

WATER AND SANITATION  
FOR HEALTH PROJECT



# A RURAL WATER SUPPLY AND SANITATION TRAINING COURSE FOR PEACE CORPS VOLUNTEERS IN TOGO

WASH FIELD REPORT NO. 51

JULY 1982

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Prepared For:  
USAID Mission to the Republic of Togo  
Order of Technical Direction No. 45

WATER AND SANITATION  
FOR HEALTH PROJECT



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University of North Carolina  
at Chapel Hill.

July 30, 1982

T-45

Mr. John Lundgren  
Mission Director  
USAID TOGO  
LOME

Dear Mr. Lundgren:

On behalf of the WASH Project I am pleased  
to provide you with 10 copies of a report  
on Training Peace Corps Volunteers for AID  
Rural Water Supply Project.

This is the final report by Yolande  
Mousseau-Gershman and is based on her trip  
to Togo from February 2 to February 27th.

This assistance is the result of a re-  
quest by the Mission on 15 September 1981.  
The work was undertaken by the WASH Project  
on 30 September 1981 by means of Order of  
Technical Direction No. 45, authorized by  
the USAID Office of Health in Washington.

If you have any questions or comments  
regarding the findings or recommendations  
contained in this report we will be happy  
to discuss them.

Sincerely,

David Donaldson  
Acting Project Director

DD/dz

cc: Mr. Victor W.R. Wehman, Jr.  
S&T/H/WS

WASH FIELD REPORT NO. 51

A RURAL WATER SUPPLY AND SANITATION  
TRAINING COURSE FOR PEACE CORPS  
VOLUNTEERS IN TOGO

Prepared for the USAID Mission to the Republic of Togo  
under Order of Technical Direction No. 45

Prepared by:  
Yolande Mousseau-Gershman, Ph.D.

July 1982

Water and Sanitation for Health Project  
Contract No. AID/DSPE-C-0080, Project No. 931-1176  
is sponsored by the Office of Health, Bureau for Science and Technology  
U.S. Agency for International Development  
Washington, DC 20523

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## EXECUTIVE SUMMARY

Peace Corps Togo requested assistance from WASH for an advisor/trainer to conduct the in-country technical course for Peace Corps Trainees assigned to the Aid-funded Rural Water Supply and Sanitation Project as village health promoters. A six (6) week technical training program was designed and was part of a three month linguistic, cross-cultural and technical training program. The consultant participated in four weeks of the training and the remainder was carried out by Peace Corps and USAID staff.

The training program focused on the health and social aspects of introducing water supplies and sanitation in new areas. Since the project was part of the Togolese administration, the volunteer's interventions should follow Togolese administrative guidelines. Language training and cultural orientation were integrated by inviting the language trainers to join the class regularly and to act as resource persons. The experiential methodology was used. This methodology requires careful planning and easy access to a community setting to make it relevant. The Ministry of Social Affairs facilitated the organization of all the field exercises.

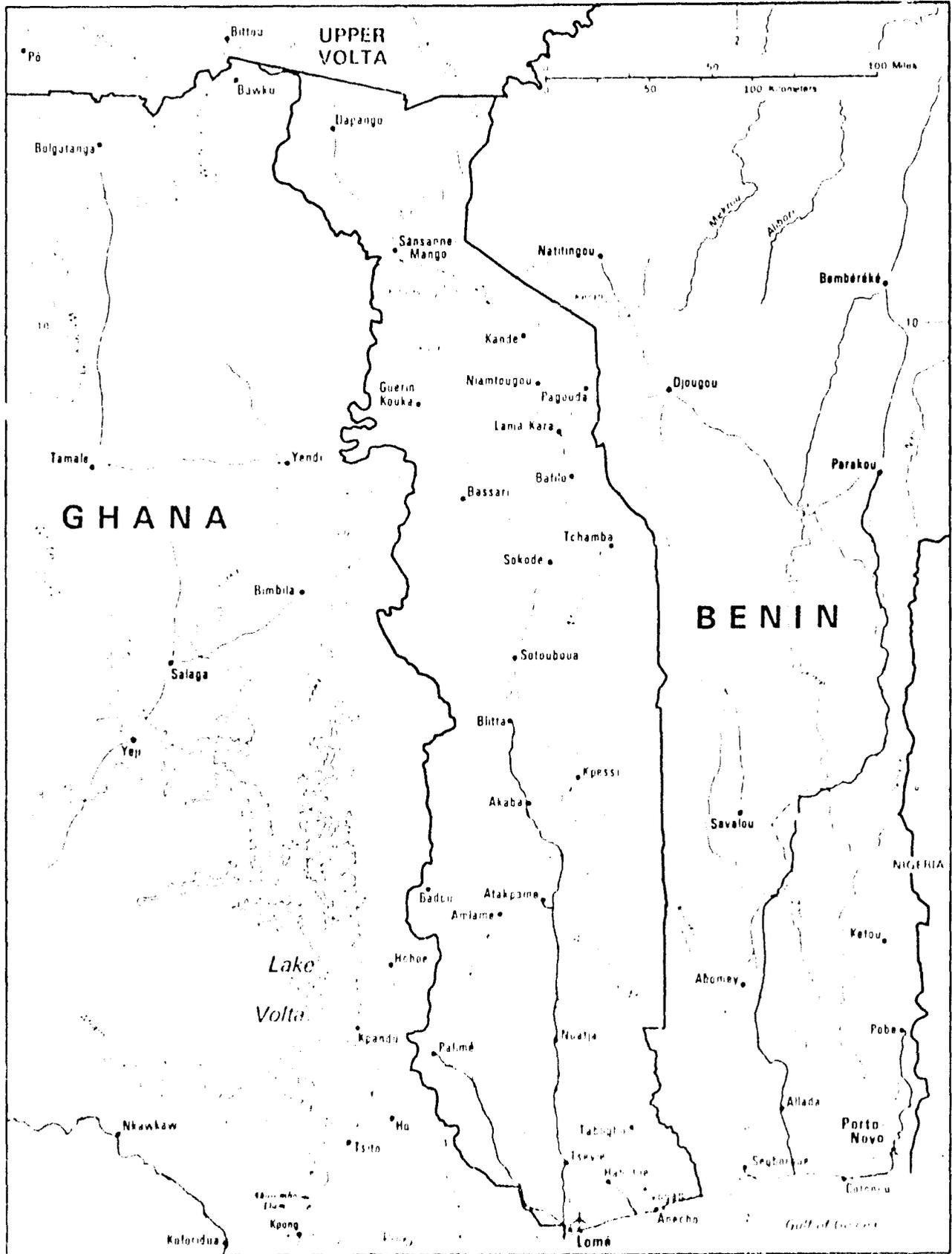
Additional in-service training is suggested for subjects not sufficiently covered including sanitation, water projects and school health of children, and/or other needs felt by the trainees after a few months in the field. Considerable experience was acquired during this training and it could be useful for others involved in similar activities.

## ACKNOWLEDGEMENTS

The consultant wishes to thank the U.S. Agency for International Development Mission and Peace Corps Directors and Staff who provided continuous support. Without the assistance of the Regional Director of Social Affairs in Atakpame, the field practices would not have been so successful. To the French teachers and the director of training my sincere thanks for their patience, understanding and willingness to explore a "new approach" to training. The trainees provided the best reward: they have demonstrated their willingness to learn and experience more as well as expressing their desire to serve Togo. Sincere appreciation is extended to the Peace Corps volunteers who have given their time and energy in order to share with the new Peace Corps trainees their experiences and who organized the "live-in" visit to the Togolese families. Also many thanks to the WASH Project in Washington who provided the opportunity to serve on this project.

Sincere thanks are also due to others not mentioned here who contributed to the success of the training course.

# Togo



1:500,000  
 1:500,000  
 1:500,000  
 1:500,000

- +— Railroad
- - - Road
- ▲ Airport

## Chapter 1

### INTRODUCTION

The Togo Rural Water Supply and Sanitation Project was initiated in 1977 by the US Agency for International Development (USAID) in response to an expressed need in this sector by the Togolese government. The project as currently conceived consists of two major components: well drilling and health education combined with sanitation.

The project activities, drilling, health education and sanitation, have already started in the Plateau Region with a goal of drilling 250 wells. The activities in the Sahelian Savanna region, located about 450 kilometers north of the Plateau Region, are scheduled to start during the summer of 1982. It will involve the drilling of 150 wells.

More detailed elements of this project are:

- o well drilling
- o installation and maintenance of pumps
- o creation and organization of village health committees and continuous work with them.
- o collection of baseline data
- o evaluation
- o Health information/education of the villagers concerning the uses and disposal of water
- o latrine construction and maintenance training
- o supervision of personnel.

In addition, the identification and evaluation of mini-projects at the village level will be encouraged to be undertaken by the villagers themselves. The Peace Corps volunteers (PCVs) are to be assigned to the Ministry of Social Affairs and located in Atakpame, Mango and Dapaong. Their major tasks will be to develop and implement a health education program in villages receiving wells through the AID project. Some possible activities may include training village health workers, latrine construction, assisting in the promotion of community clean-up campaigns, water source improvements, and small animal fencing.

The overall training schedule for the trainees included:

- o orientation in the limited States
- o training in Benin for language and cross-cultural aspects of the Project, and
- o training in Togo to continue the technical, language and cross-cultural training.

The Peace Corps requested AID to provide a technical trainer through the Water and Sanitation for Health (WASH) Project. AID approved the request and authorized WASH to recruit a technical trainer with a health education background. Originally the Peace Corps had planned to assign the trainees to Benin, but due to project difficulties the trainees were transferred to Togo. The resulting uncertainty of the Benin project led to a delay in recruiting the technical training consultant. Consequently, there was no time allocated for the design and preparation of the training course except for a few hours spent with Dr. M. McGarry in Ottawa and a one-day orientation at the WASH office in Arlington, Va. The consultant was in Togo from February 2 to February 27, 1982.

## Chapter 2

### TECHNICAL TRAINING IN-COUNTRY

In order to make the six weeks of technical training as meaningful as possible, the training was designed to utilize the communities where activities had already started. Fortunately the authorities of the Ministry of Social Affairs and the Peace Corps Volunteers already working in the region were most helpful and cooperative. The training site was located in Atakpame and the project villages were within easy access. The location of the site provided the opportunity for the full integration of language, cultural orientation, and technical training components.

#### 2.1 Planning and Course Design

Due to the lack of preparation time the consultant was expected to start contributing to the training soon after arrival. Immediately upon arrival meetings were arranged with the AID Chief of Mission, the AID Health Officer, the Peace Corps Director, and the Peace Corps Associate Director. A curriculum committee meeting, which included representatives from AID and the Peace Corps, was organized on arrival in Atakpame in order to discuss the following issues:

- o responsibilities of the PCV
- o identification of the most pertinent topics for the training
- o available resource persons and agencies
- o integration of language, cross-cultural and technical training
- o coordination with the Ministry of Social Affairs
- o preparation of timetable
- o methodology to be used during training
- o weekly evaluation by students
- o responsibilities of the consultant

Based upon the decisions made at that meeting the timetable was prepared, presented to other teachers and students, and implemented. The consultant was given full responsibility for the technical training (for a schedule of the training see Appendix B).

The six week course was designed so that at the end the trainees would be able to:

1. Understand the project and their individual roles
2. Discuss issues related to water supply and sanitation

3. Carry out a community study and organize an appropriate plan of action
4. Identify the structure of a village and family
5. Function within the administrative structure of Togo
6. Work with counterparts to assure educational supervision
7. Recognize the importance of management and be effective managers, and
8. Use the teaching/communication methods most appropriate for their work, and
9. Explain the functioning and maintenance of a pump.

He will have regular exchanges with the villagers but in a different way. The trainees were well prepared academically. Some had experience in health services. Above all, they wished to learn about Togo and the Togolese people and wished to serve the country well during their assignment.\*

## 2.2 Learning/Teaching Approach Used

During the briefing in the WASH Office in Washington it was suggested that the consultant use the "experiential approach" which combines experience in the developmental sense and the integration of theory pertinent to the subject, language skills and cultural orientation. The consultant used this method in most instances. The language teachers and the training consultant acted as resource persons and assisted whenever necessary.

The following example illustrates the process. In order to learn about the Togolese administrative organization, an interview was organized with a civil servant in Atakpame. The consultant had the full collaboration of the Provincial Director of the Ministry of Social Affairs. The trainees were asked to:

1. Identify the pertinent questions to be asked during the interview
2. Organize the questions for the interview

\*One of the Peace Corps trainees had a slightly different assignment as he is a mechanic and will be mostly occupied with pump maintenance.

3. Design a form that could be filled out during the interview leaving sufficient space to write all pertinent information gathered
4. Meet and interview the civil servant
5. Give a verbal report to the class, and
6. Prepare a short written report

All of the above was done in French. Carrying out such an exercise takes time because the trainees not only had to become familiar with the organizational structure of the Government and meet a Togolese official, but they also had to become acquainted with a Togolese department, its physical facility, and its relationship with the Water Supply project. In addition, the trainees had to become acquainted with local resources, how to conduct an interview, the protocol involved, local habits and behavior, the French language, and the appropriateness of the interview form developed and its use for the future. Prior to this, much emphasis had been given to oral language skills. By being asked to write a short report in French, they became aware of their deficiencies and were stimulated to work harder on written French. They also knew that one of their responsibilities would be to write reports in French.

Several teaching/learning techniques were used including role play, group work, and demonstration. A blackboard and flip charts were available. However, there was limited relevant resource material. In order to contribute to the development of a pool of resource materials for similar future training programs, the consultant attempted to prepare a short outline of each one of the lessons (see Appendix B).

### 2.3 Selection of Atakpame as a Training Center

Atakpame proved to be an excellent choice as a training center for the following reasons:

- o The town is fairly small and is in a rural area.
- o The field practice was easily accessible and easily organized. The water supply project had started in the area, and observation sessions could be organized on site.
- o It is not too far from Lome (167 km) and has a good telephone system and a good road.
- o There were good living accommodations, available food, and adequate classroom facilities.

- o One Peace Corps volunteer in a nearby post helped to organize "the living-in" experience and from time to time some other volunteers shared their experiences with the trainees.
- o The Regional Director of the Ministry of Social Affairs was most cooperative and helpful.

#### 2.4 Visit to Mango and Dapaong Regions

As mentioned earlier the trainees were primarily prepared to work in the northern part of the country. Consequently, the consultant felt it was necessary to visit the area, observe the topography, visit villages, and meet with the authorities and the villagers. To do so, a visit to Dapaong and Mango was organized by the Associate Director of Peace Corps. The objectives of the visit were:

- a) To meet with administrative and technical personnel who will be involved in the project.
- b) To identify social and institutional structures that would facilitate the development of the project.
- c) To obtain information about material already available which might be supplemented and used to introduce the project such as information about water use and disposal that could be part of a literacy program.
- d) To prepare for the arrival of the Peace Corps volunteers i.e. housing, logistic support, etc.

As a result of the trip to Dapaong and Mango, not only does this project appear to be a priority for the authorities, but the people seem to consider access to clean water the number one priority. The administrative (at the prefectural level) and technical (Ministry of Social Affairs) authorities seem enthusiastic about the project and willing to collaborate. A unit already in existence in the Ministry of Social Affairs which administers the literacy program could be a great asset during the planning and development of the health and social aspects of the water supply project.

The short interaction with villagers was very positive. The consultant feels that if explored properly, the communication of the messages related to the villagers concerning water could be done without many problems, particularly if access to the wells is relatively easy for everyone.

In addition, it would be advisable to gather baseline data in several villages where Guinea worm is at an epidemic stage as it is one parameter that could be helpful in measuring the effects of a clean water supply on a short term basis.

