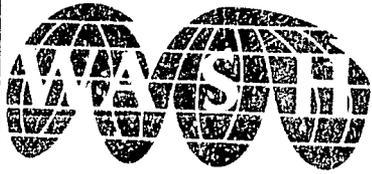


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WATER AND SANITATION
FOR HEALTH PROJECT

Operated by
CDM and Associates

Sponsored by the U.S. Agency
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COMMUNITY DEVELOPMENT WORKER TRAINING FOR THE SHABA REFUGEE WATER SUPPLY PROJECT IN ZAIRE

WASH FIELD REPORT NO. 178

APRIL 1986

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

Prepared for
the USAID Mission to the Republic of Zaire
WASH Activity No. 224

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SHABA REFUGEE WATER SUPPLY PROJECT IN ZAIRE**

Prepared for the USAID Mission to the Republic of Zaire
under WASH Activity No. 224

by

Sarah C. Ford

April 1986

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

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ACRONYMS

AIDR	Association International de Développement Rural (Belgian International Rural Development Association)
CDW	Community Development Workers
SANRU	Projet de Soins de Santé Primaires en Milieu Rural (Basic Rural Health Project)
SNHR	Service National de l'Hydraulique Rural (National Rural Water Service)
USAID	United States Agency for International Development
VLOM	Village-level operations and maintenance
WASH	Water and Sanitation for Health

EXECUTIVE SUMMARY

At the request of the USAID Mission in the Republic of Zaire, the Water and Sanitation for Health (WASH) Project was authorized by USAID's Office of Health in Washington, D.C., to send a consultant to Zaire in January 1986 to train community development workers for the Shaba Refugee Water Supply Project (116) in Sandoa, Shaba. Training was a direct result of recommendations made by a WASH team sent to Sandoa in November 1985 to design a village-level operations and maintenance plan for the project.

A three-week participatory, community-based training program was designed in the United States for implementation at project headquarters in Sandoa. Community development workers (CDW) were trained to help communities participate fully in selecting, constructing, and maintaining project water systems. Nine trainees participated, working in two villages within 25 kilometers of Sandoa. Six of the nine trainees were selected to be community development workers at the end of the training. The three remaining trainees were hired by Project 116 as the leaders of its three spring capping teams.

Included in this report are descriptions of the planning and implementation phases of the training, an assessment of the training, and recommendations for future training programs. Following is a summary of the consultant's recommendations:

1. A training logistics coordinator should be appointed as a liaison between the trainers and the Project 116 administrative assistant and should be responsible for all of the logistical arrangements for the training.
2. A greater number of communities willing to participate in training should be contacted well in advance of the actual training, to ensure that the communities are fully aware of the role they are to play and that each trainee has more "hands-on" experience during training than is possible with a reduced number of communities.
3. For the CDW to be competent to explain the different systems and discuss their advantages and disadvantages with communities, they need to have a thorough understanding of the systems' construction and maintenance steps. Access to reference materials, use of a sample handpump during training, and visits to various construction sites would assist trainees in doing so.
4. Cit. Kabagema, Director of Community Development Services for Project 116, and one community development workers will be responsible for organizing communities for participation in the project's gravity-fed systems. Kabagema and the CDW should design the series of community meetings specific to gravity-fed systems based on the strategy development techniques used in the initial CDW training.

5. Much of Cit. Kabagema's work as the director of Community Development Services will entail designing and implementing in-service training sessions for the CDW. He should, therefore, participate in a SANRU training of trainers workshop to improve his skills.
6. Developing community participation strategies for borehole wells should take place approximately two months before the drilling equipment is scheduled to arrive in Sandoa. Cit. Kabagema and the community development workers should design the series of meetings specific to borehole wells based on the strategy development techniques used in the initial CDW training.
7. The training of village water committee trainers should take place approximately one month before the drilling equipment is scheduled to arrive in Sandoa and several weeks after the CDW have designed and tested the community participation strategies for communities with borehole wells.
8. It is essential that the community development worker remain several weeks ahead of the technical teams and that the technical and CDW teams make every effort to ensure that the technical teams work only in those communities that the community development workers have prepared.

