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WATER AND SANITATION FOR HEALTH PROJECT

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The WASH Project is managed by Camp Dresser & McKee Incorporated. Principal Cooperating Institutions and subcontractors are: International Science and Technology Institute; Research Triangle Institute; University of North Carolina at Chapel Hill; Georgia Institute of Technology—Engineering Experiment Station.

LATRINE CONSTRUCTION WORKSHOPS LAS MATAS DE FARFAN DOMINICAN REPUBLIC

April 4 - 15, 1983
April 25 - May 6, 1983

WASH FIELD REPORT NO. 93

AUGUST 1983

Prepared For:
USAID Mission to the Dominican Republic
Order of Technical Direction No. 143

WATER AND SANITATION FOR HEALTH PROJECT

WASH

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PNAAP 395

August 11, 1983

Mr. Philip Schwab, Director
USAID Mission
Santo Domingo, Dominican Republic

Attention: Dr. Oscar Rivera-Rivera

Dear Mr. Schwab:

On behalf of the WASH Project I am pleased to provide you with 10 (ten) copies of a report on The Latrine Construction Workshops at Las Matas de Farfan, Dominican Republic, April 4-15, 1983 and April 25-May 6, 1983.

This is the final report by Winane Kreger and Henry Van and is based on their trip to the Dominican Republic from March 24 to May 10, 1983.

This assistance is the result of a request by the Mission on March 2, 1983. The work was undertaken by the WASH Project on March 7, 1983 by means of Order of Technical Direction No. 143, 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 Director
WASH Project

cc. Mr. Victor W.R. Wehman, Jr., P.E., R.S.
AID WASH Project Manager
S&T/H/WS

DBW:cdej

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LAS MATAS DE FARFAN, DOMINICAN REPUBLIC

April 4 - 15, 1983
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Prepared for USAID Mission to the Dominican Republic
under Order of Technical Direction No. 143

Prepared by:

Winanne Kreger
and
Henry Van, Ph.D.

August 1983

Water and Sanitation for Health Project
Contract No. AID/DSPE-C-0080, Project No. 931-1176
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EXECUTIVE SUMMARY

WASH planned and conducted two similar two-week workshops on sanitation in Las Matas de Farfan, Dominican Republic April 4-15 and April 25-May 6. The overall purpose of these workshops was to give the participants skills in planning and implementing latrine construction projects in rural villages.

There were 25 participants in the first workshop and 22 in the second one. Fifteen of the participants in the first workshop and 14 in the second were Domincan community organizers working for SESPAS in the Health Sector Loan II project. The other participants were U.S. Peace Corps Volunteers working primarily in health and nutrition projects.

The workshop was divided between classroom and field activities. Participants carried out such tasks as constructing and installing slabs, conducting a sanitary survey, and project planning. In addition to latrine construction, short sessions were designed on transportation, storage, and treatment of water; on rural solid waste disposal, and on the basics of handpump maintenance and repair. The training was participatory with an emphasis on practical tasks.

Participant assessment of the workshops was favorable although differences emerged between the Dominicans' and Volunteers' assessments. The Dominicans felt the balance between the technical and community aspects was very useful while the Volunteers preferred the technical information and hands on construction sessions. In general, the Dominicans were very positive and the Volunteers' reaction was mixed.

The trainers made several recommendations for future workshops. They include the following:

- In the future do not train together groups with different needs and interests (Dominicans and Volunteers).
- Use a less isolated training site.
- Design field practice for community participation sessions as well as the construction sessions.
- Strengthen the community education aspect.

Regarding future training for the Health Sector Loan II project and for Peace Corps the following is recommended:

- Train the community organizers working in Health Sector Loan II in health education methods.
- Train the community organizers in handpump maintenance and repair so they in turn can train villagers in this area.
- Plan a workshop on water supply specifically for the needs of the Peace Corps Volunteers in the Dominican Republic.

ACKNOWLEDGEMENTS

The writers wish to thank Dr. Oscar Rivera, M.D., Public Health Officer at the USAID/Santo Domingo Mission, and also to his staff, especially Ms. Dulce Jimenez. This workshop could not have been possible without their valuable support and assistance.

Dr. Jose M. Herrera Cabral, Director of the Health Sector II Bilateral Assistance Project, Secretaria de Estado de Salud Publica y Asistencia Social and his staff, especially Ms. Altagracia Mesa, Ms. Daisy Jimenez, and Eng. Camilo Peguero are also gratefully acknowledged.

