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WATER AND SANITATION FOR HEALTH PROJECT

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TRAINING OF TRAINERS WORKSHOP BENIN RURAL WATER SUPPLY AND SANITATION PROJECT

WASH FIELD REPORT NO. 266

JULY 1989

Prepared for
the USAID Mission to Togo and Benin
WASH Task No. 043

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by

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ACRONYMS

APCD	Associate Peace Corps Director
CDSS	Comité de Développement Socio-Sanitaire (Sociohealth development committee)
CFA	West African Franc ($1.00 = 300 CFA)
ELC	Experiential Learning Cycle
EOP	End-of-Project
FB	Feedback
GPRB	Government of the People's Republic of Benin
PCV	Peace Corps Volunteer
PRAGMA/MCD	US-based contractors for the Benin project
SOW	Scope of Work
UNICEF	United Nations Children's Fund
USPC	U.S. Peace Corps

EXECUTIVE SUMMARY

The Benin Rural Water Supply and Sanitation Project, a multilateral collaboration begun in late 1987, is scheduled to end in December 1990. The project seeks to lower water-and-sanitation-related diseases by 30 percent in the project area through forming community sociohealth committees, providing boreholes, constructing rainwater catchment systems, and collaborating with communities to build school and family latrines.

The project requested a workshop that would train field agents in experiential techniques so that the agents could in turn better educate their target groups about potable water, oral fecal contamination, guinea worm prevention, and general health/hygiene.

In mid-May 1989, a workshop based on WASH's draft TOT guide took place in Bohican, Benin. Twenty-seven participants attended the workshop sessions, which were conducted by two consultants and five co-trainers from the project.

The training methodology was experiential and highly participatory. These major themes and techniques were presented:

- principles of adult education and experiential learning
- facilitation/communication skills
- small group work
- case studies
- lecturettes
- field exercises
- role plays
- use of visual aids

The workshop stressed a five-step process for planning and implementing training sessions:

1. Introduction and objectives
2. Presentation of exercise
3. Analysis and reflection questions

4. Conclusions and generalizations

5. Wrap up and planning for the application of learning

Final workshop evaluations indicated a high degree of participant satisfaction and the results of the self-evaluations made at the start and conclusion of the workshop indicated that most participants became more confident in using experiential training techniques.

As workshop follow-up, the consultants recommend the following:

- The PRAGMA/MCD health education advisor and the three Beninese counterparts are encouraged to reinforce the use of the five-step model by using it themselves to design future training programs and, during their supervisory visits, by helping the agents perfect the model.

- Field agents who demonstrated the best mastery of the training techniques should be encouraged to provide in-service assistance to their fellow agents.

- The PRAGMA/MCD Chief of Party is encouraged to plan and facilitate a workshop or series of meetings, as soon as possible, to allow key Beninese and project staff to collaboratively plan for the project's post-USAID sustainability.

- A workshop on management and supervision should be held in September 1989 for all provincial- and district-level project supervisory personnel so that specific supervision policies, plans, and instruments can be developed and put into practice.

Appendix H contains a draft scope of work with suggested schedule for the management and supervision workshop.

Chapter 1

INTRODUCTION

1.1 Background

The Benin Rural Water Supply and Sanitation Project (USAID No. 680-0201) began in late 1987, and is scheduled to end in December 1990. Collaborating on the project are USAID, three ministries of the Government of the People's Republic of Benin (GPRB), UNICEF, and the U.S. Peace Corps (USPC). Through a USAID contract, UNICEF provides technical assistance and equipment for well-drilling and pump installation, repair and maintenance. The executing GPRB agencies are the Division of Hydraulics (Ministry of Equipment and Transport); the Divisions of Sanitary Engineering and Health Education (both under the Ministry of Health); and the Division of Social Affairs (Ministry of Labor and Social Affairs). All three ministries have assigned supervisory and field level personnel to work with the project. USAID provides equipment and also financial and technical assistance through a contract with two US-based firms: the PRAGMA Corporation and MCD International. The Peace Corps provides technical assistance through Peace Corps volunteers (PCVs) working either as supervisors of multidisciplinary teams of Beninese field agents or as construction and pump repair and maintenance advisors.

The project goal is to reduce water-and-sanitation-related diseases, specifically guinea worm, by 30 percent in the project area: the six districts in Central Benin's Zou province. To attain this goal, the project is to establish community-level sociohealth development committees (CDSSs), provide 225 boreholes equipped with India Mark II pumps (coordinated with health and sanitation education campaigns), collaborate with the communities to build school and family latrines, and construct rainwater catchment systems with cisterns in some demonstration villages where boreholes are unproductive.

Prior to this workshop, WASH had assisted the project with a project start-up workshop in April 1987 (WASH Field Report No. 207); a project review and replanning workshop in May 1988 (WASH Field Report No. 241); and a midterm evaluation in February 1989 (WASH Field Report No. 252). A recommendation of the midterm evaluation was that WASH conduct a TOT workshop for project extension staff.

1.2 Scope of Work

The scope of work (Appendix A) called for a TOT workshop that would allow field agents and supervisors to practice and strengthen skills for all educational activities, but particularly the training skills useful for participants' efforts in three main health-and-hygiene education areas: potable water, guinea worm prevention, and oral fecal contamination. The draft TOT guide currently being prepared by WASH served as the basic workshop curriculum.

Specific responsibilities for the consultants, a WASH training specialist and the PRAGMA/MCD health educator, included the following:

- conducting a two-day staff training for three Beninese supervisors who would act as co-trainers
- preparing all necessary materials and conducting a five-day workshop for 26 district field agents
- preparing a SOW and outline for a consultant to conduct a personnel management and supervisory skills workshop for project supervisors
- preparing a final report to describe the workshop, assess the results, and make recommendations for the future
- providing detailed feedback to WASH on the effectiveness of WASH's draft TOT guide

Chapter 2

PLANNING

2.1 Orientation at WASH

A briefing at WASH reviewed the SOW, clarified consultants' roles and responsibilities, and identified the need for detailed feedback regarding the draft TOT guide.

2.2 In-country Briefings

During a Mission briefing, the WASH consultant discussed the SOW and received information on the progress of the Benin project since his last visit in May 1988 (for the WASH-facilitated review and replanning workshop).

The Benin project briefing was held May 8, with the Beninese National Coordinator, and the PRAGMA/MCD Chief of Party. They requested that the consultants consider modifying the draft TOT guide, if they discovered that by so doing the TOT could be made more relevant to the needs of field agent participants. The consultants agreed to do this. (A list of all persons contacted during the assignment is included in Appendix C.)

2.3 Co-trainer Preparation

Three Beninese supervisors of the district agents were designated as workshop co-trainers and were joined by two other project personnel: Evelyne Laurin and Julien Dossou-Yovo. Thus, working collaboratively, the two consultants assisted in the preparation of a team of five co-trainers.

Two days were scheduled for co-trainer training and materials preparation. (Refer to Appendix B for co-trainer preparation, objectives, and schedules.) The half-day of training focused on discussing and comparing preferred training approaches and styles, clarifying the proposed workshop objectives and schedule, and defining each co-trainer's roles and responsibilities.

The co-trainers also had a chance to experience one of the TOT training sessions and to identify the seven-step procedure for presenting an experiential training session. This preparation was key to their subsequent involvement in the TOT workshop. Responsibilities designated at the time of co-trainer preparation included an experiential learning session on visual aids, to be implemented by Evelyne Laurin and Ange Megnizoun, one of the district supervisors.

2.4 Materials Preparation

Since the WASH TOT guide was a completed draft curriculum, little curriculum preparation was needed, with the exception of locating the relevant handout materials translated into French.

The major task was the translating the session objectives, tasks, and exercises and transferring them onto flip-charts. This task took four people nearly a day.

Chapter 3

WORKSHOP IMPLEMENTATION

3.1 Workshop Goals and Schedule

The following were overall workshop goals were for the participants:

- Define the basic principles of adult education and experiential learning.
- Use the seven-step training design for preparing and carrying out a training session.
- Demonstrate facilitation skills (paraphrasing, summarizing, and asking questions).
- Give and receive feedback.
- Describe the characteristics and the learning purpose of training techniques such as case studies, role plays, visuals aids, small group tasks, lecturettes, demonstrations, and field exercises.
- Deliver a session using one of these training techniques.
- Adapt this training methodology for use in back-at-work situations.

WASH's draft TOT guide proposes options for a two-week or one-week workshop; the Bohicon workshop lasted five and one-half days. Due to participant level and time constraints, a session on objectives of planning for and managing a training event was not included in the workshop's objectives. Instead, that session was replaced by one on visual aids (see Figure 1 Workshop Schedule).

3.2 Participants and Observers

Twenty-six district agents were invited to the workshop and participated for the full week. An additional participant from UNICEF arrived on the second day, making 27 Beninese participants in all.

Participants represented a range of backgrounds and education levels. Eight of the district-level agents were sanitation agents who, although technically experienced, have had little training beyond primary school. The remaining field agents were either social workers or nurses, of whom all have completed at least two years of technical training after secondary school. This translated into a notable divergence in ability to read, write, analyze, and conceptualize.

FIGURE 1

Workshop Schedule

WEEK 1

TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	Day 6
8 am	(1) Opening Ceremony Ice Breaker Expectations Goals/Schedules Norms	(3) Facilitation Skills: Paraphrasing, Summarizing, and Asking Questions	(5) Giving and receiving feedback (6) Case Study Clinic	(8) Lecturette and Demonstration Clinic	(10) Role Play Clinic	General Review Evaluation Closing Ceremony
	L	U	N	C	H	
2 pm	(2) Principals of Adult Education and Experiential Learning	(4) Small Group Task Clinic	(6) Case Study Clinic (7) Session Design Framework	(9) Field Exercise Clinic	(11) Visual Aids Clinic	
6 pm	end	end	end	end	end	

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Although diverse in background, the agents perform similar tasks in the field. Thus, the case studies and role play situations selected during the workshop were relevant for all agents. In addition, since the field teams include a nurse, social worker, and sanitation agent, the participants are used to working collaboratively and drawing upon the strengths of different team members.

UNICEF's participant, the Beninese counterpart to the UNICEF Health Education Advisor, had extensive knowledge of the project and was a definite asset to the workshop. (A list of participants is included in Appendix E.)

Three observers attended workshop sessions: two PCVs responsible for pump maintenance, and the civil/sanitary engineer advisor. All three felt that specific topics would be useful in executing their current responsibilities.

3.3 Training Staff

The workshop was conducted by the WASH training specialist and the MCD health education trainer. Working from extensive related experience, the training specialist took the lead in specific methodology sessions. The health education trainer, who has had some TOT training experience in Africa, took responsibility for specific sessions and tasks. The two lead trainers were immensely assisted by the three Beninese field agent supervisors, namely Michel Crecel, Gabriel Kpinsoton, and Ange Megnizoun; by Julien Dossou-Yovo, the National Project Coordinator; and by Evelyne Laurin, the Health Education Advisor. This team of counterparts was essential to the success of the workshop. In addition to participating in daily reviews and planning, they helped adapt role play situations, case studies, and field exercises so that they would be immediately relevant to district agents' work.

The three Beninese co-trainers, along with Julien Dossou-Yovo, introduced practice sessions and tasks and facilitated small-group work. They also closed sessions by helping participants apply what they had learned to their situations. Evelyne Laurin and Ange Megnizoun also prepared and co-facilitated the session on visual aids.

Through their involvement, the counterpart team actually received training themselves in TOT workshop implementation, while simultaneously helping the lead consultants modify the design to make it more relevant to participant experience.

3.4 Workshop Design, Methodology, and Content

3.4.1 Design

The draft WASH training guide includes detailed session designs and supportive materials for a ten-day workshop for trainers who will help field workers develop skills needed to work with community-level people on water, sanitation, and health activities. These activities can range from technical training (pump installation/ maintenance/repair; latrine or rain water catchment systems construction; or spring improvements) to training in process skills (such as

health/hygiene education or community participation). The TOT guide includes examples of these activities drawn from the subject matter training guides developed by WASH.

The TOT guide is designed primarily to be used in workshops for those who train extension or district-level field workers. Its introduction suggests that the guide may also be used with trainers of community-level workers. This field test has confirmed that the guide is indeed useful for the latter situation; however, those using it must be able to make the necessary modifications to ensure that the workshop responds to the specific needs and learning levels of field agent participants. Such modifications were made for the Benin workshop.

3.4.2 Methodology

The methodology proposed by the TOT guide and used in this workshop builds upon the assumption that adult learning should be approached differently from child learning. Because adults differ from children in self-concept, experience, readiness to learn, and their ability to apply what they learn, they generally learn most effectively when building upon their own life experiences. Thus, this workshop approach was experiential and learner centered.

The experiential approach allows participants to manage and share responsibility for their own learning. Effective training strategies that incorporate the experiential approach allow participants to participate in an activity, review this experience critically, abstract useful insights from the analysis, and apply the result in future practical situations.

The experiential learning cycle (ELC) divides this learning process into four stages:

1. experiencing--undergoing the initial activity and data-producing part of the ELC

2. processing--reflecting on the activity undertaken during the experience

3. generalizing--drawing conclusions and generalizations stimulated by the first two stages of the ELC

4. applying--incorporating what has been learned in the first three stages by developing plans for more-effective behavior in the future

The design and flow of each training session consistently reinforced this experiential learner-centered approach. Thus, each TOT session was structured as follows:

1. Introduction

- questions to involve and interest the participants, based on their own experiences
- explanation of session objectives

2. Presentation or Exercise (The Experience)

- short experiential exercise, such as lecture, case study, role play, demonstration, field exercise, group work

3. Analysis and Reflection

- questions to bring out reactions and feelings about the presentation or exercise

4. Conclusions

- questions to generalize, comparing the meaning derived from this experience to other similar experiences, and to identify the major learning

5. Application/Closure

- questions to help participants consider how they can apply what they have learned
- brief summary of the session and a check to see if the objectives have been attained

3.4.3 Content

The modified workshop design for this TOT included eleven sessions over five and one-half days, in the following order:

1. Introduction

- official welcome/opening
- ice-breaker exercise--drawing pictures of a good trainer
- identification of participant expectations and comparing these with the planned objectives and schedule

- agreement on working norms and hours

2. Principles of Adult Education and Experiential Learning

   - training-styles inventory
   - three training and learning styles
   - demonstration of the ELC using a case study on the interrelationship between water and health
   - presentation and discussion of the ELC
   - explanation of the seven-step training session design framework

3. Facilitation Skills

   - analyzing paraphrasing using a role play between supervisor and dissatisfied field agent
   - practicing paraphrasing
   - analyzing summarizing using a skit discussing the progress and problems of the project's latrine program
   - practicing summarizing
   - presenting open-ended and closed questions
   - practicing all the facilitation skills, using small groups discussing a current project issue--how to convince village CDSS's to collect the 60,000 CFA for the second year

4. Small-Group Tasks and Work

   - presentation on preparing small-group tasks and managing small-group work
   - small-group tasks and work to define CDSS member responsibilities at a projected community meeting to discuss collecting the 60,000 CFA for the second year

5. Giving and Helping Others Give Feedback

   - presentation
   - practice in trios using role play situations between a district health supervisor and a community health field agent

6. Case Study Technique

- demonstration based on a case study dealing with experiential learning
- identifying the characteristics of a good case study by analyzing session two's case study on the interrelationship between water and health

- preparing and practicing the delivery of a case study about an agent helping a community organize to construct a rainwater catchment system

7. Lecturette Technique

- demonstration lecturette on criteria for site selection and civil works construction of a borehole

- discussion of lecturette characteristics and learning purposes

- small-group preparation of lecturettes on one of the following major project themes:

  - potable water: collection, transport, storage and drinking

  - guinea worm prevention

  - human excrement disposal

  - rainwater catchment system components

  - objectives and use of the annual subscription of 60,000 CFA

  - latrine components

- practice-delivery of developed lecturettes

8. Use Of Field Exercises

- brainstorming characteristics and learning purposes of a good field exercise

- small-group preparation of plans for field exercises that investigate these topics:

  - how family latrines are constructed and maintained

  - how potable water is stored by families

- how pump surroundings are maintained

- how a collective garden can be used to raise money for the annual village subscription of 60,000 CFA for pump maintenance and repair

- presentations of field exercise plans developed by each group

9. Use of Songs and Role Plays

- demonstration of a health education song

- demonstration of a role play

- analysis of the role play descriptions used in this session and in session 3 to identify the characteristics of a good role play description

- small-group preparation of role-play descriptions for the following situations that reflect current project issues:

  - sanitation field agent with a primary school director who feels the school has more urgent needs than constructing latrines for the students

  - political leader who asks a CDSS president to use money from the pump maintenance and repair account to repair a school roof

  - conflict between two field agents because one is doing more field work than the other

  - conflict between a pump repairman and a district field agent over repairing the pump for a community that has not subscribed the full 60,000 CFA for the pump repair and maintenance account

- practice in leading a session using the role-play descriptions developed by the small groups

10. Use Of Visual Aids

- small-group preparation to prepare health discussions with local communities

- practice in using visual aids to demonstrate a village health discussion

- review and rating of new visual aids (drawings) recently developed by the project but not yet field tested

11. Closing

- post-self-evaluation of confidence in using different training techniques; comparison with pre-self-evaluation results and discussion
- final evaluation form completed
- certificates of participation distributed
- closing remarks

Chapter 4

WORKSHOP ASSESSMENT

4.1 Participant Assessment

During the last workshop session, participants completed a three-page evaluation form to identify the three most-useful aspects of the workshop; note how they would modify it and why; and evaluate its overall presentation on a scale of 1 to 5. In addition, participants rated each session's utility on the same numerical scale (see Appendix F for evaluation form and results).

The three most-useful aspects identified were the principles of adult education and experiential learning; the technique of giving and receiving feedback; and the techniques of communication and facilitation, namely paraphrasing, summarizing, and using open-ended questions.

Participants identified no significant problems; in fact, 62 percent suggested no workshop modification at all. All aspects of the training presentation received a score of 4.1 or above. Participants rated the overall workshop as very useful, giving it an average of 4.8. Individual sessions scored 4.3 or above (see Table 1 Summary of Evaluation Results).

4.2 WASH and Co-trainers' Assessment

The WASH team was impressed by the level of co-trainers commitment to the workshop's success, and very much appreciated their ongoing involvement and collaborative spirit. In addition, the participants seemed very receptive to learning and experimenting with new techniques and approaches, thereby also contributing to the workshop's success.

Believing the participants to be highly satisfied with the training, the Beninese co-trainers in turn were pleased to witness both the participants' openness to adult learning methods and the collaboration that emerged in small-group sessions involving nurses, social workers, and sanitation agents.

The co-trainers, particularly the three supervisors, expressed increased confidence in their training design and delivery skills. The national coordinator for the Benin Rural Water Supply and Sanitation Project was pleased by the adaptation of the TOT curriculum design to meet needs and future work roles of participant field agents, as was the health education advisor from PRAGMA/MCD.

Table 1

Summary of Evaluation Results

<u>Individual Session Ratings</u>		
Session 1.	Opening	4.7
Session 2.	Principals of Adult Education	4.6
Session 3.	Facilitation Skills	4.6
Session 4.	Small Group Tasks	4.4
Session 5.	Giving Feedback	4.7
Session 6.	Case Studies	4.4
Session 7.	Session Design	4.5
Session 8.	Lecturettes	4.6
Session 9.	Field Exercises	4.7
Session 10.	Role Plays	4.6
Session 11.	Visual Aids	4.4
Session 12.	Closing	4.7
<u>Presentation Ratings</u>		
Clarity of Presentations		4.2
Clarity of Instructions		4.1
Group Participation		4.2
Quality of Materials		4.3
Trainer Skills		4.7

Note: Scores are on a code of 1-5, with 1 being low and 5 high.

Chapter 5

RECOMMENDATIONS

5.1 Comments on the Draft TOT Training Guide

WASH's draft TOT guide was an invaluable resource in designing and implementing the Benin workshop. The guide's basic methodology, approach, and proposed schedule were followed and proved to be logical and understandable to both trainers and participants. The absence of French translations for specific training session designs made briefing and preparing the Beninese co-trainers more difficult and time consuming; however, this was not a major problem. The co-trainers realized that the guide was still in draft form and needed testing before translation into other languages.

The Benin workshop did demonstrate a definite need to modify certain steps in the session designs when participants are field agents rather than trainers of field agents. For example, nearly a third of the agent participants in the Benin TOT had some difficulty reading and understanding written materials within a reasonable period. Thus, it was more time-efficient to ask a group member who had good reading skills to read aloud for the others. This procedure worked fine for fairly brief handouts, such as the sample case studies and role play descriptions; however, it would have been unfeasible if people needed to review a volume of written material before accomplishing a task (as is proposed in the session designs for the case study, lecturette, and field exercise).

A second need for design modification related to the fact that those who had difficulty with reading and writing also had difficulty conceptualizing training technique. In learning a technique such as the role play, they tended to understand that they were to do the role play themselves, not prepare someone else to present it. The field agents' current relationship to CDSS members is perceived not as a training role, but as a community development motivator, facilitator, and guide.

In the Benin project, field agents have little or no role in training design and materials preparation. Such functions are handled by the expatriate health education advisors from PRAGMA/MCD, the Beninese technical supervisors, and, to a more-limited extent, the PCV district supervisors. The agents' role is simply to implement at community level the specific plans that others develop and their advisors and supervisors prepare them to carry out. Considering the agents' levels of education and training, this seems the best approach if key project messages are to be transmitted correctly. Also, agents must try to motivate and train many community members whose reading, writing, and conceptual skills are even lower. In fact, 90 percent can neither read nor write. Thus the specific messages must be communicated as simply and clearly as possible, and must directly relate to community realities.

Trainer modifications of the planning and practice steps of sessions on case studies, role plays, lecturettes, and field exercises proved most helpful. Agents were thus able to develop specific project-related materials that the more

skilled and creative among them may actually use in their community extension work.

Local realities also dictated a visual-aids session, which provided an opportunity for the PRAGMA/MCD Health Education Advisor and her Beninese counterpart to prepare one using the seven-step model. The session reinforced ongoing work being done with visual aids, and gave field agents an opportunity to plan and practice leading a community health discussion while using project-prepared drawings/pictures to illustrate their main points.

In summary, the TOT guide as currently designed probably would have worked quite well, with few modifications, if the participants had been trainers of field agents; however, much more modification is needed if the guide is to be used for field agents themselves. The consultants recommend that the guide next be tested with participants who have higher-level (national or regional) responsibilities for training design, implementation, and evaluation.

5.2 Recommendations for TOT Follow-up

Whenever appropriate, the health education advisor and Beninese supervisors are encouraged to use this workshop's seven-step model and experiential methodology and approach for future training, so as to reinforce field agent confidence in these areas. Also, district agents who mastered such techniques as the case study, role play, and field exercise planning, could provide valuable in-service assistance to fellow agents with less mastery.

During the first three months following the training program, Beninese supervisors might monitor the field agents to see if they have tried out relevant role plays, case studies, and field exercise planning sessions with their committees or villagers. If not, the supervisors could encourage agents to use these techniques, and could help refine them so they are workable within the village context. For example, if a case study format remains too sophisticated for CDSS members, the supervisor could help change a case study into a simple story with question-and-answer format.

Ideally, a two-week TOT based on WASH's TOT guide would be conducted for all project supervisors and advisors who are responsible for training design and curriculum development. However, this seems an unrealistic recommendation at this late stage of the project. If a second project phase is negotiated and funded, such a workshop should be considered.

5.3 Recommendations for a Midlevel Management and Supervision Skills Workshop

Appendix G contains the results of a meeting facilitated by the consultants to identify with key project personnel their needs for a workshop on supervision skills. This was done so that the team could complete their task (see Appendix A) of preparing "a Scope of Work" and outline for a consultant to conduct a workshop for the project supervisors on personnel management and supervisory skills.

The needs-assessment planning meeting identified major needs that were further discussed with the PRAGMA/MCD Chief of Party and the National Coordinator at a later meeting. Based on these meetings and discussions, the team prepared a SOW and proposed outline for a midlevel management and supervision skills workshop (see). This eight- to nine-day workshop, proposed for mid-September 1989, would focus on improving the planning skills of midlevel project managers (the six Chief Medical Officers, four Beninese provincial technical supervisors, and the six PCV district supervisors and pump repair and maintenance advisors). Expected workshop outputs would include the following:

- realistic district-level plans for implementing project activities defined by management for the period from September 1989 to December 1989

- improved ability to develop realistic district-level plans for implementing project activities that are mandated for 1990
- an agreed-upon supervision strategy and plans for the provincial-level supervision of districts and the district-level supervision of field agents, as well as specific supervisory tools or instruments, i.e.,

  - standard supervisory form

  - list of activities to be supervised over the next 15 months

  - lists of tasks that must be done to accomplish each of the activities

  - list of observable indicators for supervisors to use when evaluating the performance of each task

The needs assessment discussions also highlighted the urgency of a plan or possible strategies for continuing project activities after the PRAGMA/MCD technical assistants depart (currently set for December 1989) and the USAID project ends (December 1990). This issue is both crucial and delicate, since it is impacted by the GPRB's political and economic situation, current negotiations between the GPRB and the International Monetary Fund (IMF/World Bank), and the other project partners' (UNICEF and Peace Corps) ongoing involvement in Benin.

The team recommends that the PRAGMA/MCD Chief of Party urge key decision-making representatives of project organizations, or those who might participate in continuation activities to meet as soon as possible to explore possible strategies for assuring such continuation. The Chief of Party has indicated his interest in planning and facilitating such a meeting or series of meetings. Potential participants should include senior-level policy and decision makers from the American Embassy/Cotonou, USAID/Lome, Peace Corps/Benin, UNICEF/Benin, UNDP/Benin,.GPRB ministries involved in the project, and such possible partners as the World Bank and other bilateral donors active in Benin.

APPENDIX A

SCOPE OF WORK

SCOPE OF WORK

Benin: Training of Trainers Workshop

Background

The Benin Rural Water Supply and Sanitation Project began in late 1987 and is scheduled to be completed in December 1990. The project calls for the installation of 225 drilled wells equipped with handpumps, the creation and training of village committees, and the organization of educational campaigns related to health and water and sanitation. In October 1988, WASH assisted in a mid-term evaluation of the project (See WASH Field Report No. 252). One of the recommendations in the evaluation was to organize a training of trainers (TOT) workshop for the district agents and supervisors. USAID/Benin has requested WASH assistance in conducting this workshop.

The purpose of the workshop is for agents and supervisors to practice and strengthen skills for all educational activities. The workshop will aim at sharpening training skills useful in enhancing the effectiveness of the participants' technology transfer efforts in the three main health education themes: potable water, guinea worm prevention, and oral fecal contamination. WASH is also currently preparing a TOT guide which will serve as the basic curriculum for the workshop.

The workshop will be a joint activity between WASH and Pragma/MCD, the long-term technical assistance contractor. WASH will provide a training specialist and Pragma/MCD will provide a health educator.

Responsibilities

1. Review documents to become familiar with the Benin Rural Water Supply and Sanitation Project. (See WASH Field Report Nos. 252, 207 and 241.)

2. Read and become familiar with the WASH training guide for the training of trainers, which is currently being developed.

3. Arrive in-country one week prior to the workshop to interview project staff and selected workshop participants.

4. Using the interview data and draft WASH TOT guide, finalize the training design for a five-day workshop.

5. Prepare all necessary workshop materials. (Most of the handouts are included in the materials WASH is preparing.)

6. Conduct a two-day staff training for three Beninese supervisors who will act as co-trainers during the workshop.

7. Conduct a five-day workshop in French for 26 district agents in the skills needed to serve as field agent trainers of the village committee members.

8. Following the TOT, prepare a scope of work and outline for a consultant to conduct a workshop for the supervisors (district supervisors, chief medical officers, and Peace Corps Volunteers) on personnel management and supervisory skills.

9. Prepare a final report which describes the workshop, assesses the results, and makes recommendations for the future. The workshop report will be prepared in the field in English and WASH will translate it into French.

10. Provide detailed feedback to WASH on the effectiveness of the WASH TOT guide.

Logistics

All in-country logistics will be provided by the Benin Water Project. The project will provide the consultants with transport, secretarial services, photocopying, and flipcharts.

Timing

Workshop preparation	- May 8-11
Staff Training	- May 12-13
Workshop delivery	- May 15-19
Final report and debriefing	- May 22-24

Personnel

The workshop calls for two consultants. One consultant, provided by WASH, should be a skilled TOT trainer and the other, provided by MCD, should be a health educator with sound training skills. Both should have extensive experience in Africa and speak fluent French.

APPENDIX B

CO-TRAINER PREPARATION, OBJECTIVES, AND SCHEDULE

ANNEXE B

PREPARATION DES CO-FORMATEURS, OBJECTIFS ET CALENDRIER

PREPARATION POUR LA FORMATION DES FORMATEURS
A ABOMEY DU 12 AU 13 MAI 1989

OBJECTIFS: A la fin de cette préparation, les superviseurs, la conseillère en éducation sanitaire et les formateurs de WASH auront:

1 - discuté et comparé leurs approches préférées pour l'exécution d'une séance de formation;

2 - clarifié les objectifs et l'emploi du temps de l'atelier;

3 - identifié les étapes proposées pour une séance de formation expérimentale;

4 - clarifié les rôles et responsabilités;

5 - préparé les grandes fiches pour les séances de l'atelier.

HORAIRE PROPOSE

Vendredi 12-05-89:

9h00	Introduction et objectifs de la préparation
9h15	Inventaire des styles de formation
10h15	Pause
10h30	Démonstration du cycle d'apprentissage expérientiel (étude de cas)
11h20	Discussion du cycle et des étapes d'une séance de formation expérientielle
11h50	Explication des objectifs et l'emploi du temps de l'atelier
12h30	Déjeuner
15h00	Clarification des rôles et responsabilités
16h00	Clarification des rôles et responsabilités
16h00	Préparation des grandes fiches
18h00	Fin de la journée

Samedi 13-05-89:

8h30 à 12h30	Préparation des grandes fiches et d'autres matériels ou matériaux

LES STYLES DE FORMATION

NOM	A	B	C
LEE	5	6	5
KAREN	0	8	7
EVELYNE	8	3	3
CRECEL	5	4	1
ANGE	7	8	3
GABRIEL	5	4	5

STYLES DE FORMATION ET D'APPRENTISSAGE

STYLE	Besoins du Stagiaire	Rôle du Formateur
A DIRECTIF	Direction	DIRECTEUR
B COLLABORATIF	Interaction	COLLABORATEUR
C FACILITATIF	Experimentation	FACILITATEUR

RESPONSABILITES PROPOSEES

Tâche	Personne (s)
• Traduction et preparation des grandes fiches	Lee et Gabriel Karen et Crecel
• Planification et exécution de la demonstration de Lundi p.m.	Crecel et Gabriel
• Planification et exécution de la séance du Vendredi p.m. (utilisation des aides visuelles)	Evelyne et Ange
• Participation dans les séances de révision /replanification à la fin de chaque journée (18 H à 19 H) – y compris révision du programme guide	Tout le monde

. Participation dans les séances de formation en tant que participants	Tout le monde
. Mener les discussions concernant l'application des apprentissages à la fin de chaque séance	A tour de rôle
. Suivre les travaux en groupe ou, si approprié, faciliter les discussions en groupe	Tout le monde

RESPONSABILITES - ETAPE D'APPLICATION

Séance	Personne(s)
2	Gabriel
3	Crecel
4	Ange
5	Crecel
6	Ange
7	Gabriel
8	Crecel
9	Ange
10	Gabriel
11	Ange/Evelyne

APPENDIX C

PERSONS CONTACTED

APPENDIX C

PERSONS CONTACTED

USAID/Lomé

- Mark Wentling, Mission Director
- Paul Ehmer, Project Officer
- Ellon Dedo, Administrative Officer

Cotonou/Project Office

- Julien Dossou-Yovo, National Coordinator
- Lee Yellott, Chief of Party, PRAGMA/MCD

Cotonou/Other Organizations

- Jean Demarteau, Director, Peace Corps
- Roger D'Almeida, Associate Director, Peace Corps
- Jean-Pierre Meert, Project Director, UNICEF
- Robert Larsson, Sanitary Engineer, UNICEF

Abomey/Bohicon Provincial Project Headquarters

- Evelyne Laurin, Health Education Advisor, PRAGMA/MCD
- Maryanne Leblanc, Sanitary Engineer Advisor, PRAGMA/MCD
- Michel Crecel, Health Education Supervisor, Savè
- Gabriel Kpinsoton, Sanitation Supervisor, Glazoué
- Ange Megnizoun, Social Affairs Supervisor, Bantè
- David Donovan, Pump Maintenance PCV, Savè
- Peter Caron, Pump Maintenance PCV, Savalou
- Edward Aldrich, Supervisor PCV, Dassa

Appendix D

PRE/POST-SELF-EVALUATION
INSTRUMENTS AND RESULTS

APPENDIX D

PRE/POST SELF EVALUATION

RESULTS AND INSTRUMENT

RESULTATS COMPARES DES PRE/POST AUTO-EVALUATIONS

LISTE DES PARTICIPANTS POUR L'ATELIER DE FORMATION DES FORMATEURS

BOHICON, BENIN DU 15 AU 20 MAI 1989

MAXIMUM POSSIBLE: 144

		PRETEST	POSTEST	DIFFERENCE
DISTRICT DE DASSA				
HOUECHOUANOU	Léontine	122	122	0
HOUESSOU	Honoré	92	115	+23
AGOSSADOU	Valentin	99	99	0
DJIKPO	Firmin	89	127	+38
DOSSOU-GBETE	Théophile	75	131	+56
DOSSOU-GOIN	Léon	101	127	+26
DISTRICT DE SAVALOU				
LALEYE	Solange	87	115	+28
ADJAMCSSI	Samuel	97	120	+23
AKPO	Roger	82	96	+14
SASSOUNOU	Lucien	58	68	+10
LOKONON	Bonaventure	71	95	+24
DISTRICT DE GLAZOUE				
AMOUSSOU	Clarisse	122	130	+ 8
ODOUNTA	Victoire	96	110	+14
DAH	Léonard	118	113	- 5
COMLAN	Pascal	118	128	+10
ZOSSOUNGBO	Jean	90	127	+37
SOGLO	Nicolas	89	124	+35
DISTRICT DE SAVE				
JEKINNOU	Pierre	100	118	+18
CHITOU	Issa	93	113	+20
DAGAN	Isaac	90	123	+33
GBODOGBE	René	56	124	+68
AGOH	Paul	73	84	+11
DISTRICT DE BANTE				
TOSSOU	Martial	90	98	+ 8
LOUKPE	Joseph	91	124	+33
WOROU	Fatchinin	94	99	+ 5
FATOUMBI	Madeleine	102	98	- 4
U N I C E F				
DANVIDE	Bertin	ABSENT		

/=) TELIER DE FORMATION DES FORMATEURS

BORICON, BENIN, DU 15 AU 20 MAI 1989
AUTO-EVALUATION DES COMPETENCES DE FORMATION
(P R E et P O S T)

NOM _____ DATE _____

SVP, faites une auto-évaluation de votre degré de confiance pour mener à bien les aspects suivants de la formation. Encerclez le chiffre correspondant à votre degré de confiance en utilisant l'échelle suivante :

1	2	3	4	5	6
Pas du tout Confiant	Un peu Confiant	Assez Confiant	Confiant	Très Confiant	Extrêmement Confiant

1. Rédiger les objectifs d'apprentissage

1 2 3 4 5 6

2. Elaborer un plan pour une séance de formation expérientielle

1 2 3 4 5 6

3. Suivre le progrès des participants dans l'atteinte des objectifs

1 2 3 4 5 6

4. Elaborer un jeu de rôle.

1 2 3 4 5 6

5. Ecrire une étude de cas.

1 2 3 4 5 6

6. Préparer un mini-exposé.

1 2 3 4 5 6

7. Préparer les questions de réflexion, généralisation et application.

1 2 3 4 5 6

8. Etablir un climat positif d'apprentissage.

1 2 3 4 5 6

9. Maintenir un climat positif d'apprentissage.

1 2 3 4 5 6

10. Présenter clairement les objectifs de séance.

1 2 3 4 5 6

11. Ecrire clairement les instructions et les renseignements sur les grands fiches.

1 2 3 4 5 6

12. Utiliser les outils visuels d'une manière efficace.

1 2 3 4 5 6

13. Expliquer clairement les tâches à faire.

1 2 3 4 5 6

14. Diriger un jeu de rôle.

1 2 3 4 5 6

15. Exploiter une étude de cas.

1 2 3 4 5 6

16. Présenter un mini-exposé.

1 2 3 4 5 6

17. Faciliter une discussion de groupe.

1 2 3 4 5 6

18. PARAPHRASER les commentaires et les réponses des participants.

1 2 3 4 5 6

19. Récapituler les points clés d'une discussion.

1 2 3 4 5 6

Noter les points clés d'une discussion sur grande fiche.

1 2 3 4 5 6

Transmettre efficacement le feedback.

1 2 3 4 5 6

Recevoir et mettre en application le feedback.

1 2 3 4 5 6

Planifier une démonstration qui est expérientielle.

1 2 3 4 5 6

Elaborer les étapes pour une formation pratique sur le lieu de travail.

1 2 3 4 5 6

APPENDIX E

LIST OF PARTICIPANTS

APPENDIX E

LIST OF PARTICIPANTS

LISTE DES PARTICIPANTS POUR L'ATELIER DE FORMATION DES FORMATEURS

BOHICON, BENIN DU 15 AU 20 MAI 1989

DISTRICT DE DASSA

HOUECHOUANOU	Léontine
HOUESSOU	Honoré
AGOSSADOU	Valentin
DJIKPO	Firmin
DOSSOU-GBETE	Théophile
DOSSOU-GOIN	Léon

DISTRICT DE SAVALOU

LALEYE	Solange
ADJAMOSSI	Samuel
AKPO	Roger
SASSOUNOU	Lucien
LOKONON	Bonaventure

DISTRICT DE GLAZOUE

AMOUSSOU	Clarisse
ADOUNTA	Victoire
DAH	Léonard
COMLAN	Pascal
ZOSSOUNGBO	Jean
SOGLO	Nicolas

DISTRICT DE SAVE

JEKINNOU	Pierre
CHITOU	Issa
DAGAN	Isaac
GBODOGBE	René
AGOH	Paul

DISTRICT DE BANTE

TOSSOU	Martial
LOUKPE	Joseph
WOROU	Fatchinin
FATOUMBI	Madeleine

U N I C E F

DANVIDE	Bertin

APPENDIX F

SUMMARY OF RESULTS AND FINAL EVALUATION FORM

APPENDIX F

FINAL EVALUATION FORM AND SUMMARY OF RESULTS

SOMMAIRE DES REPONSES DE L'EVALUATION DE L'ATELIER

ATELIER DE FORMATION DES FORMATEURS

LE PROJECT USAID/BENIN

EVALUATION A LA FIN DE L'ATELIER

BOHICON, BENIN, DU 15 AU 20 /05 /1989

A. Impressions Générales

1. Quels ont été les trois aspects les plus utiles de cet atelier et pourquoi?

   a) Les principes de l'éducation pour les adultes et l'apprentissage expérientiel (12)

   b) Apporter et donner du feedback (11)

   c) Les compétences de facilitation (la paraphrase, la récapitulation et la pose des questions) (9)

Autres aspects appréciés:

- la tecnique de l'étude de cas (7)
- la technique du jeu de role (7)
- les aides visuelles (5)
- l'élaboration des séances de formation (4)
- l'organisation de cet atelier (4)
- le style collaboratif de l'atelier (4)
- la technique du mini-exposé expérientiel (4)
- la technique du travail sur le terrain (3)
- la maitrise des formateurs (3)
- les compétences du travail en groupe (3)
- la formulation des objectifs pour chaque séance (2)
- la préparation des questions de réflexion générale et de l'application.

Autre commentaire:

- Les travaux en groupes ont permis aux participants d'être plus actifs au cours de l'atelier et de mieux comprendre.

- Les objectifs fixés avant les tâches à accomplir au cours de chaque séance et l'évaluation faite après chaque séance a permis aussi bien aux formateurs et aux participants de voir que l'objectif général du séminaire est atteint.

2. Quelles modifications proposeriez-vous apporter à l'organisation de l'atelier et pourquoi?

   a) aucune/rien à signaler (16)

   b) le travail en groupe est fatiguant (3)
   (espacer les études de cas)

   c) la technique de travail sur le terrain (2)
   (une sortie sur le terrain)

   d) une formation un peu plus longue, compte tenu du nombre des thèmes (2)

Autres commentaires:

- respecter les heures du travail
- associer au moins un superviseur expatrié
- plus de détails sur la façon de former les adultes
- un atelier pareil deux fois par an
- tout a été parfait
- tout a été utile.

3. En général, j'ai trouvé cet atelier:

1	2	3	4	5
Pas utile	Peu utile	Passable	Utile (5)	Très utile (19)

B. <u>LES SEANCES</u>

Cette section du formulaire nous procure de l'information utile nous permettant d'augmenter l'efficacité de cet atelier. Par conséquent, nous apprécierions vos re- marques spécifiques concernant l'utilité de chaque ses- sion.

Evaluez les séances en encerclant le numéro réflétant vos sentiments concernant chacune et ajoutez-y vos remarques.

1	2	3	4	5
Pas utile	Peu utile	Passable	Utile (8)	Très utile (18)

SEANCE 1: L'OUVERTURE (Brise Glace, attentes, objectifs, programme, normes)

REMARQUES: Toutes ces étapes se situent dans le cadre de l'acceuil et tout bon agent de développement sait combien l'acceuil est indispensable avant toutes activités.

- Cet exercice de brise glace permet vite aux participants de se familiariser et de sortir de leur timidité
- Elle n'a pas suivi la procédure traditionnelle, ce qui était mieux.
- La brise glace a fait égayer tout le monde
- Toutes les rubriques ont été faites pour un meilleur travail.
- L'ouverture était bien faite; le programme et les objectifs ont été atteints.
- Aucune ouverture officielle de la part des autorités béninoises.
- Impéccable

SEANCE 2: PRINCIPES DE L'EDUCATION POUR LES ADULTES ET DE L'APPRENTISSAGE EXPERIENTIEL

1 2 3 4 5

(9) (15)

REMARQUES: Cela nous permet de guider une bonne séance de formation dans nos villages

- l'adulte est mis à l'aise avant l'apprentissage
- principes très efficaces pour atteindre les objectifs fixés dans une formation des adultes
- c'est le thème essentiel de la formation
- cela m'aidera à savoir aborder les gens non seulement dans le projet, mais dans la vie.
- très clair, compréhensible

SEANCES 3: LES COMPETENCES DE FACILITATION (la paraphrase, la récapitulation, la pose des questions)

			1	2	3	4	5
(1)	(9)	(16)					

REMARQUES: - j'utilisais la paraphrase sans le savoir; je dois la mettre en application

- ce sont pour moi des apports permettant de mieux comprendre les villageois et de me faire comprendre mieux aussi dans ma vie en général.
- très important; l'utilisation de la paraphrase permet aux participants de suivre la formation
- surtout les questions ouvertes et fermées
- j'aimerais le faire avec les villageois
- fait passer vite les messages.

SEANCE 4: LES COMPETENCES DE TRAVAIL EN GROUPE

1	2	3	4	5
(3)		(9)		(14)

REMARQUES: - permet une collaboration de tous les membres du groupe

- même les timides parlent
- permet de se découvrir, de découvir les autres, pour créer un climat de travail.
- a ses idées viennent s'ajouter celles des autres pour mieux cerner une situation.
- exige nécessairement une participation

SEANCE 5: APPORTER ET RECEVOIR LE FEEDBACK

1	2	3	4	5
(9)		(17)		

REMARQUES: - c'est là que l'émetteur et le récepteur peuvent se comprendre

- permet une entente
- très utile comme outil de travail dans la communication, notamment dans une formation

- cela nous permet de voir si le message que nous donnons est bien compris
- le faire nécessairement pour se corriger
- l'utilité dans ma vie de tous les jours.

SEANCE 6: LA TECHNIQUE DE L'ETUDE DE CAS

1	2	3	4	5
		(2)	(9)	(12)

REMARQUES: - elle permet de mieux maîtriser un problème de l'étudier correctement et de faire passer le message à l'assistance.

- très efficace

SEANCE 7: COMMENT ELABORER DES SEANCES DE FORMATION

1	2	3	4	5
		(2)	(8)	(14)

REMARQUES: - cela permet de se canaliser dans le sujet

- efficace

SEANCE 8: LES TECHNIQUES DE MINI-EXPOSE ET DES DEMONSTRATIONS

1	2	3	4	5
	(11)		(15)	

REMARQUES: - cela permet de vite connaître les approches d'idées

- il nous permet de gagner du temps

SEANCE 9: LA TECHNIQUE DE TRAVAIL SUR LE TERRAIN

1	2	3	4	5
			(8)	(16)

REMARQUES: - je ferai tout pour changer un peu mon style

- un guide pour notre travail sur le terrain

SEANCE 10: LA TECHNIQUE DE JEU DE ROLE

1	2	3	4	5
		(2)	(7)	(16)

REMARQUES: - efficace, amusant, participatif

- je suis content de connaître cette méthode.

SEANCE 11: UTILISATION DES AIDES VISUELLES

1 2 3 4 5
(3) (8) (13)

REMARQUES: - suscite la participation

- cela m'aidera de ne pas trop parler
- cela permet de faire passer les idées théoriques.

SEANCE 12: LA REVISION GENERALE

1 2 3 4 5
(1) (6) (19)

REMARQUES: -Très important pour fixer les idées

C. EVALUATION DE LA PRESENTATION DE LA FORMATION

Très Bas		Moyen		Très Elevé
1	2	3	4	5

1. Quelle était la clarté des présentations?

1 2 3 4 5
(3) (15) (17)

REMARQUES: - les formateurs ont beaucoup de talent

- ils ont clarifié avec des questions
- bonne

2. Quelle était la clarté des instructions données?

1 2 3 4 5
(4) (19)(7)

REMARQUES: - il était nécessaire de temps en temps de clarifier les instructions

- claire, compréhensible
- parfaite

3. Comment avez-vous trouvé le niveau de participation du groupe?
1 2 3 4 5
(3)(17) (6)

REMARQUES: - excellent, attentif

- formidable

4. Que pensez-vous de la qualité des matériaux didactiques distribués ?

1	2	3	4	5
	(1)	(3)	(8)	(14)

REMARQUES: - très utile pour la pratique sur le terrain

- très utile pour parfaire nos formations
- tout était au point

5. Que pensez-vous du niveau de compétences des 2 co-formateurs de WASH?

1	2	3	4	5
		(1)	(5)	(20)

REMARQUES: - formidables

- extraordinaires
- je voudrais imiter Lee JENNINGS
- on a senti en eux qu'ils maîtrisent leur matière, la pédagogie
- flexibles, compréhensifs.

APPENDIX G

RESULTS FROM NEEDS ASSESSMENT PLANNING MEETING

APPENDIX G

RESULTS FROM NEEDS ASSESSMENT PLANNING MEETING

Bohicon, May 20, 1989

Participants: Evelyne Laurin
Julien Dossou-Yovo
Lee Jennings
Karen Gridley
Michel Crecel
Gabriel Kpinsoton
Ange Megnizoun

1. Suggestions/Idées pour un Atelier sur la supervision

POINTS DISCUTES

- Dates possibles/Durée/Lieu

Mid-Septembre pour environ 6 jours à l'hôtel DAKO 1, Bohicon

- Participants: à discuter

- Formateurs: 2 formateurs (probablement de l'extérieur)

- Problèmes/Besoins Existants

  - L'organisation du suivi au long terme après la fin du projet

  - Problème de gestion des ressources (humaines, matérielles et financières)

  - Comment faire la supervision

  - Clarification des tâches pour chaque catégorie d'agent du projet, pendant et après le projet

- Thèmes/Sujets à traiter

  3 grands thèmes:

  - La gestion

  - La supervision

  - Le suivi des activités du projet après la fin du projet.

- <u>Résultats/Produits Voulus</u>

  - un plan avec les lignes directrices afin d'assurer la continuation des activités après la fin du projet.

- à recommander aux autorités/décideurs

  - une définition de la supervision et du suivi et une description du rôle et des responsabilités des superviseurs.

  - accord sur un système de supervision quantitatif avec:

  1) une fiche standard de supervision

  2) des listes des tâches avec indicateurs pour chaque tâche des supervisés

  - accord sur un système standard pour la gestion des ressources.

2. Propositions pour des Formations/Ateliers, en ordre de priorité:

   - une semaine (5 1/2 jours) sur les principes du management et de la supervision pour les superviseurs au niveau de la province et du district.

   - deuxième semaine sur le suivi des activités du projet (y compris un système de gestion des ressources et des lignes directrices) pour les managers et décideurs.

APPENDIX H

SCOPE OF WORK FOR A MIDLEVEL MANAGEMENT AND SUPERVISION SKILLS WORKSHOP

APPENDIX H

SCOPE OF WORK FOR A MIDLEVEL MANAGEMENT AND SUPERVISION SKILLS WORKSHOP

Benin: Midlevel Management and Supervision Skills

Background

The Benin Rural Water Supply and Sanitation Project began in late 1987, and is scheduled to be completed in December 1990. The project calls for installing 225 drilled wells equipped with handpumps, creating and training village committees, and organizing educational campaigns related to health and water sanitation.

WASH has provided assistance to the project for a start-up workshop (see WASH Field Report No. (207 of April 1987), a review and replanning workshop (see WASH Field Report No. (241 of May 1988), a midterm evaluation of the project (see WASH Field Report No. (252 of February 1989), and a training of trainers (TOT) workshop for the 26 districts field agents (see WASH Field Report No. 266 of May 1989). The WASH consultants for the TOT workshop were requested to prepare this SOW based on the expressed needs and desires of the project managers.

The purpose of the workshop is for midlevel managers and supervisors of the project to improve their planning and supervision skills. These midlevel managers and supervisors include the Beninese chief medical officers for each of the project's six districts, the four Beninese provincial technical supervisors, and the approximately six Peace Corps volunteers (PCVs) who work either as district supervisors of field agent teams or as pump repair and maintenance advisors. The workshop will aim at improving their ability to plan the implementation of activities and supervise the performance of the 26 district field agents who are responsible for working directly with the village sociohealth development committees.

The project has developed a very specific step-by-step approach for helping each village committee take the actions necessary to maintain their pumps, conserve potable water, eradicate guinea worm, and improve overall village sanitation and personal hygiene. This approach calls for each village committee to be visited every two months so that a different message can be communicated, or another development improvement begun. Specific objectives and a detailed set of activity steps are proposed for each visit. The problem has been getting the district teams to program their visits so that all proposed activities are done in logical order in each of the villages.

Workshop participants should be able to do this type of midlevel planning at the end of the workshop. They should also be able to effectively supervise the performance of field agents as they implement the village-level activities.

Expected Outcomes/Products

1. Realistic district-level plans for implementing project activities defined by project management for the period from September 1989 to December 1989.

2. Improved ability to develop realistic district-level plans for implementing the project activities mandated for 1990.

3. An agreed-upon supervision strategy and plan for provincial-level supervision of districts and district-level supervision of field agents.

4. Specific supervisory tools or instruments:

   - standard supervisory form

   - list of activities to be supervised over the next 15 months (both by provincial-level and district-level supervisors)

   - lists of tasks necessary to accomplish each of these activities

   - lists of observable indicators for supervisors to use when evaluating the performance of each task

Responsibilities

1. Review documents to become familiar with the Benin Rural Water Supply and sanitation project. (See WASH Field Report Nos. 252, 207, 241, and 266.)

2. Review and become familiar with the following:

   - The INTRAH training design and materials for the April 1989 Quantitative Supervision Skills workshop for supervisors of the Zairian Association for Family welfare, so that appropriate aspects can be adapted for use in the Benin workshop. (Note: the design and materials are in French and copies have been left in Benin and at WASH).

   - WHO/OMS: Si vous êtes chargés de ... Guide de gestion à l'usage des responsables des soins de santé primaire au niveau intermédiaire. Genève, OMS, 1981.

   - Katz F.M., Snow R. Evaluation des compétences professionnelles des personnels de santé: guide pour la formation et la supervision. Genève, OMS, 1981.

3. Participate in a four-day team planning meeting (TPM) and training design workshop.

4. Arrive in-country one week prior to the workshop to interview project managers and selected participants.

5. Using the interview data and INTRAH Zaire training design and materials, finalize the training design and materials preparation for a nine-day workshop.

6. Conduct a nine-day workshop in French for approximately 15 provincial and district-level managers/supervisors in basic management planning and supervisory skills.

7. Prepare a final report that describes the workshop, assesses the results, and makes recommendations for the future.

8. Debrief with Benin project managers.

Proposed Objectives and Outline of Workshop

At the end of the workshop, the participants should be able to do the following:

1. List and describe the three functions of management as defined by WHO (planning, implementation, and evaluation).

2. List and explain the reasons and logic for the objectives, priorities, and activity schedule that Benin/USAID project management has developed for the sequence of activities that district field agents are to carry out in all project villages.

3. Describe the primary management responsibilities of the following personnel in the Benin/USAID project:

   - National Coordinator and the PRAGMA/MCD Chief of Party
   - UNICEF and Peace Corps project managers
   - GPRB national technical directors of
     - Hydraulics service
     - Sanitary Engineering
     - Social Affairs
     - Health and Continuing Education
   - Provincial technical directors
   - Provincial technical assistants
   - Provincial technical supervisors
   - District Medical Officers
   - District Supervisors

4. Explain the essential elements of an activity work plan (who will do what, when, where, and how).

5. Explain the specific activity work plans for the next quarter (October - December 1989) for their specific role--

   - Provincial Technical Supervisor
   - District Medical Officer
   - District Pump Repair and Maintenance Advisor
   - District Supervisor

6. Define supervision and quantitative supervision.

7. Describe the methodology of quantitative supervision.

8. Determine the most appropriate times for supervisory visits.

9. Use a common supervision form that has been developed and tested during the workshop.

10. Give constructive feedback.

11. Describe the advantages and disadvantages of different supervisory styles.

12. Write a report on a supervision visit.

<u>Outline/Proposed Schedule of Sessions</u>

Day One

- Introduction
  - Welcome by National Coordinator
  - Icebreaker Exercise
  - Expectations, Objectives, and Schedule
  - Working Norms
  - Pretest
- Management Functions Principles
  - Definition of Management
  - Three Functions of Management

- Basic Management Principles

Day Two

- Primary Management Responsibilities of Different Levels of Managers in the Benin/USAID Project--Update from May 1988 Agreements/Descriptions
- Presentation by Project Management on the Objectives and Sequence of Activities Proposed for all Project Villages by the End-of-the-Project (December 1990)
  - clarification of the objectives and sequence of activities
  - current status of each district's activities
- Basic Elements of an Activity Work Plan
  - Who does What, When, and Where

Day Three

- Practice Developing an Activity Work Plan Format
  - for Provincial-level managers
  - for District-level managers
- Definitions of Supervision and Quantitative Supervision

Day Four

- Methodology of Quantitative Supervision
- Determining Norms or Acceptable Levels of Performance
- Basic Instrument of Quantitative Supervision: The Supervision Form
  - How to use the Form

Day Five

- Data-Collection Techniques
- Qualities and Behaviors of a Good Supervisor
- Styles of Leadership and Feedback Principles
- Factors that Influence Motivation and Dissatisfaction for work

Day Six

- Conflict Resolution (Case Study)
- Development of a Quantitative Supervision Form and of Indicators for Measuring the Performance Level of each Task to be Supervised
- Determining the Most Appropriate Times for Supervisory Visits

Day Seven

- Planning to use Quantitative Supervision Results
  - to modify proposed objectives and sequence of activities
  - to identify training needs
- Preparation to Practice Using the Supervision Form

  (Note: Travel distance and time and logistical limitations will probably make it impossible to practice the supervision while observing real field agents at work in villages. Thus, a simulation can be planned for day seven with some participants playing the role of field agents implementing activities in a village. This should be carefully prepared to be as realistic as possible.)

Day Eight

- Simulations to Practice Using the Supervision Form with the Indicators for Each Task to be Supervised, with feedback to the supervised agent
- Refinements of Form and Indicators
- Elements of a Supervisory Report

Day Nine

- Preparation of Provincial- and District-level Work Plans for Next Quarter
- Presentation of Work Plans
- Review of Workshop Learnings
- Evaluation of the Workshop.

Note: The proposed outline and session schedule should obviously be modified and adapted to meet the project

managers' specific needs and requests, which the consultant(s) should confirm immediately upon their arrival in-country. If it is logistically feasible to do real practice supervision visits of field agents in two or three of the districts (such as Dassa, Savalou, and Savé), such visits would be preferable to the suggested practice simulation. However, some proposed topics would have to be either eliminated or shortened so that the practice supervision in the districts could take place on Day Seven. Topics to consider eliminating or shortening are Management Functions and Principles, Styles of leadership, Factors that Influence Motivation and Dissatisfaction, and Conflict Resolution.

Personnel

Ideally, two consultants should plan and conduct the workshop. One consultant should be a skilled management workshop designer and trainer, and the other should be a health educator with prior experience in rural water supply and sanitation projects. Both consultants should have extensive working experience in developing countries and speak fluent French. If funding prohibits the use of two, one consultant with the appropriate mix of skills and experience could do the assignment. In the latter case, a Beninese co-trainer should assist in the final workshop design, preparation, and implementation. This co-trainer could perhaps be the retiring Beninese Provincial Technical Supervisor, Michel Crecel, or the Beninese National Coordinator, Julien Dossou-Yovo.

Note: Project management would like WASH to consider the possibility of funding one consultant, so that PRAGMA/MCD could fund the second.

Timing

Workshop preparation in-country:	Sept. 1-7, 1989
Workshop delivery:	Sept. 8-17, 1989
Final report and debriefing:	Sept. 18-22, 1989

Logistics

All in-country logistics and workshop support will be provided by the Benin Water Project.