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FOR HEALTH PROJECT

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**TRAINING OF TRAINERS WORKSHOP
AND COLLABORATIVE EFFORTS
IN MALAWI'S RURAL PIPED
WATER PROGRAM**

WASH FIELD REPORT NO. 174

MARCH 1986

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Prepared for
the USAID Mission to Malawi
WASH Activity No. 209

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Prepared for the USAID Mission to Malawi
under WASH Activity No. 209

by

**Claudia Liebler
and
John Pettit**

March 1986

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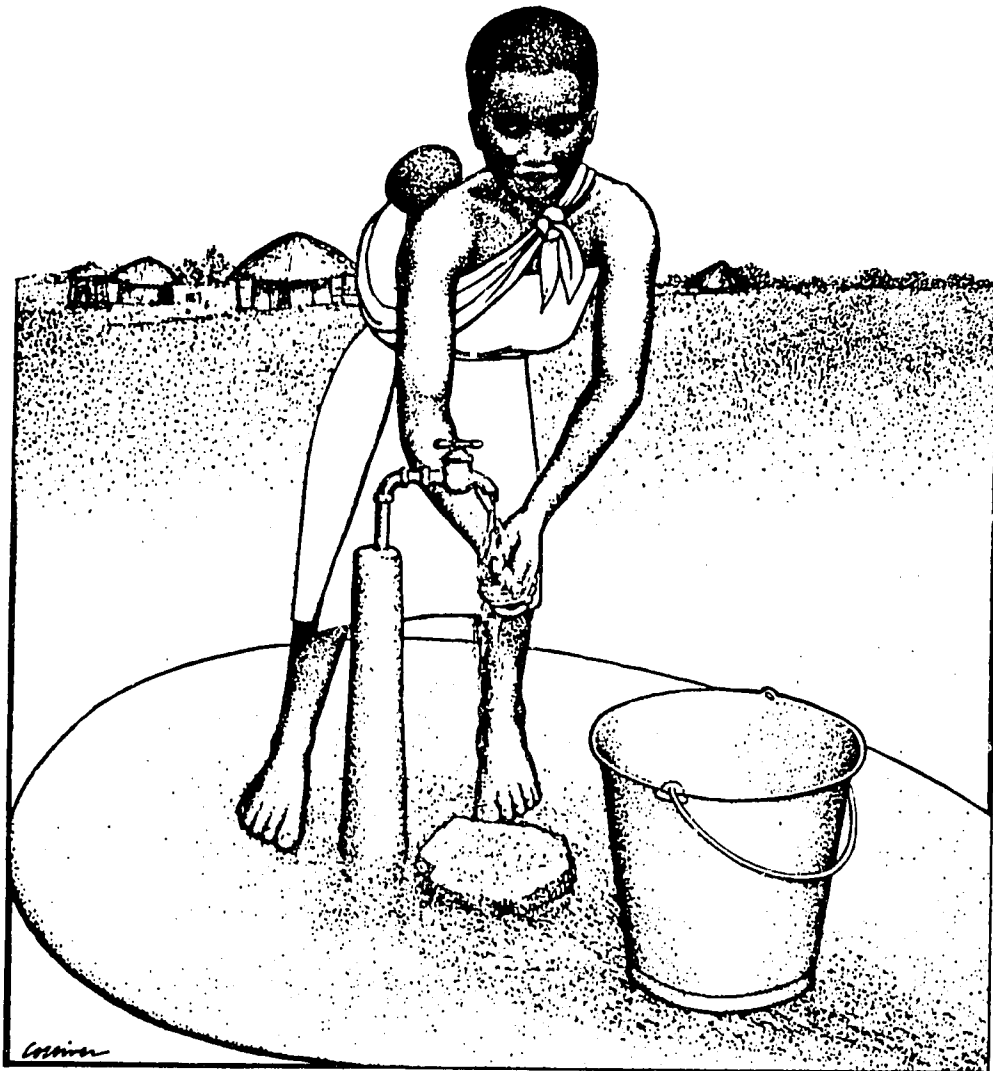


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Photo 1. Participants doing demonstration at tap site.

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The success of this consultancy is due in large part to the interest and involvement of high level officials in the Ministry of Health and the Ministry of Works and Supplies. The Principal Secretary of the Ministry of Works, Mr. Charles Clark, and the Chief Medical Officer of the Ministry of Health, Dr. Hetherwick Ntaba, not only made themselves available for joint meetings during the initial stages of the consultancy, but also came together to the workshop itself to listen and respond to recommendations developed by the participants concerning stronger collaboration between the Rural Piped Water Project and the Health Education and Sanitation Promotion Program.

The initial idea for a joint training of trainers and collaboration planning workshop came from the heads of the two projects involved -- Mr. Lindesey Robertson of the Rural Piped Water Project and Mr. Yohane Nyasulu of the Health Education and Sanitation Promotion Program. Both worked hard to make the effort successful. Mr. Craig Hafner of the Water and Sanitation for Health (WASH) Project was the key sponsor and advocate for this consultancy as a part of his long-term commitment to Malawi and in particular to the Rural Piped Water Project and the Health Education and Sanitation Promotion Program. Chief Health Officer, USAID/Malawi, Mr. Charles Gurney, gave encouragement and support to the collaborative effort.

The training staff that worked with the two consultants on planning and conducting the workshop included the following personnel:

Ministry of Works: Mr. Newton Chaya, Water Engineer
Mr. Wellington Mandowa, Water Engineer
Mr. Abubaker Chibwana, Water Supervisor
Mr. Alex Chiwongola, Water Supervisor
Mr. John Nkoma, Water Supervisor

Ministry of Health: Mr. Richard Mandebvu, Senior Health Inspector
Mr. Colin Tasaukadala, Senior Health Inspector

The training staff contributed many hours before and during the workshop to ensure that the workshop content and approach were relevant and appropriate to the job settings of the participants.

Finally, the workshop participants themselves were an enthusiastic and dedicated group, eager to improve their training skills and full of ideas about how to make collaboration work more effectively.

EXECUTIVE SUMMARY

At the request of the USAID Mission in Lilongwe and the Ministries of Works and Health of the Government of Malawi, the Water and Sanitation for Health (WASH) Project sent a two-person team to Malawi in January 1986 to conduct a training program for field supervisors of the Rural Piped Water Project of the Ministry of Works and the Health Education and Sanitation Promotion Program of the Ministry of Health. The purpose of the consultancy was to increase skills in planning and conducting workshops for field staff and to explore ways of increasing collaboration at the field level. Collaboration between these two staffs is important in order to achieve improved health for villagers along with improved accessibility to clean water. This consultancy is a part of WASH's long-term support of Malawi's Rural Piped Water Project and Health Education Sanitation Promotion Program.

The following is a summary of the consultants' findings and recommendations.

Findings

1. There is a clear recognition of the importance of health education activities at the village level to achieve maximum benefit from improved accessibility to clean water.
2. There is a high level of receptivity on the part of key officials and field supervisors to finding avenues of closer collaboration between the staffs of the Rural Piped Water Project of the Ministry of Works and the Health Education and Sanitation Promotion Program of the Ministry of Health.
3. Field supervisors of both projects can have a major influence on encouraging closer collaboration if assisted by a clear mandate to do so.
4. Training events, such as the workshop at Chilema, are an excellent forum for building working relationships between personnel of two different ministries and disciplines.
5. Participants at the Chilema workshop gave a high rating to the workshop and its relevance to their jobs.
6. Field supervisors of both projects are in the best position to provide training for field staff and should view training that results in improved on-the-job performance as a part of their supervisory role.
7. The design of a training-of-trainers workshop must consider the job setting of the participants, the type of training they currently conduct, the level of familiarity with experiential methodology, post workshop opportunities for skill application, the views and opportunities of supervisors, and a realistic appraisal of the system's overall ability to support future efforts.
8. Training of trainers skills need to be reinforced through additional workshops and on-the-job practice.

Recommendations

1. Initiate some viable next steps regarding collaboration in order not to lose momentum.
2. Use an action-planning process to put participant recommendations on collaboration into operation.
3. Plan future joint training ventures.
4. Plan follow-up training of trainers workshops.
5. Create opportunities for participants trained at Chilema to use their new skills.

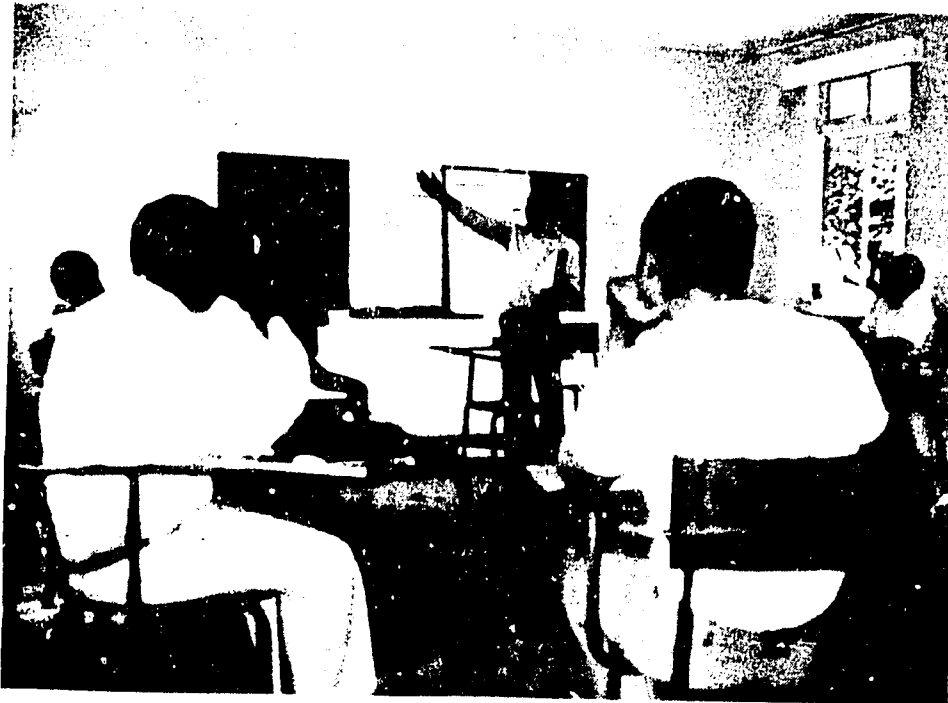


Photo 2. Participant giving instructions for small group during second round of practice training.

Chapter 1

INTRODUCTION

During the month of January 1986, Water and Sanitation for Health (WASH) consultants Claudia Liebler and John Pettit worked with the Rural Piped Water Project of the Malawi Ministry of Works and the Health Education and Sanitation Promotion Program of the Malawi Ministry of Health to achieve the following outcomes by conducting a joint workshop for district health inspectors and Rural Piped Water Project supervisors:

- Increased skills of district health inspectors and Rural Piped Water Project supervisors in planning and conducting training programs for field staff.
- An approach to increased collaboration between the Rural Piped Water Project and the Health Education and Sanitation Promotion Program, resulting in a stronger link at the village level between improved accessibility of clean water and improved health.

The 26 participants (15 from the Ministry of Works and 11 from the Ministry of Health) rated the overall workshop and achievement of outcomes very high. Highlights of evaluation results are contained in Chapter 6 of this report. In addition to increasing their skills in planning and conducting training programs, participants produced 11 written case studies and 8 role plays that can be used when training rural water operators and health surveillance assistants. They also developed recommendations on how to strengthen collaboration between water and health personnel at the field level.