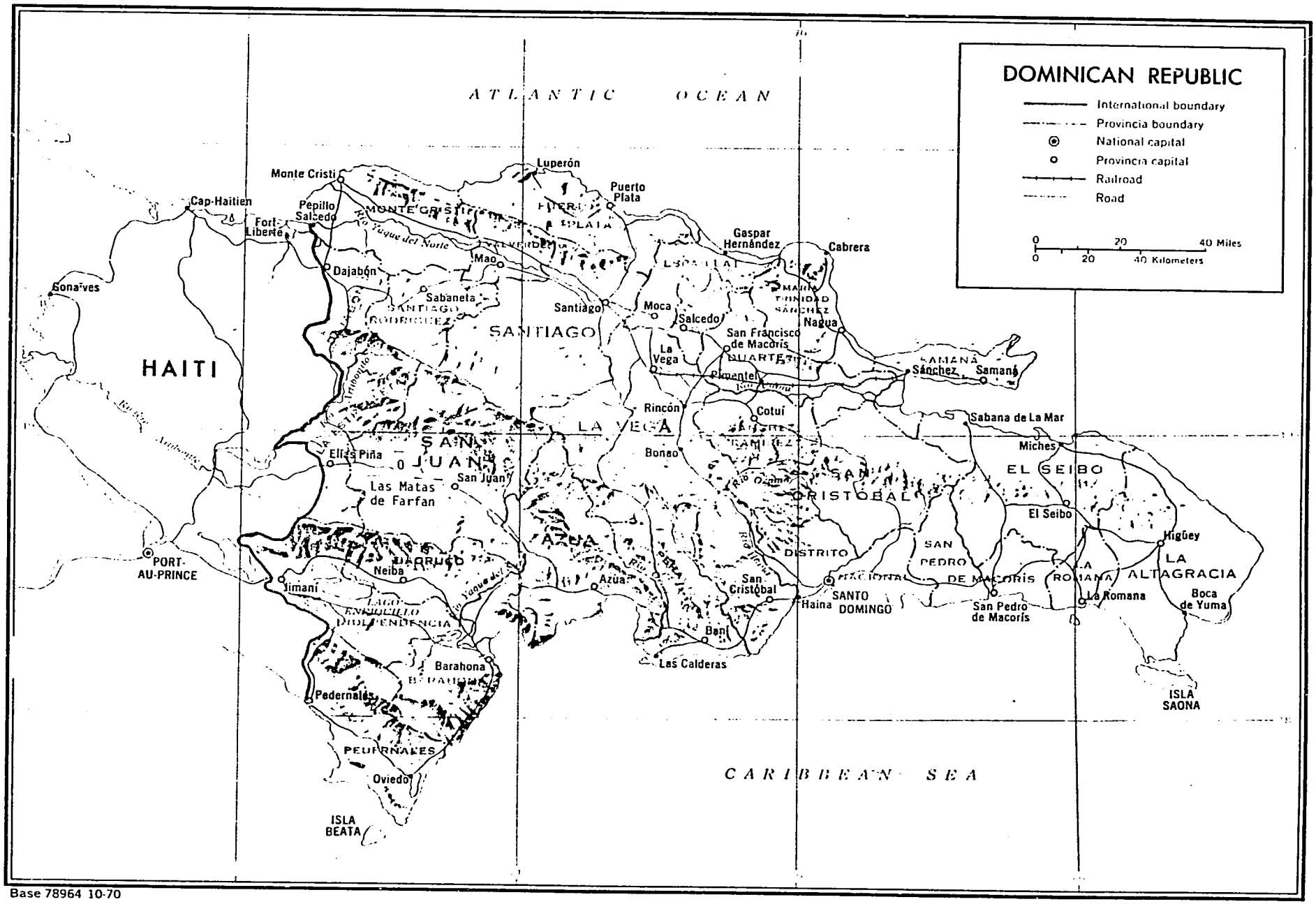
Thanks are extended to Mr. Julio Mesa who was the workshop activities coordinator. His careful coordination made the instructor's task much easier.

Appreciation is expressed for the contributions of Mr. Craig A. Frederickson, Assistant Director of the Peace Corps/Santo Domingo, and his assistant, Mr. Miguel Leon.

The contributions of Mr. Fred Rosensweig, task manager for WASH, Mr. Keith Sherer, P.E., and Ms. Maria LeClere, consultants to WASH, cannot be overlooked. These individuals worked hard to produce a well organized workshop instructor's manual.

The participants' undivided attention and enthusiastic participation is greatly appreciated. Due to their great interest and willingness to learn, the Health Sector II Program will benefit.

Finally, the writers acknowledge the secretarial assistance of Ms. Diana de Baez, Dr. Rivera's secretary, in conducting their work in the Dominican Republic.



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Chapter 1

BACKGROUND AND INTRODUCTION

1.1 Background

In August 1978, the U.S. Agency for International Development (USAID) approved Health Sector Loan II for bilateral assistance to the Government of the Dominican Republic (GODR). The project goal is the improvement of health conditions.

The Health Sector II project is the continuation of efforts to improve rural health which were initiated under a Health Sector I project in 1975. Health Sector I project goals were to be met by improving the delivery of health services in rural communities with populations of between 400 and 2,000 people through a Basic Health Services (SBS) program. These programs are administered by the State Secretariat for Public Health and Social Assistance (SESPAS) of the GODR.

The purpose of the Health Sector II project is to extend the SBS program to another 200,000 people and to provide another 500 rural communities with populations between 400 and 2,000 people with potable water, sanitary latrines, household water carrying and storage containers, and health education. The Health Sector II project is operating in three of the country's six health regions.

The water supply program provides both drilled wells with handpumps and gravity-fed systems. The excreta disposal program will provide for the installation of 22,500 pit privies.

1.2 Introduction

In December 1982, USAID/Dominican Republic requested WASH assistance in planning and implementing a workshop on sanitation for Peace Corps Volunteers and Dominican Community Organizers as part of the Health Sector Loan II Program activities.

After several telephone conversations and a visit made by the WASH Senior Training Officer to the USAID Mission in the Dominican Republic, a general agreement was reached that the overall focus of the workshop be on latrines.

A visit was made under Order of Technical Direction (OTD) No. 132 to plan the workshop on latrines and to look at other project training needs. The results of this visit are documented in WASH Interim Report No. 132-1 as a follow up to OTD 132. Order of Technical Direction No. 143 was issued on March 7, 1983 authorizing the planning and implementation of two identical workshop on latrine construction in the Dominican Republic (a copy of the OTD can be found in Appendix A). The final workshop was scheduled for April 4 to 16 and the second from April 25 to May 7.

To implement the two workshops, two WASH consultants were identified, Ms. Winanne Kreger, training specialist (private consultant), and Mr. Henry Van, Ph.D, environmental engineer (Georgia Institute of Technology). The workshops were conducted in Spanish.

This report is a summary of the activities undertaken during the two workshops. These workshops are the first training workshops conducted under the Health Sector Loan II Program.

Chapter 2

PLANNING THE WORKSHOP

The planning process is described in detail in the WASH Interim Report No. 132-1 of March 1983.

2.1 Training Staff

To conduct the workshops, it was recommended that WASH provide two trainers, one an expert in sanitation with good construction skills and the other skilled in workshop design and training delivery. Both trainers were to be fluent in Spanish.

2.2 Planning

During the visit to the Dominican Republic by the WASH training officer February 21 to 25 to assist in planning the workshop, USAID/DR, Peace Corps, and SESPAS all agreed that the focus of the workshop should be on latrines. The overall learning objectives of this workshop are listed in Figure 1. If time permitted, sessions were to be added on solid waste disposal and transportation and storage of water. A request was also made that at least a short information session be held on handpump maintenance and repair for the community organizers, realizing that a full treatment of the subject would be needed in the future.

