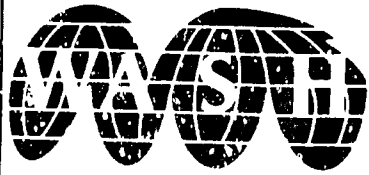


PN-ABD-125



WATER AND SANITATION
FOR HEALTH PROJECT

PEACE CORPS WATER SUPPLY AND SANITATION PROGRAMMING WORKSHOP

NIAMEY, NIGER

JANUARY 15-19, 1989

Operated by
CDM and Associates

Sponsored by the U.S. Agency
for International Development

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WASH FIELD REPORT NO. 257

APRIL 1989

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At Chapel Hill.

Prepared for
Peace Corps Office of Training and Program Support
WASH Activity No. 515

WASH Field Report No. 257

PEACE CORPS WATER SUPPLY AND SANITATION PROGRAMMING WORKSHOP
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Prepared for Peace Corps Office of Training and Program Support
under WASH Activity No. 515

by

Lee Jennings
and
Robert Gearheart

April 1989

Water and Sanitation for Health Project
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ACRONYMS

AF	Peace Corps Africa Region
APCD	Associate Peace Corps Director
AT	Appropriate Technology
CD	Community Development
CDC	Centers for Disease Control
CHPT	Chief of Program and Training
CMPB	Country Management Plan and Budget
COS	Close of Service
CP	Community Participation
CVD	Committee for Village Development
GOT	Government of Togo
GPO	General Program Officer
INTERLOC	PC system for integrating/linking training activities from invitation to COS
IPS	Integrated Programming System
IST	In-Service Training
ME	Monitoring and Evaluation
O&M	Operation and Maintenance
OTAPS	Office of Training and Program Support
PC	Peace Corps
PCD	Peace Corps Director
PC/N	Peace Corps/Niger
PCV	Peace Corps Volunteer
PC/W	Peace Corps/Washington
PSC	Personal Services Contractor
PST	Pre-Service Training
PTO	Programming and Training Officer
PVO	Private Voluntary Organization
RD	Rural Development
SKA	Skills Knowledge Attitudes
SOW	Scope of Work
SPA	Small Project Assistance
USAID	U.S. Agency for International Development
USPHS	U.S. Public Health Service
VV	Village Volunteers
WASH	Water and Sanitation for Health Project
W/S	Water and Sanitation

EXECUTIVE SUMMARY

Peace Corps requested the Water and Sanitation for Health (WASH) Project (funded by AID's Office of Health) to assist the Office of Training and Program Support (OTAPS) Water and Sanitation (W/S) Sector and Africa Region to implement a W/S programming workshop for Africa Region Associate Peace Corps Directors (APCDs) and Program and Training Officers (PTOs). The workshop was held in Niamey, Niger January 15-19, 1989 with participants from 19 countries. The workshop addressed methods to increase the coverage and effectiveness of Peace Corps W/S programming. Specific emphasis was given to strategies to assist the efforts to eradicate guinea worm disease in those countries where this disease exists.

The workshop process included sharing and analyzing the strengths and weakness of current Peace Corps W/S projects and applying the new Peace Corps Water and Sanitation Programming Guidelines within the framework of the Peace Corps Integrated Programming System (IPS). The workshop allowed participants to initiate their own W/S programming efforts through use of the IPS project plan format and to develop a plan of action for their activities upon return to their respective countries to implement their proposed W/S program.

The participants left the workshop with knowledge of and experience in the use of Peace Corps IPS as it relates to W/S programming. The participants were made aware of the programming opportunities in W/S and in national guinea worm eradication programs. The participants felt that APCDs in Africa experienced in W/S programming are a significant resource for Peace Corps W/S programming. Africa Region has focused on identifying those APCD resources by developing a skills bank and circulating the information to all countries in Africa Region.

Chapter 1

INTRODUCTION

1.1 Purpose and Background of the Activity

AID/Washington and the Peace Corps requested WASH to assist the Peace Corps Office of Training and Program Support and the Africa Region in improving Peace Corps programming and project plan preparation in water supply and sanitation (W/S). The overall objective was to increase the number of Peace Corps Volunteers (PCVs) in the sector and the effectiveness of their efforts. Another purpose of this activity was to introduce PC/Africa Region Associate Peace Corps Directors (APCDs) to programming opportunities in efforts to eradicate guinea worm. These W/S sector issues were all presented in the broader context of the Peace Corps Integrated Programming System (IPS) so that the APCDs could practice and improve their skills in developing Project Plans.

The WASH project has supported Peace Corps activities in this sector in the past (see WASH Field Report No. 86, May 1983). WASH has also trained Peace Corps Volunteers in a variety of technical areas related to water supply and sanitation in two-week skill-training workshops in Zaire, Sierra Leone, Togo, Ecuador, and the Dominican Republic. WASH has worked with the Peace Corps in preparing a position paper for "Improving Peace Corps Water Supply and Sanitation Programs" in March of 1987. In March of 1988 WASH assisted Peace Corps OTAPS in implementing a Peace Corps Programming and Evaluation Workshop in Ghana for Africa Region Program and Training Officers (WASH Field Report No. 236).

1.2 Approach and Planning

The approach used throughout this activity has been collaborative. The WASH consultants worked closely with the OTAPS Water Supply/Sanitation Specialist, the Africa Region Chief of Program and Training (CHPT), and PC staff in Niamey, Niger. The activity was initiated in discussions among Craig Hafner, Deputy Director of WASH, Jaime Henriquez, OTAPS W/S Specialist, and Margaret McLaughlin, Africa Regions CHPT. Specific focus on the guinea worm eradication program was supported by the Centers for Disease Control (CDC) of the U.S. Public Health Service in Atlanta, Georgia. Initial cables to participants were sent in November 1988 to announce workshop goals and objectives and to alert APCDs to the workshop timing.

The approach to the workshop and its goals and objectives were finalized in December 1988 during a team planning meeting which was held at Peace Corps/Washington (PC/W) and was facilitated by David Yohalem. This meeting included the two team members Lee Jennings and Robert Gearheart as well as the W/S Specialist of OTAPS and the Africa Region CHPT.

The WASH consultants, OTAPS W/S specialists, and the Africa Region CHPT met in Niamey four days prior to the workshop to finalize the workshop preparations. They were ably assisted by the administrative assistant for the OTAPS W/S sector, Jennifer Southard, and by staff of PC/Niger.

1.3 Materials Preparation

The major work to be completed prior to the workshop was the preparation of the detailed design. WASH consultant David Yohalem, Lee Jennings, and Robert Gearheart in collaboration with Jaime Henriquez and Margaret McLaughlin of Peace Corps prepared the detailed design.

The case studies to be used in the workshop were chosen to emphasize community participation and programming strategies. The World Neighbors pamphlet on guinea worm in Togo and the film "The Water of Ayole" were adopted as case studies to emphasize programming and project design requirements for W/S projects. A Peace Corps case study of a series of W/S interventions in Chad over the last 20 years was developed by APCD Mike Fitzgerald of Chad.

1.4 WASH Trainer Preparation

The WASH consultants prepared for the activity by discussions with WASH activity managers and by the team planning meeting before the workshop. The meeting allowed the trainers to acquaint themselves with the workshop objectives, the expectations of Peace Corps/Washington, and each others' working styles. It identified the activities to be accomplished before and after the workshop. A briefing was held at PC for PC/W staff and the WASH activity manager to review the plans and receive any comments and suggestions which would contribute to its successful implementation.

1.5 Workshop Site

Participants and workshop staff were housed at the Terminus Hotel in Niamey, Niger. Conference facilities were also located at the hotel. Audiovisual equipment was made available through PC/Niger and the U.S. Information Service. Workshop outputs were placed on computer at the conference site by the OTAPS administrative assistant and reproduced for distribution to participants the following day.

1.6 In-Country Preparations

Conference arrangements and resources were reviewed with local Peace Corps staff. Hotel arrangements, workshop rooms, supplies, equipment, and transport were arranged by PC/Niger staff with review by PC/Washington. An orientation and guide to Niger with specific emphasis on Niamey was prepared by PC/Niger for workshop participants and staff.

1.7 Participants

Seventeen APCDs and one Programming and Training Officer (PTO) from Peace Corps countries in the Africa Region and one assistant APCD from the NANEAP Region were selected by PC/Washington to attend the workshop. These included eleven host country nationals and eight Americans. See Appendix B for the complete list of participants and staff.

Chapter 2

THE WORKSHOP

2.1 Workshop Goals and Methodology

The purpose of this workshop was to help PC Africa Region field staff (APCDs) improve their overall programming knowledge and skills with an emphasis on the PCVs in W/S and health projects. The specific objectives were that by the end of the workshop, the participants would be able to:

- assess and propose revisions for a W/S or health project using the new PC W/S Programming Guidelines.
- write a project plan using the IPS format for a W/S or health project.
- identify and describe potential secondary health projects that could be funded by Small Project Assistance (SPA).
- identify ways to integrate child survival, community participation, women in development, appropriate technology and other concerns/issues into W/S and health programming.
- describe the range of PCV assignments possible within the W/S sector and do a preliminary task analysis for a potential assignment in their country.
- explain the reasons why Peace Corps should be involved in guinea worm eradication efforts and describe potential PCV roles in such an effort.
- produce an action plan for effectively using the new PC W/S Programming Guidelines and for completing their project plans in their country.
- explain PC/Africa Region's program and training strategy for 1989 and describe how it can be applied in their country.
- identify and discuss personal and administrative issues with the Africa Region representative that could affect their ability to implement the 1989 Africa Region programming and training strategy.

The workshop methodology was based on the principles of adult learning theory with an emphasis on active participation in sessions designed to encourage sharing and to bring about experiential learning. Small group work on tasks with reports-out and summaries was the major approach used; however, use was also made of case studies, films, simulations, role playing, and lecturettes. The schedule of the workshop can be found in Appendix D.

2.2 Session by Session Content, Activities, and Reactions

Day 1: Morning - Introduction

Participants were welcomed by the PC/N PCD, Ms. Lynn Gray; the USAID/Niger General Program Officer (GPO), Mr. Jack Slattery; the PC/W AF/CHPT, Ms. Margaret McLaughlin, and the PC/W OTAPS W/S Specialist, Mr. Jaime Henriquez. An icebreaker exercise enabled the participants to discuss the roles of an APCD and to represent these in pictorial form. Then after the participants shared and synthesized their expectations for the workshop, the WASH trainers compared these expectations with the objectives and proposed schedule. Following agreement on working "norms" for the workshop, the AF/CHPT, and OTAPS W/S specialist explained the expectations of the Africa Region and OTAPS.

There were no major differences between the participants' expectations and the objectives/schedule proposed for the workshop. This was probably due to the clear prior communications and cable exchanges between PC/W and the field that were initiated in October 1988 by the OTAPS W/S specialist and the AF/CHPT.

Day 1: Afternoon - Sharing Project Strengths and Weaknesses

In four groups of four to five APCDs each, the participants shared examples of specific strengths and weaknesses in past or current W/S or health projects or programs in their countries. Following the group reports, the facilitators drew out distinctions between those that were primarily content or technical issues as opposed to process issues. The AF/CHPT presented a lecturette on the IPS project plan format and helped to clarify the information required in each of the seven sections of the project plan. Overall reactions to and generalizations about the session were drawn out by the facilitators, and the OTAPS W/S specialist reviewed the history of the development of the PC W/S Programming Guidelines before the participants were asked to review Chapter 3 of the Guidelines before the Tuesday morning session.

The participants appreciated the opportunity to begin immediately to use the documents they had been requested to bring with them and to share what they had learned from real projects and programs. The synthesis and generalizations in plenary session enabled the participants to see that the primary weaknesses were usually process issues related to community consciousness raising, involvement, and participation rather than technical or content issues. This thus established a good foundation for their reviewing the lessons learned for the W/S sector as described in Chapter 3 of the PC W/S Programming Guidelines.

Day 2: Morning - "The Water of Ayole" Film/Case Study

Following a "climate setter" check on how the participants were feeling about the workshop after the first day, the facilitators briefly explained the background of the film and the Togo W/S Health Project. They then presented each group's tasks which would follow the film in order to help participants focus their attention on specific aspects. These included:

- 1) identifying the major problems addressed by the project and those that arose during its implementation,
- 2) writing a project goal and milestone objectives for the project,
- 3) identifying the major tasks of the community based project promoters, and
- 4) determining which factors contributed to the village of Ayole's ability to sustain their W/S improvements.

Following the viewing of the film, participants were given copies of the dialogue in the film to refer to as they did their group tasks. The facilitators managed the group reports-out in plenary session and then pulled out overall reactions, reflections, generalizations, and ways to apply what they learned from this case in following sessions and ultimately back in their own countries.

Day 2: Afternoon - W/S Project Development Considerations

The same four groups that identified strengths and weaknesses in their W/S and/or health projects or programs were asked to compare their results with the lessons learned that are cited in Chapter 3 of the PC W/S Programming Guidelines. They were also asked to identify the constraints they may face in applying the W/S guidelines in their countries and to propose ways to minimize or overcome these constraints. After the groups reported their results, the AF/CHPT and OTAPS W/S specialist responded to their lists of constraints and explained how Africa Region and OTAPS can also help them to overcome these constraints. The facilitators then led a generalizing discussion on how the lessons learned from the W/S sector may apply to other PC programming sectors.

Day 2: Evening - Africa Region Ad Hoc Session

The AF/CHPT met with those interested APCDs (nearly everyone came) to review current Africa Region issues, plans, and strategies as well as to respond to specific personal and country questions.

Participants appreciated the film and found it a good vehicle for stimulating their thoughts and discussions. They found much similarity between their own identified strengths and weaknesses in W/S projects and programs and those cited in the PC W/S Programming Guidelines. They were most appreciative of the openness with which the AF/CHPT dealt with issues of concern to the Africa Region and to individual APCDs.

Day 3: Morning - Assessing and Adapting Existing W/S Projects

As requested in December 1988, the APCD for W/S in Chad, Michael Fitzgerald, prepared an excellent summary of prior PC involvement in W/S projects in Chad that served as another real case study that groups could analyze in order to practice their skills in assessing and adapting prior or existing projects. Following the reading and clarification of the case study, four new groups were

formed and asked to discuss what steps to take, what information to gather, and what tools to use when assessing prior or existing projects. Each group was then asked to be prepared to report on:

- the overall project goal(s) and component objectives,
- collaborating agencies' roles and their support,
- issues of sustainability and the ultimate benefits of the projects, and
- PCV roles, tasks, accomplishments, and levels of satisfaction.

After the group reports, Mr. Fitzgerald responded briefly to their assessments and the facilitators summarized the lessons learned about project assessment.

Day 3: Afternoon - Project Plan Development

The Chad case was again used to give the participants an opportunity to work with the project plan format and to actually complete the sections dealing with:

- a written project problem statement,
- activities that PCVs could undertake,
- milestone objectives, and
- time frames for key activities/tasks needed for at least one milestone objective.

In order also to reinforce the importance of collaboratively developing a project plan with other concerned parties, five different roles were assigned to the five members in each of the four groups. These were:

- 1) APCD W/S
- 2) USAID W/S Program Officer
- 3) Host Country Official
- 4) Current W/S PCV
- 5) Donor Agency Official (an NGO representative)

The roles, concerns, and limitations of each of these people were clarified, and then each group was asked to develop collaboratively the sections of the project plan cited earlier for a redesigned Chad W/S project. Mr. Fitzgerald responded to their reports by thanking them for their ideas and by comparing their results with those he is currently working on in Chad. As usual, the facilitators pulled out overall reactions and generalized what had been learned before

linking these to the Thursday afternoon session when participants would work on developing drafts of one of their own Project Plans. The session ended with a brief mid-week written evaluation which consisted of two questions:

- 1) What is going well?
- 2) What could be improved?

Participants appreciated the opportunity to work with a real PC W/S situation and to develop a better understanding of what is expected in the different sections of the project plan format. They were frustrated, however, by the pressure of time. The major recommendation on the mid-week evaluations was to provide more time for exercises/work on project plans. (See Appendix E for complete mid-week evaluation results.) The staff responded to this recommendation by assigning all of Thursday afternoon for work on individual project plans.

Day 4: Morning - Guinea Worm Case Study (AM)

Thursday morning began with a report on the results of the mid-week evaluation. This included not only the modification of the proposed schedule to permit more time for work on individual project plans, but also proposals for specific times outside of sessions to deal with W/S technical questions and the plan to end the workshop by 1:00 pm Friday so there would be some time for shopping and sightseeing. Objectives and group tasks were then given for the guinea worm case study developed by World Neighbors. The tasks were to discuss the case study and to identify potential project possibilities. In order to provide additional information on guinea worm project possibilities, a video of the film "The Fiery Serpent" was shown.

Following the group reports on the potential PCV primary assignment and secondary project possibilities, four new groups were formed and given time to do a preliminary task analysis of one of the primary assignment possibilities (health educator, water technician, or community development agent) or one of the secondary project possibilities (latrine promotion). After these groups reported, the facilitators again pulled out overall reactions, generalizations, and application possibilities.

Day 4: Afternoon - Application of the W/S and IPS Programming Guidelines

The entire afternoon was devoted to individual work on drafting project plans using the IPS project plan format, the W/S Programming Guidelines, and the results of all the workshop sessions to date. Participants were encouraged to seek help and feedback from each other and from the workshop staff.

"The Fiery Serpent" film and World Neighbor's guinea worm case study provided plenty of substance for the discussion of PCV primary assignment and secondary project possibilities. Group work time was still too short to allow for in-depth task analysis, but it was sufficient to give everyone practice in using the Task Analysis Table in the IPS and to develop a fairly long list of secondary project possibilities that could be funded by the OTAPS SPA Health Program. People really took advantage of the opportunity to work on their

individual Project Plans, and they made extensive use of each other and staff for feedback.

Day 5: Morning - Action Plans and Closure

The facilitators explained the importance of developing specific plans for how each person would apply what he or she had learned from this workshop upon return to post, and a suggested format for the action plan was presented:

Activity	Time Frame	Who to Involve	Resources Needed
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People were again encouraged to seek help from each other and from staff. After an hour and a half of individual work and sharing, the facilitators charted the participants' resource needs and also their overall key learnings from the workshop. They then provided an opportunity for anyone to say anything to the group prior to closure and distributed the final evaluation forms.

Participants recognized the value of planning how they will apply/use what they learned in their own countries. They also cited several important learnings and expressed sincere satisfaction with the overall workshop planning, organization, design, facilitation, and results.

2.3 Workshop Products

The products resulting from the workshop included participant generated:

- lists of expectations for the workshop;
- lists of strengths and weaknesses in current PC W/S and/or health projects;
- analyses of the film "Water of Ayole" which includes the major problems addressed by the Togo W/S project, the problems that arose during implementation, the project goal and milestone objectives, the major tasks of community-based project promoters, the factors leading to sustainability, and ways that the lessons learned from the film can be applied in their own countries;
- lists of constraints participants may face in applying the PC W/S Programming Guidelines in their countries and ways for overcoming or minimizing these constraints;
- an analysis of PC/Chad's W/S projects which includes their concerns about overall goals and objectives, collaborating agencies and their support, issues of sustainability and ultimate benefits, and PCV roles/accomplishments and levels of satisfaction;
- a list of secondary project possibilities that could be assisted by the SPA health fund;

- preliminary task analyses for potential PCV assignments in a guinea worm eradication program;
- a list of types of projects for which draft project plans were begun; and
- individual action plans for completing the project plans upon return to country.

(See Appendix D for complete session objectives, tasks, and products.)

Chapter 3

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

3.1 Trainer Findings and Conclusions

This workshop was part of a continuing effort by OTAPS and the Africa Region to support the PTOs and APCDs with a series of in-service training workshops in programming and monitoring/evaluation. The first draft of the document was produced and was used as a resource in the workshop. In March 1988 OTAPS/Africa Region sponsored and, with assistance from WASH, developed and implemented a workshop in Accra, Ghana, on evaluation and monitoring. This sustained effort has proven to be an effective approach to improving the programming skills for PC staff. The recommendations from the Ghana workshop catalyzed PC Washington's strategy for the Niger workshop. PC/Africa Region has thus developed an overall strategy for improved programming, and they are getting important support and assistance from OTAPS.

3.2 Debriefing Recommendations

A debriefing for the workshop/activity was planned by PC/OTAPS. The debriefing was held February 13 at the State Department in the conference room of the Africa Region.

Those in attendance at the debriefing represented PC/OTAPS, PC/Africa Region, State Department, USAID, and WASH. A presentation was made of the workshop objectives, workshop schedule outputs, and major findings. Those attending the workshop actively participated in determining what the next steps would be for W/S programming for Peace Corps as it relates directly to PC programming and integration into USAID W/S programming. Possible next steps are listed below:

- Peace Corps Africa Region needs to continue to stress the importance of developing project plans in the field, reviewing project plans in Washington, and communicating concerns and suggestions back to the APCDs in the field.
- USAID desk offices and technical advisors in Washington should be a part of the review and comment process of the project plans.
- Regional Peace Corps desk officers should review and comment on all PIDs and project papers developed by USAID for their respective countries.

- Peace Corps programming efforts should focus on developing pilot projects that could be used as part of long-term project implementation (specific opportunities exist in the guinea worm eradication initiative).
- PC/Africa Region and OTAPS need to follow up on the in-service training workshop on programming and project plans by monitoring action plans and by being responsive to field requests relating to the development of project plans.
- PC/Africa Region needs to facilitate networking between APCDs in the region to take advantage of the wide range of experience of the APCDs and of the lessons learned in W/S in Africa.
- Participants in the workshop should transfer what they learned from this workshop to field staff and host country counterparts to strengthen programming skills of all those involved in W/S programming. A mechanism should be developed to fund these types of workshops. This is viewed as a critical step in the process of developing dynamic programming skills in PC projects.
- Peace Corps should be involved with CDC and USAID in determining the extent and coverage of guinea worm in African countries of concern. PCVs could act as enumerators and contribute to a clearer picture of the epidemiology of guinea worm in Africa (specifically in Togo, Benin, and Burkina Faso).
- Peace Corps should explore the possibilities of using various audiovisual media for use in developing and maintaining programming skills in APCDs. Video and slides could be used for developing both programming process skills and understanding alternative technologies and in visualizing KAP alternative strategies.

3.3 Summary of Workshop Participant Evaluations

A mid-week evaluation was made on Wednesday to assess progress and process to date. The important information for the trainers was the participants' reactions to the design, to the facilitation by the trainers, and to logistic issues. The participants felt that more time should be programmed for work on their respective project plans. The workshop schedule was modified to provide more time to develop draft project plans. Another suggestion dealt with the lack of technical information on W/S projects. An ad hoc session was held over

lunch to share and discuss technical components of W/S projects. A universal appeal was sent out to program more time for group tasks. This was dealt with by flexing with breaks to allow more time for groups to work on their tasks. The mid-week evaluation did show that the basic approach was well received by the participants and that goals and objectives of the workshop were understood.

One hundred percent of the workshop participants responded to the evaluation instrument. This standard form requested an assessment on a scale of one to five of how well workshop goals were met and provided an opportunity to comment on the design and delivery of the workshop and to make comments regarding the most and least useful aspects of the workshop.

A high proportion (90 percent) of the participants felt that all goals were met either "very well" or "completely." No themes emerged on the issue of what participants found least useful or ideas for improvement (see Appendix E for complete participant evaluation results).

APPENDIX A
Scope of Work

APPENDIX A

Scope of Work

Background:

Peace Corps/Africa Region has requested the Peace Corps' Office of Training and Program Support (OTAPS) and WASH to conduct a regional workshop in Niamey, Niger on water and sanitation programming. The workshop participants will include approximately 20 Assistant Country Directors and Programming and Training Officers. The purpose of the workshop will be to: (1) build on both the March 1988 PTO programming and evaluation workshop held in Ghana and the region's September 1988 programming and language workshop held in Swaziland by expanding the pool of APCDs capable of applying the IPS; explain and practice using Peace Corps' new Water and Sanitation Programming Guidelines; and (3) improve Peace Corps' Africa Region water and sanitation programming capabilities.

The proposed goals for the workshop are as follows:

Assist regional field staff to:

1. Develop new or improve existing W/S projects which impact on child survival and health;
2. Apply Peace Corps' Integrated Programming System;
3. Use Peace Corps W/S Programming Guidelines to improve current and future PCV assignments in the W/S sector

Responsibilities:

The following tasks are the joint responsibilities of both consultants:

1. Read and become completely familiar with the Peace Corps' Water and Sanitation Programming Guidelines, and Integrated Programming System Manual.
2. Participate in a team planning meeting at Peace Corps prior to going to Niger (scheduled for 30 November - 1 December).
3. Develop a design and supporting materials for the workshop.
4. Using the programming guidelines, conduct a 5-day workshop.
5. Solicit suggestions from the participants on how the guidelines could be refined in order to be as useful as possible to APCDs.
6. Write the final report which describes the workshop, assesses the results, and makes recommendations for follow-up.

7. Provide the Africa Region with the design of the workshop and all accompanying materials.
8. Conduct a debriefing at either WASH or Peace Corps following the assignments. The debriefing should include a discussion of the workshop itself and comments on the programming guidelines.

Timing:

The field work will take place 12-20 January 1989. The time will be spent as follows:

12-14 January - Workshop preparation
16-20 January - Conduct workshop

Personnel:

Two consultants will be required for this workshop. Both consultants should be experienced trainers and facilitators. One of the consultants should be experienced in water and sanitation programming.

APPENDIX B

List of Participants and Staff

APPENDIX B

List of Participants and Staff

	<u>Country</u>	<u>Name</u>	<u>Title</u>
1.	Benin	Roger D'Almeida	APCD
2.	CAR	Jill Carty	PTO
3.	Chad	Michael Fitzgerald	APCD
4.	Gabon	Kader Rassoul	APCD
5.	Gambia	Burung Goree-Ndiaye	APCD
6.	Ghana	Ben Baah	APCD
7.	Guinea	Tafsir Thiam	APCD
8.	Guinea B.	Guy Branch	APCD
9.	Kenya	Lusimba Rague	APCD
10.	Liberia	Chester Woyee	APCD
11.	Malawi	Daima Thyangathyanga	APCD
12.	Mauritius	Linda Cobey	APCD
13.	Morocco	Soraya Sebti	asst. APCD
14.	Niger	David Levin	APCD
15.	Rwanda	Dominique Philippon	APCD
16.	Sierra L.	Dr. Eugene J. Smith	APCD
17.	Tanzania	Charles Bookman	APCD
18.	Togo	Tchao Bamaze	APCD
19.	Zaire	Harold Randall	APCD
20.	USA	Margaret McLaughlin	AF/CHPT
21.	USA	Jaime Henriquez	OTAPS
22.	USA	Jennifer Southard	OTAPS
23.	USA	Robert Gearheart	WASH
24.	USA	Lee Jennings	WASH

APPENDIX C
Workshop Schedule

APPENDIX C
WORKSHOP SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	I. Introduction - introductions - icebreaker - expectations - Goals/schedule - AF Region and OTAPS presentation/Discussions	III. "The Water of Ayole" Case Study - problems - goals and objectives - promoter tasks - sustainability	V. Assessing and adapting existing projects PC/Chad W/S Projects as Case Study	VII. Volunteer Assignments: World Neighbors Case Study and film "The Fiery Serpent" - PCV Assignments - Task Analysis - Secondary Projects	IX. Personal Action Plans
12:30	LUNCH				
2:30	II. Sharing W/S projects' strengths and weaknesses - IPS PP format - PC W/S Programming Guidelines	IV. W/S Project Development Considerations - Constraints in applying W/S Guidelines - PC/W ways to minimize constraints	VI. Project Plan Development - Small group simulations of collaborative Project Plan Development MID-WEEK EVALUATION	VIII. Application of the new PC W/S Programming Guidelines -drafting project plans	X. Closure - workshop follow-up - review - workshop evaluation - closure

APPENDIX D

Workshop Session Objectives, Tasks, and Products

APPENDIX D

Workshop Session Objectives, Tasks, and Products

SESSION I - INTRODUCTION (Monday AM)

Objectives

By the end of the workshop, participants will be able to or will have:

- assessed and proposed revisions for a W/S or health project using the new W/S Programming Guidelines.
- write a project plan for W/S or health project using the IPS format.
- identify ways to integrate child survival, community participation, women in development, appropriate technology and other concerns into W/S and health programming.
- describe the range of PCV assignments possible within the W/S sector and do a preliminary task analysis for a potential assignment.
- explain the reasons why the PC should be involved in guinea worm eradication efforts and describe potential PCV roles in such an effort.
- produced an action plan for effectively using the W/S Guidelines for completing their project plans.
- describe the Africa Region's programming and training strategy for 1989 and how it applies to their country.
- identified and discussed personal and administrative issues with Africa Region representative that could affect their ability to implement the 1989 P&T strategy.

Summary of Group Expectations

- Definition and understanding and concepts of programming (health, education, integrated approach, IPS review and modifying versus start-up W/S).
- Programming aspect - human resource - resources versus needs.
- W/S programming strategies/alternatives - sharing experiences.
- Project management integration of components, implementation - evaluation.

- Programming - host country national, in-country resources, regional resources.
- Long term goals PC Washington (W/S) - AID.

Expectations - Group 1

- Share ideas about project and program issues.
- Sharpen project planning skills.
- Exchange experiences with colleagues (job frustrations, achievements, PC in general).
- Help crystallize ideas about health education project.
- Learn about W/S programming; e.g., technical aspects, specific technologies suitable for area, hear about other W/S projects.
- Want to know what are the trends and goals of PC/Washington for W/S projects.
- How can we obtain technical and financial assistance to study project idea.

Expectations - Group 2

- Definition and understanding of the concepts of programming (health, W/S and education).
- Learning and strengthening programming skills.
- Ways of modifying existing programs/projects, to adapt to HC health needs and initiatives.
- To develop more creative ways to use PCVs in the health field in order to match PC's three goals.
- To investigate ways in how and where to start programming.
- To review IPS.
- Exchange ideas on programming.
- Learning about AID-PC relationships.

Expectations - Group 3

- W/S Project Plan.
- Knowledge of what other countries are doing.
 - a. success
 - b. failure
- Management and supervision of W/S project.
 - a. technical support from OTAPS
 - b. concern of lack of W/S background
 - c. how to program generalists
- Long term goals for W/S from Washington.
- Possibility of a network system in the Region.
- Collaboration with other donors.
- Integration of Health Education in W/S projects.

Expectations - Group 4

- Programming
 - options: country project successes/failures.
 - improved integrated approach, i.e., health.
 - Project Planning (how to) and goals/objectives.
 - strategies for best program design.
- Recruitment/training
 - specific skilled PCVs.
 - skill training (in-country).
- Fun/market/exercise

Africa Region Presentation by CHPT (Monday AM)

How does this workshop fit into Region's overall programming, training, and budget plans?

- Programming
 - Project Plans - 1/3 by fourth quarter of 1989.
 - Project/Program Evaluation.
 - Sustained Growth in FY 1990.
 - PATS - Program and Training System.
- Training:
 - Project Plans - Task analysis - Training Objectives.
 - Interloc - Information Packet.
 - PST
 - IST - Technical Skills
 - Project Reviews
- Budget
 - Collaborative Programming.
 - Shared Personnel/Material Resources.
 - Cost Effective.

SESSION II -SHARING PROJECT STRENGTHS AND WEAKNESSES (Monday PM)

Objectives

By the end of the workshop, participants will have:

- Shared specific country experiences of PC projects or activities in the W/S and or health sectors.
- Identified the strengths and weaknesses of these PC efforts.
- Explained the reasons for the major strengths and weaknesses.
- Described the PC IPS Project Plan (Project Plan) format and the information required for each of the seven sections of the Project Plan.

Tasks

- Individually review the documents you brought to the workshop per cable request (past W/S or health project evaluations, IST/PST reports, project plans for W/S or health, other agency W/S or health plans/reports, etc.

Identify specific strengths/weaknesses and prepare to share these, including reasons for the strengths/weaknesses.

- Share your examples in your groups with a reporter noting on newsprint the major strengths/weaknesses identified.
- Present groups results in plenary session (5 minutes per group).
- Summarize similarities/content vs process.

Outputs

Group 1

Strengths

- The project combined public health education with water and sanitation activities.
- Country (Zaire) has a national policy group for W/S. The group distributes W/S responsibilities to government departments (no duplication). Participating agencies report to the national policy group every two months.

- Addressed real health and social needs: a. diarrhea is a major health problem among children; b. eased the women's water fetching work.
- Structure responsible for W/S is locally established and controlled in health zones.
- Project was well funded: motorcycles and fuel available for PCVs and counterparts.
- Host country national was hired to coordinate project aspects by MOH, MOWS, and USAID.
- Community was involved: provided labor, local material and some money.
- Utilized the existing government and community organizational structures.
- Enhanced collaboration between government and NGOs.
- Technology utilized was appropriate for rural community.
- Repair teams were trained within the community.

Weaknesses

- Community apathy.
- Health worker receives low salary.
- Inadequate funding for health education activities.
- Inadequate maintenance of rural water structures.
- Women not given sufficient technical training.
- No continuation of health activities after end of project.
- No manpower development plan for continuation of the activities.
- No capacity for evaluation.

Group 2

Strengths

- Community participation
 - village based development structures (CVD and VVs)

- execution of project activities by the village volunteers: theater, storytelling, home visits, slogans, songs, etc.

- Training of PCVs and HC health workers together in in-service training.
- Involvement of political and traditional leaders.
- Involvement of school children.
- Integration of the project in the school curriculum.
- Participation of other donors (UNICEF, CDC, USAID).

Weaknesses

- Lack of means of transportation for counterparts.
- Language problems/PCVs' barrier to communication with village people.
- Lack of funds for village volunteer trainings.
- PCVs in program: Women only working with women? Or health education for whole community? Cultural taboos.
- Technical facet: done by men in the community or volunteers.
- Motivation of village volunteers.
- Maintenance of equipment.

Group 3

Strengths

- Linkage between water and sanitation projects.
- Strong education component in health (before, during, after).
- Community committee activities.
- Community contribution prior to start.
- Small systems - easily maintained.
- Locally available materials/tools.
- People trained are part of project.
- High government priority.

- Sufficient material support/funds.
- Team/multi-placement programming (blocks).
- Visits by government agents.
- Integrated approach (UNDP, PC).

Group 4

Strengths

- PCV/counterpart relationship for skill transfer.
- Integrated approach, multi disciplinary, water/sanitation/health education.
- Village participation from onset through life project.
- Role clear for all players.
- Support positive (financial, technical, moral).
- Collaboration AID/PC/host country/PVO.

Weaknesses

- Lack of supervisor.
- Counterparts chosen inappropriate (needs many inputs).
- Excessive dependence on donors, PCVs neglect local talent.
- Currency devaluation not anticipated.
- Too many major players.
- Setting unrealistic goals.
- Focus on technical rather than education goals.
- Lack of female participation.

SESSION III - CASE STUDY: "WATER OF AYOLE" (Tuesday AM)

Objectives

By the end of this session, participants will be able to:

- identify the major problems addressed by and arising in a W/S project.
- write goals/objectives for an effective W/S project.
- cite the major tasks of community based W/S promoters.
- determine the factors which contribute to community sustainability of W/S projects.
- explain the importance of the above for their own programming needs.

Tasks (45 minutes)

- Group 1: Identify the major problems addressed by the project and the major problems which arose in its implementation.
- Group 2: Write a Project Goal and milestone objective for the project described in the film.
- Group 3: Identify the major tasks of the community based project promoters (i.e., Togolese field agents).
- Group 4: Determine the factors which contributed to the Ayole community's ability to sustain their W/S improvements.

Major Problems Addressed by the Project:

- Lack of safe and potable water.
- Guinea worm, diarrhea, etc.
- Women go long distances and spend a lot of time fetching water, therefore have less time for children.
- Sense of helplessness on the part of the villagers to change situation.
- Village organization.

Problems in the Implementation

- Community not involved in the project.

- Cost: high-tech and prohibitive and imposed.
- Pumps broke down, no one to repair.
- Reoccurrence of guinea worm.
- Villagers were never told they were responsible for taking care of pumps.
- No knowledge, no skill to repair pumps.
- Raising money: trust? accountability?
- No organizational skills, roles not defined.
- No communication.
- Villagers were suspicious (displace them).
- Women not part of the decision making (at the beginning).

Project Goal Milestone Objectives

To provide a source of clean potable water in the village, and education regarding the health benefits through:

- Retraining extension agents.
- Organizing community-based self-development structures (village taking charge) such as: water committee, bank account, etc.
- Training village-based pump mechanics.
- Involving the community in decision-making.

Tasks of Promoters (Group 3)

- Understanding the village.
 - becoming part of the village
 - problems (guinea worm, distance to water, other diseases)
- Discover why pumps break and are not repaired: establish ownership attitude and motivate in decision-making (include women).
- Helped community to organize village water committee.

- establish trust by opening an account (money raised by traditional means - farming).
- selected and trained overseer and pump mechanics (trusted members of the community).
- Government made available spare parts and technical support.

Factors that Helped Sustainability/Process

- Training - key personnel pump caretakers, mechanic.
- Role clarification-mechanic, money collectors, social promoters.
- Community involvement all levels - males, females, administration and implementation.
- Village sensitizing by promoters - part of process.
- Water quality goals: government realizes needs of the community.

Project (Alchemy of) Sustainability and Improvement

Product

- Appropriate technology - simple mechanism, easy to repair.
- Availability - spare parts, government infrastructure/new pumps obtainable.
- Provides clean water/real need.
- Income: a. collection, b. traditional communal activities.
- Latrine/Schools.

Key: Village understands basic health education: bad water = worm = disease.

Questions

- Volunteer limits - Pay for key personnel (mechanic?)
- Continued support extension agents?
- Who pays for new pump? Long term management.
- More information on health education components.

How I Can Apply Lessons Learned from the "Water of Ayole" in My Own Country?

- Use/adapt film for PST/IST
- Put key points on project implementation/learnings in PCV newsletter.
- Use film as tool for reading and for teaching local people.
- Show how intentions/expectations can be very important.
- Bear in mind the project strengths identified as one designs one's own projects.
- W/S or health projects take a long term commitment/involvement.
- Importance of training of folks at all levels.
- Effectiveness/importance of collaboration.
- Associated with technology is hardware and need for organization(s).
- Project Plan (well done) can help you avoid many problems.
- Importance of community participation for any W/S (or other RD/Health) project.
- Even if delays implementation, community participation is essential.
- Men can be easily threatened by participation of women; must be done with sensitivity.
- Serious implications for our training of PCVs; how to sensitize them so they fit into an overall long-term development project.
- Importance of clarifying roles and responsibilities of all groups in a project, government, PC, NGOs, donors.

SESSION IV - W/S PROJECT DEVELOPMENT CONSIDERATIONS (Tuesday PM)

Objectives

- Identify and list the most common factors which contribute to an unsuccessful W/S project.
- Identify and list the most common factors which contribute to a successful W/S project.
- List the constraints PC faces in implementing these factors for a successful W/S project.
- Develop strategies for overcoming and/or minimizing these constraints.
- Phase and integrate the necessary components of a successful W/S project into Project Plans.

Tasks

In the same groups as Monday afternoon ("Sharing Project Strengths and Weaknesses"):

- Discuss similarities and differences between the lessons learned from the history of the W/S sector (Chapter III of the PC W/S Programming Guidelines) and from your own experiences.
- Identify the constraints you may face in applying the W/S Programming Guidelines and propose ways for overcoming or minimizing these constraints.
- Reporters to give no more than ten minute oral reports on the results of your discussions after the break.

Group 1 - Constraints/Solutions

- C: Separate ministries responsible for W/S work.
S: Suggest HC develops a working group with members from all concerned ministries.
- C: Host country tells PC what it wants PCVs to do and the PCV role doesn't follow W/S Guidelines.
S: Inform host country nationals about PC W/S guidelines and the appropriate role of PCVs.
- C: Host country identifies real problem not perceived by villagers as a problem e.g., latrines.
S: PCVs role to educate population, do needs assessment.
- C: PC sees need to tie reforestation activities with water work, but host country doesn't perceive the need.

S: PC staff promotes awareness of connection. PC brings in PCV foresters or integrates water program with local foresters.

Group 2

C: Collaboration between participants (agents -- W/S/, health, social workers, etc.).

S: Bring them together in meetings, in-service training, village-based training, etc.

C: Intangibility of health education, time, work is subtle, unconcrete.

S: Explain and clarify long-term results, role of health education.

C: Technology inappropriate - high cost of maintenance.

S: Identifying local resources, facilities, possibilities.

C: Community apathy. Time.

S: Promoting community involvement (showing the benefits/interests).

C: Social/cultural/religious taboos.

S: Bring in/involve women in decision-making.

C: Technology imposed on governments, villages. No or little choice.

S: Investigating possible tech. systems. Getting everyone involved in identifying the appropriate tech.

Group 3

C: Technical incompetence/technical advice.

S: Develop and maintain construction standard.

C: Lack of coordination and the different ministries/teams involved.

S: Clear definition of responsibilities (linkage through clustering of volunteers).

C: Lack of women involvement in the designing the project (WID).

S: Include women in designing the project (WID/women's groups) in the community.

C: Inability of local people/community to repair or replace participants/funds.

S: Formation of committees to collect funds for repair and technical training (fund raising activities).

Group 4

C: Lack of government infrastructure mid-level management (co-workers, supervisors). Local resources (Guinea-Bissau).

- S: Increase project staff - short term. Training of mid-level managers/local people.
- C: Availability of funds timing insufficient (Benin).
- S: Increase collaboration planning (integrated approach).
- C: Project relied too much on donors (Liberia).
- S: Locally available resources. Have contingency plans. Training component.
- C: Language/social-cultural incongruity/beliefs (Honduras/CAR).
- S: Researching - community involvement appropriate design. Training.
- C: Personal gains, community needs.
- S: Community awareness⁶ consciousness-raising.
- C: Natural/physical barriers: water, time, geology, equipment, climate, money.
- S: Research/planning potential donor.
- C: Community priority.
- S: Need assessment (SPA) alternate funds.
- C: Recruitment/selection of PCVs training.
- S: Precise request/appropriate skill training/selection.
- C: Political/historical factor and host government.
- S: Identify priorities/contingency planning/communication.
- C: Unrealistic goals.
- S: Project Planning review/evaluation/complete communication.
- C: PCV satisfaction.
- S: Co-worker site selection/adequate support.
- C: Women's involvement.
- S: WID

Regional Support for Water/Sanitation Projects

- Advocacy (representational) P&T
 - CH - Margaret McLaughlin
 - PO - Bro Russell
 - TO - Scott Smith
 - PA - Pat McDonald
 - AFSI - Paul Olson
- Inter-communication/resource - project plan, other org/funds.
- Organizational formats.
- Initiator.
- Protector.

Otaps W/S Funds

- Appropriated funds. Any country eligible.
- Child Survival: Country must be a designated child survival country.
- Small Project Assistance (SPA): must be an in-country USAID/PC SPA agreement.
- Guinea Worm Project Assistance: for countries with guinea worm infestation.

Course of the Guinea Worm Disease

- Human ingestion of a larval nematode within the body of cyclops (water flea - small animal barely visible to the naked eye).
- Cyclops found in water of shallow pools, ponds and step-wells used for drinking and washing.
- Larva released, molt twice, mate and mature in three months.
- Male dies in 6 months.
- Female migrates to subcutaneous tissue, 85 percent in the lower extremities.
- Becomes apparent in one year.
- Painful blister caused by larval secretion from worm.
- Secondary symptoms are nausea, vomiting, diarrhea, asthma, giddiness, and fainting.
- Infections - staph, strep, gangrene.
- 100,000 larva/female.
- No drug available for treatment, ivermectin under development.

SESSION V - ASSESSING AND ADAPTING PRIOR W/S PROJECT: CHAD WELLS CASE STUDY
(Wednesday AM)

Objectives

By the end of this session, participants will have:

- Described what should be done to assess prior or existing W/S project - i.e., steps to take, information to gather, tools available.
- Assessed prior W/S projects in Chad in terms of their:
 - overall goals and objectives
 - collaborating agencies and support
 - issues of sustainability and ultimate benefits
 - PCV roles, accomplishments, and levels of satisfaction

Tasks

- Discuss for no more than 10 minutes what should be done to assess prior or existing projects, i.e. what steps to take, what information to gather, what tools/resources you can use.
- Discuss the prior W/S Chad projects and note on newsprint your specific concerns about:
 - overall project goals and objectives (group 1)
 - collaborating agencies and their support (group 2)
 - issues of sustainability and ultimate benefits (group 3)
 - PCV roles, accomplishments and level of satisfaction (group 4)

Overall Goals/Objectives

Beneficiaries

- extent to which they are involved in project decision-making.
- formation of water committees including women.
- selection of well repairman.
- involvement of government administration unclear.

Geographical considerations

- soil characteristics/well-digging technology.
- political pressure/MOH.

Sustainability

- availability and distribution of spare parts.
- community-based training in W/S.
- involvement of participants in maintenance (purchase of parts).

Specific Concerns About Collaborating Agencies and Support:

Chad Wells Project

Period	Collab. Agencies	Type of Support	Concerns
1967-72	MOH	Direction and counterparts	- poor planning among agencies
	WHO	Sanitary engineer	
	USAID	Sanitary Engineer pump design & mfg.	- lack of coordination between agencies
	PC	Volunteers	
1969	WHO UNICEF/OXFAM	Expert attached to MOH	- equally distributed
	USAID	Vehicles, spares, salaries	- inappropriate tech.
1972-79	MTDH	Direction & coordination	- transfer of resp.
	PC	Volunteers	one ministry to another
1973	USAID	Task force	
1974	USAID	\$400,000 (for 180 wells)	- poor planning/all - radical change, project design, USAID confined work area
1972-79 ?		\$3,000,000 (500 "Tysen" rural wells, sanit)	- lack of planning collaboration, resource commitment
	MTDH	Chadian counterparts	training (USAID/FDAR) - PC consultation in ALL phases?
1978	PC	Evaluation	- Training & educ. component tardy

Sustainability

- Appropriateness of the Technology
 - locally available materials for prototype and spare parts.
 - maintenance within the financial capability of villagers.
 - analyze cost: start-up, repair, labor, parts.
 - train a local person to do repairs.
- Community Participation
 - what are existing health education activities in the village.
 - who attends existing health educ. activities, will all the target population be involved? If not, who?
- Assist GOC in development of a comprehensive plan to "Take Over"

Ultimate Benefits

- stated objective clean water, elimination of water borne diseases.
- determine evaluation tool to see if stated objective has been met.
- identify who the beneficiaries are, where and how are they best served (why at dispensary).
- institute educational system so villagers understand and can evaluate the benefits.
- salaries created by project admin. and repairs.
- opportunity to develop a skill (technical and organizational).

Concerns About PCV Roles, Accomplishments, and Levels of Satisfaction

- PCV is well-digger: concerned with deadlines, numbers, statistics.
- No counterpart training.
- Health education aspect: none/ignored.
- Villagers: not considered/not motivated.
- Technology used by PCV may not be appropriate because of need for outside technical assistance. People trained but did not belong to the community/people trained but not made responsible. PCV team approach: health - technical aspects.
- Confusion: too many PCV changes; skill transfer difficult.

- Language skills: poor.
- Goals 2 + 3 = 0.

MAJOR LEARNINGS: REASSESSING AND ADAPTING EXISTING W/S PROJECTS

- Importance of planning for sustainability.
- Need collaboration of all parties in developing realistic goals/objectives.
- Importance of monitoring/checking goals/objectives.
- Importance of clarifying the contribution and responsibilities of each collaborating agency/organization.
- Need to select/choose collaborating agencies or ministries that have similar/compatible objectives to PC.
- Seriously weigh advantages/disadvantages of a PC W/S project.

[Resource: Putting People First by Michael Cernea, World Bank publication]

SESSION VI: PROJECT PLAN DEVELOPMENT

By the end of this session participants will be able to:

- write project problem statement
- describe the existing effort to address the problem
- state the activities PCV could undertake in the project and explain why these activities were chosen
- define at least two milestone objectives for the project
- develop time frames for key activities/tasks needed for at least one milestone objective

Project Plan Development: Chad Well Project

In four groups, work collaboratively to develop a project plan for the future PC/Chad W/S project that includes:

- a written project problem statement.
- a list of activities that PCVs could undertake in the project.
- at least two milestone objectives.
- time frames for key activities/tasks needed for at least one milestone objective.

Plan I

Host project background/description

- Name of host country project: Chad - W/S
- State the problem which the project addresses:
 - Chad suffers from a lack of potable drinking water with consequent high rates of diarrheal/waterborne disease, particularly in the infant population.
 - Operational wells and pumps have been installed in the southwestern part of the country. However, pump maintenance and health education trained manpower are not available.
- Goal of project:
 - To assist in providing manpower to train Chadian nationals to administer water/sanitation projects, to maintain pumps and wells, and to provide water/sanitation health education.
- History:

Peace Corps participation in project

- Briefly state the activities to be undertaken in this project and why they were chosen.
 - training of Chadian nationals in project management
 - training of Chadian nationals in hydrology/water engineering
 - training of Chadian nationals in pump maintenance
 - training of Chadian nationals in community mobilization/water/sanitation health education.
- Assumptions made:
- Objectives:

Milestone Objective 1: (to be completed for each milestone objective)

200 pumps and wells in the southwest corner of Chad will be maintained and functional.

Time frame:

two years

Operational Objectives (i.e., tasks/activities)	Completion by:	Resources Needed	Contingency
4 Chadians will be trained in pump repair and maintenance	6 mo's	Chad. Counterparts, PCVs, Band-aid, training funds A.I.D. salaries	Other donor agencies - UNICEF, UNDP
1/2 wells and pumps have been serviced	*.5 yrs	PCV's, Chad Counterparts, infrastructure, \$, vehicles, Bldg.	Other donor agencies - UNICEF, UNDP
all wells and pumps have been serviced	2 yrs	PCV's, Chadian Counterparts, A.I.D., Infrastructure	Other donor agencies -

Plan II

Host project background/description

- Name of host country project: Chad - W/S
- State the problem which the project addresses:
 - Over 90 percent of population of Chad do not have access to potable water. Consequently, high percentages of population is affected by enteric and water washed disease. There is also low agricultural and animal production because of this situation.
- Goal of project:
- History:

Efforts to address the Chad water problem have had negative effects and lacked technical, human, and financial resources.

Peace Corps participation in project

- Briefly state the activities to be undertaken in this project and why they were chosen.
 - Conduct a task analysis
 - Meet with local and regional HCA representatives to discuss problems and strategies.
 - Work with extension agents to promote community participation in project.
 - Educate beneficiaries in implementation, maintenance, repair and user education for the Tysen pump.
 - In coordination with HCA personnel, train health representatives in simple health care practices and disease prevention.
- Assumptions made:
- Objectives:

Milestone Objective 1: (to be completed for each milestone objective)

Survey and repair assessment for 100 Tysen wells will be completed.

Time frame:

Test design in 20 communities for training extension agents and beneficiaries in pump maintenance and rehabilitation.

Operational Objectives (i.e., tasks/activities)	Completion by:	Resources Needed	Contingency
Identify location of Tysen pumps. Meet with and discuss needs with community leaders.	2-6 mo's		
Implement rehabilitation and beneficiary education in 20 communities	6-12 mo's		

SESSIONS VII AND VIII (Thursday)

REVISED SCHEDULE

AM

- Discuss guinea worm Case study and identify potential:
 - Primary PCV jobs/assignments
 - Secondary PCV projects that could be funded by SPA Health
- Video: "The Fiery Serpent"
- Preliminary task analysis of these:
 - Primary assignments
 - Secondary assignments
- 12:30 Bob Gearheart - technical questions W/S

PM

- Work on individual Project Plan with opportunity for feedback from facilitators and colleagues

SESSION VII - PCV ASSIGNMENTS: GUINEA WORM CASE STUDY

Objectives

By the end of the session, the participants will be able to:

- Discuss PC's role in guinea worm eradication in Africa.
- Determine the variety of PCV assignments in a PC guinea worm program.
- Do a preliminary task analysis for such PCV assignments.
- Identify opportunities for secondary projects which can contribute to guinea worm eradication and analyze the tasks of PCVs in such projects.
- Discuss the relationship of primary PCV assignments and secondary projects to project development.

Tasks

With groups:

- Discuss guinea worm case study.

- Identify and make a list of primary job title/role assignments and secondary projects which could benefit the long term guinea worm eradication program.
- A reporter form each group presents results.

Primary PCV Assignment Possibilities:

- Health Educator--(Biology or health background with some teaching experience) Attached to hospital with existing rural health worker as counterpart.
- Community Development Agent--(Community development and health experience and bookkeeping skills)
- Water Technician--(BA generalists with some counterpart training, construction experience, prior French) community mobilizer.
- Well/Cistern Construction/Pump Repair Technician

Secondary Project Possibilities (for potential SPA Health Funding)

- AV development to support project (appropriate setting).
- Organizing a latrine brigade.
- Primary health care - ORT, etc.
- Primary/secondary formal health messages, guinea worm.
- Guinea worm education materials/curriculum.
- Extension activity - fund raising filter design - local material.
- Teaching of management skills, support of maintaining water system.
- Implication of boiling water, wood source, stoves.
- Pre-natal clinic.
- Improvements of existing wells.
- Evaluation survey - assistance to primary projects.
- Complementing aspects of primary/secondary.
- Pilot project aspect of secondary project.
- Construct water-gathering sites.

- Water treatment.
- Informal at-home education.

Small Group Tasks

- Groups 1-3: develop a preliminary Task Analysis (i.e., identify major tasks and skills needed to accomplish them) for one of the major PCV assignments in a PC Guinea worm eradication program:
 - Group 1: Health educator
 - Group 2: CD agent
 - Group 3: Water technician
- Group 4: Based on opportunities for secondary projects that can contribute to or supplement/compliment guinea worm eradication efforts, analyze the tasks for one secondary project of the PCVs to be involved in these secondary projects.

TASK ANALYSIS TABLE

I = Importance Scale: 1 = lowest
 F = Frequency 9 = highest
 D = Difficulty
 T = Time required

Volunteer project: guinea worm; assignment: water technician

Major Tasks	Weight				Skills	Knowledge	Attitude
	I	F	D	T			
1. Identify a counterpart	5	1	3	9	Language/ communication Access potential counterpart	Political, admin. and cultural norms	Professional Helpful
2. Make an inventory of existing water sources	5	1	1	7	Develop a form and how to train and use it	How to analyze/ examine water	Respectful
3. Conduct a KAP Survey	5	3	5	3	Develop a ques- tionnaire and how to train and use it Interview skills	Cultural norms Survey instruments Data collection and analysis method	Sensitive to cultural issues, Patience Good listening
4. Study and identify the appropriate water sources	5	3	5	3	Do a water sources survey Identify appro- priate H2O sources	Geology, hydro- logy, social, political and cultural norms	Professional Respectful

Task Analysis: Health Educator

	Weight
	I F D
■ Establish a rapport	5 7 3
■ Community Diagnosis:	5 5
- Organize/or integrate health committee	5 5 3
- Formulate, test and conduct health-related questionnaire with specific questions on guinea worm phenomena	5 1 5
- Gather and analyze information on health delivery system: existing health records and previous efforts at eradicating guinea worm.	5 3 3
- Conduct village level meetings: reporting on survey/questionnaire, help villagers prioritize	5 3 3

Implications of W/S Guidelines and IPS

- Identify projects to be used for preparing Project Plan.
- Individually draft and/or modify Project Plan for one project that can be reviewed with their HCN and other colleagues upon return to their country.

SESSION VIII

Tasks

- Identify and post list of project(s) of which you are drafting Project Plan.
- Individually (or combined) develop a strategy for your project (your approach) then move into preparing your Project Plan draft to the extent possible.
- Brief sharing of progress report at 3:30.

List of Projects to Be Used in Project Plan Session

Country New/Modified	Type of Project	
Niger - David Levin	M	AFSI
Benin - Roger D/Almeida	N	Water borne disease control/Health
Chad - Mike Fitzgerald	N	Community development wells project

Morocco - Soraya Sebti	N	Health and sanitation
Rwanda - Dominique P.	N	Nutrition educ/appropriate tech.
Zaire - Harold Randall	M	Rural water & sanitation
CAR - Jill Carty	M	AFSI
Ghana - Ben Baah	M	Community health and sanitation
Togo - Tchao Bamaze	M	Guinea Worm
Tanzania - Book	N	Youth economics group project
Malawi - Dalma Thyanga.	M	Child survival
S.L. - Dr. J. Smith	M	Rural water supply
Gabon - Kader Rassoul	N	Primary health care/educ.
Kenya - Lusumba Rague	M	W/S and malaria research
Maurit. - Linda Cobey	N/M	Community health and sanitation
Guinea - Tafsir Thiam	N	Primary health care/education
Liberia - Chester Woyee		Toilet project

Action Plans

The most common external resource requirements which if not identified will affect the success of W/S programming efforts:

- Money: SPA, AID, UNICEF, CARE, other embassies/donors, embassy self-help fund, host country government funds, PC partnership, UNDP, PL 480, World Bank, Community, CRS, OTAPS, World Vision, American Businesses, e.g., American Food Producers.
- Consultants: OTAPS, Africa Region, WASH, Local consultants.
- Manuals: WASH, ICE, VITA, etc.
- PCVs - Tech ministries.
- APCDs - community.

Major Learnings/Value of Workshop

- Importance of a community mobilization component in a W/S project.
- Becoming more familiar with W/S Guidelines and IPS.
- Possibility of applying learning to all types of programs.

- Exchange of ideas.
- Chance to interact with PC/W and feel they respect efforts/are supportive - faces with names!
- Necessary ingredients for a successful workshop.

Action Plans

Objectives:

By the end of this session, the participants will have:

- Discussed available PC resources for programming in their country.
- Produced an action plan for applying the W/S Programming Guidelines in their country.
- Received feedback on their draft action plans from other participants, PC staff and/or trainers.
- Evaluated the workshop.

Task

- Each participant develop a plan of action of how you will implement the learnings of this workshop in preparing a Project Plan and sharing your learnings.
- Share your plan of action with another participant.

APPENDIX E

Summary of Evaluation Results

APPENDIX E

SUMMARY OF EVALUATION RESULTS

PEACE CORPS WATER SUPPLY AND SANITATION PROGRAMMING WORKSHOP
IN NIAMEY, NIGER, JANUARY 16-20, 1989

FINAL WORKSHOP EVALUATION FORM

I. Goal Attainment: Rate how well each of the overall objectives of the workshop was attained on a 1-5 scale as follows: (please circle the appropriate number)

1 - not at all 2 - little 3 - adequately 4 - mostly 5 - completely

1. Share specific country experiences of PC projects and/or activities in the W/S health sectors.

1	2	3	4	5
		1	15	3*

2. State the factors which contribute to a successful and an unsuccessful W/S or health project.

1	2	3	4	5
		2	8	9

3. List the factors which contribute to a communities ability to sustain a W/S project.

1	2	3	4	5
		2	6	11

4. Assess and propose revisions of a W/S or health project using the W/S programming guidelines.

1	2	3	4	5
			15	4

* Figures under numbers of the scale indicate number of responses in that category.

5. Write a Project Plan (Project Plan) for a W/S or health project using the IPS format.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| | | 4 | 9 | 6 |
6. Identify the steps and resources necessary to assess an existing W/S or health project.
- | | | | | |
|---|---|---|----|---|
| 1 | 2 | 3 | 4 | 5 |
| | | 2 | 11 | 6 |
7. Describe the occurrence, cause, impact, and interventions for the guinea worm disease.
- | | | | | |
|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 |
| | | 1 | 8 | 10 |
8. Identify and describe potential secondary projects that could be funded by SPA Health.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| | 1 | 2 | 8 | 8 |
9. List the ways to integrate Child Survival, Community Participation, Women in Development, Appropriate Technology and other concerns into W/S and Health programming.
- | | | | | |
|---|---|---|----|---|
| 1 | 2 | 3 | 4 | 5 |
| | | 4 | 12 | 3 |
10. Describe the range of PCV assignments possible within the W/S sector and do a preliminary task analysis for a potential assignment.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| | | 3 | 7 | 9 |
11. Explain the reasons why PC should be involved in guinea worm eradication efforts and describe potential PCV roles.
- | | | | | |
|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
| | | 2 | 9 | 8 |

12. Produce an Action Plan for effectively using the W/S Guidelines and for completing their Project Plans.

1	2	3	4	5
		4	9	6

13. Describe the Africa Region's P&T strategy for 1989 and how it applies to your country.

1	2	3	4	5
		2	9	9

14. Identify and discuss personal and administrative issues with the Africa Region representative that could impact your ability to implement the 1989 P&T strategy.

1	2	3	4	5
			11	9

II. PARTICIPANT COMMENTS

A. What aspects of the workshop most met your needs?

- Working on the draft of Project Plan/Goals/Objectives.
- W/S Guidelines review.
- Project Planning and understanding what is sound programming and why it is so important. It was also important to hear what is going on in specific countries and working.
- What Regional and OTAPS support is available and what guinea worm is and how it could be dealt with.
- Objectives were met - chance to interact and meet with other APCDs sharing successful and unsuccessful projects.
- Being able to write a Project Plan.
- Almost all.
- Task analysis, milestone objective definition.
- Other experiences and suggestions highlighted by the participants regarding developing a Project Plan bearing in mind the target group in a W/S project.

- Time to work on individual project plans and Action Plans --learning about community involvement in W/S projects.
- Interchange with other APCDs and PC/W.
- Project Plan guidelines, methodologies and strategies.
- Project Plan, Action Plan, Programming issues and Guidelines.
- Going through the steps of an actual Project Plan and interaction with others doing similar projects.
- Interaction with APCDs regarding programming/administration issues, time to meet with variety of resource people (OTAPS, Bob, etc.); Action Plan session and basic introduction to W/S Guidelines.
- Everything, especially the films, The Water of Ayole in particular.
- Learning the A to Z about W/S Project Planning. Chance to interact with experienced colleagues and receive constructive feedback. Direct link to OTAPS through Jaime and Margaret.
- Project design and Action Plans.
- Programming - familiarization with IPS, Project Plan and guinea worm Project.
- Focus on IPS and discussion sessions.

B. What aspects least met your needs?

- None.
- Guinea worm presentation.
- No time planned to visit important points of Niamey.
- Developing action plans; however, this depends on our own personal experiences, newness with PC philosophy, etc.. Good to have as a reality check on what to do when APCDs return.
- Specifics on how to motivate, educate, and organize communities with whom PCVs are assigned to work.
- Focus more on actual project plans - have any been produced yet?
- All learnings have been useful - of great value.

- Guinea worm information since there is no guinea worm in my country.
- Not enough time for Project Plan.
- Completion of Project Plan at this point.
- Guinea worm aspects were good, but my country is not very much concerned.
- Project Plan exercise: I never managed to do more than 50% of the work; needed more time and a faster working brain.
- Wish I had more time to sit and talk with everyone about their programs and experiences. Limited time, but I understand why. It's up to us now to contact each other and support each other if we need help.

C. How was the facilitation of the workshop?

- Clear, concise, humorous and energetic.
- Don't rush.
- Facilitation was excellent. At times people were a bit confused, but this confusion was cleared up. When you are around good facilitators you usually pick up a new trick or two, and I did.
- Excellent facilitators and staff.
- Very impressive.
- Excellent. Competent facilitators. This is one of the most useful PC workshops I have ever been to.
- Very well animated group and organized. It will help me better organize my ISTs.
- Excellent facilitators.
- The best I've seen so far! My compliments to you all.
- Excellent!!!
- Excellent job - the facilitators need to be commended for their professionalism. They really made the participants feel comfortable throughout the workshop.
- Well done.

- Excellent - facilitators were always available.
- Excellent - very professional and flexible. Suggestions were incorporated immediately.
- The facilitators could not have been better.
- Team facilitation is superior to other forms. The directions/assignments were, for the most part, quite brief, direct, and clear. Controlling the flow of ideas, untangling word bottlenecks, adjusting mid-course corrections - all of these kept participants on course and focused on stated goals. Use of audio-visuals. A big success!
- Superb!

D. How could the design or delivery of the workshop have been improved?

- More time to write an individual Project Plan.
- Though we worked on Project Plans, emphasis should have been placed on assisting participants in the preparation of a document which could be useful as an example for all of their programming needs.
- More time spent on certain activities. It was difficult at times because of constraints.
- You all did your very best, really. Facilities or possibilities for changing money on Sunday could have been clear.
- Very well designed and delivered - continue in identifying facilitators who have had previous experience with PC conferences.
- Group participants at outset into subject areas of mutual interest, ex. W/S or Health Educ.
- Very difficult to answer, the delivery was so good. I felt lucky to have this group of trainers.
- No problem - for future workshop design and delivery, it would be appropriate to take into consideration the comments, observations and feedback from participants of this workshop.
- Give more time to tasks. Getting everything we have done typed was very good.
- More daily evaluations - workshop was so task oriented that needed to reflect earlier on my needs. Assign role of timekeeper/moderator to small groups. More time, if possible, to key sessions.

- This is the second PC workshop I've attended and I found it the best - the facilitators are professionals.
- More resource data on successful W/S projects available to participants for reading analyzing, earning: "success is its' own calling card."
- Nothing short except time allocated for AF Region issues with Margaret.
- It was improved to meet the needs of the group.

E. Other comments/suggestions:

- Fun and beneficial.
- I enjoyed it.
- There is a real need to clarify the Project Plan implementation. What was presented was excellent, but there is still some confusion on how to go about doing a Project Plan. There has to be a simpler way.
- Follow-up workshop next year 1990.
- Happy to have made very good new friends as colleagues.
- Thanks! Keep it up.
- Besides the remarkable technical learnings, I've had the opportunity to improve my listening and speaking English and my vocabulary. Thanks.
- Suggest certain evening time slots are included to discuss with consultants, APCDs, Wash. D.C., specific queries. It's easy to say yes initially, but due to being caught up in all the conference activities, these opportunities fell by the wayside.
- Nice conference site. Plan one afternoon free mid-week for whatever.
- Every APCD should attend this type of conference every year or so.
- I personally thank AF Region and OTAPS for helping me meet my needs and for making my work easier. The workshop was fortunate to have people like Lee and Bob as facilitators. They always do the job with dedication.

- In the role play session we didn't really play the role. Maybe use the fishbowl technique for one or two presentations in the big group.
- Change groups.
- I was a substitute this time since our PTO was on vacation. I was not too sure what to expect, next time I will be better prepared. Thanks to AF Region and OTAPS and to the facilitators - the latter were wonderful.
- Copies of presentations, flipcharts, participants' plans are very helpful.
- Adequate preparations put into the workshop by OTAPS, AF Region and participants - cable traffic in response to issues which needed clarification. Spirit of give and share. Assembling APCDs with some projects also helped smooth and health contribution. Suggest time be allocated in future for excursions/tour. GOOD WORKSHOP -- BRAVO!
- Organization of the workshop was perfect. I am very impressed by it - the staff was so efficient in meeting all the needs promptly (from workshop to money, travel, copies, etc.). Bravo! "Je vous tire mon chapeau!"
- Let's have more of these workshops.

PC W/S PROGRAMMING WORKSHOP

NIAMEY, NIGER, JANUARY 16-20, 1989

RESULTS OF MID-WEEK EVALUATION - WEDNESDAY 1/18/89

I. What could be improved?

- Asking more questions to the audience.
- More time required for group tasks.
 - Realize it's Ok not to rush.
 - More time on activities.
 - Time allocated for group work is barely sufficient.
- Lunch provided by the hotel.
- More work(time) for exercises on Project Plan.
 - Practice/work on own Project Plan with feedback from the facilitators.
 - Need to apply knowledge to country specific problems - i.e., time in schedule to work on project plans and receive feedback.
 - More time on activities so can really become familiar with appropriate practices for improved/integrated programming.
 - Not enough time for activity - esp. Project Plan.
- More input on different W/S/Health Programs.
 - What pumps work best, why.
 - PCV roles - tech, CD, Health education - which to emphasize.
 - IST experiences.
- Return copies of newsprint the next day.
- More appropriate examples after activities.
- Clearer concise tasks.
- My French!
- At times it's too cold.

II. What is going well?

- Starting and finishing on time went very well so far - in general, the workshop norms are ok.
- The presentation has been a professional one; the "professors" were just great, clear and complete presentations.
- Group discussion and participation.
- Group discussion has been involved and stimulating. Keeping to timetable.
- Group participation is good.
- Case study programs are very helpful.
- General comments on topics treated threw more light on issues.
- Going well: chance to meet and talk with Jaime and Margaret.
- Learning about situation in other countries where W/S projects are underway (e.g., Chad).
- Practice with Project Plan.
- Focus on role of community in W/S work.
- Flow/exchange of ideas.
- Level of participation.
- Logistical support.
- Activities and exercises for increased and improved programming. These activities have begun a thinking process on how can one improve his/her programming efforts.
- Group participation and delivery.
- Sharing of experiences.
- Group interaction, review of programming documents. The training team works very well and is extremely professional. Water of Ayole film was excellent.
- The organization of the sessions is good: working in group, sharing group work.
- Good, practical, hands-on exercise.
- Use of androgogical tools and techniques, i.e., case studies, films, flip charts, discussion, sub-grouping dynamics - great.

- Unfolding of themes is logical, the latter building on the former: from the general to the specific.
- Announcement slots for "logistical" matters are well positioned, adequate.
- Fidelity to schedule is honorable.
- All efforts at pulling out the best from each group from individuals - highly encouraging.
- Team presenting - always a plus.
- Looking after personal needs of participants is prompt, satisfactory.
- Introductions to activities, activity switching linkages, and end of activity synthesis - very helpful, like essential signposts along the road.
- The food is tasty, and portions are more than adequate.
- Logistics management--plane bookings visas, money changing, etc. Thanks, Jennifer.
- Summaries and highlights by facilitators and regional representative.
- Regional rep. playing the listening role with individuals.
- Lunches adequate.
- Interpersonal interactions.
- Atmosphere is "très bien."
- Participation is great.
- Learning is happening.
- Group work is going well.
- Workshop well planned valid activities.
- Exercise Project Plan - very good/should be a part of staff training.
- Facilitators really keep it moving - congratulations.
- Everyone participating - goals of workshop covered.