This training of trainers workshop was unique in several ways:

- It brought together for the first time field supervisors of two different ministries and disciplines to accomplish common learning objectives.
- It had two major and distinctively different but interrelated outcomes. (These are mentioned above.)
- The training team was comprised of eight Malawians and two Americans, in keeping with WASH's philosophy of using local resources and to ensure that the Malawian perspective was reflected in all workshop activities.
- It provided an opportunity for participants to present their recommendations for closer collaboration in the field to high-level officials from both ministries who jointly attended a workshop session.
- The timing of the workshop allowed for application of the skills learned by participants in that both the Rural Piped Water Project and the Health Education and Sanitation Promotion Program have plans for these same participants to conduct workshops for their field workers in the immediate or near future.

The consultancy had three major stages. Stage one was the workshop preparation, stage two the delivery of the training of trainers workshop at the United Church Lay Training Center at Chilema, and stage three the workshop evaluation and follow-up planning.

This final report describes the background and approach to the consultancy, the purpose, key events, and outcomes achieved for each stage, the lessons learned, and recommendations for the future.



Photo 3. Mixed small groups of participants meet to develop group picture of an ideal village.

Chapter 2

BACKGROUND

In June 1983, two three-week workshops were conducted by WASH for 53 Ministry of Health field workers. The workshops introduced these workers to new responsibilities in health education and sanitation promotion related to the USAID-funded Rural Piped Water Project. The participants were trained in new skills for forming and training village health committees which would in turn educate other villagers in proper health practices related to the use and storage of clean water, and in other sanitation measures. Twelve Ministry of Health personnel were trained as trainers to conduct similar workshops in the future.

In August 1983, the mid-project evaluation of the Rural Piped Water Project in Malawi recommended that training of trainers workshops be held for staff of the Rural Water Supply Office and additional training be carried out for the staff of the Health Education and Sanitation Promotion Program.

In June 1985, the USAID mission in Lilongwe and the Ministries of Health and Works requested the assistance of the WASH Project in providing two trainers to assist in the design and delivery of a training of trainers workshop and to provide one trainer to assist the Ministry of Health staff in designing and delivering some health education workshops. In September 1985, Craig Hafner of the WASH Project visited Lilongwe and met with representatives from the Government of Malawi and USAID to lay the groundwork for this consultancy.

In December 1985, team leader Claudia Liebler made a follow-up visit to Malawi. During this second visit, staff of the Rural Piped Water Project, and Health Education and Sanitation Promotion Program, and of USAID/Malawi were interviewed and tentative agreements were reached regarding the purpose, outcomes, approach, and action plan for the consultancy (see Appendix A). The time allocated for this consultancy included a week for preparation January 6 to 10, a two-week training of trainers and team building workshop for district health inspectors and Rural Piped Water Project supervisors January 13 to 24, and a three-day planning effort for future follow-up actions January 27 to 29.

Based on the information gathered during the December visit, the two consultants developed a plan for the overall consultancy, a design for the staff preparation week, and a design with materials for the workshop itself before returning to Malawi (see Appendix B).

Chapter 3

APPROACH TO THE CONSULTANCY

The approach to the consultancy was based on maximizing the input and participation at various stages of four different groups of people to ensure that the work in Malawi reflected the priorities of the ministries and groups involved in this effort. The WASH consultants viewed this participation as particularly important given that one of the desired outcomes of this consultancy was increased collaboration between the Rural Piped Water Project and the Health Education and Sanitation Promotion Program. The four groups were:

1. Government of Malawi Key Decision Makers

This group included the principal secretaries (or their designees) of the two ministries involved. Their input was most crucial in terms of the goal of increased collaboration intended to result in a stronger link between improved accessibility and use of piped water and improved health at the local level.

2. Organizational Representatives of the Health Education and Sanitation Promotion Program, the Rural Piped Water Project, and USAID/Malawi

This group needed to provide the consultants guidance and final approval of their planning for the consultancy. Guidance was needed also on the outcomes, approach, and schedule for the preparation week, on the workshop itself, and on future goals for collaboration at the operations level.

3. The Training Staff

This group of eight, along with the two WASH consultants, formed the training team. They comprised the senior-level staff of the Health Education and Sanitation Promotion Program and the Rural Piped Water Project. A major responsibility of this staff was to assist in the preparation, delivery, and evaluation of the workshop.

4. The Workshop Participants

It is to this group that the WASH consultants paid primary attention as far as the achievement of the workshop outcomes was concerned. Together with the training staff they worked to prepare participants to leave the workshop with increased skills in planning and conducting training programs for field staff and with operational-level recommendations for future increased collaboration.

In order to achieve participation on the part of members of these four groups, the consultants used the team-planning meeting and "action training" methodologies throughout this consultancy and the experiential training

methodology during the actual workshop. The team-planning meeting is an organized process during which a group of persons involved in an assignment come together in a concentrated effort to define, plan for, and mobilize to accomplish the work.

The team-planning meeting covers two dimensions: task functions, or what is to be done, and team building, or how it is to be done. The consultants used the team planning meeting methodology to achieve the following goals:

- reach agreement on outcomes, strategy, roles, and responsibilities for the team;
- establish processes for reviewing the work and redirecting the effort as necessary to achieve the desired outcomes;
- develop awareness and sensitivity to cultural characteristics and organizational factors influencing the consultancy;
- resolve issues of organizational and team representation arising from the interest of multiple organizations and individuals participating in the effort; and
- assure that all logistical and administrative arrangements are understood and in place.

The action training approach is a practical and flexible way to meet immediate needs for implementing a workshop while simultaneously improving the skills of the team responsible for implementation. In contrast to most experiential training, this approach focuses on specific problem-centered training for the present rather than general preparation for the future. "Action" refers to producing practical results of immediate value to the effort at hand. "Training" refers to building the capacity of the team for the future. Action training is delivered through a combination of workshops, team-planning meetings, and consultation. Both methodologies were developed by the Development Project Management Center of the United States Department of Agriculture.

Chapter 4

STAGE ONE: WORKSHOP PREPARATION

4.1 Overview

This stage of workshop preparation involved key decision makers, organizational representatives, and training staff in planning and working sessions to produce

- Guidance from key decision makers on the consultants' approach to the portion of the workshop that deals with future collaboration between the involved ministries.
- Agreement on the part of the organizational representatives on the implementation plan for the consultancy and the roles they play.
- Clarification and review with the training staff about the purpose, outcomes, and approach of the workshop and the roles they will play.
- Final planning and preparation for the workshop.

4.2 Meetings with Key Decision Makers

The first key event of this stage was to meet jointly with the principal secretary of the Ministry of Works and the chief medical officer of the Ministry of Health to learn what they thought was important for the consultants to consider in their work with Ministry of Health and Works field staff, particularly concerning future collaboration between the two projects (see Appendix C). The two major outcomes of the meeting were agreement on the purpose and approach of the consultancy and a commitment to attend a workshop session during which participants would present their views on collaboration.

4.3 Working Sessions with Organizational Representatives

The second key event was a working session with the organizational representatives of the Rural Piped Water Project and the Health Education and Sanitation Promotion Program. During this session, outcomes of the meeting with key officials were presented, the work plan for the consultancy was reviewed, the roles of the two organizational representatives were defined, the schedule for the staff training period was worked out, and logistical arrangements were discussed.

4.4 Staff Training and Preparation

The third key event was the staff training and preparation. It took place in three sessions of two to three hours each. It involved the two organizational representatives, two water engineers, and three water supervisors from the Rural Piped Water Project and two senior health inspectors from the Ministry

of Health. (Appendix D describes the staff training and preparation activities.)

The training staff members (with the exception of the two organizational representatives), although senior in rank, held the same positions as most of the workshop participants (see Appendices E and F). They also had the same need as the workshop participants to improve their training skills. Therefore the staff training and preparation period was designed to

- solicit additional data on the job settings of the participants,
- orient the staff to the workshop design and approach,
- test the design for cultural and job relevance,
- identify ways in which staff could play leadership roles, while also attending the workshop as participants, and prepare them to carry out those roles,
- begin the collaboration effort by building a strong team of Ministry of Health and Ministry of Works members with a sense of responsibility for achievement of workshop outcomes,
- decide when and how to monitor the workshop, and
- make sure that all logistical arrangements were in place.

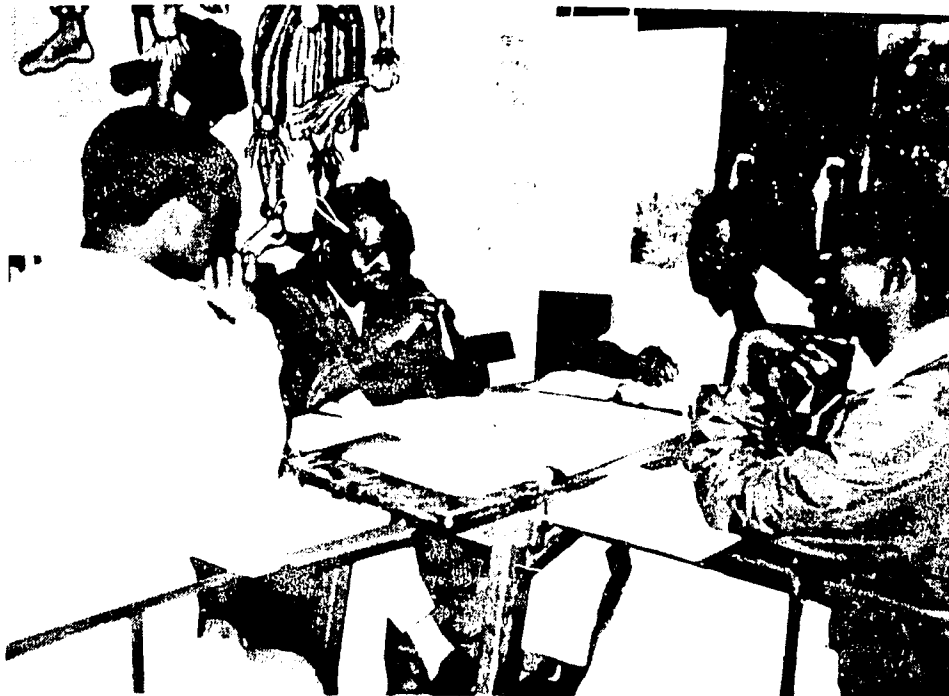


Photo 4. Participant training teams prepare their session for first round of practice training.

Chapter 5

STAGE TWO: WORKSHOP DELIVERY

5.1 Overview

5.1.1 Purpose

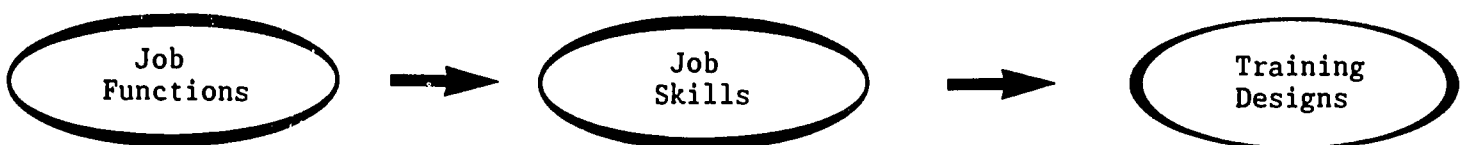
The basic reason for doing this workshop was to upgrade the training skills of key personnel in the Rural Piped Water Project and the Health Education and Sanitation Promotion Program. It was also expected that the workshop would provide a conducive climate for closer collaboration between both groups. The two-week workshop was designed to enable the participants to

- discuss principles of adult education and the role of a trainer who teaches adults,
- increase their skill in using at least one training method, such as role play, case study, group discussion, or demonstration,
- plan and conduct a short training session using a training method that helps students become involved,
- adjust their regular training sessions so that they stimulate more participation on the part of the learner,
- increase their confidence in preparing and conducting training, and
- develop a set of recommendations for collaboration between the two programs at the operation level.

