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TRAINING OF TRAINERS WORKSHOP II AND TRAINING MATERIALS DEVELOPMENT FOR THE WATER AND SANITATION COMPONENT OF SANRU II

WASH FIELD REPORT NO. 198

OCTOBER 1986

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Prepared for the USAID Mission to the Republic of Zaire
under WASH Activity No. 245

by

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ACRONYMS

CEPAS	Centre d'Etudes pour l'Action Sociale (Center for Studies of Social Action)
CNAEA	Comité National d'Action de l'Eau et de l'Assainissement (National Action Committee for Water Supply and Sanitation)
ECZ	Eglise du Christ au Zaire (Church of Christ of Zaire)
FdF	Formation des Formateurs (Training of Trainers)
FONAMES	Fonds National Médical Social (National Medical-Social Fund)
GOZ	Government of Zaire
IEM	Institut de l'Enseignement Médical (Medical Training Institute)
ISP	Institut Supérieur Pédagogique (Advanced Teacher Training College)
PC/Z	Peace Corps/Zaire
PHO	Public Health Office
PNA	Programme National d'Assainissement (National Sanitation Program)
REGIDESO	Régie de Distribution d'Eau (National Urban Water Agency)
RWSC	Rural Water and Sanitation Coordinator
RWSS	Rural Water Supply and Sanitation
SANRU II	Projet des Soins de Santé Primaires en Milieu Rural (Basic Rural Health II--USAID-funded Project No. 660-0107)
SNHR	Service National d'Hydraulique Rurale (National Rural Water Service)
S&T/H	Office of Health, Bureau for Science and Technology, AID/Washington
TOT	Training of Trainers
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
WASH	Water and Sanitation for Health Project funded by AID/Washington's S&T/H
WS&S	Water supply and sanitation

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We would like to thank several people for their help during this assignment. Most especially we thank Cit. Itoko, the training coordinator for Water and Sanitation Activities of the Projet des Soins de Santé Primaires en Milieu Rural (Basic Rural Health II-USAID-funded Project No. 660-0107), (SANRU II Project), and Cit. Kalonji, the technical advisor for the Water and Sanitation Section of the SANRU II Project. They were both invaluable helpers and colleagues. We would also like to thank Cit. Sowa, director of Service National d'Hydraulique Rurale (National Rural Water Service), (SNHR), for his cooperation and interest in our work. Frank Baer, the SANRU II project manager, and Cit. Masumbuko, SANRU II administrative officer, made SANRU II's resources available to us throughout our visit. The staff of Institut Supérieur Pédagogique (Advanced Teacher Training College), (ISP)/Kikwit, helped make our two-week stay both productive and pleasant.

United States Agency for International Development, (USAID)/Zaire was supportive and interested in our assignment. Felix Awantang and Rhonda Smith provided all necessary assistance and guidance.

EXECUTIVE SUMMARY

The WASH Project assisted the USAID Mission in Zaire, under Activity No. 245, to further develop a national training capability for the Government of the Republic of Zaire's (GOZ) rural water supply and sanitation (RWSS) sector. Two consultants designed and implemented a two-week intermediate training-of-trainers (TOT) workshop for members of the National Training Team for Water and Sanitation. They also assisted the Zairian trainers in the development of designs, curricula, and materials for future workshops to be implemented by the trainers for field-level personnel working in the RWSS sector. This assignment, which was carried out in Zaire from August 25 to October 4, 1986, was the second of three WASH interventions planned over a 16-month period to improve the training skills of Zairian trainers and to develop a standard curriculum for a series of workshops for Zairian personnel in the RWSS sector.

In 1985, USAID/Zaire requested WASH assistance in developing an overall strategy and training plan for the water and sanitation component of the SANRU II Project. The purpose of the SANRU II Project is to establish sustainable community-supported primary health care systems in 50 rural health zones in Zaire. In response to the mission's request, WASH staff member, Fred Rosensweig, visited Zaire in October 1985 and developed an overall training plan (see WASH Field Report No. 160). The first step in the plan was to conduct a training-of-trainers workshop and develop the curricula for the first workshops in the series. This step was accomplished in early 1986 by two WASH consultants (see WASH Field Report No. 177 of April 1986).

The water and sanitation component of the SANRU II Project includes two separate but interrelated elements. The first supports SANRU II-assisted rural health zones to improve their ability to plan and carry out water and sanitation activities. The second helps to strengthen the National Rural Water Service (SNHR), which is responsible for constructing rural water systems throughout Zaire. The project, therefore, has training needs both within the rural health zones and the rural water brigades of SNHR. Personnel of the National Sanitation Program (PNA) are also directly involved in this overall effort to strengthen the RWSS sector in Zaire.

This assignment consisted of two steps. An intermediate two-week TOT workshop was conducted for the 12 Zairian trainers, who are on the National Training Team. Second, these trainers were assisted in the development of training designs, curricula, and materials for the next workshops scheduled for rural water and sanitation coordinators (RWSC) of SANRU-assisted rural health zones and technical assistants of SNHR's rural water brigades.

All the various evaluation instruments indicated a consistently high degree of satisfaction with the TOT workshop. This is a good indication that the basic design, content, flow, and timing were on target. The participants found that their expectations were met and that they were the ones most responsible for the positive results.

The consultants supported the following recommendations formulated by the National Training Team:

1. SANRU, PNA, and SNHR should create a training coordinating committee.
2. SNHR should consider designating a full-time training coordinator who is also a member of the National Training Team.
3. SANRU and the Church of Christ of Zaire (ECZ) should provide permanent secretarial support for the RWSS training office within ECZ.
4. Standard policies should be developed and implemented regarding fees, reimbursements, and other employee benefit issues for members of the National Training Team.
5. SANRU, PNA, and SNHR should keep all concerned organizations officially informed about the National Training Team's planned activities, accomplishments, and problems.
6. SANRU, PNA, and SNHR should maintain a regular dialogue with the National Training Team in order to provide encouragement and to resolve problems that may arise.
7. A workshop on basic management principles should be organized for the managers of RWSS services and/or organizations as well as for members of the National Training Team so that even closer collaboration can be fostered.

The WASH consultants also strongly recommend that the training methodology and approach used in this intermediate TOT be continued and expanded upon by the WASH team chosen to implement the advanced TOT which is currently scheduled for April 1987.

Chapter 1

INTRODUCTION

1.1 Background

In September 1985, USAID/Zaire requested the Water and Sanitation for Health (WASH) Project to assist in developing a training strategy for the water and sanitation component of the SANRU II Project, which was signed that month. The SANRU II Project placed more emphasis on water and sanitation than its predecessor, SANRU I. SANRU I helped establish a community-supported primary health care system in 50 of the 300 rural health zones in Zaire.

SANRU II will expand these efforts into 50 new rural health zones; will expand its water and sanitation activities by training rural water and sanitation coordinators (RWSC) for each rural health zone; and will strengthen the National Rural Water Service (Service National d'Hydraulique Rural--SNHR), which is responsible for constructing rural water systems throughout Zaire, and the National Sanitation Program (Programme National d'Assainissement--PNA).

Fred Rosensweig, WASH associate director for Human Resources Development, visited Zaire in October 1985 and developed with the concerned parties an overall training plan and calendar for the water and sanitation component of SANRU II (see WASH Field Report No. 160 of November 1985). After Mr. Rosensweig's visit, the heart of the training strategy was to develop a core of trainers for rural water and sanitation who would be available to plan and conduct a series of training workshops throughout SANRU II. SANRU II, through the USAID/Zaire mission, confirmed the request for further WASH assistance in developing a National Training Team, training designs, and materials. Thus two WASH consultant trainers, Henry L. Jennings and Pape Gaye, were in Zaire from January 20, 1986, to March 1, 1986, to conduct an introductory training of trainers (TOT) workshop for the 12 Zairians designated to be on the National Training Team and to assist the new trainers in developing a curriculum for the first RWSC workshop (see WASH Field Report No. 177 of April 1986).