Chapter 1

INTRODUCTION

As a result of the current conflict in neighboring Angola and civil unrest in the 1960s and 1970s, the Lualaba subregion has experienced major population movements back and forth across the Angolan-Zairean border. As a result, the subregion is less developed than other areas of Zaire. The government of Zaire has, therefore, requested U.S. government assistance in developing the subregion. In response, USAID/Zaire subsequently designed the Shaba Refugee Water Supply Project (Project 116). This project was designed to complement two other USAID projects in the subregion: a road improvement project and a health care facility reconstruction project.

Project 116 was to be implemented by the National Rural Water Service (Service National d'Hydraulique Rural, or SNHR) and the International Agency for Rural Development (Association International de Développement Rural, or AIDR), a Belgian private voluntary organization (PVO). Because it was not practical to include an operations and maintenance component in the original design, USAID requested assistance from the Water and Sanitation for Health (WASH) Project. In November 1985, WASH sent a two-person team to the subregion to design an operations and maintenance (VLOM) plan for Project 116. Included in their report to USAID/Zaire was the recommendation that a team of community development workers (CDWs) be trained to ensure full community participation in all phases of Project 116. The team also recommended that communities participating in the project be advised to form water committees to oversee the installation and maintenance of the improved water system provided by the project. The community development workers were to be trained as trainers of the village water committees.

In January 1986, WASH contracted Ms. Sarah Fry and Ms. Sarah Ford to design the original CDW training. Ms. Ford went to Zaire in January 1986 to implement the first training, with the understanding that the second training for village water committee members would take place eight weeks after the initial CDW training.

Chapter 2

PLANNING PHASE

2.1 Training Staff

Staff for the community development worker training included Ms. Fry and Ms. Ford for the training design in the United States. Sarah Ford co-trained in Sandoa with Cit. Kabagema Bigwi, Director of Community Development for Project 116. Cit. Mudahama, Station Director (SNHR) and Maurice de Bachere, Project Director (AIDR) of Project 116 in Sandoa, were guest speakers during the training.

2.2 Initial Planning in the United States

In December 1985, the training design team began discussing Project 116 with WASH Project officers, and were able to study a draft copy of WASH Field Report No. 170: "Development of an Operation and Maintenance System for the Shaba Rural Water Supply Project." The training design team was also able to obtain more detailed information from Lane Hoffman of the operations and maintenance design team. Based on the information from these discussions and WASH Field Report No. 170, the training team designed the CDW training in January 1986.

Training was based on the following assumptions:

- Classroom training would be conducted at Project 116 headquarters in Sandoa with on-site training sessions scheduled for four villages close to Sandoa.
- Ms. Ford and Cit. Kabagema would share training responsibilities. The CDW training was also to serve as an introductory training of trainers' session for Kabagema.
- Community development workers were to be trained using participatory techniques based on adult education principles, which they in turn would use in the villages.
- Community participation in Project 116 involved decisions regarding whether to participate in the project, which water system to choose, selection of a water committee, and how to develop work plans for constructing and maintaining the chosen system. CDW would design and test strategies during training to help communities reach appropriate decisions at each step in the process. The strategies developed by the CDW during the training would then be adopted as the community development strategies by Project 116.

The trainers used ideas and sessions from WASH Technical Report No. 33, "A Workshop Design for Community Participation".

At the request of USAID, Ms. Ford was to arrive in Kinshasa on January 21, 1986 and to begin training on February 3, 1986. The training program was to be three weeks. Ten days were scheduled before the start of training for final planning and five were to be spent after training to review the training with USAID, SNHR, and AIDR. Plans also were to be discussed regarding a second training session for village water committee trainers.

2 3 Final Planning in Zaire

Upon arrival in Zaire, Ms. Ford met with Tim Born and Kate Newman, project officers, USAID/Zaire; Cit. Sowa, Director of SNHR; and Cit. Kabagema to discuss Project 116 history, implementation, and expectations for training. These discussions were useful in identifying the tasks that needed to be completed prior to implementing the training session. These tasks were as follows:

In Kinshasa:

- Procure training supplies (flipcharts, markers, tape, and so forth.)
- Procure training support materials from WASH consultants Pape Gaye and Lee Jennings and from the SANRU Project.
- Arrange transport from Kinshasa to Lubumbashi, and from Lubumbashi to Sandoa for trainers
- Modify the training design based on the current project and logistical information.