5.1.2 Methodology

The training methods used were based on principles of adult learning theory and included experiential training techniques. These methods are participant-centered, and they create an active approach to learning and assume that responsibility for learning is shared between trainers and participants.

Throughout the workshop every effort was made to present these new techniques in a way that utilized content and materials from the participants' daily work environment. One of the ways this was done was to use upcoming training events to be conducted by participants of both groups for their field work staff as a focus for preparing and conducting sessions. Time was spent identifying the job functions performed by the field staff and defining the skills needed to fulfill those functions. The skills needed formed the basis of the session designs prepared by the participants.



In order to maximize the opportunities for collaboration, participants regularly worked together in teams. For example, integrated teams of health and water personnel planned and conducted short sessions which they would then use to train field workers. A portion of the workshop was spent on practice training when these teams took turns delivering sessions. The specific workshop activities are described in detail in Appendix G.

The collaborative aspect of the workshop required that attention be given to team building. Thus, there were numerous events and activities where team building was a secondary focus.

5.1.3 Participants

Nineteen participants attended the workshop -- eight from the Ministry of Health and eleven from the Ministry of Works (see Appendix F). Four of the Ministry of Health participants were district health inspectors responsible for carrying out public health activities at the district level and for supervising up to four levels of subordinates. The other four were health inspectors, second in command at the district levels.

Ten of the Ministry of Works participants were personnel working for the Rural Piped Water Project. They functioned as water supervisors, each responsible for managing a cadre of field workers. One participant from the Ministry of Works was a senior instructor at the Works and Supplies Training Centre in Zomba.

None of the participants had been exposed to experiential training methodology or had been trained as a trainer. All of the participants from the Rural Piped Water Project had been working with the project for a number of years, while several Ministry of Health participants were newer to their jobs.

The training staff also were participants in the workshop.

5.1.4 Training Staff Team Meetings

While the WASH consultants conducted most of the training, the Malawian staff members were key resources concerning how the participants were doing and a constant check on the effectiveness of the program. In addition to the planning meetings held prior to the workshop, the staff met every evening to evaluate the day and review what was going to happen the next day. The format for those meetings is noted in Appendix D.

While participating in these meetings was often taxing after a full day of training, the opportunity to share views and ask questions made the effort extremely worthwhile. The staff's overall satisfaction rating for each day of the course was 4.9 out of a 5.0 scale.

5.2 Workshop Modules

The workshop was divided into six major modules.

1. Opening of Workshop and Setting the Context (1 1/2 Days)
2. Introduction to Training (1 Day)
3. Communication Skills for Trainers (1 Day)
4. Experiential Training Methods (2 Days,
5. Skill Practice (2 1/2 Days)
6. Team Building and Closing (2 Days)

The detailed design for each module is found in Appendix G. A list of the training materials used in each module can be found in Appendix H.



Photo 5. Participant team leading large group discussion during first round of practice training.



Photo 6. Instructor Claudia Liebler assisting training team in preparing for their second round of practice training.

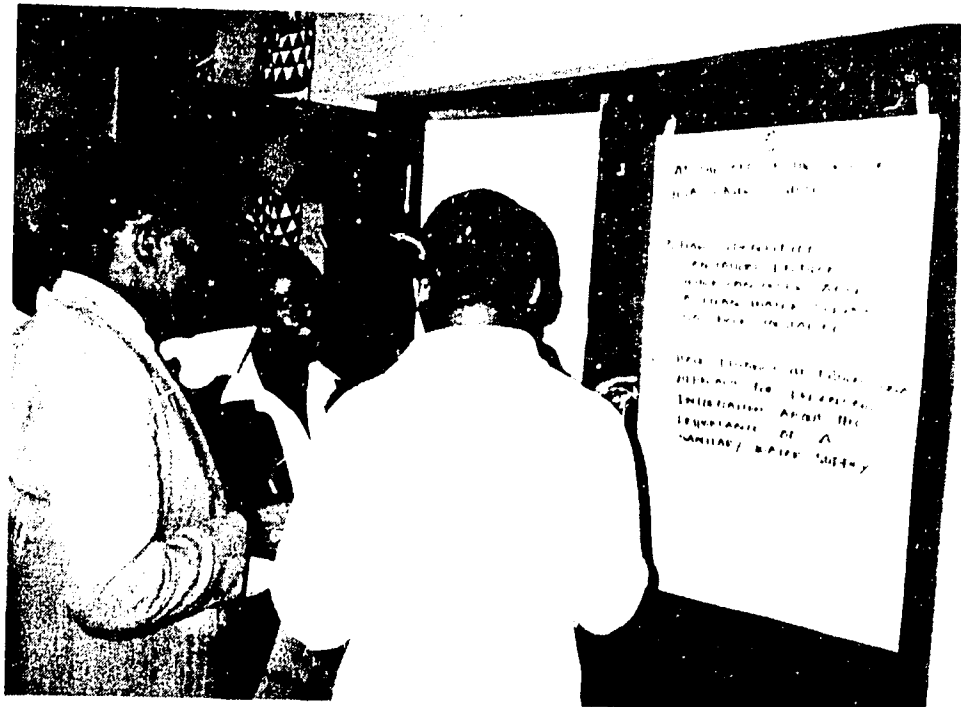


Photo 7. Participant team selecting objectives for their second round of practice training.



Photo 8. Role play at tap site during second round of practice training.

Chapter 6

STAGE THREE: WORKSHOP EVALUATION AND FOLLOW-UP

6.1 Overview

This stage included an evaluation of the workshop by the participants, follow-up meetings with key decision-makers and organizational representatives to review participant evaluation data and discuss initial recommendations for next steps, and a series of planning sessions with the Health Education and Sanitation Promotion Program to develop an action plan for its upcoming training programs in March and April 1986.

The participants evaluated each session of the workshop at the end of week one and again at the end of week two by filling out a weekly evaluation form. In addition, they completed a final written end-of-workshop evaluation (see Appendix I).

The data from the final evaluation was tabulated and presented in a debriefing session with the principal secretary of the Ministry of Works, the chief public health officer of the Ministry of Health, the USAID/Malawi health officer, and the organizational representatives of the Rural Piped Water Project and the Health Education and Sanitation Promotion Program. Initial recommendations of the two consultants, particularly in regard to next steps in collaboration between the two programs, were also presented and discussed. Before the consultants left Malawi, they distributed a report entitled "Recommendations for the Future" to the principal secretary of the Ministry of Works, the chief medical officer and the chief public health officer of the Ministry of Health, the organizational representatives of the two projects involved, and USAID/Malawi. The decisions made and agreements reached with the Health Education and Sanitation Promotion Program regarding its upcoming training programs are documented in a report entitled "Plan for Phase Two" which was distributed to appropriate officials in the Ministry of Health.

6.2 Highlights of Participant Evaluation Results

6.2.1 Workshop Objectives

Most of the participants felt that all objectives of the workshop were successfully achieved. A five point scale was used, with one being "objective not met" and five being "objective met very successfully." The percentage of participants rating the achievement of each objective as five is listed below:

Objective #1: 75 percent
Objective #2: 95 percent
Objective #3: 76 percent
Objective #4: 82 percent
Objective #5: 86 percent

6.2.2 Overall Satisfaction with Workshop

On a five-point scale, with one being "not at all satisfied" and five being "very satisfied," 80 percent of the participants rated their satisfaction as five and 20 percent as four.

6.2.3 Relevance to Job

Participants were asked to evaluate how related to their work the issues and problems were that were discussed in the workshop. On a scale of one to five, with one being "not related" and five being "very related," 95 percent of the participants marked five and 5 percent marked four.

6.2.4 Collaboration

Participants were asked to rate the usefulness of the discussions and planning activities on collaboration between the Rural Piped Water Project and the Health Education and Sanitation Promotion Program. On a scale of one to five, with one being "not useful" and five being "very useful," 68 percent of the participants marked five, 27 percent marked four, and 5 percent marked three.



Photo 9. Yohane Nyasulu, Director of HESP, and Claudia Liebler, WASH consultant, discussing results of previous session.

Chapter 7

LESSONS LEARNED

7.1 Strategic Focus for Pre-Departure Preparation

The first lesson is that the pre-departure preparation should have a strategic focus.

Preparation activities at this stage should not be too detailed for at least three reasons. First, the time spent, for example, on designing specific sessions at the micro-level takes away time from developing a strategy for maximizing the potential of the training for a longer-range impact. Second, specific design and plans almost always require modification upon arrival. No matter how much groundwork has been laid for the consultancy it is unrealistic to assume that all actors involved have a shared understanding of what will occur and that the situation has remained static since the last set of agreements was reached. Third, detailed planning leaves little room for including the input of key actors who have a role to play in contributing to the successful achievement of workshop outcomes.

It is the job of the consultant to establish as clear a picture of the current status of preparation and to identify the desired target to be reached before workshop implementation. The gap between the two becomes the focus of the preparation period. Pre-departure work involves designing a process to reach the desired target and products to facilitate its being reached.

The process for the Malawi work included defining the purpose and outcomes of the consultancy, identifying key actors whose involvement was critical, clarifying the nature and timing of their involvement, formulating the objectives of the three key phases of the consultancy, planning pre-workshop meetings and work sessions, and designing staff preparation sessions and the workshop itself (on a macro level).

The products for this consultancy included a memo to key decision-makers requesting an initial meeting and describing its purpose; a description of the workshop purpose, outcomes, approach, and modules; and a work plan for the overall consultancy. These products were used in Malawi to facilitate the clarification of expectations and the reaching of agreements.

7.2 Capacity Building

The second lesson is that attention must be paid to capacity building as well as to the delivery of an effective workshop. Training efforts may be successful in the short run. Participant evaluations may indicate a high degree of satisfaction and participating institutions may be pleased with the event. However, not much more may occur, unless the overall approach to the consultancy deliberately considers the goal of capacity building.

This can be done in a number of ways, such as ensuring that the workshop design can be easily replicated in the future; involving superiors in defining the purpose and outcomes of a workshop for subordinates; orienting and

receiving input from key officials so that efforts reflect their ministries' priorities; designing a training effort that results in improved job performance; preparing a local staff to play a leadership role in the training event; and holding follow-up planning sessions with superiors to increase opportunities for skill application. All these approaches were used during the Malawi consultancy.

7.3 Establishing Relevancy

The third lesson is that initial workshop sessions must establish the relevancy of the training activities for participants.

It is important to help participants build a rationale for learning the skills that the workshop can offer. This was accomplished during the Malawi workshop in several introductory stages during the first day-and-a-half of the workshop. It began by focusing on the basic mission being carried out by the participants. To do this, senior representatives of the Health Education and Sanitation Promotion and Rural Piped Water Project presented their achievements, areas for improvement and future directions. Next the participants described their vision of an ideal village by drawing a group picture.

The second stage helped participants to identify how they and their field workers contribute to the realization of their vision of an ideal village. This was done by listing major responsibilities and job tasks of field workers.

The third stage established the link between job tasks and the skills required to carry them out effectively. This resulted in a list of skills necessary for field workers to master.

The final stage focused on the role of the workshop participants as supervisors of field workers. Their role included enabling field workers to effectively carry out their jobs by conducting training programs that build job-related skills. The skills needed by the participants to design and conduct training programs were identified and each participant completed a self-assessment questionnaire in order to pinpoint skills they were interested in improving during the workshop.

The consultants referred back to the group pictures of the ideal villages frequently during the workshop in an attempt to build understanding that the major purpose of training programs must be to improve job performance and ultimately the quality of life for villagers. The lists of skills needed by field workers provided the necessary foundation when later in the workshop participants began designing and conducting practice training sessions.