Since this early 1986 WASH assistance, 9 of the 12 trainers on the National Team had an opportunity to work in at least one of the three workshops held to train rural water and sanitation coordinators and station chiefs of SNHR. One trainer was dropped from the team so 11 of the original 12 plus Cit. Itoko, the training coordinator for rural water and sanitation of SANRU II, were available to participate in the intermediate training of trainers workshop that is the subject of this report. An additional Zairian trainer who works with another USAID-funded and WASH-assisted Project, Shaba Refugee Water Supply (see WASH Field Report No. 178 of April 1986), was also invited to participate in this intermediate TOT. Thus, the total number of participants was 13.

In accordance with the overall training plan outlined in Rosensweig's November 1985 report, an advanced TOT is scheduled to be held in April 1987 for the same group of participant trainers. All of them will have had an opportunity in the intervening period to work in at least one of the four workshops scheduled between November 1986 and March 1987.

1.2 Scope of Work

The complete scope of work for this second of three visits can be found in Appendix A of this report. The key activities called for during the six-week visit were to:

- o assess the level of training skills of the National Training Team
- o design and conduct a two-week intermediate TOT which builds on the skills developed in the beginning TOT
- o assist the Zairian trainers in developing curricula for upcoming seminar-workshops
- o evaluate the results of the intermediate TOT and write a draft final report before leaving Zaire.

1.3 Proposed Work Plan and Team Preparation

During the two-day team preparation phase at WASH, the consultants drafted a work plan which included an overall purpose statement, objectives, expected outcomes, and strategy/activities for each of the three phases of the visit:

- | | |
|------------------------------|----------------|
| o Entry/Preparation: | 8/25 - 9/6/86 |
| o Intermediate TOT Workshop: | 9/08 - 9/20/86 |
| o Curriculum Development | 9/22 - 10/4/86 |

The overall purpose of the visit was defined as follows:

- o Review, consolidate, and enhance the National Training Team's ability, skills, and confidence to continue the design and implementation of high quality workshops for field level personnel of SANRU II.

Under the guidance of Fred Rosensweig, the consultants also used this preparation phase to discuss their individual work and training styles. They came to agreement on basic teamwork norms and responsibilities.

Chapter 2

PREPARATION FOR THE INTERMEDIATE TOT WORKSHOP

2.1 Work Plan Approval

The proposed work plan was reviewed and accepted on Monday morning, August 25, with the following staff members of the SANRU II Project:

- o Dr. Frank Baer, project manager
- o Cit. Kidinda Shandungo, training director
- o Cit. Itoko-Y'Oluki, water and sanitation training coordinator
- o Cit. Kalonji Nsenga, water and sanitation technical advisor.

Following courtesy calls to Cit. Kadima Mwamba, the assistant secretary-general of the GOZ's National Committee for the Water Decade (Comité National d'Action de l'Eau et de l'Assainissement--CNAEA), and Cit. Kabeya Mukenyi, director of the National Sanitation Program (PNA), the team reviewed the work plan with Cit. Luvula, assistant director of SNHR, since the director, Cit. Sowa Lukono, was on official travel.

The final step took place Tuesday when the work plan was reviewed and accepted by the USAID project officer, Mr. Felix Awantang. The team also met briefly at this time with the mission's public health officer, Dr. Glen Post.

2.2 Participant Needs Assessment

The WASH team held interviews with each of the 13 participants invited to the intermediate TOT. The purpose of these interviews was to:

- o Reestablish contact with the WASH trainer who had conducted the beginning TOT.
- o Introduce the new WASH trainer and establish a working rapport.
- o Determine what aspects of the beginning TOT each participant had found to be most useful and applicable in his or her work experiences since the TOT.
- o Determine what training subjects, methods, or tools the participants would like to review during the intermediate TOT in order to enhance their skills and confidence.

These interviews enabled the WASH team to develop a complete list of participant expectations for the intermediate TOT. They also provided an opportunity for the WASH team to set an expectation among the participants for doing much more individual, group, and up-front training work than they had during the beginning TOT.

2.3 Final TOT Design and Themes

Based on the participant interviews, the WASH team was able to confirm the overall goal or purpose of the intermediate TOT (see Section 1.3) as well as the overall themes or subjects and to develop a draft schedule. The themes decided upon were:

- o Co-Facilitation
 - interventions
 - facilitation techniques
- o Sensitivity and awareness about team skills and the ability to put them into practice
- o Communication
 - problems
 - ways to avoid these problems
- o Various Methods/Tools of Training
 - case study
 - role play
 - written instruments
 - practical tasks
 - question/answer
 - animation techniques
 - lecturette
 - group dynamics
- o Planning/Preparation for Training Programs
 - design of a training program
 - organization of a training program
 - choice and preparation of a site
 - space utilization
 - evaluation
 - follow-up of participants
- o Development of Action Plans
 - for individual participants
 - for the National Team
 - for the teams designated for future seminar-workshops.

Once the themes were decided upon, the WASH team reviewed the reference documents they had brought from Washington and identified several articles and other training materials for translation into French. These included the six-part case study, the role play, and several other relevant materials from A Workshop Design for Community Participation (see WASH Technical Report No. 33). Cit. Itoko identified a Zairian who teaches English to SANRU II personnel as the translator, and he did an excellent job translating the materials. We also got excellent support from the SANRU II administrative service in terms of typing, copying, collating, and transport. Special thanks for all this support goes to the SANRU II administrative officer, Cit. Masumbuko.

The themes and basic design were reviewed and concurred upon by Cit. Itoko prior to our departure for the intermediate TOT site. (See Appendix B for final intermediate TOT schedule.)

Chapter 3

TWO-WEEK INTERMEDIATE TOT WORKSHOP

3.1 Participants

In addition to Cit. Itoko, 12 participants arrived at the intermediate TOT site on Sunday, September 7. One of them, Cit. Kabagema Bigwi, was new to the group. Cit. Kabagema had been working as a trainer in a community development worker training program for the Shaba Refugee Water Supply Project in January 1986 when the beginning TOT was held. The WASH consultant trainer for that program, Ms. Sarah Ford, recommended in her report (see WASH Field Report No. 178 of April 1986) that Cit. Kabagema be invited to the second and third SANRU II TOT workshops since his work as the director of Community Development Services for the Shaba Project will entail designing and implementing in-service training sessions for community development workers.

The remaining 12 had all participated in the beginning TOT and all but two from this group had since participated in at least one of the three 2-3 week seminar-workshops held since February 1986 (see WASH or SANRU II files for reports on these seminar-workshops):

1. 3/17 - 4/5/86 in Businga, Equateur Region, for 12 rural water and sanitation coordinators from health zones in the regions of Equateur and Haut-Zaire.
2. 5/17 - 5/31/86 in Kinzao-Vuete, Bas-Zaire Region, for 11 station chiefs of SNHR from different regions of Zaire.
3. 6/9 - 6/28/86 in Kenge, Bandundu Region, for 13 rural water and sanitation coordinators from health zones in the regions of Bandundu and Bas-Zaire.

As noted in WASH Field Report No. 177 of April 1977 on the beginning TOT, the 13 trainers have a broad range of professional and field experience in diverse disciplines related to needs of the rural water supply and sanitation sector. All have university or professional degrees plus work experience that ranges from a minimum of three years to over 20 years. The parent organizations from which they are seconded for work with the National Team are:

<u>Organization</u>	<u>No. of Trainers</u>
o CEPAS	3
o SNHR	3
o SANRU/ECZ	2 (including Itoko)
o PNA	2
o REGIDESO	1
o IEM	1

(See Appendix C for a complete list of TOT participants.)

3.2 Site and Logistics

The site for the intermediate TOT was the town of Kikwit, which is the former capital of Bandundu Region. It is on a paved highway approximately eight hours' driving distance from Kinshasa and has a population estimated as being over 100,000.

Cit. Itoko had suggested at the end of the beginning TOT that Kikwit be the site for the intermediate TOT. His suggestion was concurred upon then by the participants; and he subsequently made a site visit in early September with one of the members of the National Team, Cit. Vita, to make final arrangements.

The workshop itself was conducted in classrooms of the one-year old Advanced Teacher Training College (ISP). Meals were provided in the college's refectory which was being managed by a Portuguese couple as a private restaurant. Individual rooms and laundry service were located in three small hotels that were within 15 to 30 minutes' walking distance of ISP.

SANRU II provided an old Chevrolet Carry-all that was used to pick up and return participants as well as to get supplies and take folks on short excursions. It provided needed services but broke down so often that everyone hopes it will be retired before the third TOT in April 1987.

