PN-AAT-116

WATER AND SANITATION FOR HEALTH PROJECT

WASH

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TRAINING OF INDIAN HEALTH SERVICE ENGINEERS AND SANITARIANS AS TRAINERS FOR THE PEACE CORPS:

Workshop Report and Trainer Guidelines

WASH FIELD REPORT NO. 70

FEBRUARY 1983

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.

Prepared for:
Office of Health
Bureau for Science and Technology
U.S. Agency for International Development
Order of Technical Direction No. 121

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T-121

February 3, 1983

Mr. Victor Wehman
Office of Health
U.S. Agency for International Development
Room 702-C, SA 18
Washington, D.C. 20523

Dear Mr. Wehman,

On behalf of the WASH Project I am pleased to provide you with three copies of a report on Training of Trainers Workshop for the Peace Corps.

This is the final report by Wilma Gormley and is based on her trip to Anchorage, Alaska from December 2 to December 10, 1982.

This assistance is the result of a request by the Peace Corps on September 20, 1982. The work was undertaken by the WASH Project on September 26, 1982 by means of Order of Technical Direction No. 121, 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,

Dennis B. Warner

Dennis B. Warner, Ph.D., P.E.
Director
WASH Project

DBW/tg

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Workshop Report and Trainer Guidelines

Prepared for the Office of Health,
Bureau for Science and Technology,
U.S. Agency for International Development
for the Water and Sanitation Sector,
Office of Program Development, U.S. Peace Corps
under Order of Technical direction No. 121

Prepared by:

Wilma J. Gormley

February 1983

Water and Sanitation for Health Project
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Washington, DC 20523

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Chapter 1

INTRODUCTION

Under Order of Technical Direction No. 121 (Appendix A) the Water and Sanitation for Health Project (WASH) was to assist the U.S. Peace Corps in designing and implementing a Training of Trainers (TOT) workshop in Anchorage, Alaska for approximately 25 Indian Health Service (IHS) engineers and sanitarians.

The purpose of this TOT workshop was to provide training, information and assessment for potential IHS staff who are interested in being technical trainers in Peace Corps' water and sanitation training programs. For several years the Indian Health Service and the Peace Corps have had an interagency agreement which allows Peace Corps to utilize Indian Health Service engineers and sanitarians to help provide technical training for volunteers in their water and sanitation program. Apparently, this agreement has been mutually beneficial. The Peace Corps has successfully used several Indian Health Service engineers and sanitarians for their technical training programs during the last two years. In turn, Indian Health Service feels that the opportunity for their engineers and sanitarians to have this training results in increased motivation and a chance for career growth and development. Two previous training of trainers workshops were held by Peace Corps for Indian Health Service staff, and it was felt the workshop had developed to the point that, when it was conducted again for the third time, it should be written into a report format with trainer guidelines so trainers conducting the course in the future could use the design that has now been developed.

The scope of work for this project included the design of a four day training of trainers workshop for approximately 25 IHS engineers and sanitarians using an experiential training methodology in an integrated approach to technical training consistent with Peace Corps training philosophy. The second part of the project was to hold this workshop in Anchorage, Alaska in conjunction with a Peace Corps trainer. The third part of the project was to submit a final report including the training design, training materials, list of participants, evaluation of the workshop, and recommendations for future Training of Trainers. The training design was to be in sufficient detail so that another trainer could replicate the workshop in the future.

The primary contact at Peace Corps for this program was Jim Bell, Water and Sanitation Sector Specialist in the Office of Program Development (OPD). The WASH training consultant for the project was also to coordinate closely with Maurice Wells, a Training Specialist in OPD, who was to work closely with the WASH consultant on the design and delivery of the workshop.

The WASH consultant spent several days in Washington, D.C., working with the Peace Corps and the Indian Health Service staff at headquarters in Rockville, Maryland, to design this four-day training program, making certain that it accurately reflected current issues in this joint effort to provide training for Peace Corps volunteers.

Once the design was prepared and approved by Peace Corps and Indian Health Service, the workshop was ready to be conducted. The training team left Washington on December 2 traveling to Anchorage, Alaska to make preparations for the workshop. The training team consisted of Wilma Gormley, Lead Trainer and WASH consultant; Maurice Wells, Training Specialist for Peace Corps; Jim Bell, Water and Sanitation Sector Specialist for Peace Corps; Richard Abell, Director of the Office of Program Development at Peace Corps; and Keith Sherer, WASH Engineering Consultant. Keith Sherer had done a five-week Peace Corps water and sanitation technical skills training program, he had been on the staff of a previous training of trainers workshop, and he was formerly a field engineer and later a key manager in IHS headquarters in Rockville.

The four-day workshop was conducted from Monday through Thursday, December 6-9 for 18 Indian Health Service engineers and sanitarians. The remainder of this report contains details of this training program and how it progressed.

Chapter 2

'LANNING AND PREPARATION

The planning and pr aration for this course took place in two parts. The first pa was concerned with developing the course content and design id was done primarily in Washington, D.C., working closely wit Peace Corps and Indian Health Service. The second part of the anning and preparation had to do with pre-paring the training taff to deliver the workshop. That portion of the preparation as done primarily at the workshop site in Anchorage.

2.1 How the Course as Developed

WASH training cons tant, Wilma Gormley, had several initial meetings with Jim ell and Maurice Wells to determine what Peace Corps wanted the training program to contain based on what they had found to be successful or not so successful from the previous two rograms. Wilma Gormley also spent time working with Ed Sa who was the Peace Corps trainer who had designed and conduc d the two training of trainers workshops that had occurred d ing the last two years. Once the training design was in work le order, Wilma Gormley and Jim Bell took this design to Indi Health Service headquarters in Rockville and spent half a da there with John Cofranchesca and his staff discussing what th felt the training program should entail. Their reactions to he design were incorporated, and a final design was submitte to Peace Corps.

Appropriate minor esign changes were made as suggested by Peace Corps. Final eparation for the workshop was completed, handouts were devel ed and copied, and both the trainers and the training materi s were prepared for travel.

2.2 Training Staff reparation

The training team a ived in Anchorage late on December 2, and spent the day, Frid , December 3, at the Indian Health Service offices meeting wi the appropriate staff, especially Dan Rogness, Regional D ector for Indian Health Service in Alaska. The trainers used his opportunity to meet as many of the people as possibl that would be attending the workshop. Several of the in viduals attending the workshop were from various IHS sites roughout Alaska; however, several of them were also from the eadquarters office in Anchorage, so these initial contacts ar conversations were possible. The workshop rooms were secure and the logistics and details of the training program be nning on Monday were finalized. The Indian

Health Service Christmas party was on Friday evening, December 3, and they were kind enough to invite the training team. Not only was the party enjoyable but it gave us additional opportunities to meet the people that would be attending the workshop.

The training team spent both a portion of Saturday, December 4 and the entire day of Sunday, December 5 in detailed planning for conducting the course. Since the entire training team had not participated in the design of the workshop, this time of working together was extremely important for them to understand the rationale for the course, how it was designed and how they ought to carry it out. The following items were covered:

1. Lead Trainer, Wilma Gormley, presented her assumptions and rationale behind the course design. She presented an overview of the course, and the staff spent some time discussing and agreeing that this was indeed the appropriate way to proceed.

2. Training team roles were described and agreed upon. Wilma Gormley and Maurice Wells were to assume primary responsibility for doing a good deal of the stand-up training, fulfilling their roles as training specialists in helping to build training skills. Jim Bell's role would be as Project Director of the Technical Skills Training Program for which workshop participants were being trained. Keith Sherer was there as a resource to share his experiences at having been a trainer for a similar training programs for Peace Corps. The team discussed Rick Abell's role and agreed that it would be to represent Peace Corps and to describe Peace Corps' development philosophy. He would also be an additional resource on the training team that the participants could use in learning more about Peace Corps.

3. The issue of co-training was discussed, and it was agreed that it was important for this training team to model a particular type of co-training where two trainers work together to conduct each session. This particular training methodology is complex and needs to be explained and discussed and agreed upon so that the proper in-depth planning can take place between the two trainers that are responsible for conducting a session.

4. The staff felt there were a few issues that could become problems if the staff did not handle them appropriately. It was decided that the staff ought to identify these touchy issues, and determine what they thought the most appropriate responses ought to be. They should also plan strategies on how these issues would be presented to the workshop group and discussed

throughout the training program. The issues were a) Peace Corps Volunteer Trainee Evaluation Process or how the technical skills training staff evaluates and selects trainees from the training program whom they feel would make effective volunteers and should proceed on to in-country training; b) how the training team that is conducting the technical skills training program works together or the division of authority between the Director of Technical Training who is an Indian Health Service engineer and the Director of Administration and Non-Technical Training who is a Peace Corps professional trainer (in the past, those two individuals at times had problems clarifying what their responsibilities were and exactly who was in charge); c) how the TOT participants are to be selected to become trainers in the Peace Corps training program or issues such as being graded and evaluated in this training program by the training team, the role of IHS management in Alaska in selection, and in general, just how this selection was made.

5. The training team then went back over the entire course and determined trainer assignments for specific sessions. These roles and assignments were divided up according to what made sense with the particular resource that the trainer brought to the training team. Time was made available for individual and co-trainer preparation.

Chapter 3

FOUR-DAY WORKSHOP

The workshop itself was conducted in a conference room in one of the new government buildings. The hours were mainly from eight in the morning until four in the afternoon with an hour to an hour and a half off for lunch depending on how tiring the day appeared to be. We had one evening session that went from seven to nine on the evening of Day Two, and we had another optional evening session from seven to nine on the evening of Day Three. The workshop was conducted around the following norms:

- Everyone should participate in training activities
- Workshop sessions will start/end on time
- There would be two 15-minute breaks each day
- Each participant assumes responsibility for his or her training
- The workshop should be enjoyable and fun
- We should all take risks and try out new things
- We should all help and support each other

3.1 Workshop Goals and Schedule

The overall goal of this workshop was to provide an opportunity for potential trainers to better prepare themselves for the responsibility of training Peace Corps volunteers in the Indian Health Service/Peace Corps Water and Sanitation Skills Training Program by:

- Gaining a better understanding of Peace Corps, its water and sanitation program, and the role training plays in preparing volunteers for this work.

- Developing a common understanding of the terms of the agreement between Peace Corps and the Indian Health Service, the role of IHS in the training, the objectives of the training program and the resources available.

- Understanding the process for developing a training program.

- Reinforcing the training skills needed to carry out the training program.

- Using a workshop setting to share ideas and develop practical approaches to course implementation.

- Providing for each participant some specific areas for individual action.

Following is a list of the topics covered on each day. Figure 1 shows the actual training schedule in block calender form. Appendix B is the trainer guidelines and handouts that were used in the workshop. These guidelines and handouts should be of sufficient detail for a skilled trainer to do a similar workshop in the future for IHS engineers and sanitarians.

3.2 Topics Covered During the Workshop

3.2.1 Workshop Day one

Day One covered the following topics:

- Workshop introduction, purpose and goals
- Participant goals and expectations
- Workshop schedule for the four days
- Peace Corps and its development philosophy
- Peace Corps water and sanitation programs
- How Peace Corps volunteers are recruited
- Profile of a typical Peace Corps volunteer in water and sanitation
- Job description (TAC) sheets for Peace Corps volunteer water and sanitation jobs
- Upcoming water and sanitation training cycles
- Indian Health Service/Peace Corps agreement and history of working relationships
- Peace Corps training systems
- Water and sanitation technical skills training objectives
- Water and sanitation technical skills training staff, roles and responsibilities of each staff member
- Assessing individual training skills
- Recap of the day

FIGURE 1: TRAINING SCHEDULE

DAY 1	DAY 2	DAY 3	DAY 4
Introduction Icebreak Workshop Goals Expectations Peace Corps development philosophy Recruitment, typical WS&S PCVs IHS/PC agreement	Training Program Beginnings Experiential learning cycle	Final preparation time Practice Session 1	Practice Session 4 Review of practice training
Lunch	Lunch	Lunch	Lunch
Water/Sanitation skill training objectives Technical skill training staff Assessing training Recap	Process for developing a training session Needs assessment Training integration Mid-program design changes	Practice Session 2 Practice Session 3	How PC technical training programs are evaluated? How could experiential methods be used in IHS work? Personal planning Evaluation Closure
Dinner	Dinner	Dinner	
Free	Setting up practice training sessions	Optional slides	

3.2.2 Workshop Day Two

Day Two covered the following topics:

- Training program beginnings
- Planning training program beginnings
- Practicing conducting training program beginnings
- Adult learning methods
- Experiential learning cycle
- Skills training model
- Process for developing a training session
- Conducting needs assessment
- Integrated training designs
- Mid-program design changes
- Preparing to conduct a practice training session

3.2.3 Workshop Day Three

Day Three covered the following topics:

- Preparing to deliver practice training session
- Delivering practice training sessions
- Debriefing each practice training session and providing feedback to practice trainers
- Slides and informal discussions on Peace Corps water/sanitation project sites.

3.2.4 Workshop Day Four

Day Four covered the following topics:

- Practice training session continued
- How Peace Corps technical training programs are evaluated
- Identifying how experiential training methods could be useful for Indian Health Service work

- Personal planning time for back home work plan
- Evaluation and course closure.

3.3 Participants Attending the Workshop

The following people attended all four days of the workshop: Reid Bond, Mike Dworsky, Tom Wolf, John Hamilton, Leroy DiPasquale, Walt Robson, Joe Hugo, Steve Aoyama, Mike Sacoman, Gailen Luce, Mike Gyllenskogg, Frank Williams, Bob Capolka, Pete Wallace, Ron Perkins, Steve Corp, Mike Mouser and Fred Brown.

Out of this group, there were eight engineers, nine sanitarians, and one maintenance specialist.

Chapter 4

EVALUATION

There were two sources of evaluation of the workshop: 1) the workshop evaluation forms completed by the trainees themselves at the end of the workshp and 2) the evaluation of the trainers and how effective they felt the workshop had been.

4.1 Trainee Evaluations

The trainee evaluations have been compiled into a summary, and are as follows:

1. Please rate the extent to which you feel the course goals were met:

   a) Gaining a better understanding of Peace Corps, its water and sanitation program and the role training plays in preparing volunteers for this work.

Not at all Accomplished					Entirely Accomplished
			13	13	
1	2	3	4	5	

   b) Developing a common understanding of the terms of the agreement between Peace Corps and IHS, the role of IHS in the training, the objectives of the training program and the resources available.

Not at all Accomplished					Entirely Accomplished
		1	8	9	
1	2	3	4	5	

   c) Understanding the process for developing a training program.

Not at all Accomplished					Entirely Accomplished
			10	8	
1	2	3	4	5	

d) Reinforcing the training skills needed to carry out the training program.

Not at all Accomplished					Entirely Accomplished
		3	8	7	
1	2	3	4	5	

e) Using a workshop setting to share ideas and develop practical approaches to course implementation.

Not at all Accomplished					Entirely Accomplished
			3	15	
1	2	3	4	5	

f) Providing for each participant some specific areas for individual action.

Not at all Accomplished					Entirely Accomplished
		1	10	7	
1	2	3	4	5	

2. How effective was the training team in helping accomplish these goals?

Not at all Accomplished					Entirely Accomplished
			4	13	
1	2	3	4	5	

Sample comments:

"The instructors showed by example the value of good team work in presenting a workshop. Also showed that putting on a training course does not have to be a tiresome chore. It can be fun."

"Training team was unusually well organized and was in control at all times".

"In this respect, I would say that this course was probably the best I have ever attended on any subject".

"Very effective facilitators. They set the stage well to encourage participation".

"It was an excellent informative and fun course. It really opened my eyes to areas that I could improve in my communication with others in all settings. Thank you. I'd like to take it again to learn more".

"Very professional!".

3. What topics or areas of workshop content were especially meaningful to you?

The following sample comments came from the evaluations:

"The experiential learning cycle was interesting and may prove to be quite beneficial to me in my work".

"The experiential learning cycle and all the practice that went with it; the subtle nuances that made it all fit together and look so smooth and easy; then the reality of realizing how much work actually is involved in pulling it off".

"Developing a rapport with the trainees, and the importance of this. Including the trainees in the learning process and allowing them to teach themselves. Applying the skills training model".

"Experiential learning model/skills training model, dynamics of group sessions, assessment of training skills, training staff role and responsibility, and team-teaching".

"Experiential learning cycle, developing comprehensive plans for training session".

"Working through the experiential learning cycle and practicing intergroup sharing skills".

"Appreciate instructor/trainer enthusiasm and preparation".

"The team approach, the experiential learning cycle, the skills training model, and the class participation concept".

"Training methods, class participation techniques, free exchange of ideas,class atmosphere (fun)".

4. What improvements could you suggest for this workshop?

Sample quotes:

"If we had three ring binders and the handouts were punched and numbered, it would be easier to handle notes. Perhaps you could have assembled a notebook as you would envision it to be at the end of the course and use it as your model, then allow us to assemble ours piece by piece. This would make the handouts more important to us since we would see them as parts of the whole".

"I felt a little uncomfortable with the dropouts in the course. I feel more information needs to be sent out before the course begins. A little more information on the Peace Corps and its water and sanitation programs up front, either by mailing information before the start of a course or at the beginning of a course".

"I enjoyed and gained a lot of information regarding this technique and it probably wasn't perfect; however, I can't think of anything particular that comes to mind. I do want to mention that this was the first time engineers and sanitarians have worked and studied so well together. I got to know my co-workers a lot better. Unfortunately, those that dropped out are probably the ones that could use this information the most. Thank you and I hope to personally follow-up on techniques presented".

"Workshops should be from 8 A.M. to 3 P.M. to allow participants to cover ongoing day-to-day work activities between 3 and 3:30 P.M. I have a much better appreciation of the time and effort required to conduct successful training sessions. I believe the instructors we had were first rate [illegible] deserve a commendation for their efforts, patience, good [illegible], humor and interest".

"More time for working on practice training sessions".

"I would have preferred to spread the course out over five days. There were parts that I felt were squeezed. Overall, I felt it was a great learning experience that if I don't use for Peace Corps training, I can use in my work situation".

"Advance notice of schedules so that night session would not have to be missed".

"Try to mention early on in the course how you plan to teach the course by example so everyone can see at what step in the cycle you are. The first day was a little slow at times. All we sanitarians heard for a while was when you teach how to dig a well or build a privy, emphasis appeared to be towards the engineers when there were two distinct professional groups in the class".

"Don't have workshops in a area adjacent to our office. Too much opportunity for interruption".

"The first day could move a little faster".

"I think additional information on Peace Corps background and work it is doing in other countries would be of benefit in setting the initial stage. Although I was unable to see Jim Bell's slides, I think including them during the class should

have been done. Interaction could have occurred through an informed presentation, question and answering session during the slide show. The "grouping training" was getting monotonous after the third day. Some variation would have been helpful.