Chapter 8

RECOMMENDATIONS FOR THE FUTURE

Five key recommendations are proposed to further the collaborative effort between the Ministry of Works and the Ministry of Health, and to strengthen the capacity of both ministries to plan and conduct experiential training programs for field staff that show results in increased on-the-job effectiveness.

8.1 Take Some Viable Next Steps Regarding Collaboration in Order Not To Lose Momentum

There are several immediate opportunities to further collaborative efforts. For example:

- Send out to all Chilema participants and key officials in the Ministry of Health and the Ministry of Works copies of this report and subsequent reports to be developed over the next three weeks.
- Explore the possibility of involving the Rural Piped Water Project staff in the upcoming workshops for health surveillance assistants in March and April 1986, either as trainers and/or participants.

8.2 Use an Action-Planning Process to Operationalize Participant Recommendations on Collaboration

A process is needed for making sure that the recommendations for closer collaboration are considered in a careful, systematic way. One of the ways for this to happen is to use a process called action planning. The action-planning approach described below is a step-by-step process that can move two different interest groups toward final agreement. It is suggested that a joint committee of personnel from the Ministry of Works and from the Ministry of Health be formed. Committee members could include personnel from headquarters and from regional and field operations. This committee would hold a series of working sessions to move through the action planning steps described below:

1. The first task of the joint committee might be to clarify its task and the product it hopes to produce. It may also want to establish some basic principles regarding collaboration. For example:
 - a. Look for the minimal level of collaboration that is necessary to accomplish what you want to do.
 - b. Be clear about when it is necessary to collaborate and when collaboration can get in the way.
 - c. Set realistic, achievable targets for collaboration.

Next the committee would review the recommendations that were generated by participants at Chilema. It would be necessary to expand on the more general statements and explore the intent behind ideas like "more joint meetings." Critical points, when collaboration is important, would need to be identified.

During this stage the committee would be working to reach agreement on the recommendations before them. One way to ease these early discussions would be to separate recommendations for which there was immediate agreement from those that would require more time for discussion and information gathering. The recommendations for which there was easy agreement would be addressed first.

2. While a committee is fine for discourse, it is not always the best forum for working out specific details. Individual assignments could be made to committee members so that there would be time to flesh out and elaborate key points. For example, if there was a wish to have more meetings, at what point would these occur, how often, and for what purpose?
3. After the individual assignments were completed, they could be compiled and distributed to each person on the committee. Again, the focus would be on trying to reach agreement about how these points or issues had been defined. At this stage terms would be clarified through discussion, and the committee would move much closer toward the establishment of common guidelines (or procedures) for collaboration.
4. At this point it would be necessary to identify the agreements that would require action or support from other individuals or groups in each ministry. Transportation, for example, could become a problem if rural water organizers and health surveillance assistants needed a vehicle to meet together. Or, per diem differences could get in the way of field workers from different ministries doing joint work. This step is also an excellent time to get others in each organization to support joint collaborative efforts. For example, the personnel who review field staff work plans ought to be consulted, since their support would be necessary to encourage field workers' activities.
5. Next, the recommendations would be summarized and turned into guidelines. This would be the time to identify the kind of information field workers need to have that would assist them in achieving closer collaboration. For example, one guideline might state that health surveillance assistants entering a village for the first time should check with the water project in the area, schedule a meeting with the rural water organizer and gather appropriate information about what has been done. A water organizer, on the other hand, might need to contact the health surveillance assistant soon after a site was selected for a new water project.

6. The guidelines should be printed in draft form and distributed to the field workers for their comments and suggestions. District health inspectors and water supervisors might want to schedule a special meeting with their field staff in order to review the guidelines and gather reactions.
7. After ideas were gathered from the field staff, someone would have to compile this new data and bring it to the next meeting of the committee for review. When the joint committee reached agreement about the final modifications, they should be sent to the principal secretary (PS) or whoever needed to endorse the new guidelines. Finally, they should be published and sent out to all regional and district staff.

8.3 Plan Future Joint Training Ventures

As demonstrated by the Chilema experience, training events are good opportunities to build collaboration. Training allows people to share ideas, develop an appreciation for the contribution others are making toward the same ultimate development goals, and build work relationships with each other that can continue after the workshop is over.

The planners of such events can maximize the opportunity to strengthen linkages between the Ministry of Works and the Ministry of Health by inviting district-level personnel of both ministries to a workshop and taking time during the workshop to encourage participants to identify opportunities for collaborative field work. Possible topics for such workshops might include:

- user health education methods,
- community development methods and approaches, and
- project planning, implementation, and monitoring.

8.4 Plan Follow-Up Training of Trainers Workshops

A two-week training of trainers workshop is not enough time to build competency in using experiential training methods. Experiential training is learner-centered and provides opportunities for a person to engage in an activity, review this activity critically, abstract some useful insights from the analysis, and apply the result in a practical situation. In short, it is learning by doing. It requires that the trainer be skilled in creating learning opportunities for participants and in guiding them through a process that results in applying the skills learned to specific situations encountered on the job. Four to six weeks is usually required, particularly for participants who are learning these skills for the first time. A follow-up training of trainers program with the same group of participants is required in order to give them the best possible chance for actually using the training skills learned in their work.

A follow-up training of trainers workshop for the participant group trained at Chilema could be designed to find out which skills participants have been able

to apply on their jobs and which they feel they would like to improve. The workshop would focus on those skills that participants and trainers identify as being most needed, based on participants' success and difficulties in trying to utilize the skills on their jobs.

By building within the two ministries a cadre of people that are skilled in planning and conducting experiential training, each ministry is strengthening its capability to develop an effective staff-development program. A staff development program that achieves results in terms of improved effectiveness on the job, systematically provides opportunities for upgrading the skills of its personnel through the use of specially planned workshops.

8.5 Create Opportunities for Participants To Use Their New Skills

Once personnel have learned a set of new skills they must practice these skills or else they will remain dormant and on-the-job improvements will not result. The aim of every training effort must be to increase on-the-job performance from individuals and departments.

In order for supervisors to support the skills learned by participants, they must themselves be oriented to the skills and see their value. An orientation program on the purpose and use of experiential training for appropriate supervisory personnel at the middle and upper levels would assist in raising awareness in upper-level cadres of the importance of these skills in achieving ministry goals. Personnel in each ministry concerned with in-service training efforts would particularly benefit from such an orientation. It is this personnel that can subsequently identify or create opportunities for staff who have been trained in experiential methodology actually to utilize their skills by requesting that they be involved in planning and conducting future workshops.

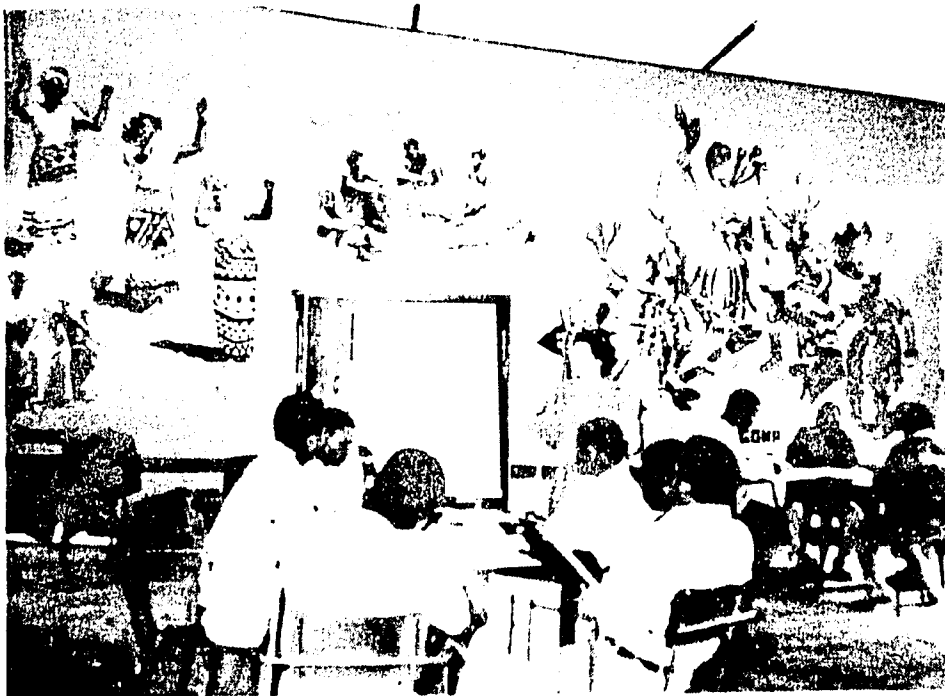


Photo 10. A task force group developing recommendations for closer collaboration between the Ministries of Health and Works.

APPENDIX A
Plan for December Visit



**WATER AND SANITATION
FOR HEALTH PROJECT**

Operated by CDM Associates

Sponsored by the U.S. Agency
for International Development

WASH Operations Center
1611 N. Kent St., Room 1002
Arlington, Virginia 22209 USA

Telephone (703) 243-8200
Telex No. WUI 64552
Cable Address: WASHAID

November 12, 1985

Dr. Charles Gurney
Chief Health/Population Officer
U.S. AID
Lilongwe, Malawi

Dear Charles,

The purpose of this letter is to summarize the discussions and agreements reached in my phone conversations with you on Friday, November 1, 1985, concerning Claudia Liebler's trip to Lilongwe. This trip in December is in preparation of her and John Pettit's work in the January training of trainers workshop.

Claudia Liebler's work in Tanzania in November offers an opportunity to add on a trip to Malawi during the first week of December. We proposed to USAID/Malawi, MOH, and MOW that we take advantage of this opportunity to get all the key actors together and suggest the following purposes and sequences of events for the trip.

Dates:

Our initial investigation of flight schedules indicate that it would be possible for Claudia to arrive in Lilongwe on December 3, and to be available for meetings and discussions on the afternoon of Dec. 3rd, 4th, 5th, and 6th. Her ETA is December 3, on Air Malawi #325, arriving Lilongwe at 13:10.

The overall purpose of the trip would be to share the preliminary design work that Claudia and John have done based on conversations with WASH and get reactions from MOH/MOW; to reach agreement first among USAID, MOH and MOW and Claudia, and then with the co-trainers/resource persons, on specific objectives, strategies, roles, and responsibilities for both the team and for each member and to plan next steps up to workshop implementation.

As we are all aware, face to face communication is more likely to result in better understanding and preparation on the part of all of us. This visit will help Claudia and John to finalize the workshop design so that it is specifically tailored to the needs of MOW/MOH and to clarify the part that each team member will play.

Claudia and John have proposed a series of meetings that would occur over the dates indicated above. The first set of meetings would involve the key decision makers involved in this effort from USAID, MOH, and MOW. We suggest that Claudia first spend some time with each separately, and then have a couple of hours for a joint meeting. We'd appreciate if you could arrange these for December 3 P.M. or December 4 A.M.



The results of these discussions can then be incorporated into the proposed working session with the seven co-trainers/resource persons designated as playing a leadership role in the implementation of the workshop. This working session would occur on the second day of the visit. Although we recognize the busy schedule that some members of this group of seven may be facing, particularly at this time of year, we feel it is essential to have all of them available for a 4 to 6 hour working session on the Dec. 4th or Dec. 5th.

Finally, on the last day of the visit, Claudia would again meet with the three organizations together to report back on the working session and finalize agreements and next steps. This meeting should be a couple of hours at the most.

Objective for Initial Meetings with Key Decision Makers: Dec. 3 P.M. or Dec. 4 A.M.

(Nyasulu, Robertson, Gurney)

- to review and verify current understanding of the purpose and intended results of the workshop
- to share preliminary design work completed in Washington and receive feedback
- to get input on issues affecting the workshop design
- to define the role the key decision makers will play in the preparation and actual conduct of the workshop.
- to explore the role of the 7 MOW/MOH staff members in the preparation and actual conduct of the workshop
- to clarify expectations that you have of the US consultants.

Objectives for working Session with MOW/MOH Staff: Dec. 4th or Dec. 5th

- to become acquainted, share backgrounds, experience, and what the team wants to get out of this experience.
- to share preliminary design work completed in Washington and receive feedback.
- to identify what the group expects from the US consultants (i.e., what they want and need) and what the US consultants expect from the group.
- to explore mutual roles and reach initial agreement
- to clarify next steps and responsibilities from now to the final preparation week.

Objectives for Final Meeting with Key Decision Makers: Dec. 6

- To share and discuss outcomes of the working session.



- to summarize roles, expectations, next steps, and logistics in light of the results of the working session.

Enclosed you will find a letter from Claudia and John to the two MOH and the five MOW staff members you have designated as co-trainers/resource persons for the workshop. Please we ask you to forward the letter to each of them in advance of Claudia's working session with them, to help clarify their expectations of the session.

A unique aspect of this consultancy is the opportunity to work as a team with the MOW and MOH. We hope that the visit in December will give a head start on building a team and together implementing a workshop that meets high standards of excellence.

Sincerely,


Craig B. Hafner
Senior Project Officer

cc: Mr. Nyasulu, MOH
Mr. Robertson, MOW

APPENDIX B

Plan for Phase-One Consultancy

MEMORANDUM

TO: Mr. Nyasulu, Ministry of Health
Mr. Robertson, Ministry of Works
Mr. Gurney, USAID/Malawi

FROM: WASH Team: Claudia Liebler
John Pettit

DATE: 2 January 1986

SUBJECT: Proposed Plan for WASH Consultancy with Malawi
Ministry of Works and Ministry of Health

I. INTRODUCTION

This document is the proposed plan for the WASH (Water and Sanitation for Health) Project consultancy with the Malawi Ministry of Works and Ministry of Health. The WASH team of Claudia Liebler and John Pettit developed it as part of its pre-departure planning work. This plan is a result of input from WASH staff member Craig Hafner who visited Malawi in September to lay the ground work for this consultancy and a follow-up visit made to Malawi by Team Leader Claudia Liebler in December.

During this second visit, staff of the Rural Piped Water Project (Ministry of Works) and the Health Education and Sanitation Program (Ministry of Health), and of USAID/Malawi were interviewed and tentative agreements were reached regarding the purpose, outcomes, approach, and action plan for the consultancy. The time allocated for this consultancy includes a week for preparation 6-10 January, a two week Training of Trainers and Team Building Workshop for District Health Inspectors and Rural Piped Water Project supervisors 13-24 January, and a three day planning effort for future follow-up actions 27-29 January.

This plan represents our current thinking and is, of course, open for further revision based on your input. We also intend to use parts of it in working sessions with you and with the total training staff (8 Malawian professionals from MOH and MOW and two American consultants from WASH).

II. INVOLVED PARTIES

There are four different groups who must be involved in this effort to be successful:

1. GOM Key Decision Makers

This group includes the principal secretaries (or their designees) of the two involved ministries. Their input is most crucial in terms of the goal of increased collaboration between the Ministry of Work's Rural piped Water Project and the Ministry of Health's Health Education and Sanitation Program intended to result in a stronger link between improved accessibility and use of piped water and improved health, at the local level.

2. Organizational Representative of HESP, the Rural Piped Water Project, and USAID/Malawi

This group, including the three of you and the USAID/Malawi project officer needs to provide us guidance and final approval of our planning for this effort. Guidance is needed also on the outcomes, approach, and schedule for the preparation week and for the workshop itself as well as direction as to future goals for collaboration at the operations level.

3. The Training Staff

This group of 8 is to form the training team along with the 2 WASH consultants. They comprise the senior level staff of the HESP and the Rural Piped Water Project. A major responsibility of this staff is to assist in the preparation, delivery, and evaluation of the workshop.

4. The Workshop Participants

It is to this group that we must pay primary attention as far as the achievement of the workshop outcomes is concerned. Together with the training staff we must assure that the participants leave the workshop with increased skills in planning and conducting training programs for field staff and operational level plans for future increased collaboration.

III. OVERALL PURPOSE AND INTENDED OUTCOMES OF CONSULTANCY

The overall purpose of this consultancy is to continue WASH's support of the Rural Piped Water Project and the HESP. This will be achieved by addressing the following outcomes:

- o Increasing skills of the training staff and the workshop participants to plan and conduct training programs for field staff that result in increased on-the-job effectiveness.
- o Developing and planning for an approach to increased collaboration between the Rural Piped Water Project and the HESP resulting in a stronger link at the village level between improved accessibility and use of piped water and improved health.

- o Contributing to the building of a commitment to team work at the operational level and to a vision of the benefits to villagers that a coordinated effort could bring.

IV. PROPOSED APPROACH AND OVERALL SCHEDULE

We have divided the consultancy into three major phases. Phase one is the workshop preparation; phase two, the workshop delivery, and phase three, the workshop evaluation and follow-up planning.

A. Phase One - January 6-12

This phase of workshop preparation involves Key Decision Makers, Organizational Representatives and Training Staff in planning and working sessions to produce:

- o Guidance from Key Decision Makers on our approach to that portion of the workshop that deals with future collaboration between the involved ministries.
- o Agreement on the part of the Organizational Representatives of the implementation plan for the consultancy and the roles they will play.
- o Clarifications and review with Training Staff about the purpose, outcomes and approach of the workshop and the roles they will play.
- o Final planning and preparation for the workshop.

This phase will be carried out through three related sets of activities:

- (1) Initial entry and information gathering with Key Decision Makers
- (2) Implementation planning with Organizational Representatives
- (3) Workshop preparation working sessions with Training Staff

B. Phase Two - January 13-24

This phase is the actual implementation of the workshop. By its conclusion, participants will:

- (1) Be able to discuss principles of adult education and the role of a trainer who teaches adults.
- (2) Have increased their skill in using at least one training method such as role play, case study or demonstration.
- (3) Have planned and conducted a short training session using a training method that help participants to become actively involved.

- (4) Be able to adjust other sessions so that they create more participation on the part of the learner.
- (5) Have increased their confidence in standing in front of a group.
- (6) Have developed an action plan for collaboration between HESP and the Rural Piped Water Project at the operation level.

We have divided the workshop into six major modules:

- (1) Opening of Workshop and Setting the Context (approximately 1 1/2 days)
- (2) Introduction to Training (approximately 1 day)
- (3) Communication Skills for Trainers (approximately 1/2 day)
- (4) Experiential Training Methods (approximately 2 days)
- (5) Skill Practice (approximately 3 days)
- (6) Team Building/Closure (approximately 2 days)

A brief description of each module follows:

(1) Opening of Workshop and Setting the Context

The purpose of this module is to help participants become acquainted with each other, up-date everyone on past accomplishments and future directions of HESP and the Rural Piped Water Project, involve participants in developing a sense of future directions for the projects and identifying the skills they would need as part of that future vision, and to present and review the workshop plans, agenda and schedule.

(2) Introduction to Training

The purpose of this module is to introduce participants to basic theory concerning the training of adults, involve them in comparing and contrasting various training approaches and give them an initial opportunity to practice teaching a skill.

(3) Communication Skills for Trainers

The purpose of this module is to identify communication skills necessary to become an effective trainer and give participants an opportunity to practice some of those skills.

(4) Experiential Training Methods

The purpose of this module is to identify methods available to trainers, understand how to choose appropriate methods, and to focus in depth on the use of three different methods most appropriate to the setting of the participants.

(5) Skill Practice

The purpose of this module is to give participants an opportunity to practice planning and delivering two different sessions using new methods and to receive suggestions for improvement from trainers and colleagues. The sessions will be based on the up-coming training events being planned by HESP and the Rural Piped Water Project.

(6) Team Building/Closure

The purpose of this module is to involve participants in developing and planning for an approach that will result in future closer collaboration between HESP and the Rural Piped Water Project, and to formally close out the workshop.

C. Phase Three - January 24-29

This phase includes an evaluation of the workshop by the participants, a de-briefing and evaluation of the workshop by the Training Team, a series of planning sessions with HESP to develop an action plan for its up-coming training programs in March/April 1986, and follow-up meetings with Key Decision Makers and Organizational Representatives to plan future actions.

It will occur during the week following the completion of the workshop (27-31 January).

We look forward to reviewing these plans with you. We're also attaching for your information a copy of a memo we've produced for the permanent secretaries of the two ministries. Thanks.

APPENDIX C

Memorandum to Key Officials



MEMORANDUM

TO: Officials of Malawi Ministry of Health
Ministry of Works

FROM: WASH Team: Claudia Liebler
John Pettit

DATE: 2 January 1986

SUBJECT: Request for Meeting
RE: WASH Consultancy With Rural Piped Water Project
and the Health Education and Sanitation Program

As part of our preparation for our work in Malawi, a couple of weeks ago, we made tentative arrangements with USAID/Malawi to contact you on our behalf for setting a meeting in the next few days. The purpose of this memo is two-fold.

First, to brief you on our current understanding of the purpose and intended outcomes of the consultancy with the Health Education and Sanitation Program (HESP) and the Rural Piped Water Project; and second, to propose a meeting to gain your input regarding what you think is important for us to consider in our work with your field staff, particularly concerning future collaboration between the two projects.

Planning for this consultancy, which will culminate in a two week workshop starting 13 January for the professional staff of the Rural Piped Water Project and the HESP, has been going on since September, 1985 and included a visit to Malawi by WASH team leader Claudia Liebler in December.

As we currently understand it, the overall purpose of this consultancy is to continue WASH's support of the Rural Piped Water Project and the HESP by:

1. Increasing skills of the training staff and workshop participants to plan and conduct training programs for field staff that result in increased on-the-job effectiveness;
2. Developing and planning an approach to increased collaboration between the Rural Piped Water Project and the HESP resulting in a stronger link at the village level between improved accessibility and use of piped water and improved health; and
3. Contributing to the building of a commitment to team work at the operational level.

The WASH team has prepared a tentative plan for the workshop that attempts to achieve the above outcomes. In order to gain your guidance concerning the outcomes regarding future collaborative efforts between the two projects, we propose to initially have a brief meeting with each of you individually. These



Page 2

meetings would most appropriately occur 6 or 7 January. We feel that each of your inputs is vital at this point to ensure that the portion of the workshop devoted to planning for future collaboration reflects the priorities of your ministries.

We would also like to have a brief joint meeting just before we leave for the workshop site, in which we would share what we'll have planned in response to your initial guidance. Obviously, we will want to meet with you at the completion of the workshop to brief you on what occurred. We are looking forward to our work with the Ministries of Health and Works and to our meetings with you.

Although we realize this is short notice, we hope your schedule will permit these meetings to occur, as we believe they are crucial if we are to do a good job of reflecting your ministries' priorities for this work.

Thank you.

CL/tbc

cc: USAID/Malawi, Health Office
WASH

APPENDIX D

Staff Training - Team Planning

Team Planning Meeting #1

The first session began with a getting acquainted activity. Next, the purpose of the consultancy, an overview of the preparation done to date, and the objectives and schedule for the staff training and preparation period were outlined and discussed.

This was followed by a presentation on each of the two projects by the organizational representatives. These presentations emphasized the major accomplishments and future role of the projects and the potential for future collaboration.

With this vision of future collaboration in mind, small groups then met to identify the role of a district health inspector or water supervisor and the functions that must be performed to carry out the roles. These were reported by each group and a discussion was held about what impact future collaboration might have on current roles.

Next each member was asked to complete the following statement: "This workshop will be successful if....." Answers were collected and posted on flipcharts and discussed.