In Lubumbashi:

- Procure supplies unavailable in Kinshasa.
- Contact trainees to arrange their transport to Sandoa.
- Continue to modify the training design.

In Sandoa:

- Arrange food and lodging for the trainers and trainees.
- Contact and make arrangements with communities willing to participate in training.
- Arrange classroom setting in Sandoa.
- Prepare training support materials.
- Continue to modify the training design based on number of communities willing to participate in training, presence of technical trainers, and the lack of technical training support materials.

Upon arrival in Lubumbashi, it was discovered that the trainees' papers were not yet in order and that Cit. Kabagema would have to remain in Lubumbashi to complete all of the necessary paperwork. Ms. Ford arrived in Sandoa on January 30, 1986. With the assistance of David Zielke, administrative assistant for Project 116, Ms. Ford was able to arrange for food preparation for the trainers and trainees.

When Kabagema and the trainees arrived in Sandoa, it was decided to begin training on the afternoon of February 3, thereby giving Cit. Kabagema more time to contact possible training communities. During the first week of training, two villages were identified and agreed to participate in the training exercises. Classroom arrangements were completed and the training design was modified to account for the lack of technical trainers and technical support materials during the first two weeks of training. Local authorities were invited to officially open the training session.

Chapter 3

IMPLEMENTATION

3.1 Training Goal and Objectives

The goal of the training activity was designed to assist community development workers in acquiring and improving the organizational, technical, and adult education skills necessary to help communities participate fully in choosing, constructing, and managing improved water systems.

Training objectives were to:

1. Describe the history, purpose, activities, and organization of the Shaba Refugee Water Supply Project.
2. Define community participation and the role of the CDW in carrying out community participation strategies.
3. Describe the technical requirements for construction and maintenance of the project's water systems.
4. Determine the advantages and disadvantages of each system according to environmental and social considerations.
5. Identify and practice adult learning and participatory methods in community development work.
6. Identify the informational needs of the community, the CDW, and the project for each of the five community meetings.
7. Develop strategies to assist communities in making an appropriate choice regarding whether to participate in the project.
8. Develop strategies to assist communities in choosing appropriate organizational structures for water system implementation.
9. Develop strategies to assist communities in preparing for and participating in the construction of the selected water system.
10. Develop strategies to assist communities in formulating and implementing a plan for sound operation and maintenance of the selected system.

3.2 Training Design and Methods

Success analysis enabled the trainees to evaluate the different community meetings at both the planning and implementation levels. Success analysis breaks an action into four components: the aspects of the action that were successful, the problems encountered, the causes of the problems encountered, and possible solutions to the problems. By using success analysis

continuously, the trainees were able to follow the evolution of problems to solutions to successes.

The training was designed to begin with a week of classroom sessions covering the history of the project, goals, and activities; adult education; community participation; and water supply system construction and maintenance theories. The remaining two weeks were designed to follow a cycle whereby the trainees designed a strategy for each of the five community meetings required by Project 116: Entry, Acceptance, Organization, Construction, and Maintenance. Each strategy was to be designed, tested in a community, and then revised using the technique of success analysis. The revised strategy would then be tested in a second community, and the results of the revised meeting would again be analyzed. The final strategy would then be adopted by Project 116 as the accepted strategy for that meeting.

Training was designed not only to help trainees acquire the skills necessary to conduct village meetings but also to design, analyze, and revise those meetings. At the end of the training, the Community Development Department of Project 116 would have strategies mapped out for each of the five community meetings and would have community development workers capable of implementing and improving the strategies. Trainees also designed and revised the support materials necessary for each of the five community meetings and the project report forms necessary for each meeting.

As a result of a lack of training communities, the original plan of working in four villages was reduced to two. The group of nine trainees divided into two groups for each of the five meetings, working as teams, with the larger team working in the larger community. The team members were changed for each meeting to ensure that all trainees would have a chance to work in both communities and to avoid competition between the two teams.

The training design was modified to reflect the lack of technical trainers for borehole wells and gravity-fed systems. The station director and the project director were the only two project officers capable of doing the training. Neither, however, was available during the first two weeks of training. The technical sessions covering the two systems were placed near the end of training.