Because of the large number of participants targeted, two workshops were scheduled. Each workshop was to have 24 participants (12 from SESPAS and 12 from Peace Corps). There was a one week break between workshops to allow the trainers to make modifications in the design and to take care of the logistics for the second workshop.

2.2.1. Schedule

The first workshop was conducted April 4 to 16 and the second April 25-May 7. Figure 2 shows the planned schedule of events.

2.2.2. Workshop Site

The workshop was originally to be held at the Centro de Adiestramiento de la Secretaria de Estado de Agricultura. This center is located about seven kilometers from San Juan de la Maguana, D.R., which is three hours by car southwest of Santo Domingo. However, the site was not available for the entire two weeks it was needed, so a new site was selected: The Centro de Formacion Padre Julio, an hour west of San Juan de la Maguana.

Figure 1: Latrine Construction Workshops
Learning Objectives

Participants will:

- Define sanitation and the impact of latrines
- Learn the linkage of sanitary waste disposal and the spread of disease.
- Understand and identify critical steps necessary to mobilize a community for any latrine project.
- Identify community factors related to the construction, acceptance, and use of a latrine project.
- Assess local physical conditions related to improved sanitation.
- Identify human and materials resources needed for project construction and determine their availability.
- Develop strategies to help the community to make an appropriate choice from among alternative types of latrines.
- Develop a plan for a latrine project.
- Be able to construct a latrine appropriate for the village.
- Identify strategies for the continued operation maintenance, repair, and replacement of latrines.
- Develop strategies for the use and maintenance of latrines.
- Develop a plan to implement a latrine project for "back home" application.
- Identify appropriate local and regional linkages for resources and support needed for an effective project.
- Understand the application of learning to other types of sanitation projects.

Figure 2: Latrine Construction Workshops
Schedule of Events

March 24	-	Arrival of WASH Consultants
March 25	-	Meetings with USAID/DR
March 28	-	Trainers travel to training site and visit communities
March 29	-	Staff briefing/logistics
March 30	-	Finished staff briefing by 12 noon and returned to Santo Domingo.
	-	Meeting with Peace Corps
April 4-16	-	First workshop
April 18-23	-	Revision of materials and preparation for second workshop
April 25-May	-	Second Workshop
May 9	-	Debriefing at USAID Mission.

Chapter 3

IMPLEMENTATION

3.1 Location

The workshops were held at the Centro de Formacion Padre Julio, a training center operated by American Redemptorist priests. The site is about two kilometers west of Las Matas de Farfan (four hours by car from Santo Domingo, D.R.).

There were 36 dormitory rooms with curtains as doors and walls about 7 feet high, each with three beds. The staff members had rooms to themselves. The center had a kitchen, a dining room, a large meeting room, and a covered patio. The meeting room had two large blackboards (one movable) and movable "student chairs" with flat arms to write on. There was plenty of room to set up two flip chart easels and for the participants to move around and work in small groups. One of the sessions was held on the patio. There was room outside to conduct silt tests and to mix and pour the concrete for the latrine slabs.

The center staff went out of their way to see that the participants were well taken care of and all needs satisfied.

Disadvantages of the site largely had to with its isolation. There are no typing nor reproduction facilities and no telephone at the Center. The closest long distance telephone service is almost an hour away, in San Juan de la Maguana. Also, due to the dormitory design there was no privacy.

3.2 Staff Background and Roles

The workshops were conducted by two WASH consultants. Henry Van is an environmental engineer with Georgia Tech with a considerable amount of experience working with water and sanitation projects in developing countries. Winanne Kreger, a training specialist, is a private consultant. Both are fluent in Spanish. The consultants were assisted in workshop planning and on-going evaluation by Altagracia Mesa, coordinator of the SESPAS community organizers, and by Dulce Jimenez, coordinator for the USAID Mission. Ms. Jimenez attended the first four days of Workshop I and conducted one of the sessions. Ms. Mesa was present throughout Workshop I and visited the training site several times during the course of Workshop II. She served as a resource to the trainers and the participants, actively participated in many of the sessions, and worked separately with SESPAS participants in areas specific to their needs. Miguel Leon, Assistant Peace Corps Director for Health and Nutrition, attended the first day of Workshop I and the last day of Workshop II.

An Administrative Assistant, Julio Mesa, was present during both workshops and kept the logistic support flowing smoothly.

In each of the workshops the instructors trained selected participants in workshop delivery so that each of the participating agencies would have resources to assist in future training. In Workshop 1, a Peace Corps Volunteer, Renae Smith,

and a SESPAS supervisor, Daisy Mesa, were given instructors' manuals and were encouraged to contribute comments, suggestions, and questions during daily staff meetings. Ms. Mesa returned to Workshop II, where she led or co-led several of the non-technical sessions. Camilo Peguero, an engineer working for SESPAS, attended Workshop II and assisted in the presentation of several technical sessions.

3.3 Participants*

3.3.1 Workshop I

There were 25 participants in Workshop I. Fifteen were from SESPAS, including two community organizers, four supervisors, and nine who had been selected but had not yet started working as community organizers. Ten were Peace Corps Volunteers, including eight from the health/nutrition program, one from agriculture and one from appropriate technology.

There were some problems related to participants in Workshop I. It was not known on arrival at the training site how many Peace Corps Volunteers to expect. The Volunteers continued to arrive until midday through Day 3 of the Workshop. They felt that they had not received adequate notice about the scheduling nor accurate information about the content of the workshop. Therefore, they arrived expecting to attend a technical conference on water and sanitation rather than a workshop on latrine construction with a focus on project planning and community involvement. This led to a high degree of frustration on their part and created the problem for the trainers of trying to meet the needs of both sets of participants while maintaining the integrity of the workshop design. It also resulted in tension and distance between the two groups.

3.3.2 Workshop II

There were 22 participants in Workshop II. The 14 from SESPAS included one supervisor, ten community organizers, and three who are new to the program. Of the eight Peace Corps Volunteers, four were new to the country and had not yet been assigned to their respective programs, government agencies, or communities.