An excellent retired secretary/typist was contracted in Kinshasa by Cit. Itoko for the entire TOT in Kikwit. With the assistance of a mimeograph operator of ISP, he was able to turn around products produced each day by participants and trainers on flip charts as handouts for the next day. This was an invaluable service.

3.3 Training Methodology

As in the first basic TOT workshop, the principles of experiential learning were the foundation of the methodology used in this intermediate TOT. There had been an assumption in the basic TOT that the participants already had, as a multi-disciplinary team, a sound basis in the subject matter for courses to be designed for the personnel of SANRU health zones and SNHR brigades. Thus, the goal of the basic TOT was to improve the participants' knowledge and skills in the field of training so they would be able to plan, implement, and evaluate a series of workshops for rural water and sanitation field-level personnel. In order to reach this goal, the WASH team for the initial TOT led numerous training sessions in order to present and model the basic principles, philosophies, and theories of training adults. The initial WASH team further designed and implemented sessions on communications; group dynamics; task analysis; behavioral objectives; and numerous other methods, tools, and techniques for the development and implementation of training programs.

As much as possible, the initial WASH TOT team generated the basic training principles and concepts from the experiences of the participants. The team then set tasks to enable the participants to put the agreed upon principles into practice. A particular emphasis was placed on small group work after which the groups' experiences were reviewed so all participants could clearly identify what had helped the group achieve its objectives or product.

The intermediate TOT built on this approach of task setting/review of the small groups' work and expanded the approach so that the participants themselves would have the maximum opportunity to work together in different groups, produce products needed for their future work, and have numerous opportunities to co-facilitate training sessions before the full group. The WASH team for the initial TOT estimated that it had been responsible for nearly 75 percent of the design and implementation of sessions during the initial TOT. The WASH team for this intermediate TOT set itself a goal of giving the participants the opportunity to design and implement 50 to 75 percent of all sessions. The underlying ideal was "to maximize participants' experience by staying out of the way of their learning." In order to realize this goal and ideal, the WASH team had to constantly check and recheck participants' expectations, needs, and progress so that it could set clear, realizable, and needed tasks. The WASH team then had to monitor the reviews of task accomplishment and process. Following each task, the work group/team presented its task and process review results in general session. This allowed each group/team to gain further understanding of effective team development. Thus, successful practices were taken account of and improvements were planned for to ensure quality results both in terms of task and group process.

3.4 Sessions and Process

This section provides a narrative overview of the workshop in action. The purpose, process, and results of each of the workshop sessions are described. In terms of overall flow, the first week concentrated on review and consolidation of knowledge and skills from the initial TOT; and the second week focused on planning and preparation for future work.

3.4.1 Introduction, Expectations, and Norms

The goals for the opening session on Monday morning, September 8, were to:

- o reestablish contact and integrate the new trainers (Bill Hanson, the new member of the WASH team, and Cit. Kabagema from the Shaba Refugee Water Supply Project)
- o discuss expectations, experiences, and skills of the participants
- o establish work norms
- o review together the proposed schedule for the intermediate TOT.

Following Cit. Itoko's words of welcome and explanation of the logistic arrangements made for the workshop, a WASH trainer led the group through a getting reacquainted exercise. The names of four prominent international cities were posted in the corners of the room, and the participants were invited to go to the corner that best represented their dream city. Once the group was dispersed to the four corners, participants were asked to introduce themselves and to share why they were attracted to this city. After several minutes of animated discussion, the trainer asked someone in each corner to summarize what the group had shared regarding the attractive qualities of the respective city.

The second phase of the exercise involved going to the corner where the name of an animal was posted (monkey, elephant, lion, and ant). The instructions were to choose the animal that for them represented the qualities of a good trainer. They again introduced themselves in their new groupings and shared the qualities they felt were important for a good trainer as represented by the respective animal. This generated such rich and lively discussions that the trainer allowed the time to go for 15 minutes before asking for brief summary reports from each group.

The third and final phase of the exercise followed the same procedure; however, this time the choices were the tool that they considered to be the most important for development work. The choices were a hoe, an ax, a hammer, or a saw.

Following these getting reacquainted exercises, the WASH trainer asked for volunteers who could cite the names of everyone in the room.

The next phase of the session consisted of sharing with the participants the responses they gave during their earlier interviews with the WASH team in reply to the question, "What training subjects, tools, or methods would you like to have addressed during the intermediate TOT?" The team had written all the responses on newsprint before the session and then presented them without editing to the entire group. Additions to the lists were solicited and added. This then provided a visual display of all the participants' expectations and a natural lead into the WASH team's presentation and explanation of the overall intermediate TOT goal, proposed schedule, and major themes (see Section 2.3 and Appendix B).

Following a 15-minute break, the WASH team set the following tasks to be done in three groups of four participants each for 45 minutes:

- o select a secretary/reporter
- o discuss your individual successes in applying or using the subjects, tools, or methods presented during the initial TOT
- o discuss your personal criteria for evaluating the effectiveness of this intermediate TOT
- o summarize the key points from each of the discussions on newsprint and select someone to present these in plenary session.

The results of the first task provided the WASH team with the information it needed for grouping the participants in teams of three on the second morning in order to design one-hour review sessions on four subject areas from the initial TOT. These were the subject areas most frequently cited in the list of participant expectations, i.e. communication, feedback, task analysis, and behavioral objectives. The WASH team's criterion for assigning these review subject areas was to select participants who had already had success in applying the subject.

The results of the second task provided the WASH team with a criteria checklist established by the participants for monitoring their progress throughout the entire intermediate TOT. The results also provided the WASH team with

additional information from the participants as to their expectations and standards for a successful TOT II.

(Note: A complete record of everything that was presented or produced during the entire TOT II is on file at SANRU II and at WASH. In addition, each participant has a full set.)

The introductory session ended with a full group generation of work norms for TOT II. This was led by one of the participants who read from a list of norms established for the seminar-workshop that members of the National Team had led in March 1986. Once a consensus was reached on the behavioral norms desired for this TOT, the final step was reaching agreement on the following daily work schedule:

7:00 - 7:30	Breakfast
8:00 - 10:00	Session
10:00 - 10:15	Break
10:15 - 12:15	Session
12:30 - 1:00	Lunch
1:00 - 3:00	Rest
3:00 - 4:30	Session
4:30 - 4:45	Break
4:45 - 6:15	Session
7:00 - 7:30	Dinner

3.4.2 Case Study and the Review Process

The first afternoon began with an explanation of the overall goals for a series of sessions built around the case study in WASH's A Workshop Design for Community Participation. These goals were to:

- o stimulate discussions about the best way to promote community participation and to improve the participants' capabilities in analyzing and resolving problems
- o demonstrate through experience the ways to write and exploit a case study in a training workshop
- o develop and improve skills in the observation and improvement of group process.

The WASH team had decided to use the WASH community participation case study as a model after the members had reviewed the list of participant expectations and found that several participants desired more experience in the writing and use of case studies. They had also taken into consideration Cit. Itoko's expressed request that community participation techniques be a theme throughout the intermediate TOT. His request was based on the fact that community participation is a recurring theme in all of the workshops that the National Team is expected to design and implement.

The WASH team had further determined that this series of five 2 1/2-hour sessions interspersed throughout the first week would provide an excellent opportunity to address one of the other major expectations of the participants. This expectation was to clarify further the distinction between content and process in group work.

In addition, the WASH team wanted to create several opportunities throughout TOT II for the participants to experience working together in a variety of small groups so they could enhance their process observation skills and determine ways to help groups or teams be as effective and as efficient as possible.

Thus, after clarifying the overall goals for this series of sessions, the specific objectives for part 1 of the case study were presented and the following procedure was explained:

- o name an observer for the small group work
- o individually read part 1 of the case study
- o analyze together the case study using several guiding questions (which were written on newsprint for each of the two groups)
- o select a reporter who will summarize your analysis in plenary session
- o complete all of the above steps in one hour and then spend 30 minutes reviewing the process used by your group to complete the task--beginning the review with comments from each participant and finally those of the observer
- o select a reporter who will present the results of your review in plenary session.

Once each group had selected its first observer, the WASH trainers met with the members to explain their tasks. These were to:

- o note at least two examples for each group member of what he or she did that helped advance the group's work:
 - something he or she said
 - something he or she did
- o note one difficulty that needs to be resolved in order to improve the group's way of working together
- o set the observer apart from the group and not allow him or her to participate in the discussion of the case study.

The WASH team then let each group get on with its work. The team deliberately did not provide further guidance since it wanted each group to determine its best way of beginning work in a new team. The team did, however, in this first of five sessions provide periodic time checks and facilitate the reports in plenary session.

The key pattern that was established in this first of five sessions was the focus on individual successful practices that help groups or teams be effective. This was a significant shift away from the way most of the participants had tended to critique group work in the past--which had been to focus first on what individuals did that hindered group progress. Section 3.4.6 of this report explains the ultimate result of this series of sessions, which was an agreed upon list of characteristics of effective teams.

3.4.3 Presentations to Demonstrate TOT II Skills and Knowledge

The overall goals for this second series of sessions that began on the second morning were to:

- o review TOT I subject areas that were most frequently cited in the list of participant expectations
- o provide an opportunity for groups of three participants to plan and co-facilitate a training session of no more than one hour on one of the four subject areas
- o create two review teams which would discuss each presentation in order to identify useful training practices demonstrated by the presentation and, ultimately, develop a trainer's guide for presenting a good training session.

As mentioned in Section 3.4.1, the review subjects (communication, feedback, task analysis, and behavioral objectives) were assigned to participants who had indicated some degree of success in applying the subject since TOT II. The groups of three participants each were given the rest of the morning to plan their session. They were encouraged to use a variety of training methods or tools and to clarify their individual roles for the actual presentation. They were also informed that they would be expected to submit an outline of the session design complete with trainer notes and lists of needed materials or supplies. Their reference resources were their materials from TOT I, from the three seminar-workshops since TOT I, and from their combined knowledge and experience as adult educators/learners.

The first session on task analysis was presented Tuesday afternoon. The presenting team of three participants made the session particularly relevant to the future work of the National Team by having the remaining participants do a task analysis of the technical assistant position in SNHR stations. This is the next client group for future workshops. Following the one hour presentation of the session, the two new review teams were designated and given the task of:

- o identifying useful training practices demonstrated by the three participants/trainers
- o suggesting other training practices that might be added to make the session even better.

The results of these reviews were then shared in plenary session. At this time, the WASH team also asked the three participants who had presented the

session to make their own retrospective analysis of the presentation. Finally, the two new review groups were asked to comment on how they had worked together. This activity reinforced the practice already established in the case study groups of identifying specific things that group members said or did which helped the group move forward. It also allowed each group an opportunity to verbalize what it intended to do after the next presentation to even further improve its functioning as a group. The same process that has just been described was used for the remaining three session presentations and reviews on Wednesday and Thursday.

3.4.4 Reviews of Presentations/Checklist for Trainers

The ultimate result of the four review sessions following each session presentation was a checklist of 31 items that the participants decided they should take into consideration when presenting any training session. They entitled this an "Aide Mémoire for a Trainer to Present a Session" and agreed to use this for their future training session design, implementation, and review work.

Other results from the series of presentations on TOT I subjects were:

- o a group consensus verbalized in a general session that all of the presentations were significantly better than those done at the end of TOT I
- o a shared and verbalized sense of satisfaction for the good quality of the session designs and presentations
- o an expressed group appreciation for the emphasis on useful training practices and ways to improve rather than on the critiquing of what was "wrong"
- o a common verbalized recognition that everyone now understood the distinction between content and process both in terms of training sessions and small group work
- o a group consensus that the four TOT I subject areas had been adequately reviewed; and that in the process of doing this, the concept and skills of co-facilitation had been reinforced.

3.4.5 Role Playing Techniques

Since a revision and reinforcement of role playing techniques was another of the expectations cited by several participants, the WASH team decided to devote Friday morning to this topic. The goal was to demonstrate through the experience of an actual session the effective utilization and exploitation of role plays or simulations in a training session.

In order to achieve this goal and also attain other objectives set by the team, such as reinforcing the roles of Cit. Itoko and Cit. Kalonji as the only full-time SANRU II trainers and providing the maximum up-front training experiences for participants, the WASH trainers helped Cit. Itoko and Cit. Kalonji

prepare for presenting the role play session from WASH's A Workshop Design for Community Participation. Another consideration in this decision was that the participants have an opportunity to identify the tasks that a community development agent needs to do when entering a new community and that they be able to list the skills, attitudes, and knowledge needed by an agent to accomplish these tasks. A further hoped for outcome was that the participants would have shared their own experiences regarding some of the problems that can come up when initiating work in a new community.

All the desired results were achieved. The general review of the presentation of the session provided an opportunity for all to give reinforcing feedback to the SANRU II training coordinator and technical advisor for rural water and sanitation. It also allowed for improvement suggestions which were incorporated into the session design notes before they were typed and distributed to everyone. In addition, there was a wealth of experience sharing about the problems and potential solutions for agents who are attempting to promote community participation in a new setting. The transition was made from this experience sharing to how all of this is most important to all members of the National Team. This is because most of their future workshops will take place in communities where it will be essential to mobilize the participation of community members in order to realize the technical training aspects of the workshop--i.e., improved springs, pump installation, etc.

3.4.6 Characteristics of Effective Teams

By Friday afternoon of week 1, every participant had participated in five process review sessions following the five parts of the progressive case study. Based on this accumulation of working experiences in two review teams and using as reference their newsprint of process review results from each of the five meetings, the two groups were asked to develop a list of the characteristics of an effective group or team.

When the two lists were presented in general session, there were many similarities and commonalities. Some of the characteristics cited were:

- o good organization and division of roles
- o consensus based on a common understanding of the task
- o active participation by all members
- o agreement on a strategy for doing the task
- o mutual respect for each group
- o conciliatory attitude
- o initiative and creativity
- o spirit of collective decision-making
- o agreement on and respect for group working norms

- o building on each others' ideas
- o summarizing work progress periodically.

In order to reinforce these learnings about effective teams, the WASH team began the session Saturday morning by asking each person to write down what he or she was personally going to do during the next team meeting to help the team be even more efficient. Participants were asked to be as specific as possible in describing what they intended to do and how they intended to do it. These intentions were then shared and charted in each team before the next task was given by the WASH trainers.

The 50-minute tasks were different for each team. One was to make a list of the characteristics of an appropriate evaluation for a training program. The other was to design and be prepared to implement an evaluation session of not more than 30 minutes in order to evaluate the first week of the intermediate TOT. Both teams produced high quality results in the time allotted.

Before asking the second team to implement its evaluation session, the WASH team gave one final 30-minute task to the two groups. This was to describe where the National Team is in terms of its own development. The results were as follows:

- o The team is now broken in and operational.
- o It can plan, prepare, and organize training workshops.
- o The team is integrated and homogeneous.
- o It has become multidisciplinary in that each member can lead sessions in the water and sanitation sector.
- o The purpose of the National Team is better understood.
- o There is improvement in learning styles and in the preparation of session presentations.
- o There is the capability to organize a work group.
- o The team has evolved positively in terms of self-criticism and a spirit of tolerance.
- o There is a deeper understanding of adult psychology.
- o There is a positive appreciation of each others' ideas.
- o There are skills to foresee and avoid difficulties.

This most positive self-assessment of the level of the National Team's development was the direct result of the members' extensive hard work together since January 1986. It was most important to have them recognize this development before turning the focus to what still needs to be done.

3.4.7 Evaluation of Week 1

The team that had the task of designing an evaluation session for the end of week 1 implemented its evaluation just before closing for the weekend. The instrument the team chose was a table drawn on newsprint that had the main subjects of the week listed on the left with two 1 to 5 scales on the right. The task given to all participants was to indicate on the scales their personal level of understanding of each subject, both in terms of content (the first scale) and process (the second scale). The results were the following:

<u>Subject</u>	<u>Average for Content</u>	<u>Average for Process</u>
1. Case Study	4.6	4.5
2. Role Play	4.7	4.5
3. Task Analysis	4.1	4.3
4. Communication	3.8	4.1
5. Behavioral Objectives	4.5	4.5
6. Feedback	4.6	4.6
7. Co-Training	4.3	4.3

In addition to this participant-designed and implemented evaluation, the WASH team had developed another instrument which was used throughout the week. This was a large table drawn on newsprint and hung on the side wall of the main training room. Each participant's name was written on the left, and there were open boxes to the right for each day of the week. The title of the chart was Daily Volunteer Assistants. At the end of each day, the participants had been asked by the WASH team to write in their box for the day what they had done to help the TOT that day. Some examples of their responses were:

- o design and lead the morning icebreaker exercise
- o chair a small group
- o report for a small group
- o prepare newsprint for a session
- o co-train a session
- o translate/edit/verify the WASH team's French.