The training was also affected by the status of the technical team for borehole wells. As a result of financial difficulties faced by AIDR, it was estimated that the drilling equipment would not arrive in Zaire before October 1986. In addition, it had been decided that Cit. Kabagema and only one CDW would be responsible for working in communities to be served by gravity-fed systems. The training design was, therefore, modified to put less emphasis on wells and gravity-fed systems and to concentrate instead on community participation in the spring capping program, which is scheduled to begin immediately following the CDW training.

Arrangements were made with the spring capping technical teams so that the CDW could participate in improving the two springs in the two training communities. In addition, Cit. Kabagema and the community development workers will return to the two communities to test the strategies for the maintenance meeting after the construction has taken place. They will follow the same procedure that was used during the CDW training. The strategy has already been

developed, but will be tested and revised using success analysis. It will then be retested and revised, and the final strategy will be adopted by Project 116. The CDW will also design the support materials and report form for the meeting. The trainees that were selected as spring capping team leaders will be allowed to participate in the final CDW training exercise.

3.3 Location

The training was held in the zone of Sandoa in the Lualaba subregion of the Shaba region of Zaire. Approximately 110 kilometers from the Angolan border, the zone is in an area of rolling wooded savannahs, pocketed with large areas of swamp and criss-crossed by a number of rivers. Classroom sessions were held on the grounds of the Project 116 headquarters in the town of Sandoa, and field work was done in Ngong' Mutok', and Sakaji, two villages 22 and 12 kilometers, respectively, from the town of Sando (see Appendix D).

Chapter 4

ASSESSMENT

4.1 Evaluation Methods

CDW training was evaluated continuously throughout the three weeks. Each session required a written evaluation which also included a trainer evaluation. Oral evaluations of sessions or segments of sessions were carried out regularly. The final training evaluation consisted of both oral and written assessments.

Trainee Selection

Training was intended to be used as a method for making the final selection of six CDW from nine candidates. All of the trainees were aware of the selection component of the training before the session actually began. In addition, during the first session the selection criteria were discussed and agreed upon by the entire group. To monitor the progress of each trainee, the trainers discussed daily the activities of each trainee, and at the end of each week there was a formal feedback session for each trainee with the two trainers. Each trainee was also responsible for evaluating the progress of his or her fellow trainees by the means of a written evaluation at the end of every week. When the need arose, the trainers also scheduled nonformal, individual or group feedback sessions. The selection criteria agreed upon by the group were as follows:

A good trainee:

- Is present at all sessions.
- Participates actively in all training activities.
- Asks and answers questions.
- Works for group, rather than individual gain.
- Respects their customs and beliefs of community.
- Creates an atmosphere of trust thereby enabling community members to work with community development workers to solve their problems.

An auto-evaluation given the first and the last day of training also served to evaluate each trainee's progress in the subject matter.

4.3 Participant Evaluations

Overall trainee response to the training was positive. In the final evaluations, each trainee rated the training as extremely effective. Sessions that were rated most effective were all of the strategy planning sessions and the sessions where the strategies were tested in the two communities. All of the trainees mentioned the importance of success analysis as a community development tool. Trainees also mentioned the community participation and adult education sessions as being important to them.

Sessions that received less favorable or mixed reviews included the session on hydrology, because the information was already known, and pumps and gravityfed systems, because there was too much information, insufficient trainee involvement, and no hands-on experience involved in the session.

4.4 Trainer Assessment

The trainers were also pleased with the training. Trainee participation was considerable throughout the training, and despite the tension caused by the selection component, group spirit was always good. Group spirit, understandably, was even better after it was confirmed that all nine trainees would be hired by Project 116 in one capacity or another at the end of training.

The trainers were pleased with the success of the strategy planning as well. The community development workers developed and revised the strategies themselves. The process by which they elaborated the strategies and the use of success analysis as an evaluation tool has become an integral part of planning a community meeting. As time goes by, the CDW will continue to improve upon the strategies which can only increase the quality of the community development program for Project 116.

The technical meeting for spring capping went well, as did the adult education and community participation meetings. Identifying the informational needs of the community, the Project 116, and the CDW for each meeting also was quite helpful when it came time to plan the strategies for each meeting.