The same problem existed with this group of volunteers. They had come with inadequate and/or inaccurate information about the workshop and it was not what most of them felt they needed or wanted. However, they adapted themselves readily to the situation and the trainers found that working separately with the two groups at certain points in the workshop was more productive in meeting both the groups' needs.

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* For a list of participants, see Appendix B.

3.4 Workshop Content and Schedule

The workshop used the WASH training manual written by Maria LeClere and Keith Sherer as a basis. This design is built around a project focus which emphasizes both the technical practical skills needed to build a latrine and the communication and educational skills needed to transfer that knowledge and to mobilize and involve the community in every step of the project. Participants worked in teams to do fieldwork in local villages: they conducted a community sanitation survey to determine local needs and resources; analyzed and selected individual sites for latrines; mixed and poured cement slabs; and installed latrines for individual homeowners. They encouraged the homeowners to work with them, under their supervision, and instructed them in the maintenance and repair of the latrines they were installing. Since villagers in the Health Sector Loan II project dig their own pits and build their own shelters, training in these two areas was done through classroom work and field visits to inspect pits and shelters built from a variety of local materials rather than through hands-on work.

Additional technical sessions were presented on transportation, storage, and treatment of water, rural solid waste disposal, and handpump maintenance and repair. The first two topics were covered in short information sessions. For the session on handpumps, participants had two pumps available to dismantle and reassemble. In Workshop I, the handpump session was conducted in a village, with village representatives participating in dismantling one of their own pumps which was not functional. Since the participants did not get the opportunity to work on the pump, the session was repeated at the training center, and in workshop II the session was limited to the participants.

Figures 3 and 4 show the schedule actually followed in each workshop. The instructors made minor changes in the schedule after Workshop I to improve the flow of the technical sessions. Additional adjustments were made as needed due to the heavy rains which cut short several afternoon sessions.

3.5 Methodology

The workshop was designed to be practical rather than theoretical, with active participation stressed throughout. The methodology was based on experiential learning techniques. This methodology is participant centered, creates an active approach to learning, and assumes that responsibility for learning is shared between the trainers and participants. Specific activities included fieldwork, small and large group tasks, and discussions, and problem-solving. Lecture presentations were kept to a minimum.

FIGURE 3: SCHEDULE - WORKSHOP I

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	
AM	° Introduction to the Workshop	° Community Mobilization and Information Gathering	° Planning a Latrine Construction Project	° Concrete Slab Construction - Field Work	° Community Decision Making	DAYS 6 & 7 FREE
PM	° Sanitation Latrines and Health ° Local Beliefs and Customs	° Conducting a Sanitary Survey - Field Work	° Site Evaluation and Latrine Location - Field Work	- Field visit to inspect latrine slabs and seats built for the project. - Process Field Work		
EVE.		° Process Field Work ° Types and Selection of latrines	° Process Field Work			

	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12
AM	° Review of Week I ° Installation of Latrines	° Types and designs of Latrine shelters - Field visit - process field visit	° Project Completion and Review ° Development Strategies	° Handpumps - Field Work	° Planning your Project back home ° Workshop Evaluation and Closure
PM	- Process Field Work ° Repair and maintenance of latrines	° Sizing a latrine pit and slab ° Designing for problem sites	° Project Planning for Community Wide Projects	- Process Field Work ° Solid Waste ° Resources and Linkages	
EVE.			° Water Storage and Alternate Water Supply		

FIGURE 4: SCHEDULE - WORKSHOP II

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	
AM	° Introduction to the Workshop	° Community Mobilization and Information Gathering	° Planning a Latrine Construction Project	° Concrete Slab Construction - Field Work	° Sizing ...cont. ° Repair & Maintenance of a Latrine ° Field visit: inspection of Project slabs and risers	DAYS 6 & 7
PM	° Sanitation Latrines and Health ° Local Beliefs and Customs	° Conducting a Sanitary Survey - Field Work	° Site Evaluation and Latrine Location - Field Work	° Process Field Work ° Sizing a latrine pit & Slab		F R E
EVE.		° Process Field Work ° Types and Selection of latrines	° Process Field Work ° Designing for Problem Sites and Communal Latrines			E

	DAY 8	DAY 9	DAY 10	DAY 11	DAY 12	
AM	° Review of Week I ° Latrine Installation - Field Work	° Latrine Shelters - Field Visit ° Project Review	° Community Decision Making	° Handpumps	° Resources and Linkages ° Planning your Project ° Evaluation and Closure	
PM	- Process Field Work ° Types and designs of latrine Shelters ° Water storage and treatment	° Project Planning for Community Wide Projects	° Solid Waste Disposal	P A R T Y		

Chapter 4

ASSESSMENT OF THE WORKSHOP

4.1. Participant Evaluation

At the end of the workshop, participants were asked to complete a three-part evaluation form (see Appendix C). First, they rated their realization of the 14 learning objectives presented in the first session of the workshop (Figure 1, Chapter 2 on a scale of 1(low) to 5(high)). In the remaining two sections they were asked to comment on various aspects of the workshop. Following is a summary of the participant evaluations.

Comments of Workshop I participants are presented in some detail. For Workshop II, different reactions or suggestions not mentioned by the earlier group of participants have simply been noted.

4.1.1 Workshop I

Goal Attainment

SESPAS	4.7
Peace Corps	3.7
OVERALL	4.2

Workshop Feedback and Learning

1. What have been the most positive things about this workshop?

The overwhelming majority of SESPAS participants cited the training methodology and the trainers' delivery. Other comments included the following: understanding the importance of involving the community in a project, identifying needed resources in and outside of the community, learning how to approach a community, and the development of a project plan.

The Peace Corps Volunteers all felt that the technical information was most helpful, followed closely by the hands-on construction work. Other comments mentioned the project focus of the workshop and the flexibility, organization and availability of the trainers for outside help.

2. What have been most negative things about this workshop?

Two thirds of the SESPAS participants and three of the Peace Corps Volunteers mentioned the friction between the two groups (referred to in Chapter 3.3). SESPAS participants also commented on the lack of sufficient tools and materials. The Volunteers had a variety of comments, including the length of the workshop (too long), the project focus, insufficient involvement of the communities during the workshop; and insufficient time and information on alternative types of latrines.

3. What one thing stands out as important to you in this workshop?

All of the Volunteers and several SESPAS participants listed the technical information and the hands-on experience. Both groups also commented on the trainers' delivery, participation, involvement, and availability. SESPAS participants commented on the exchange of ideas among participants, as well as the project planning and community education/involvement aspects of the workshop.

The Volunteers mentioned the workshop's integrated project focus and the fact that the goals and objectives presented were carried out effectively. Other comments focused on the use of appropriate technology and available resources and the realization of the importance of being aware of their attitudes and reactions in relating to employees of Dominican agencies.

4. What things have you learned that you did not know before?

Most of the participants in both groups mentioned technical information and experience. Other comments had to do with strategies for planning and developing a latrine project, mobilizing and training a community, and information about agencies that can be helpful with community projects.

Workshop Organization and Training

1. What comments do you have about the way the workshop was planned and organized?

Most of the participants felt that the workshop was well planned and organized by the trainers. Several Peace Corps Volunteers commented that the planning and organization by the Peace Corps administration had been poor. Two SESPAS participants commented that materials weren't always there when they were needed. Peace Corps Volunteers had some specific suggestions in regard to the design of the workshop. One commented that many things on the self-assessment, such as different types of latrines and slabs, had not been carried out.

2. What can be done in the future to improve a workshop like this?

Participants in both groups agreed that future workshops should be held for participants with the same goals, focus and interests, and one SESPAS participant went so far as to say, "Don't invite Peace Corps."

Other SESPAS comments included the need to be sure there are enough materials and that they are where they are supposed to be and a request for more samples of training materials to use in communities.

The Volunteers thought it would be helpful to shorten the workshop, have less group dicussion and more lecture, less emphasis on community organization skills and community involvement, more hands-on experience of alternative

methods of making floors and shelters and lining pits and more of the theory of the "hows" of a project done in an actual community setting. Volunteers also mentioned the need for better pre-planning by the Peace Corps office to inform Volunteers of the workshop content and generally improve coordination with other agencies involved.

3. What specific steps in developing a latrine project do you feel you will need to learn more about in order to successfully promote and develop a project in the future?

Most of the Peace Corps Volunteers said they would need to learn more about alternative designs and how to construct them, as well as more information on costs and budgeting and, finally, more hands-on experience. A majority of SESPAS participants mentioned the need for more about how to educate and mobilize people in rural communities, as well as more specific information on structural designs, budget, evaluating resources, installing handpumps, and strategies for ongoing operation, maintenance, and repair of latrines.

4. What comments do you have about the trainers?

Participants in both groups rated the instructions highly in terms of preparation, presentation, flexibility, and accessibility to participants outside of the formal sessions.

4.1.2 Workshop II

As in Workshop I, the learning needs and interests of Peace Corps Volunteers and SESPAS participants were different and the volunteers expressed (verbally and in writing) the same frustration with the advance information they had received and low interest in the community development aspects of the training. However, the groups were well integrated socially and the tensions of the previous workshop did not arise. This was reflected in the evaluations in that there were no comments about lack of harmony between the two group. The problem of inadequate supplies was solved and this time each group had the materials and tools it needed for field work. SESPAS participants were again enthusiastic about the methodology and the community development aspects of the workshops as well as the technical learnings; Peace Corps Volunteers, as before, found the technical information and practice most useful.

Both groups gave the workshop an overall rating of 4.4.

All but two of the SESPAS participants had been with the Program for four to six months, in contrast to Workshop I, where the majority were trainees. The trainers feel that this experience base enabled the participants to identify specific areas where they needed more information o. training.

This group of SESPAS participants would have liked more:

1. Information on sanitation and health;

2. In-depth training in methods and specific techniques for promotion and community education, including field work where they would go out and put on a program in a community;

3. Audio visual aids, such as films, posters, cassette tapes, slide presentations, background and promotional literature, etc. to reinforce and illustrate training points. Presentation of a flipchart used by health promoters in Honduras was enthusiastically received and there were strong requests for more materials of this type.

4.2. Trainer Assessment

The trainers felt that, overall, the two workshops were successful in achieving their objectives. This type of training was badly needed by the SESPAS personnel. The level of sensitization to the problems of latrine construction, rural water supply, and sanitation and to the importance of community health education and mobilization was increased. The participants' overall impression, stated in and out of workshop sessions, was that the experience and information given during the two workshops was very valuable to the Health Sector Loan II Program.

As was reflected in the participant evaluations, the training design was clear and well organized and provided a good balance between the community development and technical aspects of a sanitation project. The community development and project planning segments of the program provided good, solid information and activities which gave participants the needed perspective and conceptual framework in which to understand and apply their technical learnings effectively.

The technical content of the workshop was very appropriate. The only aspect that was changed was the sequence of the sessions to provide better continuity among technical sessions to coincide with the required field work.

Having two trainers with different training styles, areas of expertise, and changes of pace helped hold participants' interest.

The SESPAS participants, in particular, were eager and willing to learn all that was offered and were enthusiastic about the experiential methodology.

Several specific points for improving future workshops emerged for the trainers and are outlined below.

1. The effectiveness of the training was diluted by the presence of two different participant groups. In attempting to address the major needs and interests of both groups, the trainers were unable to focus on either groups' needs as fully as they would have liked. This had an impact on the content as well as on the way the groups interacted: the participants never really "jelled" into a learning community.

2. The training site's isolation and lack of privacy had a negative impact on the group's energy. By Thursday afternoon the participants were tired, restless, irritable, and anxious to get away. The trainers recommend that future workshops of more than three days in length be held in a site which is less isolated and which provides space for people to enjoy their leisure time in some privacy. For example, people could not socialize in the evenings without disturbing others who wanted to go to bed earlier.

3. It would be helpful to have field practice in community development skills as well as in the practical skills. One way to approach this might be to schedule the training sessions for Monday through Thursday of Week I and give an educational task as assignment to be carried out in the community on Friday and reviewed on Monday of Week II.

4. The community education portion of the training would also be strengthened by having audiovisuals and examples of training approaches used in similar projects. Dr. Van presented the flipchart used by health promoters in Honduras and described other materials used in that program, and the response was enthusiastic on the part of both sets of participant groups.

At the end of each workshop participants expressed their tremendous interest in going out to the field and applying what they had learned. Whether the workshop information motivated the participants and would cause a positive impact of lasting value in the Dominican Republic remains to be seen. However, from the participants' reaction, one cannot expect other than a positive outcome.

Chapter 5

RECOMMENDATIONS FOR FOLLOW-UP TRAINING

During the course of the two workshops the trainers had the opportunity to assess the training needs of the participants, especially those working with SESPAS in the Health Sector Loan II Program. This was possible through conversation with the program managers as well as participants. Future training needs are seen as follows:

1. The community organizers that work on the Health Sector Loan II Program need considerable training in methods of health education including:

   - Identification of community health education needs
   - Strategies for working with communities
   - Development of new health education materials
   - Training of trainers in health education in order to establish continuous training programs for newly employed community organizers.

2. The brigade which is responsible for maintaining and repairing the handpumps is comprised of four members. Theoretically, this brigade was to train community members in doing basic maintenance and repair. However, this has not occurred. The brigade has so much work that it is impossible for them to meet the demand for handpump repair, much less provide training. It would be advisable to train community organizers to maintain and repair the handpumps. By doing this, community organizers could include this type of training along with their health education program in the communities. Program management and staff feel this is a good idea. Dr. Van has worked very closely with the handpump component of the Health Sector II Program and believes that if immediate action is not taken with respect to handpump maintenance and repair training of of community organizers, this component could cause a negative impact on the communities with respect to the use of handpumps. Communities are anxious to learn how to repair their own handpumps. The project area is in great need of water supply, and these handpumps are their only means of obtaining this badly needed water.

   This training could be implemented in workshops of 15 to 20 participants each. Groups of this size would allow better instructor-participant relationships during field work than if the group were larger.

3. The Peace Corps Volunteers in both workshops, as well as other Volunteers, expressed a strong need for more in-depth training in the area of water supply, storage, and treatment. We recommend that a water supply workshop be designed specifically to meet the needs of the Peace Corps Volunteers in the Dominican Republic.

4. As a result of our experiences in both workshops and conversations with and careful observation of participants in and out of formal sessions, it is the strong recommendation of both instructors that Peace Corps Volunteers and SESPAS community organizers not be trained together in future workshops of this nature. The volunteers appear to have different learning priorities and interests as well as a different understanding of their own roles and relationships with the communities in which they work.

   If Volunteers are working in the Project area and will be collaborating with SESPAS in the work of the Project, there may be value in their being included in training with the Community Organizers for this specific purpose, but if this is done, Peace Corps staff will need to pay careful attention to pre-planning and preparation of Volunteers.

Chapter 6

CONCLUSION

All the major objectives of the workshop were accomplished. At the end of the workshop, the Dominican participants felt more confident in their roles as community organizers. The Volunteers felt their technical skills in rural sanitation had been increased significantly.

Perhaps the most significant outcome of this activity was the increased interest in training on the part of the Health Sector Loan II project staff. Both the USAID Mission and SESPAS expressed great interest in reinforcing the project's training activities in the immediate future. To some degree, these workshops contributed to this increased appreciation for the role of training within Health Sector Loan II as a means of achieving the project goals of improved water and sanitation services.

APPENDIX A

WATER AND SANITATION FOR HEALTH (WASH) PROJECT
ORDER OF TECHNICAL DIRECTION (OTD) NUMBER 143
March 7, 1983

TO: Dr. Dennis Warner, Ph.D., P.E.
WASH Contract Project Director

FROM: Mr. Victor W. R. Wehman Jr., P.E., R.S. VWW
AID WASH Project Manager
AID/S&T/H/WS

SUBJECT: Provision of Technical Assistance Under WASH Project Scope of Work for USAID/Dominican Republic and Peace Corps/Dominican Republic

REFERENCES: A) Santo Domingo 01637, dated 2 March 1983
B) Description of Workshop

1. WASH contractor requested to provide technical assistance to USAID/Dominican Republic and PC/Dominican Republic as per Ref A, para 1-7 and Ref B.

2. WASH contractor/subcontractor/consultants authorized to expend up to 96 person days of effort over a five (5) month period to accomplish this technical assistance effort.

3. Contractor authorized to expend up to 95 person days of international and/or domestic per diem to accomplish this effort.

4. Contractor to coordinate with LAC/DR/HN (Linda Morse), LAC/DR/ENG (Rod MacDonald), Dominican Republic Desk Officer, PC Water and Sanitation Specialist (Jim Bell), PC/W Dominican Republic Desk Officer and others in Washington or USAID/Dominican Republic and should provide copies of this OTD along with any ETA information, or interim reports as may be requested by S&T/H/WS, LAC/DR or PC/W staff.

5. Contractor authorized to provide up to two (2) international round trips from consultants home base through Washington D.C. (for briefing and planning) to Dominican Republic and return to consultant's home base through Washington D.C. during life of this OTD. Contractor authorized to expend up to two (2) domestic round trips in additomon to the two (2) international round trips described above in this para for purposes of material preparation or planning.

6. Contractor authorized local travel for consultants in the Dominican Republic NTE $1100 without the written approval of the AID WASH Project Manager.

7. Contractor authorized to obtain secretarial, graphics or reproduction or piecework assistance (mason, carpenter, workmen, etc.) services in the Dominican Republic or WASH CIC as necessary and appropriate to accomplish tasks. These services are in addition to the level of effort specified in para 2 and 3 above and NTE $2600 without prior written approval of the AID WASH Project Manager.

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WASH 230 (Rev.)

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8. Contractor authorized to provide for car or vehicle(s) rental if necessary and appropriate to facilitate effort. USAID/Dom. Rep., PC/Dom. Rep. and SESPAS strongly encouraged to provide vehicle support for workshop if at all possible and if available and appropriate

9. WASH Contractor will adhere to normal established administrative and financial controls as established for WASH mechanism in WASH contract.

10. WASH contractor should definitely be prepared to administratively or technically backstop field consultants and subcontractors.

11. Contractor report on overall progress of activity to be made in writing in the field after conclusion of effort. A draft coordinated report in English is to be left at USAID/Dom. Rep.. USAID and Peace Corps/Dom. Rep. are responsible to provide secretarial and translating services to produce Spanish versions of field draft coordinated report to support this effort if USAID and PC want Spanish tranlation of draft field report. Final report due to S&T/H within 30 days of return of consultants to the U.S. Final report to be in Spanish and English translated, edited and printed by WASH CIC.

12. New procedures regarding subcontractor cost estimates and justification for subcontractor/consultants remain in effect.

13. USAID and PC and persons identified in para 4 above should be contacted immediately and technical assistance initiated before 20 March 1983 or at date convenient to USAID and PC.

14. Appreciate your prompt attention to this matter. Good luck.

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FOR: VIC WEHMAN, DS/HEA

E. O. 12356: N/A
TAGS:
SUBJECT: WASH TA FOR TRAINING.

1. USAID/DR WOULD APPRECIATE WASH ASSISTANCE IN PLANNING AND CONDUCTING TWO WORKSHOPS, FOCUSING PRIMARILY ON LATRINE CONSTRUCTION/INSTALLATION, SOLID WASTE DISPOSAL AND POTABLE WATER HANDLING TO AVOID CONTAMINATION.

2. INTERESTED IN HAVING THE FIRST WORKSHOP APRIL 4-16 AND SECOND APRIL 25-MAY 7. EACH WORKSHOP WOULD INCLUDE 24 PARTICIPANTS (12 PCV AND 12 HEALTH LOAN II COMMUNITY ORGNIZERS). PCV ARE PRESENTLY WORKING IN NUTRITION ACTIVITIES AND THERE IS A POSSIBILITY FOR THEM BECOMING ACTIVE IN WATER AND SANITATION ACTIVITIES. COMMUNITY ORGANIZERS ARE CURRENTLY WORKING IN HEALTH SECTOR LOAN II WITH THE PRIMARY RESPONSIBILITY FOR THE HEALTH EDUCATION COMPONENT.

3. WASH ASSISTANCE IS REQUESTED FOR THE FOLLOWING:
A) DESIGN AND CONDUCT THE WORKSHOPS EMPHASIZING PRACTICAL ASPECTS OF THE SUBECT MATTERS.
B) DEVELOP ALL NECESSARY TRAINING MATERIAL INCLUDING TECHNICAL HANDOUTS.
C) SUBMIT A FINAL REPORT AFTER THE WORKSHOPS INCLUDING AN EVALUATION OF THE SAME.

4. TO CARRY OUT THESE TASKS, A TWO-PERSON TRAINING TEAM IS ENVISIONED. ONE INDIVIDUAL SHOULD BE EXPERIENCED IN LATRINE CONSTRUCTION/INSTALLATION AS WELL AS OTHER ASPECTS OF SANITATION. THE OTHER SHOULD BE A PROFESSIONAL TRAINER SKILLED IN ADULT TRAINING METHODS, WORKSHOP DESIGN AND IMPLEMENTATION. THIS PERSON WILL COORDINATE THE VARIOUS INDIVIDUALS AND ACTIVITIES OF THE WORKSHOP. BOTH SHOULD BE FLUENT IN SPANISH AS THE WORKSHOP WILL BE CONDUCTED IN SPANISH. IN ADDITION TO THE WASH TECHNICIANS, A LOCAL PC OFFICIAL WOULD PARTICIPATE AS A TRAINER DURING THE FIRST WORKSHOP AND THE DIRECTOR OF THE COMMUNITY ORGANIZERS UNDER HEALTH SECTOR LOAN II WOULD PARTICIPATE AS A TRAINER DURING BOTH WORKSHOPS.

4. PROPOSED SCHEDULE IS AS FOLLOWS:
MARCH 24 - ARRIVAL OF WASH CONSULTANTS
MARCH 25 - BRIEFING WITH USAID/DR, PC/DR, SESPAS
MARCH 23 - APRIL 1 - STAFF TRAINING AND FINAL PREPARATION
APRIL 4 - 16 - FIRST WORKSHOP
APRIL 18 - 23 - REVISION OF COURSE MATERIAL AND PREPARATION FOR SECOND WORKSHOP
APRIL 25 - MAY 7 - SECOND WORKSHOP
MAY 9 - DEBRIEFING

6. USAID/DR/HAN HAS REVIEWED RESUMES OF HENRY VAN AND W. KREGER AND FULLY CONCUR IN THEIR UNDERTAKING THIS ASSIGNMENT.

7. USAID/DR WOULD APPRECIATE WASH ASSISTANCE AND TIMELY RESPONSE IN ORDER TO INFORM PARTICIPANTS AND MAKE LOGISTIC ARRANGEMENTS.

Dir.

McJunkin
Austin
Witten
~~[illegible]~~
DWW

Received STH/WS (Wehman) 3-4.
Passed to WASH 3-4-83

Best Available Document

Description of the Workshop

USAID, Peace Corps, and SESPAS are planning to hold two workshops on latrine construction and other aspects of sanitation April 4 - April 16 and April 25 - May 7. The second workshop will be a repeat of the First one. There will be 24 participants in each workshop, 12 Peace Corps Volunteers and 12 Dominican Health Promoters. The Peace Corps Volunteers will come mainly from the Nutrition program although some who work in agriculture and other rural development programs may attend. The Health Promoters work for SESPAS and are responsible for the latrine component and health education activity of the Health Sector Loan II project. As one of their major activities, the promoters work closely with the health committees in their efforts to stimulate communities to construct and use latrines.

Purpose of the Workshop

The purpose of the workshop is to provide the participants with the skills needed to assist communities to organize, implement, maintain, and use latrines. The course is designed for participants who do not have all the technical skills required to assist others to carry out latrines projects in rural communities. A balance will be struck, however, between the technical skills and the communication and educational skills needed to work with communities to carry out a latrine project.

Content of the Workshop

Below is a brief outline of the types that will be covered

- Definition of sanitation and role of latrines
- Linkage between waste disposal and spread of disease
- Steps in mobilizing a community for a latrine project
- Identification of community Factors related to the construction, acceptance, and use of latrines
- Technical Factors in implementing a latrine project
- Different types of latrines
- Human and material resources needed for a latrine project
- Planning a latrine project
- Constructing a latrine
    - Digging the pit
    - Making a concrete slab
    - Installing the slab
    - Building a shelter
- Strategies for working with communities to maintain and use latrines
- Maintenance, repair, and replacement of latrines
- Techniques of solid waste disposal
- Transportation and storage of water
- Problems with public latrines
- Local and regional resources for supporting a latrine project
- Developing a plan for "back home" application
- Application of learnings to other sanitation projects

As is probably evident by now, the list of topics that will be covered is quite complete. By the end of the workshop you will have developed skills to plan, construct, and Follow-up latrines projects as well as have been exposed to other aspects of sanitation.

Methodology

The workshop will be very practical and not theoretical. An active, participatory methodology will be used in which the emphasis will be on doing and not listening passively to a lecturer. Specific activities will include Field work, small and large group tasks, problem-solving, participant presentations, and practical construction.

The workshop will be conducted in Spanish although written materials will be available in English.

Training Site

The workshop will be held at the Centro de Adiestramiento de la Secretaria de Estado de Agricultura, a training center about 8 - 9 kilometers from San Juan. All the participants will receive all meals and stay at the center. There are 10 dormitory rooms with four beds in each room. In addition, a number of activities including actual latrine construction will take place in nearby rural communities. Transportation will be provided to the communities.

Training Staff

The training staff will consist of two consultants from the Water and Sanitation For Health (WASH) Project, an AID Funded project.

In addition the Associate Peace Corps Director For Health/Nutrition, Miguel Leon will participate in the first workshop and Altagraccia Mesa, the Coordinator for the Health Promoters will participate in both the first and second workshops. The two WASH consultants will represent a combination of technical expertise and training skills.

Schedule

The schedule for each day is tentatively planned for 8:30 - 12:00 and 2:00 - 5:30. There will also be 2 or 3 evening sessions. Classes will begin on Monday morning and go through Saturday noon.

Those attending the first workshop should arrive on April 3 by 7:30 pm. Dinner will not be provided on Sunday evening.

Those attending the second workshop should arrive on April 24 by 7:30 pm. There will also be no dinner on April 24.

You are invited to attend the workshop from _____

_____.

We look forward to your participation in the workshop. It promises to be a useful and exciting activity.

APPENDIX B

LIST OF PARTICIPANTS

WORKSHOP I

Name	Organization
Jose Ramon Mayolino	SESPAS
Isidro Boa Gomera	"
Dalmacio Perez Jimenez	"
Mercedes Santana Pena	"
Dignorah Mateo A.	"
Jose Rodrigues Mateo	"
Hemilce Guerra	"
David Martinez	"
Vitor Leyba	"
Demetrio Castillo	"
Pedro Ma Disla	"
Ramon E. Soto	"
Radhame Baez	"
Ramon Noel Solano	"
Daisy Jimenez	"
Andy Fainer	Peace Corps
Christopher Stark	"
Janet Perry	"
Beth Winkler	"
Mary Ellen Davis	"
Renae Smith	"
Thomas Peters	"
Mary Ann Smith	"
Cindy Patrick	"
Ellen Williams	"

WORKSHOP II

Name	Organization
Jose Ramon Urena	SESPAS
Gabino Ortega	"
Paula Fabian	"
Felix Diario Jimenez	"
Maritza Filpo	"
Carlos Gomez	"
Pedro Rodriguez	"
Gustavo De Los Santos	"
Eduardo Leyba	"
Victor Manuel Rodriguez	"
Islanda Montero	"
Luis Antonio Ramirez	"

Name	Organization
Elba Rios	Peace Corps
Pedro Sanchez	"
Yolanda Rosas	"
Kenneth Lichman	"
Paul Miles	"
Jackie Romeyn	"
Tamar Besson	"
Kevin O'Connell	"

APPENDIX C

EVALUATION FORM

A. Goal Attainment: Please circle the appropriate number to indicate the degree to which the workshop goals have been achieved.

1.	Define sanitation and the impact of latrines	1 Low	2	3	4	5 High
2.	Learn the linkage of sanitary waste disposal and the spread of disease.	1 Low	2	3	4	5 High
3.	Understand and identify critical steps necessary to mobilize a community for any latrine project.	1 Low	2	3	4	5 High
4.	Identify community factors related to the construction, acceptance and use of a latrine project.	1 Low	2	3	4	5 High
5.	Assess local physical conditions relating to improved sanitation.	1 Low	2	3	4	5 High
6.	Identify human and materials resources needed to construct the project and their availability.	1 Low	2	3	4	5 High
7.	Develop strategies to help the community to make an appropriate choice from alternative types of latrines.	1 Low	2	3	4	5 High
8.	Develop a plan for a latrine project.	1 Low	2	3	4	5 High
9.	Be able to construct a latrine appropriate for the village.	1 Low	2	3	4	5 High
10.	Identify strategies for the continued operation maintenance, repair and replacement of latrines.	1 Low	2	3	4	5 High
11.	Develop strategies for the use and maintenance of latrines.	1 Low	2	3	4	5 High
12.	Develop a plan to implement a latrine project for "back home" application.	1 Low	2	3	4	5 High
13.	Identify appropriate local and regional linkages for resources and support needed for an effective project.	1 Low	2	3	4	5 High
14.	Understand the application of learning to other types of sanitation projects.	1 Low	2	3	4	5 High

B. Workshop Feedback and Learning: Please answer the following questions as fully as possible so that the trainers can learn how effective the workshop methodology was.

1. What have been the most positive things about this workshop? Comments:

2. What have been the most negative things about this workshop? Comments:

3. What one thing stands out as important to you in this workshop? Comments:

4. What things have you learned that you did not know before? Comments:

C. Workshop Organization and Training

1. What comments do you have about the way the workshop was planned and organized?

2. What can be done in the future to improve a workshop like this?

3. What specific steps in developing a latrine project do you feel you will need to learn more about in order to successfully promote and develop a project in the future?

4. What comments do you have about the trainers?

5. Anything else you would like to say?