Possible roles of the training team members were presented for reflection and further discussion in a later session. A handout on experiential training was distributed to be read by the next session and small groups were given an assignment to identify what skills are needed by staff in order to reach the future vision of collaboration presented earlier by the organizational representatives.

Team Planning Meeting #2

The second session began with a climate setter. The names of animals were posted around the room and team members were asked to go to the animal which most depicted their style as a trainer. Groups gathered around a particular animal and reported on why they had chosen it.

Next the assignment given at the end of the first session was reviewed. A list of skills needed by staff to reach the future vision of collaboration was posted on a flipchart and discussed. The workshop objectives were reviewed and compared with the skills list.

This was followed by a presentation of the six modules of the workshop. Trios met to discuss the modules and identify questions about them. In the large group questions were addressed and discussed.

Individuals were asked to reflect on what they thought participants were expecting to happen in the workshop. Responses were shared and recorded on a flipchart. Realistic and unrealistic expectations were identified and ways in which the training staff could help participants adjust to the workshop content and approach were discussed.

A presentation on the experiential learning cycle and how it would be used in the workshop was made. Questions and answers followed.

Next trios were formed to review the list of possible roles for the training staff presented in the first session and to modify or add to the list. The roles were discussed in a large group and individuals were asked to think about what role they would like to play before the next session. The list included:

- o Assistant trainer: assist in delivery sessions
- o Participant/observer: give ongoing feedback to staff on how workshop is affecting participants
- o Logistics manager: manage or assist in workshop logistics
- o Workshop participant
- o Materials designer: assist in developing and/or adapting materials such as role plays and case studies to the Malawian context.

It was agreed that during staff meetings all staff would evaluate the effectiveness of the day and review upcoming sessions for cultural appropriateness and relevance to the job setting.

It was pointed out that the staff could influence the behavior of the workshop participants by the manner in which it conducted itself. If the staff worked well together it would help set the climate for participants to work together. Specific ways to encourage intermingling between participants from the Ministry of Works and the Ministry of Health and active involvement in workshop activities were identified.

The session ended with the listing of decisions to be made and pre-workshop tasks to be assigned in the last session. Two workshop coordinators -- one from the Ministry of Health and one from the Ministry of Works -- were selected.

Team Planning Meeting #3

The last session began with participants individually completing the following sentence and sharing their responses in trios: "A strength of this team is...."

Trios reported their responses which were listed on a flipchart.

The workshop coordinators led the next activity of the session.

They facilitated staff decision making on workshop preparation items (for example, arrangements for the opening ceremony) and assigned tasks to members.

Next workshop modules for which Malawian training staff preparation or input was needed were identified and tasks clarified.

The first day's sessions were presented in depth and the list of possible roles of training staff were reviewed in light of the specific sessions.

Next the Malavian training team members met in one group and the Americans in another to generate a list of expectations each group had of the other. The lists were presented, clarified, and discussed. Finally the purpose, agenda, and time for daily staff meetings were agreed on.

Training Staff Team Meetings

Part I: Evaluating Today -- 30 minutes

1. Review rating scale (which all staff members mark on the flipchart as they enter the room)

How satisfied were you with how this day went?

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Not at all satisfied		Moderately satisfied		Very satisfied

2. General discussion of the following questions:
 - o What went well?
 - o What didn't go well?
 - o What do we need to do differently? (15 Min.)
3. How are we working as a team? (5 Min.)
4. Other issues we need to address. (5 Min.)

Part II: Reviewing Tomorrow -- 30 Minutes

1. Review of next day's design. (15 Min.)
2. Feedback from staff on content and cultural appropriateness. (10 Min.)
3. Roles of training staff. (5 Min.)

APPENDIX E
Training Staff

TRAINING OF TRAINERS WORKSHOP
FOR
THE RURAL PIPED WATER PROJECT
AND
THE HEALTH EDUCATION AND SANITATION PROGRAM
CHILEMA

January 13 to 24, 1986

TRAINING STAFF

<u>NAME</u>	<u>POSITION</u>	<u>STATION AND ADDRESS</u>
Claudia Liebler	U.S. Trainer	1008 E. Capitol Street Washington, D.C. 20003, USA
John J. Pettit	U.S. Trainer	6200 Old Valley Court Alexandria, VA 22310, USA
Alex B. Chiwongola	Water Supervisor	P.O. Box 11, Karonga
Newton Chaya	Water Engineer	P/BAG 390 Lilongwe
Yohane Nyasulu	Principal Health Coordinator	M.O.H., Box 30377, Lilongwe 3
John G. Nkhoma	Water Supervisor	Mulanje Water Project Box 97, Mulanje
Abu Chibwana	Water Supervisor(R)	Zomba Water Supply P/BAG72, Zomba
Richard Mandebvu	Senior Health Inspector	Zomba General Hospital Box 21, Zomba
Collin Tasaukadala	Senior Health Inspector	Kasungu District Hospital P.O. Box 19, Kasungu

APPENDIX F
Participants

TRAINING OF TRAINERS WORKSHOP
FOR
THE RURAL PIPED WATER PROJECT
AND
THE HEALTH EDUCATION AND SANITATION PROGRAM
CHILEMA

January 13 to 24, 1986

PARTICIPANTS

<u>NAME</u>	<u>POSITION</u>	<u>STATION AND ADDRESS</u>
John D. Phiri	Project Water Supervisor	Box 2, Chitipa
Bernard Chimwala	Water Supervisor	Box 36, Champhira, Mzimba
Watson Namaombe	Water Supervisor	P.O. Mwasambo, Nkhota Kota
Enock Michel Goweni	Water Supervisor	Box 7, Chikwawa
Farneck Chaima	Water Supervisor	Box 97, Mulanje
Petro Kanaventi	Water Supervisor	P/B 13 Blantyre
W. Clement Panje	Senior Instructor	Works and Supplies Training Centre P.B. 45, Zomba
E.E. Munyenyerere	Health Inspector	Box 56, Mponela
Davies Alimoyo	Water Supervisor	P/BAG 1, Ntcheu
George A. Malema	District Health Inspector	R.P.O. Box 50 Nkhotakota
Latimer K. Ngwira	Water Supervisor	Box 97, Mulanje
Brian M.C. Tembo	Public Health Inspector	Box 131, Chiiumba
Hector D.S. Kamkwamba	Health Inspector	Box 21, Domasi
F.C. Ngulube	Senior Water Supervisor	O/B 72, Zomba
Genner Chipwaila	District Health Inspector	Box 131, Mzimba
Porty L. Makondets	Senior Water Supervisor	Mwanza Valley Project Box 7, Chikwawa
Vincent T.J. Kunkeani	Public Health Inspector	Box 15, Ngabu
Lawson Kanyimbiri	District Public Health Inspector	Box 136, Dedza
Amose C. Kudzala	Public Health Inspector	Box 444, Thekerani

APPENDIX G
Workshop Design

WORKSHOP DESIGN

Module One: Opening of Workshop and Setting the Context

The purpose of this module was to help participants become acquainted with each other, update everyone on past accomplishments and future directions of the Health Education and Sanitation Promotion Program and the Rural Piped Water Project, involve participants in developing a sense of future directions for the projects and in identifying the skills they would need as part of that future vision, and present and review the workshop plans, agenda, and schedule.

By the end of the module participants had

- become better acquainted with each other and more aware of the resources available in their group,
- learned the accomplishments, successes, and areas that need strengthening of the Health Education and Sanitation Promotion Program and the Rural Piped Water Project,
- developed their vision of the ideal village,
- identified the skills field workers need in order to help make the ideal village happen, and
- explained how training is conducted for field staff in the two projects.

The course was formally opened in the morning by the assistant principal secretary of the Ministry of Health in a short ceremony that included opening comments by two senior participants and the WASH consultants. Following a short tea break, the training staff introduced themselves and welcomed the participants. There was then a getting acquainted exercise where participants first met in pairs to introduce themselves and discuss the one thing they like the most about their jobs. The first pair then joined another, introduced themselves and talked about why they were looking forward to this workshop. In order to begin identifying the resources in the group, participants paired up again with someone they did not know and interviewed each other to find out

- their name, position, and station,
- the number of years they have worked in health or water,
- the one thing they are interested in sharing with the group,
- the one thing they are interested in learning from others, and
- what they like to do in their free time.

Each person then introduced his partner to the rest of the group. The morning concluded with a brief overview of the purpose of the course and the scheduled times. (The more in-depth schedule overview was done after the needs assessment conducted on Tuesday morning.)

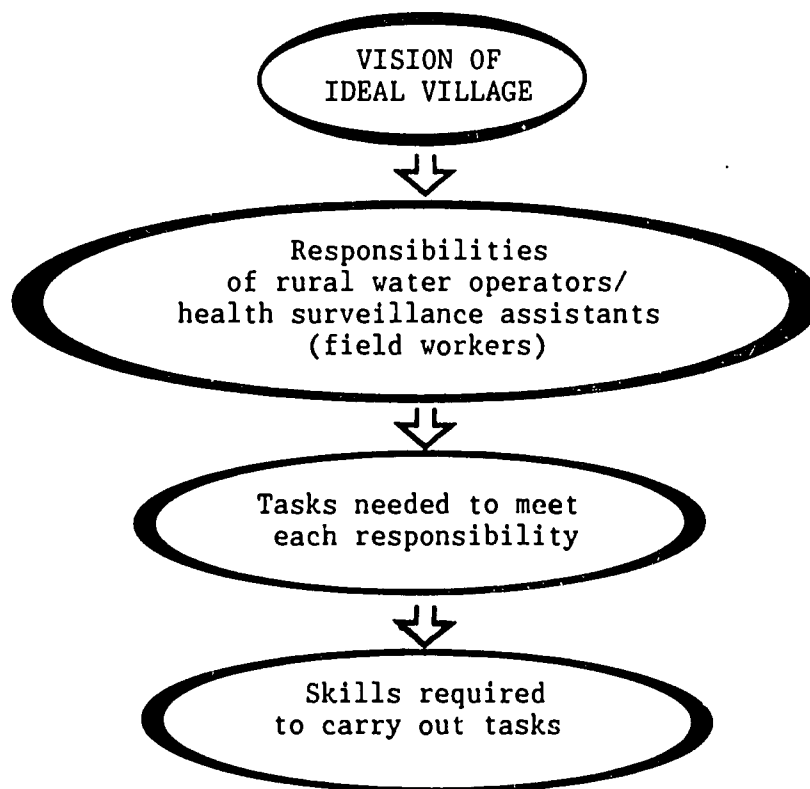
The afternoon session began with presentations by the senior representatives of the Health Education and Sanitation Promotion Program and the Rural Piped

Water Project on their programs' achievements, areas for improvement, and future directions. The participants then met in mixed small groups to develop a group picture of their vision of the ideal village. The four pictures included the following themes:

- available water sources,
- various practices that keep people healthy,
- community participation, and
- water collection and storage.

As the participants explained what was in each of their pictures they pointed out how the water and health projects contribute to the realization of their vision of the ideal village.

On Tuesday morning the next session began by linking back to the previous discussion about how each of these projects contributes to the development of the ideal village. This led into a brief lecturette/discussion that used the following flowchart to show the inter-relationship between the improved conditions of the ideal village, the job responsibilities of the field workers, the various tasks field workers needed to do in order to carry out their responsibilities, and the skills that field workers must have so they can perform these tasks.



Following the lecturette, participants met in their own project groups in order to develop tasks for certain selected field worker responsibilities. After this each group focused on one or two tasks and identified various skills required to carry them out. Next representatives from each of the projects did a short presentation on how they trained their field workers.

This was then followed with a discussion about the kind of skills the participants needed in order to plan and conduct training for field workers. The morning session concluded with the participants completing a self-assessment questionnaire designed to help them identify training skills that they would like to improve during the workshop (see Appendix J).