Lastly, health education is being introduced in the primary school system. The importance of all aspects of water supply should be stressed including the well, its construction, pump maintenance, the need for cleanliness around the well, the proper disposal of wastewater and the hygienic transport, storage and use of water. In addition, basic sanitation could be introduced in due time, particularly with regards to latrines and the disposal of adult and child excreta.

## 2.5 Factors that Influenced the Technical Training

Certain factors with varying degrees of intensity, influenced the rhythm of the technical training, including:

- o Trainees' limited French. During the first two weeks of technical training, when technical and language training were integrated, progress seemed slow. However, patience and persistence paid off as the rhythm accelerated and the trainees felt more confident and at ease.
- o The time allocated for French lessons. The integration of technical and linguistic skills was met with resistance at the beginning. It was the first such experience for the French teachers, and they felt insecure and threatened at the beginning. They did not feel useful and felt they had apparently lost "control" over the trainees. As time passed, discussions were held to explain their new role as resource persons in the classroom. In the end they felt it was a positive experience. They suggested, however, that at least one hour a day be allocated to French lessons in order to work with the trainees on difficulties encountered during the technical sessions. The consultant concurred.
- o The hesitation of the Peace Corps authorities to allow the trainees to go to the field. This extra caution is commendable. However, the practical aspects of this project required observations in the field to be used as the basis for learning. This situation was resolved quickly.
- o The trainees had been recruited for Benin. Because of political difficulties they were transferred temporarily to Togo. After three weeks they were informed that Togo was their assignment. The uncertainty and anxiety caused by this change was felt, and only after being told about the future did they become more settled.

The above factors should not give the impression that they were major handicaps. Rather they were part of the experience.

## 2.6 Assessment of the Training Program

### 2.6.1 Methodology

At the beginning of the training the trainees were met with individually in order to learn about their expectations, needs, and potential contribution to the course and to discuss their individual assignment. At the end of each week there was an informal feedback session where everyone could express his/her opinion about the content, the teaching methods, and the assignments of the past week. At that time the consultant took the opportunity to introduce the timetable for the following week, explain it, and modify it as needed.

At the end of the consultation, trainees were met with again individually in order to give them the opportunity to verbally assess the technical training and to express their concerns and/or needs for certain topics or aspects not yet covered.

### 2.6.2 Findings

In addition there was a group assessment session. In summary, the following was expressed:

- o satisfaction with the training method used and the feeling that it gave them a new and different approach to studying problems;
- o appreciation of the emphasis on a thinking process approach vs. mere fact presentation;
- o a realization that their curiosity was developed concerning Togo, the people, and culture;
- o a realization that there was a significant improvement in verbal skills in French and a recognition of the need to work hard on the development of their writing skills;
- o an appreciation of the variety of teaching methods used;
- o a recognition that progressively they worked better as a group instead of individually;
- o the importance of field work to learn to know the environment and to function in this type of project;
- o an appreciation of the importance of working within the government structure and policies;
- o the feeling that the personal work and assignments, though interesting, were sometimes overwhelming;

- o a need for more knowledge and experience in community assessment, building latrines, observation and participation in the organization of village committees, and motorcycle maintenance.

The positive assessment above led the consultant to feel that the trainees were very much at ease in expressing themselves.

## 2.7 Suggestion for the Final Weeks of Training

During the individual meetings and during the group assessment the trainees expressed certain needs and concerns about their future assignments. Taking into consideration the timing and staff constraints, the following suggestions were offered by the consultant to the Peace Corps and USAID representatives. The following topics should be covered, even if superficially at first:

- o The job description discussed at the beginning of the course needs clarification. It might be done by group discussion with the authorities and reassurance that support and consultation are available when needed after the trainees have started their work in the field. To the extent possible, that support should be specifically identified.
- o Training should be provided in how to work with a counterpart. For most of the trainees it is their first such experience. It means a mutual process of orienting, teaching, guiding, and supervising someone in a new post. Communication, supervision and management skills are at a premium in addition to the technical skills. This new role is not an easy one and the trainees must at least be introduced to it.
- o There should be some orientation in office management/supervision. It must include how to prepare a plan of action with the counterpart and staff and how to organize and supervise the work at the community level including working with families and village committees and insuring appropriate coordination between all concerned in the project.
- o The importance of school-age children in water supply and sanitation project should be addressed. They represent approximately 35 percent of the population and comprise the next generation of adults. A few approaches could be discussed and encouraged as initial steps towards a more organized and concerted strategy.

- o There should be practical experience in presentation of puppet shows. The group had prepared a puppet show on Guinea worm. It would be advisable to test this health education method with different types of audiences such as women, school children, and the community at large. The observable results could be valuable for the project.
- o Traditional medicine and cultural beliefs and behavior should be introduced. These factors strongly influence the outcomes of health programs, and they need to be discussed further and in depth as they are an integral part of the Togolese population touched by the project. A better understanding of such factors could facilitate communication in the development of the project.
- o Maintenance of motorcycles was very important for the group. They wished to know as much as possible in order to avoid unnecessary accidents and repairs.
- o The trainees need to maintain good personal health. Guidance and information about the local resources need to be offered.

## Chapter 3

### CONCLUSIONS AND RECOMMENDATIONS

In water supply projects one must recognize that the engineering aspects have frequently been the concern of many who assume that awareness of the social and health aspects of such projects would develop "naturally". Unfortunately, it cannot be done that way. Human beings are introduced to a new technology by the arrival of a water supply in their village. This new technology often requires a modification of some of the social and behavioral aspects of their lives. They need to be prepared to receive this new technology and become aware of and be trained for their contribution to its maintenance. Information and training are constantly necessary in order to maximize the results of the project for the benefit of the population.

It is, therefore recommended that:

- o Guidelines be developed and used as references for similar courses for community workers to orient them to approaching and working in a community. These guidelines should address the potential changes that would occur in a community with the arrival of improved water.
- o Audio-visual materials on water and sanitation for classroom use prior to field visits should be prepared and collected. It could be used as basis for discussion and also would be helpful in developing appropriate audio-visual teaching aids for local situations.
- o A bibliography on community worker guidelines and audio-visual materials be developed and be available to consultants and trainers when needed.
- o A looseleaf "portfolio" be prepared, similar to Ann Brounlee from the SHEDS project that combines theory and guidelines for field practice. Suggestions about the integration of theory and practice during the learning process should be included.
- o In cases where the learning of French or another language is to be added to the technical training, an attempt should be made to develop a dynamic and integrated approach so that technical and language teachers can work together to develop the verbal and written language skills of trainees.

- o An assessment should be made of the technical training in relation to job descriptions, task analysis, objectives of training, theory and field practice offered during training, duration of training, and the need for planning further staff development sessions.
- o Future training sessions should include not only expatriates but also local counterparts so they can work towards the same objectives and acquire similar competency levels. It could be done in all or part of the training sessions.
- o An information and/or training kit should be developed by those working in water supply and sanitation projects at different levels of operation. The training kit could include cassette tapes, activity cards, role plays and discussion topics.

Taking into consideration the limitation of time, the lack of information about the consultation, and lack of time for the preparation of the assignment, not to mention the less than ideal timing of the arrival and departure of the consultant, it seems that an appropriate program was developed which addressed the needs of the project, to the individual trainees, and to their roles in the project.

The cooperation of the USAID and Peace Corps staff and of the Regional Director of the Ministry of Social Affairs contributed to the success of the program. The trainees remained interested during the training, and the importance of the "knowledge" and "feel" of the Togolese family and community life for their work seems to have been appreciated and comprehended.

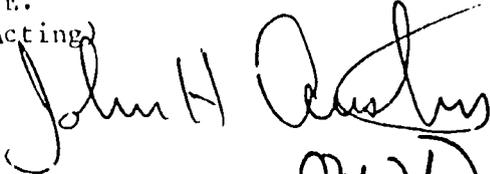
Their roles as teachers, leaders, supervisors, and managers were stressed continuously. Even if much remains to be done, much has been accomplished. As the needs arise, continuing education workshops should be organized in order to respond to the requests and insure the maximum quality of services offered to the Togolese people by the volunteers and their counterparts.

APPENDIX A

WATER AND SANITATION FOR HEALTH (WASH) PROJECT  
ORDER OF TECHNICAL DIRECTION NUMBER 45

July 2, 1981

TO: Dennis Warner, Ph.D., P.E.  
WASH Project Director (Acting)

FROM: DS/HEA: John H. Austin  
Environmental Engineer 

THRU: DS/HEA: Victor W.R. Wehman, Jr., P.E. R.S.   
AID WASH Project Manager

SUBJECT: Provision of Technical Assistance Under Scope of Work for  
USAID/Togo and Benin

REFS: 1) LOME 02174, (Para 1, 2 and Attachment 1 - Statment of Work),  
2) COTONOU 0719, (Para 1), 3) LOME 02939, (Para 5) and Austin memo  
March 19, 1981 to Lundgren

1. WASH contractor requested to provide technical assistance to USAID/Lome as per REFS. 1, 2, and 3 Scope of Work, and background material in REF 4.
2. WASH contractor authorized to expend up to 140 person days effort over a 15 month period to accomplish this technical assistance effort.
3. Contractor to provide draft interim and final reports to Mission on Scope of Work elements at times to be determined, before leaving Mission. Contractor to make arrangement for local secretary and typewriter to accomplish reports on project elements. If Mission unable to provide these services, then contractor should have consultants take typewriter on their trips..
4. Contractor to coordinate directly with USAID/Lome (Dr. John Lundgren, Mission D n Phillips (Associate Director, Peace Corps). In addition, the following must be kept appraised of the nature of this effort, travel schedules, progress of effort and times of major activities:
  - a. Dr. Jim Shepperd (AFR/DR/HP)
  - b. Mike Speers, Project Officer (AFR/DR)
  - c. Bernard Lane, Desk Officer (AFR/DR)
  - d. Barbara Gardner, Peace Corps (Togo/Benin, Desk Officer)
  - e. Jim Bell, Peace Corps (Water Supply and Sanitation)
5. Contractor authorized up to 135 days of domestic and international per diem for this effort.
6. Contractor authorized up to 4 round trips travel from consultants home base through Washington to Lome, return to Washington for debriefing and return to their home base.

7. Contractor should insure a timely and thorough briefing and debriefing for Africa Bureau and DS/HEA personnel upon return to Washington, D.C. before and after each trip as required. Contractor to provide detailed interim debriefing on status of project upon return from second trip of consultant. Full scale debriefing for Africa Bureau, DS/HEA and Peace Corps personnel anticipated.
8. Contractor authorized to pay local expenses in Togo and Benin for local hire of secretary, interpreter, xeroxing, car rental or other miscellaneous expenses. As much as possible, Mission should use project resources for these. Local expenses NTE \$1,000 without notification and approval of DS/HEA project manager.
9. Contractor authorized 20 round trips within Togo/Benin to project sites, if required, from Lome to site and return to Lome, if necessary, to carry out mission.
10. Mission should be contacted immediately and technical assistance initiated as soon as possible and convenient to Mission/GOT and GOB.

JHA:ja:7/ /81

**BENIN**

UNCLASSIFIED  
Department of State

INCOMING  
TELEGRAM

PAGE 01 LOME 02174 01 OF 04 020756Z 4813 070113 A105123  
ACTION AID-35

LOME 02174 01 OF 04 020756Z 4813 070113 A105123

ACTION OFFICE AFR-05

INFO AAAF-01 AFRA-03 AFCW-03 CMG-01 PPCE-01 PDPR-01 PPPB-03  
PPEA-01 STA-10 FM-02 AADS-01 CMGT-02 CTR-02 DCHE-01  
CH8-01 AFDA-01 HEW-09 RELO-01 MAST-01 DO-01 AFPM-01  
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INFO AMEMBASSY COTONOU

UNCLAS SECTION 01 OF 04 LOME 02174

AIDAC

AID/W FOR AFR/DR (BARNES) DS/HEA (AUSTIN)

E.O. 12065: N/A

SUBJECT: BENIN RURAL WATER SUPPLY (698-0201)  
HEALTH COMPONENT

REF:

1. SUMMARY: THIS MESSAGE HAS THREE PURPOSES. FIRST, IT TRANSMITS INFORMATION IN PIO/T FORMAT TO ENABLE AFR/DR EXECUTE A CONTRACT FOR THE SERVICES OF A HEALTH SANITATION ADVISOR/MANAGER FOR THE HEALTH COMPONENT OF SUBJECT PROJECT. SECOND, IT RECOMMENDS THAT, IF POSSIBLE, THE SAME CONTRACTOR SELECTED FOR THE TOGO WATER PROJECT (REPORTED TO BE NELLUM ASSOCIATES) BE INVITED TO REVIEW PIO/T SCOPE OF WORK WITH VIEW THAT A NEGOTIATED CONTRACT BE CONCLUDED. THIRD, IT REQUESTS WASH PROJECT RESOURCES BE MOBILIZED TO ASSIST THE LONG-TERM HEALTH ADVISOR DURING PROJECT START-UP PERIOD.

2. SINCE BOTH PROJECTS BEING MANAGED BY OAR/LOME, RECOMMEND TOGO HEALTH CONTRACTOR BE HIRED FOR BENIN HEALTH COMPONENT FOR THE FOLLOWING REASONS: A) AS PER DESCRIPTION BELOW, THE BENIN HEALTH PROJECT IS VERY SIMILAR TO TOGO PROJECT; B) PROXIMITY OF BENIN AND TOGO PERMITS EASY CONSULTATION BETWEEN HEALTH ADVISORS TO BOTH PROJECTS AND EXCHANGES OF IDEAS BENEFITTING BOTH PROJECTS; C) CLOSE COOPERATION OF THE TWO HEALTH ADVISORS WOULD PERMIT SHARING OF EDUCATIONAL AND OTHER RESOURCES AS NECESSARY; D) CONTRACT MANAGEMENT BY OAR/LOME WOULD BE SIMPLIFIED.

3. FOLLOWING IS PIO/T FOR HEALTH/SANITATION ADVISOR KEYED STANDARD PIO/T FORMAT:  
BLOCK 1: BENIN; BLOCK 2: PIO/T NO. 680-0201-3-10004;  
BLOCK 3: CHECK ORIGINAL; BLOCK 4: 680-0210, BENIN RURAL WATER SUPPLY (HEALTH/SANITATION ADVISOR);  
BLOCK 5: 72-1111021.8; BLOCK 6: 148-52-680-00-69-11;  
BLOCK 7: IMPL. DOCUMENT; BLOCK 8: 9-30-85;  
BLOCK 9: AID/W - AAA/AFR/DR; BLOCK 10: 680-0201, DATED 8/30/1980; BLOCK 11.A: CHECK AID CONTRACT (HB 14);  
BLOCK 11.B: N/A; BLOCK 12.A: (2) DOLS 490,000.  
BLOCK 12.A: (4) DOLS 490,000. BLOCK 13: NONE BLOCK 14.A: AUTHORIZED AGENT IS REQUESTED TO EXECUTE A CONTRACT OR A WORK ORDER UNDER THE APPROPRIATE INDEFINITE QUANTITY CONTRACT FOR THE SERVICES OF A VILLAGE HEALTH EDUCATION SPECIALIST. THE SCOPE OF WORK FOR TECHNICAL SERVICES PROVIDED AS ATTACHMENT NO. ONE. ESTIMATED BUDGET IS PROVIDED AS ATTACHMENT NO. TWO.  
BLOCK 14.B: WAAC, HEDSO/WA, AMERICAN EMBASSY B.P. 1712, ABIDJAN, IVORY COAST; BLOCK 15: AS REQUIRED BY AFR/DR;  
BLOCK 16: COOPERATING COUNTRY AGREEMENT CONTAINED IN

10C

ORIGINAL OF PROAG REFERENCED ABOVE BLOCK 17: BY AAA/AFR/DR. BLOCK 18: SEE STATEMENT OF WORK AS ATTACH 1 BELOW; BLOCK 19.A: SOLID ABILITY TO READ, WRITE, AND SPEAK THE FRENCH LANGUAGE AT THE FS1-3 LEVEL; BLOCK 19.B: SECURITY CLEARANCE WILL NOT BE REQUIRED; BLOCK 19.C: DUTY POST WILL BE KANDI, PEOPLES REPUBLIC OF BENIN (SEE ATTACH 3 LIVING CONDITION BELOW). INITIAL TOUR WILL BE FOR 24 MONTHS RENEWABLE FOR A SECOND 21 MONTH TOUR. BLOCK COMD:

DEPENDENTS WILL NOT BE PERMITTED (EXCEPT AT CONTRACTOR'S EXPENSE) SEE PARA FIVE BELOW; BLOCK 19.E: N/A. BLOCK 19.F: CHECK HAS BEEN OBTAINED. BLOCK 19.G: 44 HOUR WORK-WEEK AUTHORIZED.

QUALIFICATIONS: TECHNICIAN SHALL HAVE AT LEAST A MASTER'S DEG

E IN PUBLIC HEALTH. MUST HAVE HAD 3 YEARS WORK EXPERIENCE IN RURAL ARE OF DEVELOPING COUNTRIES - IDEALLY IN WEST AFRICA. MUST BE ABLE TO PLAN THE VILLAGE HEALTH EDUCATION IMPROVEMENT PROGRAM, THE REQUIRED TRAINING PROGRAM DEVELOPMENT OF TRAINING MATERIALS, AND THE EVALUATION OF THOSE ACTIVITIES.

BLOCK 20: PROJECT RPER - BENIN ROJAL WAVER SUPPLY WFD SANITATION (AUGUST 1980); THE HEALTH ANALYSIS PREPARED IN JUNE 1978 FOR PROJECT DESIGN; THE OBJECT AGREEMENT DATED 030 AUGUST 1 980. THESE DOCUMENTS ARE AVAILABLE IN AID/AFR/CWA AND AID/AFR/DR/CAWARAP.

BLOCK 21: DETAILED BUDGET PROVIDED AS SECTION D. DETAILED STATEMENT OF WORK PROVIDED AS SECTION B BELOW.

A. ATTACHMENT ONE,  
- STATEMENT OF WORK:

THE FIRST COMPONENT OF THIS PROJECT CALLS FOR THE INSTALLATION OF 225 DRILLED TUBEWELLS EQUIPPED WITH PUMPS IN APPROXIMATELY 100 RURAL VILLAGES IN THE BORGOU REGION OF BENIN AND SPRING CAPTATION IN THE ATACORA REGION. THE SECOND COMPONENT CALLS FOR IMPROVING HEALTH EDUCATION AND SANITATION IN THE VILLAGES WHERE WELLS HAVE BEEN INSTALLED UNDER THE PROJECT IN NORTHERN BORGOU PROVINCE.

*Received 5 May 1981 JEC*

*WENTHORN  
AUSTIN*

*Vic.*

*I suggest that you tell Barnes, AFR/DR that Austin on TDY this week but we will have him call next week.*

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CH8-01 AFDA-01 HEW-09 RELO-01 MAST-01 DO-01 AFPM-01  
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INFO OCT-01 /036 W  
-----031756 020806Z /34

P 020736Z MAY 81  
FM AMEMBASSY LOME  
TO SECSTATE WASHDC PRIORITY 1667  
INFO AMEMBASSY COTONOU

UNCLAS SECTION 02 OF 04 LOME 02174

AIDAC

AID/W FOR AFR/DR (BARNES), DS/HEA (AUSTIN)

THE CONTRACT TECHNICIAN WILL WORK WITH THE SECOND COMPONENT OF THIS PROJECT AND WILL PROVIDE TECHNICAL ASSISTANCE IN THE DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF THE VILLAGE HEALTH EDUCATION COMPONENT OF THE PROJECT. UNDER THIS CONTRACT, ADVISOR WILL BE REQUIRED TO:

- 1) VISIT THE REGIONS AND SOME OF THE VILLAGES WHERE NEW SOURCES OF SAFE WATER WILL BE OR ARE BEING DEVELOPPED AND MAKE PRELIMINARY ASSESSMENTS AS TO: CURRENT LEVELS OF VILLAGERS' AWARENESS OF CLEAN WATER AND ITS RELATIONSHIP TO GOOD HEALTH; ON-GOING PRACTICES WHICH COULD SERVE TO NEGATE POTENTIAL HEALTH IMPROVEMENTS ARISING FROM THE INTRODUCTION OF SAFE WATER SOURCES; PRESENT LEVELS OF CAPABILITY OF THE VARIOUS BENINESE GOVERNMENT PERSONNEL WHO WILL BE INVOLVED IN VILLAGE-LEVEL HEALTH EDUCATION AND SANITATION IMPROVEMENT EFFORTS TO MAKE AN EFFECTIVE CONTRIBUTION TO THE EFFORT. DURING THE PLANNING STAGE CLOSE COLLABORATION WILL BE MAINTAINED WITH THE PEACE CORPS AND INSTRUCTIONAL MATERIALS, SURVEY INSTRUMENTS, EVALUATION INSTRUMENTS WILL BE DESIGNED BY THE HEALTH CONTRACTOR IN COLLABORATION WITH THE PEACE CORPS VOLUNTEERS AND BENINESE COUNTERPARTS ASSIGNED TO THE PROJECT.
- 2) BASED ON MY ASSESSMENT (AND ON INFORMATION PROVIDED FROM GPRB AND USAID SOURCES) AND WORKING WITH COLLEAGUES FROM THE MINISTRIES OF HEALTH, SOCIAL AFFAIRS AND OTHER CONCERNED AGENCIES, ASSIST IN THE DEVELOPMENT OF A COMPREHENSIVE PLAN FOR CARRYING OUT A BASIC AND ELEMENTARY HEALTH EDUCATION/SANITATION IMPROVEMENT PROGRAM IN THE VILLAGES TO BE PROVIDED WITH NEW SOURCES OF SAFE WATER. THE PROGRAM IS TO BE AIMED AT: A) RAISING VILLAGERS' AWARENESS OF THE INTERRELATIONSHIP BETWEEN UNHYGIENIC PRACTICES AND UNSANITARY CONDITIONS ON THE ONE HAND AND DISEASE AND DEATH ON THE OTHER; B) MOTIVATING VILLAGERS TO CHANGE INAPPROPRIATE PRACTICES; AND C) HELPING THEM TO DO SO. IN ADDITION THE TECHNICIAN WILL WORK CLOSELY WITH THE PEACE CORPS ASSOCIATE DIRECTOR AND PEACE CORPS VOLUNTEERS ENGAGED IN PREVENTIVE HEALTH ACTION ACTIVITIES IN THE COMMUNITIES. ASSISTANCE WILL BE GIVEN IN TRAINING PEACE CORPS VOLUNTEERS AND THEIR COUNTERPARTS AS WELL AS ASSISTING THEM WITH THEIR ACTIVITIES IN THE FIELD. THE ACTIVITIES OF CONSULTANTS SUPPLIED BY THE WASH PROJECT WILL BE COORDINATED BY THE TECHNICIAN.
- THE PLAN WILL SPECIFY THE KINDS OF PARTICIPATION THAT WILL BE REQUIRED OF VILLAGERS, HEALTH AND OTHER WORKERS, OFFICIALS AND POLITICAL LEADERS. IT WILL INCLUDE A PLAN FOR IN-SERVICE EDUCATION OF THE PERSONNEL OF THE MINISTRIES OF HEALTH, SOCIAL AFFAIRS AND OTHER AGENCIES WHO WILL BE INVOLVED IN THE HEALTH EDUCATION/SANITATION

- IMPROVEMENT ACTIVITIES. IT WILL DEFINE SANITATION STANDARDS REQUIRED TO ASSURE THAT WATER SAFETY IS MAINTAINED IN THE VILLAGE SITUATION. IT WILL DESCRIBE HOW THE HEALTH EDUCATION/SANITATION IMPROVEMENT COMPONENT OF THE PROJECT WILL BE MANAGED AND WILL SPECIFY RESPONSIBILITIES OF COLLABORATING MINISTRIES, AGENCIES, AND PERSONNEL. IT WILL SPELL OUT THE PHASING, TIMING, AND SYNCHRONIZING OF ACTIVITIES OF THIS COMPONENT WITH THE OTHER COMPONENTS OF THE PROJECT. IT WILL OUTLINE PLANS FOR ON-GOING, MID-POINT, AND FINAL EVALUATION OF THIS COMPONENT OF THE PROJECT (THE EVALUATION PLAN WILL IDENTIFY SPECIFIC OBJECTIVES OF PROJECT ACTIVITIES, BENCHMARKS OF PROGRESS, BASELINE DATA TO BE GATHERED, ETC.)

- 3) ASSIST THE MINISTRY OF HEALTH TO DETERMINE TRAINING NEEDS AND TO DEVELOP INITIAL AND SUPPLEMENTARY TRAINING PROGRAMS TO PREPARE THE PERSONNEL WHO WILL ACTUALLY CARRY OUT THE HEALTH EDUCATION AND SANITATION IMPROVEMENT ACTIVITIES AT THE VILLAGE LEVEL AS WELL AS IN THE SCHOOLS TO CARRY OUT THEIR DUTIES EFFECTIVELY. THE PERSONNEL TO BE TRAINED INCLUDE SOCIAL AGENTS, CULTURAL EXTENSION AGENTS, TEACHERS AND MOH PERSONNEL ASSIGNED TO AREAS WHERE NEW SAFE WATER SOURCES ARE BEING DEVELOPED. THE CONTRACTORS WILL REVIEW DIFFERENT TRAINING METHODS, DETERMINE THE MOST APPROPRIATE METHOD, ESTABLISH COURSE CONTEXT, AND DEVELOP MATERIALS REQUIRED FOR THE TRAINING. THE CONTRACTOR SHOULD USE EXISTING MATERIALS AS MUCH AS POSSIBLE INITIALLY, BUT SHOULD AIM TO DEVELOP LOCAL CAPACITY FOR MATERIALS DEVELOPMENT AS SOON AS POSSIBLE. THE CONTRACTOR WILL TRAIN THE MOH PERSONNEL AND WORK WITH THEM TO CONDUCT THE TRAINING PROGRAMS. THE CONTRACTOR WILL MONITOR THE PERFORMANCE OF THE PERSONNEL CARRYING OUT THE VILLAGE-LEVEL HEALTH EDUCATION AND SANITATION IMPROVEMENT ACTIVITIES. BASED UPON THEIR OBSERVATIONS, THE CONTRACTOR WILL MODIFY TRAINING PROGRAMS AND PLANS AS APPROPRIATE. THE TRAINING PROGRAMS WILL BE BASED ON THE PERFORMANCE OBJECTIVE APPROACH TO TRAINING.

- 4) ASSIST IN CARRYING OUT THE MID-POINT EVALUATION OF

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/053 A4 82

INFO OCT-01 /036 W

-----032015 020814Z /34

P 020736Z MAY 81  
FM AMEMBASSY LOME  
TO SECSTATE WASHDC PRIORITY 1568  
INFO AMEMBASSY COTONOU

UNCLAS SECTION 03 OF 04 LOME 02174

AIDAG

AID/W FOR AFR/DGY (BARNES), DS/HEA (AUSTIN)

- THE PROJECT. THIS IS SCHEDULED TO BE CARRIED OUT ABOUT 18 MONTHS FOLLOWING THE INITIATION OF THE VILLAGE HEALTH EDUCATION/SANITATION IMPROVEMENT ACTIVITIES (OR, ABOUT SIX MONTHS AFTER THE CONTRACTOR COMPLETES THE INITIAL PHASE OF THEIR WORK). IT WILL ENTAIL REVIEW AND ANALYSIS OF DATA GATHERED, FIELD OBSERVATIONS, INTERVIEWS WITH PROGRAM MANAGERS AND VILLAGERS, AND WORK WITH THE EVALUATION COMMITTEE (TO BE ESTABLISHED BY THE GPRB) TO FRAME CONCLUSIONS AND RECOMMENDATIONS AND TO PREPARE A REPORT. VILLAGERS, AS WELL AS PROJECT STAFF, WILL PARTICIPATE IN THE EVALUATION PROCEDURE.

- 5) THE CONTRACTOR WILL UTILIZE THE PROJECT PAPER AS THE DOCUMENT FOR THE WORK. IT IS ESTIMATED THAT THE SERVICES OF THE CONTRACTOR WILL BE REQUIRED FOR A TOTAL OF 45 MONTHS. THE CONTRACTOR WILL RECEIVE FIVE DAYS OF ORIENTATION CONSULTATIONS WITH AID/W AND WASH BEFORE DEPARTURE FOR BENIN AND WILL DE-BRIEF AID/W PERSONNEL UPON EACH RETURN FROM BENIN.

B. ATTACHMENT TWO,

- LIVING CONDITIONS AT DUTY POST:  
- KANDI IS A TOWN OF 3000 PEOPLE. 550 KM NORTH OF COTONOU. AVAILABLE HOUSING IS VERY MODEST WITHOUT ELECTRICITY OR RUNNING WATER. FACILITIES FOR CHILD HEALTH CARE AND SCHOOLING ARE NOT AVAILABLE. (1,54-594 23) 73 3/03:535 59 SPEND AN AVERAGE OF 15 DAYS/MONTHS IN SMALL RURAL VILLAGES AT SOME DISTANCE FROM KANDI AND ANOTHER 5 DAYS/MONTHS ON MISSIONS TO COTONOU OR ELSEWHERE. LIVING CONDITIONS IN VILLAGES ARE PRIMITIVE.

- DUE TO THE PAUCITY OF EDUCATIONAL AND HEALTH FACILITIES IN THE PROJECT AREA, AND FREQUENT TRAVEL REQUIRED OF HEALTH ADVISOR, SEPARATE MAINTENANCE IN THE U.S. WILL BE PROVIDED FOR ELIGIBLE FAMILY MEMBERS. NO PROJECT FUNDS WILL BE MADE AVAILABLE FOR EITHER THE TRANSPORT OF FAMILY MEMBERS TO BENIN OR THEIR SUPPORT IN BENIN; DEPENDENTS OF HEALTH ADVISORS PRESENT IN BENIN WILL BE CONSIDERED UNOFFICIAL AND ON THEIR OWN.

- THE STANDARD WORK WEEK IN THE ADMINISTRATIVE CENTERS IS FORTY HOURS, SEVEN HOURS PER DAY MONDAY THROUGH FRIDAY AND FIVE HOURS ON SATURDAY. THE WORK WEEK IN THE FIELD CAN BE ALTERED, WITH THE AGREEMENT OF THE BENINESE COUNTERPARTS, TO FIT WORKING CONDITIONS. THE HEALTH ADVISOR WILL WORK AN EXTRA EIGHT HOURS EVERY TWO WEEKS WHICH WILL RESULT IN 26 DAYS ADDITIONAL LEAVE PER YEAR. HEALTH ADVISOR WILL BE ALLOWED AN ANNUAL ROUND-TRIP TICKET TO U.S., AT WHICH TIME HE/SHE MAY TAKE HIS/HER

REGULARLY ACCRUED LEAVE PLUS THE 26 DAYS OF ADDITIONAL LEAVE. AS A GENERAL RULE LEAVE WILL BE TAKEN DURING THE PROJECT AREA PLANTING SEASON. EXACT TIMING OF VACATIONS IS SUBJECT TO THE APPROVAL OF THE USAID PROJECT MANAGER AND THE GPRB PROJECT DIRECTOR.

- KANDI IS A THREE HOUR DRIVE FROM THE PROVINCIAL CAPITAL, PARAKOU. WHEN IN COTONOU THE HEALTH ADVISOR WILL HAVE ACCESS TO THE EMBASSY COMMISSARY AND MEDICAL FACILITIES ON THE SAME BASIS AS OFFICIAL AMERICAN EMPLOYEES. THE COMMISSARY HAS A LIMITED SELECTION OF AMERICAN CANNED GOODS AND MEAT. THE EMBASSY HAS A NURSE WHO IS PRESENT ONE DAY A WEEK AT THE EMBASSY BUT AVAILABLE WHEN NEEDED. THE STATE DEPARTMENT REGIONAL DOCTOR IS STATIONED IN LAGOS, NIGERIA AND MAKES REGULARLY SCHEDULED VISITS TO COTONOU. HEALTH ADVISOR WILL HAVE POUCH PRIVILEGES FOR FIRST CLASS LETTER MAIL ONLY. PROJECT VEHICLE WILL BE AVAILABLE TO HEALTH ADVISOR FOR OFFICIAL USE, WHICH INCLUDES TRAVEL BETWEEN WORK SITES AND REGIONAL CENTERS OR COTONOU.

C. ATTACHMENT THREE,  
- ILLUSTRATIVE BUDGET:

- (A) SALARIES
  - 1) VILLAGE HEALTH
    - EDUC. SPEC. (45 MONTHS) DOLS 132,000 DOLS 132,000
  - (B) POST DIFFERENTIAL (25 PERCENT) " 33,000
  - (C) OVERHEAD (100 PERCENT) " 132,000
  - (D) OTHER ALLOWANCES
    - (COLA, LOA, FURNISHING, SMA)
    - 18,000 45,000 15,000 18,000 " 96,000
  - (E) TRAVEL & TRANSPORTATION
    - 1) INTERNATIONAL
      - A) AIRFARE (5 TRIP) 10,000
      - B) STOP OVER PER DIEM 1,000
      - C) TAXIS 500

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PROJECTS.

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B) THE DEVELOPMENT OF CURRICULUM MATERIALS FOR THE TRAINING OF VILLAGE HEALTH WORKERS AND OF GPRB CIVIL SERVANTS, SUCH AS PRIMARY SCHOOL TEACHERS, WHOSE PARTICIPATION IN VILLAGE LEVEL HEALTH ACTIONS MAY BE SOLICITED.

INFO OCT-01 /036 W  
-----032034 020821Z /34

C) THE WASH CONSULTANT SHOULD HAVE EXPERIENCE IN EVALUATION TECHNIQUES AND IN DEVELOPMENT OF HEALTH TRAINING MATERIALS. WE SUGGEST THAT DR. RAY ISELY WOULD BE AN EXCELLENT CHOICE. HIS PARTICIPATION IN THE BENIN WATER PROJECT WOULD BE NECESSARY FOR AT LEAST ONE MONTH AND, PROBABLY, NOT MORE THAN SIX WEEKS.

P 020736Z MAY 81  
FM AMEMBASSY LOME  
TO SECSTATE WASHDC PRIORITY 1669  
INFO AMEMBASSY COTONOU

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AIDAC

AID/W FOR AFR/DR (BARNES), DS/HEA (AUSTIN)

-	D) EXCES. BAGGAGE	500	
-			12,800
-	2) U.S.:		
-	A) AIRFARE	1,000	
-	B) WASHINGTON PER DIEM	1,000	
-	C) TAXIS	300	
-			2,300
-	3) IN COUNTRY		
-	A) TRANSPORTATION	2,250	
-	B) PER DIEM	14,000	
-			16,250
-			31,550

5. IN ORDER TO GIVE HEALTH ADVISOR NECESSARY TIME TO ESTABLISH REQUIRED CONTACTS WITH MOH OFFICIALS AND TO BECOME FAMILIAR WITH PROJECT PLANS AND NEEDS, WASH CONSULTANT SHOULD NOT ARRIVE SOONER THAN ONE MONTH AFTER ARRIVAL OF HEALTH ADVISOR IN COTONOU. ALSO, IN ORDER TO START PROJECT ACTIVITIES AS SOON AS FEASIBLE WASH CONSULTANT SHOULD ARRIVE NO MORE THAN SIX WEEKS AFTER ARRIVAL OF HEALTH ADVISOR IN BENIN. BEGINNING OF FIELD ACTIVITIES DEPEND ON ASSISTANCE OF WASH EVALUATION CONSULTANT. STRONGLY SUGGEST HEALTH ADVISOR MEET WITH WASH CONSULTANTS IN WASH. D.C. PRIOR TO DEPARTURE TO BENIN.

6. PLEASE ADVISE WHEN PLOT FINALIZED AND CONTRACTING ACTIONS BEGUN. JOHNSON

-	F) AIR FREIGHT		
-	(500 LBS X 2 DIRECTION)		3,500
-	G) SECRETARIAL SUPPORT		3,000
-	H) OTHER DIRECT COSTS		
-	1) DBA INS.		
-	(10,000 X DOLS 60,500)	1,500	
-	2) MEDICAL EXAMS, SHOTS		
-	PASSPORTS & VISAS	400	
-	3) MISCELLANEOUS	1,250	3,150
-	SUBTOTAL		DOLS 434,200
-	10 PERCENT FIXED FEE		DOLS 43,420
-	CONTINGENCY		DOLS 12,380

4. BASED ON THE COMPLETED PROJECT PLAN FOR HEALTH COMPONENT RECENTLY SUBMITTED BY HEALTH PLANNING CONSULTANT, OUR FOREGOES NEED FURTHER DETAILED SPECIFICATION/ELABORATION SPECIFIC ELEMENTS THIS PLAN, I.E. EVALUATION CRITERIA AND CURRICULUM MATERIALS FOR TRAINING VILLAGE LEVEL HEALTH WORKERS. FOR THIS PURPOSE AND ALSO TO FACILITATE THE INTEGRATION OF THE WORK OF THE FULL-TIME HEALTH ADVISOR, WE RECOMMEND THAT A CONSULTANT FROM WASH COME TO BENIN APPROXIMATELY ONE MONTH AFTER THE ARRIVAL IN BENIN OF THE WATER PROJECT HEALTH ADVISOR TO ASSIST LATTER IN THE FOLLOWING TASK:

★ It may take some time to recruit the water project health advisor. Living conditions @ duty post are primitive. Also they want no dependents. Also flight funds.

A) THE DEVELOPMENT OF A PROJECT EVALUATION INSTRUMENT (QUESTIONNAIRES, DATA COLLECTIONS SHEETS, ETC.) AND METHODOLOGY WHICH WILL SERVE THE DUAL PURPOSE OF GATHERING BASELINE DATA FOR MEASURING IMPACT OF HEALTH PROJECT ACTIVITIES ON THE HEALTH STATUS OF PROJECT VILLAGES IN THE LONG TERM AND OF INITIATING VILLAGE LEVEL UNDERSTANDING OF, AND INVOLVEMENT IN, COMMUNITY ANALYSIS FOR THE PLANNING OF SMALL SCALE VILLAGE LEVEL

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REVIEW OF PL 480 PROGRAM IN APRIL, AS REQUIRED BY BENIN  
AUDIT REPORT 80-24.

CTION OFFICE AFCW-03  
INFO AAF-01 AFRA-03 AFDR-06 IG-01 PDC-02 IGPP-01 C-01 CALL-02  
CHGT-02 CPS-02 CTR-02 DSHE-01 CH8-01 PVC-02 AFDA-01  
/031 AS 113

8. PEACE CORPS RURAL WORKS 698-0410 AIP/IRT CANCELLED.  
9. UNITARIAN UNIVERSALIST SERVICE COMMITTEE (UUSC)  
CANCELLED.

INFO OCT-01 /036 W

-----315105 131439Z /34

10. INTERNATIONAL PROJECT, FAMILY PLANNING INTERNATIONAL,  
INTRAM, JHP!EGO POPULATION PROGRAMS. NO NEW PROJECTS  
WILL BE CONSIDERED FOR BENIN. BULLINGTON

R 131405Z APR 81  
FM AMEMBASSY COTONO  
TO SECSTATE WASHDC 3381  
AMEMBASSY ABIDJAN  
INFO AMEMBASSY LOME

*W B Amar*

UNCLAS COTONO 0719

*BENIN OTD (Future)*

AIDAC

DEPT FOR AFR/W CWA AFR/DR AFR/RA

ABIDJAN FOR BRADSKY, MULCAHY, WAGNER

E.O. 12065: N/A  
SUBJECT: BENIN STATUS REPORT

P.F. COTONO 0049 PRIOR STATUS REPORT

HAVE JUST COMPLETED AN EXTENSIVE REVIEW OF ALL AID ACTIVITIES  
IN BENIN WITH CHARGE, AND PROJECT MANAGERS.

1. BENIN RURAL WATER 680-0201. ALL FUNDS OBLIGATED, AND CPS.  
4.1, 4.2 AND FIRST HALF OF 4.3 MET. AFTER REDSO CLEARANCE ON  
PROCUREMENT PLAN RECEIVED (LAST HALF OF CP 4.3) PIL NO. 1 WILL BE  
ISSUED. PROCUREMENT TEAM HAS RETURNED FROM SUCCESSFUL U.S.  
VISIT TO SER/COM, UND/CDF, MANUFACTURERS. P/O:XS AND P/O:TS  
DRAFTED AND AWAITING REDSO CLEARANCE. PROJECT MANAGER HAS  
VISITED ALL SPRING CAPTATION SITES, AND WILL SOON BE VISITING  
SEVERAL OF THE VILLAGE REGIONS DESIGNATED AS POSSIBLE WELL  
SITES. PSC HEALTH CONSULTANT WILL SUBMIT ASAP/HEALTH-SANITATION  
PLAN, WHICH WE PLAN TO INVITE WASH TO COMPLETE AN ON  
SITE REVIEW.
2. CRS COYA PRODUCTION/NUTRITION 680-0207. FIELD DEMONSTRATIONS  
WILL BEGIN ASAP AT DISTRICT LEVELS AND NATIONAL SEMINAR AT  
REGIONAL LEVEL COMPLETED VERY SUCCESSFULLY.
3. PARAKOU-MALANVILLE ROAD. 680-003/4 RECEIVED GPRB MAINTENANCE  
PLAN AND REDSO HAS RECOMMENDED TO ASSISTANT ADMINISTRATOR/AFRICA  
FOR CLOSURE OF RECOMMENDATION NO. 2 OF BENIN AUDI REPORT 80-24.
4. COTONO BRIDGE/DAM 680-W-005. REDSO ENGINEERING WILL TOY  
COTONO TO UNDERTAKE COMPLETION REPORT AND DISCUSS  
REQUIREMENTS FOR PROJECT EVALUATION. OLD BRIDGE HAS  
REOPENED AS OF 01 APRIL 81.
5. ROAP. SOCIO-ECONOMIC STUDY 698-0416.04. FIELD INTERVIEW  
STAFF HAS BEEN TRAINED/SELECTED/INSTALLED, AND HAVE BEGUN  
FIELD STUDY WITH PRINTED QUESTIONNAIRES AS OF 01 APRIL 81.  
SOURCE/ORIGIN PROPRIETARY WAIVER FOR COMPASSES RECEIVED.  
CERTIFICATION SYSTEM FOR MASI VOUCHERS ESTABLISHED.
6. AMP. FY 81 TRAINING PLAN APPROVED AND DOLS \$5,000 ALLOTTED.  
OBLIGATION OF FUNDS WILL BE COMPLETED ASAP. THE THREE  
AFGRAD SCHOLARSHIPS RESERVED FOR BENIN HAVE BEEN TURNED  
BACK TO AAI DUE INABILITY OF BENIN TO COMPLETE FILES.
7. PL 480 TITLE 1). NEW CRS DIRECTOR HAS ARRIVED, AND  
PREPARED THIRD QUARTER CALL FORWARD OF 450  
MT. OUTREACH P. DPOCAL APPROVED AND RELEASE OF APPROX.  
DOLS 250,000 REQUESTED. OAR WILL COMPLETE SEMI ANNUAL

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DSRD-02 ENCR-02 IT-06 CH2-01 AFCA-01 AGRI-01 RELO-01  
MAST-01 /042 A4 712

INFO OCT-01 /036 W

-----333715 1210392 /34

R 121031Z JUN 81  
FM AMEMBASSY LOME  
TO SECSTATE WASHDC 1998  
INFO AMEMBASSY ABIDJAN  
AMEMBASSY COTONOU

UNCLAS LOME 02939

AIDAC

ABIDJAN FOR REDSO  
COTONOU FOR GUILD

E.O. 12065: N/A

SUBJECT: TOGO WATER SUPPLY AND SANITATION PROJECT (693-0210)  
- HEALTH EDUCATION SPECIALIST

REF: LOME 2802

1. REGRET TO ANNOUNCE THAT BECAUSE OF SUDDEN ILLNESS IN HER FAMILY, JEANNE MCCORMACK MUST LEAVE TOGO UNEXPECTEDLY AND HAS ADVISED OAR SHE WILL NOT, REPEAT NOT, BE ABLE TO ACCEPT OFFER OF PUBLIC HEALTH ADVISOR POSITION.
2. OAR WICHES SUBMIT ALTERNATE CANDIDATE AGMA PRINS WHOSE QUALIFICATIONS AS SUMMARIZED BELOW APPEAR IMPRESSIVE. MS. PRINS HAS JUST FINISHED PREPARING THE HEALTH SECTOR PROJECT PLAN FOR THE BENIN RURAL WATER SUPPLY PROGRAM, AN ACTIVITY IN MANY RESPECTS SIMILAR TO THE TOGO PROJECT. ESTIMATED AVAILABILITY IN TOGO SEPTEMBER ONE.
3. PAST EXPERIENCE INCLUDES PLANNING AND EVALUATION COMMUNITY LEVEL PRIMARY HEALTH CARE PROGRAMS FOR USAID AND P.C. IN BENIN, SENEGAL AND CAMEROON. TRAINED P.C.V.S FOR BOTH RURAL AND URBAN PRIMARY HEALTH CARE AND HEALTH EDUCATION PROJECTS IN SENEGAL, BENIN AND GAMBIA. DIRECTED AND CONDUCTED LANGUAGE AND TECHNICAL TRAINING AND MANAGED BUDGET OF EIGHT TRAINING PROGRAMS FOR P.C.V.S IN SECONDARY EDUCATION, RURAL DEVELOPMENT, AGRICULTURE, APPROPRIATE TECHNOLOGY AND HEALTH IN W. AFRICA. TAUGHT FOR THREE YEARS IN CAMEROON SECONDARY SCHOOLS. LANGUAGE SKILLS INCLUDE FLUENT FRENCH, DUTCH, GERMAN AND NESKOS (W. AFRICAN PIGDIN ENGLISH). BORN IN INDONESIA, MS. PRINS HAS LEARNED TO COMMUNICATE IN MORE THAN 10 LANGUAGES INCLUDING SPANISH UNCLASSIFIED
- SWAHILI, BAHASSA-INDONESIA, WOLOF, ETC. EDUCATION INCLUDES MPH COLUMBIA U., MAY 1981 AND B.A. AFRICAN AREA STUDIES, U. OF MICHIGAN, ANN ARBOR, 1971. SHE IS U.S. CITIZEN, BORN JUNE 30, 1949, MARITAL STATUS SINGLE.
4. PRINS NOW IN COTONOU, BUT EXPECTS DEPART JUNE 13 FOR UPPER VOLTA. WILL STAY THERE UNTIL JUNE 20 AND MAY BE REACHED C/O JIM SEYLER APCD OUAGA. FROM JULY 1 TO 15 MAY BE REACHED C/O JOHN GRUWELL USAID/DAKAR. ETA US JULY 15 AT 171 BAYBERRY LANE, WESTPORT, CONN. 06880, TEL. 203-226-0359. WOULD LIKE TWO YEAR CONTRACT WITH ONE YEAR RENEWAL OPTION, SALARY RANGE DOLS. 700-800 PER WK., PLUS USUAL AID BENEFITS. TERMS SUBJECT TO NEGOTIATION. NEEDS FIRM COMMITMENT NELLUM BY JUNE 20. WILL POUCH LETTER AND COPY CV TO NELLUM JUNE 15.

S. WHILE EFFORTS TO SECURE CANDIDATE FOR PUBLIC HEALTH ADVISOR POSITION FOR TOGO PROJECT ARE GOING ON, P.C. TOGO ENTERING CRITICAL PHASE OF PREPARATION ITS HEALTH EDUCATION COMPONENT, INCLUDING FORMAT, TRAINING PROCEDURES AND MATERIALS. OAR/LOME AND PC/TOGO THEREFORE JOINTLY REQUEST ASSISTANCE DR. RAY ISELY OF WASH, OR OTHER EQUALLY QUALIFIED WASH OFFICER TO ASSIST ASAP BY PROVIDING SERVICES AGREED WITH JOHN AUSTIN OF DS/HEA (AID/W) SOME TIME AGO NAMELY: DEVELOP OVERALL STRATEGY; ORDER AND SEQUENCE OF EVENTS; DEVELOP TRAINING PROGRAM AND TRAINING OF TRAINERS, PROCEDURES AND MATERIAL; DEVELOP MANAGEMENT PROCEDURES AND PREPARE EVALUATION PROCEDURES. DESIRED ETA IS JUNE 15 OR SHORTLY THEREAFTER BUT NOT FIRST WEEK JULY. JOHNSON

*Received in/Heal (Wichman)  
6/16/81  
Passed to WASH of Austin  
6/16/81*

## APPENDIX B

### Training Materials

1. Agenda of curriculum committee, February 4, 1982.
2. Agenda of curriculum committee, February 24, 1982.
3. Timetables
  - 3.1 First week
  - 3.2 Second week
  - 3.3 Third week
  - 3.4 Fourth week
4. Outline of components of the training
  - 4.1 Explanation about water project
  - 4.2 "Pompage phase" in a water project
  - 4.3 Functions of the Ministry of Social Affairs in Togo and specifically in Atakpamé region
  - 4.4 Village dynamics related to introduction of a water supply project
  - 4.5 Interview with civil servant
  - 4.6 To revise form for interview with civil servant
  - 4.7 Puppet show ideas
  - 4.8 Experiential living in a family, in a community
  - 4.9 Epidemiological study
  - 4.10 Maintenance of motorcycles
  - 4.11 Visits to Amlamé
  - 4.12 Visit to a health facility
  - 4.13 Appraisal of training program
  - 4.14 Health-Health Education-Communication
  - 4.15 Teaching methods-Health Education
  - 4.16 Visit to Kpalimé
  - 4.17 Oral rehydration
  - 4.18 Socio-cultural and Technical Aspects of a latrine project.

AGENDA

1. Priority of topics
2. Suggested field visits.
  - 2.1. 2 days and 2 nights in Village with family and 1 day report oral and written.
  - 2.2. 1/2 day to Amlame - Affaires Sociales and 1/2 day report.
  - 2.3. 1/2 day meeting with fonctionnaire and report.
  - 2.4. 1<sup>+</sup> hour with Prefet.
  - 2.5. 1 day to Palime handicraft art centers, market and traditional medicine.
  - 2.6. 1 day Health Center or Hospital.
3. Role of Mrs Zoumarou as facilitator
  - 3.1. To organise meeting with prefet.
  - 3.2. Meeting with Civil servants.
  - 3.3. Visit Health Centers by students and consultant.
  - 3.4. To ask for policy of Ministry of Health or Ministry of Social Affairs re: Oral Rehydration.
  - 3.5. To ask for resources available in M.O.H. re: Health Education.
4. Role of P C V ..... when most appropriate to invite them
5. Resource persons
  - Ron Phillips
  - When - Sarah Fry
  - For what. - Agma Prinz
  - Ambrasio d'Almada
  - French and Mina Teachers
  - Mme Zoumarou
  - Local M.D.
  - Others
6. Portfolio
7. Integration of French in technical lessons
8. Timetable
9. Evaluation by students each week
10. Teaching methods
  - Contribution of - Ann Marie Neil (puppet show)
  - Trainees

.../2

11. Special Workshop: 3 days Ron Phillips and Agma Prinz 24-26/2/82
12. Reference material at W.H.O.
13. Lesson Plan Outline
14. Jace Ritzer's change of schedule.

AGENDA

1. - Topics covered
2. - Topics partially covered:- epidemiological study  
- community study and diagnosis
3. - Appreciation of good logistic support
4. - Good working relationship and coordination between Director-Staff
5. - Not done - portfolio or carnet de stage by each student
6. - Integration of technical  
linguistic aspects - approach used  
- role of teachers  
verbal - conclusions  
written
7. - Evaluation by students:
  - 7.1. learning process - approach to problems
  - 7.2. thinking process vs fact presentation
  - 7.3. curiosity developed
  - 7.4. French - verbal ) improved  
- written )
  - 7.5. good variety of teaching methods
  - 7.6. realization of importance of working within Government policies
  - 7.7. personal work and assignment interesting but sometimes overwhelming
  - 7.8. progressively formed a group
  - 7.9. crucial importance of field work for learning and getting to know environment
  - 7.10 suggestion for more knowledge and experience on:
    - building latrines
    - community study
    - observation of organization of functioning of comite de village
    - motorcycle maintenance

WEEK:

1	2	3	4	5	6	
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:30-10:00		7:30-9 Français 9-12 "Opération pompage"	7:30-8 Français 8:30 Village dynamics related to introduction of water supply project (jeu de rôle)		Français	
BREAK						
10:30-12:00			11:30-13 Rencontre avec Regional Director of Social Affairs		orientation pour les visites au village	
12:30 LUNCH						
2:30-5:00		Explications sur le projet d'hydraulique villageoise	Continuation du jeu de rôle	4:15-5 Discussion-Présentation d'horaire et de l'orientation du cours.		
6:30 DINNER						
		7-7:30 Discussion de l'horaire des cours.				

SPECIAL NOTE:

## WEEK

8

9

10

11

12

13

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7:30-10:00 Préparation Entrevue avec Fonctionnaire <i>et</i> avec Préfet	7:30-8:30 Introduction à l'Entretien de la Motocyclette (Ralph) 8:30-10:00 Français Préparation aux Entrevues	5:30 Visite au village et Stage avec famille 1ère Phase - Observation - la famille - la collectivité	9:00 Rencontre avec Préfet d'Amlam Visite : Centre de santé Marché	7:30 Visite de Formation Sanitaire  ↓	LIBRE
BREAK	BREAK	BREAK	BREAK	BREAK	
10:30-12:30 Exercice avec marionnettes "Ver de Guinée" (Anne Marie Neil)	Evaluation Préparation de Formulaires <i>pour les mises au point et évaluation.</i>	↓	↓	↓	
12:30 LUNCH	LUNCH	<sup>13<sup>30</sup></sup> LUNCH	LUNCH	LUNCH	
14:30-15:30 Préparation pour vie au village (Mona) 15:30-18:00 Rencontre avec Chef du village	15:00 Entretien avec fonctionnaire  ↓ 17 <i>Motocycle à Ralph (riding excursion)</i>	<sup>19h.</sup> Discussion et Préparation du rapport en Français	Discussion et Rapport en Français 16:00-17:00 Entretien de la motocyclette (Jace) (Démonstration) Discussion de la méthode pédagogique employée	↓	

19<sup>30</sup> Ann Marie Neil  
and Jean Neil  
re: surrounding of well.

SPECIAL NOTE:

MONDAY 15	TUESDAY 16	WEDNESDAY 17	THURSDAY 18	FRIDAY 19	SATURDAY 20
7:30-10:00 5:30 Visite au village ↓	Visite au village ↓	↓	7:30-8:30 Entretien de la motocyclette 9:00-10:00 Compte rendu du Rapport Visite Centre de Santé (français)	7:30-8:30 Entretien de la motocyclette 8:30-10:00 Présentation "Drama" par Jean	Excursion à Kpalime et Kloto - Médecine tradition nelle - Marché - Centre Artisanal - <i>habitat</i>
B R	E A	K	B R	E A	K
10:30-12:00 ↓	↓	↓	Préparation du rapport en français Présentation de l'expérience du village et étude de la collectivité	Route de l'eau par Carrie flipbook Weaning flannelographie par Diane	↓
12:30	L U	N C	H	L U	N C
14:30-17:00 ↓	↓	Retour du village ↓	14:30-15:30 Préparation du Formulaire d'évaluation des présentations des méthodes pédagogiques 16:00-17:00 Présentation de la Fable et proverbe par Neil	14:30-15:30 Evaluation de la semaine Français Préparation visite Kpalime	↓
↓	↓	Discussion en groupe et ébauche du rapport en français (français)			

*In week 14 on 15 the consultant has started the the grand Dejeune...*

## WEEK 4

MONDAY 22	TUESDAY 23	WEDNESDAY 24	THURSDAY 25	FRIDAY 26	SATURDAY 27
7:30-8:30 Moto 8:30-10:00 Français Rapport écrit	Moto Eau → Latrines → Maladie → Prévention → Education Sanitaire	Atelier sur l'eau	Atelier sur l'eau	Français	Atelier sur l'eau
10:30-11:00 Présentation du Rapport	Problem Solving approach	↓	↓		↓
B	R E	A	K	---	B R E A K
10:30-12:00 Maquette d'une Concession et de latrine, Keith Discussion sur les Méthodes Pédagogiques	↓	↓	↓	L I B R E	↓
12:30 L	U N	C	H	---	L U N C H
14:30-17:00 Rehydratation orale	14:30-15:30 Community Educational Participation(CEP) 15:45-17:00 Evaluation	↓	↓	Atelier sur l'eau	
18:30 DINNER	DINNER	DINNER	DINNER	DINNER	DINNER

OUTLINE OF COMPONENTS OF THE TRAINING

- 4.1 Component : Explanation about water project
- Objective : -inform the group about water project  
-clarify issues of concern
- Methodology : classroom setting  
lecture
- Time : 3/2/82 14:30 - 16:30
- Resource : Mr. Ron Phillips, Asst. Director of Peace Corps, Togo
- Key points : -Review objectives of the project  
-Inform about components of the project  
-well drilling  
-socio-cultural aspects
- Information about criteria for selection of villages  
-distance  
-distribution over area  
-number of population per well, role of prefet  
and final decision of exact location of wells.  
-villages with already existion wells
- Handouts  
-Detailed project discription  
-projet de forage de puits: -objectifs  
-moyen  
-structure d'operation : Projet Eau  
-Elements essentiels de la premiere rencontre  
au village - Tournee geologique - sociale  
-Flow chart re : rencontres avec villageois  
-Training objectives  
-Task list
- Evaluation :

## ANNEX 1

### DETAILED PROJECT DESCRIPTION

#### Purpose

The purpose of this project is to provide (a) an adequate supply of safe water to approximately 128,000 persons in rural areas located chiefly in the Plateaux and Savannah regions and (b) health education and improved village sanitation to the above beneficiaries.

#### Description

The project has two principal components; (a) the installation of wells and (b) health education, village sanitation and community development.

#### A. Wells

##### I. Outputs

At the end of the project, there will be approximately 400 tubewells in operation, equipped with pumps, surrounded with a concrete slab, and each capable of discharging approximately 800 liters per hour of safe water.

##### II Inputs

The Government of Togo will provide a project director. FED will finance the management services of the Bureau de Recherches Géologiques et Minières (BRGM) as well as the maintenance of the pumps. FAC will provide funds for the purchase and installation of 400 pumps, an adequate supply of spare parts, and the construction of a cement slab around the pump.

USAID will finance a contract for the drilling of approximately 535 bore holes averaging 45 meters in depth of which approximately 400 will be developed and equipped with 4 inch PVC casing. USAID will also provide funds for on-the-job training of some Togolese in drilling operations and for the testing of the well water to insure that the water is safe for human consumption.

#### B. Health Education, Community Development and Village Sanitation

##### I. Outputs

At the end of the project, the rural population benefitting from wells installed by the project will have received health education related to safe water and personal hygiene as well as assistance to construct latrines and improve the sanitation of their villages.

## II Inputs

- a) For this activity, USAID will contribute the following:
- 1) a health training consultant for up to fifteen months; *Amman*
  - 2) a village sanitation consultant for up to fifteen months; *Amman*
  - 3) financial assistance for training personnel engaged in this project activity;
  - 4) financial assistance for the preparation and publishing of educational materials;
  - 5) two seven-ton trucks;
  - 6) seven pickups for transportation of personnel and materials. Two of these pickups or equivalent transportation, will be made available to the consultants during their work in Togo.
  - 7) 85 motorcycles;
  - 8) fuel and maintenance for the above vehicles during the project;
  - 9) materials for the construction of latrines such as cement, roofing sheets, iron bars, wire, picks and shovels;
  - 10) salaries of some workers such as masons, carpenters, and iron workers for the construction of latrines.
- b) At the request of the Government of Togo, the Peace Corps will provide up to five volunteers for this activity.
- c) The contribution of the Government of Togo will be as follows:
- 1) all personnel required to ensure the success of this program. These will include:
    - aa) a coordinator of all activities related to health education, "animation" of the village; village sanitation; community development. The coordinator will also collaborate closely with the project director of the drilling operations;
    - bb) the component of the activities related to education and health will be executed by the Department of Public Health and Social Affairs.
    - cc) regional supervisors of Social Affairs, trainers in health education and sanitation, technicians to direct and supervise the activities related to village sanitation, including the construction of latrines;

- dd) the nurses, teachers, and village health agents, who will be providing their services to the residents of the villages where project wells are installed, will take part in the program of health education and sanitation. It will undoubtedly be necessary to organize short refresher courses or seminars for these persons;
- ee) up to 75 Agents de Promotion Sociale will be engaged in this program of health education and village sanitation. At the beginning of the project, special seminars will be organized to prepare and instruct these agents for the project activities. It will be necessary to hold periodic seminars or meetings of these agents for evaluation of their activities and appropriate instructions;
- ff) several crews of masons, carpenters, and iron workers to help the villagers in constructing latrines.
2. The Government of Togo will organize the training of all personnel required for this project and finance a portion of the expenditures.
  3. The Government of Togo will also provide office materials and a portion of the operational costs.

#### Evaluation and Reports

##### A. Wells

After about 150 wells have been installed, an evaluation will be conducted by personnel of the Government and USAID and undoubtedly FAC and FED. They will verify: (a) that the wells are producing an adequate supply of safe water; (b) that all pumps are operational, and (c) that the maintenance of the pumps is being carried out regularly, promptly, and effectively.

At the end of the project, a final evaluation will be conducted by representatives of the Government and USAID and hopefully FAC and FED. They will verify the same facts as above for all wells and pumps installed during this project.

##### B. Health Education, Village Sanitation, and Community Development

- 1) At the outset of the project, the Government will organize meetings or a committee, including personnel from all collaborating ministries and consultants provided by USAID. This committee will establish a comprehensive evaluation plan which will include the specific objectives of the health education and sanitation activities of the project, benchmarks of progress, base data to be gathered, etc.

- 2) Nine to twelve months later, an evaluation will be conducted by appropriate personnel of all collaborating ministries and perhaps consultants provided by USAID. This evaluation will verify the effectiveness of the project activities, e.g. training, health education, the construction of latrines, etc.
- 3) A second evaluation may be necessary after another nine months.
- 4) At the end of the project, a final evaluation will take place. It will be conducted by an outside agency funded by USAID. These consultants will be assisted by the personnel of Government who have been engaged in the health education and village sanitation activities of this project.

C. Reports

The Government of Togo will submit to USAID quarterly and annual reports during the course of the project and a comprehensive report at the end of the project.

D. Budget

1) An estimated budget for the fiscal year 1980 is as follows:

<u>USAID</u>	<u>000's of U.S. Dols</u>
Drilling contract	832
Technical Assistance	250
Training	20
Vehicles	207
Commodities	86
Local Salaries	20
Operational Costs	45
Contingency	<u>40</u>
Total	1500
Government of Togo	<u>100</u>
Grand Total	1600

PROJET DE FORAGE DES PUIITS

BUT: Amélioration du bien-être de la population togolaise

Objectifs

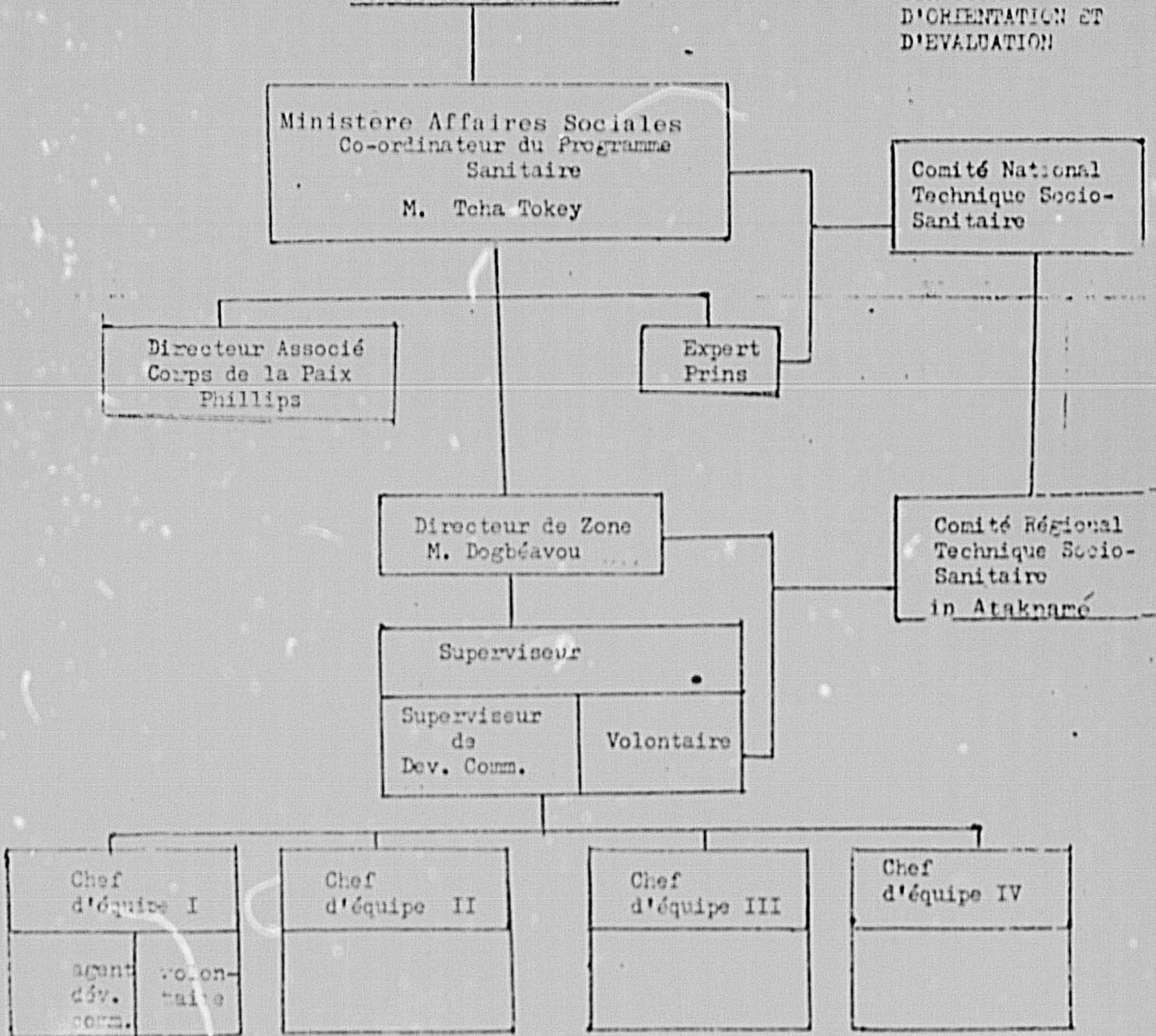
Moyens

- |   |   |
|---|---|
| 1. Provision de l'eau potable   | forage des puits  |
| 2. Amélioration de la santé grâce aux changements du comportement sanitaire                             | campagne d'éducation sanitaire                                      |
| 3. Assurance de la durée de la pompe et du site et création d'une base pour le développement du village | mettre sur pied ou renforcement d'une structure (dit comité local). |
| 4. par projets secondaires<br>ORT<br>nutrition - PAM food<br>latrines                                   |   |

STRUCTURE D'OPERATION

STRUCTURE D'EXECUTION

STRUCTURE  
D'ORIENTATION ET  
D'EVALUATION



Membres d'équipe

- Agents de promotion
- Agent d'assainissement
- Mécan
- Nourissier

EXERCICES PRATIQUES DE LA PREMIERE RECONNAISSANCE AU VILLAGE  
TOURNEE GEOLOGIQUE-SOCIALE

1. Explication du problème d'eau  
Essayez de déterminer si c'est un problème vraiment ressenti
2. Efforts du gouvernement de résoudre ce problème
3. La résolution de ce problème - demande des efforts collaboratifs:

Le Projet U/EALD fournira:

- a. le forage par machine
- b. la pompe Verquet (pompe à pied)
- c. Matériel pour construire

Séchoir  
Abreuvoir  
Lavabo de linge  
Latrines

- d. Equipe régionale des mécaniciens pour les réparations compliquées avec les pièces de rechange.

La participation incluse du village:

- a. nettoyage du site et l'accès
- b. les matériaux locaux: sable, gravier, eau, bois (clôture)
- c. main-d'œuvre pour construction de margelle et les autres améliorations du site; latrines
- d. une structure locale (dit comité) pour entreprendre et surveiller le travail; l'entretenir et la campagne d'éducation sanitaire
- e. participation de la population en campagne d'éducation pour la santé
- f. nomination et formation de deux hommes locaux pour maintenir et réparer la pompe.

4. Les bénéfices du projet contiennent:

- a. l'eau potable en toute saison
- b. amélioration de la santé des villageois
- c. les possibilités du jardinage et d'élevage.

5. Critère de sélection:

Village

Technique

- accès
- eau potable de bonne qualité et en quantité suffisante
- manque des sources de pollution proche du site

Sociale

- population suffisante (min 250)
- acceptation de participer, démontré par signature sur contrat
- acceptation du site proposé

Site

- Une grande probabilité de trouver l'eau déterminé par les géologues

## 6. Problème de panne

- 2 hommes locaux formés pour maintenir et faire les réparations simples
- une équipe régionale des mécaniciens pour entreprendre les réparations compliquées qui fournira les pièces de rechange. Ce service durera 2 ans seulement. Après, c'est possible que le village paye ces services et ces pièces.

## 7. Exécution

- Les forages commenceront en septembre 1981 pour une durée d'un an et demi à la région des Plateaux
- L'action du développement communautaire débute immédiatement
- On notifiera le village dès que possible de la date prévue de forage chez eux.

FLOW CHART

I. Première Rencontre (chefs d'équipe)	II. Deuxième Rencontre (agents privilégiés et 1 chef d'équipe)	III. Réunion au village	IV. Installation comité (chef agent)
A. Explication du Projet (Eléments essentiels)	A. Explication du Projet en détail aux notables	A. Nomination des membres	A. Cérémonie d'installa- tion
B. Mention du Comité Villageois	- discours - discussion par questions - Conte/proverbe traditionnel	B. Election du bureau	B. Signature contrat
C. Questionnaire Général	B. Comité Villageois		
D. Fixer la date sur la prochaine rencontre	- discuter les rôles et responsabilités - fixer le nombre maximum des membres - conseiller que tous les éléments soient représentés.		
E. Choisir 4 sites provisoires pour le puits.	- donner la tâche: a. choisir un groupe pour représenter le village soit un comité existant ou soit un nouveau  - déterminer les membres et le bureau avant l'installation		
	C. Explication du Projet aux masses: - discours - drame		
	D. Fixer la date pour l'installation		
	E. Choisir 4 sites provisoires		

The following is the beginning of the list of Training Objectives for this program. These objectives will be revised and reviewed as the needs of each trainee are expressed. They are not set in concrete. They become most useful when they express exactly what you would like to get out of the training as a whole and out of each Unit specifically.

#### OVERALL TRAINING OBJECTIVES

- . To provide the trainees with initial technical, linguistic and cultural information necessary to successfully interact with Togolese/Beninese.
- . To develop their ability to communicate effectively which ensures their ability to live comfortably within the Togolese or Beninese environment.
- . Finally, to develop the trainees "active learner capabilities" so that the trainee will seek out and develop the resources and experiences to continue skills development.

#### SPECIFIC UNIT OBJECTIVES

Unit I: The Rural Water Supply Project/ Working in the System of Togolese/Beninese Institutions

- . By the end of the Unit, the trainees will be able to articulate the history, design, present status and projected benefits of the project.
- . By the end of the training program the trainee will pose thoughtful questions based on the understanding of the project and its context.
- . By the end of Unit I, the trainees will be familiar with the Unit presentation format and will begin to develop their active participation in the process.
- . By the end of the unit the trainees will have been provided with enough information so that they will be able to describe and recognise the relevance of the Health Education/Community Development component of the project.
- . By the end of Unit I the trainees will describe individually or as a group what a Health/Sanitation Team Leader is and may do; what the major relationships will be and what the potential benefits and problems might be inherent in this position.
- . With this understanding, by the end of the training program, the trainee will begin to understand the job, the project, the relationship of these to the community and how this is integrated into other development efforts and the future of the community.

## T A S K L I S T

### Wells/Sanitation USAID Rural Water Supply P r o j e c t

- A. With homologue, train team members in: 1. specific procedures of the project; 2. health education (general information and project specific interventions); 3. pump repair (possible); 4. how to train village level personnel and village women to implement health education interventions.
  
- B. With homologue supervise team activities:
  - 1. assist agent de promotion to develop work plans
  - 2. insure each step of procedures is implemented
  - 3. insure all records/reports are adequately filled out
  - 4. assess quality of interaction of agent with village
  
- C. With homologue, trouble shoot
  - 1. be on call to address specific questions/problems of team
  - 2. develop procedures to facilitate feedback from the field
  - 3. develop techniques to locate problems
  
- D. With homologue logistical planning, and co-ordination
  - 1. delivery of materials: cement rebar tôle
  - 2. collection and delivery of sand and gravel
  - 3. calendar of bouche use
  - 4. work schedule of masons and carpenters with village activities
  - 5. co-ordination of arrival of drilling team with necessary village preparation and activities.

4.2 Component: "Pompage phase" in a water project

Objective: Provide information and observe pompage operation in a village

Methodology: Classroom: - lecture  
- questions and answers  
Field observation of the operation

Time: 3 February, 09.00-12.00

Resource : Barbara Weiss, Peace Corps Volunteer

Key points: - Definition of Pompage and reasons for this operation  
- the importance  
- how it is done  
- why it is done

Evaluation: Explanation of information given to village population when in the field

4.3 Component : Functions of the Ministry of Social Affairs in Togo and specifically in Atakpame region.

Objective : Provide information about Ministry of Social Affairs (M.S.A.) and its relationship with Water and Sanitation Project

Methodology : Classroom :- Lecture  
- Questions and answers

Time : 4 February - 11:30 - 13h.

Resource : Mme Zoumarou, Regional Director of the Ministry of Social Affairs, regional Togolese coordinator for the project

Key points : - Organizational chart  
- Functions of the M.S.A. and services offered in the Atakpame region  
- Staff available and their academic preparation  
- Coordination between M.S.A. and project  
- Importance of the Peace Corps Volunteers in the project and their contribution for the success of the project

Evaluation :

Component : Village dynamics related to introduction of water supply project

Objective : - Reflect on the dynamics of a village  
- Introduce steps and time to be taken to introduce properly water and sanitation project  
- Practica a role play method

Methodology : Classroom : - individual work  
- role plays  
- small group discussions  
- plenary session

Time : 4th and 5th February 1982

Resources : human - Ronald Phillips Peace Corps Associate Director  
- Sarah Fry USAID staff  
- Ginni Turner consultant  
- Y. Mousseau-Gershman consultant

material - handouts : - Overall village description  
- Plan of the area to be covered by the project  
- Instructions for each character :  
- Auxiliaire infirmier  
- Matronne  
- Chef Canton and interpreter  
- Expatriate health Expert  
- Guidelines for trainers  
- Trainer's guidelines  
- Observer's guide

Key points : - Village environment its population and dynamics  
- Cultural/social aspects  
- Introduction of a project in the village and reactions of population  
- Handling situation from different angles  
- Initiation to the art of negotiation  
- role of Government and agencies in a project  
- use of role play technique  
- preparation plan of action  
- awareness of constraints of a project

Evaluation : Awareness and sensitivity of students when in the field

ROLE PLAY: "Village dynamics and New Project"

OVERALL VILLAGE DESCRIPTION

The village of Keur-Lim is located in the northern savannah region of Sahelia, a small West African country. The population is about 1000. The people are farmers who raise millet and maize for food and cotton as "cash crop. Due to a long ( 7 month ) dry season there is periodic drought and few fruits and vegetables are available during this time. The villagers also raise some goats, sheep and chickens. The village is reached by an unpaved road which becomes nearly unpassable in the rainy season. Four kilometers down the road is a market which is held every five days; Ten kilometers in the other direction is a Maternité/ dispensaire. Bush taxis can only be found on market days.

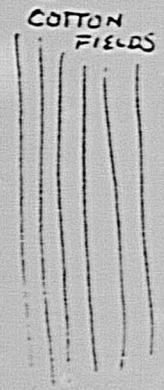
The village water supply comes from one open well which dries up in the dry season, and a marigot one kilometer away. In the dry season the villagers must walk closer to the source - 3 kms- to find water. The marigot also serves as laundry and bath. The people live in dispersed family compounds made of adobe and thatch. Cooperative action between families is not traditional; however, there is an agricultural cooperative which was recently established and a cotton warehouse built. 15% of the men and 2% of the women are literate, and 50% of the children go to the local primary school, although attendance is very low during the busy agricultural season.

The Chef Canton is an elderly traditional chief who mediates disputes. The male head of each family takes care of problems within his compound and serves as spiritual leader for the animist faith. Besides the maternité and dispensaire staffed by government auxiliaries, health care is provided by a traditional healer and birth attendant.

KEUR LIM

2 1/2 km

FAMILY CONCESSIONS: BETWEEN 10  
↑↑ = 1/2 km APART



WATER TOWER  
DUMP  
13M DEEP OPEN WELL (DRIES UP PERIODICALLY)  
CHIEF'S COMPOUND

BUSH (SCRUB + GUINIA SAVANNAH)

DUMP  
TRADITIONAL MIDWIFE'S COMPOUND  
SACRED

FOOTBALL FIELD  
PRIMARY SCHOOL

DRY WELL

ROAD (VERY BAD DURING RAINY SEASON)  
TO DORIMA (POP: 25000)

SIDE: WILDLIFE, SNAKE, TOXIC MOLE  
SQUIDDIES, MARIGOLDS, EGGS  
(FROM TIME TO TIME)

- ① GOVT. HOSPITAL 80KM
- ② 5 DAY MARKET 4 KM

JOJO POU'S HOUSE  
IN DUB

COTTON WAREHOUSE

TAXI PARK  
GP  
DEFUNCT

35km TO KARIMA (POP: 10,000)

- ← ① DISPENSARY 10km
- ← ② MCH. CLINIC 35km

GUERISSIEUR'S COMPOUND

DRY WELL

DUMP

DUMP

STANDING WATER DURING RAINY SEASON

MARIGOT (DRY FOR SEVERAL YEARS)

FIELDS OF MAIZE + MILLET

PERMANENT WATER TOWER  
3KM

15

FOR THE AUXILLIAIRE INFIRMIER

A yovo from the American Embassy and a representative from the regional office of Social Affairs came to visit you two weeks ago to tell you of the arrival of some experts from America. These experts will be on a planning mission to gather information for a wells project that will also include a health education campaign which is to start in the area in three months time. You were told that this team would visit your dispensary to look at the records and to ask your advice about the kinds of health projects or education campaigns that would be most appropriate in your area. You have heard rumours of this project before but really don't know much about it. You know about another wells program that was done to the north about 4 years ago. German yovos worked with villagers to dig open wells. Some of these wells worked very well but many dry up during the dry season and in some villages no water was found at all. There was no health campaign associated with this project but you know there are some Dutch yovo women who work at the dispensaries in the same area. They do primarily curative medicine and are very much appreciated by the villagers who prefer to get their shots and pills from them rather than the national dispensary workers. These Dutch women also weigh babies once a month at the dispensaries and give the mothers who come there gifts of canned baby food and oil and powdered milk. Sometimes they take their Land Rovers out to villages and give health lessons and weigh babies. They bring sick people they find in the villages back to the dispensaries for treatment. They also help to deliver babies.

You don't really know what the Americans mean by "health education campaign" but you hope they will send someone to help you out at the dispensary. You get very little support or encouragement from your superiors. Medicines are often in short supply and many people that come to the dispensary are very sick and do not respond to the treatments you can give them. As a result your credibility with the villagers is quite low. You think that if a yovo came to work at the dispensary she would bring more medicines and also increase your standing with the villagers and with your superiors. This is especially important to you because you are trying to get a transfer to a larger city in the south where you are from originally. You think the people in this area are stupid and "sauvage". They will not listen to your health advice and don't come to the dispensary until they or their children are very sick. Often they go to the local guérisseu instead of coming to the dispensary and prefer to follow his advice instead of your own (Then again, you sometimes take your own children to the guérisseur because he does seem to effect some amazing cures and with the shortage of

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medicine at the dispensary and the difficulty of transportation as well as the expense of medicines available at the big-city pharmacy, it's worth a try).

Most of the people that come to the dispensary are women and children. Severe diarrhoea is a common problem among children. The villagers believe that mild diarrhoea is a normal condition, but that severe diarrhoea is caused by eating beans and peanuts. Because of this, children with serious diarrhoea are fed nothing but millet gruel and often develop malnutrition. Other common childhood illnesses include fevers, respiratory problems, worms and infected wounds. Many adults suffer from these same illnesses. Schistosomiasis is so common that blood in the urine of young boys is considered normal. You know that contaminated water is the cause of many of these conditions and you do filter drinking water for your children, but not for yourself (You, after all, made it through childhood without worrying about water quality- you are strong and resistant) You have had a latrine built for your family and for the matronne next to the dispensary. You keep it locked, though, because the villagers don't use it properly. Because of this your children often use the bush, too.

You hope they'll dig the well close to the dispensary so that your wife will not have to walk so far for water.

FOR THE MATRONNE

A yovo from the American Embassy and a representative from the regional office of Social Affairs came to visit you two weeks ago to tell you of the arrival of some experts from America. These experts will be on a planning mission to gather information for a wells project that will also include a health education campaign, which is to start in the area in three months time. You were told that this team would visit your dispensary to look at the records and to ask your advice about the kinds of health projects or education campaigns that would be most appropriate in your area. You have heard rumours of this project before but really don't know much about it. You know about another wells program that was done to the north about 4 years ago. German yovos worked with villagers to dig open wells. Some of these wells worked very well but many dry up during the dry season and in some villages no water was found at all. There was no health campaign associated with this project but you know there are some Dutch yovo women who work at the dispensaries in the same area. They do primarily curative medicine and are very much appreciated by the villagers who prefer to get their shots and pills from them rather than the national dispensary workers. These Dutch women also weigh babies once a month at the dispensaries and give the mothers who come there gifts of canned baby food and oil and powdered milk. Sometimes they take their land-rovers out to the villages and give health lessons and weigh babies. They bring sick people they find in the villages back to the dispensaries for treatment. They also help to deliver babies.

You don't really know what the Americans mean by a "health education campaign" but you hope they will send someone to help you at the dispensary. Many of the women who come to give birth at the center do so only for their first child or because they have a history of problem pregnancies. They rarely come for prenatal care. As a result, quite a few of the deliveries are difficult. When there are serious complications you try to get the women to the government hospital but, even if there is transportation, it is often too late by the time they get there. Maybe an American nurse could help you with these complicated cases. Also, you have been trained to weigh babies and give nutritional advice, but you have neither the time nor the necessary materials to do so. A yovo might be able to help with both.

You are from this part of the country and are aware of the difficult circumstances the villagers face every day. You know they are industrious and willing to do anything possible to improve their living conditions. You would like to help them and are delighted that a project is coming to this village. You just hope everything happens as planned because the villagers have been disappointed several

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times in the past by promises from the government or some agency, which were not carried out. The only thing you are not sure about is this business of building latrines that the American mentioned to you. You suspect that the bush might be more sanitary than a dirty smelly latrine that attracts flies, like the one the nurse had built next to the dispensary. But yovos have a thing about latrines so if they want to build them OK, as long as we get some help at the dispensary.

CHEF CANTON AND M. LALLE

An American from Iomé and a representative from the regional office of Social Affairs came to visit you about 2 weeks ago to tell you that a delegation of experts would be arriving in your village soon to discuss a wells project and a health program. They would describe the project to you and ask for your advice. You remember that some people came around about a year ago, talking about something similar, but they never came back so you don't know whether this is the same project or something different.

CHEF CANTON

You are 68 years old and have been chef for 22 years. You've never attended school and don't speak French. Very Traditional, rather would occupy yourself with family jugements- that's how you see your role as chef. But in order to stay in good graces with the political authorities you make an appearance of supporting any development efforts. Also, having gone through the colonial period, you feel Europeans know best, have to be told Yes and agreed with irrespective of what they say. Because you cannot get out often because of your health you are not very influential with the villagers.

Your conception of collective work is for the farmers to cultivate your millet field. You think it normal that children die young and that women have to walk long distances for water. In your opinion what the village needs to improve its health is a better dispensary and more drugs, preferably supplied by the government. You see no relationship between water and diseases. Your parents and grand-parents drank this water and they lived to old age like you. The only problem with water is that sometimes there is not enough.

You have a latrine in your compound built for you by some Catholic missionaries. You keep it locked for your exclusive use. You like it because it's close, though it is small.

You are drinking tchakpslo chez vous when the Land Rover arrives. You have an important jugement to hear soon. Also you usually invite M. Lalle to attend you whenever strangers arrive.

CHEF CANTON AND M. LALLE

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M. LALLE

You are young(37) and the most prominent Chef de Famille. Also the Chef Canton's nephew. You show the chef the respect he deserves due to his age and position; Though you disagree with him around the development of the village and don't think he's active enough, you would never contradict him in public.

You are literate and have your BPC. You are the President of the Groupement and are largely responsible for introducing cotton and building the magasin.

Although you are very anxious to see the village develop, you are leary of 'development projects'. Too often they leave only broken promises. You are skeptical but willing to listen. In spite of your low trust level you are polite and willing to give info. if asked properly.

Two of your children have died young; you know it doesn't have to be that way. You think there's some relation between drinking bad water (i.e. that's muddy) and falling sick but it's only a vague idea. The distance the women go for water is not important; that's their proper work.

You have often been told that latrines are necessary, yet all of the models they demand that the villagers construct are far beyond the means of the people.

You are at a groupement meeting when the Land Rover arrives. Because of your prominence you can visit the Chef w/o an invitation. But this is an important meeting.

You have just arrived in the country of Sahelia from an American University with a contract to set up the health component of a wells project in Keur-Lim. You have been to Africa before, as consultants, for several weeks and feel that you have seen Africa's problems first hand. You hold advanced degrees in development economics and health, and have spent the past few years reading extensive academic literature on Africa. Given your studies and research, you feel pretty confident that you can develop a good health program in Sahelia.

Before arriving on this assignment, you read all the planning documents prepared by various teams of expert consultants over the past four years. One of these documents which you found particularly interesting was an anthropologist's study of the project village. This study mentions that the men are responsible for anything related to water usage, that villagers prefer to use the government dispensary services instead of traditional healers in spite of the long walk, that villagers believe that diarrhea in children is caused by the Evil Eye, and that their world view is fatalistic.

Before going up to Keur-Lim, you spent several weeks in the capital city discussing the project with government officials and the local AID representative. They all told you that this village is a real problem because the people are stubborn, uncooperative and not too bright. The AID representative told you that he visited Keur-Lim once and was shocked by the filthiness of the place.

The AID officials presented you with a basic plan for the health program. The plan emphasizes latrine construction in every compound since poor sanitary conditions seem to be the root cause of all the health problems. Since village participation is a required element in every AID village level development project, the villagers are to be asked to collect money to buy the materials (about 20,000 CFA per latrine) and also to provide the labor for construction. Village participation is considered important because it instills a sense of responsibility in villagers for their own development. The plan also calls for the dispensary auxiliary to come to Keur-Lim once a month to give a lecture on disease prevention.

So, with the plan in hand, you set off in your official Land Rover for the long journey north. When you arrive in Keur-Lim and step out from the Land Rover, your first look confirms everything the AID representative told you.

TRAINER'S GUIDELINES

4/2/82  
Sarah Fry  
Ron Phillips

DAY 1 (about 3 hours)

1. Introduction
  - Review briefly the technical topics covered to date.
  - Ask if there are any questions concerning this material.
2. Explain purpose of 2 day exercise:
  - Give T's opportunity to practice the theories learned and to apply the information gained to a village situation.
  - To provide insight into the interpersonal and cross-cultural dynamics of community-level health planning.
3. Describe the activities:
  - T's will be divided into 3 teams representing various players;
  - There will be two role play exercises in which you will interact according to your assigned role description. Each role play will be followed by a processing session to maximize learning. There will be two observers to facilitate these sessions
4. Describe the role play:
  - objective is to develop a character based on your role description and to react to the play situation accordingly. Certain characters will have specific tasks to accomplish.
  - Teams are: 2 American experts, 2 government health workers, 2 villagers, 2 observers.
5. Are there any questions?
  - Make sure at this point that the exercise is clear to everyone.
6. Begin Exercise:
  - Distribute village description sheet and map to all participants to read. No questions.
  - Distribute role descriptions to each player; have them read, then spend five minutes thinking about their character, trying to fill in his/her personality and determine how they will react.
  - Break into teams for 20 minutes. Tasks are:
    - Experts: determine a plan of action for approaching village to accomplish task outlined in role description
    - Health Workers
    - and Villagers: Go into role, begin conversation as your character, begin to get a feel for your and your partner's role.
  - 3 teams are physically separated. One expert will work with each other team.
  - Announce arrival of American experts to village.
7. Begin Role Play (1.5 hours)
  - Observers use Guidesheet during role play

8. Process

- Ask experts to describe their feelings during the encounters
- Ask generally "how do you think you will feel when you actually enter a village?" If negative responses: How can we prepare to deal with these?
- Ask experts to describe the situation as they see it.
- Ask other teams to give feedback to experts on how they perceived experts' approach: too direct, too pushy, sensitive, receptive or already decided etc.
- Ask for group suggestions on how to improve the approach: Steps to take, characteristics to display.

9. Give assignment for the next day

- On the basis of your role description and the interaction during the role play, each team will develop a plan separately for the Keur Lim Project.

DAY 2 (about 3 hours)

1. Have each team present their project plan. Write highlights of each on a separate piece of newsprint.
2. Ask them to compare the plans: common elements, differences they can distinguish, the perspectives from which each plan arose. Have each team describe the rationale and underlying premises that influenced their plan.
3. Why are the versions of the plan different? (Done separately from own bias)
4. What can be done to overcome this difficulty when planning a common project? (Plan with people, not separately, thus process of negotiation and compromise)
5. Give tasks: Back into role; have a meeting called to develop a commonly agreed upon plan. Each player acts according to his/her character.
6. Process:
  - was a plan satisfactory to all developed? Ask each player if they are satisfied. What elements did they give away? Maintain?
  - was the process fair? Did the villagers feel they were really being listened to or merely humored? Did the nurses feel patronized or was their professional integrity respected?
  - Have observers report what they saw.
  - Have each player read her/his role description and summarize how the personality developed influenced his/her behavior.

OBSERVERS' GUIDE

Sarah Fry  
Ran Phillips  
4/2/82  
1430h

As the observer you are to be silent, unobtrusive, and watchful, taking notes on the following:

DAY 1

- 1) Content -- What is being said, what suggestions, ideas etc. are being made?  
-- What factual information and opinions are being expressed?
- 2) Process -- What are the interpersonal dynamics; how do the interactions occur?  
-- How do the 'experts' approach the village? Are formalities observed? Do they listen and accept input or only try to impose their preconceived ideas?  
-- Are they patronizing or do they treat the others as equals?  
-- How are the other players reacting to the "experts"? Is the reaction justified and realistic?

DAY 2

Group Meeting:

- Does anyone dominate the meeting? Is there a free exchange of ideas? Are the villagers being listened to?
- Is the process a real negotiation, or subtle manipulation? Do the 'nurses/villagers' act as if they feel powerful or powerless?
- What compromises are being made, and by whom?

- language used  
- expert role ...  
- chef de village ...  
- end of meeting  
- articulation

- too many things at the same time  
- health beneficial only one?!!  
- real African style?  
- Beginning + end of meetings  
- standing . . . .

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-health benefit, only one?  
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-beginning and end of meeting  
-standing...

Component : Interview with Civil Servant

Objectives : - Prepare outline for interview (in French)  
 - Assess linguistic skills  
 - Get acquainted with one civil servant in Togolese administration  
 - Become acquainted with one service that is related in some way to the project.

Methodology : - Preparation of interview: classroom setting  
 - interview of civil servant

Time : Preparation : Monday 7/2/82 8:30 - 10:00  
 Visit : Tuesday 8/2/82 15:00 - 16:30  
 Discussion : " 8/2/82 16:30-17:00

Resources : - Facilitator for organization : Regional Director MSA  
 - French teachers  
 - Civil Servants :- Secretary to Mayor of City of Atakpamé interviewed  
 - Adjoint au Prefet, Atakpamé  
 - Secrétaire du Conseil de la préfecture, Atakpamé  
 - Director of Rural Development  
 - Regional Director of Sanitation, Atakpamé  
 - Director of Literacy program and Social Service, in M.S.A. Atakpamé

Key Points : - Protocol involved  
 =key questions for interview  
 - Information about the service - activities  
 - staff  
 - budget  
 - logistic support  
 - Place of service on the organizational chart  
 - Coordination with other services  
 - Main difficulties that handicap work

Evaluation : Classroom: Discussion in group about experience  
 - verbal assessment of French ability : speaking and understanding  
 - usefulness in future work  
 - Written report in French

4.6 Component: To revise form for interview with civil servant

Objective: To become aware of the - content

- format

- presentation of a form

to use the form as guideline for an interview in this instance to a civil servant and access if appropriate.

Methodology: in classroom:

- to examine form that had been developed at the beginning of training for the purpose of an interview with civil servant

- to assess what are the negative and the positive points of the form: to consign observation in writing

- then to discuss observation in group

- attempt to prepare a new draft

Time: 10.45 a.m. - 12.30 p.m. 22 February 1982

Resource: - First draft

- Experience of having met a civil servant and having tried the first draft

Key points: - to prepare a form that:

- allows to gather data

- could be used as reference as for work as for training

- can be used with civil servants in a variety of services

- to plan the style of presentation and format

Evaluation: To test the form in the field

## 47 PUPPET SHOW IDEAS

### BASIC MATERIALS

Brown Cloth  
Remnants of Pagnes  
Buttons  
Larche Hair  
Barrings  
Needle/threads  
Cardboard/wood/paints/magic markers for props

Long sticks(2 ft. ruler like) is good for stick puppets when you don't have enough hands.

A table with a blanket works for a theater, but its easy to make a collapsable one with pagnes stratched over wood frames that fit together by hinges.

### Pointers

Keep it SIMPLE; 5-9 minutes is sufficient

Not too many characters; it complicates the lesson.

Present in local language via counterpart or tapes.

Make it as mobile as possible, easy to pack around on the back of moto.

Always advance notice to village chief and major committee.

Send a grillot around announcing; loud music helps attract crowd.

Give a brief explanation before beginning.

Use a counterpart to quiet audience-this is always a problem.

Afterwards, pass around sheet explaining lesson in pictures and mingle and talk with audience and try and discuss their impressions for improvements etc.

Do the show 2-3 times during a morning; depending on the crowd. REPEAT!

Try to do in one act or possibly two; you lose their train of thought with scene changes. (There not used to film or TV)

Set up show near actual work site. (During vaccination session for eg.)

Audience doesn't have to sit, but keep it in the shade!!

Don't make unrealistic characters, unless well explained; eg: Amoebas as personified-be careful)

Try not to have long pauses, make it quick moving and really bouge the puppet who is talking.

Don't get upset if they talk and laugh- there usually embarrassed to see "themselves" doing something wrong;- so they laugh.

- 48 Component: Experiential living in a family, in a community
- Objectives:
- To share life with a family
  - Orientation to village and family life; manners, activities, protocol, etc.
  - To become aware of the dynamic of getting in and out of village
  - To gather information by observation and indirect questions about
    - the village
    - family life
    - health practices concerning:
      - water
      - sanitation
      - nutrition
- Methodology:
- preparation: classroom setting
  - introduction to the chief and family in the village
  - visit with family in the village
  - assessment in classroom
- Time:
- Preparation with PCV: 8/2/82 14.30-15.30
  - Introduction by PCV about the experience to the chief and family 8/2/82 15.30-17.30
  - Visit: February 10, 05.30-13.00
  - February 15: 05.30: departure
  - February 17 13:00 return
  - Assessment written: 18/2/82, 08.30-10.30
  - written: 18/2/82, 10.30-12.30
- Resources:
- Peace Corps Volunteers
  - French teachers
  - Director of Logistic and Coordinator of Training
  - Consultant

/...

g. H...contd.

- Key points:**
- Protocol in village and family
  - How and What to observe
  - What is expected of this experience
  - Preparation of an outline for community study
  - Specific health aspect to observe:
    - water, sanitation,
    - oral rehydration

**Evaluation:** - immediately upon return, in the classroom:

Key questions!

- What have you seen that you liked? Why?
  - ,, ,, ,, ,, ,, ,, do not like? Why?
  - ,, ,, ,, ,, ,, could be improved? How?
- Later when volunteers are in the field
- to observe their sensitivity and ability to work with villagers
  - suggestion of a followup by Peace Corps

U.9 Component: Epidemiological study

Objectives: - To become aware of the main health problems of the area  
- To develop a form in order to gather data  
- To assess grossly the population's knowledge concerning the relationship between water-latrines-diseases-nutrition

Methodology: - in classroom: discussion and identification of key questions and observations  
- in the field: - during visit to health center  
- during visit to family

Time: Preparation 8/2/82, 7:30-10:00

Visits: -health centers  
-in families

Resources: see bibliography

Key points: - How to identify health problems  
- Where information could be gathered  
- Development of a form to gather data in the family in relation to a specific problem  
- How to gather data  
- Importance of gathering data that will be used

Evaluation:

(11) Component : Maintenance of motorcycle

Objectives : To provide information and skills necessary to maintain a  
Yamaha moto or Suzuki 80 moto

Methodology : - Introduction  
- Demonstration  
- Riding exercises  
- Evaluation

Time : Introduction 9/22/82, 7:30-8:30

Demonstrations :- 6

Riding exercises : over time

Resource : Human : Ralph Parkinson  
Jace Rezner  
Motorcycle : Yamaha

Key points : see attached sheet

Evaluation : - check key points  
- riding competency

MOTORCYCLE TRAINING.  
Wells Sanitation Stage

The goal of this stage is to provide you with the information and skills necessary to effectively maintain your YAMAHA 100 or SUZUKI 80 moto. We have no illusions about you becoming motorcycle mechanics after 8 hrs. of training, but if you are conscientious and thorough with the periodic maintenance, you will be able to avoid most of the mechanical frustrations of moto ownership.

The program will consist of 6 one hr. classes and a final evaluation during which you will be asked to demonstrate your ability to:

- \_\_\_ 1. locate, remove, clean, and replace the air filter.
- \_\_\_ 2. locate, remove, read, clean, gap, and replace the spark plug.
- \_\_\_ 3. locate, clean, lubricate, and adjust the final drive chain.
- \_\_\_ 4. locate, remove, clean, and replace the fuel filter(s).
- \_\_\_ 5. maintain proper air pressure in tires.
- \_\_\_ 6. change the transmission/mo or oil(s).
- \_\_\_ 7. maintain proper oil levels.
- \_\_\_ 8. locate and adjust clutch and brake cables and footbrake.
- \_\_\_ 9. maintain proper fluid level in battery.
- \_\_\_ 10. locate and replace fuse, headlight bulb and taillight bulb.
- \_\_\_ 11. use the basic techniques of trouble-shooting to locate and repair simple malfunctions.
- \_\_\_ 12. make a controlled panic stop.
- \_\_\_ 13. negotiate an obstacle course including sand, gravel, and downhill sections, and tight, slow speed turns.

There will be a moto available to practice riding and maintenance. You are encouraged and expected to use it. You will not be issued a moto until you've demonstrated your ability to operate and maintain it with some semblance of skill.

You will also be provided with:

- a list of english-french moto vocabulary
- a moto maintenance manual
- a copy of official PC Togo moto policy
- some french moto magazines to read and return

Your moto will be an important part of your work here in Togo. You'd do well to spend a little time and energy now on learning how to use it.

Jace Risner  
Ralph Parkinsin  
Trainers

Name \_\_\_\_\_

SAVE THIS SHEET ! IT WILL BE YOUR CHECK OFF SHEET FOR THE FINAL EVALUATION.

**Component:** Visit to Amlamé

**Objectives:**

- Identification of key questions for interview
- Meet with the Prefet
- Visit Health Center
- Visit market of small town
- Assess linguistic skill

**Methodology:**

- interview
- observation

**Time:**

- preparation: 9/2/82, 08.30-10.00
- visit: Thursday 11/2/82, 08.45-12.00
- discussion - assessment: 11/2/82, 14.30-16.00
- written: 18/2/82, 08.30-10.00

**Resources:**

- (a) Facilitators for Organization: Regional Director of Ministry of Social Affairs (MSA)
- (b) French teachers for preparation of visit
- (c) Visit: Regional Director MSA
- (d) Assessment: French teachers

**Key points:**

- (a) Prefet
  - protocol involved
  - meeting with high authority in Togolese administration
  - get acquainted with duties, responsibilities and power of a prefet
  - observe surrounding of office and services offered in a prefecture
- (b) Health Center
  - meet with doctor in charge
  - get acquainted with services offered and
  - difficulties encountered by staff
  - constraints re: staff, drugs, physical environment
  - visit the health center

/...

7...contd.

(c) Market

- observe the difference of products being offered in a small town compared to Atakpamé

**Evaluation:** Discussion as a group of what was observed and learnt.

4.12 Component: Visit to a Health Facility (Hospital or Health Center)

Objectives: - Prepare outline for observation and interview.  
- Become acquainted with a Togolese health facility.  
- Assess linguistic skill

- Prepare a written report in French

Methodology: - Preparation of form for: - interview and  
- observation

- Visit to health center

Time: - preparation 9/2/82- 8:30-10

- visit: Friday 12/2/82, 07.30-15.00

- discussion 16.00-17.00

- writing report: Thursday 18/2./82, 14.30-17.30

Resources: - Facilitators Organization: Regional Director MSA

- Visit to Regional Hospital in Atakpamé:

- interview with Director

- superintendant of staff

- interview with members of staff

- visit of the facility

- Visit to Health Center in - Glie

- Temedja

Key points: - Gather information about: - activities

- personnel and function

- material and equipment

- records

- health problems and drugs available

- main difficulties

- Assess how the facility can be helpful in the future work with the villagers

Evaluation: - Group discussion

- Writing a report in French

Q.13 Component: Appraisal of training program

Objective: Appraise critically a training program, an intervention and teaching method

Methodology: in classroom setting:  
Discussion about group dynamics and about interventions

Time: 3/22/82 , 10:30-12:00

Resources: Director of training

Key points: Elements to consider when appraising:

- content
- teaching method
- time allocated
- class/group participation in learning process
- assessment
- references
- teacher's behaviour
- usefulness for future work

Evaluation: be able to assess interventions and training program

4.14 Health - Health Education - Communication

- Objectives :
- to inform the population
  - to influence behavior and move towards practices that will improve health
  - to assess knowledge of training on the subject (a pre-test is given)

- Approach :
- A priority is selected
    - by authorities
    - by communities

- A message is prepared :
  - details of message : content
  - format : teaching methods

Follow-up evaluation - assessment

- Methods :
- |                         |                             |
|-------------------------|-----------------------------|
| - demonstration         | - songs                     |
| - radio talks           | - dances                    |
| - popular theatre       | - story telling             |
| - puppet show           | - role playing              |
| - flannelgraph          | - pamphlets                 |
| - flipbook              | - fables, proverbs, legends |
| - display               | - strips (bandes dessinées) |
| - talk                  | - film                      |
| - questions and answers | - film strips               |
| - slogans               | - pastios                   |

- Who can do it :
- members of the party
  - health workers
  - community members
  - theatre groups
  - school children + teachers
  - club members, i.e. mother's club
- and anyone - aware
- knowledgeable
  - willing

- Where :
- Select most appropriate venue
- inside building - school
  - village council house
  - open air - market
  - under tree

Continued

- How to assess - observation  
- check list  
- reaction of target population

- What to assess - Content :- enough  
- appropriate - customs  
- tradition  
- environment  
- according to possibilities

- Method - adapted to target population  
- dynamic  
- appropriate language  
- encourage - discussion  
- feedback  
- adapted to environment

- Communication :- vocabulary  
- with population

Change, modification of behavior : NB Get baseline data  
before starting program, it will be a guideline for measuring impact.

4.15 Components: Teaching methods - Health Education

- Objective:
- to identify most of teaching methods available
  - to study more in depth certain teaching methods, i.e. flannellograph - drama, flip book, oral tradition, fables and proverbs
  - to identify the most pertinent methods for this area in this project.
  - to discuss the constraints of the development of teaching aids in a project (i.e. time, material and human resources, cost etc.)

- Methodology
- personal work on one method combined with health topic by each student  
i.e.
    - puppet show: guinea worm (groupwork)
    - demonstration: maintenance of motorcycle
    - flannellograph: wearing
    - drama - diarrhea - oral rehydration
    - flip book - route de l'eau
    - display - latrine
    - oral tradition, fables, proverbs water
  - classroom:
    - presentation of work done
    - method of appraising a teaching method
    - discussion on "how to select messages"
    - "how to reach target population"
  - (to be done during the last week) in the community i.e. in a school:
    - to present a puppet show on Guinea worm prepared as a group project

Time: 8/2/82 - 10/12/82

Resources: articles on health topics, books

human: Marvonne Neil had an extensive experience in using puppet shows in Ivory Coast

Key points: - Allow the trainee to select one method and one health topic for individual assignment

- For Group work exercise - the puppet show and Guinea worm topic
- to identify the numerous methods available
- to discuss the advantages and disadvantages of each one taking into consideration - Togolese environment
  - constraints of time
  - ,, ,, resources
- how to use existing resources as reference
- to discuss the several agencies where information and resources are available.

Evaluation: (to be done - to present puppet show to a group of women  
 - ,, ,, ,, ,, ,, school children and  
 to a community

4.16 Component: Visit to Kpalimé

Objectiveξ: - to visit: - city  
- market  
- handicraft centers  
- to learn about traditional medicine  
(has not been feasible)

Methodology: In classroom: short introduction and mention of key points  
Visit to Kpalime by car

Time: Preparation 19/2/82, 16:30-17  
Visit: Saturday 20/2/82, 09.15-17.00  
Report and Discussion: , Monday 22/2/82 08.30-11.00

Resourceξ; - French teachers  
- Consultant  
- Driver and Car

Key points: - Visit and  
Observe - city  
- market  
- Get acquainted with local handicraft

Evaluation: - Exchange of views and opinions  
- Written report in French

4.17 Component: Oral Rehydration

**Objectives:** Inform about oral rehydration and

- the approaches used in different parts of the world
- be aware of the many factors to be considered in oral rehydration program

**Methodology:** classroom setting

**Time:** 22/2/82 14:30-17:00

**Resources:** documents See bibliography

**Key points:**

- What is diarrhoea? How it is understood by different countries
- WHO Guidelines on the treatment of acute diarrhea
- Role of health workers and of mothers
- Guidelines to be developed in Togo
- Supervision of program
- Role of sanitation and nutrition in the prevention of diarrhoea
- Socio-cultural and economic factors to be considered in the development and the implementation of an oral rehydration program
- Health education component of such program

**Evaluation:** Awareness and sensitivity of trainers when implementing the program

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Component: Socio-Cultural and Technical Aspects of a Latrine Project

**Objective:** To identify and examine the pertinent socio-cultural and technical aspects when developing a latrine project

**Methodology:** Classroom setting

- group work: one group identifying the socio-cultural aspects, the other group identifying the technical aspects
- preparation of a flip chart
- presentation and discussion

**Time:** 8:30-12:45                      23 February 1982

**Resources: Material:** Books and articles on Sanitation

- Key points:**
- To identify the factors that should be considered in the development of a latrine project
  - Role of the community
  - Importance of considering interrelationship between socio-cultural and technical aspects in order to insure relevant work with the community and progress of the project and use of latrines by inhabitants

**Evaluation:** Material covered, utilization of time, use of resources, relevance of subject in future work.