In the future, more care should be taken during the strategy planning for the organization meeting to ensure that the trainees understand the rules governing a water committee, and that they develop strategies to revise those rules with the committee members. While training, trainees had to review that part of the organization meeting relating to the establishment of rules, and during the construction phase of the training, the trainees found that they had to modify the rules, but had not developed the skills to effectively do so.

Although the trainees appreciated the use of success analysis throughout the training, it may be interesting in the future to use several different evaluation tools so that each CDW can choose the evaluation tool best suited to his or her style.

Chapter 5

RECOMMENDATIONS

5.1 Planning and Administration

1. Logistical arrangements should be made, to the extent possible, before the beginning of training to enable trainers to spend the time immediately before the training on perfecting the training design and preparing necessary support materials. The presence of a training logistics person to act as a liaison between the trainers and the Project 116 administrative assistant, and to be responsible for all of the logistical arrangements for the training, would be helpful to the trainers.
2. Arrangements should be made so that trainers and trainees could eat together and, if possible, be lodged in the same area to maintain the group spirit and to ensure that the lines of communication within the group remain open. Trainees' physical needs (food, lodging, medical care, and so forth) need to be taken care of before they arrive, and during the duration of the training so that they can concentrate on the training.
3. In the future, a sufficient number of communities willing to participate in training should be contacted well in advance of the actual training. A longer contact period between the communities and the Project 116 would ensure that the communities are fully aware of the role they play in training. A sufficient number of training communities would also ensure that each trainee has more "hands-on" experience during training than is possible with a reduced number of communities.
4. A secretary, stencil machine, stencils, and stencil ink made available to the trainers and trainees would facilitate the preparation of documents, forms, and support materials necessary to the training.

5.2 Training Activities

5. For the CDW to be competent to explain the different systems and discuss their advantages and disadvantages with communities, they need to have a thorough understanding of the systems construction and maintenance steps. The following would aid the trainees in understanding the different systems:
 - a. Reference materials on spring capping, borehole wells and handpumps, gravity-fed systems, and community participation should be available to trainees. A reference library could be established in Sanda for the CDW.
 - b. A sample handpump should be available to the trainers so that trainees can disassemble, repair, and reassemble it. This availability would enable the trainees to explain the function, common repairs, and advantages and disadvantages of handpumps.

- c. Trainees should be able to visit construction sites of the project systems with members of the technical team and, if possible, to assist in constructing different systems.
6. Cit. Kabagema and the CDW responsible for working in the communities to be served by gravity-fed systems should modify the community participation strategies themselves to match their individual styles.
7. The skills that Cit. Kabagema already possesses as a trainer could be greatly enhanced by additional training. Because much of his work as the director of the Community Development Office for Project 116 will entail designing and implementing in-service training sessions for the CDW, it is strongly recommended that he be allowed to participate in a training of trainers' workshop to improve his skills.
8. Developing the community participation strategies for communities with borehole wells should take place approximately two months before the drill equipment is scheduled to arrive in Sandoa. Cit. Kabagame and the CDW should organize a one-week in-service training to design the series of meetings, based on the strategy development techniques used in the initial CDW training. The CDW would be able to test and revise the strategies in the field.
9. The training of village water committee trainers should take place approximately one month before the drill equipment is scheduled to arrive in Sandoa and several weeks after the CDW have designed and tested the community participation strategies for communities with borehole wells. This approach would ensure that the second WASH training would not only be timely but also would be able to draw from their experiences organizing communities for borehole wells. After this training, the community development workers would be able to apply themselves directly to organizing more communities and training committees before the drilling equipment arrived. Such a procedure would enable the CDW to remain at least two months ahead of the technical teams.
10. It is essential that the CDW remain several weeks ahead of the technical teams and that the technical and CDW teams make a concerted effort to ensure that the technical teams work only in those communities that the CDW have prepared. If the technical teams work in villages that have not yet made all of the necessary decisions, or raised the necessary monies or materials, it will become increasingly difficult for the CDW to convince communities that they must respect Project 116 guidelines. Further, it will be difficult to ensure that communities will be motivated to maintain the water system.