Tuesday's afternoon session started with a presentation on the results of the self-assessment questionnaire tabulated earlier that morning. This was done by developing a group profile which the participants had a chance to examine and discuss. Next, the workshop objectives and schedule were presented and linked to the self-assessment data; the norms for the group were discussed and various administrative details were settled.

Module 2: Introduction to Training

The purpose of this module was to introduce participants to basic theory concerning the training of adults, involve them in comparing and contrasting various training approaches, and give them an initial opportunity to practice teaching a skill to a co-participant.

By the end of this module participants had

- developed a list of general principles to keep in mind when teaching adults,
- identified three different approaches to training and their characteristics,
- learned what the experiential learning cycle is and how a trainer can use it, and
- analyzed a training session in terms of the four stages of the experiential learning cycle.

The module began Tuesday afternoon with an exercise called training try-outs. All persons had the opportunity to teach another in the group a skill they had learned through life experience. They then identified how they learned best and developed a list of principles to keep in mind when teaching adults.

Wednesday morning began with an activity during which participants examined various quotations about development and related the meaning of the quotation to principles of training adults. Next there was a lecturette on training styles that was based on the training styles inventory. Then small groups met to categorize each item listed in the inventory under one of the training styles: directive, facilitative, or collaborative. This was followed by a demonstration of the differences between a traditional or didactic teacher and an experiential trainer. Discussion of the demonstration brought out personal examples of participants' approaches to working with villagers.

Next the experiential learning cycle was introduced through a lecturette. In order to give everyone an opportunity to practice identifying the four stages of the cycle, one of the trainers conducted a mini-training session using a case study. Subsequently, the other trainer assisted the participants in

analyzing the session in a way that highlighted first the trainer's behavior and then the participants' actions at each particular stage.

Module 3: Communication Skills for Trainers

The purpose of this module was to identify the communication skills necessary to become an effective trainer and to give participants an opportunity to practice some of those skills.

By the end of this module participants had

- demonstrated effective paraphrasing skills,
- demonstrated effective summarizing skills,
- understood the differences between open and closed questions and their use in conducting training sessions, and
- gained the ability to analyze a group discussion and identify the effective practices of a group discussion leader.

This module began Wednesday afternoon and concluded on Thursday morning. The first part focused on paraphrasing and used a role play of a typical interaction between a district health inspector and a health surveillance assistant (field worker) or a water supervisor and a rural water operator (field worker). After the session was introduced, participants paired up to play one of the above roles. Five minutes into the role play the action was stopped for a short lecturette on paraphrasing. When the role play continued again the participants were asked to paraphrase whenever the trainer gave them a signal. Thus, each role player had to listen closely in order to be prepared to paraphrase accurately what the other person was saying.

On Thursday morning a similar process was used to develop the participants' ability to summarize. Groups of six or seven participants met and held a discussion. The action was stopped several times by the trainer at which point the last person speaking was asked to summarize key points in the discussion thus far. Then there was a lecturette-discussion on the use of questions, and the merits of open versus closed questions. This was followed by an exercise in which participants were able to practice turning closed questions into open ended ones. Next there was a lecturette on how to lead a group discussion. A small group met, and one person was selected to be a discussion leader. The others formed a fishbowl and observed the discussion process. The discussion was stopped several times to analyze what was happening and to allow another person to take the role of discussion leader.

Module 4: Experiential Training Methods

The purpose of this module was to acquaint participants with experiential training methods and to increase their skills in the use of three methods -- the demonstration, role play, and case study.

By the end of this module participants had

- learned how to plan and conduct an interactive demonstration,
- understood the purpose and use of a case study and were able to write one,
- understood the purpose and use of a role play and were able to outline a role play description, and
- learned how to write learning objectives for a training session.

This module began on Thursday afternoon with a module overview and rationale. This session was devoted to demonstration, one of the primary teaching tools used by rural water operators and district health inspectors to teach new practices and skills.

The following themes were emphasized during the session:

- The purpose of a demonstration is to help people learn new knowledge, skills, or attitudes.
- In order to assist the learners to learn, a demonstration must be carefully planned and should follow the steps of ELC.
- Even an experienced demonstrator takes time to define the learning objective to and plan what the learner will do at each stage of the demonstration.
- An interactive demonstration, in which the learner participates by practicing the skills that were demonstrated and/or by asking questions during and after the demonstration, increases the opportunities for learning.

The session began with a large group discussion on how and when the participants use demonstration as a training tool. The brainstorming technique was introduced and small organizational groupings of six to eight members were formed. Each used the brainstorming technique to identify topics that could be taught to field workers or villagers by demonstration. Twenty-five to thirty topics were identified by both Ministry of Health and Ministry of Works participants.

Next a checklist to evaluate the effectiveness of a demonstration was distributed and critiqued by participants. Then participants met in organizational groupings of four to five members to decide on a topic to demonstrate. They planned the demonstration by determining:

- the results or outcomes of the demonstration (learning objectives),
- the learning stages,

- how to create active learner involvement at each stage, and
- what key points to emphasize at each learning stage.

The session ended with a practice demonstration done by one of the Ministry of Health groups. Participants critiqued the demonstration by using the checklist introduced earlier.

Friday morning's session began with a large group discussion on key issues in planning and conducting a demonstration. The group developed a list of common problems in conducting demonstrations.

Next an Ministry of Works group conducted a practice demonstration which again was critiqued by the participants using the above mentioned checklist. Then small organizational groups met to review the list of topics that could be taught to others by demonstration that had been developed the previous day.

Their task was to identify which topics on the list were appropriate to teach to field workers and which to villagers and to develop ideas for teaching field workers how to conduct interactive demonstrations. Each group presented its ideas. The session ended with participants identifying what they had learned about demonstration as a training method.

The Friday afternoon session was devoted to the case study. The session began with a large group discussion on the case study as a training method. The trainer reviewed with participants a session conducted during module two which had used the case study method. A lecturette followed which defined the term case study, described the method, and identified when it is a useful technique.

Next a model case study was distributed and small groups of mixed participants identified the characteristics of an effective case study. Each group presented its findings and a list was developed. In the same groups participants were then asked to use the brainstorming technique to develop a list of topics that could be taught to field workers by using a case study. The lists were posted and reviewed by the participants.

The handout, "Suggestions on Writing a Case Study", was distributed and read by participants. Discussion and questions followed.

Working in pairs, participants chose a topic from the list generated earlier and wrote a short case study. Each pair then exchanged its case study with that of another pair to make useful suggestions on how to improve it. After participants identified what they had learned about writing case studies, they completed an evaluation of week one.

Module four was continued on Monday morning of week two. This session was devoted to writing learning objectives and to role play as a training technique.

The session began with feedback to the participants on the results of their individual evaluations of week one. This was followed by an overview of the week. Next a lecturette was presented on the purpose of learning objectives and how to write them. Three rules for writing learning objectives were given

and participants critiqued ten learning objectives posted on a flipchart, identifying which were adequate, which were not, and why.

Next typed copies of the case studies that participants had developed in the previous session were distributed and the authors were asked to develop learning objectives for their particular case study.

In the large group several objectives were reported out, posted on a flipchart, and critiqued by trainers and participants. This was followed by a presentation on the three domains of learning -- skills, knowledge, and attitudes or values. Participants reviewed a list of learning objectives posted on a flipchart to identify on which of the three domains each was focused.

Then, in a large group participants brainstormed a list of training methods and a lecturette/discussion on guidelines for choosing the most appropriate method was presented.

The session continued with an introduction to role play as a training method followed by a demonstration of a training session using a role play conducted by one of the trainers. The participant group was divided in half. One group observed the session and noted what the trainer did. The other group participated in the session. The observers were asked to identify the steps the trainer took to conduct the session. The large group discussed and analyzed the session, focusing on the behavior of the trainer.

Next, in the large group a discussion was held to identify situations in water and health training when role plays can be used. This was followed by a small group task during which participants described a situation that could be used for a role play, defined what participants should learn from the role play, and outlined the description for each role.

Finally, participants identified what they had learned about role plays and how they could use role plays when training others.

Module 5: Skill Practice

The purpose of this module was to give participants an opportunity to practice planning and delivering two different sessions using the above methods and to receive suggestions for improvement from trainers and colleagues. The sessions were based on the upcoming training events being planned by the Health Education and Sanitation Promotion Program and the Rural Piped Water Project.

By the end of this module participants had

- written two training designs,
- prepared for and conducted two training sessions, and
- received feedback on how they conducted their sessions and made appropriate changes.

This module began Monday mid-afternoon with an overview of how the skill practice was going to be conducted. The participants were divided into four- or-five person design teams composed of people from the same ministry. Each team then signed up to prepare a session for one of the posted curriculum topics (Appendix K). Their task was to use the following outline for planning their session.

1. What do you want people to learn about the topic?
2. Is the learning objective about skills, knowledge, or attitudes?
3. Write one or two learning objectives.
4. Use either case study, demonstration, role play, or small group discussion as the method of choice.
5. Think about how you will conduct the session and write down how you will do each of the following:
 - a. Set the climate.
 - b. Talk about the learning objectives.
 - c. Conduct the experience.
 - d. Process the experience.
 - e. Help participants to generalize about what they have gone through.
 - f. Ask participants how they will apply what they have learned from the session.

The teams continued preparing for practice training into the evening. They also had additional time on Tuesday morning to complete their preparations. Then the teams were put into two separate tracks, with those doing the training going to the other track to conduct their session. At the end of a practice session the WASH trainers working with each track led a discussion and review of what a particular team did well and where they needed to improve. In a large group discussion that included everyone the following learnings were noted:

1. It is important to clarify objectives.
2. There is a relationship between conclusions and objectives.
3. Questions maximize participation.
4. It is important to define and specify an appropriate objective.
5. There is a relationship between objective and method.
6. Effective planning is important.
7. There is a need for collaboration between trainers.
8. When you are preparing your subject, think about the steps in the Experiential Learning Cycle.

9. In setting the climate, introductions should be short.
10. Climate setting should have some questions related to the topic.
11. Full preparation is needed, and a systematic approach helps.
12. Time management is important.
13. A trainer should know the subject to avoid mental breakdown.

during the second round of practice training the new teams were mixed so there were representatives from both ministries on each team. (A list of topics covered by those teams is included in Appendix L).

Module 6: Team Building and Closing

The purpose of this module was to involve participants in developing recommendations that would result in future closer collaboration between the HESP Program and the Rural Piped Water Project and formally to close out the workshop.

By the end of this module the participants had

- gathered data about each other's views on collaboration,
- met in separate task forces in order to develop a series of recommendations on how both projects might collaborate,
- discussed their recommendations with the chief medical officer (CMO) from the Ministry of Health and the principal secretary (PS) from the Ministry of Works, and
- reviewed all course material and planned for upcoming training events.

The module began late Wednesday afternoon when the mixed teams from round two of the practice training became four separate task forces. In order to get some idea about how they viewed collaboration they divided up responsibility for gathering data from each other on the following issues.

- How would you rate the opportunities for collaboration between the health surveillance assistants and the rural water operators?

1	2	3	4	5
See no opportunities		See some opportunities		See many opportunities

- How many participants know of at least one specific example of how coordination has occurred in the past?

- Where do most opportunities for collaboration occur?
 - At the planning stage of a water project.
 - At the tap ceremony.
 - At the monitoring stage.
 - At the evaluation stage.
- What do you think is the most important result or benefit of collaboration?
- Who benefits most from closer collaboration?
 - The field worker.
 - The supervisors.
 - The villagers.
 - The Ministry of Health.
 - The Ministry of Works.
- How many participants would like to see some further strengthening of the link between rural water operators and health surveillance assistants?
- How much influence can DHIs and water supervisors have on their field staff to bring about closer collaboration?

1	2	3	4	5
No	Average			High
influence	influence			influence

On Thursday morning the data from the above questions were tabulated, put on a flipchart, and discussed with the total group. Next the task forces met and developed the following recommendations.

The participants were unanimous in their endorsement of more field collaboration. In terms of project-level activities, they saw health surveillance assistants and rural water operators collaborating at four different stages.

- The initial entry into a village:
 - Do fact finding together.
 - Share information.
 - Plan together.
 - Hold meetings together.
- The planning stage of a project:
 - Decide together.
 - Share resources.
 - Draw up a calendar of events together.

- The project implementation/construction stage:
 - Conduct joint village committee meetings.
 - Do joint planning of programs.
 - Carry out joint workshops, seminars, and training of local committees.
 - Share materials and resources.
 - Give each other moral support.
- The project monitoring stage:
 - Share equally the results of fund raising from the Ministry of Health and the Ministry of Works.
 - Hold regular meetings and seminars for health surveillance assistants, health assistants, and rural water operators.
 - Provide transport for carrying out joint inspections.

In the early afternoon, the participants prepared the room for the visit by the two senior officials from the Ministries of Health and Works. They arrived at 3:00 p.m. and the following agenda was implemented:

MEETING AGENDA

- Welcome speech: Chaya (3 minutes)
- Most interesting aspects of workshop to me: Brian and Nkhoma (3 minutes)
- Presentation of selected data collected from participants: Chipwaila (3 minutes)
- Recommendation reports: Mandowa, Panje, George, and Lawson (15 minutes)
 - 3 minutes for each task force
 - response from PS/CMO after each report
- Presentation by CMO/PS
- Closure: Yohane
- Tea

Friday began by reviewing the previous day's meeting with the PS and CMO. There was also a lot of discussion about what to do with the recommendations and how best to follow them up. Later there was time for a structured review of the course when each person had a chance to

- raise questions about the course material,
- figure out where they needed help the most, and
- plan for their upcoming training events.

Finally the participants completed the course evaluation and participated in an informal closing ceremony.

APPENDIX H

Materials Used in the Chilema
Training of Trainers Workshop

1. Boot, Maria T. Making the Links: Guides to Hygiene Education in Community Water Supply and Sanitation. The Hague: International Reference Center, 1984.
2. CARE. Health Education - Small Talks. Sierra Leone. 1979.
3. DeVries, James. "Extension Training and Dialogue: A New Approach for Tanzania." Journal of Adult Education. Dar Es Salaam.
4. Gormley, Wilma J. and James A. McCaffery. Guidelines for Processing Role Plays. Alexandria, VA: Training Resources Group, Inc., 1982.
5. _____ . "Co-Training". Alexandria, VA: Training Resources Group, Inc.
6. "Guidelines for Choosing Techniques." Adapted and reprinted from Malcolm Knowles: Modern Practice of Adult Education (New York: Association Press, 1970) p. 292.
7. Ingalls, John D. A Trainer's Guide to Andragogy: Its Concepts, Experience and Application. Washington, D.C.: Government Printing Office, 1973.
8. International Reference Center. Manual for User Education. The Hague: IRC, 1984.
9. John A. Burns School of Medicine. Health Manpower Development Staff. 1982. Introduction to Training: A Workbook for Community Health Workers. Honolulu: University of Hawaii.
10. Karlin, Barry and Raymond B. Isely. Developing and Using Audiovisual Materials in Water Supply and Sanitation Programs. WASH Technical Report No. 30. Arlington, VA: WASH Project, 1984.
11. LeClere, Marie and Keith Sherer. A Workshop Design for Latrine Construction - A Training Guide. WASH Technical Report No. 25. Arlington, VA: WASH Project, 1984.
12. McCaffery, James. "Experiential Approach." Journal for Cross Cultural Effectiveness (Forthcoming Summer 1986).
13. McCoy, Louise. "Supplement to WASH Field Report No. 99. Training in Health Education and Sanitation Promotion for Rural Water Projects in Malawi." Arlington, VA: WASH Project, 1983.
14. Pettit, John and Daniel Edwards. "Supervising Communication Skills." In Training for Development - A Five Day Program of Training Modules for Supervisors and Managers in Agricultural Organizations. Training Resources Group, Inc., Alexandria, VA: 1983.
15. Training Resources Group, Inc. "Training Inventory". Alexandria, VA: TRG, Inc., 1983, 1985.
16. Waterhouse, Philip. Managing the Learning Process. New York: Nichols, 1983.

APPENDIX I
Participant Evaluation Forms

TRAINING OF TRAINERS FOR RURAL PIPED WATER

AND

HEALTH EDUCATION AND SANITATION PROGRAMME

CHILEAN JANUARY 13-24, 1966

This questionnaire provides us with ongoing information we can use to increase the effectiveness of the workshop. We would appreciate your thoughtful consideration in making specific comments to tell us why an activity was, or was not useful.

1. Your instructor will list the week's activities in order. Please write them on the blanks below and rate their usefulness by circling a number on the scale.

	<u>Not</u> <u>Useful</u>		<u>Moderately</u> <u>Useful</u>		<u>Very</u> <u>Useful</u>
ACTIVITY 1: _____	1	2	3	4	5
COMMENTS: _____					
ACTIVITY 2: _____	1	2	3	4	5
COMMENTS: _____					
ACTIVITY 3: _____	1	2	3	4	5
COMMENTS: _____					
ACTIVITY 4: _____	1	2	3	4	5
COMMENTS: _____					
ACTIVITY 5: _____	1	2	3	4	5
COMMENTS: _____					
ACTIVITY 6: _____	1	2	3	4	5
COMMENTS: _____					
ACTIVITY 7: _____	1	2	3	4	5
COMMENTS: _____					
ACTIVITY 8: _____	1	2	3	4	5
COMMENTS: _____					

TRAINING OF TRAINERS WORKSHOP
FOR
THE RURAL PIPED WATER PROJECT
AND
HEALTH EDUCATION AND SANITATION PROGRAMME

CHILEMA, MALAWI
JANUARY 13 to 24, 1986

FINAL EVALUATION

A. OBJECTIVES

Please rate the degree to which the workshop helped you to meet each of the objectives:

1. Be able to discuss principles of adult education and the role of a trainer who teaches adults.

Objective not met	1	2	3	4	5		Objective met very successfully
-------------------	---	---	---	---	---	--	---------------------------------

Comments: _____

2. Have increased their skill in using at least one training method such as role play, case study, demonstration or group discussion

Objective not met	1	2	3	4	5		Objective met very successfully
-------------------	---	---	---	---	---	--	---------------------------------

Comments: _____

3. Have planned and conducted a short training session using a training method that help participants to become actively involved.

Objective not met	1	2	3	4	5		Objective met very successfully
-------------------	---	---	---	---	---	--	---------------------------------

Comments: _____

4. Have increased their confidence in standing in front of a group.

Objective not met	1	2	3	4	5		Objective met very successfully
-------------------	---	---	---	---	---	--	---------------------------------

Comments: _____

5. Have developed ideas for collaboration between HESP and the Rural Piped Water Project at the operation level.

Objective not met	1	2	3	4	5		Objective not very successfully
-------------------	---	---	---	---	---	--	---------------------------------

Comments: _____

OVERALL SATISFACTION

1. Please indicate your overall satisfaction with the workshop

Not at all
satisfied

Moderately
satisfied

Very
satisfied

1

2

3

4

5

COMMENTS: _____

2. Would you recommend this course to other people?

Yes

No

Who would you recommend for this course?

G. FOLLOW UP:

What additional training is needed for:

You

Your subordinates.

APPENDIX J

Participant Self-Assessment Questionnaire

SELF ASSESSMENT QUESTIONNAIRE

A. PLANNING AND ORGANIZING A TRAINING WORKSHOP OR INFORMAL TRAINING EVENT.

1 PLANNING AND CONDUCTING A NEEDS ASSESSMENT (LEARNING NEEDS OF PARTICIPANTS)

2 ORGANIZING FOR THE WORKSHOP OR TRAINING EVENT

• SITE SELECTION

• SITE PREPARATION

3 PLANNING THE TRAINING SESSIONS

4 IDENTIFY THE TASKS PERFORMED BY PARTICIPANTS.

5 IDENTIFY THE SKILLS NEEDED TO PERFORM THE TASKS

6 WRITING LEARNING OBJECTIVES

7 DEVELOPING A PLAN FOR EACH SESSION

8 SELECTING APPROPRIATE METHODS

~~B~~ C. CONDUCTING THE TRAINING WORKSHOP OR INFORMAL TRAINING EVENT

9 CONDUCTING A ROLE PLAY

10 LEADING A GROUP DISCUSSION

11 USING A CASE STUDY

12 CONDUCTING A DEMONSTRATION

13 USING QUESTIONS EFFECTIVELY

14 INCREASING PARTICIPATION OF THE LEARNER

15 USE OF SLIDES AND OTHER VISUAL AIDS

16 MAKING A PRESENTATION

17 PLANNING FOR AND CONDUCTING EVALUATION

	A I FEEL CONFIDENT ABOUT THIS SKILL	B I WOULD LIKE TO IMPROVE THIS SKILL DURING THE WORKSHOP	C I WOULD LIKE TO LEARN THIS SKILL DURING THIS WORKSHOP
3		14	7
11		9	4
8		9	7
7		10	7
6		9	9
6		9	9
4		14	6
5		11	8
RESOURCES			
10		7	6
11		10	3
3		8	13
9		13	2
6		11	2
2		14	8
7		8	8
6		11	6
5		5	14

APPENDIX K

Topics for Practice Training Round One

WATER SECTION

What we will have to train people to do to reach vision:

1. Community approach
2. Communication with leaders
3. Committee meetings
4. Tap opening ceremony
5. Community organization and motivation
6. User education
7. Monitoring system
8. Monitoring programme
9. Reporting system
10. Training staff how to train repair teams
11. Installation of water meters
12. Coordination with health, agriculture, education, etc.

HEALTH SECTION

What we will have to train people to do to reach vision:

1. Community mobilization
2. Village health committee formation
3. Plan and run village health course
4. Design teaching materials
5. Problem analysis and village inspection
6. Relationship between water-related disease and sanitation
7. Prevention of water contamination (storage, etc.)
8. Data collecting and report writing
9. Construction of washing slabs, vips
10. Maintenance of taps, pumps, wells, boreholes, springs
11. Importance of coordination with water field workers (teamwork)

APPENDIX L

Topics for Practice Training Round Two

WATER TOPICS FOR RWO REFRESHER COURSES

- | | | |
|--|--------|--|
| 1. Training RWOs how to train repair teams | Team A | Chinongola
Makondetsa
Genner
Chibwana |
| 2. Tap opening ceremony | Team B | Goweni
Ngulube
Hector
Collin |
| 3. Monitoring system | Team C | Chaiama
Amos
Ngwira
Brian |
| 4. User education | Team C | Alimoyo
Lawson
Chaya
Kaneventi |

HESP TOPICS FOR HSA TRAINING

- | | | |
|--|--------|---|
| 1. Relationship between water-related disease and sanitation | Team E | George
Nkhoma
Richard
Chimwala
Dawson |
| 2. Use and/or construction of washing slabs | Team F | Munyenere
Panje
Namaombe
Mandowa |
| 3. Prevention of water contamination | Team G | |
| 4. Problem analysis and village inspection | Team H | |

TRAINING ROOM ASSIGNMENTS

TIME	HALL	CLASSROOM
11:00 - 12:15	Team A	Team B
12:15 - 1:30	LUNCH BREAK	
1:30 - 2:45	Team C	Team D
2:45 - 4:00	Team F	Team E