4.2 Trainer Evaluation

The training team in general felt that the workshop was a very successful one. The trainers were especially charmed and appreciative of the workshop participants. They were very, very cooperative, motivated, willing to work hard and had fun doing it. (If every training group was this pleasant to work with, our jobs would be made a lot easier!)

The trainers felt that the goals were all met, and agreed with the participants that they were met at someplace between a four and a five on the evaluation point scale. The following points are the primary evidence that the trainers used on which to base their feelings that the goals were met:

a) The trainees' comments and questions throughout the workshop indicated that they were indeed understanding the methodology that we were attempting to train them to use, and also that they were convinced that it was the appropriate methodology to use in a course of this nature.

b) The skill level of training in general on the part of the participants increased as the course progressed. The practice training sessions continued to get better and better.

c) The last practice training session was one in which the practice trainers conducted an entire session assessing and evaluating volunteer capabilities. This was an especially difficult session to conduct, and if the practice trainers had not understood the methodology they were using, they would not have been able to conduct the session as well as they did.

d) The participants continued to maintain a positive attitude toward the course.

There was no obvious resistance on either the content or the methods, and once they understood adult learning theory, they didn't question the validity of the experiential methods they were attempting to learn. Apparently, they felt that the methodology and what they were doing to learn how to do it was appropriate.

e) The participants used the team-training approach as a model from which they worked when they did their practice training. They commented several times that they liked the team approach and that they wanted to use it.

g) None of the touchy issues that the staff had worked on in preparation before the workshop ever became a problem. That either means that the training staff had prepared an appropriate approach to the touchy areas or that this particular group wasn't very much affected by what we thought were difficult issues.

h) The original norms that the trainers had established at the beginning of the workshop--use of humor, risk taking, and appropriate time and attendance were maintained. One piece of evidence that indicates a course is going well and the participants feel that it is meeting their needs is when they do, in fact, maintain these norms. Throughout the course, there was a good deal of humor; there was a good deal of risk taking--trainees apparently felt comfortable in trying new things and taking the chance that they might not turn out as well as they had hoped; and participants were very cooperative about coming to the workshop sessions on time. For the most part considering that their offices were down the hall, there was very little "coming and going" during workshop sessions. As stated earlier in this report, there were 22 participants when the course started on Monday. Eighteen of these 22 decided to return on Tuesday, and in fact, completed the course. The training staff made it very clear on the first day that as the participants learned more about this course and the Peace Corps training program if they felt that they were not interested and the course was not for them, they ought not to return to the course the second day. Apparently, that was the case for the four persons who did not return. The 18 who remained attended consistently for the remainder of the workshop.

4.3 Value to Indian Health Service

Throughout the workshop, a primary goal was that the training skills and methods the trainees learned in this workshop not only be useful to them if they were going to do a Peace Corps technical skills training program, but that these skills could be equally useful in their jobs with the Indian Health Service. A two-hour training session on the last afternoon of the course was devoted to planning how IHS engineers and sanitarians could apply the training techniques and methods they had learned to their current jobs.

4.4 Things Which Could Have Been Done Better

As stated before, in general, the trainers felt that the course was effective and that the training team did a good job. However, improvements can always be made, and it was felt that the following points were those on which some improvements could be made:

1) The handouts were numerous and weighty and could have been handled better if the trainees had been given a three hole binder with some dividers in it so they could have placed the handouts in that binder as they accumulated them throughout the course. This would have been easier for them and more orderly fc the trainers.

2) The first day was a bit slow. There was a good deal of information to get across--about Peace Corps, the Technical Skills Training Program, the Indian Health Service Agreement, etc. A more effective way of getting this information out in discussion format would have been to use a case study instead of a series of lecturettes. In the Recommendation Section of this report are more detailed suggestions on what this case study might entail.

3) Examples used in the workshop should have been balanced between engineering and sanitation type work. More engineering examples were used than sanitation ones.

4) Practice training teams could have been smaller. Three-member teams are ideal. There was one four-member team and there was one five-member one.

Chapter 5

RECOMMENDATIONS

Basically, the course will work the way it was designed and next time ought to be in nearly the same format. Among the factors that made it successful and that certainly should continue in future courses were:

1) Team training. The use of the trainers working together to deliver each training session was both effective as a way to conduct the workshop and as a way to help the participants learn how the training team for the Peace Corps Technical Skills Training Program is expected to function.

2) Sufficient time for preparation. The training team had two full days to get ready to deliver the workshop. This allowed for time to plan and problem-solve together, time to get the workshop facilities arranged and set up, time to visit IHS offices, get to know some of the people and talk individually to key IHS staff. It also allowed for sufficient time for each individual trainer to prepare for his or her responsibilities in conducting the training.

3) Working and planning to minimize resistance. The training staff had identified what could perhaps be touchy issues, agreed on what the appropriate answers to these touchy situations were, and developed together a strategy for dealing with them.

4) Practice training sessions. Practice training sessions are probably the most valuable thing that can be done in a workshop to build training skills. They should not be neglected or cut short. It is always difficult to do a four-day workshop training session with 18 to 20 participants and give each person time to practice a training session. Time was short and we did have difficulty in giving everybody a chance to practice; however, the practice sessions we were able to do carried significant opportunities for learning.

5.1 Changes Which Could Result in Workshop Improvements

A case study should be written on the role of a water and sanitation Peace Corps volunteer. This case study should be a complex situation incorporating many of the problems and dilemmas a volunteer faces in working in water, sanitation, and community health at the village level. It should include many of the issues that a Peace Corps volunteer faces in working in

a community and the way they relate to the Peace Corps organization in that country. In fact, Peace Corps already has a very good case study that it ought to be modeled after, the case study of a development worker used in the CAST model. While this case study is written for an agricultural project, the water and sanitation case study could be easily written using the case study of an agricultural development worker as a guideline. This water/sanitation case study could then be used as a vehicle with which to get at the content and the goals of Day One of the workshop. The discussions and problem solving based on the case study would enable the workshop group to talk about and reflect on the very same issues that are in the agenda for Day One of the workshop as it is currently designed.

The handouts need to be punched for insertion in a three-ring binder. There were too many handouts for the kind of holder that was available. A three-ring binder with dividers to separate the days' handouts would be the most appropriate way for the trainers and the participants to manage the quantity of paper that is required.

The materials that are given to the trainees from which they develop their own practice traning sessions currently have only one technical problem, how to compute volumes, and the others are all less technical, such as a case study on the role of a sanitation worker, etc. There ought to be one more purely technical practice session, something similar to volumes where the participant has to practice taking something very theoretical and putting it into an experiential design. Having two practice sessions on a purely technical skill would give the participants an opportunity to obtain more practice in handling theory experientially.

APPENDIX A

Water and Sanitation for Health (WASH) Project
Order of Technical Direction (OTD) Number 121
September 26, 1982

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 Peace Corps/Washington D.C. (Office of Program Development and Training)

REFERENCES:
A) Bell (PC--OPDT)/Wehman (S&T/H/WS) Letter, dated 20 Sept 82
B) Attachment to Ref A---Statement of Work
C) Memo Rogness (Director, Envir. Hlth Br., Alaska Area Native Hlth Service, USPHS/Director (EMB/OEH, Headquarters), dated 18 August 82

1. WASH contractor requested to provide technical assistance to Peace Corps--Office of Program Development and Training/WASHINGTON D.C. as per Ref. A, para 1-3 and Ref. B, para A and B.

2. WASH contractor/subcontractor/consultants authorized to expend up to 42 person days of effort over a three (3) month period to accomplish this technical assistance effort.

3. Contractor authorized up to thirty-two (32) person days of domestic per diem to accomplish this effort.

4. Contractor to coordinate with Peace Corps--Office of Program Development and Training (J. Bell and/or Maurice Wells, 254-8890) and with S&T/H/WS (Dr. John Austin) and should provide copies of this OTD along with periodic progress reports as requested by Peace Corps--OPDT and by S&T/H staff. Contractor not to secure services of consultant/subcontractor until a detailed work plan has been developed and approved in writing by S&T/H/WS (Dr. John Austin).

5. Contractor authorized to provide up to one (1) domestic round trip from consultants home base to Washington D.C. (for briefing and development of TOT plan and materials) to Anchorage, Alaska (to participate in preparation and delivery of TOT workshop) and return to Washington D.C. (for debriefing and report preparation) to consultants home base. Contractor additionally authorized one (1) domestic round trip from consultants home base to Anchorage, Alaska and return to consultants home base.

6. Contractor authorized local travel costs for consultants within Washington D.C. and Anchorage, Alaska NTE $480 without the prior written approval of the AID WASH Project Manager.

7. Contractor authorized to obtain secretarial, graphics and reproduction services from either WASH Project CIC resources or from local consultant resources at the site of the consultant that is developing the TOT workshop. These services are in addition to the level of effort specified in para 2 and 3 above NTE $1400 without the prior written approval of the AID WASH Project Manager.

8. Contractor authorized to provide for car/vehicle rental if necessary and appropriate to facilitate effort. Peace Corps and USPHS-Indian Health Service encouraged to provide logistics (vehicles) needs of WASH consultants if vehicles 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 technical backstop field consultants and subcontractors.

11. Contractor to provide an overall coordinated final draft of training report to Peace Corp (J. Bell) before consultant leaves Anchorage, Alaska. Contractor to provide USAID with final report summarizing activity under this OTD including the training design, materials developed, listing participants in workshop, provide a workshop evaluation and recommendations for future training activities. This final report to be due S&T/H/WS (Dr. John Austin) within 30 days of last day of the Anchorage workshop.

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

13. Peace Corps—CPDT should be contacted immediately and technical assistance initiated as soon as convenient to Peace Corps.

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

WASH
Prof.
DIR.

Peace Corps

Washington, D.C. 20525

McJunkin
Austin
~~Wehman~~ VWW

September 20, 1982

Mr. Vic Wehman, Acting Chief
AID/ST/HEA
Department of State
Washington, D. C. 20523

Dear Vic,

I am planning a training of trainers workshop for approximately 25 Indian Health Service engineers and sanitarians. It is scheduled tentatively to be held November 8-10 in Anchorage, Alaska (see attached memorandum). The purpose of the TOT workshop is to provide training, information, and assessment for potential IHS staff who are interested in being technical trainers for Peace Corps stateside water and sanitation training programs.

Maurice Wells, a training specialist from this office, and I will be travelling to Alaska to conduct the TOT workshop. We are requesting AID's assistance in providing a training specialist to help with the design and delivery of the TOT. I estimate the assignment will require 3 weeks to work on the training design and one week for the TOT delivery. Additionally, I would like to request that Mr. Keith Sherer, a former IHS staff person be authorized to assist with the actual conduct of the TOT in Alaska.

During my absence from September 13 to October 8, Maurice Wells will be available should his assistance be required. He can be reached at 254-8890.

I look forward to your reply.

Sincerely,

Jim Bell

Jim Bell
Water/Sanitation Specialist

cc: Rick Abell, Director OPD
Maurice Wells, OPD Training Specialist

Attachments: IHS Memo 8/18/82
Statement of Work

Received ST/H (Wehman) 9-24-82
Passed to WASH 9-24-82

Statement of Work
Expert Training Consultant

The purpose of the contract is to obtain assistance in designing and presenting a training of trainers workshop for approximately 25 Indian Health Services engineers and sanitarians. The workshop is tentatively scheduled for November 8-10 in Anchorage, Alaska. It is estimated that 20 days of service will be required for planning, designing and delivery of the training with travel to and from training sight included.

A. In order to assist Peace Corps' Office of Program Development Water and Sanitation Sector in this project, the Contractor will be asked to undertake the following tasks:

1. Design a three day training of trainers workshop for 25 I.H.S. engineers and sanitarians;

2. Serve as lead trainer in delivery of training methodologies and Peace Corps' integrated approach to technical training;

B. Within 20 days of the end of the contract, the Contractor shall submit to the Project Manager a final report summarizing the above activities including training design, materials developed, list of participants, workshop evaluation and training recommendations.

C. Project Manager for this contract is Jim Bell, Water/Sanitation Specialist, Office of Program Development.

memorandum

DATE: August 18, 1982

REPLY TO ATTN OF: Director, Environmental Health Branch
Alaska Area Native Health Service — Refer to: A-EHB

SUBJECT: Peace Corps Training

TO: Director, EHE/OEH, Headquarters

As requested in your July 29, 1982 memorandum, listed below are the people from our Area who are interested in attending the three day seminar. Some of them may not have the experience that the Peace Corps desires but exposure to the program now may pay off in the future.

Engineers:	Sanitarians:
R. Bachman	L. Colwell
D. Carpenter	M. Sacoman
M. Dworsky	G. Luce
D. Ott	M. Gyllenskogg
T. Wolf	F. Williams
J. Hamilton	R. Kapolka
J. Schroeder	P. Wallis
L. Lockyer	R. Perkins
R. Bond	S. Cord
P. Kanitz	
J. Patterson	Maintenance Specialist:
L. DiPasquale	
B. Mace	F. Brown
J. DeLapp	
W. Robson	
J. Hugo	

Also, both myself and Vern Bergman would be interested in sitting in on the course.

If this list needs to be cut down to the 15 to 20 mentioned in your memo, please let me know and we will do so based on the experience levels of the individuals. The dates suggested for the course appear to be acceptable as long as you realize that November 11, 1982 is Veterans Day. We would like to confirm exact dates for the course as soon as possible so that arrangements can be made for the training room.

Daniel R. Rogness, P.E.

OPTIONAL FORM NO. 10
REV. 1-80
GSA FPMR (41 CFR) 101-11.6
5010-114
FULL Environmental Printing Office: 1980—341-[illegible]

APPENDIX B

TRAINER GUIDELINES

Day One

25 Min. Workshop Introduction. Purpose of workshop. Introduction of the training team.

Icebreaker. Each person takes 5 minutes to interview the individual sitting next to him/her and then introduce that person to the group.

5 Min. Workshop Goals. Present the goals. (Handout A.) Use flipchart in addition to handout.

25 Min. Expectations. Each participant spends 5 or 10 minutes writing down his/her expectations for the workshop. Small groups are then formed where expectations are shared and record on flipcharts.

Group expectations are reviewed. The staff adds their expectations to the listings.

Staff Expectations:

- All participate in activities.
- Start/end on time.
- 15-minute breaks.
- Each assumes responsibility for learning.
- Have enjoyable time.
- Take risks and try new things.
- Help and support each other.

15 Min. Expectations should be linked to the schedule. (Handout B. Times and other administrative details are established and agreed upon.

Morning Break

60 Min. Peace Corps and Its Development Philosophy. The film "Water Means Life" (UNICEF) is shown; use these items to guide the participants on what to look for in the film: 1) What are the people saying and doing about water, 2) What technologies are evident, 3) What development issues does the film raise. The group should discuss the film for 15 minutes. (Handout C).

A short lecturette should be given on why Peace Corps is into water/sanitation and what kinds of projects are currently ongoing.

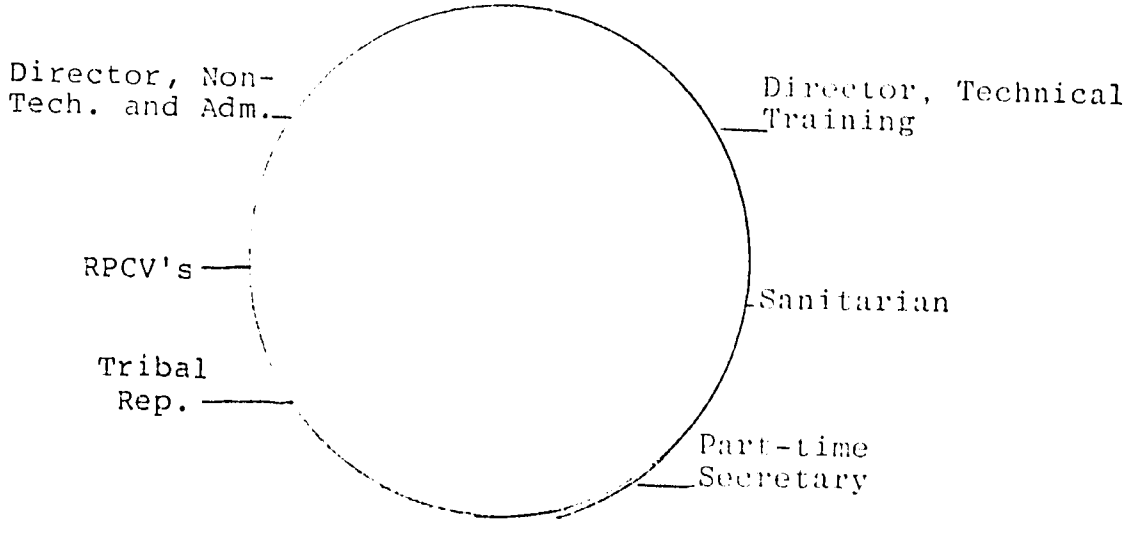
30 Min. Another short lecturette should be delivered on how PVC's are recruited, profile of a typical PCV in water and sanitation (Handout D), job descriptions of PCV (TAC sheet, Handout E), upcoming water/sanitation training cycles should be discussed (Handout F).

30 Min. IHS PC History Agreement should be described and questions answered (Handout G).

Lunch Break

60 Min. Water/Sanitation Skills Training Objectives. A brief lecturette on PC training systems should be given along with content areas of the core curriculum. The group should be divided into four groups with each group developing a list of assumptions one could make from these objectives about the role/responsibilities of the PCV in water and sanitation. Groups report out and discussions are held. (Handout H and I).

30 Min. Role/Responsibilities of Various Members of the Technical Skills Training Staff. The training team concept is presented. The members of this team and their roles are discussed, and the job descriptions are handed out. (Handout J). A circular chart is used to explain the team concept of training.



Break

60 min. Assessing Training Skills. Participants use the needs assessment grid and the list of skills the ideal trainer should have to rate their own skill levels and needs. (Handout K).

30 Min. Recap of the Day. Trainers ask the participants how they feel the day has gone, what training methods did they observe, and what questions they had about why things were as they were. (Handout - Training Article, Handout L).

Day Two

10 Min. Opening the Day. Appropriate linkages to the previous day should be made. The activities for this day are gone over briefly.

180 Min. Training Program Beginnings. Goals are: 1) to identify and describe 8 activities that are important to beginning a long-term training program, 2) to plan how to deliver these activities.

10 Min. Lecturette on Program Beginnings should be delivered (Hand out M).

Group is divided into four groups, each group is assigned to one of the following training program beginning activities:

- Expectations/objectives check
- Job/role clarification
- Individual trainee needs assessment
- How are we doing.

60 Min. Their Task: If you were to carry out a volunteer water/sanitation training program, how would you handle this aspect of openings. Put together a presentation to give to the total group that will describe your plans and allow the group to give you feedback-- suggestions for improvement. Plan to use no more than 30 minutes - 15 to present your plan and 15 to hear feedback. You will have one hour to plan your "opening" and prepare to present to the group.

Trainers distribute self-check questions about mid-point into their planning. (Handout N).

Break

120 Min. Groups present their plans.

30 Min. At the end of the presentations, the trainers ask question to process, generalize, and apply.

- How did you do with preparation?
- How might you have done it differently? - What di you learn about planning and preparation?
- There will be other times in this training program when you will be planning and preparing, what principles are important?

- What did you learn about beginnings?
- What principles can we extract?
- How can we apply these principles?

Wrap-up and close the session.

15-30 Min. Lecturette on experiential learning cycle. (Handout O) Use the session just completed to show the stages of the cycle, continue overlaying the skills training model to the experiential cycle. (Handout P).

Lunch

30 Min. Lecturette on Process for Developing a Training Session (Handout Q).

Needs Assessment. Discuss the pretraining site visit, distribute Handout R, allow them time to read it, and answer any questions they might have.

20 Min. Refer back to process for developing a training session, pointing to the section on program design. Refer again to skills training model. Do a brief lecturette on integration. (Handout S). The last page of the handout is good material from which to build the lecturette.

60 Min. Mid-Program Design Changes. Refer back to handout/ lecturette on process for developing a training program.

Highlight the section on design changes. Distribute the case study. (Handout T). Divide the group into discussion groups, having them respond to the questions at the end of the case study.

Trainers lead a short discussion of the total group, then set up a role play for the group to actually practice handling the situation.

Note to Trainers: You might want to do a 4-5 min. energizer during late afternoon since this is quite a long day. At this workshop, we played elephants and kangaroos.

2 Hrs. Dinner Break

2 Hrs. Evening Session

Setting Up Practice Training Sessions

Depending on the size of the group, divide them into training teams that will then plan and prepare how they will conduct their session. Each practice session should be for 60 or 90 minutes followed by a 30 to 45 minute debriefing/feedback session. The workshop time lends itself to four practice sessions. If the group is too large and training teams are large, the process can be divided into two tracks. The training staff splits and conducts simultaneous training sessions.

Our group chose to conduct sessions to the total group, so we had practice training teams of 4 or so each.

Distribute a different practice session direction to each group. (Handout U,V,W and X). Give them the rest of the evening to prepare. Training staff act as consultants to the teams (See Handouts - on Practice Sessions)

Day Three

30 to 45 Min. Final Preparation Time

Practice sessions begin. Set learning climate by discussing safe environment for taking risks along with some basic elements of giving and receiving feedback.

60 to 90 Min. Practice Session One

30 Min. Debriefing and Feedback

Note to Trainers: You may want to schedule one of the technical sessions first. (We did volumes.) These are difficult and the group can brainstorm techniques for getting technical knowledge across in ways other than lecturing during the debriefing. We scheduled a bit more debriefing time for this session than the others.

Lunch Break

60/90 Min. Practice Session Two

30 Min. Debriefing

60/90 Min. Practice Session Three

30 Min. Debriefing

Optional Evening Session: Slides and informal discussions on P.C. Water/Sanitation project sites.

Day Four

60/90 Min. Practice Session Four

30 Min. Debriefing

60 Min. Processing, Generalizing, and Applying Entire Practice Training Section. The following questions can be guidelines:

- How did you find doing these practice sessions? (Pursue issues such as co-training, planning, time management, etc.)
- What did you learn about training during these practice sessions?
- Looking back over your learnings, how would you go about planning and conducting a technical skills training program?

Close out the practice training section.

Lunch

20 to 30 Min.

How PC Technical Training Programs Are Evaluated

Distribute a copy of the final evaluation of the last PC training program. (copy not included in this report but can be obtained from PC). Provide time for them to read/scan through the evaluation. Respond to questions.

60 Min

How Could Experiential Methods Be Used in IHS Work

Divide the group into four task groups, assign each group one of these areas to explore:

- Operator training
- Community work
- Planning, using multiple - discipline approach
- Managing a sanitation program

Task is to: identify how experiential training methods could be utilized and to explore how the steps in the experiential cycle can be related to this learning. Put your thoughts on the flipchart and prepare to report briefly.

45 Min.

Personal Planning Time. Have the group work as individuals to plan how they wish to implement their learnings from the workshop. Suggest that they look again at the needs assessment grid they completed on the first day. They might want to take it over and compare their responses to those given earlier in the course.

Each person takes about 20 minutes to prepare their plan. Use these guidelines to help their planning:

- What skills do you want to implement?
- How will you do this?
- Who in your office do you need to share your learnings with?
- What specific steps will need to occur during the next six months for you to have been successful in implementing your plan?

Each person then shares their plan with one or two other colleagues.

20 Min.

Evaluation and course closure.

Handout A

Water/Sanitation Training for Trainers Workshop Goals

The overall goals of this workshop is to provide an opportunity for potential trainers to better prepare themselves for the responsibility of training Peace Corps volunteers in the Indian Health Service/Peace Corps Water and Sanitation Skills Training Program by:

- Gaining a better understanding of Peace Corps, its water and sanitation program and the role training plays in preparing volunteers for this work.
- Developing a common understanding of the terms of the agreement between Peace Corps and the Indian Health Service, the role of IHS in the training, the objectives of the training program and the resources available.
- Understanding the process for developing a training program.
- Reinforcing the training skills needed to carry out the training program.
- Using a workshop setting to share ideas and develop practical approaches to course implementation.
- Providing for each participant some specific areas for individual action.

Handout B

Water/Sanitation Training for Trainers

Monday

8:30 - 12:30

Introductions...Expectations...Schedule Review

Peace Corps and Its Development Philosophy...Why we are into water and sanitation.

History and Substance of Peace Corps/Indian Health Service Cooperation.

12:30 - 2:00

Lunch

2:00 - 5:00 or 5:30

Objectives of PC/IHS Water and Sanitation Skill Training.

Role/Responsibilities of Course Director and Other Course Staff Members.

Assessment of Training Needs/Skills for IHS Personnel

Tuesday

8:30 - 12:30

Running Training Sessions...Importance of Openings.

Practice Designing and Delivering Openings.

Adult Learning Principles...Experiential Training Theory.

12:30 - 2:00

Lunch

2:00 - 5:0

Developing a Training Program...Task Clarification...Needs Assessment.

Training Program Design...Skill Training Models.

5:00 - 7:00

Dinner Break

Tuesday cont'd.

7:00 - 9:00

Planning and Preparation for Delivering a Practice Training Session.

Wednesday

8:30 - 12:30

Delivering Practice Training Sessions.

12:30 - 2:00

Lunch

2:00 - 5:00 or 5:30

Continuation of Practice Training Sessions.

Thursday

8:30 - 12:30

Dynamics of Training Groups...What Goes on in a Long-Term Training Program.

Peace Corps Selection Process.

12:30 - 2:00

Lunch

2:00 - 5:00

Evaluation of Water and Sanitation Training...How It Works and What's Required.

Where do we go from here...Reflection and Action Planning.

Workshop Evaluation and Closure.

Handout C

SUMMARY PEACE COPRS WATER AND SANITATION PROJECTS, 1982-1983

	COUNTRIES *	PROJECTS *	PCVs AS OF 12/31/81	PCTs	PCVs & PCTs	FY83 Requests
AFRICA	16	24	217	16	233	206
INTER-AMERICA	7	8	30	17	47	58
NANEAP	13	19	103	20	123	76
TOTALS	36	51	350	53	403	340

* Countries and projects phased out or that do not have V's in water projects as primary job are not included in country and project figures.

COUNTRY	PROJECT NAME	PCV'S AS OF 12/31/81	PCTs	TRs FY83	PROJECT DESCRIPTION	COLLABORATING AGENCIES	RELATED AND/OR SECONDARY PROJECTS
Benin	Water Sanitation	0	0	2	Still in planning stage.		School Construction V's are involved with well construction.
Botswana	Renewable Energy 637-DO	5	0	0	Project is in developmental stage. Designed to promote renewable energy technologies, esp. in the areas of domestic technology, such as cooking, water & space heating, grain milling & water pumping.	AID EDF SIDA	V's in Rural Credit Officers Prog. are involved with approving small water projects. Community Self Help Sec. School V's are involved with getting funds for & helping with the installation of wells & latrines. V's in the woodlot proj. are developing water resources for woodlots & advising on water sources.
Burundi					New Country Entry. Prog. may include; village well capping, sanitary installation, health ext. & health & water systems development.	AID	
Cameroon	Practical Training in Health Ed./ Sanitation Specialist 694-A2	11	0	0	Assist in effort to develop & implement a Health Ed. Prog.for rural poor, improve health conditions thru village committees for improved area sanitation,i.e. latrines, water storage facilities & act as trainer for health personnel. Prog. being phased out but programming potential exists in water/ environmental sanitation.	AID UNICEF Amb. Self Help	Com. Dev. V's are involved with improving water sources & promoting latrine construction.
	Water/Sanitation Technician 694-B6	0	0	8	Program in developmental stage.		
	Health Educator 694-B5	0	0	10	Program in developmental stage. (V's integrate potable water projects with other activities.)		

		PCVs	PCTs	TRs			
C.A.R.							Health Ed. V's work with primary school teachers & directors incorporating health content into the school curriculum. This involves lessons in sanitation & potable water.
Gabon							Construction V. is working on installing wells at newly constructed primary schools. This V. will provide tech. trng. in water & sanitation to other construction V's in Gabon.
The Gambia							V's in Rural Health Ext./ Prog. are involved in water & sanitation ed., well rehabilitation, well site improvements & building latrines. 1 V.is working on a UNICEF water sanitation proj. 1 A.T. V. is designing & testing latrines.
Ghana	Community Dev./ Village Facilitator 641-A2	14	0	8	Organize labor & resources for local self-help projects which include; construction of pit latrines & earthen dams for water supply & health clinics.	CIDA Catholic Mission CRS AID	
Kenya	Water Development 615-A1	16	9	20	Construct communal water supply systems through self help approach. Assist with the design & construction of wells & latrines.	UNICEF AID	

		PCVs	PCTs	TRs			
Lesotho	Water & Sanitation Engineer 632-B8	1	0	3	Construction of water systems, repair of existing systems & exploration of new supplies. Train local people to repair systems.	AID	Every V. is responsible for building their own latrine & informally passing on skills to villagers.
Liberia	Rural Development/ Appropriate Tech. 669-A2	22	0	12	Organize village committees & work with them for safety in the use of the water source. Construction of water seal toilets, hand dug wells & latrines.	AID EEC UNICEF UNDP CARE/Lib. Amb. Self Help	
Malawi	Rural Water Supply 614-A3	1	2	9	Installation of a major piped water proj. Siting & designing headworks, survey of main lines & route selection, siting of storage tanks, river/gully crossings, valves & flush-points. Construction of intakes, screening & sediment tanks & all other concrete works.	AID	
	Preventative Health Services/Sanitarian/ Pub. Health Lab. Technician 614-A2	10	5	7	Sanitarian: Advise villagers in the construction of simple sanitary facilities, experiment with new sanitation technologies, educate villagers in the use & maintenance of the facilities, devise workshops to teach sanitation technologies to villagers & health workers. Lab Tech: Taking samples and analysis of water, milk, and milk products, water bodies where mosquitoes and bilharzia snails breed, hookworm, meat for tapeworm, tuberculosis to determine presence of disease or infestation.	AID	

		PCVs	PCTs	TRs			
Mali	Community Development/ Health 688-A2	8	0	6	Specific activities depend upon V's skills, needs of villagers & specific goals of the community development component which may include; simple filtration of water, rehydration techniques, wells & latrine building.	Amb. Self Help	
Niger							V's in Nutrition/Ed. Prog. are involved with teaching methods of water purification & preparation of potable water for infant formula.
Senegal	Rural Development 685-C3	43	0	37	V's act as facilitators in their villages to assess specific village needs. Activities include; kitchen & truck gardens, well digging, latrine construction, poultry raising, sm. building construction, prenatal & child care, nutrition etc. The kinds of projects are varied reflecting a diversity of needs at the village level.	Amb. Self Help CRS Baptist Mission CARITAS Dutch Emb. French Voluntaires Progres	V's in other programs have applied to Amb. Self Help Fund for assistance in funding wells, latrines etc. as secondary projects.
Sierra Leone	Rural Water Supply/ Water Supply Tech./ Health Ed. Advisor 636-A4	7	0	4	Teach villagers how to use & maintain the water sources after construction. Organize & conduct Health Ed. workshops, follow-up on water supply maintenance after construction & assist in organizing periodic inservice trainings for water project employees.	AID World Bank UNDP Fed. Rep. of Germany UNICEF	V's in other projects are involved in the construction of latrines & wells.
	Health/Community Health Worker 636-A2	16	0	25	Assist in developing a village infrastructure so that health status & environmental sanitation conditions can improve with villagers themselves as the active element in determining how the change is to occur.	Amb. Self Help	

		PCVs	PCTs	TRs			
Swaziland	Appropriate Technology 645-B7	1	0	0	Daming of water sources & piping of clean water to school location. Use of gravity piping & installation of facets. Project was completed.	Amb. Self Help	V's from pig project built a clean water system using gravity piping & pump.
Tanzania	Rural Water Supply 621-B6	0	0	15	Programming in this area is projected for implementation in FY83. The V's will assist villages in obtaining a potable source of water.	AID	
	Schisto Control Worker 621-A6	2	0	2	A new area of programming in FY82 with plans for evaluating improvement & expansion for FY83. V's conduct surveys of bodies of water, applying molluscicide where necessary.		
Togo	Environmental/ Sanitation Education 693-B0	11	0	12	V's train & supervise teams of social affairs agents to organize villages to accept responsibilities for maintenance of well pumps, organize health/sanitation campaigns & assist in construction of latrines.	AID FAC FED	Urban housing V's provide technical assistance for the construction of septic tanks.
	Individual Placement 693	1	0	0	Installation in a village of aquaduct/ reservoir which is a gravity flow pure water system.	AID	Rural Infrastructure V's construct latrines & cisterns as part of their primary jobs. TEFL, math-science, ag educ and health V's are all involved in building latrines and cisterns in schools and clinics in villages as secondary projects.

		PCVs	PCTs	TRs			
Upper Volta	Village Health/ Water Sanitation Worker 686-C3	4	0	4	Educate communities about the importance of clean water. Organize village health committees. Establish primary school health prog. Organize & make operational other programs such as latrine construction.	AID	
	Village Water Supply/ Wells Specialists 686-A2	4	0	0	Technical consultant to the well drilling teams &/or the drilled well improvement group. Train & work with village masons both in the actual digging of wells, including lining, & in planning & providing logistic support to the digging site.	AID	
Zaire	Rural Water Supply 660-A3	5	0	0	Supervise the construction of spring boxes & piped water systems. Develop training materials. (There are no future requests since V's are being reassigned from the Health project. Country is developing an integrated program of water, sanitation, health ext. & nutrition.	AID OXFAM UNDP ECZ	V's in Sec. Ed., Fisheries & Sm. Animal Hus. Programs give lessons on potable water in schools & villages.
	Community Health Project 660-A5	35	0	22	Intensive local community organization to develop a viable community health infrastructure including maternal & child health, basic sanitation, immunization & safe water supply. Training of Zairian Health workers & counterparts.	Canadian Intn'l Dev. AID WHO Catholic Dev Fund	

		PCVs	PCTs	TRs			
Costa Rica	Individual Placement 515	1	0	0	A 3rd. yr. V. started proj. & it is now being carried on by another V. Developed a hand pump for shallow hand dug wells 3-4 ft. deep. Pumps made from local materials, simple parts & are highly durable.		
Dominican Republic	Community Water/ Sanitation Promoters 517	0	0	6	Program in developmental phase. V's will work closely with, train & help to motivate community members on water/san. projects.	AID SENASA UTOC CARE Save The Children	
Eastern Caribbean	Community Deveopment 538-11	2	2	2	Plan & design water supply systems. Simple designs for bringing pure water to sm. rural populations.	AID PAHO CADEC	
Guatemala	Potable Water 520-A1	5	10	18	Participate in the training of counterparts & technical assesors in the planification & constrction of potable water systems & in the direction & supervision of the actual construction. Orientate communities on the installation of potable water systems.	CARITAS UNEPAR	Com. Health V's are involved with Sanitation Ed. projects. 2/3's of Forestry V's are involved with educating farmers in irrigation techniques. V's in the 4-H proj. manage water resources for irrigation of sch. gardens.

		PCVs	PCTs	TRs			
Honduras	Municipal Development/ Civil Engineer 522-A4	2	0	3	Provide technical assistance for projects chosen by the community. Responsibilities include planning, designing & supervising construction of projects such as; potable water & sewage systems & waste disposal. Maintenance & rehabilitation of water systems.	AID World Bank EEC	Pub. Health V's are involved with the promotion of latrine & water projects as part of their primary job. Some V's are involved with major proj. in Water & San. with a Health Ed. component designed to teach proper use of water & sanitary facilities & to promote their continued use once installed.
	Irrigation 522-B9	2	0	0	Work with sm. farmers to promote irrigation systems, collect & analyze water data & construct sm. water systems.		
Jamaica							V's in Health Ed. Prog. teach sanitation as part of their primary job.
Ecuador	Rural Infrastructure/ Water & Sanitation Engineer 518-A5	6	5	12	Help design & construct water & sanitary systems for rural communities.	AID CARE IEOS	V's in Rural Public Health Prog. are involved with training locals in hygiene & sanitation & the building of wells & latrines as part of their primary job.
Paraguay	Environmental Sanitation/Sanitary Inspector 526-A2	12	0	17	Development of potable water systems & sanitary waste disposal. Development of running water system, fund raising, house by house inspections of water sources, latrines & trash disposal & protection of natural springs.	AID SENASA World Bank UNICEF CRS World Food Program IDB	Rural Health Ed. & Home Ext. V's teach sanitary ed. in communities as part of their primary job. 1 V. in Forestry Ext. Prog. had well dug & pump installed for irrigation of nurseries. Health Ed. V's are involved with installation of latrine slabs. 1 V. involved with SENASA water project in preparation of wells & elevated water storage tanks.

		PCV's	PCTs	TRs			
Fiji	Rural Community Development/Water Technician 411-A3	0	0	2	New Project. Carry out field surveys in drought prone areas; Design appropiate water systems; supervise the building of catchment & ferro-cement water storage facilities with the people; teach both local gov. workmen & villagers the necessary skills for building water catchment & storage facilities.		A.T. & Nutr. V's work with construction of water-seal toilets & ferro-cement water storage tanks as part of their primary project.
	Health/Public Health Engineer 411-A1	2	0	0	New Project. Demonstrate to the community, methods of water supply, waste disposal & housing & kitchen construction. Help communities survey, estimate & install water supply systems & water-seal toilets on a self-help basis.		
Kiribati	Village Health 441-A4	8	0	0	Upgrade existing wells, install well covers, hand pumps & rainwater catchment systems. Develop sanitary means of waste disposal including water seal latrines. Work with Island Health Council & put together health instructional materials.	WHO	Construction Aid V's build water catchment systems as part of their primary jobs.
Micronesia	Environmental Sanitation/Water Systems Advisor 401-B8	2	0	0	Train & assist water treatment plant operators in basic operation & maintenace of facility. Treatment includes sedimentation, filtration & chlorination.	Public Works Dept. of Palau	Health Ed. V's teach sanitary ed. as part of their primary jobs.
Morocco	Rural Water Supply 378-A1	14	0	20	Program is in start-up phase. Rehabilitation of Diesel & wind powered wells. Expansion of water supply system, well digging, capping & pump installation. Projects are all located in rural areas.	UNICEF	Voc. Ed. V's are involved with installing latrines & passive solar water heaters.

		PCVs	PCTs	TRs			
Nepal	Community Water Supply 367-A1	14	6	10	Survey possible sites, collect survey data, design profiles, establish cost estimates organize village water committee & draw up a contract with the village. # 1 priority for the Gov. of Nepal & P.C. Nepal.	UNICEF CIDA German Vol. Service VSO JOCV Dutch Vol. Service	All Rural Construction V's build personal & school latrines as part of their projects. Most V's use their primary project as base from which to promote sanitary & health ed.
	Minor Hill Irrigation 367-C3	0	1	4	New Project. Survey, design, estimate & oversee construction (or renovation) of small rural irrigation proj. in the mountainous region. Train local people to understand & maintain system.	AID Dutch Vol. Service	
	Hydraulic Ram Development 367-B6	2	0	2	Oversee & supervise the voluntary village laborers in all aspects of construction of the hydroram, its housing, cement structures, pipe distribution system & taps. Train local people to understand & maintain the hydoram.		
Oman	Water Sanitation 381-A6	3	0	0	Construction of either dry pit latrines, bucket flush water seal privy, tank flush or flush toilet. Project being phased out.	UNDP WHO	
Papau New Guinea	Lumi-Integrated Village Dev. Women's Activities Coordinator 471-A4	0	1	0	New Program. Involved with appropriate technology which will include village water systems, simple construction techniques & sanitary projects & solar drivers.		

		PCVs	PCTs	TRs			
Philippines	Health/Community Dev. 492-A1	9	0	10	Total # of V's in prog. is 70 but 9 are working with water as primary job. Construction of potable water systems, outhouses & water-sealed toilets.	AID	V's in non-conventional Energy Dev./A.T. Spec. Prog. are involved with workshops or seminar for solar water heaters, micro-hydros & water-sheels.
	Ag. Prod. 492-05	2	0	2	Total # of V's in prog. is 80 but 2 are working with water as primary job. Installation of irrigation systems.	3	Ag. Prod. V's collaborate with water V's for construction of irrigation projects.
	Uplands Community Dev./ Water Systems Specialist 492-D0	3	0	0	Assist Uplands communities in design & construction of sanitary water systems. Design, drill & supervise construction on the most appropriate type of water system for that area Design & build a spring box & water delivery system, drilling for artesian water or setting up a pump for ground water.		
	Local PCV Administration 492-B0	1	0	0	Installation of potable water wells.		
Solomon Islands	Rural Water Supplies 431-B2	1	5	0	Survey of village water needs, plan work schedules & material requirements for building water system. Supervise & assist with installation. Train villagers in maintenance & repair of system.	AID Intn'l Human Assistance	

		PCVs	PCTs	TRs			
Thailand	Water Resources Engineer 493-A7	15	0	0	Plan, design & supervise construction of sm. dams, spill ways & irrigation canals which will increase & control water resources for farming in rural areas.	AID	V's in Girl Guides Prog. are responsible for maintaining water systems on land settlements as part of their primary job. 1 of the Fisheries V's is working in collaboration with a water engineer to build a dam. Ag. Ext. V's are involved in building irrigation systems as part of their primary jobs.
	Land Settlement Engineer 493-D0	5	0	0	Construction & maintenance of village feeder roads, sm. dams, weirs, wells & ponds.	AID	
Tonga	Technical Services Water Project Management 421-A7	1	0	0	Supervise planning & construction of water systems. Provide technical expertise on rain catchment &/or tank construction.	FSP	Integrated Village Dev. V's teach sanitation in Adult Ed. classes as part of their primary job.
Tuvalu							V's in other projects are involved with building ferrocement water tanks as part of their primary job.
Western Samoa	Water Resources Dev./ Rural Maintenance Supervisor 491-A4	2	0	0	New Project. Monitor pipeline systems using pressure & flow meters. Troubleshooting system faults & taking corrective action setting-up fault reporting systems by working through traditional village hierachies.		Health V's work with improving sanitary conditions.
Yemen	Sm. Water Projects Construction 397-A1	16	3	11	Supervision of implementation of water system; masonry, concrete tanks, catchment cisterns, laying of water pipes & installation of pumps.	AID	
	Local Resources for Dev. 397-B5	3	4	5	Plan, design & construct water systems, schools & roads.		

WATER/SANITATION PCT PROFILE

- COLLEGE GRADUATE - BA/BS DEGREE
- 22 TO 25 YEARS OF AGE
- 3 MONTHS CONSTRUCTION WORK EXPERIENCE FOR AT LEAST 50% of PC
- 9 OUT OF 10 ARE MALE, SOME MARRIED COUPLES
- SOME COMMUNITY WORK OR VOLUNTEER EXPERIENCE
- FEW ENGINEERS - 2 OUT OF 20 ENGINEER REQUESTS ARE FILLED
- INTERESTED IN PUBLIC HEALTH

PCV JOBS PROFILE IN WATER/SANITATION

- WIDE VARIETY OF TITLES (WELL DIGGER FOREMAN, WATER TECHNICIANS, PUBLIC HEALTH EXTENSION AGENTS, COMMUNITY DEVELOPMENT WORKER, ETC.)
- GENERALLY WORKING UNDER MIN. OF HEALTH/MIN. OF COMMUNITY DEVELOPMENT/MIN. OF WATER AND SUPERVISED BY THEM
- SOME PCVs WITH TRANSPORT (BIKE, MOTORCYCLE); SOME WITH NO TRANSPORT
- MOST PCVs LIVE IN ONE VILLAGE - TRAVEL OUT IN A RADIUS
- SOME PCVs LIVE 1-2 MONTHS IN ONE VILLAGE AND THEN MOVE ON
- MOST RELYING ON GOVERNMENT FOR SUPPLIES, MATERIALS - WITH SOME ACCESS TO OUTSIDE SMALL FUNDS

ACRONYMS

PC - PEACE CORPS
OPD - OFFICE OF PROGRAM DEVELOPMENT
PST - PRE-SERVICE TRAINING
IST - IN-SERVICE TRAINING
TAC - TRAINEE ASSIGNMENT CRITERIA
CAST - CENTER FOR ASSESSMENT AND TRAINING
CREST- CENTER FOR REASSESSMENT AND TRAINING
PC/W - PC/WASHINGTON
PC/E - PC/ECUADOR
PC/P - PC/PARAGUAY
HCN - HOST COUNTRY NATIONALS
APCD - ASSOCIATE PC DIRECTOR
RPCD - RETURNED PC VOLUNTEER
WID - WOMEN IN DEVELOPMENT
CD - COMMUNITY DEVELOPMENT
RVDW - ROLE OF VOLUNTEER IN DEVELOPMENT WORK
W/S - WATER-SANITATION
PCT - PEACE CORPS TRAINEE

FIELDING PCVs

↑ PROJECT DESIGN - IN-COUNTRY, HOST COUNTRY, PC/STAFF
?
↓ TAC - TRAINEE ASSIGNMENT CRITERIA - BY PC/STAFF OVERSEER

↑ PC/W - REGIONS - RECRUITMENT (10 AREAS OF U.S.)

APPLICANTS - PLACEMENT - PHONE INTERVIEWS

6 months INVITATIONS - TO TRAINING
- TO CAST

ACCEPTS - MEDICAL, SECURITY CLEARANCE

STAGING

↓ START OF TRAINING

Handout E

Peace Corps

GENERAL CONSTRUCTION
122

Trainee Assignment Criteria ☐ Preliminary ☒ Final

1. Country/Training Class Name: NEPAL/RURAL CONSTRUCTION	2. Project Name and Assignment Title: COMMUNITY WATER SUPPLY/OVERSEER	3. Project Code: 367-A1

4. Training Date: July 26, 1982 | 5. Trainees Requested: 6 | 6. Married Couples? ☐ Yes ☒ No (If yes, give numbers and restrictions in Item 17.)

7. Pre-training Information: Como ___ Med/Admin ___ Other CAST ___ Dates: June 19 To June 26, 1982

8. Training Class I.D.: 367-82-06 | 9. Assignment No.: 2 | 10. COI: 5/7/82 | 11. Nominees

12. Specific ___ Generic ___ IP ___ UNV ___ | 13. NRD ___ | 14. Allocation: AT ___ NY ___ CH ___ DA ___ SI ___

15. Skill Codes (primary code first): 2DX | 16. Placement Contacts/Code: Elam, Guzowski

17. Requirements/Restrictions (Education and Experience, list in order of preference; other skills, languages, marital restrictions)

BA or BS in any field with college math courses and construction experience, preferably in plumbing and cement work. You must want to work in rural development in remote areas. You must be resourceful, patient and tolerant. All Volunteers should be prepared for extremely primitive and arduous living conditions. A demonstrated language ability is required as you will be working and living in a non-English speaking environment.

This project has proven to be very difficult for married couples due to extended periods of separation and changing posts for overseers, and their assignment is strongly discouraged.

18. Volunteer Assignment Description or Summary (Flexibility, commitment; project goals, objectives, duties, working/living conditions, training)

The major project goal is to survey, design, estimate and implement gravity flow drinking water supply schemes in the remote areas of Nepal. This could mean walking from one to five days to reach your post, as no roads exist in the mountains and parts of the Tarai (flatland). Your physical and mental condition must be excellent.

The following information reflects a good approximation of your assignment, but circumstances and priorities may change. Your commitment to serving in this program is expected to overcome the disappointments and frustrations that will be part of your life in Nepal.

The Local Development Ministry (LDM) of His Majesty's Government (HMG) of Nepal will approve and select project sites. Your main job will be to implement the project by supervising the construction of the water system at these approved sites. You will be required to collect survey data, design profiles, establish cost estimates, organize a village water committee, and draw up a contract with the village. Your patience and willingness to remain in your village site through the slow moving, time consuming process of accomplishing anything are major expectations of both Peace Corps and LDM. The actual construction phase of the project consists of organization of a labour force with the help of the villages' headmen, assemblage of materials including pipes of different sizes, pipe fittings, cement etc. and their transportation to the site, supervision of digging pipe lines and laying pipes into them, and construction of a water intake structure and a distribution system in the village. It also includes assuring the water flow is regular and continuous with sanitary conditions met. During construction you will train some local people, probably with little or no education, to maintain the project after its completion.

75%-85% of your tour will be spent in the field either surveying or implementing projects, where you will be isolated from other westerners. It is possible that the time it takes to complete construction of one project (which may vary from two months to two years) is the longest period you may spend in one area. It is also possible that you will find yourself assigned to a particularly large project that may take two (or more) years to complete.

ACTION: Form 731A (Rev. 8/78) All other editions are obsolete and will not be used.)

PEACE CORPS TRAINEE ASSIGNMENT CRITERIA
(Continuation Sheet)

Country/Training Class Name	Project Title/Assignment Title
NEPAL/RURAL CONSTRUCTION	COMMUNITY WATER SUPPLY/OVERSEER

The time not spent in the field will be spent in the regional offices procuring supplies, working on designs and estimates, and arranging for transportation of materials. Slack season time (monsoon) will be spent either working in the very remote regions (where work is less affected by the rains) or developing and implementing secondary projects such as community health/education, alternative uses of local technology (to which you will have exposure during training), building or recapping wells, designing and estimating other water projects for implementation later in the year, developing forest nurseries or utilizing soil erosion and conservation practices. Sanitation is a new component in this program: you will work to inspire and educate the villagers in the value of latrine construction. You must realize that you are an agent of change. The influence you will have is manifested by the example of your life style.

Your primary assignment is not highly structured and you will receive little direct supervision. A great deal of your satisfaction will depend on your own initiative, and commitment to serve the village people of rural Nepal under the direction of the LDM. A great deal of flexibility is required as the frustration and obstacles of working within the Nepalese bureaucracy and in different cultural contexts will be difficult to overcome. Your commitment, and willingness to work with the situation in Nepal are an essential part of your assignment. If you do not believe that your enthusiasm and commitment will last for the full two-year period, then please do not accept this assignment.

Your living conditions will be primitive and, perhaps, more challenging than your assignment: mud and stone houses with no heating, electricity, bathroom, kitchen, or nearby running water. Sleeping accommodations are usually on a straw mat or on a wooden cot. You will be essentially living out of a backpack for two years. Rice and lentils are the staple diet with meat occasionally. There will be isolation and loneliness combined with a cultural curiosity by Nepalese to leave you with little or no privacy. There will be long periods without intellectual stimulation as you must communicate in Nepali and it may take 6 months before you feel comfortable in that medium. Companionship with the opposite sex is infrequent. Diarrhea, dysentry, and loss of weight are common among Volunteers. The rewards and fulfillment of such a difficult and frustrating assignment, however, can be intense. To see a water system successfully completed and know that you were the biggest single factor in getting the job done can be wonderfully satisfying.

The two phases of a 3 month training program will provide all the necessary skills for you to build on throughout your service in order to perform your assignment well. The first phase will provide intensive language and technical theory and construction technique training for 2 months. The second phase will provide practical experience in water supply construction while living with Nepali families, sharing the food, language, customs, and culture. All of the technical, language and cross-cultural objectives are within reach of anyone who approaches training seriously, with commitment to serving as a Volunteer in this program.

Arrival in Nepal, however, doesn't mean an automatic pass into Peace Corps as a Volunteer You must demonstrate a technical ability to fulfill your primary job assignment, a willingness to operate in the Nepali culture in a sensitive way, and a knowledge of Nepali so that you will be able to work and live here.

If there are any further questions please contact: Peace Corps/Washington, Country Desk Officer/Nepal, Telephone: 800-424-8580 Ext. 246 OR write directly to Ned Espey, GPO #613, Kathmandu, Nepal.

Proposed Water/Sanitation Training Cycles FY 83

A. State-Side Training (SST), Antlers, Oklahoma

1. Cycle I, May 13 to June 18, 1983
   Kenya - 22 trainees

2. Cycle II, July 22 to August 22, 1983
   Philippines - 15 trainees
   Yemen - 11 trainees

B. In-Country Training (ICT) Pre-service

July/August 1983
Paraguay - 17 trainees

DEPARTMENT OF HEALTH & HUMAN SERVICES Handout GPublic Health Service

Health Services Administra:
Indian Health Service
Rockville, Maryland 20857

JAN 5 19[illegible]

Mr. Richard F. Celeste, Director
Peace Corps
Washington, D. C. 20525

Dear Mr. Celeste:

Attached is a proposed agreement between the Peace Corps and the Health Services Administration for the provision of environmental health training to Peace Corps Volunteers as discussed in Mr. David B. Levine's letter to me, dated December 9, 1980.

This proposed agreement has been prepared by Peace Corps and Indian Health Service staff and has been approved by my office. It is presented herein for your review and approval. If you concur with the proposed agreement, please have your staff call my office, telephone number 443-2216, and we can promptly schedule an appropriate signing ceremony.

If you would like to recommend further changes to the proposed agreement, please have your staff call Mr. Bill Pearson, Director of Environmental Health, Indian Health Service, telephone 443-1043, to discuss any necessary changes.

I am looking forward to the successful initiation of this very worthwhile cooperative program.

Sincerely yours,

George I. Lythcott, M. D.
Assistant Surgeon General
Administrator

Attachment

Memorandum of Agreement
between the
U.S. Peace Corps
and the
Health Services Administration
Public Health Service
Department of Health and Human Services

I. Purpose

The purpose of this Memorandum of Agreement between the U.S. Peace Corps, PC, and the Health Services Administration (HSA), acting through the Indian Health Service, IHS, is to direct the establishment of a training program in which IHS staff will receive training and practical experience in adult, cross-cultural education, and small community dynamics, utilizing PC methodologies for grass roots development, and PC volunteers will receive technical training in basic environmental health, sanitation, engineering and construction practices. This program will enhance the ability of IHS staff to carry out their responsibilities in raising the health level of Native Americans by improving their environment. In turn, the PC volunteers will receive the necessary technical training required for them to carry out the PC mission in developing countries.

Ownership of any water supply and waste disposal facilities constructed for Indian families or on Indian land as part of these training courses will be transferred to the respective Indian family or Tribe.

II. Extent and Type of Training Required by PC

It is anticipated that during any given year the PC will request up to five pre-service training courses to be held either in the U.S. or overseas In addition, up to five requests may be made for in-service PC training courses overseas. Requests for training material and other technical assistance as deemed necessary may also be made. The PC will submit a written request to the IHS at least 120 days prior to the start of any required pre-service training and at least 90 days prior to the start of any in-service training or technical assistance. Such a request will include: the number of trainees and country assignments; dates; type of training or technical assistance requested; and location (U.S. or overseas). An English language copy of the original request from the countries involved may also be provided to better define the nature of the required training or technical assistance. Emergency and/or exigency requests for technical assistance from the PC will be considered by IHS on an individual case basis.

Pre-service training courses to be held in the U.S. will be scheduled for a 5 - 6 week time period. This may be preceded by a 1 - 2 week pre-training research visit by at least one IHS trainer at

least 1 month prior to the pre-service training, to at least one of the countries requesting PC volunteers. In addition, 1 week at the training site will be required for preparation prior to the training.

Pre-service training courses to be held overseas will also be of 5 - 6 weeks duration, with IHS staff arriving 1 - 2 weeks prior to the start of training for final planning purposes.

In-service training programs overseas will vary with the type of training and technical assistance required but generally will not exceed 2 weeks.

III. IHS Responsibilities

A. Technical

The IHS will normally provide any training and technical assistance requested in accordance with this agreement, but reserves the right to decline participation by providing the PC with written notification within 15 working days after the receipt of a request. At least 30 days prior to the scheduled start of a training course the IHS will prepare a technical training plan for submission to the PC. This plan will indicate the names and qualifications of the IHS staff to be utilized, the time that each will participate, an outline of the subject matter to be covered, and required vehicles, equipment, tools, materials, etc. Normally, the IHS will provide an engineer and a sanitarian, on a full-time basis, one of whom will be designated as Technical Director and a construction superintendent for each pre-service training course. The engineer and sanitarian will be selected from personnel who have attended a staff training workshop (see Section IV). Other personnel may be selected on either a full or part-time basis as training needs require. Once a training plan has been agreed upon, significant changes will normally not be made during the training course.

The IHS will appoint a Technical Training Coordinator who will be responsible for providing continuity of technical training and training materials used in all PC training. This individual will serve as a resource person to the Project Director and each Technical Director to see that they are provided with copies of pertinent training materials and to assist in the development of specialized material that may be needed.

The IHS will select, within 1 month after execution of the agreement, up to 30 engineers and sanitarians as potential trainers and make them available to receive training to be provided by the PC. Additional personnel will be selected in order to maintain an adequate cadre of trained staff on a continuing basis.

B. Management and Administrative

The IHS will enter into a contract for the management and administration of all training courses to be held in this Country. The contract cost will be fully reimbursed by the PC, subject to prior PC review and approval.

The Contractor will be responsible for appointing and employing a full-time Project Director acceptable to both the PC and IHS, who will be responsible for the organization and direction of each training course so that the objectives of the training plan are accomplished. The Project Director will also be responsible for providing overall direction, continuity and logistical support for all training courses. The Contractor will be responsible for providing or arranging for any needed administrative support for the Project Director. The Contractor will select and employ two returned PC volunteers with relevant experience for each pre-service training course held in the U.S., subject to the approval by the PC. They are to be available for the entire course duration as well as during any on-site planning sessions.

The Contractor will be responsible for locating and arranging for the use of suitable training sites for all training courses. The sites shall be acceptable to both the PC and the IHS. The PC and the IHS may recommend possible sites for courses to be held in the U.S. to the Contractor.

The Contractor will provide all necessary vehicles, equipment, tools, materials, etc., as specified in the technical training plan. In addition, it will be necessary for him to have the authority and resources to promptly provide materials and equipment during training courses, should they be required due to changing field conditions or other factors that could not have been predicted in advance.

The Contractor will be responsible for all administrative functions for each course including:

- transportation for all trainees and non-IHS staff, except that the PC will arrange for and fund the transportation of trainees from their home to and from the commerical airport nearest the training site.
- room and board for all trainees and staff
- medical care and coverage for trainees and staff
- resignation, separation and emergency leave procedures and documents for trainees
- biweekly and final reports
- course certification
- final evaluation of each of the trainees.
- trainee allowances

IV. Peace Corps Responsibility

Within 1 year from the date of the execution of this agreement the PC will conduct up to three staff training workshops of approximately 5 days in length for potential IHS training staff. Additional workshops will be held as needed to maintain a cadre of trained IHS staff. The workshops will focus on: adult learning, PC goals and history, the roles of the PC volunteer in development, training evaluation, and counseling skills.

The PC will reimburse the IHS on a quarterly basis for:

- All agreed upon costs incurred under the Management and Administrative Contract
- All travel and per diem expenses of IHS staff resulting from travel relating to the presentation of IHS training courses in the U.S.

The PC will also be responsible for arranging and paying for the transportation of all PC trainees from their residence to and from the commerical airport nearest the training site.

The PC will arrange for and pay the international travel and per diem of all IHS staff involved in the overseas training and technical assistance. The PC will also be responsible for all Management and Administrative aspects of overseas training and technical assistance.

V. Contacts

PC - Project Manager, Craig Hafner, Water/Sanitation Specialist, Office of Programming and Training Coordination

IHS - Bill Pearson, Director, Office of Environmental Health, IHS

VI . Cancellation

It is understood that if either party wishes to cancel this agreement for whatever reason, written notification will be provided to the other party at least 105 days prior to the effective date of the cancellation.

For the United States Peace Corps

Jan. 7, 1981
Date

Richard F. Celeste
Richard F. Celeste
Director, Peace Corps

For the Health Services Administration

JAN 5 1981
Date

George I. Lythcott, Administrator
Health Services Administration

Core Curriculum Goal Areas

There are four premises which serve as the basis for core curriculum development efforts: (1) The goals stated in the attached document overlap and will be best achieved through appropriate integration of different goal areas and training activities; (2) the training methodology will emphasize active, experiential learning which, as well as meeting specific program goals, will enhance Volunteer's capacity to "learn how to learn" throughout their service; (3) increasing Volunteers' active learning skills should make them more self-reliant and this will be congruent with the development philosophy of Peace Corps; and, (4) the goals are not meant to imply any time sequence as it is assumed certain goals will be addressed and re-addressed at various times before and during volunteer service (pre-training, preservice training, in-service and close of service). Which goals are addressed at what phase will become clear as materials are developed and pilot tested.

October 1980

DRAFT CORE CURRICULUM GOAL AREAS

I. The Role of the Volunteer in Development

A. Peace Corps and its role in development: As an Agency, Pea e Corps provides volunteers who generally work at the grass roots level in the development process. Volunteer projects are intended to enhance the capacity of people to gain greater control over their lives and to meet their basic human needs. This approach to development will be clearly spelled out so that volunteers will understand the context for training and for the kind of development work they will be undertaking during their period of service. The relevance of Peace Corps' role, which is more critical now than it has ever been, will also help provide a framework for training and for volunteer service.

B. Dynamics of poverty, self-determination and change: This provides each trainee with an overview of economic development concepts and the causes and consequences of poverty. It will address issues related to the role that self-determination and empowerment can play in the processes of overcoming poverty. In dealing with the latter, it will provide trainees with skills to help bring women into the mainstream of development. It will also deal with change and the consequences of interventions by technology and human resources in social systems.

C. Interaction skills: Each volunteer works with and helps to mobilize people. This objective will provide knowledge and skills in the areas of leadership, group dynamics, the role of the volunteer as helper/consultant, and the presentation of self and self-awareness. It is intended to help individuals become aware of their personal style in working with other people and to increase their interpersonal effectiveness.

D. Community involvement: this provides volunteers with basic skills and knowledge for understanding and analyzing roles, relationships and processes which take place within communities. It will assist each volunteer in entering a new community, understanding the dynamics of community life, and in developing an appropriate and effective role as a volunteer development worker in a community setting.

E. Project management and problem solving: This develops skills and knowledge for carrying out goal setting activities, planning tasks, resource identification and project monitoring. It includes related skills such as defining problems, developing strategies for alternative solutions, organizing action plans, organizing materials, and establishing benchmarks for measuring results. Data gathering, analysis, and validation will be an integral part of this goal area.

F. The role of the volunteer after Peace Corps service: This goal will provide trainees with knowledge of the third goal of the Peace Corps Act relating to what the volunteer brings back to the U.S. after volunteer service. Close of service training will be provided to help volunteers sum up and gain perspective on their two years of service, and develop plans for reentering U.S. culture and planning their post-service careers. In addition, volunteers will learn ways of finding and using opportunities in their home communities for sharing their experience to help Americans become better educated about the Third World.

II. Cross Cultural Training

A. Transition processes: This will enable volunteers to reflect on the culture they are leaving, deal with unfinished personal concerns or business, and develop a strategy for learning about the new culture they are entering. Personal and emotional transition planning around leaving home and entering a new environment constitutes an integral part of this goal area.

B. Entry and "fluency" skills: Volunteers will be trained to learn or adapt the skills needed to enter and become fluent in another culture--including skills in observation, listening, self-reflection, coping, dealing with ambiguity, and identifying and dealing with accepted patterns of behavior within the culture. Training will be able to assist people in identifying skills they may already have in those areas, and adapting these skills for use in another country.

C. Political, social and religious context: This goal area aims to provide knowledge about the current (and historical) political, social and religious systems which affect the society and culture they are entering. The volunteers should have enough understanding to be able to begin to live and work in their assigned country and to continue to learn about these areas throughout their service.

D. Preparation for minority volunteers: This will provide minority volunteers with some additional preparation for entering the culture where particular concerns such as prejudice against them by the host culture and/or isolation from racial peers may cause difficulty. This will also include preparation for same parent culture volunteers (such as Hispanics entering Latin American or Filipinos entering the Philippines).

III. Language and Communications Training

A. Communication in the culture: Volunteers will learn basic verbal, non-verbal and linguistic skills for communicating in the context of their host cultures and project assignments (including technical vocabulary). This goal is intended to exceed the accurate reproduction of language sounds and words.

B. Contextual communication: This is aimed at helping volunteer learn communication processes and language within different cultural contexts: e.g. eating, social, family, male and female roles, work setting, etc.

C. Basic communications processes: Volunteers will be assisted developing essential communications skills appropriate to learning throughout their service, such as listening, giving and receiving feedback, and communicating intentions accurat

IV. Volunteer Support: Health and Personal Well Being

A. Basic hygiene and wellness: This provides the volunteer wit an understanding of the physical processes which promote wellness, including basic hygiene, nutrition, steps for protecting the volunteer's physical health, and addressing the importance of role modeling appropriate health practices This will be linked to a more general development context by examining the relationship between health practices, culture and development.

B. Personal support processes: This provides the trainees with some basic skills for promoting personal and psychological wellbeing e.g. coping skills, dealing with aloneness and iso stress management related to entry and culture shock, and personal support processes (recognizing the need for and see help). This area also includes processes which will help individuals deal with differences between their own expectat and "realities" as a PCV.

C. Basic counseling skills: This relates to the above goal and includes training in providing support systems for peers and co-workers. Volunteers should learn some basic steps and processes in counseling, and build mechanisms for dealing with special problems which may uniquely affect both males and females in the cross-cultural setting.

D. Human sexuality: This provides information on processes of human sexuality which have traditionally caused problems fo teers, (e.g. VD contraception) and assists volunteers in ide fying culturally acceptable avenues for dealing with sexual needs. In specific cultural settings where a need exists, trainees will be trained in ways to cope with sexual aggres and in methods of rape prevention and rape counseling.

E. Drugs and Alcohol: This provides the Volunteer with an orientation to the indicators and processes of coping with alcohol and drug addiction.

V. Peace Corps Orientation

A. The three Peace Corps goals: The volunteers will receive an orientation to the goals contained in the Peace Corps Act and an orientation to the history and mission of the Peace Corps. The orientation will include an understanding of how the goals relate to the role of the volunteer during and after Peace Corps service.

B. General Peace Corps policies: General policies for all Volunteers, as spelled out in the Peace Corps handbook will be examined and reviewed.

C. Peace Corps country-specific policies: This provides the volunteer with a knowledge of and rationale for country-specific rules and policies relating to behavior, vacation and leave policies, vehicle policies and in-country expectations for acceptable volunteer performance.

VI. Technical and Work Training

A. Role and assignment orientation: This provides a basic orientation to the project, agency and work expectations of the volunteers, including the work role, the sponsoring agency, key personnel, work norms and the "24 hour" role of the volunteer.

B. Site orientation: This goal provides a process for entry into the assignment site which includes provision for meeting key community people, knowledge of previous Peace Corps involvement in the work site, and expectations for lodging and personal maintenance.

C. Technical skill training: Skill training in the primary work assignment intends to equip the Volunteer with skills to work at a level of needed technical competence. Sectoral areas will vary according to project requirements (health, agriculture, fisheries, natural resources, construction, skills and knowledge, business development).

D. Training in appropriate technology (AT) related to primary work assignment: This goal provides technical training in how technology, tools, and strategies should be designed to meet specific project needs or problems in relation to local economic, social and technical conditions at the site of application. It addresses the relationships between project needs (ends) and technology choices and transfer (means). This training conveys the general criteria of AT which is small in scale, locally available and affordable, labor-intensive, and sensitive to cultural values and practices.

Peace Corps WATER/SANITATION SKILL TRAINING Objectives

The skill training program for water and sanitation volunteers will include componets on: the role of the volunteer in development; construction skills; water systems waste disposal; and health education. It is anticipated this training will take approximately six weeks.

At the completion of the program the Peace Corps trainees will be able to:

I. THE ROLE OF THE VOLUNTEER IN DEVELOPMENT

- o analyze the processes that take place in communities in reaching decisions regarding water and sanitation projects.
- o demonstrate effective interviewing techniques and data gathering methods using local resources for implementing a community sanitation survey.
- o demonstrate an ability to listen and work effectively as a helper and consultant to individuals and groups desiring assistance.
- o demonstrate a proficiency in conducting meetings using participatory meeting techniques.
- o able to articulate his/her strengths and weaknesses in working with other people and demonstrate a capacity to alter behavior that hinders interaction and communication with others.
- o able to articulate the cause and consequences of poverty and the role of self-determination and empowerment of overcoming poverty.
- o describe and demonstrate strategies for involving women in the planning, implementing, operating and maintaining water and sanitation projects.
- o demonstrate an ability to define problems, set goals, develop strategies for alternative solutions, organize action plans and establish methods for measuring results of water and sanitation projects.

II. CONSTRUCTION

- o select and use the correct mix of aggregate, water and cement for grouting and pouring concrete.
- o select and use appropriate reinforcing materials and locally available forming materials to form and pour concrete.

o construct a concrete spring box, well slab, and latrine slab.

o construct a framed superstructure for a pit privy (using t V.I.P. or R.O.E.C. design).

III. WATER SYSTEMS

A. Source

o determine the present water use patterns and demands of a community information gathering techniques.

o locate a source of water that meets the following criteria
1. acceptable to the community - describe five social and cultural factors which influence a communities choice.
2. sufficient quantity from the community's perspective.
3. adequate quality.

o springs
a. Using community, geographical, and topical factors, be able to select a suitable spring site in collaboration with community leaders.
b. Determine type of spring (gravity or artesian; seepage; tubalar, or fissure).
c. Determine if water quantity is sufficient for the commu by using the appropriate community information gatherin techniques.
d. Design and conduct a health education dialogue on the n to protect a spring source and how to do it.
e. Discuss potential social or cultural factors which coul reduce the impact of such a health lesson.
f. Determine potential sources of pollution and feasible w to protect the spring.
g. Determine economic and logistical feasibility of develo the spring and its distribution system.
h. Design a proper spring box and infiltration gallery sys
i. Prepare a list of materials, basic specifications, and estimates of construction cost.
j. Form and pour a concrete spring box with discharge and overflow pipe.
k. Construct an infiltration gallery to capture and direct water into the spring box.
l. Protect the spring box and infiltration gallery from potential sources of pollution.

o Wells
a. Using knowledge of community, hydrology, and topography be able to select a suitable well site in collaboration with community leaders.
b. Determine potential sources of pollution and ways to pr
c. Design and construct a health education dialogue with v on the need to protect a well.
d. Determine economic and logistical feasibility of develo the well and its distribution system.
e. Determine the type of well (dug, bored, driven) and the method of retrieving water: (manual, handpump, or power driven pump).

f. Design the well, showing all major features.
g. Prepare a list of materials, basic specifications, and estimate of construction cost.
h. Construct a shallow well, complete with casing, grouting, and slab as well as a sanitation surface structure for an open well with a simple rope and bucket.
i. Install a pumping mechanism which can be maintained by the community.
j. Design and conduct a pump maintenance lesson for potential uses.

o Catchment Systems
a. Evaluate amount of rainfall, type of house construction, available storage space, and potential for contamination.
b. Determine if catchment system is feasible.
c. Design a catchment system for a given structure, showing all major components.
d. Design and conduct a health education dialogue with villagers in why and how to protect a catchment sysem.

B. Storage

1. Determine required storage volume for community, by using community information gathering techniques.
2. Determine the topography, social economic and political factors for a site for storage.
3. Design simple storage tank.

C. Distribution, Transmission, and Appurtenances

1. Mapping/Profiling
   a. Run a level loop.
   b. Establish ground profile.
   c. Develop a contour map.
   d. Read and interpret construction drawings.
2. Piping
   a. Describe the characteristics and correct uses of four major types of pipe.
   b. Select the correct pipe material based on availability hydraulic factors, and ease of construction and maintenance.
   c. Size the pipe according to hydraulic factors.
   d. Demonstrate correct methods of cutting and joining various types of pipes.
   e. Identify and assemble the fittings and valves for four major types of pipe.

D. Pumps

1. Describe the principles of pump operation in shallow and deep wells.
2. Identify the working mechanisms of five major types of force or lift pumps: piston, reciprocating, centrifugal, jet, and hydraulic ram.
3. Disassemble and reassemble a pump cylinder.
4. Disassemble, repair, and reassemble the most commonly used hand pump in the local community.

5. Develop a plan and a educational dialogue for preventive maintenance of a hand pump and power-drive pump.

E. Water Treatment

1. Describe four major types of treatment and their purpose
2. Determine the local attitudes and value of water quality
3. Based on local conditions and water quality, select whic if any, treatment process will be required.
4. Describe 5 reasons why boiling water is resisted by vill and develope a possible strategy and health dialoque to overcome this resistance.

F. Water Systems Design

1. Select sites in collaboration with community leaders for all major componets of a water system.
2. Discuss economic, cultural and social factors which will influence the site selection.
3. Design and sketch a water system, detailing all major componets.

IV. WASTE DISPOSAL

A. Latrines

1. Select a site with proper protection for water supply in collaboration with community members.
2. Identify five types of latrine designs. Describe their advantages and disadvantages, including socio-cultural consideration.
3. Construct a latrine, including pit, slab, and superstruc
4. Discuss the various cultural and social factors which ca hinder or facilitate a latrine building program.
5. Design and carry out a health education dialogue and pro for villagers on the value of using latrines and the importance of keeping them clean.

B. Alternative Methods of Waste Disposal

1. Discuss appropriate uses of alternative waste disposal systems.
2. Design a septic tank and leachfield system.

V. HEALTH EDUCATION

o describe and differentiate the four classifications of wat related disease and the corresponding water improvement strategy.

o describe the characteristics of the fecal-oral pathway.

o describe the agent/host/environment relationship and the methods of control and prevention.

o develope and describe a strategy for designing health educ dialogues in a village.

- o develope and conduct an oral rehydration dialogue that children can use to teach others.

- o as indicated in earlier sections, design and conduct health dialogue on:
  - a. why and how to protect a spring, well, and other water sources.
  - b. why and how to use a latrine.
  - c. why and how to protect clean water once it is taken from a source.
  - d. why and how to clean dirty water.

Sanitarian

Responsible for working with the Director of Technical Training and the Director of Administration and Non-technical Training. Specifically responsible for:

1. Working with DDT in the preparation of the training plan, course materials, and projection of equipment and material needs.

2. Working with the DDT in planning and conducting pre-training research visit.

3. Working with both the Director of Technical Training and the Director of Admin and Non-technical Training in the overall management and execution of the course.

4. Participating in the assessment, counseling, and evaluation of trainees.

5. Establishing and maintaining open, two-way communication with trainees.

6. Maintaining training content relevant to appropriate low-cost technologies.

7. Working with entire training staff in the creation of a total learning environment within and outside of formal instruction.

8. Day-to-day execution and modification of the training plan.

9. Attending and participating in all Staff meetings.

10. Working with Directors to evaluate and make recommendations training sites.

11. Participating in course evaluation and recommendations for future courses.

Director of Technical Training Job Description

Responsible to Chief, EMB/INS and the Peace Corps Water/Sanitation Project Manager. For each specific training course the TTD is responsible for the following:

1. The preparation of (Along with training staff):
   - The course training plan
   - Course materials
   - Projection of equipment and material needs

2. Planning and conducting pre-training research visit in coordination with PC Project Manager.

3. Establishing and maintaining a close working relationship with the Director of Administration and Non-Technical Training.

4. Participation with Director of Administration and Non-Technical Training in preparation of budget for course and for on-going cost control.

5. Participation in the assessment, counseling, and evaluation of trainees.

6. Establish and maintain open, two-way communication with trainees creating and maintaining training.

7. Content relevant to appropriate low-cost technologies.

8. Creation for total learning environment within and outside of formal instruction.

9. Day-to-day execution and modification of the training plan.

10. Supervising, jointly with Director of Admin & Non-technical, additional instructors, including RPCU's.

11. Coordinating with Director of Administration and Non-technical Training and Administrative Assistant to insure that all necessary materials, equipment and supplies are available on time.

12. Coordinating with Director of Administration and Non-technical Training to plan and hold regularly scheduled staff meetings.

13. Participation in course evaluation, trainee feedback sessions, and final report along with making recommendations.

Director of Administration and Non-technical Training

Responsible for working with the Director of Technical Training and the Peace Corps Water/Sanitation project manager. For each specific training course the Director of Administration and Non-Tech Training is responsible for the following:

1. Assist the Director of Technical Training in the overall coordination and management of Peace Corps U.S. based water and sanitation training.

2. Coordinate all program logistics.

3. Coordinate trainee assessment, counseling and feedback.

4. Liaison with PC/W for administrative matters relating to trainees.

5. Counsel, critique, and assist technical instructors in training methods and approaches.

6. Participate in design, planning, and conduct of classroom and field activities.

7. Evaluate, recommend, and make recommendations for training sites with Director of Technical Training.

8. Arrange travel, lodging, procurement, medical, etc for trainees and staff, except as provided directly by PC and IHS.

9. Share with Director of Technical Training budget preparation and on-going cost control.

10. Selection and management of RPCU's.

11. Coordinate with Director of Technical Training to plan and hold regularly scheduled staff meetings.

12. Establish and maintain open, 2-way communication with trainees.

13. Preparation of course evaluations, weekly reports, and recommendations for future courses (with support of Director of Technical Training).

SKILL/KNOWLEDGE AREAS FOR COURSE DIRECTOR

An ideal trainer should be able to:

1. Describe the history of Peace Corps/IHS cooperation; commonly used acronyms; role of the volunteer vis-a-vis Peace Corps; volunteer assignments, frustrations, etc.; role of volunteer in development work and the routine ambiguities of Peace Corps life.

2. Describe and meet Peace Corps expectations regarding written reports, documentation, etc.

3. Become re-familiar with basic water and sanitation technologies. From country visit identify level of technology to be presented and develop a training program with technical content appropriate to host country.

4. Describe Peace Corps expectations regarding trainee evaluations and selection. To use the training settings available for trainee evaluations. To develop personal strategies and techniques for evaluating technical skills of trainees.

5. Share trainee evaluations on technical skills with other staff members; to contribute to and assist other staff in evaluating the non-technical skills of trainees; and to work consensually with the entire staff to make selection recommendations to Peace Corps.

6. Laugh and use humor in dealing with frustration.

7. Relate effectively with trainees. Communicate in a two-way fashion with trainees. Remain open and responsive to feedback. In general, to know the barriers to effective communication and how to reduce or eliminate them.

8. Assess skill levels of trainees (before and during program) and adapt training program to trainees' skill levels.

9. Continually evaluate effectiveness of the training program, to know what is working and what isn't, and to make changes throughout the course when necessary.

10. Transfer technical knowledge (get it from your understanding to theirs) in ways the trainees can relate to and accept.

11. Develop team effort in trainee group, so that individuals work together to solve problems while at the same time helping and supporting one another.

12. Recognize the importance of the non-structured time (social and private) to the success of the program and plan for that time.

13. Recognize the need for and the impact of activities of the traine outside the actual training sessions. Plan and conduct one's activities during the entire training as a role model for volunteers.

14. Develop an open atmosphere where trainers and trainees function i an environment where feedback is solicited and responded to, defensiveness is avoided, programs and plans are modified when appropriate, and effective person-to-person rapport is consciousl sought after.

15. Appropriately and effectively use experiential training methodologies (i.e., case studies, role plays, guided group discussions, etc.). Tune in to when the group process is/is not working and doing something about it.

16. Be adept at hands on construction.

17. Develop a planned design for a training program and redesign when necessary.

18. Appropriately integrate course objectives related to the role of the volunteer in development work with all aspects of the technica objectives in course design.

19. Understand and use past course designs, materials and evaluations.

20. Participate in and share in managing a staff of trainers who can plan and execute a training course together, making consensual decisions and solving thorny issues, and serving as role models f effective teamwork.

Needs Assessment Grid - Plotting Grid

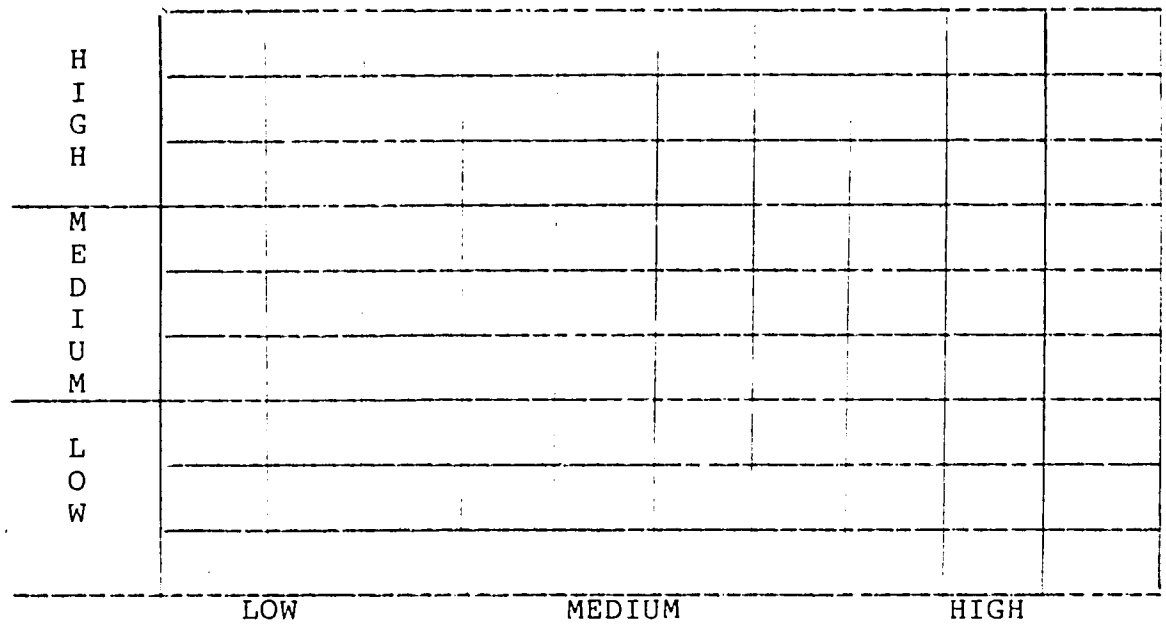
Instructions: As you plot your key skills and knowledge on the Needs Assessment Grid, use the following range descriptions as a guide to where you should place yourself on each axis. These indicators are not intended to be exact, but to be aids as you make judgments about your abilities and your job need.

AXIS	RANGE	INDICATORS
Perceived Skill/ Knowledge Level: Vertical Axis	HIGH RANGE	• seen by others as an expert • requires no supervision • could train others • highly satisfied with self • work usually accepted with no revision/correction required
	MID RANGE	• seen by others as adequately skilled • require some supervision but becoming increasingly independent • feel o.k. but not terrific about self • revisions required are generally minor
	LOW RANGE	• seen by others as a learner/trainee • requires constant supervision, always asking others for help • feel anxious, highly dissatisfied, frustrated with self • work returned frequently for correction/improvement, high error rate.
Perceived Job Need Level: Horizontal Axis	HIGH RANGE	• the skill/knowledge is frequently used on the job • the skill/knowledge is a routine/ regular/integral/essential part of the job • the application of the skill/ knowledge is a highly visible part of the job • the application of the skill/ knowledge is of major importance to the organization
	MID RANGE	• the skill/knowledge is occasionally used on the job • the application of the skill/ knowledge enhances performances but is not essential/required.

Needs Assessment Grid - Plotting Grid (continued)

AXIS	RANGE	INDICATORS
	LOW RANGE	• the application of the skill/ knowledge is sometimes visible • the application of the skill/ knowledge is of some importance to the organization • the skill/knowledge is seldom used on the job • the skill/knowledge is not a routine/regular/integral/essential part of the job • the application of the skill/ knowledge is a rarely visible part of the job • the application of the skill/ knowledge is of little importance to the organization.

NEEDS ASSESSMENT GRID



PERCEIVED JOB NEED LEVEL

INSTRUCTIONS: The Needs Assessment Grid relies on your perception of two things, your current level of skill in a particular area, and the need for that skill on your job. To use the Needs Assessment Grid, ask yourself two questions:

1) "How do I perceive my skill/knowledge level in this subject area?" - vertical axis.

2) "How do I perceive the need level for this skill/knowledge in my current job?" - horizontal axis.

The definitions will help in determining where to plot points on each axis.

Job Need Level	Self-Assessed Skill Level
1. 4	_____
2. 5.5	_____
3. 9	_____
4. 9	_____
5. 9	_____
6. 6	_____
7. 5	_____
8. 8	_____
9. 8	_____
10. 8	_____
11. 7.5	_____
12. 5	_____
13. 7	_____
14. 7	_____
15. 7	_____
16. 8	_____
17. 8	_____
18. 8	_____
19. 8	_____
20. 9	_____

Handout L

Training in business and industry

JUNE 1974

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These five ideas can eliminate a lot of the useless things done in the name of instructor training.

by Martin M. Broadwell

...training the

Many people who are selected to teach in the working world are selected for two reasons, neither being their ability to teach. First, they are selected because they have a good knowledge of the subject. It is rare, of course, to find many instructors who were chosen without any knowledge of the subject. The problem comes when there is a belief, often by top management, that a person's having a knowledge of the subject is the same thing as his being skilled in teaching that subject.

Too often the second requirement, and it is sometimes the first, is that the person selected must be someone who can be taken off the job with very little difficulty. People are assigned to the instructing job because they are free right now, or because they aren't doing so well on the job they are presently working at, rather than because they will make excellent instructors.

Does this mean that we can never get a good instructor just because we got one that was available? No, of course not. What we are saying is that when instructors are selected on this basis, we have a job on our hands in preparing them to be good instructors. We put them into an instructor training class. We teach them how to teach. We teach them how to conduct a class. We teach them how to handle problems in class. We teach them how to design a course so that maximum learning will take place. And we teach them a basic philosophy of training and learning.

But that is an awful lot to teach someone in a short time. How do we do it? I offer five basic philosophies that will save time. If we can get these five basic philosophies across to our instructor trainees, we can eliminate a lot of the useless things we do in the name of instructor training.

Learning is a self-activity

The first basic philosophy is that learning is a self-activity. That just means that the learners control the learning process. If they don't want it, they won't get it, no matter what kind of show we put on. Witness the new instructor, and, sadly enough, some of us older ones. He is doing all the work—lecturing, explaining, repeating, urging, motivating, demonstrating, drawing all the conclusions for the learner. He is handling all the paper, doing all the writing on the board, telling the learners what page to turn to, then telling them where to look on that page and what they will find there.

Student reactions may vary. Some students may feel frustration over not being able to get into the act, others may be lulled to apathy, while still others may feel a strong sense of security in having this person relieve them of any worry over what the course is all about. We must convince the new instructor that the more he or she does for the learner, the less the learner will take home.

Train to overcome deficiencies

The second basic philosophy is the simple fact that training is designed to overcome a deficiency. We still tend to train for training's sake, rather than train to overcome deficiencies. Witness our tendency to jump to fads such as programed instruction, teaching machines, videotape, and sensitivity training. These are called fads not because they aren't any good, but because many people started using them because they were new, rather than because there was any need for them. Trainers were afraid they could not hold their heads up at the training society meetings if they didn't have these things to talk about.

If we can get our new instructors to thinking in terms of deficiencies instead of numbers of hours of training conducted in a year, we can produce some good trainers. How do we do that? We should get them to write behavioral objectives—but only after they have been trained to do a good job analysis. Then they won't think of objectives as something that helps in training, but rather something that deals with job performance and something that specifies how much deficiency will be overcome through the program.

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"The kind, amount and length of the specific involvement may vary, but there must be some involvement or there won't be much learning."

trainers

Martin M. Broadwell, a corporate partner in Resources for Education and Management, Inc., is a frequent contributor to TRAINING.

Real-world training is best

The third philosophy is that it is easier to transfer the training to the real world when the training has been well saturated with real-world activity. When the training has application to real problems, when the learners have been doing things that they see as problems every day or can see will soon be problems, they are more likely to relate to it and more likely to apply it back on the job. If the new trainer can come away from the instructor training course believing that nothing is going to be worthwhile that doesn't relate pretty directly to the job or the deficiency on the job, there is a good chance that he or she will be a better instructor.

How do we get this point across? The time spent in writing job analyses and behavioral objectives will do all that is needed along this line. When you ask an instructor what the student is supposed to be able to do back on the job after the training, and also ask how well it is to be done, you have created the kind of atmosphere that will eliminate much of the nonjob-related material that gets into much training.

Involvement improves retention

Let's add the fourth philosophy to the one just given and think about both together. It is surely no mystery that people learn and retain more of what they have been involved in than what they have been exposed to but not involved in. It is one of the basic tenets of good teaching. But although we accept it and preach it, we still may find ourselves running instructor training courses with little or no involvement.

What this fourth philosophy does for the new instructor is to get him or her looking for those techniques that get students involved. If the instructor training demonstrates this over and over, then the transfer mentioned earlier is more likely to take place.

Studies differ slightly about retention. But most of them show how well we do at forgetting. As we know—if we haven't already forgotten—most of us are very good at forgetting. We do it quickly and efficiently, and none of it impairs our ability to be successful at it again. If we have retained information for about three days, we have pretty well got it from then on.

The trouble is that there usually isn't much left to remember, especially if we have not used any involvement techniques. A good instructor training course would include presenting information without any involvement and seeing how much is remembered. We must be able to show the would-be instructors that it isn't enough for them to be interested and involved; the students have to be interested and involved as well.

But remembering gets much better when we are involved. This means that it takes more than just a lot of good visuals; it takes involvement in the learning process. It takes involvement that is meaningful and related to the specific thing to be learned. The kind of involvement may vary, the amount of involvement may vary, and the length of the specific involvement may vary, but there must be some involvement or there will not be much learning.

Trainees want to learn

The final philosophy is this: Under the right circumstances, students, as they sit in the classroom, would rather learn than not learn. There are many instructors who don't believe this. They go into class asking questions like, "How can I motivate the students?" Instead, they should be asking "How can I get them involved so I can get as much feedback as possible?" That's what teaching and learning are all about.

These are the five philosophies that will help a new instructor go a long way toward producing a lot of learning very early in his or her career. They are more valuable than a course in how to speak in front of a group, or how to make up attractive lesson guides, and they aren't hard to learn or to teach. But there is a basic requirement for them to work: We have to believe them ourselves. ■

Handout M

TRAINING PROGRAM BEGINNINGS

Activity	Consequences if Not Done
1. Icebreaker/Climate Setter	- group slow to participate - group unresponsive, wooden and tight - energy is low - little humor - motivation and interest low
2. Introduction/Rationale for Course/Broad-based Objectives	- no structured beginning - no context in which to put workshop - no overview of why I'm here
3. Goals/Objectives Checked Against Expectations of Participants and Trainers	- dissonance - misunderstanding - participants frustrated because their expectations aren't met - lost time
4. Schedule and Timing	- confusion over what will happen and when - confusion over timing; participants will make personal commitments for time instead of being in training
5. Defining The Role/ Responsibilities of the Job	- no context - dependent on trainer - role of job never clear
6. Given Role/Responsibilities Job Description, What Are Individuals Learning Needs for Training	- no participant control - participant doesn't assume responsibility for learning - little to evaluate learning against - learner doesn't understand reasons for training exercises
7. Logistical/Administrative/ Housekeeping	- energies spent "other" thoughts and actions - trainees uncomfortable - trainees complaining
8. Check on How We're Doing	- it will happen anyway - trainer/participant distance - openness to feedback doesn't get communicated - participants don't understand how they are learning

After you have developed an activity in the assigned area, you might use the questions under your activity to determine the "usability" of your approach:

GROUP EXPECTATIONS/OBJECTIVES CHECK

1. How does the proposed activity generate group expectations?
2. How would you present trainer expectations? Specifically, what trainer expectations would you share during your proposed activity/
3. How does your proposed activity approach the presenting of training program objectives?
4. At what point in time and in what setting would the proposed activity happen?
5. How does your proposed activity ensure that the trainees understand the training program objectives?
6. How much time do you allow for the activity?
7. What would you do if some of the group expectations were very different from what you had planned to do?
8. How would you explain to the participants why you're conducting this activity?

JOB/ROLE CLARIFICATION

1. Does your proposed activity begin the process of PVC job and role clarifications?
2. In your proposed activity, how would you use the RPCV in a way that does not reinforce the idea that he is the final authority on the job and role?
3. What specific steps are to be taken to carry out the proposed activity?
4. What other resources would you use in addition to the RPCV?
5. When would you propose to conduct this activity?
6. What role would the trainer play in tne activity?

7. How would you explain to the trainees why this activity is important?

8. What would be the final product of this initial activity look like?

INDIVIDUAL TRAINEE NEEDS ASSESSMENT

1. Does your proposed activity consider using the NAG process for the PC trainees?

2. Which parts of the NAG process would be applicable to use with volunteers?

3. What steps would be taken in your proposed activity to clearly define individual training need?

4. How would you explain why you are conducting this activity to the participants?

5. When would you do it?

6. How would you propose to use the data generated in an ongoing way during the rest of the program?

HOW ARE WE DOING

1. Does your proposed activity describe?

   a. How early should this process be conducted?

   b. Specifically what would you ask the trainee to do?

   c. What specific steps would you take to conduct this first session on 'how we are doing'?

   d. How would you plan to use the data generated?

   e. How would you make a defined and regular part of the training program?

EXPERIENTIAL LEARNING

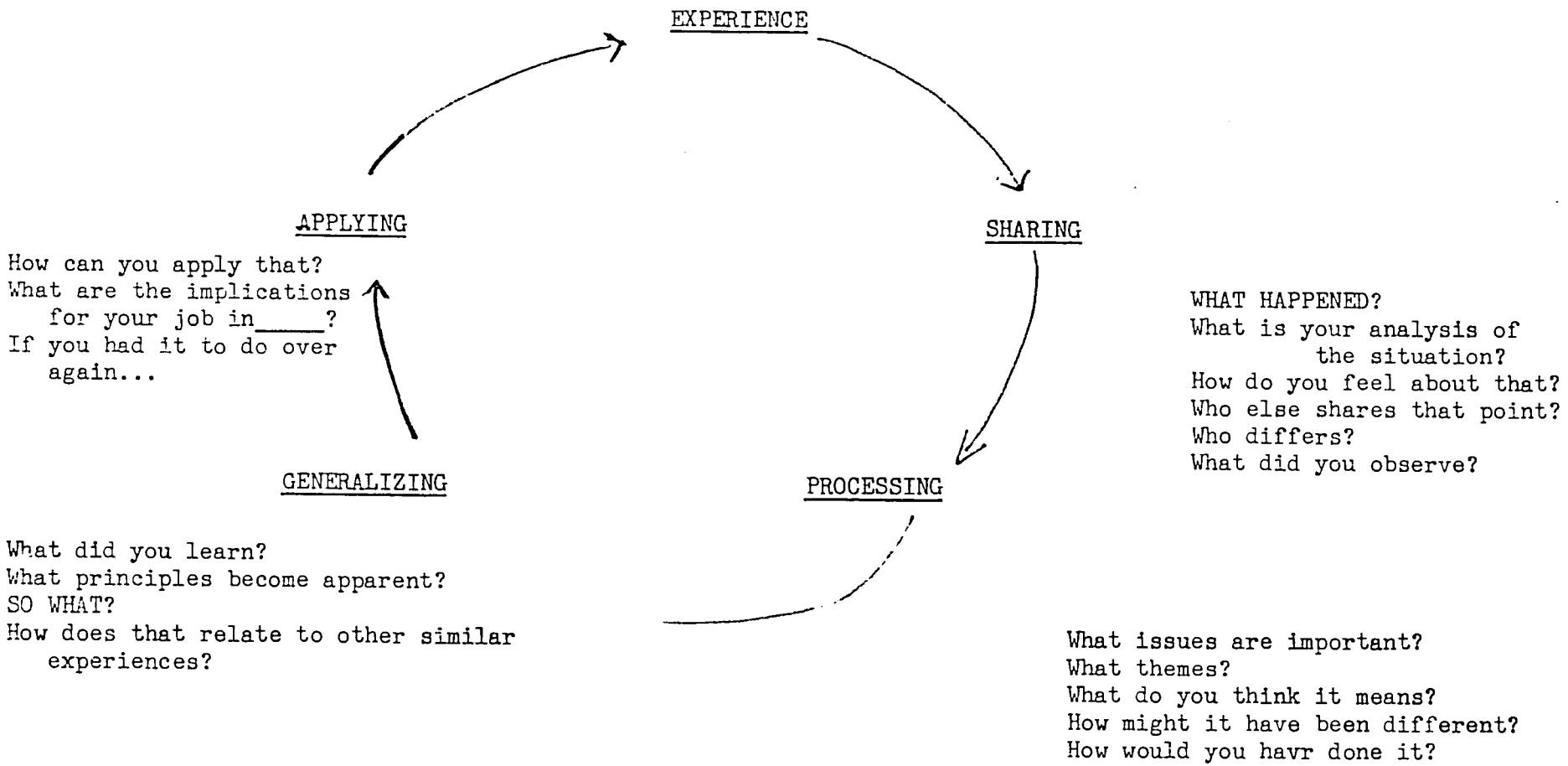
A planned way to learn from experience

-Experience may be:

*planned(field exercise, case study, etc.)

*spontaneous(project failure, interpersonal interaction)

Handout O



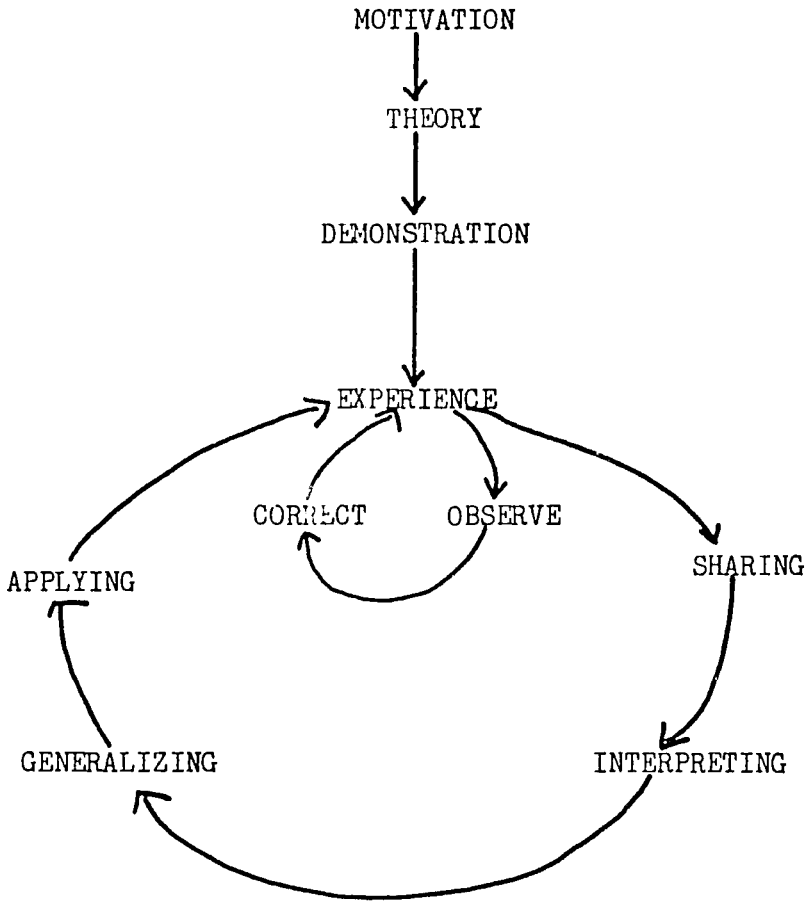
The experiential cycle can be used:

-as the basis of a particular session

- as a way to design a longer series of sessions.

Handout P

SKILLS TRAINING MODEL



SKILLS TRAINING MODEL

MOTIVATION — Discuss why it's important to be able to do the task. How this task relates to the job or other tasks.

THEORY — Explain how to do the task. Simple short steps are best. Break the task into mamagable parts. Sometimes its useful to briefly explain the entire task and then give details for the individual steps. Break long or complex tasks into mamagable components.

DEMONSTRATION — Show how to do the task. Show the task step by step in the way you expect the trainee to do it. Be careful to show all steps.

EXPERIENCE — Allow the trainee to do the task. Make this practice as close to reality as possible. Provide trainees with as many self-help aids as possible (diagrams, step-by-step instructions, pictures, models).

OBSERVE — Watch the trainees perform the task. Observe how the task is organized, approached, completed. Look to see if aids are being used. If trainees are working in teams, observe who is doing the task (is one person dominating, others watching).

CORRECT — Remember, people learn differently - some learn best by trying to puzzle things out for themselves and too early correction may short circuit their learning. Direct trainees to self-help aids if they aren't using them. Success is important, but we also learn from our mistakes - be cautious with too much, too early correction. Correct potentially hazardous errors immediately.

The following are activities that can occur in varying degrees after every practice session or after several related practice sessions.

SHARING — As a group, give the trainees the opportunity to share what happene during the practice, to begin reflecting on the task, how they did it and the level of confidence they have about their skills. Following are some questions which may be used to assist trainees in generating this information:

- What happened?
- How did it work?
- What went well for you?
- What didn't go well for you?
- Did anyone else experience that?
- What was your biggest problem?
- How did you feel about doing this task?
- What short-cuts did you take?

INTERPRETING — Give the trainees an opportunity to look at the information generated above and begin making sense of it; looking at why it happened. Sample Questions:

- Why did that happen?
- What is it that caused you _____?
- Why didn't it work?

- Why was that a problem?
- Why did you feel that way?

GENERALIZING Start the trainees looking at what was learned about doing the task, what wlse they need to know, how they would do it differently. Sample Questions:

- What would have made it work better for you?
- What could you have done to make it work better?
- How do you feel about doing this again?
- What conclusions can you draw from that? (mistakes, problems, etc.)
- What did you learn about the way you approach this type of task in general?

APPLYING Start the trainees thinking about the next time they do this or a similar task. Sample Questions:

- How would you approach this task differently the next time?
- What would you do differently?
- What are others' reactions to that approach?
- What other information would you obtain, consider next time?

COMMENTS ON USING THIS APPROACH

During these last four phases, include you own observations and comments to emphasize items already discussed by trainees or to bring out critical observations you made that are not being discussed. Be cautious with this however, because you may soon find that you are the only one talking. At times it may be appropriate for you to add content information during the Generalizing and Applying phases. Overall these last four phases are a time of self reflection and sharting on the part of the trainees and the trainers energies and efforts should be mainly directed toward drawing out information and helping trainees look at that information, evaluate it and learn from it.

PROCESS FOR DEVELOPING A TRAINING PROGRAM

I. TASK CLARIFICATION
Clarifying the purpose, time constraints, target group, general objectives

II. GENERAL RESEARCH (fishing)
familiarization with content

III. NEEDS ASSESSMENT
- Design needs assessment approach
- Collect and analyze data
- Develop needs statement

IV. PROGRAM DESIGN
- Develop and refine objectives
- Specific research and development of content areas
- Training Plan
- Decide on specific content
- Select instructional media/methods/aids
- Detailed design (when, what, how and who)
- Develop mechanism for mid-program participant feedback
- Evaluation methods
- Discuss co-trainer issues
- Logistics

V. CONDUCT PROGRAM
- Expectation clarification needs refinement
- Ongoing feedback
- Mid-program redesigns

VI. EVALUATION
- Analyze evaluation data
- Modify design for future use (RECORD YOUR CHANGES)

OBJECTIVES OF HOST COUNTRY VISIT

I. Achieve familiarity with P.C. Program in host country.

A. Rationale for host country PCV sanitation program and for PC involvement.

B. Description and history of sanitation program.

C. P.C. expectations of PCV roles in sanitation program; job description and task analyses.

D. Conditions under which PVC's will work:

1. Environmental: Living and health conditions, amount of travel, current practicies for water supply, excreta disposal, disease prevention.

2. Professional: Responsibilities and privileges in organizational structure present at site; resources and support available.

3. Social: How does PCV fit in; local perceptions of PCV's; language barriers.

4. Cultural: Attitudes of residents toward sanitation (water and excreta); other attitudes which will impact PCV's; community organization, roles of men and women.

5. Topographical: Terrain, availability of ground and surface water, feasiblity of rural distribution, population density.

6. Climate: Rainfall, vegetation, temperature variations, seasonal variations. Does freezing occur.

II. Achieve familiarity with Host Country, government programs and bureaucracy.

A. How do they relate to the PCV role; availability of technical skills.

B. How can PCV's influence outcomes.

C. How are projects implemented (i.e. project development steps, priority setting).

D. How are projects paid for (capital costs, O&M).

E. Local community role vs central government role.

F. What technical codes, rules, guidelines are available.

G. Size and types of projects (individual vs community, large vs small, water vs sewer, groundwater vs surface water, etc.).

H. Timing and duration of projects.

Integrated Training: Effective Volunteers

As the philosophies and approaches of Peace Corps training efforts have evolved over the past few years, the phrase "integration" (and a lot of related phrases such as "integrated training design" or "integrated training") has become a regular element of the vocabulary of the Peace Corps training network.

The Core Curriculum Dissemination Project currently being administered by University Research Corporation attempts to address the problems of designing and delivering "integrated training" for incoming volunteers during pre-service training programs. One of the persistent problems in Peace Corps training is the compartmentalization of training components into (primarily) language training, technical training, and "all the other stuff," which unfortunately has come to be mislabeled the "Core Curriculum." The Core Curriculum, as developed by Peace Corps, is <u>not</u> what remains when you finish the technical and language training, but rather <u>all</u> of the constituent elements of Peace Corps training necessary to achieve the goal of equipping volunteers to function effectively during their term of service. Integration, then, is the process which facilitates the understanding of the relationships among constituent elements of a training experience, and which unifies those elements into a logical developmental learning process.

Integrated training is intended to avoid situations like the four blind men who were taken to the zoo, and came upon an elephant. The first man, standing at the head of the elephant, grasp the trunk, and decided, "Oh, an elephant is a fat, snake-like creature which can drip water out of its tail." Another blind man, standing at the side, reached out to its stomach, and determined, "An elephant is a round, balloon-like creature with a very tough skin." The third man put both arms around one of the elephant's legs and said,

"Why, an elephant must look very much like a large tall tree trunk." The last blind man was led to the elephant's tail. Grabbing the tail, he commented, "An elephant is a long, thin whip-like creature with wispy hairs on its head."

Integrated Peace Corps training enables trainees to understand the "elephantness" of their eventual role as volunteers: their ability to communicate, to work effectively in development, adapt to the demands of norms of a new culture, and accomplish their daily tasks in education, agriculture, community development, or their particular specialty, are all parts of the same whole. Training needs to practice what it preaches, by interweaving the knowledge and skills needed to perform effectively as a volunteer through the totality of the training experiences.

Very few individuals involved in designing and delivering Peace Corps training, particularly those whom have themselves served as Peace Corps volunteers, would dispute the above arguments. The difficulties we have seen in the field, in terms of actually implementing "integrated training," have often resulted from a lack of specific strategies to apply these principles in the training itself.

The purpose of this discussion is to assist individuals in "integrating training" by providing a framework for understanding <u>how</u> to integrate a particular training experience, by examining the different levels at which training integration occurs, and by providing examples of "integrative" training experiences in Peace Corps training cycles.

To examine a training cycle for integration opportunities, it is necessary to look at the several levels of learning activity which occur continuously and simultaneously during a training event. First, the design or schedule level consists of the structure, order or sequence of learning activities. The order of presentation communicates distinct messages about both the relative importance of the relationship among various segments of the training experience. An integrated design would inter-relate all modules or sessions within a common conceptual framework or developmental sequence, intelligible to both trainers and trainees. The trainer team performance level raises questions of training assignments, cross-fertilization and co-training among team members, as well as modeling behaviors which enhance and suggest integrating, rather than segmenting, training experiences. The individual trainer behavior level focuses on individual actions, suggestions and examples which can foster the identification of themes and relationships among training activities, as well as continuing the modeling of "integrative" processes. The training group level suggests tasks, activities and facilitative techniques which encourage the training group to begin its own verbal and non-verbal integration of the content and processes of the training event. Finally, integration occurs at the individual participant level, as the trainee synthesizes the discrete elements of his or her training experiences and draws conclusions which are relevant to current or anticipated experience.

At the design level, the most obvious way to integrating components of a training design is by appropriate sequencing of modules of session. An integrated design would intersperse technical training, language sessions, and materials dealing with interpersonal, cross-cultural and developmental skills throughout the entire cycle. The sessions should be organized in order to

demonstrate logical relationships among the particular sessions, to give trainees a sense of coherence and to appropriately structure the learning progression. For example, a training day might include a technical session in the morning, where a Ministry of Health official discusses childrearing practices in the region, followed by a session on information gathering and filtering (as a development tool) which leads into a village visit to observe the parenting behaviors of the host village, all of which concludes with a group discussion/ process of the experience, and skills practiced, as well as the cultural norms and values evidenced through this sequence of activities.

Sound training design depends on the ability to relate individual activities or content areas to an overall logic, flow or pattern. This pattern or framework must be understood by both trainers and trainees. Most training is intended to be developmental, that is, the elements of a training build upon each other to ensure the most effective accumulation of knowledge, skills and attitudes to achieve a partucular objective or set of objectives. The pattern of the training, the way in whcih those knowledge, skills and attitudes to be communicated are interwoven, provides the opportunity to create <u>integrated</u> training.

Training design theory has described those learning progressions which achieve particular training objectives as being either linked in dependent or in independent hierarchies. Simply, a dependent learning hierarchy is one which requires that skill A be learned before the trainee can learn skill B. For example, I need to learn to turn a key in a lock before I can open my car door. Thus, key turning and door opening are skills which are linked in a dependent hierarchy. Blowing the horn, however, and turning on the lights

are skills which are independent of each other. Either could be taught first; either could be taught second. There are other ways to organize skill development training; for our purposes, it is enough to understand that the sequencing of materials and activities needs to have a logic which is intelligible and relevant to trainees.*

This developmental sequencing can be focused on either knowledge or skill areas, depending on the overall objectives and training population. In either case, however, an integrated and developmental approach requires that the skill or knowledge be introduced and reinforced at appropriate intervals throughout in the training in a variety of settings and situations. For example, the skill of "information gathering and filtering" might be introduced in a session conducted during in-country orientation activities. The skill might be reinforced throughout the training by applying it to identifying and examining cross-cultural health practices, to discussions of the appropriate role of a volunteer in aiding the development processes within the host country, to processing the information gathered during the visits of the Ministry of Health officials and durrent PCVs, and also to learning about the volunteer's job site and description.

That logic can also be based on an overall conceptual model or theory which underpins the training experience. For example, a training in effective problem solving might begin by laying out the six steps of problem solving, and proceed to devote a particular amount of time to addressing each of the six steps in terms of a specific rural development situation.

*This piece assumes an understanding of an agreement with the basic tenents of adult learning as background to this discussion of integration. If it's not clear to adult participants why they're being presented with a particular set of activities, it's highly unlikely you'll engage their participation and achieve mutually desired outcomes.

Integrated Peace Corps training, then, needs to organize all of the required elements of that training into a logical, inter-related whole. The other basic rules of training design, i.e., varied methodologies, sensitivity to trainee needs for breaks, gearing activities to maximum and minimum attention span periods, and so forth, are equally applicable to our efforts to create integrated training experiences.

In addition to placing the overall blocks of training time into an order which encourages interaction among the various concepts, themes and experiences, other design options include threading a particular element of one training session into several other following sessions, and building upon those connections. Case studies, field trips, role play situations, all lend themselves to being continued through a sequence of "cross-cultural," "technical" and "language" sessions, to reinforce the point that the divisions we create in training are arbitrary. Coupling is yet another design approach to integrating: by juxtaposing two sessions and using the content of one session to facilitate the process of the other, you stimulate the establishment of connected learnings. for example, a discussion of effective helping skills might precede, or follow, a technical training session in preparing small vegetable garden plots. The technical training experience might then be examined in terms of the helping/consultation roles examined during the first session. The trainees might be asked, "While you were being taught to prepare your plot, what was the style and role of the instructor? How did you feel? How well do you think you learned? Would another style have been more productive at that particular point in time? Put yourself in the role of a local farmer--how might he or she feel in that particular situation?" and so on.

In addition to these basic design opportunities, a wealth of integration strategies can be implemented during the delivery of training. In terms of the old "practice what you preach" issue, the behavior of the training team, and of individual trainers, can make or break the creation of integrated training. The training team can demonstrate its commitment to integration in a variety of ways: first, trainers can facilitate a session outside their perceived "specialty." For example, a technical trainer can facilitate (or at least co-train) a session on cross-cultural communications skills. A language coordinator might lead the session on women's roles in development. If this type of cross-training is difficult for a training staff, a co-training model might also be employed to achieve the same desired modeling behavior. The intent is to demonstrate that an effective volunteer puts all of the pieces together by having trainers function in leadership or co-facilitative roles in different content areas.

The commitment to integrated training has major consequences for the training staff. First and foremost, in order to facilitate the understanding of the inter-relationships among different components, all trainers need a thorough understanding of the total training cycle. This necessitates involvement of the whole training staff in the entire training process; this ongoing collaboration places much greater emphasis on team building and training team management. Finally, integrated training requires ongoing staff attention to the developmental progressions of the training, tracking of learnings and growth, ensuring that milestones are achieved in training, and checking that the training is "on track," meeting its basic goals and objectives. This can be accomplished through designated or shared leadership among training team

members, the assumption of a "quality control function" by the Training Director or project leader, or perhaps by ongoing "process evaluation" measures conducted within staff debriefing and training sessions.

During the actual delivery of training sessions, individual trainers have numerous opportunities to integrate the various components of training. The most common strategies are using examples from other sessions or articulating linkages to both preceding and following training sessions. A trainer may, for instance, during a session on communications skills, recall an incident from a previous language training session when the trainees and trainers misunderstood each other on a particular point, or give a different example from the technical training provided by the host country ministry officials. The linkages are particularly critical to enable trainees to understand the logic and flow of the training cycle: an effective trainer creates "bridges" from preceding materials. "Last week, we . . . . . so now we're going to build on that information and begin . . ." or "The work we've done on learning about new communities will be really helpful as we begin to prepare you for your week of 'Spending Time' at your eventual placement site." Other individual trainer behaviors which reinforce the integrative intent of training include reinforcement of goals and objectives, refreshing participants on the significance and direction of particular training activities; in sum, good training behavior, which includes open-ended probing questions to stimulate learning, can all facilitate the integration of a total training experience.

The bottom line for integration occurs at the participant level: the ability of the trainee to synthesize all of the information, activities and

experiences into some coherent framework for his or her volunteer experience is the ultimate measure of the training's effectiveness. Thus, effective integrated training provides opportunities which facilitate that processing and synthesizing of input. In other words, to the extent that training enables participants to work their ways through the experiential cycle (experience-process-generalize-apply) that training enhances its effectiveness.

Integrated training, then, provides participants adequate opportunity to reflect upon their experiences, generalize from those experiences, and draw conclusions which are relevant to their anticipated roles as volunteers. These opportunities can be provided to both groups and individuals, and needs to recognize that different trainees make sense of their experience in different ways: some people are very verbal, and "process" their experiences through talking them out with other people. Others are more solitary and reflective, and "mull things over" in their own heads; they may share their learnings at a later point, when they've become clarified internally, or they may never disclose their conclusions.

The training, then, can facilitate this process of individual integration by structuring both individual processing and reflection time, perhaps with the aid of a journal or worksheet format, as well as ensuring time for small group discussion and reaction throughout the training cycle.

Any aid to individual reflection which is aimed at enhancing the integrative process must itself be integrative, i.e., must interweave and reinforce the relationships among discrete elements of the training experience. A jorunal,

then, which has separate sections for community analysis, technical notes, language references and development theories would be conveying the opposite message to trainees from that of an integrated model. An "integrative" journal approach would encourage individuals to perceive themes, patterns and relationships throughout the events and experiences of a particular period in their lives.

The regular opportunity to share learnings and experiences is an invaluable aid to integration. If trainees can be encouraged to relate their own "Aha's!" to other training group members, that realization is reinforced and the climate of openness and learning is further stimulated. Different models exist for creating these opportunities (such as the Intact Group from the CAST model) which may consist of retaining the same small sub-group throughout the duration of a training event, changing process groups at pre-determined intervals, or self-selecting at each group meeting.

In an effective training cycle, all of these integrative strategies are simultaneously and constructively employed. As the saying goes, "Sometimes the magic works, and sometimes it doesn't." The event, experience or incident which creates a "teachable moment" in one trainee may not impact on another. Thus, in integrating training, we struggle to maximize those opportunites, at all levels on whcih the training occurs, for integration to occur. Ideally, trainees leave the training with the sense that all of their activities and functions as a Peace Corps volunteer are intertwined and interactive, much like the developmental problems they will confront daily. In some cases, that internal integration may not occur until long after the completion of training, when in some county seat in West Africa, or on an island in Micronesia, a light-bulb goes off in a volunteer's head and he or she says, "So that's what that was all about!"

TRAINING INTEGRATION STRATEGIES

LEVEL	STRATEGIES	EXAMPLES
Design	Sequencing	*Scheduling all training components throughout cycle.
	Threading	*Building on a particular skill, theory, or model in several sessions.
	Coupling	*Joining two sessions from different content areas together and examining relationships.
Trainer Team Performance	Cross-Training	*Lead training a session outside of one's specialty area.
	Co-Training	*Taking a support or facilitator role in sessions outside of one's specialty area.
Individual Trainer Behavior	Examples	*Citing incidents from other sessions that demonstrate inter-relationships.
	Linkages	*Referring back to previous models and pointing ahead to upcoming sessions
	Reinforcement	*Relating current sessions to overall goals and objectives.
Training Group Activities	Small Group Discussion	*Opportunity to talk through issues and themes.
	Ongoing Processing	*Using processing and wrap-up sessions to facilitate learning.
Individual Trainee Activity	Reflection	*"What was this all about?"
	Notetaking	*Structured worksheet format.
	Journaling	*Training Integration Notebook.

CASE STUDY OF A TRAINER

It's Wednesday morning of the second week and things have been going pretty well. You've used the needs assessment grid twice, first to analyze skill level and then earlier this week to discuss how peoples' skills have been developing. You held a feedback session las Friday which brought out a lot of positive constructive criticism and you plan to hold another session on Friday this week.

You have been using four work teams to build four different privy and you're now holding a short briefing before leaving for another day of work on the privys. As you're telling everyone what the day's agenda is, one trainee, Joe, interrupts and says:

> "I'm really feeling uptight about how these teams are working. I've really got a lot of construction experience, but I feel like I'm being held back by some of the folks on my team, especially the women who can't even drive a nail straight. I think we shou redivide the teams based on skill level -- have an advanced team, intermediates and beginners -- and the sooner the better so far I'm concerned."

Before you can respond, Harry, another volunteer reacts:

> "I disagree with Joe strongly -- I think the mix of different skill levels on each team is great. It gives the stronger ones chance to help the others and after all, isn't that what Peace Corps is all about. Besides, it wouldn't hurt Joe, and a couple of others, to learn a little humility and sensitivity to others anyway."

You can see that several others are anxious to talk -- it's obvious this is a hot topic.

---

1. What's the problem?

2. What could have been done to avoid a situation such as this?

3. What would you do now? What would you say?

PRACTICE TRAINING SESSION

This morning you attempted to teach the class how to disinfect a water supply with chlorine. You soon discovered that about 90% of the class could not learn the process because they could not compute volumes. You go on to other things for now with the knowledge that a lesson in computing volumes is necessary before you can teach disinfection and an upcoming septic tank design session.

Prepare a lesson plan for teaching the class to compute volumes of cylindrical and rectangular shaped containers. Keep in mind that in the trainee's host countries, the metric system is used.

Assume this to be an unanticipated training need which will have to be fit into an already tight schedule.

Handout V

PRACTICE TRAINING SESSION

CASE STUDY OF A SANITATION WORKER

OBJECTIVES:

To help sensitize volunteers to some of the nontechnical aspects of working as a water/sanitation worker.

To identify some principles that should be used when working in developing water projects.

To develop some strategies that can be used in communities by Peace Corps volunteers.

CASE STUDY OF A WATER SANITATION WORKER

You are a Peace Corps Volunteer assigned to a small community in Africa. You've been in the community for several months and during that time, you have determined that the existing system in the villag has poor water quality; it is centrally located; there is no maintenance and no cost; it is a watering point for animals; it is an open artesian well and seems to constantly attract flies and other bugs.

You have been working with a local counterpart-Ahmed-who is a government worker assigned to the Ministry of Public Works. Ahmed is easy work with, but he is not at all happy in your community--he'd much rather be in the provincial capital.

After some investigation, you have developed an idea that a water system could be developed for your community by connecting with a system in a nearby village that is already developed. You're not definitely sure that the project is technically feasible, but you shar your idea with Ahmed just to get his reaction. He is ecstatic (you wonder whether he sees this as the big "success" that will ensure his transfer!) and before you know it, he has met with the local leaders who become convinced it would be a good idea. The leaders decide that such a system could be financed if each one of the local people were taxed based on their family size.

Before proceeding with the project, a town meeting was held to present the plan and you were asked to speak. You explain the potential healt benefits and convenience while at the same time try to share your tentativeness about the technical aspect of the project.

After your presentation, the villagers ask questions like:

"Why do we have to pay?"
"Can't we improve the existing system?"
"How do we know that the tax money is not being misspent?"

Others say:

"I like the water the way that it is."
"I don't get my water at the central market anyway."
"The water in the nearby community tastes bad."

After much discussion, a vote was taken and the community narrowly voted the project down. The leaders are still in favor of the project however, and ask to meet with you and Ahmed later.

What is your analysis of the situation?

Looking back on it, what should you have done?

What do you do now?

Handout W

PRACTICE TRAINING SESSION

The following mini case studies are situations taken from previous Peace Corps Technical Skills Training Sessions. Prepare to conduct a training session for your colleagues on the volunteer evaluation and selection process taking place during the technical skills training program.

Attached is a short summary of Peace Corps policy on evaluating and selecting volunteers for Peace Corps work. As your trainers for help in clarifying how this process actually occurs during the course.

VOLUNTEER EVALUATION AND SELECTION

CASE STUDY #1

Sam is a retired ATT engineer who has always wanted to be a Peace Corps Volunteer. He seems to be doing all right, but it's hard to tel because you and he don't really get along. At one point, he said he wasn't sure how anyone with such limited engineering experience as yo could be a trainer anyway.

He's already visited the country where he will serve, doesn't see muc relevance in the training program, thinks all the other trainees are awfully young, questions your designs, and in general doesn't think that you or the training program has anything to offer him.

CASE STUDY #2

Harry is a trainee who participated in a CAST. On a number of occasions, he has asked you if you are familiar with the CAST and the training approaches it uses. You have responded in a general way.

You've just finished explaining to the trainees your role in selectin and evaluating them and Harry has raised his hand to ask the questior -- "How can you evaluate us with such a disorganized way? Why don't you use the same criteria that the CAST uses? How can you really tel if I'm suitable for service if you've never been a volunteer? Why does selection have to be a part of technical training anyway?

CASE STUDY #3

Bill is a black trainee who has had extensive farm and construction experience. In a number of different circumstances including the field project, several discussions, and back at the living quarters, Bill has shown that he really lacks "people" skills.

You have just finished sharing this with him and he has reacted very angrily. He has said, "You don't understand me or what I'm about -- in fact, you're just a racist."

CASE STUDY #4

Sally and Henry are a newly married couple. Both seem to be very interested in the Peace Corps although it's not really all that clear what Sally's job will be yet. At lunch time one of the other trainee asked if he could talk with you privately. He told you that "everyone" knows that Sally and Henry are having marital problems and wanted to make sure you knew that "everyone" agrees that it would be mistake to send them overseas. You are so surprised you just say "thanks for letting me know."

CASE STUDY #5

John is a model trainee -- on paper. He has extensive experience, a relevant degree, and has lived overseas for several years. Unfortunately, he has a real need to show his skill to others in ways that overwhelm them. In case studies, in the construction projects, even in the repair of the training vehicle which broke down, he just can't sit back -- he has to be the one who does it and does it "right."

You have talked with John before about this, but he shrugged his shoulders and said -- "I know, but that's the way I've always been."

This behavior has continued to the point where other trainees are not anxious to work with John.

CASE STUDY #6

Susan is a water/sanitation trainee with no practical construction experience. However, she is very enthusiastic, and the other trainees, especially the men, seem to like her and let her do the more simple tasks.

You are concerned about the level of her construction skill and whether she'll fit into the culture overseas and be accepted as a water/sanitation worker.

CASE STUDY #7

In spite of your good intentions, it is the end of the second week of training and you still have not formally described any sort of feedback process to be used in the training program to the trainees.

Herman has been real quiet the entire two weeks and although when he has been called on, he has responded well, he never speaks unless someone else initiates the conversation.

One of the most embarrassing sessions was when Herman was supposed to be leading a discussion -- he just couldn't do it. You wonder -- can he motivate a village?

CASE STUDY #8

Jack is a good worker and seems to be meeting most of the training objectives quite well. Everyone seems to like him and it seems like he would be a good volunteer except that you are concerned about how much he drinks.

Several times during the program he has gotten happily drunk, and then last night he came in at 3 a.m. in a taxi (someone else had to pay -- $28), so drunk he could hardly walk.

CASE STUDY #9

You have had a very combative relationship with Rudy. In feedback sessions, you have consistently shared with him examples of behavior that you believe show substandard performance. He has been very defensive and never really listened. Now it is the end of the training program, and you have decided to recommend that he not be accepted as a Peace Corps Volunteer because he just has not performed adequately when you look at the overall objectives of the training program.

Unfortunately, you haven't kept very good notes and aren't sure that you can really document those actions on Rudy's part which would cause you to make this recommendation.

PEACE CORPS SELECTION POLICY

1. All training organizations, contractors and staff are responsible for making recommendations to PC/Washington on each trainee for PC service. These recommendations are based on the trainees ability to meet the training objectives and their suitability for PC service.

2. Training staff will conduct regularly scheduled meetings to evaluate and provide feedback to trainees.

3. All trainees will be given a written summary of their evaluation prepared and shared with them by the training staff at the end of training. This summary will be sent to PC/Washington and to the PC/country overseas staff.

4. All negative recommendations must have complete written documentation with times, dates and summaries of feedback given to the trainee by the staff. Failure to provide this will result in insufficient documentation to prevent the volunteer from going overseas.

SITUATION FOR PRACTICE TRAINING

The attached are a series of critical incidents coming from previous PC technical skills training programs. Plan to conduct a training session for your colleagues on the dynamics of training groups. Use these critical incidents in the way you believe would provide the best learning opportunity for your colleagues.

DYNAMICS OF TRAINING GROUPS - CRITICAL INCIDENTS

#1
Bill is the RPCV assigned to work on your program. He was highly recommended by the CDO, and joined the training program during the second week. While Bill has been friendly to you and the other trainers, you notice that he spends the vast majority of his time with the trainees telling "war stories".

Last night he missed the staff meeting and you later found out he was playing cards with a group of trainees.

#2
You have just started to introduce a case study to the group. It is the end of the second week of training and things seem to be going pretty well. Before the task gets started, Harry (one of the trainees) raises his hand and says, "Why are we doing one of these case studies again? Why don't you just tell us what you want us to know and save us all a lot of time?" Before you can respond, the whole group seems to jump in with comments like:

> "I don't think I'm really getting what I need."
>
> "I think the trainers are trying to get us to do too much-- Most of us are too tired to even read the homework."
>
> "All of this team stuff gets in my way--I'm used to doing things on my own.'
>
> "Most of this stuff that you're trying to train us on I can already do. Can't we go faster and have some more evening time to ourselves?"

While there are a few positive comments and many trainees who haven't said anything at all, it is clear that there seems to be some real resistance on the part of some members of the group to the way in which training is being conducted.

#3
You have broken the trainees into three groups to carry the three separate field projects that have been set up. You notice that two of the teams are doing fairly well, but that the third team is just not functioning. Two of the members seem to be doing all the work, and the others have more or less abandoned the task.

During the preparation time this morning, one of the members of this third team asked whether it wouldn't be better to rotate team membership instead of keeping the same teams all the time. Most of the group didn't want to change, but you said you would give the idea some thought.

#4
On Thursday afternoon, you are reviewing for the group the schedule that was previously laid out for Friday and Saturday. The group has been working hard and is obvioiusly a little tire (last night's bull session contributed to that!). When you hav finished your review, one of the trainees says--"I know there's a lot to do, but I really think I could function at a higher level if we could have Saturday off". As you open the question up for discussion, it seems like most of the group agrees.

You know that the schedule is very tight and that unless you work on Saturday, it will be impossible to achieve the training objectives.

#5
Karl is a flamboyant, loud, and boisterous trainee who appears to be well liked, especially by a few trainees. You have attempted to give Karl some feedback regarding his behavior on number of occasions and found him very defensive and belligeren toward you. You finally have a showdown and during a feedback session, you decide he should leave the training program. This is the end of the third week.

The day following Karl's departure the other trainees struggle into the first class session late and seem tense and angry.

#6
During the fourth week of training, you are finding that a number of trainees are showing up late for sessions. It has gotten so that some are up to 20 minutes late for almost every session. One trainee slept in this morning and missed the whol session, even though he wasn't sick. Rain has delayed a number of important field activities and the schedule is getting very tight.

The trainees who get to class on time are expressing some anger over always having to do the start up tasks for the field exercises and wait for the others.

#7
You have found an excellent written summary on a practically difficult concept regarding hydraulics. Having introduced the topic, you ask the trainees to read the summary in the evening and come prepared to discuss the subject in the morning.

When you begin the discussion in the morning, you discover that only three trainees (out of 21) have read the materials. This is the third time this has happened.

#8
You have divided the trainees into two groups for your well-digging activity and asked each group to dig a well. You had hoped that some friendly competition would develop between the groups, and this seemed to happen on the first day.

However, later on, Group A runs into difficulty and the work slows considerably. Group B completes the task and after a period of time, the trainees walk over to Group A's well site and begin to tease and mildly harrass them. The teasing continues and Group A begins to get agitated and angry.

APPENDIX C

TRAINING OF TRAINERS EVALUATION

1. Please rate the extent to which you feel the course goals were met.

Gaining a better understanding of Peace Corps, its Water and Sanitation Program and the role training plays in preparing volunteers for this work.

Not at all Accomplished 1 2 3 4 5 Entirely Accomplished

Developing a common understanding of the terms of the agreement between Peace Corps and IHS, the role of IHS in the training, the objectives of the training program and the resources available.

Not at all Accomplished 1 2 3 4 5 Entirely Accomplished

Understanding the process for developing a training program.

Not at all Accomplished 1 2 3 4 5 Entirely Accomplished

Reinforcing the training skills needed to carry out the training program.

Not at all Accomplished 1 2 3 4 5 Entirely Accomplished

Using a workshop setting to share ideas and develop practical approaches to course implementation.

Not at all Accomplished 1 2 3 4 5 Entirely Accomplishe

Providing for PACN participant some specific areas for individual action.

Not at all Accomplished 1 2 3 4 5 Entirely Accomplishe

2. How effective was the training team in helping accomplish these goals?

Not Helpful 1 2 3 4 5 Very Helpful

COMMENTS:

3. What topics or areas of workshop content were especially meaningful to you?

4. What improvements could you suggest for this workshop?