APPENDIX A
List of Participants

List of Participants

Trainees:

1. Hungisa wa Hungisa
2. Kadish Swan Kakom
3. Kasil Kanyok
4. Kazake Muteba
5. Lwangu Kaloy-a-Mutomb
6. Manyingu Kasongo
7. Mutombw Malaz
8. Ngombe Ilunga
9. Tshipele Kelol

Trainers

1. Sarah Ford
2. Kabagema Bigwi
3. Cit. Mudahama
4. Maurice de Bachere

APPENDIX B

List of Persons Contacted

List of Persons Contacted

USAID/Kinshasa

Lee Braddock, Chief, Development and
Evaluation Office (DEO)
Tim Born, Project Officer, DEO
Kate Newman, Project Officer, DEO
Cit. Utshudi, Public Health Office
Glen Post, Chief, Public Health Office

USAID/Lubumbashi

Skip Waskin, Area Development Officer,
Shaba
David Williams, Management Officer

AIDR

Guy Petit, Director

SANRU

Dr. Frank Baer, Director
Cit. Itoko, Water and Sanitation Director

Peace Corps

Ruth Deere, Associate Director/Water

Tom Wayman, Associate Director/Agriculture

ISES

Cit. Tofina

(Institute of Social Studies)

Commisaire Sous-regional

(Kapanga, Sandoa, Dilolo)

Commisaire de Zone, Sandoa

Commisaire de Zone Assistant, Sandoa

Village chief, Ngong' Mutok'

Village chief, Sakaji

APPENDIX C
Training Schedule

Training Schedule

- February 3 Introduction to Training
- February 4 Community Development, Role of Development Agent
- February 5 Adult Education
- February 6 Introduction to Spring Capping, Field Trip to Springs
- February 7 Informational Needs Identification, Strategies for "Entry"
Meeting
- February 8 Entry Meeting in Ngong' Mutok', Success Analysis
- February 9 Sunday
- February 10 Entry Meeting in Sakaji, Success Analysis, Final Revision
- February 11 Strategies for "Acceptance" Meeting
- February 12 Strategies for "Organization" Meeting

- February 13 Acceptance Meeting in Ngong' Mutok', Success Analysis
- February 14 Acceptance Meeting in Sakaji, Success Analysis, Final Revision
- February 15 Introduction to Borehole Wells and Gravity-fed Systems
- February 16 Sunday
- February 17 Organization Meeting in Ngong' Mutok', Success Analysis,
Field Trip to Gravity-fed Site.
- February 18 Organization Meeting in Sakaji, Success Analysis, Final Revision
- February 19 Strategies for "Construction" and "Maintenance" Meetings
- February 20 Construction Meeting in Ngong' Mutok', Success Analysis
- February 21 Construction Meeting in Sakaji, Success Analysis, Final Revision
- February 22 Training Evaluation

Monday-Friday: 7:30-11:45 / 1:45-5:00

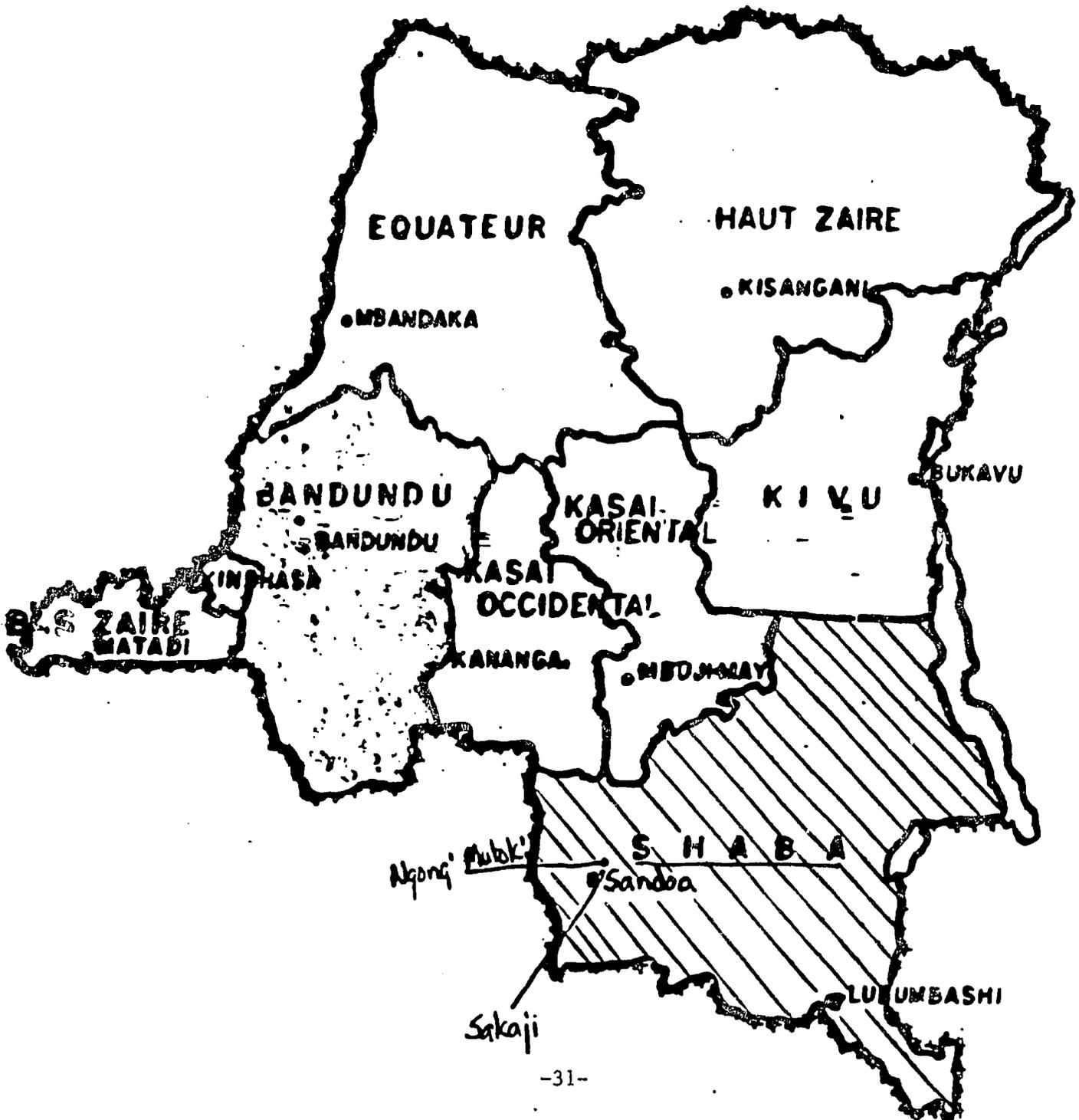
Saturday: 7:30-11:45

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>	<u>SATURDAY</u>
3 FREE a.m.	4 Project 116 history and activi-	5 Adult Education	6 Hydrology Spring capping theory	7 Informational needs identifica- tion: project, CDW, vilalge	8 Entry meeting in Ngong' Mutok' Success analysis
Introduction to training Expectations, se- lection criteria, schedule, auto- evaluation p.m.	Community partici- pation Role of development agent		Visits to unim- proved and im- proved springs	Strategy develop- ment for entry meeting	Individual feed-back Free
10 Entry meeting in Sakaji a.m.	11 Strategy develop- ment for Acceptance Meeting	12 Strategy develop- ment for Organiza- tion Meeting	13 Acceptance meeting in Ngong' Murak	14 Acceptance meeting in Sakaji	15 Introduction to gravity-fed and bore- hole well systems
Succes Analysis Final revisions p.m.		Organization Meeting	Success analysis	Success Analysis Final revisions	Individual feed-back FREE
17 Organization meeting in Ngong' Murak a.m.	18 Organization meet- ing in Sakaji	19 Strategy develop- ment for construc- tion meeting	20 Construction meet- ing in Ngong' Murak	21 Construction meet- ing in Sakaji	22 Training evlauation Action plans Auto-evaluation
Success analysis p.m.	Success analysis Final revision	Strategy develop- ment for mainten- ance meeting	Success analysis	Success analysis Final revisions	FREE

PARTY

APPENDIX D
Map of Zaire

Map of Zaire



APPENDIX E
Final Evaluation

9. Prière donner Feedback de chacun des formateurs.

A. _____
nom

B. _____
nom

C. _____
nom

10. Remarques générales/Recommandations sur la formation des animateurs.