This chart enabled the WASH team to monitor individual efforts throughout the week and to make individual assignments of daily tasks. It also provided the participants a visual record of their work and a sense of recognition for their efforts.

3.4.8 Themes of Week 2

The second week began with another icebreaker exercise led by one of the participants. The following themes for the week were then presented by the WASH team:

- o Planning/Preparing Training Workshops:
 - using diverse methods/tools of training
- o Development of Action Plans:
 - individual
 - National Team
 - up-coming seminar-workshops
- o Review and Communication.

These themes were explained by making reference to the overall goal and themes of the intermediate TOT which were still posted at the back of the general session training room. Reference was also made to the results of the evaluation of week 1 which had indicated a need for more work on the subject of communication.

The participants were asked to describe what they expected the basic approach and procedure to be for week 2 based on their experience of week 1. Their expectations were that there would continue to be a lot of work in small groups, that tasks would be assigned to these groups, that both final content products and reviews of work process would be shared in general sessions, and that they would be expected to design and co-train at least one more full training session. These were indeed the set expectations of the WASH team so it turned over the next hour to Cit. Itoko for an explanation of the up-coming workshops.

3.4.9 Planning for Future Seminar-Workshops

Cit. Itoko presented the following draft schedule of workshops to be designed and implemented by members of the National Team:

<u>Date/Location</u>	<u>Participants</u>	<u>Topics</u>	<u>Trainers</u>
1. 11/3-22/86 Bafwasende, Haut-Zaire	-SANRU Rural Water and Sanitation Coordinators (2nd workshop)	-Community Participation -Sanitation -Latrines (VIP) -Handpumps	Itoko Kalonji Vita Ngoy Luthongo
2. 1/19-31/87 Lusambo Kasai Oriental	-SNHR Technical Assistants (17) (1st workshop)	-Construction/Supervision -Surveys -Reporting	Sowa Bondo Bombani Bakambu Masumbuko
3. 2/2-22/87 Bibanga	-SANRU Rural Water and Sanitation	-Management -Administration	Kalonji Kapiamba

Kasai Oriental	Coordinators (1st workshop) (20)	-Community Participation -Spring Capping	Sekerse Vita
4. 2/9-28/87 Moanda Bas-Zaire	-SANRU Rural Water and Sanitation (2nd workshop) (16)	-Same as 1	Itoko Kalomba Ngoy Luthongo
5. 3/2-15/87 Misete	-SNHR Administration Assistants (17) (1st workshop)	-Budgeting -Accounting -Inventory -Procurement -Reporting	Masumbuko Kapiamba Kalomba Vita
	-Meeting of Admin. Section		
6. 4/6-26/86 Moanda Bas-Zaire	-National Training Team	-Advanced TOT	WASH team

In explaining this proposed schedule, Cit. Itoko made reference to the overall training plan for the water and sanitation component of SANRU II that is outlined in WASH Field Report No. 160 of November 1985.

Based on Cit. Itoko's proposed assignment of trainers for these up-coming workshops, the WASH team then presented the new work teams for the week's series of tasks related to planning for the workshops scheduled for November 1986 and January 1987. Before the first meeting of these new teams, the WASH trainers again asked each participant to write a statement of what he or she intended to do (and how) to help his or her new group be an efficient team. These intentions were then shared and charted in each group before the first task was given.

The task for each group was to come to agreement on the necessary steps in the preparation of the workshops for either November 1986 (Gp. 1 "Sanitation") or January 1987 (Gp. 2 "Construction"). The results of these tasks were two fairly detailed checklists of everything that needs to be done in order for the trainer teams to be prepared for these next two workshops.

The "Sanitation" team made a list of all the materials that would be needed for the workshop in Bafwasende and also defined the sub-topics that would need to be developed for each of the major topics. The "Construction" team wrote the overall goal and specific behavioral objectives for each of the major topic areas for the workshop scheduled for Lusambo. It also elaborated a draft overall schedule with estimated times for both theory and practice of each of the major topics.

To review the process of its work together on this first task, each group was asked to spend 45 minutes developing a three-column review chart which would indicate:

1. its successes as a team
2. what helped to move the work forward whenever it got stuck or

bogged down as a team

3. what the group members planned to do in their next work session to further improve their efficiency as a team.

3.4.10 National Team Action Plan

The next task given to each of the new teams was the following:

- o brainstorm ideas about what the National Team needs to do over the next six months
- o review the brainstormed list of ideas and come to agreement on the essential things that the team should accomplish
- o arrange these agreed upon essential things in order of priority
- o review the work process as a team once the task is completed.

This task proved to be major in terms of the amount of time needed to accomplish it to the satisfaction of each team. Even more time was needed to reach a full group consensus on a priority listing of the things important to the National Team over the next six months. The final list, which was concurred upon Wednesday morning, included the following 12 items:

1. define the structure/status of the National Team
2. plan up-coming workshops
3. review past recommendations in the reports on TOT I and the three seminar-workshops already implemented
4. critique the past seminar-workshops
5. establish a training reference/documentation center
6. have access to permanent secretarial support
7. determine the frequency of meetings for the National Team and/or of its interested organizations
8. provide needed information on a regular basis to the interested organizations and clarify further the role of the National Team
9. familiarize National Team members with and have them competent to handle all the topics and contents of planned training programs
10. hold compulsory meetings to prepare/design training sessions
11. assure production and distribution of all materials
12. learn how to use all equipment that will be used in training programs.

This list was referred to again on the final two days of the TOT when the participants were given the time to develop specific recommendations that they could discuss with the managers of SANRU II, SNHR, and PNA upon their return to Kinshasa (see Section 3.5 of this report).

The second reviews of work process in the two teams indicated considerable improvement in the members' abilities to work together efficiently. They found that they were able to implement their previous plans for improvement and that they had even more pride in the quality of their final products. They also discovered that as a full team they were now more inclined to build on each others' ideas and thus could reach consensus on an ultimate final product in a relatively short timeframe.

3.4.11 Final Participant Presentations

The WASH team consulted with Cit. Itoko, Cit. Kalonji, and the two chairmen of the week 2 work teams ("Sanitation" and "Construction") before deciding on the tasks to be assigned for final participant session presentations. The WASH team's concerns were to set tasks that would either reinforce subjects not yet directly addressed from the initial list of participant TOT II expectations and/or relate to sessions that needed to be elaborated for one of the upcoming workshops. The final task agreed upon was that designated pairs of participants would design and co-train 30-minute to 45-minute sessions on the following topics:

- o communication principles (for literate and illiterate populations)
- o techniques for asking questions without ambiguity (linked to the need to develop clear questionnaires for initial community participation training)
- o standard models for monthly National Team reports and/or reports on workshops
- o practical ways to assure follow-up of participants after workshops
- o necessary steps in finding and preparing workshop sites
- o standard model for evaluating a workshop (including designing and implementing a 30-minute evaluation session for the end of the inter-mediate TOT).

The above task assignments were made at the end of Wednesday morning so that the pairs would have the rest of the day to design and prepare to co-train their sessions on Thursday.

The Thursday session presentations were indeed impressive both in terms of design and demonstration of good trainer skills. Each participant received positive feedback during the reviews at the end of each presentation. The final session design notes were also further strengthened during these reviews by adding in improvement suggestions before they were sent for final typing and duplication.

Other outcomes of these final presentations were an agreed upon format for final reports of workshops and for final evaluation sessions, a proposed plan for the follow-up of participants in the various workshops, and a checklist for finding and preparing workshop sites.

3.4.12 Individual Action Plans

The last task given to the participants on the final day of the intermediate TOT was for them to develop individual action plans using the following procedure:

- o make a list of all the tasks you need to accomplish in order to be ready for your next workshop
- o review the list and choose the task that seems to you to be the most important
- o develop an action plan for accomplishing this task before your next workshop
 - describe in detail why, how, and when you will accomplish your task
 - plan repeated reviews in your overall action plan
- o share and clarify your plan with three other designated participants.

This task was assigned by the WASH team for two main purposes:

1. to enable the participants to reflect and plan for their own continued professional growth as trainers
2. to provide the WASH team for the advanced TOT scheduled for April 1987 with an initial discussion point during its individual participant needs assessment interviews.

Copies of the final individual action plans are on file at SANRU II and WASH.

3.4.13 Final Evaluation and Closure

The intermediate TOT was brought to closure on Friday of the second week so that everyone could return to Kinshasa on Saturday and have a complete day of rest before resuming his or her job on Monday. Friday's work included the preparation and sharing of the individual action plans; the finalization of National Team recommendations to present to the managers of SANRU II, SNHR, and PNA; plus the completion of the final evaluation designed by the evaluation session work team. The results of the final two activities are given in the next two sections of this report.

Other informal closure activities included a ping-pong tournament organized by the participants on Thursday evening before an Asian meal prepared by the WASH

team. The official closure was combined with a final dinner in the refectory of ISP/Kikwit. On this occasion, one of the WASH trainers spoke briefly to recognize the work accomplished by the National Team and to thank the staff of ISP for helping to make the two weeks successful. The director of ISP/Kikwit responded and officially declared the intermediate TOT closed.

3.5 Recommendations

As will be explained in the following section on the intermediate TOT evaluation results, the participants felt that the overall goal of the workshop was attained. However, they also felt that certain issues must be discussed with the managers of SANRU II, SNHR, and PNA in order to find appropriate solutions so that there will be the necessary facilitative conditions for the continued development of the National Team. In the process of drafting these recommendations for consideration by the interested managers, they also came to agreement on some common terminology to be used. These agreed upon terms are:

- o ENFEA as the acronym for "L'Equipe Nationale des Formateurs en Eau et Assainissement" (National Training Team for Water and Sanitation).
- o "Seminar-Atelier" (Seminar-Workshop) to mean the actual training programs designed and implemented by ENFEA.
- o "Sessions/Modules" to mean the training designs for the major themes, subject, topics, or units of a specific workshop.
- o "Séances" to mean the training designs for individual training sessions of an overall subject/topic unit.

The final English translation of the formulation of the 10 recommendations to be submitted for consideration is the following:

1. Given the fact that a lot of the reference material for water and sanitation is written in English and that there is not adequate time to take English classes as a group, ENFEA hopes that SANRU will provide needed cassettes and books for individual study of this language.
2. A permanent secretarial support should be assigned to the Water and Sanitation Training Office within ECZ.
3. ENFEA hopes to be covered by a statute and an internal set of operating procedures.
4. A coordinating committee responsible for the supervision of training programs should be created. This committee should include representatives of the following services and organizations:
 - o CEPAS
 - o IEM
 - o PNA
 - o REGIDESO
 - o SANKU
 - o SNHR
 - o FONAMES
 - o PEACE CORPS

o CNAEA

o UNICEF (possibly)

o USAID (possibly)

5. In the area of per diem, the members of ENFEA follow the rules in force at SANRU; however, they hope:

- that the supplemental salary rate will be raised to half the per diem rate
- that the principle of travel expenses from regional capitals will be applied to team members visiting Kinshasa
- that travel and food allowances will be provided during work on the preparation of training sessions and on seminar-workshop report.

6. A training coordination unit should be created at SNHR and a coordinator associated with ENFEA should be designated.

7. A. SNHR and SANRU officially should inform the authorities of the different services or organizations from which the members of ENFEA are drawn:

- 1) of the importance of ENFEA, its goals, objectives, and status
- 2) of the overall training plan
- 3) of the overall timeframe for utilizing such a team
- 4) of the specific time periods for utilizing team members
- 5) that letters requesting the services of team members must be sent to their respective organizations and favorable replies received for all planned activities of the training schedule. This is necessary in order to integrate the program of SNHR and SANRU with the activity programs of each team member.

B. The heads of service represented by ENFEA should:

- 1) officially accept the request of SANRU/SNHR
- 2) encourage their representatives to be available to reply to the request of SANRU/SNHR
- 3) do their best to respect the work calendar proposed by SANRU/SNHR.

N.B.: For the work plan, see WASH Training Plan for the Water and Sanitation Component of SANRU II.

8. Due to the possibility of accidents in the field (wounds, bites, fractures, etc.), ENFEA hopes to have a first-aid kit and individual protection equipment.

9. ENFEA hopes that SANRU and SNHR will maintain a regular dialogue with it in order to encourage the team to work together to resolve these problems and others that might arise. This type of contact will help to avoid misunderstandings and poor interpretations that could jeopardize the realization of set objectives.
10. ENFEA hopes that a management training workshop will be organized for the key managers of organizations involved in the RWSS sector, and for selected trainers in those organizations, in order to foster further collaboration and maximize the potential success of SANRU II.

The WASH team agreed to assist the six designated representatives of ENFEA in planning for a meeting with the concerned managers upon its return to Kinshasa. The nature of this assistance is described in the final chapter of this report.

3.6 Summary of TOT Evaluation Results

A complete record of the final evaluation results can be found in French in Appendix D. This section contains a summary of the key results in English.

The final evaluation instrument designed by participants Kabagema and Masumbuko was divided in three sections:

1. Participant self-evaluations of their knowledge and skill with regard to the major training subjects, methods, or tools presented during the intermediate TOT.
2. Participant evaluations of the WASH team in terms of:
 - A. observed practices linked to adult learning
 - B. observed practices linked to human qualities.
3. Participant evaluations of the logistic arrangements for the TOT:
 - A. housing
 - B. meals
 - C. transport
 - D. workshop/classrooms.

Based on a 0 to 10 scale, the participants rated their own knowledge and skill above 8.1 in all of the major subject areas except the development of action plans and follow-up of participants. These two subjects were respectively rated 7.8 and 7.6. The overall average rating for all subjects was 8.3.

The observed training practices cited for the WASH team included:

Category A

- o co-training
- o feedback
- o varied methods
- o appropriate interventions
- o synthesis
- o knowledge of subject matter
- o clarity

Category B

- o patience/calm
- o constant availability
- o tact
- o humor
- o flexibility
- o liveliness
- o openness to others' opinions.

The logistic arrangements were rated as follows on a 0 to 10 scale:

- | | |
|------------------------|-----|
| A. housing | 7.2 |
| B. meals | 8.1 |
| C. transport | 7.4 |
| D. workshop/classrooms | 8.8 |

The lower ratings for housing and transport reflect the varied conditions of the three hotels used to house participants and numerous mechanical problems experienced with the one old Chevrolet Carry-all.

Chapter 4

CURRICULUM AND NATIONAL TEAM DEVELOPMENT

4.1 Overall Plan/Process/Participants

The week following the end of the TOT, all of the participants had to return to their regular jobs in their respective organizations in order to catch up on work that had accumulated in their absence. Thus the WASH team concentrated its efforts on the writing of this report and on the organization of material developed or distributed during the TOT. Team members also gave briefings on the results of the TOT to respective managers in SANRU, SNHR, and the Public Health Office (PHO) of the USAID Mission. In addition, they organized and hosted at the home of the Peace Corps director for Zaire, Mr. Richard Wall, an informal reception for the members of the National Team and for officials from PHO/USAID, SANRU, PNA, SNHR, CNAEA, and Peace Corps.

During the final week of this intervention, the WASH team served as consultants to the following established work groups:

- o The National Team's representatives who were chosen to plan and attend a meeting with the managers of SANRU, SNHR, and PNA in order to discuss the 10 recommendations formulated by the National Team at the end of the TOT. This group included the following members:
 - 1. Cit. Itoko of SANRU
 - 2. Cit. Masumbuko of SNHR
 - 3. Cit. Ngoy of PNA
 - 4. Cit. Kalomba of CEPAS
 - 5. Cit. Bakambu of IEM
 - 6. Cit. Bombani of REGIDESU.
- o The curriculum development work group responsible for the design and materials preparation for the second seminar-workshop destined for SANRU rural water coordinators. This community participation, handpumps and latrines seminar-workshop is scheduled to be held November 3 to 22, 1986, in Bafwasende, Haut-Zaire. The members of this group are:
 - 1. Cit. Itoko of SANRU
 - 2. Cit. Kalonji of SANRU
 - 3. Cit. Ngoy of PNA
 - 4. Cit. Kalomba of CEPAS
 - 5. Citoyenne Luthongo of CEPAS.
- o The curriculum development work group responsible for the design and materials preparation for the first seminar-workshop destined for SNHR technical assistants. This construction supervision seminar-workshop is scheduled to be held the last two weeks of January 1987 in Lusambo, Kasai Oriental. This group was composed of:

1. Cit. Masumbuko of SNHR
2. Cit. Bakambu of IEM
3. Cit. Kapiamba of PNA.

4.2 Results

Before the departure of the WASH team on October 5, 1986, the initial meeting had not yet been held between the representatives of the National Team and the following managers:

1. Dr. Baer of SANRU/ECZ
2. Cit. Sowa of SNHR
3. Cit. Kabeya of PNA.

The meeting was scheduled to be held the week of October 6.

The two curriculum development work groups were making good progress on the action plans developed during the TOT for being prepared for the November 1986 and January 1987 seminar-workshops.

4.3 Recommendations

The only recommendation related to the curriculum development phase is to continue to allow adequate time and resources for ongoing curriculum development and revision. It must be seen as a cyclical process that will help the team to continue improving its training design skills and will produce better and better materials adapted to the needs of specific participant groups.

Chapter 5

CONCLUSIONS

5.1 Lessons from the Overall Intervention

The major lesson from this technical assistance visit is that the training strategy proposed in the November 1985 WASH Field Report was sound and has an excellent chance of being implemented now that the foundation has been reinforced for a strong National Training Team. Both the human and the material resources are available to fully implement the strategy; and, even more important, there is a strong commitment on the part of the leadership of SANRU/ECZ, PNA, SNHR, and the USAID Mission.

The fact that this visit appears to have been quite successful is due to a combination of factors:

- o The two-day team preparation period at WASH.
- o The thorough advance planning on the part of WASH, SANRU/ECZ, and SNHR.
- o The selection and preparation of the TOT workshop site at Kikwit by Cit. Itoko.
- o The adaptation of the intermediate TOT design to the needs of the participants, SANRU/ECZ, and SNHR.
- o The open willingness of the TOT participants to learn and to experiment with new training approaches.
- o The cooperation of the various agencies and organizations from whom the participants were drawn.
- o The recognition by ECZ/SANRU II that it is necessary to encourage and support good work by providing some financial incentives.
- o The constant daily dedication of Cit. Itoko who is completely committed to carrying out the full training strategy.

5.2 Next Steps

In the immediate future there are several steps that must be taken if the calendar established for implementing the training strategy is to be respected.

1. USAID/Zaire should confirm as soon as possible the third training-of-trainers workshop scheduled to be held in the Province of Bas-Zaïre at Moanda April 6 to 26, 1987. Note: It is recommended that the WASH team be in Zaire on or about March 24 to May 4, 1987, in order to have two weeks to plan the TOT with Cit. Itoko and Cit. Kalonji so they can be further integrated into the TOT design and implementation. The week following the TOT would allow for appropriate follow-up with individual trainers and for the continued development and improvement of training materials and designs.
2. SANRU/ECZ, PNA, and SNHR should create a training coordinating committee composed of representatives of all the agencies and organizations supplying trainers for the National Team or those

who will have personnel to be trained by them, e.g., the Peace Corps. This coordinating committee should initially hold monthly meetings to review, discuss, and concur on the proposed calendar of training sessions and on the proposed sites, participants and trainers, and the follow-up visits to participants at their work sites.

3. SNHR should designate a full-time training coordinator who is a part of the National Team and who would be responsible for the organizational aspects of SNHR training.
4. Debriefings should be held with the entire National Team after each seminar. These debriefings should ideally be handled by one of the trainers who was not involved in implementing the workshop. It should result in a clear definition of what needs to be done, when, and by whom in order to strengthen the workshop design materials. Summary reports of these debriefings as well as summaries of the participants' evaluations should be sent to WASH so they can be considered by the WASH team during its preparation to return in March 1987.
5. During the actual implementation of the up-coming workshops, the trainers should hold daily review sessions and make notes of the helpful aspects of the day as well as of the things which could be improved upon in the future. These notes should then be shared with the entire National Team during the debriefing after the workshop in Kinshasa, and copies should be sent to WASH.
6. A complete trainers' guide and participant materials must be developed and reproduced in sufficient quantity before each of the up-coming seminar workshops. Copies should be sent to WASH.

APPENDIX A

Scope of Work

SCOPE OF WORK

ZAIRE - TRAINING OF TRAINERS II

Responsibilities

1. Participate in a team-planning meeting at WASH.
2. Become familiar with the SANRU II Project, the training plan for the water and sanitation component, and the design and results of the first TOT held in January 1986.
3. Assess the level of training skills of the national training team.
4. In conjunction with two Zairian co-trainers design a two-week intermediate TOT which builds on the skills developed in the beginning TOT. A preliminary list of skills to be covered in the second TOT is as follows:
 - Use of role playing techniques
 - Use of case study techniques
 - Facilitation skills
 - Intermediate training design skills
 - Intermediate delivery skills (e.g. processing, use of space, interventions, giving lecturettes, etc.)
 - Use of written instruments
5. Conduct the two-week workshop.
6. After the TOT assist the Zairian trainers in developing curricula for upcoming ECZ and SNHR courses.
7. Evaluate the results of the workshop and write a draft final report before leaving Zaire.

Timing

July 30-31 - Team Planning Meeting at WASH
August 25 - September 6 - Design of TOT
September 8-20 - Conduct TOT
September 22 - October 3 - Curriculum development and final report writing

Experience

This assignment will be carried out by two consultants, both with experience in designing and delivering TOT's. Both should have experience in Africa and be fluent in French. Since this is the second of three workshops for the national training team, at least one of the consultants, preferably both, should be available for the third workshop.

APPENDIX B
Training of Trainers Schedule

SCHEDULE OF INTERMEDIATE TRAINING OF TRAINERS WEEK 1

1986	Monday 9/8	Tuesday 9/9	Wednesday 9/10	Thursday 9/11	Friday 9/12	Saturday 9/13	Sunday 9/14
	Introduction	- General Session	- General Session	- General Session	- General Session	General Session	
	Reestablishing contact	Warm up	Warm up	Warm up	Warm up	Warm up	
	Expectations	- Preparation for	- Case Study 2		Community Participation	Task-Groups	
A.M.	Overall goals	Presentation of	Analysis	- Presentation:	(Role Play/	Status of the	
	Themes	Training Skills:	Review	Behavioral	Simulations	National Team:	R
	Proposed schedule	-Communication	- General Session	Objectives	2 1/2-Hour	A Look at Past	
	- Task in 2	-Feedback	Reports:	Groups-Review	Session	6 Months	E
	Groups	-Task Analysis	Results of	- General Session:	Led by 2	General Session	
	Criteria for	-Behavioral	Review	Reports of	Participants	-Task Results	S
	T.O.T.	Objectives		Reviews	Groups-Review	-Review	
	Individual successes			2 Groups:	of Session.	Evaluation-	
	Process review			Task: Check list:		Characteristics	
				for a Training		and Design	T
				Session		Review	
						Evaluation of	
						First Week	
	Presentations	- Presentation:	General Session	General Session	Groups -		
P.M.	-Results of	Task Analysis	. Presentation:	Reports. 2 Groups	Checklist for		
	Process Review		Feedback	Present Results	Presentations in		
	-Task Results	Review in 2	Groups Review of	-Consolidate	Training		
	Establishing norm.	Groups -	Presentation	Check List			
	Norms and Agreed	.Useful Practices:		-Groups: Review	-Case Study 5+6	Free	
	upon Daily	.Additional	General Session		.Review		
	Schedule	Practices for	Reports of Review	-Case Study 4	Groups-Task		
	-Case Study 1	Future Sessions	Case Study 3	.Analysis	Characteristics		
	.Overall Goals	- General Session	.Analyse	.Review	of an Effective		
	.Objectives of	Reports:	.Review		Team.		
	Part I	Results of					
	.Role of the	Process Review					
	Observer						
	.Analysis of						
	Part						
	.Process Review						
	-Presentation:						
	.Report on						
	Process Review						

SCHEDULE OF INTERMEDIATE TRAINING OF TRAINERS WEEK 2

1986	Monday 9/15	Tuesday 9/16	Wednesday 9/17	Thursday 9/18	Friday 9/19	Saturday 9/20	Sunday 21
AM.	GENERAL SESSION • Warm up • Results of 1st week Evaluation • Themes of 2nd week. • Program of the National Training Team: Next 6 months • Individual process • Plans for joining new groups • New groups task • Where does the National Team go in next 6 months	GENERAL SESSION • Warm up • In groups • Planning for Workshops on • Sanitation • Construction site. • Review of New Teams • Successes • Difficulties overcome • Plans to improve the groups work	GENERAL SESSION • Group Tasks • - Structure of National Team • - Preparation of Training Sessions of S.N.H.R. • Review • General Session • Results of Review • - Suggestions	GENERAL SESSION • Presentations by co-Trainers: 1. Question Asking Techniques 2. A Report Writing: Format 3. Methods to Ensure Follow-up: 4. Steps and Criteria in Site Logistics and Preparation	GENERAL SESSION • - Action Plan for National Team with Recommendations • Individual Action Plans.	Travel to Kinshasa	
PM.	- Review - General Session • Reports: - work of National Team in next 6 months • Review of Process of new Groups • Planning for Workshops on: • Sanitation • Construction Site.	General Session Reports: Results of • Plans • Reviews Consensus on Vocabulary and Use by the National Team.	Preparation in Dyads for 30-45' Sessions on 6 Training Tools.	General Session 5. Principles of Communication 6. Principles of Evaluation.	Small Groups of 4: Present Individual Action Plans. Evaluation of T.O.T. Closure.	Sort Materials for Typing and Stenciling.	

APENDIX C

Training of Trainers Participants

L'EQUIPE NATIONALE DES FORMATEURS
(Kikwit, le 29.8.86)

<u>NOMS</u>	<u>TITRE/FONCTION</u>	<u>ADRESSE</u>
1. LEE JENNINGS	Formateur/WASH	511 13th St, N.E. Washington D.C. 20002, USA.
2. BILL HANSON	Formateur/WASH	Coverdale Organization Suite 300 2054 N. 14th St. Arlington VA 22209, USA.
3. ITOKO-Y'OLUKI	Responsable de l'Hydraulique et Assainissement	SANRU/ECZ Av. de la Justice, No. 75 B.P. 3555, Kin./Gombé, Tél. 31337
4. KALONJI NSENGA	Adjoint Technique, Bureau de l'Hydraulique et Assai- nissement.	SANRU/ECZ (voir ci-dessus).
5. NGOY MBELE	Ir. Sanit/Chef de Service Etudes et Evaluation PNA Professeur et Proviseur IEM	719, Av. des Tropiques Kinshasa/Limete B.P. 483 Kinshasa I.
6. KAPIAMBA MBUIKILA	Biologiste, Chef de Bureau d'Evaluations et Statistiques au Programme National d'Assai- nissement (PNA).	<u>Service</u> PNA, B.P. 12.348 Kin. I Avenue des Tropiques n° 719 Kinshasa/Limete. <u>Privé</u> B.P. 879 Kinshasa/Limete Rue Ngabeno n° 45 Binza Ozone/Kinshasa.
7. BAKAMBU BA KIONGA	Ir. Techn. en Bâtiment et TP Directeur de l'Ecole des Techniciens d'Assainisse- ment I.E.M./6è Direction du DSP.	I.E.M. B.P. 483 Kinshasa I.
8. KALOMBA MUKABA	Responsable du Secteur Rural d'INADES FORMATION ZAIRE/CEPAS	9, Avenue Père Boka B.P. 5717 Kinshasa/Gombé.
9. LUTHONGO VENGENIVAKE	Chargé des Corrections et Formation des Correcteurs CAA INADES-FORMATION/ZAIRE/CEPAS	9, Avenue Père Boka B.P. 5717 Kinshasa/Gombé.
10. SEKERSE KASIMBIRI	Responsable du Programme F.A.R. (Formation à l'Auto- promotion Rurale) INADES-FORMATION ZAIRE	INADES-FORMATION B.P. 5717 Kinshasa/Gombé.
11. VITA wa NGONGO	Ir. Génie Rural S.N.H.R. B.P. 15.096 Kin. I Kinshasa/Gombé.	<u>Privé</u> B.P. 456 Kinshasa/Limete Zaire.

<u>NOMS</u>	<u>TITRE/FONCTION</u>	<u>ADRESSE</u>
12. BONDO FWAMBA	Techn. Chef de Station d'Hydraulique Rurale de Masisi/KIROTSHE	B.P. 61 Goma, Kivu Zaire.
13. BOMBANI BONDA	Ir. Hydraulicien S/Directeur chargé des Programmes de Traitement des eaux et Exploitation usine.	CFO REGIDESO B.P. 12.599 Kinshasa I.
14. MASUMBUKO RUGINA	Ir. Technicien en Développement Rural SNHR/Dépt. Agriculture et Dévelop- pement Rural B.P. 15.096 Kinshasa I.	10, Itimbiri Zone de Lemba 9 Kinshasa.
15. KABAGEMA BIGWI	Directeur du Développement Communautaire Shaba Refugee Water Supply Project (No. 116) c/o USAID/Kinshasa.	Projet d'Hydraulique Rurale pour les Reugiés du Shaba Sandoa, Shaba.

APPENDIX D

Training of Trainers Evaluation Results

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II. EVALUATION FORMATEURS

FORMATEURS		
PRATIQUES	LEE	BILL
<u>II/1. Pratiques plutôt liées aux aptitudes andragogiques</u>		
Co-facilitation	4 fois	4
Maîtrise matière	3	3
Feedback	2	2
Précision-clarté	2	2
Synthèse-essentiel	3	2
Faire-faire	1	1
Interventions opportunes	1	1
Choix méthodologies	1	1
	17	17
<u>II/2 Pratiques plutôt liées aux qualités humaines</u>		
Patience	1	1
Disponibilité permanente	1	1
Tact	2	2
Calme	1	1
Amusant	1	1
Sociable/Flexible	1	1
Tenir compte opinions autrui	2	2
Ouverture aux autres	2	2
Humour	1	1
Astuces	1	1
Gestes mains	1	-
Mouvement yeux	-	1
Respect normes	1	1
Vivacité	1	1
	16	16
	=====	=====
	33	33

III. EVALUATION LOGISTIQUE

Participants:	:	:	:	:	:	:	:	:	:	:	:	:	:	TOTAL	RESULTAT	TOTAL	ECART
Variables	:	:	:	:	:	:	:	:	:	:	:	:	:	POINTS	MOYEN	ECARTS	MOYEN
	1	2	3	4	5	6	7	8	9	10	11	:	:	(SUR 10)	:	:	:
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
1. Logement	:10	: 6	: 5,5	: 6:	: 7:	: 9:	: 10:	: 5:	: 7:	: 6:	: 6,5	:	: 78	:	: 7,2	:	: 1,5
2. Restauration	:10	: 7	: 7,5	: 8:	: 8:	: 9:	: 9:	: 8:	: 7:	: 8:	: 8	:	: 89,5	:	: 8,1	:	: 0,6
3. Transport	: 8	: 6,5	: 5,5	: 6:	: 8:	: 5:	: 9:	: 10:	: 7:	: 7:	: 9	:	: 81	:	: 7,4	:	: 1,3
4. Atelier	: 9	: 8	: 8,5	: 7:	: 9:	: 9:	: 10:	: 10:	: 9:	: 8:	: 9	:	: 96,5	:	: 8,8	:	: 0,7
	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
TOTAL POINTS	:37	:27,5	: 27	:27:	:32:	:32:	:38:	:33:	:30:	:29:	:32,5	:	: 34,5	:	: 7,9	:	: