prepared in advance to present the environmental health problem they want to work on. The problem should be one which is commonly accepted by the community and has already been well defined. The community should decide who will make the presentation.

MATERIALS

Background paper on the communities for the field exercise

Handout 3-1: Steps in Analyzing Problems

Flipchart A: Session 3 Objectives

Flipchart B: Instructions for Small Group Task on the Community Background Paper

Flipchart C: Field Exercise Procedures

Journals

STEPS IN ANALYZING PROBLEMS

A community must learn how to analyze its problems 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. Problems cannot be solved without being analyzed.

The following thorough and easy-to-use method for analyzing problems can help a community. Problems are analyzed in four steps by answering the following questions:

- How can one describe the problem?
- What conditions have an effect on the problem?
- What conditions are outside the control of the community?
- What actions can the community take to influence the problem?

1. <u>How can one describe the problem?</u>

- What does the problem look like?

  - How do people know it exists?
  - How would a person describe it to someone 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?

  - Who 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 that is known about the nature of the problem, the easier it will be to analyze.

2. <u>What conditions have an effect on the problem?</u>

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?
- Where does the problem come from?
- What makes the problem go away?
- 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. The 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 the things that affect it, the better they will understand the problem and its ramifications.

The better community members understand the problem, the more actions they will be able to think of to solve the problem or reduce its impact on the community. By the end of this step the community members will have produced a list of all the conditions they can think of that affect the problem.

3. <u>What conditions are outside the control of the community?</u>

The community members review the list of things that affect the problem. They ask themselves, "Over what conditions do we have control?" Conditions over which they have no control are crossed off the list. For example, the problem may be made worse by the weather, but since the community members have no control over the weather, it should be crossed off the list.

4. <u>What actions can the community take to influence the problem?</u>

When all conditions beyond the control of the community have been removed from the list, the community members then ask the following questions about each remaining item:

- Does this condition make the problem worse? If so, what can we do to lessen its effect?
- Does this condition stop the problem from getting worse? If so, 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 solve or minimize the problem.

GUIDE TO SESSION 4: CHOOSING A PLAN OF ACTION

Total Time: 7 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation and Discussion	10 minutes		Session 4 Objectives
2.	Developing a List of Possible Actions	Small Group Task	75 Minutes		Instructions for Small Group Task on Listing Possible Actions
3.	Choosing a Plan of Action	Reading, Lecturette, and Discussion	40 minutes	Handout 4-1: Steps in Choosing a Plan of Action	Possible Actions to Control Malaria
4.	Analyzing Actions/ Estimating Resources and Costs	Small Group Task	95 minutes		Instructions for Small Group Task on Analyzing Actions Instructions for Small Group Task on Estimating Resources and Costs
	LUNCH				
5.	Presenting Results of Analysis	Group Presentations and Discussion	45 minutes		
6.	Comparing Actions and Choosing a Plan of Action	Full Group Task	30 minutes		
7.	Preparation for the Field Exercise	Working Group Task	60 minutes	Handout 4-2: Preparation for Plan-of-Action Field Exercise	Objectives of the Field Exercise Instructions for Small Group Task on Field Exercise Strategy
8.	Discussion of Strategies	Discussion	35 minutes		
9.	Wrap-Up	Discussion	15 minutes		
10.	Journals	Writing	15 minutes	Journals	

SESSION 4: Choosing a Plan of Action

Total Time: 7 hours

OBJECTIVES

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

- to choose a plan of action and
- to train community leaders to choose a plan of action.

OVERVIEW

The last step in deciding how to solve a problem is to choose a plan of action from among all the actions identified at the end of the community meeting in Session 3. A plan of action is a coordinated approach to solving a problem or reducing its effects on a community. It is usually made up of several actions because there are usually several things a community can do to influence a problem. After developing a list of possible actions for the problems presented in the field exercise, trainees learn to help communities choose a plan of action in a three-step process.

First they analyze the actions to see if they are feasible and determine what impact they will have on the problem. Second, they identify the resources needed to carry out each action and estimate the availability and cost of these resources. Finally, they compare the possible actions and devise a plan of action based on the analysis. The trainers introduce these three steps to the trainees through readings, lecturettes, discussion, and practice. The trainees will have a chance to apply their learnings in a simulation of a village health committee meeting.

PROCEDURES

1. Introduction — Time: 10 minutes

   Start the session by asking a few trainees to read their journal entries from the previous session to the group.

   Briefly review the problems presented by the two communities in the field exercise. Explain to the trainees that their first task will be to develop a list of actions for solving these problems. Then they will turn to the last step in deciding how to solve a problem—choosing a plan of action.

   Present the overview of the session in your own words. Present the session objectives on Flipchart A: Session 4 Objectives.

2. Developing a List of Possible Actions Time: 75 minutes

Ask the trainees to return to the same groups formed for the previous session. Present the following task on Flipchart B: Instructions for Small Group Task on Listing Possible Actions.

- List the conditions which affect the problem presented by the community in the field exercise.
- Identify and list the actions which the community can take that
  - will ameliorate the conditions that make the problem worse
  - will improve the conditions that keep the problem from getting worse.
- Write the responses on a flipchart.

Ask one person in each group to act as an observer and note how the group worked together. (See Trainer Note 1.)

Give the trainees 45 minutes for this task. Then ask them to post their flipcharts. Review their flipcharts briefly, asking the groups to clarify actions that are not clear, and make suggestions where appropriate. Keep these flipcharts for further use in Session 10.

Ask the observers for their comments.

3. Choosing a Plan of Action Time: 40 minutes

Point to the list of actions and ask the trainees if a community could, or would want to, do everything on the list to try to solve the problem. Ask them how they would choose which actions to take. Elicit a few responses, and discuss them in terms of the method for choosing a plan of action to be presented in this session.

Distribute Handout 4-1: Steps in Choosing a Plan of Action, and ask participants to read it. Then, in a brief lecturette, elaborate on the handout by giving examples of how to answer the questions in each step. The following example uses malaria.

Present Flipchart C: Possible Actions to Control Malaria. (Be sure that the actions are listed on the left-hand side of the flipchart so that the right-hand side can be used for computing the ratings.) Begin by briefly explaining the actions. Then, go over the following points:

- How much of an impact would these actions have on the problem of malaria?
  - All of the actions would have some favorable impact on the problem. Draining the puddles in the village and using mosquito nets would have the greatest impact.
- Which of the actions influencing the problem of malaria are technically possible, and how hard or easy would they be to carry out?
  - Draining the rain puddles in the village would be easy.
  - Draining the pond in the field would be possible, but difficult.
  - Preventing the stream from flooding the field might be possible, but it would be very difficult.
  - Convincing people to sleep under mosquito netting is possible but might be difficult.
  - Convincing people to put screens on their windows and doors is also possible but much more difficult to do.
- How easy is it for the community to take the actions?
  - Given its current level of experience, the involvement of its members, and the time available, the community could drain the puddles in the village and might be able to drain the pond in the field but could probably not prevent the stream from flooding the field.
  - The community could launch an educational program to convince its members to use netting and screens.
- How willing is the community to take the actions?
  - The community is willing to drain the puddles and pond but does not want to prevent the stream from flooding because some farmers grow rice in the field when it floods.
  - The community is willing to try to convince people to use mosquito netting, but no one wants window screens and doors because it would reduce the breeze. Houses in the village have never had doors.

- After reviewing all four questions, return to Flipchart C and draw in four columns on the right-hand side. Write at the top of each column the numbers 1 to 4 for the four questions. Ask the trainees to help you rate each action for each question. Do the first one yourself and ask the trainees to rate the rest. Avoid long discussions about the ratings. When you are done or have done enough to have made the point, add up the ratings for each action rated on the list. Then, continue with the following.

- The cost of the actions varies as does the availability of the resources.

  - Draining the puddles could be done by a few people after each rain. Most people have the tools needed to do the job.

  - Draining the pond would take many people and tools would have to be purchased and brought from town.

  - Building dikes to prevent the stream from flooding would require concrete, and would be very costly. Skilled masons would have to be found to supervise the work, and there are few of these available.

  - Mosquito netting could be purchased in town easily. Finished nettings cost $2.00 each, but the price would drop to $1.00 each if people made their own from netting material.

  - Screening is available in town, but it is expensive. Wood frames for doors and windows could be made in the village but would further increase the cost to $7.00 per door and $2.00 per window. Screening an average house would cost $15.00.

- Comparing the possibility, difficulty, and impact of the various possible actions with the availability and cost of needed resources might lead the community to decide on the following plan of action:

  - Several households would get together to drain puddles that form after heavy rains around their houses.

  - The health committee would educate the community about the advantages of using mosquito nets and would buy raw netting and have it sewn by women in the village women's association. They would sell the nets for $1.00 to anyone who wanted them.

  - During the next dry season, the community would dig a large drain in the field where the pond forms after flooding. The agricultural extension agent would discuss how to dig the drain so that it can help the community use the field for irrigated rice production.

- The community could decide that preventing the stream from flooding would be too difficult and costly and would cause problems for the farmers who grow rice in the field. They might also decide that convincing people to use screens would be difficult and the cost would be too great for most families. The program does not have money to buy screens for household use.

Answer any questions the trainees have about the three steps. Then ask the trainees a few questions to make sure that they understand the following topics:

- what is meant by a plan of action,
- how possible actions are analyzed and ranked,
- how the resources and costs of each action are determined,
- how a choice can be made by comparing the various actions, and
- the possibility of carrying out the plan in stages.

4. <u>Analyzing Actions/Estimating Resources and Costs</u> Time: 95 minutes

Return to the list of actions prepared in Procedure 2. Tell the trainees that they will now have an opportunity to analyze some of the actions on the list and put them in order. Point out that in the real world they would have to analyze and rate every action on the list, but that they will only have enough time to analyze two or three during this activity. Emphasize that the results of the analysis are not as important as the knowledge to be gained from practicing this procedure. If they do not have the information about the community with which to answer a question (for example: Does a spring provide enough water all year long, or will the community use latrines?), they should make up the information so that they can practice this procedure.

Ask the trainees to return to their small groups and present the following task instruction on <u>Flipchart D: Instructions for Small Group Task on Analyzing Actions</u>.

- Select two or three actions from your list.
- Analyze and rate the actions according to the four questions in Handout 4-1, step 1.
- Write your results on a flipchart.

- Choose someone to present your findings to the group.

Give the trainees 40 minutes to complete the task.

If at all possible, help the trainees select a variety of different actions including small and medium-sized construction projects and health education programs. Do not select any which are so difficult technically that it would be too hard for the trainees to figure out what resources would be needed and how much they would cost. (See Trainer Note 2.)

Once the trainees have finished their analysis and rating task, present the following task on <u>Flipchart E: Instructions for Small Group Task on Estimating Resources and Costs</u>.

- Select one action from the two or three you are analyzing.
  - List all the resources needed to take the action.
  - List all the resources needed to operate and maintain the finished system for five years.
  - Estimate and rate the availability of the resources.
  - Estimate the costs of each resource and the entire action.
- Write your results on a flipchart.

Give the trainees 30 minutes to complete the task.

Remind the trainees that they may have to make up information, as they did in the previous task, to be able to practice this procedure.

Tell the groups they will present their findings after lunch.

LUNCH

5. <u>Presenting Results of Analysis</u> Time: 45 minutes

Review the flipcharts posted on the wall one by one. Ask the trainees to clarify and explain their results as needed. Concentrate on the process they used in the two tasks rather than on the specific results.

After the flipcharts have been reviewed, ask the trainees to add other important resources that may have been overlooked or to suggest where certain resources might be obtained. Let this lead into a discussion of the resources needed to take the actions which can help solve problems. Make sure that the following points are brought out in the discussion:

- It is important to identify the resources needed to operate and maintain a finished system or ongoing program over five years.

- There is value in distinguishing what resources can be supplied by individual households, the community as a whole, and an outside funding agency.

- All the resources required by a certain plan of action should be considered before deciding on the plan.

- It is important to consider the availability as well as the cost of all resources. For example, voluntary labor may be free, but it may not be available at all times, especially in farming communities. People's time can become as scarce and valuable as money at some times during the year.

Close by asking the trainees if they have any questions about how to identify resources and estimate their availability and cost.

6. Comparing Actions and Choosing a Plan of Action — Time: 30 minutes

Ask the trainees to compare the various actions that the groups have analyzed and costed. Remind them that in actual practice with a community, they would be helping the community to analyze and rate all the actions and determine the resource needs of each one. Ask them the following questions:

- Which actions will be the easiest to take and will have the greatest impact on the problem? Which did you rate the highest?

- Which actions will cost the least and will require resources which are easy to obtain?

- Which actions would you recommend that the community take? Why?

- Should the community take all these actions at one time? In what sequence should they be taken?

Ask the trainees if they have any questions about how to compare actions and choose a plan of action. Remind them that this method does not produce answers for the community. Rather it provides the community with added information with which to make the best decision based on its needs.

7. Preparation for the Field Exercise   Time: 60 minutes

Distribute Handout 4-2: Preparation for Plan-of-Action Field Exercise and present the four objectives, using Flipchart F: Objectives of the Field Exercise.

- Develop a list of actions that can help to solve the problem and select two.
- Analyze the actions and put them in order.
- Identify the resources needed, ascertain if they are available, and estimate their cost.
- Compare the actions and choose a plan of action.

Explain that the group will be divided into the field exercise groups and that each group will be responsible for one of the four objectives. The field exercise will take place in a community meeting with each group having 45 minutes. If two communities are used, then each group will be assigned two objectives and have 90 minutes to accomplish them.

Assign each group an objective and give the following task on Flipchart G: Instructions for Small Group Task on Field Exercise Strategy.

- Develop a strategy for accomplishing your objective.
- Develop a plan for implementing the strategy, including who will carry it out, what materials will be needed, etc.
- Be prepared to present your strategy.

You have 50 minutes.

8. Discussion of Strategies   Time: 35 minutes

Ask each group to present its strategy. Make sure that the overall strategy is well coordinated so the four parts fit together logically.

Allow each group 15 minutes to make any final adjustments in their plans.

9. Wrap-Up Time: 15 minutes

Lead a closing discussion for the entire session with the following question:

- What did you learn today about helping a community develop a plan of action?

Summarize the major points and review the session objectives to see if they were accomplished.

10. Journals Time: 15 minutes

Ask the trainees to write down what they most want to remember when helping a community choose a plan of action to solve a problem.

TRAINER NOTES

1. In Volume I of the community participation training guide, a system of observers during most of the group tasks was used. This practice is continued in Volume II. During a group task, one participant in each group is asked to act as an observer. The observer role rotates during the various tasks. The observer does not participate in the task; rather he observes how the group works together as a team. After the task the trainer should ask the observer to share his reactions. The purpose of the observers is to develop skills in determining what groups must do to work together effectively. This is a critical skill for community promoters to develop since much of their work is involved in developing community groups. It is clearly marked in the training guide when an observer should be used.

2. The trainers should consider the following when helping trainees select actions in their analysis of the problem:

   - Several actions should be alternative solutions to the same part of the problem so they can be easily compared. For example, a handpump versus a diesel pump, or a well versus capped springs.

   - Several actions should be complementary solutions to the entire problem so they can be linked together into a broad plan of action. For example a water source improvement, latrine construction project, and health education program.

- None of the actions should be so complicated or technically difficult that it will be too hard for the trainees to analyze. For example, it would take too much time and be unreasonable to expect the trainees to identify all the resources and their availability and cost for a piped, gravity-fed water supply system providing water to four standpipes in each of three villages from a mountain spring seven kilometers away which requires a $60m^3$ reinforced concrete reservoir.

MATERIALS

Handout 4-1: Steps in Choosing a Plan of Action

Handout 4-2: Preparation for Plan-of-Action Field Exercise

Flipchart A: Session 4 Objectives

Flipchart B: Instructions for Small Group Task on Listing Possible Actions

Flipchart C: Possible Actions to Control Malaria

Flipchart D: Instructions for Small Group Task on Analyzing Actions

Flipchart E: Instructions for Small Group Task on Estimating Resources and Costs

Flipchart F: Objectives of the Field Exercise

Flipchart G: Instructions for Small Group Task on Field Exercise Strategy Journals

STEPS IN CHOOSING A PLAN OF ACTION

After a community has identified, selected, and analyzed a problem it has to choose a plan of action which it can take to help it solve the problem. The plan is made up of an action or series of actions drawn from the list of actions identified in the last step of analyzing a problem. Most plans are made up of several actions because problems are usually affected by a number of conditions. The actions a community can take need to be analyzed and compared at this time so that the community can choose which actions to include in its plan.

You can make it easier for a community to choose a plan of action by dividing the task into three steps:

- analyzing the possible actions and putting them in order;
- determining what resources are necessary, ascertaining if they are available, and estimating their cost;
- comparing the actions and choosing a plan of action.

1. <u>Analyzing the possible actions and putting them in order</u>

   The list of actions compiled at the end of the problem analysis process can be analyzed by asking several questions about each one.

   - How much of an impact will this action have on the problem?
   - How easy technically will it be to carry out this action?
   - How easy will it be for the community to carry it out?
   - How willing is the community to carry it out?

   The four questions should be answered for each action on the list. The questions have been designed in such a way that if the answer is "0" to any question, the action is immediately crossed off the list. The actions that remain are given a score of 1 to 5 so that they can be easily compared later.

(1) How much of an impact will this action have on the problem?

If the answer is "0," cross this action off the list and go on to the next one.

0	1	2	3	4	5
No effect	very little	little	some	great	very great

(2) How easy technically will it be to carry out this action?

If the answer is "0," cross this action off the list and go to the next one.

0	1	2	3	4	5
not possible	very hard	hard	not too hard	easy	very easy

(3) How easy will it be for the community to carry it out?

If the answer is "0," cross this action off the list and go on to the next one.

0	1	2	3	4	5
not possible	very hard	hard	not too hard	easy	very easy

(4) How willing is the community to carry it out?

If the answer is "0," cross this action off the list and go on to the next one.

0	1	2	3	4	5
not at all	very little	a little	somewhat willing	willing	very willing

For each action that makes it all the way through the four questions, add up the scores. The totals will vary between 4 and 20.

2. <u>Determining what resources are necessary, ascertaining if they are available, and estimating their cost</u>

After the community has analyzed each action it should make a rough determination of all the resources—money, materials, people, and time—that will be needed to complete each possible action. The community must look at all the costs for each action and ascertain whether it can easily obtain all the resources needed to take the action. Many resources are hard to find in rural areas at different times of the year. It is as important to consider the availability of resources as the cost of the resources. In order to estimate the cost and ascertain the availability of each resource the community has to take the following steps.

- Make a list of all the resources that can be provided by the community as a whole, by each household, and from outside the community.

- Estimate the cost of the resources needed to carry out the project and to keep it going for five years after it has been finished. Will repairs have to be made? Do things need to be replaced? Will supplies get used up? Do people have to be paid? There are some projects where the costs of operating and maintaining the finished system over five to ten years are just as great as the construction costs.

- Identify where the community can get each resource and find out if it will be available when it is needed. For example, will a store have cement to sell in August? Can sand be collected by the river in June? Will the truck be available to carry it to the village then? Will laborers be available for that task at that time?

A rough price should be placed on everything except the voluntary labor of community members, yourself, or other government officials. Resources to be considered should include the number of skilled and unskilled workers needed each day, construction tools, and materials such as sand, gravel, water, wood, cement, reinforcing rods, nails, etc. The costs of all the resources are added together to find the total cost for each action.

When working out the total cost for each action, the community should estimate the costs to the whole community, the costs to each household, and the costs to the outside funding agency for both initial costs and maintenance costs for five years.

The availability of each resource can be rated to make it easier to compare the actions in the next step. Availability can be rated on a scale of 1 to 5 by answering the question, "How hard is it to get this resource when you need it?" Use the following scale.

1	2	3	4	5
have it around	easy to get	available	hard to get	not available

Anything rated 5 should be dropped from the list as impossible to do. Add up the ratings for all the resources needed to carry out a project and keep it going for five years to get the overall rating for availability of resources. The lower the score (and the lower the cost), the easier it will be to do this action.

3. <u>Comparing actions and choosing a plan of action</u>

Field-workers can make it easier for a community to make its final choice of a plan of action by presenting the following instructions to the community.

- Earlier on we did an analysis of each action and ended up with a total for each one. List the actions, putting the one with the highest total first, then the next highest total, and so on.

- Now look at the results of estimating the cost of each action. List the actions, putting the cheapest one first, then the next cheapest one, and so on. Write the estimated cost next to each action.

- Now look at the availability of the resources. Write the availability score next to the estimated cost of each action on the second list.

- Now compare the two lists. For some actions the cost will be most important; for others the totals representing the community's ability and willingness to take an action will be most important; for others the impact of the action on the problem will be most important. There is no automatic answer. The community members and field-worker must discuss what is most important to them. If a community is just starting to work together, it may be smartest for them to take the easiest action possible. For a community with much experience but little outside support, it may be smartest to take the least expensive action even if it will take longer to do.

Finally, the community has to decide how the actions will be sequenced. The chosen actions are organized into a final plan of action which can guide the community in solving the problem.

PREPARATION FOR PLAN-OF-ACTION FIELD EXERCISE

- Review the list of actions you prepared in Session 4, Procedure 2, and prepare to present them to your health committee

- Plan how you will organize the following steps:

  - Select several actions from the proposed list.

  - Analyze and rate the impact and difficulties of the actions selected.

  - Identify the resources needed to carry out the actions.

  - Ascertain the availability and estimate the costs of all the needed resources.

  - Compare the actions and choose the one that best meets their needs and resources.

GUIDE TO SESSION 5: PLAN-OF-ACTION FIELD EXERCISE

Total Time: 6.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	10 minutes		Session 5 Objectives
2.	Go to Communities	Travel	5-20 minutes		
3.	Overview of Work Session	Presentation	20 minutes		
4.	Community Meeting	Field Exercise	3 hours		
5.	Return from Communities	Travel	5-20 minutes		
	LUNCH				
6.	Discussion of Field Exercise	Large Group Discussion	30 minutes		
7.	Evaluation of the Field Exercise	Work Group Task	50 minutes		Instructions for Evaluation of Plan-of-Action Field Exercise
8.	Presentations of Evaluations	Presentations	30 minutes		
9.	Wrap-Up	Presentation	15 minutes		
10.	Journals	Writing	15 minutes		

SESSION 5: Plan-of-Action Field Exercise

Total Time: 6.5 hours

OBJECTIVES

By the end of this session the trainees will be able to assist a community to

- list actions that could be taken to help solve a problem;
- analyze these actions and rank them;
- determine what resources are needed, ascertain their availability, and estimate their cost; and
- compare the actions and choose a plan of action.

OVERVIEW

The purpose of this session is to provide the trainees with an opportunity to practice developing a plan of action with a community.

Having prepared for the field exercise in Session 4, the trainees meet with members of the health committee or other similar groups in the community for a period of 3 hours to prepare a plan of action.

The plan-of-action meeting, like the previous field exercise, should have been explained to community leaders and members prior to the start of the workshop. It is a lengthy field exercise, and a wide cross-section of community people will take part. Carefully briefing community members before the workshop is therefore very important. The community should be aware of the role of the field exercises in the workshop, what the community can expect to get out of the field exercises, and their responsibilities for making them 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.

After working with the community, the trainees return to the classroom to analyze the effectiveness of their strategies and how they were implemented. They deduce the behaviors which helped and hindered their strategies in setting up and running the meeting and discuss what they learned from the experience.

PROCEDURES

1. Introduction Time: 10 minutes

Present the overview to this session in your own words. Point out that the tasks needed to organize such a meeting were carried out by the trainers before the start of the workshop. Present the session objectives on Flipchart A: Session 5 Objectives. Make it clear that when not working with the group the participants are expected to be active observers, taking careful note of what the other groups are doing.

2. Go to Communities Time: 5 to 20 minutes

From 5 to 20 minutes is allocated for travel. If you do not need the full 20 minutes for travel, the additional time can be added to breaks or to the time for review back 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 extra time should be added to the session rather than taking time away from some of the procedures. This will require starting earlier.

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

3. Overview of Work Session Time: 20 minutes

Provide the community group members with a brief overview of the rationale for such a lengthy exercise. During this overview, you may answer questions group members may have but do not encroach on the trainees' presentations.

4. Community Meeting Time: 3 hours

The trainees should conduct the meeting based on the strategies and plans developed during the previous session.

Observe the meeting closely to be able to help the trainees review it back in the classroom at the end of the session, or to inform the community leaders if any problems arise which they should be responsible for resolving. Keep the trainees aware of the time allotted to each group. Allow them to run the meeting even if they have a little trouble or make a few mistakes. If a major problem arises which the trainees do not seem to be able to handle, then you should intervene and straighten things out before turning the meeting back over to the trainees.

Close the community meeting by thanking all participants for their cooperation. Express the hope that everyone now understands what will be done during the next field exercise. Remind everyone of the date and time for the hygiene education field exercise.

5. Return from Communities — Time: 5 to 20 minutes

See Procedure 2.

LUNCH

6. Discussion of Field Exercise — Time: 30 minutes

Briefly review the schedule for the rest of the session. Point out that the trainees will analyze the effectiveness of their strategies and how well they implemented them.

Ask each work group the following questions:

- What part of the strategy contributed to your success in accomplishing your objective?
- What part of the strategy contributed to any problems you had in accomplishing your objective?
- How could you change the strategy to make it more effective?

7. Evaluation of the Field Exercise — Time: 50 minutes

Present the following task on Flipchart B: Instructions for Evaluation of Plan-of-Action Field Exercise.

- Return to your work groups and answer the following questions for how well you implemented your strategy.
    - 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?
    - How could we have implemented our strategy differently to make it more effective?

Be prepared to report to the group orally. Take 45 minutes.

Make sure that the task is clear.

8. Presentations of Evaluations — Time: 30 minutes

Ask each group for a brief oral report on its work.

After all the groups have given their reports, ask the following questions:

- What were the major points of agreement?
- What significant points were made by one group but not by the others?
- What are some of the most important things to remember when preparing a plan of action with a community?

9. Wrap-Up — Time: 15 minutes

Close the session by summarizing the major items learned, reviewing the objectives, and linking this 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 Procedure 7. This gives them information about how other people see their work and helps them to work effectively with others. In the communities in which they are working they will probably not have co-workers from whom they can get this information. Therefore they will have to get to know community people who can provide them with this valuable information.

10. Journals — Time: 15 minutes

Ask the trainees to record the things they wish to remember about this session in their journals.

MATERIALS

Flipchart A: Session 5 Objectives

Flipchart B: Instructions for Evaluation of Plan-of-Action Field Exercise

Materials to be developed by trainers and trainees as appropriate for plan of action presentations and discussions

Journals

SECTION-0

GUIDE TO SESSION 6: DEVELOPING A WORK PLAN

Total Time: 4 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation and Discussion	10 minutes		Session 6 Objectives
2. Need for Work Plans	Reading and Discussion	20 minutes	Handout 6-1: Reasons for Having a Work Plan	
3. How to Develop a Work Plan	Reading, Lecturette, and Discussion	25 minutes	Handout 6-2: How to Develop a Work Plan	Questions for Developing a Work Plan
4. Developing a Work Plan	Small Group Task	60 minutes	Handout 6-3: Sample Work Plan	Instructions for Small Group Task on Developing a Work Plan
5. Presentations of Plans	Presentations and Discussion	60 minutes		
6. Work Calendars	Presentation	10 minutes	Handout 6-4: Work Calendar	Work Calendar
7. Filling Out a Work Calendar	Full Group Task	30 minutes		
8. Calendar Review	Discussion	10 minutes		
9. Wrap-Up	Generalizing Discussion and Presentation	15 minutes		

SESSION 6: Developing A Work Plan

Total Time: 4 hours

OBJECTIVES

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

- describe how to draw up a contract between the community and the program;
- develop a work plan consisting of
  - a project goal,
  - project steps and objectives,
  - project resources, and
  - a work calendar; and
- describe how to help a community develop a work plan.

OVERVIEW

For a community successfully to carry out a plan of action it must develop a work plan. This plan describes what must be done to accomplish a project goal. For each step in the overall work plan objectives are listed along with the resources needed to obtain them. All this information is organized on a work calendar.

This session presents a procedure for developing a work plan which can be used by field-workers in their communities. The trainees first review the plan of action chosen in Session 5 and then define a project goal for it. They then break the plan down into its steps and identify an objective for each step.

The group also discusses the resources needed to solve problems and how they can be identified when developing a work plan.

PROCEDURES

1. Introduction — Time: 10 minutes

   Start the session by asking a few trainees to read their last journal entries to the group. Present an overview of the session and its objectives with the help of Flipchart A: Session 6 Objectives.

2. Need for Work Plans — Time: 20 minutes

Ask the trainees if the plan of action chosen the previous session contains enough detail to be used as a guide for planning and implementing a project. Ask them to identify the reasons for developing a more detailed work plan. Try to draw out most of the reasons for having a work plan given in Handout 6-1: Reasons for Having a Work Plan.

Distribute Handout 6-1.

Ask the trainees to describe some problems that they have encountered carrying out projects that they could have avoided if they had developed and followed a work plan.

3. How to Develop a Work Plan — Time: 25 minutes

Ask the trainees what a work plan should contain. Give a short lecturette on work plans based on Handout 6-2: How to Develop a Work Plan. Make sure the lecturette covers the six questions answered by the work plan, given on Flipchart B: Questions for Developing a Work Plan.

(1) The Goal. What do we expect to achieve by the end of the project?

(2) The Steps. What steps will we have to take to finish the project?

(3) The Objectives. How will we know that we are keeping to the plan?

(4) Resources. What resources do we need for each step?

(5) Sub-Steps. Do some big steps need to be broken down into smaller steps?

(6) The Calendar. How can we organize all this information so that we can use it easily?

Distribute Handout 6-2. When the trainees have finished reading it, ask them if they have any questions about the parts of a work plan.

4. Developing a Work Plan — Time: 60 minutes

Briefly review the plans of action chosen in Session 4. Consult the Trainer Note if one of the approaches is a complicated mixture of several different actions or if a proposed action is technically complex and beyond the competence of the workshop trainees to plan.

Present the following instructions on Flipchart C: Instructions for Small Group Task on Developing a Work Plan.

- Review your plan of action in small groups.

- Answer questions 1-5 of Handout 6-3: Sample Work Plan.

- Record your answers on a flipchart and post the flipchart.

Give them 50 minutes to complete the task. Ask someone in each group to be an observer to note how the group works together.

Distribute Handout 6-3. Suggest to the trainees that they choose large construction steps to break into sub-steps if the project includes a construction activity.

5. Presentations of Plans Time: 60 minutes

Review the posted flipcharts, concentrating on the commonalities rather than the differences. Compare the goal statements first, then go on to the steps, then the objectives, etc. Ask the following questions:

- Does the goal statement describe what the plan of action expects to achieve? Does it describe a solution to or an amelioration of the problem?

- Are all the steps which make up the plan of action included? (Ask specific groups why they chose to define certain steps as they did.)

- Do the objectives describe what to expect when each step is finished? Can the community use them to know if the work is going according to the plan? If all the objectives are met, will the goal be accomplished?

- Why is it necessary to divide some steps into smaller sub-steps? (Use this discussion as a transition to a discussion of determining resources for the work plan.)

Review the lists of resources. Concentrate on the common points first and then move on to the differences. Focus the discussion on why and how the trainees identified certain resources. Do not let the discussion break down into arguments over how many people are required to dig a one kilometer ditch, or how much cement is needed to construct a slab for a latrine. Remind the trainees that you are more concerned with why and how they identified certain resources than with the "right" answer. Orient the discussion of their lists with the following questions:

- How did you know you would need this resource?

- Why did you choose this resource rather than that resource (referring to differences among groups)?

- For human resources: Can community people do these jobs or will they have to be trained to do them? How would you train them? Are there any hidden costs in using voluntary community labor, such as transportation, training, or providing meals?

Ask the observers for their comments on how the groups worked together.

6. Work Calendars Time: 10 minutes

Distribute Handout 6-4: Work Calendar. Display Flipchart D: Work Calendar. (It will probably take two or three flipcharts.) Have the flipcharts posted in such a way that the trainees will be able to fill out the calendar in the next step. Explain where the steps and sub-steps should be listed. Without actually filling out the work calendar, show where to list specific resources and ask the trainees to suggest some for the example of a latrine project. Include examples from each category. Lastly, indicate how you would fill in the specific resources for each step and sub-step on the calendar. Point out the columns for dates, objectives, and notes.

7. Filling Out a Work Calendar Time: 30 minutes

Listing Steps and Sub-Steps

Explain that for the purposes of the workshop, the trainees will help fill out a work calendar for the steps and sub-steps they prepared in Procedure 4. Select a project step (and its sub-steps) from one of the groups and record them on the calendar. Spend 5 minutes on this part of the activity.

Specifying Resource Needs

Next turn to the resource categories. Remind the trainees that different projects require different resources and that these have to be identified on the calendar. Ask the trainees to identify the specific resources under each category and write them on the work calendar. The resources should be specific (i.e., plumbers, masons, iron workers, etc., rather than just skilled labor; shovels, pickaxes, buckets, etc., rather than construction or digging tools). All the specific resources should be identified in order to determine resource needs, develop a project budget, and order or organize the resources.

Take no more than 10 minutes to review the calendar's resource categories and record the specific resources.

Filling in the Calendar

In the remaining 10 minutes, have the trainees estimate and fill in the start and completion dates as a group. Do not have them fill in objectives or notes for each sub-step. To close this activity, write an objective for this project step and a few for some sub-steps on the completed calendar, and write down some notes to show what they would look like.

8. Calendar Review Time: 10 minutes

Lead a discussion of the calendar by asking the following questions:

- How can you use work calendars to supervise and monitor the implementation of the project? Does the calendar provide enough information for these tasks?

- Does the work calendar provide the information needed for such tasks as skill training, resource acquisition, and project budgeting? How can the community use the calendar to make it easier to carry out these tasks?

9. Wrap-Up Time: 15 minutes

Lead a discussion of how to help a community develop a work plan.

Orient the discussion using some of the following questions:

- What are the most difficult steps in developing a work plan? How can they be simplified to make it easier for community members to carry them out?

- What examples can be used with community members to explain how a plan of action can be broken down into its steps and sub-steps, each with its own objective? (Some examples might be growing the staple crop, building a home, or having a funeral.) How would you use such an example to teach this task?

- How can a community best use technical experts to help it complete a work plan and calendar? What should a field-worker do when acting as a technical resource to the community?

- How can objectives be used to monitor progress in completing a project? Whose responsibility is it to monitor the project? (Use this discussion as a link to the next session.)

Close the session by summarizing the major items learned and reviewing the objectives.

TRAINER NOTE

How the trainees develop a work plan in Procedure 4 will depend upon the plans of action they selected in Session 5. If the chosen approach is not too complex and the trainees are familiar with the technology required for its completion, they can be asked to develop a work plan for the entire approach. For example, if the approach includes improving and capping a spring and educating the community on keeping their drinking water safe, the trainees should break the entire approach down into its steps and objectives. They can even break some of the spring capping steps into their component sub-steps.

But if the approach is to construct a piped water system with house connections supplied by a $20m^3$ reservoir filled by a diesel pump from a drilled well, combined with an extensive health and user education program centered in the schools, only one part should be used. Select the part with which the trainees are most familiar and ask them to develop a work plan for that part only. If none of the workshop trainees is familiar with the technology required by their chosen approach, a more technically appropriate approach should be used for this task. If the trainees have no technical background and always rely on project engineers for technical planning, this session should be adapted to focus on how to facilitate the technician's collaboration with the community. A program technician can be present to work as a technical consultant to the trainees.

MATERIALS

Handout 6-1: Reasons for Having a Work Plan

Handout 6-2: How to Develop a Work Plan

Handout 6-3: Sample Work Plan

Handout 6-4: Work Calendar

Flipchart A: Session 6 Objectives

Flipchart B: Questions for Developing a Work Plan

Flipchart C: Instructions for Small Group Task on Developing a Work Plan

Flipchart D: Work Calendar (large enough to be filled out by the trainees; may require putting two or three flipcharts together)

REASONS FOR HAVING A WORK PLAN

The following are reasons for having a work plan:

- All the steps and tasks that are needed to complete a plan of action are put down in writing so that the community can then plan how to carry out the project.

- Objectives are determined, along with a schedule for reaching them. By checking whether these objectives have been reached on time, the community can see how well they are doing in keeping to the plan.

- Exactly what items, materials, and people are needed and when is worked out in the plan. Thus, the community

  - saves on the cost of resources,

  - can order resources in time to prevent delays to the project,

  - can prepare itself to collect money if necessary to pay for resources,

  - is able to use people better and tell them exactly what to do and when to do it,

  - is able to plan ahead for possible training of community members, and

  - is able to develop a budget for the project.

- Tasks that can be carried out concurrently and those that must be carried out in sequence are identified.

- A realistic amount of time is allocated for each task so that the community can come up with a realistic estimate of how long the whole project will take.

- Project managers can use the work plan to explain the duties of each community member in the project.

- The community is helped to learn about planning as a process.

HOW TO DEVELOP A WORK PLAN

A work plan is a document used by the community for starting and carrying out the work described in the plan of action. The plan of action describes the actions that need to be taken to solve a problem but is not detailed enough to be of much help when work begins. A community develops a work plan so that it has all the information it needs to carry out and complete the project as planned.

The work plan answers the following questions for the community:

1. What do we expect to achieve by the end of the project?
2. What steps will we have to take to finish the project?
3. How will we know that we are keeping to the plan?
4. What resources do we need for each step?
5. Do some big steps need to be broken down into smaller steps?
6. How can we organize all this information so that we can use it easily?

Community members can develop a work plan by answering these questions and filling out each part of the work plan as they go. Handout 6-3 is a sample work plan.

1. The Goal. What do we expect to have achieve by the end of the project?

   What the community expects to have achieved is called the goal of the project. For example, the goal of a spring protection project is to keep the spring from getting contaminated by people or animals and thus to reduce the number of people suffering from diarrhea and worms. The goal of a health education campaign on the use of latrines is to have everyone in the community using a latrine by the end of the campaign.

2. The Steps. What steps will we have to take?

   The project is made up of the actions described in the plan of action. Each action must be broken down into steps so that the community members can plan how to carry them out or to supervise those who are carrying them out. We all have many experiences completing a big project step by step.

3. The Objectives. How will we know that we are keeping to the plan?

   Each step of the work plan should have a written objective stating what will be accomplished and when. For example, the objectives for a latrine construction project might include:

   - 52 pits for the latrines (each $3m^3$) will be dug and finished by September 7,

- the concrete slabs will be laid by September 10, and

- the slabs will be placed over the pits by September 15.

If the pits have not been dug by September 7, community members will know that the project is late and can find out what caused the delay so that further delays can be avoided. If the pits are dug by September 7, the community members will know that the project is progressing according to plan and they can start on the next step.

4. Resources. What resources do we need for each step?

   Work plans can include a detailed list of all the resources needed to finish the project. Resources include people, materials, and tools and equipment. Materials include everything that is used up (i.e., lumber, cement, pipe); tools and equipment include those things that can be used again (i.e., shovels, hammers, and flipchart stands). A resource list is used to make a budget for the project and to determine which skilled workers must be hired, what other people need to be trained, what people need to be organized for communal work, and what materials, tools, and equipment have to be collected or bought and transported to the work site.

5. Sub-Steps. Do some big steps need to be broken into smaller steps?

   Some project activities may require a lot of breaking down into steps to make the planning easier. Some steps, like constructing a $20m^3$ concrete reservoir for a piped water supply project, are large and complicated and need to be broken down into the smaller steps that make them up. If it is hard to make the resource list, you may need to break the steps down into smaller steps.

6. The Calendar. How can we organize all this information so that we can use it easily?

   The information collected for the work plan can be put into a work calendar. Handout 6-4 is a sample work calendar. A work calendar provides the managers of the project with the following information:

   - the start and finish dates for the project,

   - the start and finish dates for every step in the project,

   - the resources needed for each step,

   - the objectives for each step (so that people know what has been achieved at any time), and

   - notes about things to remember when carrying out each step or sub-step in the plan.

SAMPLE WORK PLAN

Village: ____________________ District: ____________________

Community Supervisor: __________ Field-worker: ____________________

Date of Work Plan: ____________ Page ___ of ___ pages

Description of Plan of Action:

1. The Goal. What do we expect to achieve by the end of the project?

2. The Steps. What steps will we have to take to finish the project?

3. The Objectives. How will we know we are keeping to the plan?

4. Resources. What resources do we need for each step?

Step	People	Materials	Tools/Equipment
-			
-			
-			
-			
-			

5. Sub-Steps. Do some big steps need to be broken down into smaller steps?

Steps	Sub-steps
-	-
	-
	-
	-
	-
	-
-	-
	-
	-
	-
	-
	-
-	-
	-
	-
	-
	-

WORK CALENDAR

Plan of Action: ______________________ Village: ______________________ Page ______ of ______

______________________ District: ______________________ Field Worker: ______________________

______________________ Community Org. Supervisor: ______________________ Date Filled Out: ______________________

PROJECT STEPS	Date Begun	Date Ended	Human Resources (People)*							Materials*							Tools & Equipment						

SAMPLE WORK CALENDAR

Plan of Action: To construct 52 household latrines and educate the community on their proper use to reduce fecal-borne diseases

Village: Kahamala

Page ______ of ______

District: Kahalekta

Field Worker: Issa Fasil

Community Org. Supervisor: Ibrahim Konte

Date Filled Out: July 16, 1985

PROJECT STEPS	Date Begun	Date Ended	Human Resources (People)*							Materials*							Tools & Equipment						
			Health Committee Supervisor	Foreman	Masons	Hired Labor	Household Labor	Program Field Worker	Health Committee Educators	Cement	Sand	Gravel	Lumber	C.I. Sheet	Bush Poles	Re-rod & Wire	Pickaxes	Shovels	Machetes	Wirecutters	Trowels	Buckets	Hammers
5. Dig 52 $3m^3$ pits	9/5	9/7	1x3	3x3		10x3	100 x3	1x1	2x1								52	52				52	
6. Construct concrete slabs	9/8	9/12	1x1	3x1	5x1	10x1	52x1	1x1	1x1	1 bag	4 bags	8 bags				8m#8	52	52	20	10	52	52	
- clear area	9/8	9/8	✓						✓										✓				
- dig form in ground	9/8	9/8	✓	✓	✓	✓	✓	✓									✓	✓					
- clean materials	9/8	9/8	✓	✓	✓	✓	✓	✓			✓	✓				✓							
- prepare re-rod grill	9/8	9/8	✓	✓	✓	✓	✓	✓		✓	✓	✓							✓				
- pour concrete into form	9/8	9/8	✓	✓	✓	✓	✓	✓		✓	✓	✓				✓					✓	✓	
- cure concrete	9/8	9/12	✓	✓	✓	✓	✓	✓														✓	
7. Place slab over pits	9/15	9/15	1x1	3x1	5x1	40x1	100 x1	1x1									22	22	22		22	30	30
8. Construct privy	9/9	9/16	1x1	3x1		10x1	100 x1	1x1	1x1				20m	5sht	40m								
(Method A)																							
- gather materials	9/9	9/16					✓						✓	✓									
- build wood frame	9/16	9/16	✓	✓		✓	✓	✓	✓				✓										✓
- cover with C.I. sheet	9/16	9/16	✓	✓		✓	✓				✓			✓									✓
- build and hang door	9/16	9/16	✓	✓		✓	✓	✓	✓				✓	✓									✓
(Method B)																							
- gather materials	9/9	9/16					✓								✓								
- place bush poles	9/16	9/16	✓	✓		✓	✓	✓	✓						✓				✓				
- put wattle on poles	9/16	9/16	✓	✓		✓	✓	✓	✓						✓			✓			✓	✓	

* Material quantities are per latrine; materials for privies supplied by households; human resources listed as number of people x days needed

GUIDE TO SESSION 7: HELPING COMMUNITIES PLAN AND CARRY OUT PROJECTS

Total Time: 2.5 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation, Brainstorming, and Discussion	15 minutes		Session 7 Objectives
2. Helping Communities Become More Self-Reliant	Reading and Discussion	30 minutes	Handout 7-1: Ways to Help a Community Become More Self-Reliant	
3. Developing Facilitative Strategies	Small Group Exercise	45 minutes	Handout 7-2: Group Exercise: Facilitative Strategies	Instructions for Small Group Discussion of Facilitative Strategies
4. Presentations of Strategies	Group Presentations and Discussion	40 minutes		
5. Wrap-Up	Generalizing, Discussion, and Presentation	20 minutes		

SESSION 7: Helping Communities Plan and Carry Out Projects

Total Time: 2.5 hours

OBJECTIVES

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

- analyze how to help a community plan and carry out health projects,
- identify ways to help a community to become more self-reliant, and
- develop strategies to make it easier for a community to plan and carry out projects.

OVERVIEW

There are both short-term and long-term advantages of getting communities actively to participate in all the problem-solving and project-development tasks that need to be done to improve their health situations. In the short term, participation results in better solutions to health problems, lower costs, and greater community ownership of the improvements. In the long term, participation results in improved community organization, greater skill in solving other problems, and the self-confidence which can make the community more self-reliant and capable of solving its problems with less outside assistance in the future.

Helping a community become more self-reliant requires a special set of ideas, attitudes, and ways of behaving for field-workers. These are often very different from the skills field-workers use "to get the job done." In this workshop this special way of working with the community is referred to as "facilitating" or "making things easier" for the community to do. Communities need to have confidence in their own abilities to solve their problems. This confidence is built every time they are successful in accomplishing the objectives they set for themselves. They need the successes, and they need to know that they were responsible for them, not someone else who "did it for them." Field-workers have to be able to facilitate project development tasks, to make them easier for the community to do, so that the community can be successful in accomplishing these tasks and, through these successes, become self-confident and more self-reliant. This session focuses on how to facilitate the community's planning and carrying out projects.

PROCEDURES

1. Introduction — Time: 15 minutes

Introduce the session by linking it to the previous and following sessions, and presenting an overview in your own words. Ask the trainees to help you brainstorm a list of the ways in which field-workers help communities to plan and carry out health projects. Write the list on a flipchart.

Review the list and point out those suggestions which involve organizing the community, training its members, and facilitating its work. Save the flipchart for use in Procedure 2.

Close by presenting the objectives for the session on Flipchart A: Session 7 Objectives.

2. Helping Communities Become More Self-Reliant — Time: 30 minutes

Introduce this step by reminding the trainees that field-workers help communities to plan and carry out projects in several ways:

- they help them organize themselves,
- they help them complete all project tasks,
- they help individuals learn how to do these tasks on their own, and
- they identify the hardest tasks and find ways to make them easier for the community to carry out.

Ask the trainees which items on the list generated in Procedure 1 are facilitating the community's work as distinct from organizing or training. Circle all the facilitating items. Ask the trainees to review these items and identify what they have in common.

Explain that field-workers should always try to help communities do things for themselves rather than doing things for them. This kind of helping is called facilitating. Facilitating helps the community not only successfully to finish whatever tasks it undertakes, but also, through each success, to take more responsibility for solving its own problems and planning and carrying out actions on its own. With self-confidence, the community can become more self-reliant and capable of solving problems in the future without outside assistance.

Ask the trainees to add any other ways in which field-workers can facilitate a community's planning and carrying out health projects. Record their suggestions on the flipchart.

Tell the trainees you would like to spend a little time looking at some of the things field-workers do to facilitate community actions and to make communities more self-reliant. Tell the trainees that they will read a handout on the subject, compare the handout to their lists, and discuss how to facilitate community work.

Distribute Handout 7-1: Ways to Help a Community Become More Self-Reliant and ask the trainees to read it. After they have read it and asked for clarification on anything they did not understand, ask them which of their suggestions for facilitating a community's work are consistent with the handout and why.

Close the discussion by telling the trainees that they will now have a chance to develop some facilitative strategies.

3. Developing Facilitative Strategies — Time: 45 minutes

Start by mentioning that field-workers are more effective at promoting community participation and helping communities become more self-reliant if they plan HOW they are going to work with the community as well as WHAT they are going to do with it. One way of planning how to work with the community is to develop strategies for facilitating the community's work.

Distribute Handout 7-2: Group Exercise: Facilitative Strategies and present the following instructions on Flipchart B: Instructions for Small Group Discussion of Facilitative Strategies.

- Read and discuss Handout 7-2 in your small group.
- Answer the two questions on the handout.
- Select a reporter to present your answer to the whole group.

Take 40 minutes.

Ask one person in each group to be an observer.

4. Presentation of Strategies — Time: 40 minutes

Ask the reporter from each group to write his or her group's answer to the questions on a flipchart. Post these flipcharts. Note where more than one group recommended the same specific action. Review the responses on the flipcharts and ask the trainees

- why they decided on their strategy and
- how their specific recommendations would make it easier for the committee to do the task.

If the trainees did not have any trouble with this task and made many valuable suggestions, raise some obstacles which could arise and ask them how they would help the community to overcome or get around these obstacles. An alternative is to have two trainees do an impromptu role-play of the conversation between the field-worker and the committee president.

Ask the observers for their comments.

5. Wrap-Up — Time: 20 minutes

Summarize the major points made at the end of the previous discussion. Lead a generalizing discussion about how to facilitate community actions and decisions by asking the trainees to

- describe how they normally facilitate the decisions and actions of the communities in which they work,
- describe some of their successful experiences facilitating community decisions and actions, trying to analyze what contributed to their success, and
- tell about some of the problems they have encountered facilitating community decisions and actions, trying to analyze what contributed to the problems.

Summarize the learnings from the session. Link these learnings to the following sessions. Review the session objectives.

MATERIALS

Handout 7-1: Ways to Help a Community Become More Self-Reliant

Handout 7-2: Group Exercise: Facilitative Strategies

Flipchart A: Session 7 Objectives

Flipchart B: Instructions for Small Group Discussion of Facilitative Strategies

WAYS TO HELP A COMMUNITY BECOME MORE SELF-RELIANT

You can help a community become more self-reliant by helping it make its own decisions and do things for itself. The more you make decisions and do things for the community, the less likely it is to become more self-reliant. Telling people what or how to do things makes them dependent on you. It makes the community continue to believe that it does not have the power or ability to solve its own problems and plan and carry out projects on its own. You may indeed be able to solve one of the community's problems today, but you will not be improving the community's ability to solve problems by itself in the future.

You can help a community become more self-reliant in several ways.

- Starting with the first meeting, you should make sure that community members understand that you are there to help them carry out a project, not to do it for them.

- If you are asked to provide the answers or to carry out tasks, you should politely reply with questions of how to find the answer and do the task together. You have to know how to say "no" politely and convince the community that it can do for itself what it wants you to do for it.

- Understand what the community needs and what it considers to be important and how you can help it meet those needs.

- Ask open-ended and follow-up questions to get community members to discuss an issue and to find answers to their own questions. Do not give them the answers yourself.

- Identify and build up a good working relationship with key community members who can help the community participate and can act as the community's representatives to your agency or other government officials.

- Create an atmosphere at your meetings in which people are willing to take risks and try out new tasks. Do not criticize mistakes when people are taking risks and trying things for the first time. Instead give them encouragement, and praise them when they succeed.

- You can make new tasks or skills easier by breaking them down into simpler steps. Each step should have a clear objective that can be achieved by the person learning the task.

- You will gain the trust and respect of the community members by acting properly and by showing respect and trust for them.

- Help people to develop the skills that they need to act independently and not be dependent on you.

GROUP EXERCISE: FACILITATIVE STRATEGIES

You are members of a community promotion team working in the village of Chihuaca. The village health committee is preparing a work plan for a spring protection project. They do not know how they are going to transport sand and gravel to the spring from a river 13 kilometers away. The last time transport was needed for a field trip to another village, you had arranged for a Ministry of Health truck. The committee president has asked you to see if you can get it for them again. You know that the truck can be used by communities in the program whenever it is available. You want the committee to take responsibility for planning and carrying out this project and would like them to make the arrangements for getting all project resources.

1. How would you reply to the committee president's request?

2. What specific things could you do to make it easier for the community to accomplish this task?

GUIDE TO SESSION 8: WEEK ONE EVALUATION

Total Time: 45 minutes

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation and Discussion	10 minutes		Session 8 Objective Evaluation Points
2. Week One Evaluation	Oral Evaluation	20 minutes		(Overall Workshop Goals and Workshop Schedule from Session 1)
3. Journals	Writing	15 minutes	Journals	

SESSION 8: Week One Evaluation

Total Time: 45 minutes

OBJECTIVES

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

- use success analysis to evaluate the first week of the workshop.

OVERVIEW

The trainees use the questions from success analysis to evaluate the first week of the workshop. They identify the aspects of the workshop which they want to evaluate and then orally evaluate the first week of the workshop. After the evaluation they take 15 minutes to fill out their journals.

PROCEDURES

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

Present an overview of the session in your own words with the aid of <u>Flipchart A: Session 8 Objectives</u>.

Ask the trainees to state the three questions from success analysis and write each one on a flipchart.

Present the following on <u>Flipchart B: Evaluation Points</u>.

- Were the overall workshop goals for this week achieved?
- Were the session objectives achieved?
- Was the design of the sessions appropriate given the learning needs of the trainees?
- Did the trainers run the sessions in helpful and appropriate ways?
- Were the learning activities appropriate and helpful?

Ask the group if they have any other points they want to evaluate.

2. Week One Evaluation   Time: 20 minutes

Post the flipcharts on which the three success analysis questions were written in Procedure 1. Also post Flipchart E (Overall Workshop Goals) and Flipchart F (Workshop Schedule) from Session 1.

Using the flipcharts, briefly review the goals which were addressed during the week and the sessions which covered the content.

Turn to the first success analysis question and ask the following questions:

- "What did we do that was successful?"
- "Why was it successful?"

Record their comments on the flipchart for that question. Refer to Flipchart B and ask them if any other aspects of the workshop listed on the flipchart were successful and why. Try to cover all evaluation points.

Turn to the second and third success analysis questions and discuss them in the same way. Make sure that you save enough time to probe for problems and ways of resolving them. Review the three flipcharts when you are done and respond to the trainees' suggestions for resolving the week's problems. Point out that they can use the same kind of evaluation at the end of any training activity they organize for community members. Close by pointing out that you will return to how to use success analysis to monitor and evaluate community work next week.

3. Journals   Time: 15 minutes

Ask the trainees to take out their journals and think about what they learned today. Ask them to write themselves notes on how they would apply whatever was most important to them in their work. Tell them that they have 15 minutes to write in their journals.

MATERIALS

Flipchart A: Session 8 Objective

Flipchart B: Evaluation Points

Flipcharts E (Overall Workshop Goals) and F (Workshop Schedule) from Session 1

Journals

GUIDE TO SESSION 9: PROJECT SUPERVISION

Total Time: 4 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	10 minutes		Session 9 Objectives
2.	Project Implementation	Brainstorming, Lecturette, and Discussion	45 minutes		Supervisory Tasks
3.	Case Study Analysis	Small Group Task	60 minutes	Handout 9-1: Case Study	Instructions for Case Study Analysis
4.	Discussion of Case Study	Discussion and Role-Plays	60 minutes		
5.	Supervisory Tasks	Discussion	35 minutes		(Completed Work Calendar from Session 6)
6.	Wrap-Up	Generalizing, Discussion, and Presentation	30 minutes		

SESSION 9: Project Supervision

Total Time: 4 hours

OBJECTIVES

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

- identify the kinds of problems which come up when carrying out a project and
- describe project supervision tasks for facilitating community supervision of projects.

OVERVIEW

This session focuses on common project implementation problems and how effective community supervision can resolve them. The trainees discuss

- the kinds of problems which often arise when carrying out projects,
- how to prevent and solve these problems with effective project supervision, and
- the variety of supervisory roles and the community members most capable of performing them.

The trainees analyze a case study and do some role-playing.

PROCEDURES

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

   Present an overview of the session and its objectives in your own words, using <u>Flipchart A: Session 9 Objectives</u>.

2. <u>Project Implementation</u> Time: 45 minutes

   Ask the trainees what community projects they are working on in their jobs. List the projects on a flipchart.

   Lead a discussion of the kinds of problems which arise when carrying out projects and the need for careful project supervision.

- Spend a few minutes brainstorming a list of the kinds of problems which the trainees have frequently had when carrying out projects.

- Record the problems they describe on a flipchart without commenting on them.

- Review the list and ask for a show of hands to judge which problems are most common.

- Ask a few trainees what they could do to avoid or minimize these problems.

Use their comments as an introduction to a brief lecturette on the need for close community supervision of project preparation and implementation. Emphasize the following common supervisory tasks with the help of <u>Flipchart B: Supervisory Tasks</u>:

- following and adapting work plans,
- acquiring and controlling resources,
- following budgets,
- controlling money,
- preparing work schedules,
- giving people responsibility for jobs,
- preparing people to do jobs,
- controlling the quality of work,
- using work-plan objectives to monitor progress in completing a project on schedule,
- identifying, analyzing, and resolving problems promptly, and
- keeping records and writing reports.

Provide examples of these tasks to help explain them. Ask the trainees if they have any questions about them. Lead a 20-minute discussion with the following questions:

- How can close project supervision reduce some of the problems listed at the start of this activity?

- Who should be responsible for these jobs? How can several people work together in such jobs as overall project supervisor, construction foreman, storekeeper, bookkeeper, reporter, technical assistant?

- What qualified community members should be asked to perform these jobs, and what training do they require?

- What is the role of a field-worker in preparing the community members to do their jobs and in facilitating their work? How can a field-worker perform this role effectively?

3. Case Study Analysis — Time: 60 minutes

Introduce the case study. Give some background information on the case. Explain that Issa is a field-worker who is responsible for a water supply project in Kahamala. Those who participated in Workshop I are already familiar with Issa. Distribute Handout 9-1: Case Study and ask the trainees to read it and answer the questions at the end.

Present the following task instructions to the entire group on Flipchart C: Instructions for Case Study Analysis.

- Divide into four small groups.

- Analyze the case study together by answering the questions written at the end.

- Be prepared to discuss your answers with the other groups in 50 minutes.

4. Discussion of Case Study — Time: 60 minutes

In the full group, ask each group to report on its answers to the questions.

Use the following questions to orient the discussion.

- What could Issa have done with the chief to avoid the first problem with the gravel?

- What could Issa have done about the lorry arriving late?

- What could Issa have done about the clans that were not supporting the project. What should he have said to

  - the chief,
  - the school teacher,
  - Mbari,
  - the head of the women's cooperative, and
  - other committee members?

- What could Issa have accomplished by going to the Council of Elders or individual clan heads?

- How much should Issa be supervising the work and how much should he leave to the chief and health committee?

- What else could Issa have done to prepare the chief and other committee members to supervise the work?

During the discussion several opportunities may arise for short role-plays between Issa and the various characters in the case study. A workshop trainee can be asked to play Issa and one of the trainers can be the chief, the school teacher, Mr. Mbola's brother, etc. The role-play should occur when trainees are suggesting how Issa should have behaved with these individuals. Ask a few trainees to play the role of Issa and see if they have any more success. Ask the other trainees to observe what happens in the role-play and comment on it afterwards. The trainer playing the role with Issa should make it difficult for him to achieve his objectives in a realistic manner, but not so hard as to embarrass the trainee. Do two short (3 or 4 minute) role-plays. (See the Trainer Note for possible role-plays.)

Close by summarizing the major points made about the case study. Mention that you will look next at how a work plan can be a valuable tool for community members to use when supervising work on a project.

5. Supervisory Tasks Time: 35 minutes

Post Flipchart D (Work Calendar) from Session 6 and Flipchart B from Procedure 2. Ask the following questions, and use the information on the calendar to provide examples for the discussion.

- How does a community supervisor follow a work plan? What information does it provide and how is it used? (Refer to the work calendar and point out how to use the division into steps and sub-steps, start and finish dates, resources, objectives and notes, if the trainees do not suggest how themselves.)

- How does the supervisor develop work schedules? What information is needed to develop realistic work schedules? (Choose a simple step from the calendar and describe the kind of information needed in a work schedule for that step.)

- How does the supervisor distribute and control the use of materials and equipment? (How much emphasis you place on this question depends on how much of a problem the misuse of resources is in your program.)

- How does the supervisor monitor progress in accomplishing project objectives and the final project goal? How can the objectives in the work plan be used to measure progress? (Identify specific, quantifiable objectives for the sub-steps in one or two steps on the work calendar as examples. Mention that the characteristics of helpful learning objectives are the same for project objectives.)

Conclude the discussion by summarizing the major points. Link them to the points made in the discussion of the case study and the role-plays.

6. <u>Wrap-Up</u> Time: 30 minutes

Facilitate a generalizing discussion of the points raised in the case study, role-plays, and previous activity.

- First review the main problems and the actions which Issa and the community took to resolve them. Ask the trainees whether they think that such solutions would work for them in their communities.

- Next, review the remaining problems and the trainees' suggestions for how Issa and the community could resolve them. Ask the trainees if they have had similar problems. How did they resolve them? What could they have done differently to resolve them?

- Finally, review the points made in the previous activity about using a work plan to help in supervising project work. Ask the trainees how they would use a work plan with community members to help them supervise projects. How would such a plan make it easier for them to turn this job over to the community?

Close the session by summarizing the major points and reviewing the session objectives. Link what was learned in this session to the objectives for the next sessions.

TRAINER NOTE

Several possible role-plays can be used in Procedure 4 to stimulate the discussion of the case study. You can spend 15 minutes setting up, playing, and discussing two short role-plays based on Issa's conversations with members of the Kahamala community. One of the following role-plays should be chosen based on the discussion of the case study. The choice will depend on the strategies recommended by the trainees to solve Issa's problems. In all of them, a trainee should be asked to play Issa and one of the trainers should play the other character.

Here are some possible role-plays from the case study.

- Issa's conversation with the chief about the need to go 8 kilometers to get better gravel than what had already been collected.
- Issa's conversation with the school teacher about how to collect the rest of the money for the cement.
- Issa's conversation with the head of the women's cooperative in which he requested that she ask the women to convince their husbands of the value of safe water and the need to support the spring capping project.
- Issa's talk with the chief about arranging with Mr. Mbola's brother to get the lorry again.
- Issa's conversation with the chief after the health committee meeting about getting the rest of the money and collecting the gravel.
- Issa's meeting with the chief to try to improve his supervision of the work.

MATERIALS

Handout 9-1: Case Study

Flipchart A: Session 9 Objectives

Flipchart B: Supervisory Tasks

Flipchart C: Instructions for Case Study Analysis

Flipchart D: (Work Calendar) from Session 6

CASE STUDY

Issa Fasil is a rural development agent working with the community of Kahamala on a water and sanitation project. He was instrumental in forming the Kahamala Health Committee, composed of 12 members, two from each of the community clans, plus the chief, the school teacher, the midwife, and the head of the women's cooperative.

Issa Fasil and the Kahamala Health Committee have worked well together for the last two months. They reached a decision to protect two springs on either side of the village rather than to dig a well. The springs would provide two sources of clean water at half the cost of a well. They would not require a handpump which would have been harder to maintain and repair than taps on the spring boxes.

Work had started on the two springs at the same time. Two of the clans were responsible for one spring and the other two were in charge of the other one. Healthy competition between the clans had helped motivate people to clear around both springs and dig the holes for the spring boxes. But the committee was having problems raising the money for the community's share of the purchase of the cement and in collecting sand and gravel to make the concrete for the spring boxes.

At the last meeting, the school teacher reported that the committee had collected only 750 Tahuta of the 1,200 Tahuta needed to pay its share of the cement. Mbari, a Health Committee member representing one of the clans, was angry because his clan had raised its full 300 Tahuta share and the other clans had not. They said they needed more time.

The same problem was hindering the collection of sand and gravel. Two of the clans had done their share, but the others had not. The women in the women's cooperative had carried the sand from the river. The head of the women's cooperative had shown herself to be a strong leader. But many of the women were not able to convince their husbands of the health value of safe water, and the men from two clans had dug only a little sand.

The problem with gravel was more severe. The only good source of gravel is 8 kilometers from the village. Gravel from a closer source was gathered but it proved to be too coarse for concrete. The people were discouraged when they brought it to the springs and Issa told them that it was too coarse and could not be used. The chief had told Issa that he would be in charge of getting gravel and had told people to collect it. Now everyone was discouraged and only Mbari's clan had gone to the site 8 kilometers away to dig gravel and bring it back to Kahamala.

Issa thought that the Health Committee had found a solution to the gravel problem. Mr. Mbola (a senior government official whose family lives in Kahamala) had promised to get a ministry lorry to carry the gravel to the village. His brother told the chief that the lorry would come on Saturday morning. Issa and the school teacher spent an entire day getting enough laborers to do the job. A large crowd waited for the lorry all morning. When it did not arrive by noon, most went off to their farms. The lorry finally arrived at 2:30 p.m. and only a few people were still around to go dig the gravel. The lorry was only a quarter full when it returned that night. Issa was very disappointed. The chief told him not to worry. He said that Mr. Mbola's brother had promised him that he would get the truck again. When Issa went looking for him two days later to find out when the truck was coming, his wife told him that he had left Kahamala the day before to go to his cousin's funeral and would not be back for four days.

That evening Issa met with the Health Committee to discuss the work to be done. The rest of the money had to be raised. Gravel had to be collected. The sand had to be cleaned. The area around the spring had to be cleared for mixing concrete. Finally, a choice had to be made on who the caretaker would be so that he could work with the plumber when he came to fit the pipes and taps. The committee had been having a hard time choosing from among three capable young men.

The chief assured Issa that he would take care of getting all the work done. He was sure that Mr. Mbola would send the lorry again. Issa was not so sure. He was more encouraged when the head of the women's cooperative promised that the women would take responsibility for cleaning the sand and clearing the areas around the springs. Issa and the school teacher were concerned about the money. The chief said he would talk to the Council of Elders and ask them to collect the money from the clans that had not paid their share.

At the urging of Issa, the committee chose as caretaker a young man from Mbari's family. He had wanted to let the committee make its choice without his taking a position, but he knew that Mbari would make sure that the young man would do the job, and he was tired of the conflicts among the clans getting in the way of the committee's reaching a decision.

DISCUSSION QUESTIONS

Discuss the case study by answering the following questions:

- What did Issa and the Kahamala Health Committee accomplish? Why?
- What problems did they have? How did they resolve them?
- What problems remain? What can they do to resolve them?

GUIDE TO SESSION 10: HYGIENE EDUCATION

Total Time: 3.5 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	10 minutes		Session 10 Objectives
2.	Looking at Behavior	Discussion	20 minutes		Knowledge, Attitudes, and Practices Individual Behaviors that Affect the Problem*
3.	Identifying Behavior	Small Group Task	30 minutes	Handout 10-1: Grace and Eli (Version 1) Handout 10-2: Grace and Eli (Version 2)	Instructions for Small Group Task on Identifying Behavior
4.	Group Presentations on Identifying Behavior	Group Presentations and Discussion	25 minutes		
5.	Developing Hygiene Education Programs	Reading and Discussion	40 minutes	Handout 10-3: Hygiene Education Approaches	
6.	Developing a Training Approach	Reading and Discussion	35 minutes	Handout 10-4: Developing Your Training Approaches	
7.	Developing Learning Objectives	Lecturette, Full Group Task, and Discussion	30 minutes	Handout 10-5: Writing Helpful Learning Objectives Handout 10-6: Questionable Learning Objectives	
	END OF DAY VI				
8.	Wrap-Up	Discussion	10 minutes		
9.	Journals	Writing	10 minutes	Journals	

* To prepare this flipchart refer to the flipcharts prepared in Session 4, Procedure 2, of the conditions affecting the problem chosen by the community.

SESSION 10: Hygiene Education

Total Time: 3.5 hours

OBJECTIVES

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

- identify an individual behavior which can be the subject of hygiene education,
- write learning objectives to influence that behavior,
- describe a variety of hygiene education activities, and
- develop hygiene education approaches.

OVERVIEW

Hygiene education programs are important parts of promoting community participation in solving health problems. Successful community-run education programs are positive examples of effective community participation and have an important impact on resolving or reducing health problems. Most health problems are affected by individual behaviors (also referred to as practices) which people have the power to control and change.

Hygiene education is directed toward all behaviors which affect the health of a community, including behaviors related to the use of environmental health facilities such as wells, pumps, taps, or latrines. The approach presented in this session is based on the assumption that observable behavior is the focus of hygiene education.

In this session the trainees first discuss the types of behaviors that can be the subject of hygiene education programs. They practice distinguishing between observable behaviors and knowledge and attitudes. They read about and discuss the kinds of activities that can make up a hygiene education program and the steps needed to develop a training approach. Then they review how to write helpful learning objectives and how to design a training session to meet those objectives. At the end of the session the trainer leads a discussion on how to develop and implement hygiene education programs with the active participation of the community.

PROCEDURES

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

   Present an overview of the session and its objectives in your own words, using <u>Flipchart A: Session 10 Objectives</u>.

2. Looking at Behavior Time: 20 minutes

Using Flipchart B: Knowledge, Attitudes, and Practices, point out that, to improve or protect the health of the community, hygiene education programs seek either to change or to reinforce people's

- knowledge (what they know about something),
- attitudes (how they feel about something), or
- practices, or behaviors, (what they do).

Emphasize the difference between individual behaviors and knowledge and attitudes, pointing out that all three are important. Changes in people's behaviors often occur after they have picked up new ideas and changed their attitudes. However, if field-workers want to improve the health of the community, they must make sure that people are actually behaving a certain way and are not just aware of the need to do so (knowledge) or willing to do so (attitudes.)

Before the start of the session, review the flipcharts produced by the trainees in Session 4, Procedure 2 (the list of conditions which affect the problem presented by the community), and write down the major individual behaviors from their lists on Flipchart C: Individual Behaviors that Affect the Problem for use in this step.

Review the list on Flipchart C and point out that education programs seek to change behaviors that make a problem worse and reinforce behaviors that make a problem less severe.

Next turn to behaviors which are related to the use of improved environmental health facilities. Concentrate on those facilities which are most common in your program. Write the name of a facility (such as a well, community tap, or latrine) on the top of a flipchart. Then ask the trainees to identify the variety of behaviors related to its use. Emphasize the point once more about focusing on behaviors and not on knowledge or attitudes.

Close by asking the trainees if they have any questions about your presentation. Tell them that they will have a chance to practice distinguishing behaviors from knowledge and attitudes in a moment.

3. Identifying Behavior Time: 30 minutes

Present the following instructions on Flipchart D: Instructions for Small Group Task on Identifying Behavior.

- Read and discuss Handout 10-1 Grace and Eli (Version 1) or Handout 10-2: Grace and Eli (Version 2) in your small group.
- Tell which of Grace's behaviors has a negative effect and which a positive effect on Eli's health.

- Select someone to report your conclusions to the full group.

Give the trainees 30 minutes to complete the task.

Ask one person to be an observer in each group.

Explain that two groups will receive Handout 10-1 and two groups Handout 10-2. Both are stories about a mother and her infant son. Divide the trainees into four groups and give Handout 10-1 to two of the groups and Handout 10-2 to the other two groups.

4. <u>Group Presentations on Identifying Behavior</u> Time: 25 minutes

Ask the reporter from each group to describe the behaviors they identified in the two stories of Grace and Eli. Point out that because the two stories are very different two groups will describe one set of behaviors and the other two groups another. Record the reporters' comments on two flipcharts with the following headings: unhelpful behaviors and helpful behaviors.

Point out that Grace's unhelpful behaviors in version 1 made Eli sick, and her helpful behaviors kept Eli healthy.

Review the two flipcharts and clarify the difference between behavior and knowledge and attitudes. If some groups included knowledge and attitudes in their reports ask them if they can identify what Grace did (what action she took) to show them the difference between behavior and knowledge and attitudes. Point out the words used in the stories to describe what Grace knew or felt and what she did. Close by pointing out the differences between Grace's unhelpful and helpful behaviors and explain that changing the unhelpful behaviors and reinforcing the helpful behaviors could be the goals of a hygiene education program.

Ask the observers for their comments on how the groups worked together.

5. <u>Developing Hygiene Education Programs</u> Time: 40 minutes

Give a lecturette on developing hygiene education programs based on <u>Handout 10-3: Hygiene Education Approaches</u>.

When you are finished, distribute the handout, and lead a discussion of the kinds of approaches that make up hygiene education programs. Use the following questions to guide the discussion:

- Describe the range of approaches that can be used in hygiene education programs.
- How do these approaches work together to change peoples' behaviors?

- How are these approaches consistent with what you know about how field-workers help adults learn?

- What did you find most interesting in the handout? Why?

6. <u>Developing a Training Approach</u> Time: 35 minutes

Start by saying that all the ways of promoting adult and user education discussed in Procedure 5 are equally important. In this activity, you will concentrate on just one of them—developing training approaches—for the following reasons:

- Field-workers are usually responsible for developing training activities on their own. Materials for a mass media campaign are usually prepared by others and simply supplied to field-workers.

- Field-workers are also responsible for training community members to do a wide variety of tasks.

- Developing a training approach requires going through specific steps which field-workers need to understand.

Mention that knowing how to develop a training approach builds on how adults learn and how field-workers can help them learn.

Explain that there are always several ways of training someone to do something. Trainers have to pick the best way or variety of ways based on

- the overall goals for the training,

- the learning style of the person(s) receiving the training, and

- the resources available to the trainer (time, materials, skill of the trainers, space, etc.).

The ways chosen make up a training approach.

Point out to the trainees that they will now read <u>Handout 10-4: Developing Your Training Approaches</u> and discuss it in terms of the workshop they are attending.

Distribute Handout 10-4 and ask the trainees to read it. Go over each of the 14 steps one at a time. Provide examples for the first 8 from your planning for the workshop. Make sure that each step is understood before going on to the next one.

Ask the trainees to brainstorm a list of training activities (Step 9). Record the list on a flipchart and add any that are not mentioned.

Save the list for Procedure 2 of Session 11. Ask the trainees what the trainers did to carry out these activities (Step 11). Mention how you used the weekly evaluations and practical applications (community field exercises, simulations, and discussions) to monitor and adapt the training (Steps 12-14). Indicate that you will discuss the techniques used for these activities in the next session.

Ask the trainees if they have any questions about developing a training approach. Conclude this segment by asking them how they would develop such an approach with the community so that community members could learn how to train each other and run hygiene education programs on their own in the future.

7. <u>Developing Learning Objectives</u> Time: 30 minutes

Present a lecturette on how to design hygiene education programs that emphasize changing behaviors. The lecturette should also cover how to write clear, helpful learning objectives. Base the lecturette on <u>Handout 10-5: Writing Helpful Learning Objectives</u>.

The lecturette should make the following points:

- When designing hygiene education programs, individual behaviors become the focus of the learning objectives. In skill training programs, objectives are written to describe the skills people will develop in order to do certain tasks. In hygiene education programs, learning objectives are written to describe the new behaviors people will demonstrate at the end of the education program. For example, some learning objectives are as follows:

  - By the end of the education program, 50 percent of the adults in the village will be defecating in latrines.

  - By the second week of the education program, 35 families will be sleeping under mosquito netting.

  - By April, 75 percent of the households will be taking all their drinking water from the well.

  Learning objectives describe behaviors which contribute to improved health in the community.

- Hygiene education programs are designed to accomplish the learning objectives which describe these improved behaviors. We will return later in the session to the kinds of activities which can comprise such programs.

Distribute Handout 10-5.

Distribute Handout 10-6: Questionable Learning Objectives. Read the instructions together and ask the trainees to help you rewrite each objective in turn. Write each new version of the objective on a flipchart and ask the other trainees if the rewritten objective is in keeping with the suggestions in the handout for writing helpful learning objectives. Improve them if necessary. Go through the list of questionable objectives one at a time in this manner. At the end of this exercise summarize the main points about developing learning objectives for hygiene education programs.

8. Wrap-Up — Time: 10 minutes

Lead a discussion of the major points of this session. Orient the discussion with the following questions:

- What is the most important thing you have learned in this session? Why?
- How would you apply that learning in your own work?

Close the session by summarizing the learnings and reviewing the session objectives.

9. Journals — Time: 10 minutes

Ask the trainees to write down in their journals the most important things they learned today and how they apply to their work setting.

MATERIALS

Handout 10-1: Grace and Eli (Version 1)

Handout 10-2: Grace and Eli (Version 2)

Handout 10-3: Hygiene Education Approaches

Handout 10-4: Developing Your Training Approaches

Handout 10-5: Writing Helpful Learning Objectives

Handout 10-6: Questionable Learning Objectives

Flipchart A: Session 10 Objectives

Flipchart B: Knowledge, Attitudes, and Practices

Flipchart C: Individual Behaviors That Affect the Problem (Refer to the flipcharts prepared in Session 4, Procedure 2, of the conditions affecting the problem chosen by the community.)

Flipchart D: Instructions for Small Group Task on Identifying Behavior

Journals

GRACE AND ELI

(Version 1)

Marangu, a community that had recently installed a new well and a water pump, had an active health committee that encouraged community members properly to use the pump and the water they drew from it. The committee also encouraged families to install latrines. Of the 250 families in Marangu, 10 had decided to build latrines.

Grace had lived in Marangu all her life. She was married to a poor farmer. They had three children. Grace's youngest child, Eli, was a year old. Grace had breastfed Eli since birth and he was happy, healthy, and growing well.

Grace was happy about the new well and pump because she felt that Eli would have plenty of good drinking water. Her other children had had very bad diarrhea after she stopped breastfeeding them and started giving them water from the old well. Two of them had died.

Grace began using water from the new well, carrying it in her favorite container, the one she used for carrying vegetables from the garden and food from the market. It was a wide container and water spilled easily from it, so she put twigs in the water to keep it from sloshing around. She kept the water stored in a big jar right outside her house, and kept a dipper on the ground right next to it, so all family members could help themselves to water when they were thirsty.

Helen, her neighbor, was on the health committee. Helen had just put in a latrine for her family, and had tried to convince Grace to do the same, but Grace thought it would be too much trouble. Helen tried to explain that all she needed was to have her husband dig a deep hole in a spot recommended by the health worker, and that the committee could help with the rest. Grace felt silly asking her husband to dig a hole when they lived close to the edge of the community and could defecate in the nearby bush, as they had done for years. The children defecated near the house, but that did not bother her. After all, children's feces seemed pretty harmless.

Grace started Eli on solid foods a few months ago and continued breastfeeding until recently, when she started giving him water from the new well. Eli began to lose weight and was very sick with diarrhea. Grace could not understand why he was getting so sick. Very worried, she spoke to Helen, who had a girl about the same age as Eli and was giving her water from the well. But Helen said her girl was gaining weight and had no diarrhea. Grace was confused and unhappy, and Eli was very sick.

GRACE AND ELI

(Version 2)

Marangu, a community that had recently installed a new well and a water pump, had an active health committee that encouraged community members properly to use the pump and the water they drew from it. The committee also encouraged families to install latrines. Of the 250 families in Marangu, 10 had decided to build latrines.

Grace had lived in Marangu all her life. She was married to a poor farmer. They had three children. Grace's youngest child, Eli, was a year old. Grace had breastfed Eli since birth and he was happy, healthy, and growing well.

Grace was happy about the new well and pump because she felt that Eli would have plenty of good drinking water. Her other children had had very bad diarrhea after she stopped breastfeeding them and started giving them water from the old well. Two of them had died.

Grace began using water from the new well, carrying it in a container that she washed often, and storing it in a covered container in her house. She kept the dipper hanging on the wall and washed it from time to time.

Helen, her neighbor, was on the health committee. Helen had put in a latrine for her family and convinced Grace to do the same. Grace's husband dug a deep hole in a spot recommended by the health worker, and the committee helped with the rest. Everyone in the family used the latrine, and Grace noticed that there were fewer flies around her house. It seemed cleaner than when children had defecated nearby.

Grace started Eli on solid foods a few months ago and continued breastfeeding until recently, when she started giving him water from the new well. Eli continued to gain weight and was a healthy and happy child. Grace was thankful about the new well and about Helen's good advice. She felt Eli had a good chance of surviving and becoming a strong, healthy boy.

HYGIENE EDUCATION APPROACHES

Hygiene education programs aim at improving the health situation in a community by getting people to behave in ways that lead to better health. Many of these behaviors have to do with the use of water and latrines and household cleanliness. Hygiene education programs try to get people to change unhealthy behaviors and maintain healthy behaviors. In well-planned programs people have the opportunity to try out new behaviors in a comfortable setting, ask questions, and discuss how they feel about what they are doing.

People who are planning to carry out hygiene education programs can use a variety of approaches to help communities behave in more healthy ways. Some of these approaches are described below.

1. <u>Mass Media</u>

   When people talk of mass media, they are usually referring to the use of radio, television, films, newspapers, and posters as a means of sending health messages to many people at one time. The messages are intended to make people more aware of a health problem, to give them information, and to motivate them to do something. Mass media can be very effective at getting ideas across to people but by itself cannot induce people to behave in a new way.

   In hygiene education programs mass media efforts are usually tied to other activities, such as group meetings to discuss the mass media message.

   People learn and are motivated to change their behavior when they are able to have their questions answered as soon as they have heard a message presented in an interesting way. Getting people together to meet and talk is a very important part of hygiene education programs.

2. <u>Training</u>

   Hygiene education programs use many of the same activities that are used to help people develop new skills. Training activities give people new experiences, help them think about and understand these new experiences, and motivate them to put what they have learned into practice. Some of the many different activities that can be used as part of an educational program are listed below:

   - health talks,
   - stories,
   - counseling sessions,
   - demonstrations,

- skits,
- discussions,
- listening to presentations,
- practicing a skill or task in the community or in front of fellow trainees,
- role-playing, and
- looking at films and then discussing them.

3. Group Work

Hygiene education programs can be carried out in many different kinds of groups:

- traditional groups—council of elders, clans, societies;
- formal groups—cooperatives, occupational associations, women's groups, youth groups, committees, political party organizations, church groups;
- informal groups—groups of neighbors, friends, or people who use the same water source or clothes washing area.

In group work one helps the members of the group to discuss an issue or problem thoroughly. That discussion then leads them to make a decision and then to plan how they will carry that decision out. A discussion can be started by telling a story with the help of posters, flannelgrams, flipcharts, puppets, or a play; showing a film; giving a short presentation; or asking questions.

Whichever way is used, the goal is to motivate people to think about a problem in new ways, and to talk to each other about it. Adults learn more when they discuss their ideas with each other than when they just listen to one person talk. Discussion promotes mutual trust and respect among group members and gives them confidence in their ability to make good decisions and take effective action. A group session should always result in some action. The session is not over until the group comes to an agreement on what to do next.

How a field-worker leads a discussion depends on the group's experience working together and its understanding of the topic under discussion. If the group has little experience working together, the field-worker will have to teach them how to work together. If they do not know much about the topic, the field-worker will have to provide them with information and start off the discussion with some good questions.

If the group works well together, the field-worker has a chance to help it find out what skills it needs to work together even better. Some of the task and maintenance activities group members can learn to do are listed below:

- bringing in to the discussion people who have not been saying much,
- quieting people who are talking too much,
- keeping the group on the track,
- summarizing periodically during the discussion,
- watching the time,
- getting through an agenda,
- moving a discussion along when it starts slowing down, and
- helping the group come to a decision.

The field-worker should always be trying to see that all group members are participating in the discussion, getting the chance to express their opinions, and participating in making decisions.

4. Organization of the Community

Successful hygiene education programs must concentrate on getting the entire community to participate in choosing, planning, and carrying out projects which will improve its health situation, for many hygiene behaviors that a field-worker would like to see adopted by community members will be adopted only if the whole community is involved and gives its support to those new behaviors. New hygiene behaviors often call for physical changes which only the entire community working together can accomplish. Also, social pressure of the community plays a role. Even individuals who are not very interested in changing their behaviors may do so because of community pressure.

Group work stimulates community members to take on new responsibilities. Training is useful in giving community members new skills and confidence. Mass media messages are helpful in making many people aware at the same time. In the end, though, it is the organized community that is best able to care for itself and to improve its health.

DEVELOPING YOUR TRAINING APPROACHES

Improving the health of a community requires a great deal of new learning. As a field-worker you will spend much of your time training community members to try new ways of doing things, whether they are improved health behaviors or ways to solve problems or plan projects. Community members need to learn, practice, and adopt new behaviors that improve and protect their health. Field-workers need to find a variety of ways of helping as many community members as possible to learn and practice such behaviors. These ways are called a training approach.

There are a number of approaches that can be taken for any training program. You need to have experience using different approaches so that you can feel comfortable using different ones and select the best ones for a given situation. Whichever approach you choose, the steps you must take to develop a training approach remain the same. These 14 steps are listed below.

1. Identify the overall goal that you want the community to accomplish.

2. Analyze the goal and decide what skills or behaviors a person needs to accomplish it.

3. Find out what the people to be trained are currently able to do.

4. Identify what you think they can be trained to do by the end of the program.

5. Develop a list of training needs based on your findings (items 1-4).

6. Break these needs down into steps that have clear learning objectives.

7. Look at what resources you have available to do the training.

8. Develop a training plan that will allow the students to meet their learning objectives.

9. Decide what each training activity will be.

10. Prepare any training materials you will need.

11. Carry out the training activities.

12. Discuss with the students how successful the training was in helping them reach their learning objectives.

13. Judge how well the students absorbed the training by watching how they can do the tasks for which they were trained.

14. If you see that some changes need to be made in the way the training was carried out, make the changes in your plans for doing the training again.

To help community members learn how to pass the training on to others, it is important for some of them to learn how to set up a simple training program. You should go through the 14 steps with them so that they will learn how to carry them all out. They should be trained as co-trainers and learn how to prepare materials, and plan, carry out, and evaluate community training activities.

WRITING HELPFUL LEARNING OBJECTIVES

Learning objectives tell the person receiving the training what he or she will know or be able to do at the end of the training. They allow the trainer and the person being trained to judge whether the training has met its aim or not.

Learning objectives should start with these words:

> By the end of this training session the participants (or community members) will be able to ...

Learning objectives should have the following characteristics:

- CLARITY. They must be understood by the participants and by the trainer.
- SPECIFICITY. Each objective should describe only one target of the training, not a number of targets.
- MEASURABILITY. One should be able to see that the objective has been achieved.
- ACHIEVABILITY. All participants should be able to achieve all objectives. An objective that is beyond the abilities of a participant or beyond the capabilities of the trainer will cause problems and discontent.
- INCLUSIVITY. Learning a new skill or how to change behaviors will usually require breaking the activity down into steps. The trainer should have a learning objective for each step. When each step and learning objective has been successfully reached, the participant will have mastered the whole skill or behavior.

QUESTIONABLE LEARNING OBJECTIVES

The following learning objectives need to be improved to make them helpful for planning and carrying out training activities. Analyze each one in terms of the five characteristics of helpful learning objectives given in Handout 10-5, and suggest how you could improve them.

By the end of the session, the community members attending it will be able to...

1. Stop infant deaths from diarrhea.
2. Understand how to feed their babies better.
3. Describe how to use the handpump correctly and keep the water from the well safe for drinking.
4. Reduce infant mortality in the village.
5. Perform a cost-effectiveness analysis of the alternative solutions to solving the problem of gastroenteritis.
6. Do what is needed to keep the spring clean.
7. Solve all their health problems.

SESSION 11

GUIDE TO SESSION 11: DEVELOPING HYGIENE EDUCATION SESSIONS

Total Time: 7 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	10 minutes		Session 11 Objectives
2.	Designing a Training Session	Lecturette	45 minutes	Handout 11-1: Training Sessions for Adults	Adult Learning (brainstormed list of training activities from Session 10, Procedure 6)
3.	Selecting a Behavior	Group Discussion	20 minutes		Flipchart C from Session 10
4.	Defining Learning Objectives	Full Group Task and Discussion	45 minutes		
5.	Selecting Appropriate Techniques	Presentation and Small Group Task	60 minutes	Handout 11-2: Hygiene Education Learning Activities	Instructions for Small Group Task on Selecting Techniques
6.	Overall Session Design	Full Group Discussion	45 minutes	Handout 11-3: Suggestions for a Session Design for the Field Exercise	Parts of a Training Session
	LUNCH				
7.	Design Task	Work Group Task	60 minutes		Instructions for Small Group Task on Session Design
8.	Presentations of Session Designs	Group Presentations and Discussion	45 minutes		
9.	Design Revision and Materials Preparation	Work Group Task	60 minutes		
10.	Wrap-Up	Generalizing, Discussion, and Presentation	15 minutes		
11.	Journals	Writing	15 minutes	Journals	

SESSION 11: Developing Hygiene Education Sessions

Total Time: 7 hours

OBJECTIVES

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

- design a session of a hygiene education program,
- prepare to carry out such a session, and
- describe how to design and prepare a hygiene education program session.

OVERVIEW

As discussed in Session 10, one of the primary activities in a hygiene education program is training. This session focuses on the skills needed to design and deliver a training session in a hygiene education program.

Field-workers should follow seven steps in developing hygiene education training programs:

1. Review all the behaviors that have an effect on a problem and choose one or two to change or reinforce.
2. Develop learning objectives for each behavior.
3. Design a training program to accomplish these objectives.
4. Break the training program into sessions with specific objectives.
5. Design the session and prepare the materials to carry it out.
6. Carry out and evaluate the sessions and program.
7. Evaluate the program's impact on the target behavior.

This session of the workshop gives the trainees an opportunity to apply what they learned in the previous session by developing a hygiene education session which they will present the next day to the training site community. The workshop session starts with an overview of how to design a training session followed by a presentation by the trainers of the behaviors which will be the focus of the community field exercise. If possible, the group should choose behaviors from the list of behaviors compiled in the previous session. Assuming that the field exercise is held in two communities, the trainer selects one type of behavior per community for the trainees to address. If there is only one community the focus is on one behavior.

The trainees discuss the chosen behavior and develop learning objectives either to change or to reinforce it. They then develop an overall design for a session which they will have an opportunity to deliver during the field exercise.

PROCEDURES

1. Introduction — Time: 10 minutes

Briefly present an overview of the session and its objectives in your own words, using Flipchart A: Session 11 Objectives.

2. Designing a Training Session — Time: 45 minutes

Tell the trainees that one of the most important steps in preparing an adult learning program is to divide the program into individual sessions. Make the following points:

- A training program is designed to accomplish overall goals.
- Each training session is designed to meet specific learning objectives.
- Each session builds upon the previous sessions and prepares the trainees for the subsequent sessions.
- If each session accomplishes its own objectives, the entire training program will obtain its overall goal.

Give examples from this workshop to explain these points. Refer to the workshop goals and the objectives for this session. Point out how this session has built upon previous sessions and will prepare the trainees for the next two sessions. Make sure that the trainees understand the difference between a training program and its overall goals and an individual training session and its learning objectives.

Mention that training sessions differ in their content (what they cover) and process (how they cover the content) based on

- what the session seeks to accomplish (its learning objectives),
- how the trainees will learn the content most effectively (their learning styles), and
- the resources available for the session.

Although content and process vary from session to session, all sessions should be based on the principles of how to help adults learn. Present the following points on Flipchart B: Adult Learning.

Adults learn best when

- they know what is expected of them,
- they feel comfortable about trying new things,
- they have a chance to engage in a variety of different and interesting activities,
- they are helped to make sense out training activities,
- they can relate what they are learning to what they already know, and
- they can apply what they have learned as soon as possible.

Distribute Handout 11-1: Training Sessions for Adults. Ask the trainees to read the handout. Ask for or provide examples for each point. Refer to the flipchart of training activities brainstormed in Session 10, Procedure 6. Make sure that people understand the difference between processing and generalizing. Give examples of various processing and generalizing steps in previous sessions and indicate the kinds of questions you ask at each step to help them understand this distinction.

Close by pointing out that this session will finish with a generalizing discussion and be followed by two sessions which will allow the trainees to apply what they have learned to planning and carrying out a hygiene education session for the training site community.

3. Selecting a Behavior — Time: 20 minutes

Post Flipchart C (Individual Behaviors that Affect the Problem) from Session 10. Use the list to prepare a brief and clear description of the behaviors which might be selected. Write this list on a flipchart, and, along with the group, use it to choose the behavior for this session and the field exercise. Make sure the behavior selected is appropriate. See the Trainer Note for how to choose it.

Write the chosen behavior on another flipchart. Describe the behavior in detail. If this same behavior was targeted for modification through hygiene education in the trainees' plan of action, review their reasons for including it there as well. State that both the hygiene education session and the session on defining training objectives will be based on this behavior.

4. <u>Defining Learning Objectives</u> Time: 45 minutes

Write the phrase, By the end of this session, the community residents will be able to..... on the top of a flipchart. Divide the trainees into two groups. If you are working with two communities, split the trainees into two groups by the community to which they are assigned in the field exercise. One trainer should work with each group. Present the flipchart and ask the trainees to brainstorm a list of learning objectives aimed at changing (or reinforcing) the behavior chosen as the focus of the hygiene education session. Record their learning objectives on the flipchart without comment.

Have the trainees review this list in groups. Clarify any which are unclear. From this list identify those learning objectives which

- can have a significant influence on the behavior,
- are capable of being accomplished in the field exercise (i.e., in 90 minutes, with inexperienced trainers), and
- would be acceptable to the community participants.

Ask the trainees to improve the objectives you have selected using what they have learned about the characteristics of helpful learning objectives. Write the selected objectives on another flipchart.

Review this shortened list and ask the trainees to help you select the most applicable and useful one (or ones) for the field exercise. Mention that the objectives not chosen could be used for other sessions in a real work situation.

5. <u>Selecting Appropriate Techniques</u> Time: 60 minutes

Return to the larger group. Mention that now that the objective for the session has been determined, the next step is to select the appropriate training activities.

Refer to the discussion in the previous session about training activities used in this workshop and in hygiene education. Explain that this workshop will provide them only with basic information about techniques used to carry out training activities. There is not time to go into detail about training in this workshop. Then make a brief presentation based on selected techniques in <u>Handout 11-2: Hygiene Education Learning Activities</u>.

Emphasize the importance of linking a learning objective to an appropriate learning activity. For example, an objective aimed at increasing knowledge can be carried out through a health talk, but not an objective aimed at increasing skills. Skill objectives require techniques such as demonstration in which people can practice what they are learning.

Then ask the trainees to divide into two groups according to their community field exercise assignment. If the trainees are working in one community only, then divide them into four groups. Present the following task on Flipchart C: Instruction for Small Group Task on Selecting Techniques.

- Review the objective selected for the hygiene education field exercise.

- Select an appropriate technique or combination of techniques based on the type of objective.

Give the trainees 20 minutes for this task.

Ask each group what technique they chose and why. As trainer you should take an active role in this task to assist the groups in selecting the appropriate technique. For example, do not permit the trainees to decide to use a role-play for their experiential activity. They do not have the expertise to conduct it and it might embarrass the community member asked to play the role.

6. Overall Session Design Time: 45 minutes

Tell the trainees that the next step is to practice designing the session which they will actually try out during the field exercise. Ask the trainees to recall the parts of a training session presented in Handout 11-1. Write them on Flipchart D: Parts of a Training Session in the following manner as a reminder during the next activity.

- Introduction/Climate Setting
- Experiential Activity
- Processing
- Generalizing/Applying

Distribute Handout 11-3: Suggestions for a Session Design. Say that the handout offers a structure for the session design for the next day's exercise. Ask the trainees to read the handout individually and answer any questions they may have.

Lead a discussion to come up with a rough overall design for the session. (This will need to be done in two groups if you are working in two communities.) Remind the trainees that they will have 90 minutes in which to design the session for the field exercise. It is important to decide how much time to allocate to each part of the design.

LUNCH

7. <u>Design Tasks</u> Time: 60 minutes

Ask the trainees to break into the same four groups which worked together during the previous community field exercises. Assign each of the groups to one or two of the four parts of the session design. (If you are working in two communities, then each work group will be assigned two parts of the session design. If you are working in one community, then each work group will be assigned one part.)

Present the following instruction on <u>Flipchart E: Instructions for Small Group Task on Session Design</u>:

- Divide into your work groups.
- Prepare an overall design for your part of the session.
- Develop a detailed session design for your part of the session which includes:
  - outlines for presentations,
  - task instructions for tasks,
  - discussion questions, and
  - a list of materials needed to run your part of the session.
- Select someone to report your design to the group.

Allow 50 minutes to complete the task. Suggest that the groups refer to Handouts 11-1 and 11-3.

Consult with the various work groups and help them design their parts of the session. Do not do the work of the group. Model helpful facilitative and consultant behavior by helping them improve what they are doing rather than telling them how to improve it yourself.

8. <u>Presentation of Session Designs</u> Time: 45 minutes

Ask the reporter from each work group to present the design for its part of the session on the flipchart. The report should include the detail requested in the task instruction. Start with the introduction/climate setting, and go through the session in order. Permit questions.

Review the flipcharts after the groups have reported and ask the trainees for questions on how to improve any aspects of the design. Close by making any suggestions you feel are needed to improve the session design.

9. <u>Design Revision and Materials Preparation</u> Time: 60 minutes

Ask the work groups to revise the designs for their parts of the sessions based on the comments in the previous step and to prepare any materials needed for their part of the session. Tell them that you will continue to be available as design consultants.

Monitor the redesign and materials preparation work of the groups to confirm that

- agreed-upon design revisions are being made;
- design changes affecting another part of the session are communicated with the work group responsible for that part;
- materials are clear, appropriate, and helpful;
- the groups know how they are going to carry out the design; and
- they can complete the task on time.

10. <u>Wrap-Up</u> Time: 15 minutes

Ask the trainees to return to the large group. Orient a discussion with the following questions:

- What did you learn about designing a hygiene education session that you feel is most important for the success of the session? Why?
- How would you help community members learn to do this task?

Close the session by summarizing the key learnings, relating them to the design of any learning activity for community members, and reviewing the objectives for the session.

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

Ask the trainees to take a few minutes to think about what they learned today that they feel will be most helpful to them in doing their jobs. Ask them to take out their journals and record in them how they would make use of these helpful learnings in their work.

TRAINER NOTE

The choice of behaviors on which to focus a hygiene education session is very important for the success of this session and the hygiene education field exercise. To be able to concentrate on how to develop a hygiene education session during this session, the trainees must be able to come up with a behavior which can be addressed effectively in the field exercise. If the behavior is complex or difficult to influence through hygiene education, they will not be able to attain the objectives for this session. The behavior should also be one which the community is interested in changing or reinforcing.

To be selected, a behavior should meet as many of the following criteria as possible.

- It should be clearly related to one of the problems identified and considered important by the community in the initial community meeting field exercise.
- It should have a significant and easily understood effect on the problem.
- The community should be willing to change or reinforce it.
- Community members should be able to analyze it during a 90-minute hygiene education session and to act upon it after the session.
- By achieving one or two simple learning objectives, the community should be able to change or reinforce it.

MATERIALS

Handout 11-1: Training Sessions for Adults

Handout 11-2: Hygiene Education Learning Activities

Handout 11-3: Suggestions for a Session Design for the Field Exercise

Flipchart A: Session 11 Objectives

Flipchart B: Adult Learning

Flipchart C: Instructions for Small Group Task on Selecting Techniques

Flipchart D: Parts of a Training Session

Flipchart E: Instructions for Small Group Task on Session Design

Flipchart with brainstormed list of training activities from Session 10, Procedure 6

Flipchart C (Individual Behaviors that Affect the Problem) from Session 10

Journals

TRAINING SESSIONS FOR ADULTS

Each training session should achieve certain broad objectives to be in keeping with the principles of how adults learn. These objectives are discussed in the following sections.

1. Present helpful learning objectives.

   Field-workers need to write helpful learning objectives before designing the session so that they know what they want to accomplish in the session. But they also have to present these objectives clearly enough so that the participants know what is expected of them and can use them to judge how much they have gotten out of the session.

2. Set a comfortable learning climate.

   To learn, people must take risks, such as admitting that they do not understand something or do not know how to do something or trying to do something new. For people to be able to take risks, they have to feel comfortable with the trainers and other participants. They also need a physical environment that allows them to concentrate on learning. A place which is too hot, noisy, or dark will make it harder to learn.

   Field-workers should create a comfortable environment which encourages people to talk to each other and should set a tone of mutual respect which makes it easier for people to take risks. Field-workers can ask questions that draw the participants into a discussion and make them feel good about their comments. People need to feel comfortable and interested in order to actively participate.

3. Offer learning experiences that allow participants to try something new.

   At the heart of each session are activities which allow the participants to experience some new ideas or try to do something in a new way. There are a wide variety of learning experiences to use. It is more interesting when people can learn from different kinds of experiences. They can get new ideas by reading, listening to a presentation, or taking part in a discussion. They can practice a new skill or way of doing something in a role-play or simulation, or by actually doing the new task in a practice setting. For example, they can solve a problem in a case study, plan a strategy to accomplish an objective, or analyze the effectiveness of their actions after doing something. Such activities can be carried out individually, in a small group, or in a large group, depending on the nature of the activity.

4. <u>Help participants make sense out of (process) the training experience</u>.

   After people have done something together they need to make sense out of their experience. This is often called reflection or processing. When a group does something together its members need to share their observations so they are in agreement about what happened. They can then make sense out of what they experienced and how they felt about it. Thinking about what just happened is the first step in understanding something. The next step is relating it to what you already know.

5. <u>Help participants relate what is learned to what is known (generalize)</u>.

   Adults bring everything they already know to every new learning experience. New learnings have to fit into and make sense with what is already known. New knowledge and understanding is possible when people fit a new idea or skill into what they already know or are able to do. New ideas have to be related to existing knowledge. They have to be generalized to become a part of a person's broader understanding of things. Sometimes old ideas have to change for new ideas to be accepted. Field-workers need to ask people to relate what they have just learned to what they already know and see if it really makes sense and can be used.

6. <u>Give participants the opportunity to apply new understandings or skills</u>.

   To see the value of the new idea, skill, or behavior, people need to have a chance to apply what they have learned. Practicing what has just been learned allows participants to see if they have actually learned what they were supposed to learn (accomplished the objective for the activity). It also allows the trainer to monitor how well people are doing. The application can happen in the session through a simulation or after the session is over in an actual situation.

HYGIENE EDUCATION LEARNING ACTIVITIES

The activities described in this handout are aimed primarily at people who have a low level of literacy. The emphasis is therefore on verbal presentations in which there is no written material for trainees.

The most commonly used learning activities are described in the sections below.

When using these learning activities, it is critical to encourage participation by the audience. The steps recommended to enhance participation are listed under each activity.

A. Health Talks

Preparation for the health talk should begin with identifying a simple objective. The talk should have three main parts.

1. Introduction

a. Describe the subject of the talk.
b. Ask questions related to the talk.

2. The Talk

a. Focus on three or four key points, making sure they are related to the objective.
b. Ask questions to encourage participation.

3. Conclusion

a. Ask the group what were the main points.
b. Ask them how they can do these things in their communities/homes.

B. Stories

The first step in the preparation of a story is to identify one or two simple objectives. Then, write a story with two to four main characters that takes no more than five minutes to read (or tell). Plan to read the story out loud twice to make sure everyone understands. Keep the story simple and make sure it focuses on a clear problem. The solution to the problem should not be included in the story. Finally, prepare questions in the following sequence:

1. Questions about the story itself closely related to the objective. Focus on how they would resolve the problem.

2. General questions about their own experiences, comparing them with the characters in the story, and about what they have learned as a result of the story.

3. Questions about how they can apply what they have learned in their communities/homes.

C. Counseling Sessions

Counseling sessions usually involve one person (a mother, for example). They are held either in that person's home or at a health center. The steps below are for a counseling session occurring in a home visit. As with the other learning activities, this one aims to achieve a simple objective and involves careful preparation.

1. Greeting (customary).
2. Introduce purpose of visit.
3. Verify convenience and receptivity.
4. Ask questions and listen to concerns.
5. Positive reinforcement/encouragement.
6. Encourage person to come up with own solutions.
7. Offer practical options.
8. Identify problems in carrying out new ideas.
9. Wrap-up and conclude.

D. Demonstrations

The approach is similar to the one used for health talks. In addition, it requires careful preparation and handling of materials used in the demonstration, as follows:

- Materials should be ready beforehand.
- Materials used should be appropriate to the audience.
- Involve trainees by having at least one person repeat the instructions and practice following the presenter's demonstration.

E. Skits

Skits are prepared in advance by two to four players. They contain the main elements of storytelling, such as clear and simple objectives, and a situation where two to four people are involved in confronting a problem. The following guidelines should be followed in using skits.

- A skit should be rehearsed and clear with a beginning, middle, and an end.
- Players should express different viewpoints or perspectives.
- The solution should not be offered by the players.
- A skit should be five to seven minutes in length.
- Questions about the skit should follow the same sequence as in a story-telling session.

SUGGESTIONS FOR A SESSION DESIGN FOR THE FIELD EXERCISE

- Introduction/Climate Setting — 10 minutes

  - Open the session with a brief explanation of the purpose of the field exercise.

  - Set the climate by asking participants questions about the problem which the target behavior is a part of. This is meant to encourage their participation and raise interest in the session.

  - Present the objectives for the session.

- Experiential Activity — 20 minutes

  - Select an activity that requires the active participation of the community residents.

  - The activity should be appropriate to their expectations for the session, their abilities (can they read a story?), and their learning styles (do they like to observe a skit or continue an oral story?).

  - Some common activities are actively observing a skit or trainer-played role-play, analyzing a written story or case study, continuing an unfinished oral story or case study, discussing responses to open-ended questions, or creating a story about a picture or other visual image.

  - Encourage the group to use an activity which is easy to lead, promotes active participation, and gets the desired point across in the available time. Actively observing a skit with specific observation guidelines or questions or creating a story based on visual cues are two good activities.

- Processing Discussion — 30 minutes

  - The processing questions should relate directly to the experiential activity. For example, if the trainees are given specific instructions for observing a skit, the processing questions should ask them to describe what they were told to observe.

  - The processing questions should ask the trainees to describe what they saw, heard, and felt about the experience.

- The processing discussion should allow for enough sharing of responses for the community participants to feel comfortable with and agree on what happened.

- The discussion should be facilitated so that as many people as possible will take part in the discussion.

- The discussion should be summarized and brought to a close with agreement about what effect the specific behavior has on the problem and how to change or reinforce the behavior.

♦ Generalizing/Applying 30 minutes

- Generalizing questions should be based on the shared sense the trainees have made out of the experience.

- Generalizing questions should be non-threatening. For example, ask about the way people in the community currently behave or could be convinced to behave, rather than asking people why they practice an unhealthy behavior and why they have not changed it.

- Application questions should be focused on having individuals think on their own or plan for themselves how they will apply what they have learned. Then the trainees can be asked to reach agreement on what they should do as a group. Remind them that this is a training session and not a meeting of an organized group. The participants in the practice session do not have to agree on an action and decide how they will do it.

- The session should be brought to a formal close by the group responsible for this part of the session. Make sure that community residents are thanked for their active participation in the field exercises.

GUIDE TO SESSION 12: HYGIENE EDUCATION SESSIONS FIELD EXERCISE

Total Time: 6 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	10 minutes		Session 12 Objectives
2.	Go to Communities	Travel	5-20 minutes		
3.	Hygiene Education Session	Field Exercise	2 hours	To be developed by participants	To be developed by participants
4.	Return from Communities	Travel	5-20 minutes		
5.	Analysis of Session Design	Full Group Discussion	50 minutes		
	LUNCH				
6.	Evaluation of the Field Exercise	Work Group Task	60 minutes		Instructions for Evaluation of Health Education Field Exercise
7.	Presentations of Evaluations	Presentations and Discussion	50 minutes		
8.	Wrap-Up	Presentation/Discussion	20 minutes		
9.	Journal	Writing	10 minutes	Journals	

SESSION 12: Hygiene Education Sessions Field Exercise

Total Time: 6 hours

OBJECTIVE

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

- run a hygiene education training session with a community and
- analyze the effectiveness of their session designs and session delivery.

OVERVIEW

This community field exercise provides the trainees with an opportunity to apply what they have been learning throughout the workshop about how to help adults learn. It also gives them a chance to experience what it is like to run part of a hygiene education training program with a community. For the community participants it provides a chance to learn something concrete which they can use to improve their health situation.

The session is structured like the other community field exercises. After a brief introduction to the session in the classroom, everyone travels to the community meeting sites. The trainees run the entire 90-minute hygiene education session based on the design they developed in Session 11. After finishing the session, the trainees return to the classroom to analyze the effectiveness of their session design and how they implemented it.

PROCEDURES

1. Introduction — Time: 10 minutes

   Present the objectives of the session on Flipchart A: Session 12 Objectives and review the structure given in the overview. Emphasize the importance of keeping to the agreed-upon times for each of the four parts of the session in order to complete it in 90 minutes. Let the work group doing the introduction know that it will start the field exercise without an introduction by the trainers.

2. Go to Communities — Time: 5 to 20 minutes

   From 5 to 20 minutes is allocated for travel. If you do not need the full 20 minutes for travel, the additional time can be added to breaks or to the time for review back 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 extra time should be added to the session rather than taking time away from some of the procedures. This will require starting earlier.

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

3. <u>Hygiene Education Session</u> Time: 2 hours

Have the work group responsible for starting the session ready to begin as soon as you arrive and the community is ready to start.

Monitor the trainees to observe the effectiveness of their session design and the behaviors which help and hinder their implementing the design so that you can share your observations with them later in the day. Be prepared to intervene if it is absolutely necessary. Keep the trainees aware of the time remaining for each segment when necessary. If the trainees in charge of the final segment do not end the field exercise in an appropriate manner, make a brief statement of thanks to the community members in attendance for their participation in the field exercises, and tell them you hope that they will be able to make use of what they learned to improve the health of the community. Remind them of the time and location of the closing ceremony if they are invited to attend it.

4. <u>Return from Communities</u> Time: 5 to 20 minutes

See Procedure 2.

5. <u>Analysis of Session Design</u> Time: 50 minutes

Write each of the following success analysis questions at the top of a flipchart.

- What parts of the design were successful in accomplishing the learning objectives for the session? Why?
- What parts of the design made it difficult for you to accomplish the session objectives?
- How would you modify the session design the next time?

Inform the trainees that the field exercise will be reviewed in two stages. First they will analyze the effectiveness of their session design in accomplishing the learning objectives set for the session in the full group. Then they will analyze their effectiveness in implementing the session design. Ask them to concentrate at this time on the effectiveness of their design and not on how well they implemented it.

Remind the trainees of the learning objectives which they set for the hygiene education session. Help them analyze the effectiveness of the design in accomplishing these objectives by asking them to answer the questions on the three flipcharts. Go through the three questions one at a time and record their answers on the appropriate flipchart. Make sure you discuss how they could have improved the design.

LUNCH

6. Evaluation of the Field Exercise — Time: 60 minutes

Tell the group that you want to look at how well they implemented the design.

Present the following instructions on Flipchart C: Instructions for Evaluation of Health Education Field Exercise.

- In your work groups analyze how effectively you ran your segment of the session by answering the following questions:
  - What did we do that was successful? Why was it successful?
  - What problems did we encounter? How did we overcome them?
  - What problems were we unable to overcome? What could we have done differently to have prevented them?
- Compile a list of what you did which helped you run the session and what hindered you.
- Take 30 minutes to answer the three questions and share your answers with each other, and 20 minutes to come up with the lists of helping and hindering behaviors.
- Write your responses on a flipchart.

Stress how important it is for them, as for field-workers, to be able to give and receive honest, helpful observations about their work with co-workers, peers, and community members.

7. Presentations of Evaluations — Time: 50 minutes

Review the posted flipcharts. Lead a discussion of helping and hindering behavior. Be sure the discussion

- concentrates on the major points of agreement,
- notes significant points made by one group but not the others, and
- asks for clarification of unclear points.

Let this discussion lead directly into the following generalizing discussion.

8. Wrap-Up — Time: 20 minutes

Ask the trainees to look at the flipcharts produced in Procedures 5 and 6, and think about what they learned about running a hygiene education session. Orient this discussion with the following questions:

- What are the most important things you learned about running a hygiene education session?
- What was the hardest thing to do?
- How could you have made it easier to do?
- What is most important to keep in mind when giving and receiving observations about someone else's or your own work?

Close the session by summarizing what the trainees learned from the field exercise and reviewing the session objectives. End by linking the sessions on hygiene education to the next one.

9. Journals — Time: 10 minutes

Ask the trainees to write down the most important things they learned in their journals. Remind them that they will use their journals the next day to review all their workshop learnings.

MATERIALS

Flipchart A: Session 12 Objectives

Flipchart B: Instructions for Evaluation of Health Education Field Exercise

Any other materials or flipcharts required and prepared by the trainees for the hygiene education session.

Journals

GUIDE TO SESSION 13: PROMOTING SELF-SUSTAINING DEVELOPMENT

Total Time: 4 hours

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Presentation	5 minutes		Session 13 Objectives
2.	Maintenance Tasks	Reading and Discussion	20 minutes	Handout 13-1: Case Study of Kahabaka	
3.	Maintenance Needs	Reading and Discussion	30 minutes	Handout 13-2: Maintenance Tasks	
4.	Maintenance Problems and Solutions	Discussion	30 minutes		
5.	Problems in Sustaining Community Participation	Discussion	15 minutes		
6.	Community Needs for Ongoing Support	Lecturette and Discussion	25 minutes	Handout 13-3: Promoting Self-Sustaining Participation	
7.	Strategy Development	Small Group Task	45 minutes		Instructions for Small Group Task on Strategy Development
8.	Presentations of Strategies	Presentations and Discussion	40 minutes		
9.	Program Recommendations	Discussion	25 minutes		
9.	Wrap-Up	Presentation	5 minutes		

SESSION 13: Promoting Self-Sustaining Development

Total Time: 4 hours

OBJECTIVES

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

- identify problems which arise in system operation and maintenance (O&M) and in promoting self-sustaining participation,
- describe what a community must do to address these problems,
- describe the roles of field-workers in providing support for system O&M and self-sustaining development, and
- identify what programs need to do to support field-workers and communities to promote self-sustaining development.

OVERVIEW

One of the major problems confronting water supply and sanitation programs is that communities often have difficulties in sustaining environmental health projects. The need for effective community maintenance is one of the main arguments in favor of actively promoting community participation in the development of water supply and sanitation projects. Communities which have been actively involved in planning and carrying out such projects are usually more willing and able to maintain their finished systems, but they cannot be expected to do this entirely on their own at first. Communities need continuing program support and the occasional help of well-trained field-workers to operate and maintain their finished systems and sustain hygiene education programs.

In this session, the trainees identify the tasks and discuss the resource and training needs of communities responsible for maintaining a finished system. They also identify some of the problems which arise during maintenance and suggest plans for resolving them. They discuss the kind of support their programs provide to communities and recommend the level of ongoing support they think that their programs should provide.

PROCEDURES

1. Introduction — Time: 5 minutes

Present the overview in your own words and the session objectives on Flipchart A: Session 13 Objectives.

2. Maintenance Tasks — Time: 20 minutes

Tell the trainees that Issa Fasil has also been working in other villages near Kahamala. In one of them, the community has completed a well and installed a handpump. Issa is helping community members operate and maintain their new system. Tell the trainees that you have a handout for them to read that describes the situation in Kahabaka. Distribute Handout 13-1: Case Study of Kahabaka and give the trainees a few minutes to read it.

After they have read about Issa's work in Kahabaka, ask the trainees to put themselves in Issa's situation and pretend that they are addressing the Kahabaka Health Committee. What would they recommend that the committee do to assure the proper use and maintenance of the well and pump.

3. Maintenance Needs — Time: 30 minutes

Distribute Handout 13-2: Maintenance Tasks, and ask the trainees to read it. Ask half of the trainees to think of maintenance tasks for a well and handpump and the other half for a latrine. Record the responses on a flipchart.

Select several maintenance tasks from both lists. For each task, ask the trainees

- who is responsible for doing the task,
- what training does he or she require to do the task, and
- what resources does he or she need to do the task.

Record their responses next to the task. Review and discuss their responses to the three questions. Mention that even with training and adequate resources, communities may still have problems maintaining finished systems.

4. <u>Maintenance Problems and Solutions</u> Time: 30 minutes

Ask the trainees to think about the problems which can arise in carrying out the maintenance tasks they just discussed. Brainstorm a list of problems and record them on a flipchart. Do not analyze or recommend solutions for them at this time. When the list is completed, review it to see if most problems common to the area are included.

Select a common problem from the list. Ask the trainees the following questions in sequence and record their answers to each question on a separate flipchart.

- What conditions have an effect on this problem? Make separate lists of the causes of the problem or conditions that make it worse and the solutions for the problem or conditions that make it less severe.

- What actions can the community take to

  - lessen the impact of the conditions that make the problem worse and

  - strengthen the impact of the conditions that make the problem less severe?

- What plan of action should the community take to solve or lessen the influence of this problem?

Close by leading a discussion with the following questions:

- Would the approach discussed this morning help the communities in which you are working more effectively to operate and maintain the environmental health system they have built? Why?

- What problems might you have in using this approach with these communities?

Use these questions to lead directly into the following discussion on the need for ongoing program support.

5. <u>Problems in Sustaining Community Participation</u> Time: 15 minutes

Lead a brief discussion of the problems communities often have in sustaining their participation in solving other problems and developing new projects after they have completed a major project such as installing a water supply system. Ask a trainee or two to describe the problems communities have had in sustaining their participation after they have finished their work.

Lead a discussion of these problems by asking the trainees the following questions:

- Why do communities have problems sustaining participation?

- Who is responsible for preventing or avoiding these problems?

Use the answers to these questions to lead into the following discussion of what communities, programs, and field-workers can all do to promote self-sustaining participation.

6. Community Needs for Ongoing Support   Time: 25 minutes

Present a lecturette based on Handout 13-3: Promoting Self-Sustaining Participation on community needs for ongoing program support and how workers can meet those needs.

Introduce the lecturette by pointing out that a community's capability to participate—created while solving one problem—must be maintained and further developed by solving other problems. Field-workers and the programs which support them have a legitimate role to play in this task. Without their assistance, it is unlikely that communities will be able to go from solving one problem to being able continually to solve future problems. Much of the long-term benefit of promoting community participation would be lost.

Point out in the lecturette that all three partners can make important contributions to this task. Explain the contributions that can be made by the community, program, and field-worker.

Ask the trainees if they have any questions about the lecturette. Lead a discussion of the main points by asking the following questions:

- What do communities have to do to develop the capacity for self-sustaining participation?

- What kinds of ongoing program support do communities require?

- What roles can program field-workers play in this process?

- How long should field-workers remain involved with a community and how often should they visit it during that period?

7. Strategy Development — Time: 45 minutes

Start this activity by pointing out that the trainees will now have a chance to work together in small groups to develop strategies to help the communities to which they will be returning to develop or improve their capacities for self-sustaining participation. These strategies can be designed for a community in which work has been completed or for a community in which work is still going on.

Present the following task instructions on Flipchart B: Instructions for Small Group Task on Strategy Development.

- Divide into small groups.
- Develop a strategy to use in a community to help it develop or improve its capacity for self-sustaining participation.
- List the major steps of the strategy on a flipchart.
- Be prepared to present the flipchart of your strategy to the other groups in 40 minutes.

Ask the trainees to divide into small groups and start working.

Ask someone to be an observer in each group to see how the groups work together.

8. Presentation of Strategies — Time: 40 minutes

Ask a representative from each group to briefly describe the strategy developed by his or her group. Note the variety of strategies available to field-workers. Point out which ones are organizational, facilitative or training. Emphasize those which you think will have the greatest impact on a community.

Lead a discussion on what the trainees learned about how to promote self-sustaining participation. Orient the discussion with the following questions:

- What are the most important reasons to remain involved with a community?
- What are the most important things you can do as a field-worker to help a community continue to participate on its own?
- What support would you require from your program to do these things?

Summarize the main points of the discussion, and link it to the next activity.

Ask the observers for their comments on how the groups worked together.

9. Program Recommendations Time: 25 minutes

Ask all trainees to think about the kind of support they need to receive from their program to prepare community members to continue the tasks on their own in the future. What recommendations would they like to make to their program at this time to enable them to do the job for which they have just been trained. Tell them to take 10 minutes of individual time to think about their program support needs and to list their recommendations.

Elicit their recommendations and list them on flipcharts. Discuss the recommendations, and decide as a group which are the most important and should be shared with the program directors. Make sure the recommendations are related to all the skills and tasks needed to promote community participation, not just those discussed in this session.

10. Wrap-Up Time: 5 minutes

Close the session by summarizing the learnings and reviewing the objectives. Briefly explain the next session. Tell trainees to bring their journals with them for the next session.

MATERIALS

Handout 13-1: Case Study of Kahabaka

Handout 13-2: Maintenance Tasks

Handout 13-3: Promoting Self-Sustaining Participation

Flipchart A: Session 13 Objectives

Flipchart B: Instructions for Small Group Task on Strategy Development

CASE STUDY OF KAHABAKA

Issa Fasil has also been working in Kahabaka, a village about 20 kilometers west of Kahamala. Kahabaka is smaller than Kahamala, and the community was able to work very well together there. It dug a 10 meter well and installed a handpump two weeks ago. Issa has returned to meet with the pump caretaker and Kahabaka Health Committee to discuss how to make sure that their new water supply system will continue to provide them with clean, healthy water.

Issa stopped at the well site when he arrived in the village. He noticed that a young girl was hanging on the pump handle to help her sister pump water. Water was splashing out of the bucket they were filling and had run off the concrete apron to form a puddle by the side of the well. Several other young girls were waiting to use the pump. Two were playing in the puddle.

Issa met Manda, the pump caretaker, on the way to the health committee meeting. Manda told him that the committee still had not paid him the small salary they had agreed upon. He said that the treasurer had told him they had spent all their remaining money to buy the tools he had asked for. They had also disagreed over who should keep the tools and the spare parts Issa had given them. Issa told Manda they would discuss it at the meeting and they walked inside together.

MAINTENANCE TASKS

In order to maintain any water supply and sanitation system built by a community, the community must identify all the maintenance tasks which are required to keep it in good working condition. In addition, the community must be able to answer the following questions about each task.

- Who is responsible for the task?
- What training do they need to do the task?
- What resources such as tools or spare parts do they need to do the task?

All the information can be organized on a chart as follows:

Maintenance Tasks	Person(s) Responsible	Training Needed	Resources Needed

PROMOTING SELF-SUSTAINING PARTICIPATION

Communities cannot be expected to continue participating in solving their problems on their own if all program support and field-worker assistance is ended the minute an environmental health project is completed. Communities need ongoing program support and the continuing, part-time assistance of field-workers to help them become capable of continuing to participate with less and less outside assistance. The ability to continue participating without outside support and to solve other problems is called self-sustaining participation.

Programs promoting community participation in the solution of one problem or a certain kind of problem can promote self-sustaining participation by continuing to support the community's own efforts, providing it with certain kinds of support, and allowing its field-workers to continue assisting the community. All three partners need to be involved to enable the community to continue participating with less and less outside assistance in the future.

The <u>communities</u> themselves have the greatest responsibility. To develop the capacity for self-sustaining participation, they must

- experience success in solving the problems they choose to do something about,
- continue identifying and solving existing problems,
- improve the skills of community people to solve problems and develop projects,
- strengthen organizations and their links to the community,
- develop new leadership for these organizations,
- monitor and evaluate their situation, and
- learn how to get money and support from outside sources.

Communities require ongoing program support of various kinds. <u>Programs</u> can provide

- the continuing assistance of field-workers,
- technical advice from experts such as engineers, doctors, health educators, etc.,

- loans, grants, matching funds, and/or advice on where and how to obtain money,
- tools, technical equipment, materials, etc., and
- hygiene education materials.

Field-workers can do several things to help communities develop the capacity for self-sustaining participation. They can

- help reorganize or strengthen community organizations to make them more effective and representative,
- help train community people in the skills needed to participate,
- help the community to solve problems and plan, carry out, and evaluate projects,
- encourage the community to continue participating,
- identify and help develop leadership for local organizations,
- bring the community into contact with outside sources of money and support,
- monitor the community's progress in becoming self-reliant, and
- help the community use success analysis to evaluate its actions and identify remaining problems.

SESSION

GUIDE TO SESSION 14: PROJECT EVALUATION

Total Time: 1 hour

	SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1.	Introduction	Discussion and Presentation	5 minutes		Session 14 Objectives
2.	When to Use Success Analysis	Reading and Discussion	20 minutes	Handout 14-1: Using Success Analysis	When to Use Success Analysis
3.	How to Use Success Analysis	Discussion	20 minutes		
4.	Potential Problems	Discussion	15 minutes		

SESSION 14: Project Evaluation

Total Time: 1 hour

OBJECTIVES

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

- describe why, when, and how to use success analysis to evaluate their work with a community and
- identify the problems which may arise when helping a community to use success analysis.

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 Water Project in Togo and has been used extensively by village health agents in over 200 Togolese villages.

This brief session includes discussions of why, where, and how field-workers and communities can use success analysis to monitor and evaluate their work together and the potential problems that could arise at those times.

PROCEDURES

1. Introduction — Time: 5 minutes

   Introduce the session by presenting the overview in your own words and the session objectives on Flipchart A: Session 14 Objectives.

2. When to Use Success Analysis — Time: 20 minutes

   Ask the trainees to help you list instances in which a field-worker would want to use success analysis in a community. Record their ideas on a flipchart. Distribute Handout 14-1: Using Success Analysis and give everyone a few minutes to read it. Write the following points from the handout on Flipchart B: When to Use Success Analysis.

   Success analysis should be used

   - at the end of every meeting of a community organization,
   - at the end of every general community meeting,

- at the end of every step in the project development cycle,
- at regular times when carrying out a project (such as after every project step),
- whenever major problems come up,
- at the end of a project, and
- at regular times (monthly, quarterly, annually).

Ask the trainees to compare the list they made with the one in the handout and on the flipchart. Discuss why success analysis should be used at all these times.

Point out that success analysis can be used by field-workers to analyze their own work as well as by the community to review and evaluate its work. The more often success analysis is done, the simpler it becomes, and the more information it generates. Using success analysis to monitor how things are going is much better than just waiting until a project is completed to learn from its successes and failures.

3. <u>How to Use Success Analysis</u> Time: 20 minutes

Remind the trainees how success analysis has been used during the workshop. Ask them how they would use success analysis to do the following:

- evaluate their own actions,
- review the work of a general community meeting, and
- monitor progress in carrying out a project.

Bring out the following points during the discussion:

- Do not take much time reviewing meetings or activities unless serious problems have come up.
- Try to get ideas from co-workers or friends when analyzing your own actions to verify that you are seeing what you are doing as others see it.
- Use flipcharts or other visual aids to record comments at a community meeting and review them at the end.
- Set specific objectives when carrying out a project and apply success analysis to how well the objectives are met.
- Turn the responsibility for leading success analysis discussions over to community members once they are familiar with the process.

4. <u>Potential Problems</u> Time: 15 minutes

Ask the trainees to think about and then share with the whole group the kinds of problems that might arise in promoting a community's use of success analysis. List the problems on a flipchart and discuss them, using the following questions:

- Which problems would be most common?
- How would you try to avoid or solve them?
- (Use the following questions only if anything on the list seems to be based on someone's bias or unfounded assumption about what the community is capable of doing.) Is this a real problem? How can you tell the difference between a bias or assumption and a real problem?

Close the discussion by asking the trainees to identify the most important things they have learned about the value of success analysis for themselves and a community. Link their comments to the following session. Review the session objectives.

MATERIALS

Handout 14-1: Using Success Analysis
Flipchart A: Session 14 Objectives
Flipchart B: When to Use Success Analysis

USING SUCCESS ANALYSIS

You and the communities you work with both have to judge how well your work is going. You should not wait until you have finished a project to look at what has happened. It is better to look at what is happening on a regular basis, such as every week or every month. You need to know what you have done well, what mistakes have occurred, and what problems need to be solved.

Success analysis is a helpful way of reviewing and evaluating what you have been doing on a regular basis. Success analysis looks at your successes, not just your failures. It reviews the problems that came up and how you overcame them. It looks at what problems remain and how you might overcome these too. To use success analysis, you or the community members should ask yourselves these questions:

1. What have we done that was successful? Why were we successful?
2. What problems did we meet? How did we overcome these problems?
3. What problems still remain? What have we learned that can help us plan to overcome them too?

Success analysis can be done

- every day after work,
- at the end of every meeting of a community organization,
- at the end of every general community meeting,
- at the end of every step in the project development cycle,
- at regular times when carrying out a project (such as after each step),
- whenever major problems come up,
- at the end of a project, and
- at regular times (monthly, quarterly, annually).

SESSION 15

[redacted]

GUIDE TO SESSION 15: REVIEW OF WORKSHOP LEARNINGS

Total Time: 2 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation	5 minutes		Session 15 Objectives
2. Review Workshop Goals/Content	Presentation	15 minutes	Handout 1-1: Overall Workshop Goals Handout 1-2: Workshop II Schedule	
3. Review Journals	Individual Task	30 minutes		Instructions for Reviewing Journal Entries
4. Learnings/Practices	Small Group Task	35 minutes		Instructions for Small Group Task on the Value of Group Work
5. Presentations of Learnings/Practices		30 minutes		
6. Wrap-Up	Presentation	5 minutes		

SESSION 15: 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 individually review their journal entries. This first review focuses on what they learned that has helped each of them grow personally and professionally. Next, they work in the same groups formed for the field exercises 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 will 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 15 Objectives.

2. Review Workshop Goals/Content — Time: 15 minutes

   Ask 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 for each session what were its objectives and its main activities.

   Explain that the reason for looking once again at the goals and content is to provide a context for reviewing the entries they made in their journals every day of the workshop.

3. Review Journals Time: 30 minutes

Give trainees the following individual task on Flipchart B: Instructions for Reviewing Journal Entries.

- 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.

Give them 20 minutes for this task.

After they have completed their task, ask for a few examples from those willing to share them.

4. Learnings/Practices Time: 35 minutes

Present the following task on Flipchart C: Instructions for Small Group Task on the Value of Group Work.

- 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.

Give the trainees 30 minutes for this task.

5. Presentations of Learnings/Practices Time: 30 minutes

Ask each group to post and briefly read the items on its flipchart. Then discuss them for a few minutes.

6. Wrap-Up 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 15 Objectives

Flipchart B: Instructions for Reviewing Journal Entries

Flipchart C: Instructions for Small Group Task on the Value of Group Work

[illegible]

GUIDE TO SESSION 16: BACK-AT-WORK APPLICATIONS

Total Time: 3 hours

SUBJECT	PROCEDURE	TIME	HANDOUTS/MATERIALS	FLIPCHART REQUIRED
1. Introduction	Presentation	5 minutes		Session 16 Objectives
2. List Practices	Small Group Task	45 minutes	Handout 16-1: Implementation Plan	Instructions for Listing Practices to Implement
3. Presentations of Practices	Presentations by Small Groups	30 minutes		
4. Implementation Plan	Small Group Task	45 minutes		Instructions for Developing a Back-at-Home Implementation Plan
5. Presentations of Implementation Plans	Presentations by Small Groups and Discussion	40 minutes		
6. Wrap-Up/Journal	Presentation and Writing	15 minutes	Journals	

SESSION 16: Back-at-Work Applications

Total Time: 3 hours

OBJECTIVES

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

- outline some strategies for applying their learnings from the workshop in the communities where they work and

- develop a plan to implement those strategies.

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 are encouraged to assess their progress at the end of this six-month period through the use of success analysis.

PROCEDURES

1. Introduction — Time: 5 minutes

   State the session objectives in your own words. Then read the objectives from Flipchart A: Session 16 Objectives.

2. List Practices — Time: 45 minutes

   a. Distribute Handout 16-1: Implementation Plan. Explain the first four columns using an example from the previous session of a practice trainees might adopt in their work setting. Write down the practice, desired outcomes, resources needed, and possible constraints on a flipchart.

b. Ask the trainees to form groups of two to four people composed of co-workers from the same geographic area of assignment, the same department in a given ministry, the same organization, or the same project. Give them the following task on Flipchart B: Instructions for Listing Practices to Implement.

- Make a list of those practices that you want to implement in your communities over the next six months. Write these on Handout 16-1.

- For each practice, identify the desired outcomes, resources needed, and possible constraints and enter them in the appropriate columns on the handout.

Take 40 minutes.

3. Presentations of Practices — Time: 30 minutes

Ask each group to tell one of the practices they chose and describe what they placed in columns 2, 3, and 4 next to that practice. Discuss each practice briefly, making sure that the groups cover the most important aspects of the items in each column.

4. Implementation Plan — Time: 45 minutes

Return to the example of the practice used in Procedure 2 to illustrate columns 1, 2, 3, and 4 in Handout 16-1. Complete column 5 on a flipchart. Emphasize the need to be precise about tasks and timetables. Ask the trainees to resume their group work from Procedure 2 and give them the following task on Flipchart C: Instructions for Developing a Back-at-Work Implementation Plan.

- Examine the constraints to implementing each practice in column 4 of Handout 16-1.

- Identify strategies for overcoming each constraint.

- List specific tasks and a timetable to carry out each strategy.

Take 40 minutes.

5. Presentations of Implementation Plans — Time: 40 minutes

Ask each group to tell how they will carry out their strategy for overcoming the constraints and implementing their plan for the practice they described in Procedure 3.

Lead a discussion about how to assess trainees' 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/Journals — Time: 15 minutes

Review the session objectives to make sure they were reached. Then, ask them 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 16-1: Implementation Plan

Flipchart A: Session 16 Objectives

Flipchart B: Instructions for Listing Practices to Implement

Flipchart C: Instructions for Developing a Back-at-Home Implementation Plan

Journals

IMPLEMENTATION PLAN

1. PRACTICES TO IMPLEMENT IN THE NEXT 6 WEEKS	2. DESIRED OUT-COMES OF THESE PRACTICES	3. RESOURCES 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 17: 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 17-1: Evaluation Form	
3.	Trainee Suggestions	Group Discussion	15 minutes		
4.	Wrap-Up	Presentation	5 minutes		

SESSION 17: 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 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 event 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 17-1: 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 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 17-1: Evaluation Form

SESSION 17: 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 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 event 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 17-1: 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 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 17-1: 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 identify the steps necessary for assisting a community in analyzing its health problems.	1	2	3	4	5
2.	To choose a plan of action to solve a problem.	1	2	3	4	5
3.	To develop work plans.	1	2	3	4	5
4.	To prepare for the successful implementation of such plans.	1	2	3	4	5
5.	To conduct a hygiene education session.	1	2	3	4	5
6.	To plan for the continuation of self-sustaining community participation.	1	2	3	4	5
7.	To evaluate their own work and the work of the community.	1	2	3	4	5
8.	To develop a back-at-work plan to apply workshop learnings.	1	2	3	4	5

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. What problems arose during the workshop which were successfully overcome in your opinion? 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 18: 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 18: 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.

The trainers should plan the closing ceremonies with program, community, and local officials before the start of the workshop and make arrangements for preparing 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 by training staff) — Time: No more than 1 hour

MATERIALS

Certificates (if desired)

PARTICIPANT REFERENCE PACKET

OVERALL WORKSHOP GOALS

The purpose of this workshop is to 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 to do their jobs. In most cases these are skills field-workers also must help community members develop so that the communities can eventually solve their problems without the intervention of a field-worker.

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

- identify the steps necessary for assisting a community in analyzing its health problems,
- choose a plan of action to solve a problem,
- develop work plans,
- prepare for the successful implementation of such plans,
- conduct a hygiene education session,
- plan for the continuation of self-sustaining community participation,
- evaluate their own work and the work of the community, and
- develop a back-at-work plan to apply workshop learnings.

WORKSHOP SCHEDULE

WEEK I

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00	(1) Opening Ceremonies and Introduction to the Workshop (2.5 hours) ——— (2) Review the Experience of Trainees in Community Participation (7 hours)	(2) continued ——— (3) Initial Community Meeting Field Exercise (4.5 hours)	(4) Choosing a Plan of Action (7 hours)	(5) Plan-of-Action Field Exercise (6.5 hours)	(6) Developing a Work Plan (4 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(2) continued	(3) continued	(4) continued	(5) continued	(7) Helping Communities Plan and Carry Out Projects (2.5 hours) ——— (8) Week One Evaluation (45 minutes)

WORKSHOP SCHEDULE

WEEK II

Time	Day I	Day II	Day III	Day IV	Day V
8:00 am 12:00	(9) Project Supervision (4 hours)	(11) Developing Hygiene Education Sessions (7 hours)	(12) Hygiene Education Sessions Field Exercise (6 hours)	(13) Promoting Self-Sustaining Development (4 hours)	(16) Back-at-Work Applications (3 hours)
	L	U	N	C	H
1:00 pm 4:30 pm	(10) Hygiene Education (3.5 hours)	(11) continued	(12) continued	(14) Project Evaluation (1 hour) (15) Review of Workshop Learnings (2 hours)	(17) Workshop Evaluation (1 hour) (18) Closing (1 hour)

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 older 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 Group Discussions
- Small Group Tasks
- Case Studies
- Role-Playing
- Community Field Exercises
- Success Analysis
- Journals

HELPING GROUPS DO THEIR WORK

The following activities must take place for group work to be effective. Group members can help their groups do their work more effectively by carrying out these activities as they are needed.

Task Activities

(Aimed at achieving the specific goal.)

1. Initiator: Proposing tasks, goals or actions; defining group problems; suggesting a procedure or ideas for working.
2. Informer: Offering facts; expressing feelings; giving an opinion.
3. Seeker: Asking for facts and feelings; questioning or asking for clarification of values related to the discussion; asking for suggestions or ideas.
4. Clarifier: Interpreting ideas or suggestions; defining terms; clarifying issues before group.
5. Summarizer: Pulling together related ideas; restating suggestions; offering a decision or conclusion for group to consider.
6. Consensus Tester: Asking to see if group is nearing a decision; testing a possible conclusion.

Maintenance Activities

(Aimed at keeping a group harmonious and productive.)

1. Harmonizer: Attempting to reconcile disagreements; reducing tension; getting people to explore differences.
2. Gate Keeper: Helping to keep communication channels open; facilitating the participation of others; suggesting procedures that promote the sharing of ideas.
3. Encourager: Being friendly, warm, and responsive to others; indicating by facial expression or remark the acceptance of others' contributions.
4. Compromiser: When own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying an idea in interest of group cohesion or growth.
5. Norm Explorer: Suggesting or testing explicit or implicit norms; checking whether group is satisfied with its behaviors or procedures.

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 complete the tasks in part I. The promoter must prepare individuals in the community to carry out these tasks 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 to improve their operations, 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 compiling records on 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 promote discussion of 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 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 can be done from a technical point of view and then whether the community can afford to do it with its existing resources. 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 among several possible plans by comparing how practical they are, their effects, and their costs. 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 community members learn how to monitor the progress of the project according to the work plan and helps them learn how to solve problems as they arise so that the project is 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 determine 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 - Ongoing Helping Tasks

1. Preparing for Entry into a Community (Pre-Entry Tasks)

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. Entering the Community

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, health, resources, conflicts, leaders, neglected groups, 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 to solve community problems. 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 ways to help new leaders 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 appropriate training activities.

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?
- 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 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 the community 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

PRE-WORKSHOP QUESTIONNAIRE

INTRODUCTION

You have been selected as a trainee in the upcoming workshop on community participation. This workshop will concentrate on how to develop plans of action and work plans with communities and will examine how field-workers can implement, supervise, and evaluate health projects, making sure the community is involved at all stages and able to participate in solving its problems.

Your selection to participate in this workshop assumes that you have already worked with a community in examining community conditions, identifying and analyzing problems, assisting community organizations, and training community members. In order to participate fully in the workshop, it is essential that you prepare yourself ahead of time by reflecting upon the work you have already done.

Below is a questionnaire which you should fill out before the workshop. An experienced field-worker might easily take several pages to answer each question, but for the purposes of the workshop it is requested that you write only a paragraph to answer each question. Think about what your successes have been, what difficulties you have overcome, and what difficulties you still have for each of the questions.

During the first days of the workshop, you will have the opportunity to discuss your experiences with other trainees. Bring with you to the workshop examples of your work such as photos, posters, materials, and work plans.

QUESTIONNAIRE

1. What tasks have you carried out to prepare yourself when entering a new community and how have you gone about these tasks?

2. When first working with a community, what kind of information have you collected on community conditions, and how have you gathered and analyzed this information?

3. How have you assisted communities to organize themselves?

4. What kinds of community organizations and committees have you worked with?

5. How have you helped communities identify their important health problems? What kinds of problems have been identified?

6. How have you worked with communities to analyze problems, including the causes and effects?

7. What community members have you trained? What did you train them to do? How did you go about planning and carrying out the training?

8. What has been your role in helping community members to improve their ability to make decisions and plans and to carry out those plans by themselves?

9. How have you worked with communities in reviewing their projects?

STEPS IN ANALYZING PROBLEMS

A community must learn how to analyze its problems 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. Problems cannot be solved without being analyzed.

The following thorough and easy-to-use method for analyzing problems can help a community. Problems are analyzed in four steps by answering the following questions:

- How can one describe the problem?
- What conditions have an effect on the problem?
- What conditions are outside the control of the community?
- What actions can the community take to influence the problem?

1. <u>How can one describe the problem?</u>

- What does the problem look like?
  - How do people know it exists?
  - How would a person describe it to someone 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?
  - Who 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 that is known about the nature of the problem, the easier it will be to analyze.

2. <u>What conditions have an effect on the problem?</u>

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?
- Where does the problem come from?
- What makes the problem go away?
- 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. The 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 the things that affect it, the better they will understand the problem and its ramifications.

The better community members understand the problem, the more actions they will be able to think of to solve the problem or reduce its impact on the community. By the end of this step the community members will have produced a list of all the conditions they can think of that affect the problem.

3. <u>What conditions are outside the control of the community?</u>

The community members review the list of things that affect the problem. They ask themselves, "Over what conditions do we have control?" Conditions over which they have no control are crossed off the list. For example, the problem may be made worse by the weather, but since the community members have no control over the weather, it should be crossed off the list.

4. <u>What actions can the community take to influence the problem?</u>

When all conditions beyond the control of the community have been removed from the list, the community members then ask the following questions about each remaining item:

- Does this condition make the problem worse? If so, what can we do to lessen its effect?
- Does this condition stop the problem from getting worse? If so, 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 solve or minimize the problem.

STEPS IN CHOOSING A PLAN OF ACTION

After a community has identified, selected, and analyzed a problem it has to choose a plan of action which it can take to help it solve the problem. The plan is made up of an action or series of actions drawn from the list of actions identified in the last step of analyzing a problem. Most plans are made up of several actions because problems are usually affected by a number of conditions. The actions a community can take need to be analyzed and compared at this time so that the community can choose which actions to include in its plan.

You can make it easier for a community to choose a plan of action by dividing the task into three steps:

- analyzing the possible actions and putting them in order;
- determining what resources are necessary, ascertaining if they are available, and estimating their cost;
- comparing the actions and choosing a plan of action.

1. <u>Analyzing the possible actions and putting them in order</u>

The list of actions compiled at the end of the problem analysis process can be analyzed by asking several questions about each one.

- How much of an impact will this action have on the problem?
- How easy technically will it be to carry out this action?
- How easy will it be for the community to carry it out?
- How willing is the community to carry it out?

The four questions should be answered for each action on the list. The questions have been designed in such a way that if the answer is "0" to any question, the action is immediately crossed off the list. The actions that remain are given a score of 1 to 5 so that they can be easily compared later.

(1) How much of an impact will this action have on the problem?

If the answer is "0," cross this action off the list and go on to the next one.

0	1	2	3	4	5
No effect	very little	little	some	great	very great

(2) How easy technically will it be to carry out this action?

If the answer is "0," cross this action off the list and go to the next one.

0	1	2	3	4	5
not possible	very hard	hard	not too hard	easy	very easy

(3) How easy will it be for the community to carry it out?

If the answer is "0," cross this action off the list and go on to the next one.

0	1	2	3	4	5
not possible	very hard	hard	not too hard	easy	very easy

(4) How willing is the community to carry it out?

If the answer is "0," cross this action off the list and go on to the next one.

0	1	2	3	4	5
not at all	very little	a little	somewhat willing	willing	very willing

For each action that makes it all the way through the four questions, add up the scores. The totals will vary between 4 and 20.

2. <u>Determining what resources are necessary, ascertaining if they are available, and estimating their cost</u>

After the community has analyzed each action it should make a rough determination of all the resources—money, materials, people, and time—that will be needed to complete each possible action. The community must look at all the costs for each action and ascertain whether it can easily obtain all the resources needed to take the action. Many resources are hard to find in rural areas at different times of the year. It is as important to consider the availability of resources as the cost of the resources. In order to estimate the cost and ascertain the availability of each resource the community has to take the following steps.

- Make a list of all the resources that can be provided by the community as a whole, by each household, and from outside the community.

- Estimate the cost of the resources needed to carry out the project and to keep it going for five years after it has been finished. Will repairs have to be made? Do things need to be replaced? Will supplies get used up? Do people have to be paid? There are some projects where the costs of operating and maintaining the finished system over five to ten years are just as great as the construction costs.

- Identify where the community can get each resource and find out if it will be available when it is needed. For example, will a store have cement to sell in August? Can sand be collected by the river in June? Will the truck be available to carry it to the village then? Will laborers be available for that task at that time?

A rough price should be placed on everything except the voluntary labor of community members, yourself, or other government officials. Resources to be considered should include the number of skilled and unskilled workers needed each day, construction tools, and materials such as sand, gravel, water, wood, cement, reinforcing rods, nails, etc. The costs of all the resources are added together to find the total cost for each action.

When working out the total cost for each action, the community should estimate the costs to the whole community, the costs to each household, and the costs to the outside funding agency for both initial costs and maintenance costs for five years.

The availability of each resource can be rated to make it easier to compare the actions in the next step. Availability can be rated on a scale of 1 to 5 by answering the question, "How hard is it to get this resource when you need it?" Use the following scale.

1	2	3	4	5
have it around	easy to get	available	hard to get	not available

Anything rated 5 should be dropped from the list as impossible to do. Add up the ratings for all the resources needed to carry out a project and keep it going for five years to get the overall rating for availability of resources. The lower the score (and the lower the cost), the easier it will be to do this action.

3. <u>Comparing actions and choosing a plan of action</u>

Field-workers can make it easier for a community to make its final choice of a plan of action by presenting the following instructions to the community.

- Earlier on we did an analysis of each action and ended up with a total for each one. List the actions, putting the one with the highest total first, then the next highest total, and so on.

- Now look at the results of estimating the cost of each action. List the actions, putting the cheapest one first, then the next cheapest one, and so on. Write the estimated cost next to each action.

- Now look at the availability of the resources. Write the availability score next to the estimated cost of each action on the second list.

- Now compare the two lists. For some actions the cost will be most important; for others the totals representing the community's ability and willingness to take an action will be most important; for others the impact of the action on the problem will be most important. There is no automatic answer. The community members and field-worker must discuss what is most important to them. If a community is just starting to work together, it may be smartest for them to take the easiest action possible. For a community with much experience but little outside support, it may be smartest to take the least expensive action even if it will take longer to do.

Finally, the community has to decide how the actions will be sequenced. The chosen actions are organized into a final plan of action which can guide the community in solving the problem.

PREPARATION FOR PLAN-OF-ACTION FIELD EXERCISE

- Review the list of actions you prepared in Session 4, Procedure 2, and prepare to present them to your health committee
- Plan how you will organize the following steps:
  - Select several actions from the proposed list.
  - Analyze and rate the impact and difficulties of the actions selected.
  - Identify the resources needed to carry out the actions.
  - Ascertain the availability and estimate the costs of all the needed resources.
  - Compare the actions and choose the one that best meets their needs and resources.

REASONS FOR HAVING A WORK PLAN

The following are reasons for having a work plan:

- All the steps and tasks that are needed to complete a plan of action are put down in writing so that the community can then plan how to carry out the project.

- Objectives are determined, along with a schedule for reaching them. By checking whether these objectives have been reached on time, the community can see how well they are doing in keeping to the plan.

- Exactly what items, materials, and people are needed and when is worked out in the plan. Thus, the community

  - saves on the cost of resources,

  - can order resources in time to prevent delays to the project,

  - can prepare itself to collect money if necessary to pay for resources,

  - is able to use people better and tell them exactly what to do and when to do it,

  - is able to plan ahead for possible training of community members, and

  - is able to develop a budget for the project.

- Tasks that can be carried out concurrently and those that must be carried out in sequence are identified.

- A realistic amount of time is allocated for each task so that the community can come up with a realistic estimate of how long the whole project will take.

- Project managers can use the work plan to explain the duties of each community member in the project.

- The community is helped to learn about planning as a process.

HOW TO DEVELOP A WORK PLAN

A work plan is a document used by the community for starting and carrying out the work described in the plan of action. The plan of action describes the actions that need to be taken to solve a problem but is not detailed enough to be of much help when work begins. A community develops a work plan so that it has all the information it needs to carry out and complete the project as planned.

The work plan answers the following questions for the community:

1. What do we expect to achieve by the end of the project?
2. What steps will we have to take to finish the project?
3. How will we know that we are keeping to the plan?
4. What resources do we need for each step?
5. Do some big steps need to be broken down into smaller steps?
6. How can we organize all this information so that we can use it easily?

Community members can develop a work plan by answering these questions and filling out each part of the work plan as they go. Handout 6-3 is a sample work plan.

1. The Goal. What do we expect to have achieve by the end of the project?

   What the community expects to have achieved is called the goal of the project. For example, the goal of a spring protection project is to keep the spring from getting contaminated by people or animals and thus to reduce the number of people suffering from diarrhea and worms. The goal of a health education campaign on the use of latrines is to have everyone in the community using a latrine by the end of the campaign.

2. The Steps. What steps will we have to take?

   The project is made up of the actions described in the plan of action. Each action must be broken down into steps so that the community members can plan how to carry them out or to supervise those who are carrying them out. We all have many experiences completing a big project step by step.

3. The Objectives. How will we know that we are keeping to the plan?

   Each step of the work plan should have a written objective stating what will be accomplished and when. For example, the objectives for a latrine construction project might include:

   - 52 pits for the latrines (each $3m^3$) will be dug and finished by September 7,

- the concrete slabs will be laid by September 10, and
- the slabs will be placed over the pits by September 15.

If the pits have not been dug by September 7, community members will know that the project is late and can find out what caused the delay so that further delays can be avoided. If the pits are dug by September 7, the community members will know that the project is progressing according to plan and they can start on the next step.

4. Resources. What resources do we need for each step?

   Work plans can include a detailed list of all the resources needed to finish the project. Resources include people, materials, and tools and equipment. Materials include everything that is used up (i.e., lumber, cement, pipe); tools and equipment include those things that can be used again (i.e., shovels, hammers, and flipchart stands). A resource list is used to make a budget for the project and to determine which skilled workers must be hired, what other people need to be trained, what people need to be organized for communal work, and what materials, tools, and equipment have to be collected or bought and transported to the work site.

5. Sub-Steps. Do some big steps need to be broken into smaller steps?

   Some project activities may require a lot of breaking down into steps to make the planning easier. Some steps, like constructing a $20m^3$ concrete reservoir for a piped water supply project, are large and complicated and need to be broken down into the smaller steps that make them up. If it is hard to make the resource list, you may need to break the steps down into smaller steps.

6. The Calendar. How can we organize all this information so that we can use it easily?

   The information collected for the work plan can be put into a work calendar. Handout 6-4 is a sample work calendar. A work calendar provides the managers of the project with the following information:

   - the start and finish dates for the project,
   - the start and finish dates for every step in the project,
   - the resources needed for each step,
   - the objectives for each step (so that people know what has been achieved at any time), and
   - notes about things to remember when carrying out each step or sub-step in the plan.

SAMPLE WORK PLAN

Village:____________________ District:____________________

Community Supervisor:__________ Field-worker:________________

Date of Work Plan:____________ Page ___ of ___ pages

Description of Plan of Action:

1. The Goal. What do we expect to achieve by the end of the project?

2. The Steps. What steps will we have to take to finish the project?

3. The Objectives. How will we know we are keeping to the plan?

4. Resources. What resources do we need for each step?

Step	People	Materials	Tools/Equipment
–			
–			
–			
–			
–			

5. Sub-Steps. Do some big steps need to be broken down into smaller steps?

Steps	Sub-steps
–	–
	–
	–
	–
	–
	–
–	–
	–
	–
	–
	–
	–
–	–
	–
	–
	–
	–

WORK CALENDAR

Plan of Action: ____________________ Village: ____________________ Page ______ of ______

____________________ District: ____________________ Field Worker: ____________________

____________________ Community Org. Supervisor: ____________________ Date Filled Out: ____________________

PROJECT STEPS	Date Begun	Date Ended	Human Resources (People)*							Materials*							Tools & Equipment						

SAMPLE WORK CALENDAR

Plan of Action: To construct 52 household latrines and educate the community on their proper use to reduce fecal-borne diseases

Village: Kahamala

District: Kahalekta

Community Org. Supervisor: Ibrahim Konte

Page ____ of ____

Field Worker: Issa Fasil

Date Filled Out: July 16, 1985

PROJECT STEPS	Date Begun	Date Ended	Human Resources (People)*							Materials*							Tools & Equipment						
			Health Committee Supervisor	Foreman	Masons	Hired Labor	Household Labor	Program Field Worker	Health Committee Educators	Cement	Sand	Gravel	Lumber	C.I. Sheet	Bush Poles	Re-rod & Wire	Pickaxes	Shovels	Machetes	Wirecutters	Trowels	Buckets	Hammers
5. Dig 52 $3m^3$ pits	9/5	9/7	1x3	3x3		10x3	100 x3	1x1	2x1								52	52				52	
6. Construct concrete slabs	9/8	9/12	1x1	3x1	5x1	10x1	52x1	1x1	1x1	1 bag	4 bags	8 bags				8m#8	52	52	20	10	52	52	
- clear area	9/8	9/8	√						√										√				
- dig form in ground	9/8	9/8	√	√	√	√	√	√									√	√					
- clean materials	9/8	9/8	√	√	√	√	√	√			√	√				√							
- prepare re-rod grill	9/8	9/8	√	√	√	√	√	√		√	√	√							√				
- pour concrete into form	9/8	9/8	√	√	√	√	√	√		√	√	√				√					√	√	
- cure concrete	9/8	9/12	√	√	√	√	√	√														√	
7. Place slab over pits	9/15	9/15	1x1	3x1	5x1	40x1	100 x1	1x1									22	22	22		22	30	30
8. Construct privy	9/9	9/16	1x1	3x1		10x1	100 x1	1x1	1x1				20m	5sht	40m								
(Method A)																							
- gather materials	9/9	9/16					√						√	√									
- build wood frame	9/16	9/16	√	√		√	√	√	√				√										√
- cover with C.I. sheet	9/16	9/16	√	√		√	√				√			√									√
- build and hang door	9/16	9/16	√	√		√	√	√	√				√	√									√
(Method B)																							
- gather materials	9/9	9/16					√								√								
- place bush poles	9/16	9/16	√	√		√	√	√	√						√				√				
- put wattle on poles	9/16	9/16	√	√		√	√	√	√						√			√			√	√	

* Material quantities are per latrine; materials for privies supplied by households; human resources listed as number of people x days needed

√ (checkmark) indicates when the various resources are needed. If no √ is provided, then the resources are not needed for that step.

WAYS TO HELP A COMMUNITY BECOME MORE SELF-RELIANT

You can help a community become more self-reliant by helping it make its own decisions and do things for itself. The more you make decisions and do things for the community, the less likely it is to become more self-reliant. Telling people what or how to do things makes them dependent on you. It makes the community continue to believe that it does not have the power or ability to solve its own problems and plan and carry out projects on its own. You may indeed be able to solve one of the community's problems today, but you will not be improving the community's ability to solve problems by itself in the future.

You can help a community become more self-reliant in several ways.

- Starting with the first meeting, you should make sure that community members understand that you are there to help them carry out a project, not to do it for them.

- If you are asked to provide the answers or to carry out tasks, you should politely reply with questions of how to find the answer and do the task together. You have to know how to say "no" politely and convince the community that it can do for itself what it wants you to do for it.

- Understand what the community needs and what it considers to be important and how you can help it meet those needs.

- Ask open-ended and follow-up questions to get community members to discuss an issue and to find answers to their own questions. Do not give them the answers yourself.

- Identify and build up a good working relationship with key community members who can help the community participate and can act as the community's representatives to your agency or other government officials.

- Create an atmosphere at your meetings in which people are willing to take risks and try out new tasks. Do not criticize mistakes when people are taking risks and trying things for the first time. Instead give them encouragement, and praise them when they succeed.

- You can make new tasks or skills easier by breaking them down into simpler steps. Each step should have a clear objective that can be achieved by the person learning the task.

- You will gain the trust and respect of the community members by acting properly and by showing respect and trust for them.

- Help people to develop the skills that they need to act independently and not be dependent on you.

GROUP EXERCISE: FACILITATIVE STRATEGIES

You are members of a community promotion team working in the village of Chihuaca. The village health committee is preparing a work plan for a spring protection project. They do not know how they are going to transport sand and gravel to the spring from a river 13 kilometers away. The last time transport was needed for a field trip to another village, you had arranged for a Ministry of Health truck. The committee president has asked you to see if you can get it for them again. You know that the truck can be used by communities in the program whenever it is available. You want the committee to take responsibility for planning and carrying out this project and would like them to make the arrangements for getting all project resources.

1. How would you reply to the committee president's request?

2. What specific things could you do to make it easier for the community to accomplish this task?

CASE STUDY

Issa Fasil is a rural development agent working with the community of Kahamala on a water and sanitation project. He was instrumental in forming the Kahamala Health Committee, composed of 12 members, two from each of the community clans, plus the chief, the school teacher, the midwife, and the head of the women's cooperative.

Issa Fasil and the Kahamala Health Committee have worked well together for the last two months. They reached a decision to protect two springs on either side of the village rather than to dig a well. The springs would provide two sources of clean water at half the cost of a well. They would not require a handpump which would have been harder to maintain and repair than taps on the spring boxes.

Work had started on the two springs at the same time. Two of the clans were responsible for one spring and the other two were in charge of the other one. Healthy competition between the clans had helped motivate people to clear around both springs and dig the holes for the spring boxes. But the committee was having problems raising the money for the community's share of the purchase of the cement and in collecting sand and gravel to make the concrete for the spring boxes.

At the last meeting, the school teacher reported that the committee had collected only 750 Tahuta of the 1,200 Tahuta needed to pay its share of the cement. Mbari, a Health Committee member representing one of the clans was angry because his clan had raised its full 300 Tahuta share and the other clans had not. They said they needed more time.

The same problem was hindering the collection of sand and gravel. Two of the clans had done their share, but the others had not. The women in the women's cooperative had carried the sand from the river. The head of the women's cooperative had shown herself to be a strong leader. But many of the women were not able to convince their husbands of the health value of safe water, and the men from two clans had dug only a little sand.

The problem with gravel was more severe. The only good source of gravel is 8 kilometers from the village. Gravel from a closer source was gathered but it proved to be too coarse for concrete. The people were discouraged when they brought it to the springs and Issa told them that it was too coarse and could not be used. The chief had told Issa that he would be in charge of getting gravel and had told people to collect it. Now everyone was discouraged and only Mbari's clan had gone to the site 8 kilometers away to dig gravel and bring it back to Kahamala.

Issa thought that the Health Committee had found a solution to the gravel problem. Mr. Mbola (a senior government official whose family lives in Kahamala) had promised to get a ministry lorry to carry the gravel to the village. His brother told the chief that the lorry would come on Saturday morning. Issa and the school teacher spent an entire day getting enough laborers to do the job. A large crowd waited for the lorry all morning. When it did not arrive by noon, most went off to their farms. The lorry finally arrived at 2:30 p.m. and only a few people were still around to go dig the gravel. The lorry was only a quarter full when it returned that night. Issa was very disappointed. The chief told him not to worry. He said that Mr. Mbola's brother had promised him that he would get the truck again. When Issa went looking for him two days later to find out when the truck was coming, his wife told him that he had left Kahamala the day before to go to his cousin's funeral and would not be back for four days.

That evening Issa met with the Health Committee to discuss the work to be done. The rest of the money had to be raised. Gravel had to be collected. The sand had to be cleaned. The area around the spring had to be cleared for mixing concrete. Finally, a choice had to be made on who the caretaker would be so that he could work with the plumber when he came to fit the pipes and taps. The committee had been having a hard time choosing from among three capable young men.

The chief assured Issa that he would take care of getting all the work done. He was sure that Mr. Mbola would send the lorry again. Issa was not so sure. He was more encouraged when the head of the women's cooperative promised that the women would take responsibility for cleaning the sand and clearing the areas around the springs. Issa and the school teacher were concerned about the money. The chief said he would talk to the Council of Elders and ask them to collect the money from the clans that had not paid their share.

At the urging of Issa, the committee chose as caretaker a young man from Mbari's family. He had wanted to let the committee make its choice without his taking a position, but he knew that Mbari would make sure that the young man would do the job, and he was tired of the conflicts among the clans getting in the way of the committee's reaching a decision.

DISCUSSION QUESTIONS

Discuss the case study by answering the following questions:

- What did Issa and the Kahamala Health Committee accomplish? Why?
- What problems did they have? How did they resolve them?
- What problems remain? What can they do to resolve them?

GRACE AND ELI

(Version 1)

Marangu, a community that had recently installed a new well and a water pump, had an active health committee that encouraged community members properly to use the pump and the water they drew from it. The committee also encouraged families to install latrines. Of the 250 families in Marangu, 10 had decided to build latrines.

Grace had lived in Marangu all her life. She was married to a poor farmer. They had three children. Grace's youngest child, Eli, was a year old. Grace had breastfed Eli since birth and he was happy, healthy, and growing well.

Grace was happy about the new well and pump because she felt that Eli would have plenty of good drinking water. Her other children had had very bad diarrhea after she stopped breastfeeding them and started giving them water from the old well. Two of them had died.

Grace began using water from the new well, carrying it in her favorite container, the one she used for carrying vegetables from the garden and food from the market. It was a wide container and water spilled easily from it, so she put twigs in the water to keep it from sloshing around. She kept the water stored in a big jar right outside her house, and kept a dipper on the ground right next to it, so all family members could help themselves to water when they were thirsty.

Helen, her neighbor, was on the health committee. Helen had just put in a latrine for her family, and had tried to convince Grace to do the same, but Grace thought it would be too much trouble. Helen tried to explain that all she needed was to have her husband dig a deep hole in a spot recommended by the health worker, and that the committee could help with the rest. Grace felt silly asking her husband to dig a hole when they lived close to the edge of the community and could defecate in the nearby bush, as they had done for years. The children defecated near the house, but that did not bother her. After all, children's feces seemed pretty harmless.

Grace started Eli on solid foods a few months ago and continued breastfeeding until recently, when she started giving him water from the new well. Eli began to lose weight and was very sick with diarrhea. Grace could not understand why he was getting so sick. Very worried, she spoke to Helen, who had a girl about the same age as Eli and was giving her water from the well. But Helen said her girl was gaining weight and had no diarrhea. Grace was confused and unhappy, and Eli was very sick.

GRACE AND ELI

(Version 2)

Marangu, a community that had recently installed a new well and a water pump, had an active health committee that encouraged community members properly to use the pump and the water they drew from it. The committee also encouraged families to install latrines. Of the 250 families in Marangu, 10 had decided to build latrines.

Grace had lived in Marangu all her life. She was married to a poor farmer. They had three children. Grace's youngest child, Eli, was a year old. Grace had breastfed Eli since birth and he was happy, healthy, and growing well.

Grace was happy about the new well and pump because she felt that Eli would have plenty of good drinking water. Her other children had had very bad diarrhea after she stopped breastfeeding them and started giving them water from the old well. Two of them had died.

Grace began using water from the new well, carrying it in a container that she washed often, and storing it in a covered container in her house. She kept the dipper hanging on the wall and washed it from time to time.

Helen, her neighbor, was on the health committee. Helen had put in a latrine for her family and convinced Grace to do the same. Grace's husband dug a deep hole in a spot recommended by the health worker, and the committee helped with the rest. Everyone in the family used the latrine, and Grace noticed that there were fewer flies around her house. It seemed cleaner than when children had defecated nearby.

Grace started Eli on solid foods a few months ago and continued breastfeeding until recently, when she started giving him water from the new well. Eli continued to gain weight and was a healthy and happy child. Grace was thankful about the new well and about Helen's good advice. She felt Eli had a good chance of surviving and becoming a strong, healthy boy.

HYGIENE EDUCATION APPROACHES

Hygiene education programs aim at improving the health situation in a community by getting people to behave in ways that lead to better health. Many of these behaviors have to do with the use of water and latrines and household cleanliness. Hygiene education programs try to get people to change unhealthy behaviors and maintain healthy behaviors. In well-planned programs people have the opportunity to try out new behaviors in a comfortable setting, ask questions, and discuss how they feel about what they are doing.

People who are planning to carry out hygiene education programs can use a variety of approaches to help communities behave in more healthy ways. Some of these approaches are described below.

1. <u>Mass Media</u>

   When people talk of mass media, they are usually referring to the use of radio, television, films, newspapers, and posters as a means of sending health messages to many people at one time. The messages are intended to make people more aware of a health problem, to give them information, and to motivate them to do something. Mass media can be very effective at getting ideas across to people but by itself cannot induce people to behave in a new way.

   In hygiene education programs mass media efforts are usually tied to other activities, such as group meetings to discuss the mass media message.

   People learn and are motivated to change their behavior when they are able to have their questions answered as soon as they have heard a message presented in an interesting way. Getting people together to meet and talk is a very important part of hygiene education programs.

2. <u>Training</u>

   Hygiene education programs use many of the same activities that are used to help people develop new skills. Training activities give people new experiences, help them think about and understand these new experiences, and motivate them to put what they have learned into practice. Some of the many different activities that can be used as part of an educational program are listed below:

   - health talks,
   - stories,
   - counseling sessions,
   - demonstrations,

- skits,
- discussions,
- listening to presentations,
- practicing a skill or task in the community or in front of fellow trainees,
- role-playing, and
- looking at films and then discussing them.

3. Group Work

Hygiene education programs can be carried out in many different kinds of groups:

- traditional groups—council of elders, clans, societies;
- formal groups—cooperatives, occupational associations, women's groups, youth groups, committees, political party organizations, church groups;
- informal groups—groups of neighbors, friends, or people who use the same water source or clothes washing area.

In group work one helps the members of the group to discuss an issue or problem thoroughly. That discussion then leads them to make a decision and then to plan how they will carry that decision out. A discussion can be started by telling a story with the help of posters, flannelgrams, flipcharts, puppets, or a play; showing a film; giving a short presentation; or asking questions.

Whichever way is used, the goal is to motivate people to think about a problem in new ways, and to talk to each other about it. Adults learn more when they discuss their ideas with each other than when they just listen to one person talk. Discussion promotes mutual trust and respect among group members and gives them confidence in their ability to make good decisions and take effective action. A group session should always result in some action. The session is not over until the group comes to an agreement on what to do next.

How a field-worker leads a discussion depends on the group's experience working together and its understanding of the topic under discussion. If the group has little experience working together, the field-worker will have to teach them how to work together. If they do not know much about the topic, the field-worker will have to provide them with information and start off the discussion with some good questions.

If the group works well together, the field-worker has a chance to help it find out what skills it needs to work together even better. Some of the task and maintenance activities group members can learn to do are listed below:

- bringing in to the discussion people who have not been saying much,
- quieting people who are talking too much,
- keeping the group on the track,
- summarizing periodically during the discussion,
- watching the time,
- getting through an agenda,
- moving a discussion along when it starts slowing down, and
- helping the group come to a decision.

The field-worker should always be trying to see that all group members are participating in the discussion, getting the chance to express their opinions, and participating in making decisions.

4. Organization of the Community

Successful hygiene education programs must concentrate on getting the entire community to participate in choosing, planning, and carrying out projects which will improve its health situation, for many hygiene behaviors that a field-worker would like to see adopted by community members will be adopted only if the whole community is involved and gives its support to those new behaviors. New hygiene behaviors often call for physical changes which only the entire community working together can accomplish. Also, social pressure of the community plays a role. Even individuals who are not very interested in changing their behaviors may do so because of community pressure.

Group work stimulates community members to take on new responsibilities. Training is useful in giving community members new skills and confidence. Mass media messages are helpful in making many people aware at the same time. In the end, though, it is the organized community that is best able to care for itself and to improve its health.

DEVELOPING YOUR TRAINING APPROACHES

Improving the health of a community requires a great deal of new learning. As a field-worker you will spend much of your time training community members to try new ways of doing things, whether they are improved health behaviors or ways to solve problems or plan projects. Community members need to learn, practice, and adopt new behaviors that improve and protect their health. Field-workers need to find a variety of ways of helping as many community members as possible to learn and practice such behaviors. These ways are called a training approach.

There are a number of approaches that can be taken for any training program. You need to have experience using different approaches so that you can feel comfortable using different ones and select the best ones for a given situation. Whichever approach you choose, the steps you must take to develop a training approach remain the same. These 14 steps are listed below.

1. Identify the overall goal that you want the community to accomplish.
2. Analyze the goal and decide what skills or behaviors a person needs to accomplish it.
3. Find out what the people to be trained are currently able to do.
4. Identify what you think they can be trained to do by the end of the program.
5. Develop a list of training needs based on your findings (items 1-4).
6. Break these needs down into steps that have clear learning objectives.
7. Look at what resources you have available to do the training.
8. Develop a training plan that will allow the students to meet their learning objectives.
9. Decide what each training activity will be.
10. Prepare any training materials you will need.
11. Carry out the training activities.
12. Discuss with the students how successful the training was in helping them reach their learning objectives.

13. Judge how well the students absorbed the training by watching how they can do the tasks for which they were trained.

14. If you see that some changes need to be made in the way the training was carried out, make the changes in your plans for doing the training again.

To help community members learn how to pass the training on to others, it is important for some of them to learn how to set up a simple training program. You should go through the 14 steps with them so that they will learn how to carry them all out. They should be trained as co-trainers and learn how to prepare materials, and plan, carry out, and evaluate community training activities.

WRITING HELPFUL LEARNING OBJECTIVES

Learning objectives tell the person receiving the training what he or she will know or be able to do at the end of the training. They allow the trainer and the person being trained to judge whether the training has met its aim or not.

Learning objectives should start with these words:

> By the end of this training session the participants (or community members) will be able to ...

Learning objectives should have the following characteristics:

- CLARITY. They must be understood by the participants and by the trainer.
- SPECIFICITY. Each objective should describe only one target of the training, not a number of targets.
- MEASURABILITY. One should be able to see that the objective has been achieved.
- ACHIEVABILITY. All participants should be able to achieve all objectives. An objective that is beyond the abilities of a participant or beyond the capabilities of the trainer will cause problems and discontent.
- INCLUSIVITY. Learning a new skill or how to change behaviors will usually require breaking the activity down into steps. The trainer should have a learning objective for each step. When each step and learning objective has been successfully reached, the participant will have mastered the whole skill or behavior.

QUESTIONABLE LEARNING OBJECTIVES

The following learning objectives need to be improved to make them helpful for planning and carrying out training activities. Analyze each one in terms of the five characteristics of helpful learning objectives given in Handout 10-5, and suggest how you could improve them.

By the end of the session, the community members attending it will be able to...

1. Stop infant deaths from diarrhea.
2. Understand how to feed their babies better.
3. Describe how to use the handpump correctly and keep the water from the well safe for drinking.
4. Reduce infant mortality in the village.
5. Perform a cost-effectiveness analysis of the alternative solutions to solving the problem of gastroenteritis.
6. Do what is needed to keep the spring clean.
7. Solve all their health problems.

TRAINING SESSIONS FOR ADULTS

Each training session should achieve certain broad objectives to be in keeping with the principles of how adults learn. These objectives are discussed in the following sections.

1. Present helpful learning objectives.

   Field-workers need to write helpful learning objectives before designing the session so that they know what they want to accomplish in the session. But they also have to present these objectives clearly enough so that the participants know what is expected of them and can use them to judge how much they have gotten out of the session.

2. Set a comfortable learning climate.

   To learn, people must take risks, such as admitting that they do not understand something or do not know how to do something or trying to do something new. For people to be able to take risks, they have to feel comfortable with the trainers and other participants. They also need a physical environment that allows them to concentrate on learning. A place which is too hot, noisy, or dark will make it harder to learn.

   Field-workers should create a comfortable environment which encourages people to talk to each other and should set a tone of mutual respect which makes it easier for people to take risks. Field-workers can ask questions that draw the participants into a discussion and make them feel good about their comments. People need to feel comfortable and interested in order to actively participate.

3. Offer learning experiences that allow participants to try something new.

   At the heart of each session are activities which allow the participants to experience some new ideas or try to do something in a new way. There are a wide variety of learning experiences to use. It is more interesting when people can learn from different kinds of experiences. They can get new ideas by reading, listening to a presentation, or taking part in a discussion. They can practice a new skill or way of doing something in a role-play or simulation, or by actually doing the new task in a practice setting. For example, they can solve a problem in a case study, plan a strategy to accomplish an objective, or analyze the effectiveness of their actions after doing something. Such activities can be carried out individually, in a small group, or in a large group, depending on the nature of the activity.

4. <u>Help participants make sense out of (process) the training experience</u>.

After people have done something together they need to make sense out of their experience. This is often called reflection or processing. When a group does something together its members need to share their observations so they are in agreement about what happened. They can then make sense out of what they experienced and how they felt about it. Thinking about what just happened is the first step in understanding something. The next step is relating it to what you already know.

5. <u>Help participants relate what is learned to what is known (generalize)</u>.

Adults bring everything they already know to every new learning experience. New learnings have to fit into and make sense with what is already known. New knowledge and understanding is possible when people fit a new idea or skill into what they already know or are able to do. New ideas have to be related to existing knowledge. They have to be generalized to become a part of a person's broader understanding of things. Sometimes old ideas have to change for new ideas to be accepted. Field-workers need to ask people to relate what they have just learned to what they already know and see if it really makes sense and can be used.

6. <u>Give participants the opportunity to apply new understandings or skills</u>.

To see the value of the new idea, skill, or behavior, people need to have a chance to apply what they have learned. Practicing what has just been learned allows participants to see if they have actually learned what they were supposed to learn (accomplished the objective for the activity). It also allows the trainer to monitor how well people are doing. The application can happen in the session through a simulation or after the session is over in an actual situation.

HYGIENE EDUCATION LEARNING ACTIVITIES

The activities described in this handout are aimed primarily at people who have a low level of literacy. The emphasis is therefore on verbal presentations in which there is no written material for trainees.

The most commonly used learning activities are described in the sections below.

When using these learning activities, it is critical to encourage participation by the audience. The steps recommended to enhance participation are listed under each activity.

A. <u>Health Talks</u>

Preparation for the health talk should begin with identifying a simple objective. The talk should have three main parts.

1. <u>Introduction</u>

   a. Describe the subject of the talk.
   b. Ask questions related to the talk.

2. <u>The Talk</u>

   a. Focus on three or four key points, making sure they are related to the objective.
   b. Ask questions to encourage participation.

3. <u>Conclusion</u>

   a. Ask the group what were the main points.
   b. Ask them how they can do these things in their communities/homes.

B. <u>Stories</u>

The first step in the preparation of a story is to identify one or two simple objectives. Then, write a story with two to four main characters that takes no more than five minutes to read (or tell). Plan to read the story out loud twice to make sure everyone understands. Keep the story simple and make sure it focuses on a clear problem. The solution to the problem should not be included in the story. Finally, prepare questions in the following sequence:

1. <u>Questions about the story itself</u> closely related to the objective. Focus on how they would resolve the problem.

2. <u>General questions</u> about their own experiences, comparing them with the characters in the story, and about what they have learned as a result of the story.

3. <u>Questions about how they can apply what they have learned</u> in their communities/homes.

C. Counseling Sessions

Counseling sessions usually involve one person (a mother, for example). They are held either in that person's home or at a health center. The steps below are for a counseling session occurring in a home visit. As with the other learning activities, this one aims to achieve a simple objective and involves careful preparation.

1. Greeting (customary).
2. Introduce purpose of visit.
3. Verify convenience and receptivity.
4. Ask questions and listen to concerns.
5. Positive reinforcement/encouragement.
6. Encourage person to come up with own solutions.
7. Offer practical options.
8. Identify problems in carrying out new ideas.
9. Wrap-up and conclude.

D. Demonstrations

The approach is similar to the one used for health talks. In addition, it requires careful preparation and handling of materials used in the demonstration, as follows:

- Materials should be ready beforehand.
- Materials used should be appropriate to the audience.
- Involve trainees by having at least one person repeat the instructions and practice following the presenter's demonstration.

E. Skits

Skits are prepared in advance by two to four players. They contain the main elements of storytelling, such as clear and simple objectives, and a situation where two to four people are involved in confronting a problem. The following guidelines should be followed in using skits.

- A skit should be rehearsed and clear with a beginning, middle, and an end.
- Players should express different viewpoints or perspectives.
- The solution should not be offered by the players.
- A skit should be five to seven minutes in length.
- Questions about the skit should follow the same sequence as in a story-telling session.

SUGGESTIONS FOR A SESSION DESIGN FOR THE FIELD EXERCISE

- Introduction/Climate Setting — 10 minutes

  - Open the session with a brief explanation of the purpose of the field exercise.

  - Set the climate by asking participants questions about the problem which the target behavior is a part of. This is meant to encourage their participation and raise interest in the session.

  - Present the objectives for the session.

- Experiential Activity — 20 minutes

  - Select an activity that requires the active participation of the community residents.

  - The activity should be appropriate to their expectations for the session, their abilities (can they read a story?), and their learning styles (do they like to observe a skit or continue an oral story?).

  - Some common activities are actively observing a skit or trainer-played role-play, analyzing a written story or case study, continuing an unfinished oral story or case study, discussing responses to open-ended questions, or creating a story about a picture or other visual image.

  - Encourage the group to use an activity which is easy to lead, promotes active participation, and gets the desired point across in the available time. Actively observing a skit with specific observation guidelines or questions or creating a story based on visual cues are two good activities.

- Processing Discussion — 30 minutes

  - The processing questions should relate directly to the experiential activity. For example, if the trainees are given specific instructions for observing a skit, the processing questions should ask them to describe what they were told to observe.

  - The processing questions should ask the trainees to describe what they saw, heard, and felt about the experience.

- The processing discussion should allow for enough sharing of responses for the community participants to feel comfortable with and agree on what happened.
- The discussion should be facilitated so that as many people as possible will take part in the discussion.
- The discussion should be summarized and brought to a close with agreement about what effect the specific behavior has on the problem and how to change or reinforce the behavior.

♦ Generalizing/Applying 30 minutes

- Generalizing questions should be based on the shared sense the trainees have made out of the experience.
- Generalizing questions should be non-threatening. For example, ask about the way people in the community currently behave or could be convinced to behave, rather than asking people why they practice an unhealthy behavior and why they have not changed it.
- Application questions should be focused on having individuals think on their own or plan for themselves how they will apply what they have learned. Then the trainees can be asked to reach agreement on what they should do as a group. Remind them that this is a training session and not a meeting of an organized group. The participants in the practice session do not have to agree on an action and decide how they will do it.
- The session should be brought to a formal close by the group responsible for this part of the session. Make sure that community residents are thanked for their active participation in the field exercises.

CASE STUDY OF KAHABAKA

Issa Fasil has also been working in Kahabaka, a village about 20 kilometers west of Kahamala. Kahabaka is smaller than Kahamala, and the community was able to work very well together there. It dug a 10 meter well and installed a handpump two weeks ago. Issa has returned to meet with the pump caretaker and Kahabaka Health Committee to discuss how to make sure that their new water supply system will continue to provide them with clean, healthy water.

Issa stopped at the well site when he arrived in the village. He noticed that a young girl was hanging on the pump handle to help her sister pump water. Water was splashing out of the bucket they were filling and had run off the concrete apron to form a puddle by the side of the well. Several other young girls were waiting to use the pump. Two were playing in the puddle.

Issa met Manda, the pump caretaker, on the way to the health committee meeting. Manda told him that the committee still had not paid him the small salary they had agreed upon. He said that the treasurer had told him they had spent all their remaining money to buy the tools he had asked for. They had also disagreed over who should keep the tools and the spare parts Issa had given them. Issa told Manda they would discuss it at the meeting and they walked inside together.

MAINTENANCE TASKS

In order to maintain any water supply and sanitation system built by a community, the community must identify all the maintenance tasks which are required to keep it in good working condition. In addition, the community must be able to answer the following questions about each task.

- Who is responsible for the task?
- What training do they need to do the task?
- What resources such as tools or spare parts do they need to do the task?

All the information can be organized on a chart as follows:

Maintenance Tasks	Person(s) Responsible	Training Needed	Resources Needed

PROMOTING SELF-SUSTAINING PARTICIPATION

Communities cannot be expected to continue participating in solving their problems on their own if all program support and field-worker assistance is ended the minute an environmental health project is completed. Communities need ongoing program support and the continuing, part-time assistance of field-workers to help them become capable of continuing to participate with less and less outside assistance. The ability to continue participating without outside support and to solve other problems is called self-sustaining participation.

Programs promoting community participation in the solution of one problem or a certain kind of problem can promote self-sustaining participation by continuing to support the community's own efforts, providing it with certain kinds of support, and allowing its field-workers to continue assisting the community. All three partners need to be involved to enable the community to continue participating with less and less outside assistance in the future.

The communities themselves have the greatest responsibility. To develop the capacity for self-sustaining participation, they must

- experience success in solving the problems they choose to do something about,
- continue identifying and solving existing problems,
- improve the skills of community people to solve problems and develop projects,
- strengthen organizations and their links to the community,
- develop new leadership for these organizations,
- monitor and evaluate their situation, and
- learn how to get money and support from outside sources.

Communities require ongoing program support of various kinds. Programs can provide

- the continuing assistance of field-workers,
- technical advice from experts such as engineers, doctors, health educators, etc.,

- loans, grants, matching funds, and/or advice on where and how to obtain money,
- tools, technical equipment, materials, etc., and
- hygiene education materials.

Field-workers can do several things to help communities develop the capacity for self-sustaining participation. They can

- help reorganize or strengthen community organizations to make them more effective and representative,
- help train community people in the skills needed to participate,
- help the community to solve problems and plan, carry out, and evaluate projects,
- encourage the community to continue participating,
- identify and help develop leadership for local organizations,
- bring the community into contact with outside sources of money and support,
- monitor the community's progress in becoming self-reliant, and
- help the community use success analysis to evaluate its actions and identify remaining problems.

USING SUCCESS ANALYSIS

You and the communities you work with both have to judge how well your work is going. You should not wait until you have finished a project to look at what has happened. It is better to look at what is happening on a regular basis, such as every week or every month. You need to know what you have done well, what mistakes have occurred, and what problems need to be solved.

Success analysis is a helpful way of reviewing and evaluating what you have been doing on a regular basis. Success analysis looks at your successes, not just your failures. It reviews the problems that came up and how you overcame them. It looks at what problems remain and how you might overcome these too. To use success analysis, you or the community members should ask yourselves these questions:

1. What have we done that was successful? Why were we successful?
2. What problems did we meet? How did we overcome these problems?
3. What problems still remain? What have we learned that can help us plan to overcome them too?

Success analysis can be done

- every day after work,
- at the end of every meeting of a community organization,
- at the end of every general community meeting,
- at the end of every step in the project development cycle,
- at regular times when carrying out a project (such as after each step),
- whenever major problems come up,
- at the end of a project, and
- at regular times (monthly, quarterly, annually).

IMPLEMENTATION PLAN

1. PRACTICES TO IMPLEMENT IN THE NEXT 6 WEEKS	2. DESIRED OUT-COMES OF THESE PRACTICES	3. RESOURCES 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

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 identify the steps necessary for assisting a community in analyzing its health problems.	1	2	3	4	5
2.	To choose a plan of action to solve a problem.	1	2	3	4	5
3.	To develop work plans.	1	2	3	4	5
4.	To prepare for the successful implementation of such plans.	1	2	3	4	5
5.	To conduct a hygiene education session.	1	2	3	4	5
6.	To plan for the continuation of self-sustaining community participation.	1	2	3	4	5
7.	To evaluate their own work and the work of the community.	1	2	3	4	5
8.	To develop a back-at-work plan to apply workshop learnings.	1	2	3	4	5

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. What problems arose during the workshop which were successfully overcome in your opinion? 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: