

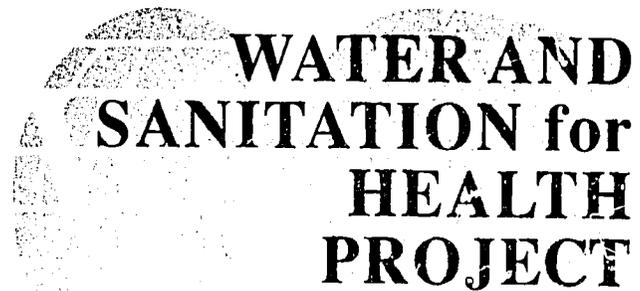
PN-ABS-869 74583

**TRAINING OF TRAINERS SEMINAR
IN HYGIENE EDUCATION
AND COMMUNITY PARTICIPATION**

PIGNON, HAITI

SEPTEMBER 9 - 20, 1991

Field Report No. 350
November 1991



Sponsored by the U.S. Agency for International Development
Operated by CDM and Associates

PN-ABJ-869

WASH Field Report No. 350

**TRAINING OF TRAINERS SEMINAR
IN HYGIENE EDUCATION
AND COMMUNITY PARTICIPATION**

PIGNON, HAITI

SEPTEMBER 9 - 20, 1991

Prepared for the USAID Mission to Haiti
under WASH Task No. 260

by
Sarah Fry
and
Richard E. Wall

November 1991

Water and Sanitation for Health Project
Contract No. DPE-5973-Z-00-8081-00, Project No. 836-1249
is sponsored by the Office of Health, Bureau for Science and Technology
U.S. Agency for International Development
Washington, DC 20523

Related WASH Reports

Water Supply and Sanitation Program Design for NGOs in Haiti. Field Report No. 297. February 1990.

Mid-Term Evaluation of the USAID/CARE Community Water System Project in the Republic of Haiti. Field Report No. 205. February 1987.

Plan for Evaluating Some Health Impacts of the USAID/CARE Community Water System Project in the Republic of Haiti. Field Report No. 154. September 1985.

Seminar on Rural Water Supply and Sanitation for Private and Voluntary Agencies in Haiti. Field Report No. 77. March 1983.

Survey of Non-Government Organizations Located in the Central Plateau Region of Haiti. Trip Report. October 1989.

CONTENTS

ABOUT THE AUTHORS	iii
ACKNOWLEDGMENTS	v
ACRONYMS	vii
EXECUTIVE SUMMARY	ix
1. INTRODUCTION	1
1.1 Background	1
1.2 Scope of Work	2
2. WORKSHOP PLANNING	5
2.1 Orientation and Workshop Preparation ..	5
2.2 In-country Preparation and Debriefing	5
3. WORKSHOP IMPLEMENTATION	7
3.1 Workshop Goal and Objectives	7
3.2 Participants and Observers	7
3.3 Workshop Site and Logistical Support	8
3.4 Workshop Methodology and Overall Design	8
3.5 Individual Session Designs	9
4. PARTICIPANT ASSESSMENT OF THE WORKSHOP	15
5. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	17
5.1 Training Content and Methodology	17
5.2 Follow-up to Training Program	17
5.3 Training Site and Logistics	19
5.4 Water and Sanitation Program	20

APPENDIXES

A. Scope of Work 21
B. Workshop Schedule 25
C. List of Participants 29
D. Evaluation Finale 31
E. Certificate 35

ABOUT THE AUTHORS

Sarah Fry is a WASH consultant with over 15 years of experience in international health. Ms. Fry has an MPH from the University of North Carolina, with an emphasis on maternal and child health issues. Ms. Fry has worked extensively with community health education and child survival programs in West and Central Africa, and has participated in a number of health and hygiene education activities in the context of rural water supply and sanitation programs.

Richard E. Wall is a consultant in training, programming, and management. He has more than 20 years of experience in Africa and the South Pacific. He has worked with USAID, Peace Corps, WHO, CDC, UNICEF, Automation Research Systems, Training Resources Group, the Department of Agriculture, and the African Development Bank.

ACKNOWLEDGMENTS

The success of this project was due to the active participation of a number of people: Phil Roark, who patiently explained the background and development of the project; Sumana Brahmam, who conducted our team planning meeting and coordinated logistical support at WASH; and Judi Kaleh, who managed to get us to Pignon and back.

Many thanks are due to Dr. Guy Theodore who, in the midst of a busy schedule, managed to make time for the consultants whenever we needed him, as well as to his staff and colleagues in Pignon who went out of their way to make our visit comfortable.

Finally, many thanks go to Lynn Marshall, Director of URC/VACS, who provided logistical and administrative support to the seminar and whose concern made our lives in Haiti so much the better for the experience.

ACRONYMS

CBF	Comité de Bienfaisance
HAVA	Haitian Association of Voluntary Agencies
NGO	Nongovernmental organization
ODEKKA	Nongovernmental organization formed by the Christian Reform World Relief Committee
PVO	Private voluntary organization
TOT	Training of trainers
URC	University Research Corporation
USAID	United States Agency for International Development
VACS	Voluntary Agencies for Child Survival
WASH	Water and Sanitation for Health Project, sponsored by the U.S. Agency for International Development
WCRF	World Christian Relief Foundation

EXECUTIVE SUMMARY

USAID in Haiti requested WASH to deliver a training of trainers workshop for 15 Haitian staff members of the Comité de Bienfaisance, a Haitian private voluntary organization (PVO) conducting the community organization and education component of an AID-funded rural water project. The Haitian staff, themselves community health promoters, would in turn train other health promoters to work with communities about to receive clean water sources.

The goals of the workshop were to enable the participants to understand the link between water, sanitation, and community health; to undertake a simple community assessment; to learn to help communities organize themselves to maintain a clean water source; to train other community agents using this training program as a model; and to develop the rudiments of an action plan for the next six months.

Following four days of preparation in Washington, the workshop took place in Pignon in Haiti's Central Plateau from September 9 to 20, 1991. Eighteen participants from Dondon, Ranquitte, Pignon, St. Raphael, and La Victoire attended.

The first week of the workshop started with an introduction to the elements of a water and sanitation program. The workshop defined hygiene education, community participation, the role of the hygiene educator, and the links among water, sanitation, and health issues. Trainees were then introduced to the principles of adult education and the methods used in hygiene education, and given an opportunity to practice these skills before the group. Trainees then created and conducted a simple community assessment that served as the basis for learning how to organize a community around a water and sanitation plan by using the appropriate group facilitation skills. The information and skills developed during the first week were then used as the basis for developing training of trainer skills and a work plan during the second week. The training consultants used the same basis to develop a training guide that will enable the participants to conduct a training session for the next tier of extension agents.

The final evaluation by the trainees shows that they were extremely satisfied with both the training design and the participatory methodology used. The trainees thought they gained an understanding of the issues and some concrete skills to apply to their extension work and future trainings. The trainers agree that the workshop was a success. However, because the training was conducted in French and the participants were not all adept in French nor experienced in training, they are for the most part not ready to conduct stand-up training of other agents.

Nonetheless, four potential trainers did emerge from the workshop. In order for these four to become competent trainers for the project, the consultants' main recommendation is for additional consultant assistance to coach these four as they prepare and deliver the follow-up

workshops for other agents. In addition, WASH assistance might be required to conduct further training of trainers for the next set of activities in hygiene education.

A final recommendation is that WASH assist the overall water and sanitation project in fleshing out a detailed program plan for the hygiene education component. Such a plan would spell out project phases, trainings, and educational activities, and link these with specific desired outcomes of the water, sanitation, and hygiene education project.

Chapter 1

INTRODUCTION

1.1 Background

In the Central Plateau of Haiti, several nongovernmental organizations (NGOs) are working in a variety of child-survival and other health-related activities. In an effort to integrate water development into the ongoing activities of the Voluntary Agencies for Child Survival (VACS) Project, USAID amended the project to include water development and solicited proposals from NGOs.

On January 11-12, 1990, USAID sponsored a planning workshop in LaJeune on the Central Plateau near Pignon for 38 participants representing 12 NGOs and several government-related organizations. The purpose of the workshop was to examine how water-development and child-survival activities could be integrated among the various NGOs on the Central Plateau of Haiti, and to provide insights on how to approach such a program. The chief decisions from the workshop were to create a coordinating committee to oversee the project, to contract with the Haitian Association of Voluntary Agencies (HAVA) to provide administrative support to the project, and for HAVA to subcontract with the NGOs to undertake specific program components to hire a coordinator, to emphasize sustainability through community management, and to solicit short-term technical assistance from WASH for the duration of the project.

Program components were to include

- Community participation
- Health education
- Construction of water supply and sanitation (WS&S) facilities
- Continuation of ongoing activities such as immunizations, nutrition, and well-mother campaigns (see WASH Field Report No. 297 for background on this)

Following the planning workshop, HAVA was to have hired a program coordinator with the concurrence of the coordinating committee to oversee operations on the plateau. Several candidates were proposed to the coordinating committee, but after many months of discussion agreement was never reached as to whom to select. As a result, the project activities, as originally planned, were not implemented.

Because of the urgent need for water, USAID decided to proceed with part of the original plan involving well drilling and related community participation and health education activities. Two organizations, World Christian Relief Foundation (WCRF) and the Comité de Bienfaisance (CBF) already carry out activities related to these areas of emphasis. WCRF is a well-drilling operation already working in the Central Plateau. CBF is a broad-based preventive and curative health organization with nearly 100 community health promoters involved in such activities as diarrheal disease control and family planning. USAID contracted CBF to provide community organization, hygiene education and training, and overall program management. CBF then subcontracted WCRF to carry out the project well-drilling operations. Since CBF and WCRF provide complementary services, this approach would allow the start-up of community participation, health education, and well-drilling activities.

To ensure that the requisite health education and community participation activities take place prior to well-drilling, USAID requested that WASH design and deliver a training of trainers workshop for hygiene education and community participation for selected CBF staff. CBF staff include approximately 50 health promoters and 66 volunteer collaborators in addition to 18 health agents who work on CBF health-related activities. Most of these staff are presently located in the various small towns and communities on the Central Plateau.

1.2 Scope of Work

WASH requested two training consultants to carry out the following tasks (see Appendix A for the complete scope of work):

- Review project documentation and technical and field reports to become familiar with the background and scope of the Central Plateau Project.
- Participate in a one-day team planning meeting.
- Conduct a needs assessment to determine training background of workshop participants.
- Design an approximately 10-day training of trainers (TOT) workshop for approximately 10 selected CBF staff. The training will consist of identification of program elements in potable water development; adult hygiene education techniques; practice sessions; and development of materials in Creole.
- Conduct the workshop.

- Evaluate the results of the workshop and incorporate them into the workshop design so that they can be used for similar TOTs in the future.

Chapter 2

WORKSHOP PLANNING

2.1 Orientation and Workshop Preparation

The trainers were briefed informally by the WASH activity managers in order to begin identifying and preparing training materials prior to the team planning meeting. They also sent a brief questionnaire to the mission in Haiti to try to determine what the training experiences and educational backgrounds of the participants would be.

They then participated in a day-long team planning meeting to clarify all team and content issues related to the assignment. The next day and a half were spent preparing the overall workshop design, including schedule, goals, objectives, and general session outlines. The trainers prepared a package of handouts in French from WASH training manuals and other TOT designs.

2.2 In-country Preparation and Debriefing

The trainers arrived in Haiti the Saturday before the workshop began on Monday, September 9, and thus did not meet with anyone in Port-au-Prince before driving to Pignon. In Pignon, the trainers prepared each day's session, including flipcharts, the night before.

One trainer returned to Port-au-Prince on Thursday of the second week and debriefed with two officials of University Research Corporation (URC)/VACS and one of USAID. The debriefing in both cases consisted mainly of presenting the ideas contained in Chapter 5 of this report. These ideas were favorably received, especially in view of A.I.D.'s hope that the Central Plateau Project become a model for integrated water supply and hygiene education for the rest of A.I.D.'s water supply efforts in Haiti.

The trainers discussed their recommendations with the director of the CBF in Pignon before they departed.

Chapter 3

WORKSHOP IMPLEMENTATION

3.1 Workshop Goal and Objectives

The overall goal of the workshop was to enable 15 Haitian community health promoters from the CBF to train other health promoters to carry out community-organization and hygiene-education activities in communities receiving improved water sources.

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

- Explain the relationship between water, sanitation, and community health
- Carry out a community assessment to collect information concerning water, sanitation, and community organization
- Assist a community in organizing itself to own and maintain a potable water source
- Train other agents using the model by which they have been trained
- Plan training and other activities for the next six months

3.2 Participants and Observers

The workshop was attended by 18 community health promoters who had been chosen from a pool of 109 CBF employees, mainly on the strength of their ability to speak French. Most of the participants were either farmers or small entrepreneurs who had some schooling. Several of them worked in a supervisory capacity for CBF and had stronger language and professional skills than others.

While there were no regular observers at the workshop, the regional pump repair technician from ODEKKA (a nongovernmental organization formed by the Christian Reform World Relief Committee), the director of CBF, an occasional missionary, and Peace Corps trainees who were about to be assigned to the hospital in Pignon attended sporadically.

3.3 Workshop Site and Logistical Support

The workshop was originally to be held at the Retreat Center in LaJeune near Pignon. However, it ended up being held in Pignon itself. In retrospect, Pignon was a better site since it gave the trainers access to project personnel for information and guidance. The trainers lodged at LaJeune.

A.I.D. requested that URC/VACS handle logistical support for the trainers. URC/VACS provided vehicles, drivers, training materials, and airplane accommodations, often on short notice. In Pignon, logistics were handled by CBF and the Hospital of Pignon.

3.4 Workshop Methodology and Overall Design

The methodology of the workshop was experiential and based on the principles of the adult learning cycle. Emphasis was placed on encouraging the participants to participate actively in the sessions and take responsibility for their own learning. Given the nature of the workshop, the trainers worked to establish a balance among short lectures, small group activities, field visits, and role playing in order to expose the participants to the variety of training techniques available to them.

The workshop began by developing an understanding of the programmatic context for the participants' activities in this training, and moved on to developing common definitions of hygiene education, community participation, and the role of the hygiene educator in both. This, in turn, provided the basis for determining the links between water, sanitation, and community health.

Theoretical background was provided in an introduction to the principles of adult education and how they are used in hygiene education. After an overview of hygiene education methods, the participants began practicing these techniques through small presentations.

The participants then learned how to design and conduct a simple community assessment, and how to distill potential health issues from the information gathered. They also used the information to begin to develop a community hygiene education program. This established the basis for beginning to learn how to organize communities and how to run meetings using specific group facilitation skills.

With a theoretical basis in hygiene education and some introductory knowledge of how to organize and manage groups the participants then developed session planning and facilitating skills, which they practiced by giving presentations. Finally, the participants developed elementary working plans to cover the next six months.

3.5 Individual Session Designs

Week One

Introduction

After an official opening to the workshop by the director of the CBF and introductions, the training consultants who conducted the workshop recorded each participant's experience in training, sanitation, and health education on a grid. The trainers then elicited group expectations of the workshop and presented the workshop goals, objectives, schedule, methodology, and norms.

Overview of Water/Sanitation Program

The CBF's director presented the purpose, organization, and strategies of the community water/sanitation and hygiene education components for which the participants were being trained, since these CBF activities should precede the well-drilling operations, which will be carried out by WCRF.

Purpose and Steps of Hygiene Education Programs

After group discussion about the purpose of hygiene education in relation to behavioral changes, participants role-played as hygiene education program managers and tried to convince other trainees playing hydraulics program managers of the importance of hygiene education in a water supply project. The trainers then presented the planning and implementation steps required to carry out such a program.

Common Definition of Community Participation

The trainers introduced the concept of community participation through a story about a village that had contributed money for a pump but had not truly participated in decision making for the program. After discussing the story, trainees were divided into groups of three and asked to draw a picture of what "community participation" meant to them. These drawings were then presented in a plenary session, and the other participants were asked to infer from the drawing what the group's definition was.

After all presentations and explanations, a common definition of community participation was developed using key ideas from all the groups.

Role of the Hygiene Educator

Trainees reviewed their decisions about the purpose of hygiene education and the definition of community participation, and then discussed the role of the hygiene educator in carrying

out and encouraging participation in such a program. Trainees engaged in a lively discussion and produced a list of their main points.

Links between Water, Sanitation, and Community Health

The trainers presented this session by telling a story of a village that had many problems concerning water and environmental hygiene. The trainees then analyzed this situation to identify behavioral and structural sources of contamination.

The trainers then led the trainees in a discussion on symptoms and diseases related to drinking or being near contaminated water and to insufficient water. Trainees then identified ways in which a hygiene educator can help communities understand the link between water, sanitation, and health.

Principles of Adult Learning

The trainers led the trainees in another discussion, the subject of which was the ways in which children learn. This session stressed that the teacher decides what will be learned, that learning is targeted to remembering general information, and that the child's role is passive. Trainees then discussed how they themselves learned, noting that things they remembered the most quickly and for the longest period of time dealt with something of practical interest, and was something they could use immediately. This led to a discussion of the need for adults to take active responsibility for their own learning and the main factors involved in the adult learning cycle. This cycle focuses on the learner's concrete experience, the learner's reflection on that experience, lessons learned from that experience, and how those lessons can be applied to other situations.

Hygiene Education Methods

Trainees brainstormed a list of educational methods they already know, using examples from their work and from the TOT workshop. Then the trainers presented the major parts that make up a training session: the introduction, the presentation, and the conclusion. Trainees then decided which of the educational methods are useful in which part of a session.

Trainees used the information from the first part of the workshop to practice developing hygiene education sessions, and presented their work to the other participants.

Community Assessment: Preparation and Practice

The trainers led a discussion of the importance of a community assessment in setting the stage for a program, in providing baseline information, and in exposing problems to be addressed. The trainees then identified the areas to investigate: water, sanitation, and community organization.

Trainees were divided into three groups, each of which was assigned one of the three areas and asked to develop specific items to investigate in that area. They then went out into the community around the training site to conduct a mini-assessment.

Community Assessment: Utilization

This exercise was presented as a first step in community action planning. All information collected during the previous exercise was put up on a large board, and trainers asked trainees to discuss successes and problems they had encountered during the exercise. Then, in small groups, trainees were asked to decide, based on their mini-assessments, what the problems in the community were and to identify some possible actions to undertake to resolve them.

Community Organization

The trainers began this segment of the training by asking trainees to identify the national administrative and political hierarchy within which the Central Plateau Project functions, and then to delineate the local and regional political and administrative systems.

The trainers then worked with the trainees to develop a plan for a community meeting on participation in the project, including decisions about who should attend, what the role of the project outreach agent should be, what information the community will require, and what information the agent will need from each community. This plan was reworked into a meeting guide for use by project agents.

Week Two

Group Facilitation Skills: Questioning and Paraphrasing

To begin the second week, trainees were asked to form four groups and draw a picture of a village as it appears today and as it might be expected to appear in the year 2001 after having participated in the Central Plateau Project. The trainers then introduced facilitation skills by performing a skit of an interview using open and closed questions and paraphrasing answers.

Paraphrasing: To help the trainees understand the nature of communication and the ease with which good communication can be interrupted, even with the best of intentions, the trainees played "Telephone." In this game, the trainers whispered a sentence to the first trainee who, in turn, whispered what he or she heard to the next trainee until all the trainees had a chance to both hear the sentence and whisper it to the next trainee. The last trainee repeated aloud what he or she had heard to the whole group, which then compared the final statement with the original one. This led to a discussion of how to ensure that what one intends to say actually is heard.

The trainers performed a role play of the techniques of paraphrasing. They then allowed the participants to practice the techniques by passing out five questions and asking each trainee to pose a question to his or her neighbor and then paraphrase the answer.

Questioning: After a trainer presentation on open and closed questions and some further practice by trainees, trainers divided trainees into teams for a "Question Contest." Each team had to ask another a series of open-ended questions on a topic. The team that kept the open-ended questions going longest won. This exercise provided the participants with an example of how important the phrasing of a question can be in terms of the amount of information it elicits. Open-ended questions are a useful tool to prompt interviewees to provide more in-depth responses to a given issue.

Group Facilitation Skills: Practice

The trainers began this session by asking the groups what kinds of meetings they enjoy and why. They then listed the elements of "good" and "bad" meetings.

Trainers assigned trainees to be either "agents," "villagers," or "observers" and asked each group to prepare to hold, participate in, or observe a community meeting using the plan it prepared the week before. Two mock meetings—one in French and one in Creole—were held and analyzed by observers and participants.

Developing a Training Session

In this segment of the workshop, trainees listed what they thought would be the most critical topics to include in follow-up training of other agents. These topics were then assigned to groups of three trainees to develop.

Session Objectives

To help participants understand how to formulate objectives for training sessions, the trainers asked them a series of questions about what they had done that day, and what the objective of the day's activities were. This in turn led to a discussion of the definition and purpose of objectives and how they are created. Trainees then developed a list of criteria for judging objectives and did an exercise on evaluating doubtful objectives. They subsequently prepared objectives for possible sessions for use in working with communities on running a community meeting or organizing around a clean water source.

Detailed Session Planning

Next the trainees were broken into groups of three. In each group, a trainee was assigned the task of preparing either an introduction, a presentation, or a conclusion for a session dealing with one of the topics developed for creating objectives. The trainees were to decide

how they would get a community to participate, what they wanted the community to learn, and how they would judge the success of the session.

Presentation

The trainees then presented their sessions in plenary session and were evaluated by their peers.

Developing Work Plans

The trainees were asked to look ahead to the next six months and develop an elementary work plan that stated what needed to be accomplished before, during, and after the well drillers' presence in town. The work plan was to show the activities that each of the communities about to receive a clean water source should undertake and, insofar as it was known, a chronology of progress from village to village.

Chapter 4

PARTICIPANT ASSESSMENT OF THE WORKSHOP

Fifty-five percent of the participants thought the workshop completely met its objectives, 27 percent thought the objectives were met for the most part, and 16 percent thought the objectives were reasonably well met. Eighty-one percent thought they could now explain the links between water, sanitation, and community health, and 77 percent thought they were able to do a simple community assessment and draw the appropriate conclusions. Fifty-five percent claimed they could organize a community to receive and maintain a clean water source, while 16 percent felt more or less comfortable doing so. About the same percentage thought they could train other trainers using the model by which they were trained during the workshop. Fifty-five percent said they would be able to plan training events in their communities, and 33 percent thought they could do so to a limited degree.

Eighty-one percent of the participants claimed they completely understood the role of the community organizer, and 82 percent felt completely at ease in organizing a community meeting. Seventy-seven percent found the principles of adult learning and group facilitation techniques, as well as ways to program activities, extremely useful.

The least useful things cited were performing a community assessment (this ranged from 16 percent who said it was not useful at all to 55 percent who thought it was useful). Only 44 percent saw the usefulness of a community assessment in defining the problems in a community.

The most popular techniques were small group work (94 percent thought it was most useful), followed by role playing and practical exercises (both rated very useful by 81 percent of the group). The least useful cited were the daily diaries participants were asked to keep (58 percent thought they were most useful, while 23 percent thought they were not useful at all). Finally, 55 percent said the handouts were very useful, and 27 percent thought they were useful for the most part. The whole group thought the trainers were very competent and gave only positive remarks. (See Appendix D for a summary of evaluation results and forms used.)

Chapter 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Training Content and Methodology

Findings and Conclusions

The trainees were, for the most part, community agents who had little prior exposure to participatory adult education techniques, modest formal educations, and only rudimentary knowledge of French. Given these constraints, although this workshop was meant to train trainers, few of the participants will actually be able to design and conduct training using participatory adult education methods. They did, however, gain enough new knowledge and skills to work effectively in their own communities, to be prepared for the new wells, and to deliver some hygiene education.

Because of the limited level of the trainees' technical and French comprehension, the trainers had to "downshift" the content and simplify the design of the workshop on a daily basis. The trainees whose comprehension was higher may have been frustrated, but in all likelihood the material and methods were new enough to them as well.

Recommendations

Now that a few Haitian trainers have been trained, it makes sense to pursue a tiered training approach in which "experts" train the Haitian trainers in French, who in turn train the community agents in Creole.

Participatory methodology is appropriate given the Haitian political and social context; therefore, any further training should be conducted this way. Content and session design should be kept as simple as possible, and plenty of time should be allotted for various exercises.

5.2 Follow-up to Training Program

Findings and Conclusions

Given that a series of training sessions will be necessary to accomplish health-behavior and pump-maintenance objectives, the Central Plateau Project would benefit greatly from having a core group of competent trainers who could respond to upcoming training-design and delivery needs as well as to training needs of the other CBF child-survival activities.

Only four participants demonstrated real potential for becoming trainers of other agents, and this potential will only be realized with some intensive coaching by experienced trainers before, during, and after the next set of training sessions.

Recommendations

In order to consolidate the fledgling training skills acquired by CBF staff during this TOT workshop, follow-up training for other community agents should be scheduled as soon as possible. The CBF trainers would be the four promising staff members identified by the WASH trainers and mentioned above. They would conduct the follow-up trainings in Creole, with assistance from WASH trainers, who would act as coaches. These coaches would help the CBF trainers prepare their sessions, observe and take notes, and conduct specific and helpful feedback sessions.

The follow-up trainings should last no longer than three days and have no more than 10 participants (CBF community agents) each. The possibility of holding two simultaneous trainings and pairing off the CBF trainers and coaches should be considered. Evening feedback sessions could be conducted together.

Given that the well-drilling team has been asked to hold off drilling until agents have helped participating villages collect funds and sign a contract, the sooner the agents are trained the faster the village meetings, and then the drilling, can occur.

It is therefore recommended that project management identify the first subregion to be covered by well drilling, and that initially only the community agents from that area be trained by the project trainers with WASH assistance. The CBF trainers could then proceed with trainings for the next subregion targeted for drillings without WASH assistance.

Once these follow-up trainings are finished and the agents have accomplished initial community organization activities in project villages, the project should consider conducting the next set of trainings, beginning with a WASH-facilitated TOT workshop for CBF trainers, followed by the same training for community agents conducted by CBF trainers. The content would reflect whatever actions should be taken in project villages after they have received a new well.

To sum up the training follow-up steps that should occur:

- Project management (CBF and WCRF) identifies, as soon as possible, a subregion where drilling will start
- WASH trainers send a suggested two-and-a-half to three-day training guide for follow-up training to CBF trainers for review by October 15

- Necessary training documents (pre-identified handouts, the training guides themselves, the *Guide pour une Réunion sur le Projet*) are translated into Creole by CBF trainers by November 9
- Project management identifies agents from the first drilling zone and invites them, by November 9, to participate in a three-day workshop
- WASH training coaches arrive in Pignon and begin preparation work (two to three days) with Haitian trainers the week of November 11-16
- Follow-up trainings are held in Pignon (or some other suitable site) the week of November 18-22
- Agents begin community-level activities (meetings, contract signing, setting up Comites de Gestion, community surveys for water/sanitation problem identification) during December and January
- Drilling begins in project-ready villages in January 1992
- The next training of trainers and follow-up training of agents is prepared and conducted

5.3 Training Site and Logistics

Findings and Conclusions

The workshop, which was originally to be held at the Retreat Center in LaJeune, was instead held in Pignon. Because of LaJeune's isolation, this change in plans proved fortuitous. LaJeune, however, is far more comfortable for both trainers and trainees and might be a better site for future trainings in which night work is required.

There is very little in terms of materials available in Pignon, and the trainers found that despite having made a checklist for materials in Washington, several important items (such as tape) were missing. URC in Port-au-Prince was able to send things by plane after receiving a letter from the trainers, and the hospital in Pignon came to the rescue more than once.

Recommendations

LaJeune might be an appropriate site for the follow-up trainings since the Haitian and WASH trainers will have plenty of work in the evenings conducting feedback and preparing for the next day. It also might be spacious enough to hold two simultaneous trainings.

Anyone doing training in Haiti's Central Plateau should bring plenty of workshop materials, including a computer, a printer, and paper for both printing and photocopying.

5.4 Water and Sanitation Program

Findings and Conclusions

It was originally expected that this TOT workshop would be a one-time event to launch community-participation activities by preparing CBF agents to train other CBF agents in community-participation and hygiene-education techniques. Many communities are awaiting wells, and the drillers are ready. The skills of the new CBF trainers are limited, however, and are not presently sufficient to carry out project plans. Further WASH training is needed to upgrade these skills and to prepare a work plan with specific outcomes for future training activities.

Recommendations

WASH should assist the Haiti Central Plateau water and sanitation project in developing a detailed plan for training, hygiene education, and community participation. This plan should include the following:

- Phases of program activities based on accomplishing desired behavioral outcomes
- Development of educational themes
- Identification of mass media and materials needed to support these themes
- A training strategy for hygiene education and community participation components, including additional TOTs and follow-up trainings, phasing of trainings, general objectives and content, and suggested participants
- A monitoring, supervisory, and evaluation plan
- Areas in which technical assistance might be required

Appendix A

SCOPE OF WORK

HAITI: TOT for Hygiene Education/Community Development

BACKGROUND:

In the Central Plateau area of Haiti several non-governmental organizations (NGOs) are working in a variety of child survival and other health-related activities. In an effort to integrate water development into their ongoing activities, USAID amended the Voluntary Agencies for Child Survival (VACS) project to include water development, and solicited proposals from the NGOs.

On January 11-12, 1990, USAID sponsored a planning workshop in La Jeune on the Central Plateau near Pignon for 38 participants representing 12 NGOs and several other government-related organizations. During the workshop, participants examined how water development and child survival activities could be integrated among the various NGO, and provided insights on how to approach such a program. Key components of the program included the following:

- o An elected ten-person Coordinating Committee to oversee the project and to represent the following five subregions of the Central Plateau: Dondon, La Victoire, Pignon, Ranquitte, and St. Raphael.
- o A cooperative agreement between USAID and the Haitian Association of Voluntary Agencies (HAVA), to provide administrative support. HAVA will then subcontract with various NGOs to undertake specific program components.
- o HAVA to hire, with the concurrence of the Coordinating Committee, a program coordinator to be based in the region. The coordinator will have direct responsibility, in conjunction with the Coordinating Committee, for assuring that program objectives are achieved and implemented as planned.
- o Emphasis to be placed on achieving sustainability through community management.
- o A series of short-term technical assistance to USAID by WASH, over the duration of the project, to ensure the development of an integrated project, and guarantee that overall objectives were being met.

Since the planning workshop, little has been accomplished. A start-up workshop was scheduled twice, but canceled due to a lack of agreement between HAVA and the coordinating committee on who should be hired to fill the position of the overall program coordinator. Several communities on the Central Plateau have requested urgent help in well construction because existing water supplies have fallen below minimal needs. One NGO, the *World Christian Relief Foundation (WCRF)*, which was involved in the original plan with an ongoing program of water development, responded to some of these appeals by constructing several community, and also private, wells over the past year.

To achieve a fully integrated water supply and sanitation and child survival project, it is essential that aspects such as community participation and hygiene education be addressed at the onset of project activities.

Community participation is defined as the involvement of local residents in the design, implementation, management, and evaluation of project components. This is usually done through a development committee which leads and coordinates these activities. The objective is to provide training to the communities which allows them to take control and accept responsibility for achieving and sustaining project benefits. It is absolutely essential that community participation be well established before well-drilling activities take place.

Hygiene education involves instilling in community members a sound understanding of the relationship between sanitary behaviors and good health. Hygiene education should continue until there is a solid awareness among the school-aged and adult populations of the basic principles of hygiene and disease prevention methods. These health messages should include the causes of diarrhea, the use of oral rehydration therapy, the value of vaccinations, correct storage and usage of water, hygienic food preparation, vector-disease control and prevention, personal hygiene, and the importance of a clean environment.

Community participation and hygiene education should take place before, during, and after water supply and sanitation construction activities.

In order to help supply potable water needs for communities on the Central Plateau, USAID decided to begin part of the originally designed program by focusing on well construction, and related health education and community participation activities. The *Comite de Bienfaisance (CBF)*, will be contracted by USAID to provide the community organization, health education, and overall program management components of the program. CBF is currently undertaking similar activities under family planning and well-mother campaigns. Thus, USAID decided that CBF subcontract with WCRF for well construction and pump repair training activities.

It is apparent that CBF and WCRF are two organizations that provide complementary services. CBF staff includes 50 health promoters and 66 volunteer collaborators, in addition to the 18 health agents who work on CBF health-related activities. Most of these staff are presently stationed in the various small towns and communities in the program area.

To ensure that the requisite health education and community participation activities take place, USAID requested that WASH design and deliver a Training of Trainers Workshop for Hygiene Education and Community Participation for the CBF staff.

MAIN TASKS:

1. Review project documentation to become familiar with the background and scope of the project. Also review all relevant WASH technical and field reports related to the issues of community participation and hygiene education, such as WASH Field Report No. 218, "Guidelines for Designing a Hygiene Education Program in Water Supply and Sanitation for Regional/District Level Personnel."
2. Participate in a 1 1/2 day team planning meeting (TPM). Following this TPM, will be a two day planning meeting to design the workshop, which will be implemented on the Central Plateau. The design will be reviewed by WASH.
3. Conduct a needs assessment to determine the training background of the workshop participants.
4. Design an approximately 10-day training of trainers (TOT) workshop for approximately ten selected CBF staff. The training will consist of identification of program elements in potable water development, and hygiene education animation techniques in adult education, and practice sessions on carrying out these tasks. Those trained will then provide the same training to as many other CBF staff as deemed necessary to carry out the program. The participants will be expected to develop training materials in Creole as part of their training session.
5. The TOT should focus on the following:
 - o role of the hygiene educator
 - o principles of community participation
 - o integrating water development with community participation and hygiene education
 - o principles of adult learning
 - o basic trainer communication skills
 - o use of feedback in training
 - o presentation techniques
 - o use of visual aids
 - o use of hygiene education
 - o use of hygiene education techniques, especially health tasks, story telling, and demonstrations
 - o leading a full group discussion
 - o monitoring the work of regional hygiene educators and giving feedback when necessary
 - o developing a hygiene education program
 - o establishing an annual work plan for hygiene education in the region
6. Conduct the workshop.
7. Evaluate the results of the workshop, and incorporate into the workshop design, so that it can be used for similar TOTs in the future.

8. Write the final report, summarizing what was accomplished and make recommendations for future TOTs for hygiene education and community participation. Debrief with USAID/Port-au-Prince.

PERSONNEL:

Assuming 10-15 participants, two consultants will be required for this workshop. One consultants should be an experienced trainer of trainers and be familiar with water supply, hygiene education, and community participation. The other consultant should be a hygiene education/community participation specialist, and will provide the technical input into the training design. One of the two external consultants should preferably be a woman. Both consultants should speak fluent French and have extensive experience in developing countries. In addition to the two external consultants, it is hoped that a Haitian trainer can participate as a co-trainer in the workshop, and become familiar with the training program for future use.

SCHEDULE:

Beginning September	1 1/2 days TPM 2 day planning for workshop design
Sept 9-20 1991	Conduct a 10 day TOT on the Central Plateau
Sept 20-30 1991	Finalize workshop report.

Appendix B

WORKSHOP SCHEDULE

EMPLOI DE TEMPS, 1^{ère} Semaine
FORMATION DE FORMATEURS EN EDUCATION SANITAIRE ET PARTICIPATION COMMUNAUTAIRE
PIGNON, HAITI

	Lundi 9/9	Mardi 9/10	Mercredi 9/11	Jeudi 9/12	Vendredi 9/13
9:00	Introduction Apperçu du Programme Hydraulique et Sanitaire	—Rôle de l'Edicateur Sanitaire Liens entre Eau, Assainissement et Santé Communautaire	Techniques d'Education Sanitaire: Les Methodes	Enquête du Milieu: Préparation	Enquête du Milieu: Dépouillement et Plan d'Action
12:00	DEJEUNER				
2:00	Quelques Definitions: —Programme d'Education Sanitaire —La Participation Communautaire	Techniques d'Education Sanitaire: Les Principes d'Apprentissage des Adultes	Techniques d'Education Sanitaire: La Pratique	Enquête du Milieu: Pratique	Organisation Communautaire: Contenu d'une Réunion Communautaire
5:00	FIN				

EMPLOI DE TEMPS, 2^{ème} Semaine
FORMATION DE FORMATEURS EN EDUCATION SANITAIRE ET PARTICIPATION COMMUNAUTAIRE
PIGNON, HAITI

	Lundi 9/16	Mardi 9/17	Mercredi 9/18	Jeudi 9/19	Vendredi 9/20
9:00	Techniques de Formation: Facilitation de Groupe et Conduite des Réunions	Techniques de Formation: Planification des séances	Présentations	Plans de Formation	Résumé Evaluation Clôture
12:00	DEJEUNER				
2:00	Techniques de Formation: Pratique de la Conduite des Réunions	Préparation des Présentations	Présentations (suites)	Plans des 6 mois à venir	
5:00	FIN				

Appendix C

LIST OF PARTICIPANTS

TRAINING OF TRAINERS IN HYGIENE EDUCATION
AND COMMUNITY PARTICIPATION
Pignon, Haiti, September 9-20, 1991

- | | |
|---------------------------|-------------------------------------|
| 1. Icleus Saintus | Health promoter, farmer |
| 2. Dulus Dupuy | Health volunteer, farmer |
| 3. Occino Casimir | Health trainer, farmer |
| 4. Previlord Marculet | Health trainer, farmer |
| 5. Bellmaire Estimable | Health promoter, farmer |
| 6. Moncette Eloigne | Health volunteer, tailor, farmer |
| 7. Zephirin Cothiere | Health promoter, farmer |
| 8. Dugue Daniel | Health trainer, carpenter, farmer |
| 9. James Docteur | Health trainer, mechanic, farmer |
| 10. Predexte Alfred | Health promoter, cabinetmaker |
| 11. Marianne Augustin | Health auxiliary and trainer |
| 12. Marie-Claude Francois | Health auxiliary and trainer |
| 13. Appoles Evariste | Health agent, typist |
| 14. Frednel Laguerre | Health trainer, farmer |
| 15. Ivrance Seriphin | Health volunteer, dressmaker |
| 16. Nadia Durosier | Health promoter, dressmaker, typist |
| 17. Paul David | Assistant coordinator a.i. |
| 18. Dioda Calixte | Farmer, trainer, teacher |

Appendix D

EVALUATION FINALE

Instructions aux questions

Choisissez un numero entre 1 et 5 pour repondre aux questions.
Les numeros signifient:

1	2	3	4	5
pas du tout	un peu	suffisam- ment	pour la plupart	completement

Questions

1. Pensez-vous que le seminaire a atteint son but de former des agents Haitiens a former a leur tour des agents communautaires pour executer les taches d'organisation communautaire et d'education sanitaire dans les communautes recevant de l'eau potable?

1	2	3	4	5
		3		
		(.16)		
			5	
			(.27)	
				10
				(.55)

2. Est-ce que vous vous sentez capables de:

* expliquer les liens entre l'eau, l'assainissement et la sante communautaire?

1	2	3	4	5	
		3			
		(.18)			
				13	2 NR
				(.81)	

* realiser une enquete du milieu pour determiner les donnees relatives a l'assainissement, l'eau et l'organisation communautaire?

1	2	3	4	5	
	1	1	2	14	
	(.05)	(.05)	(.11)	(.77)	

* aider une communaute a s'organiser pour accueillir et entretenir une nouvelle source d'eau potable?

1	2	3	4	5	
	3	2	3	10	
	(.16)	(.11)	(.16)	(.55)	

* former d'autres agents en vous servant du modele de formation par lequel vous avez ete formes?

1	2	3	4	5	
	3	3	2	10	
	(.16)	(.16)	(.10)	(.55)	

* planifier les formations des agents communautaires dans les 6 mois a venir?

1	2	3	4	5	
	5		2	10	
	(.33)		(.11)	(.55)	

3. Comment avez-vous trouve l'utilite des seances du seminaire suivantes:

	1	2	3	4	5		
Appercu du Programme d'Eau Potable							
			4 (.22)	4 (.22)	10 (.55)		
Definition de l'Education Sanitaire et de la Participation Communautaire							
	1	2	3	4	5	13	(.81)
Role de l'Agent Communautaire							
	1	2	3	4	5	12	(.70) 1 NR
Liens Entre Eau, Assainissement et Sante							
	1	2	3	4	5	14	(.77)
Principes d'Apprentissage des Adultes							
	1	2	3	4	5	12	(.70)
Les Methodes d'Education Sanitaire							
	1	2	3	4	5	9	(.50)
La Pratique d'une Seance d'Education Sanitaire							
	1	2	3	4	5	8	(.53) 3 NR
Etude du Milieu: Preparation et Pratique							
	1	2	3	4	5	10	(.55)
Etude du Milieu: Plan d'Action Communautaire							
	1	2	3	4	5	8	(.44)
Techniques d'Animation d'un Groupe: Questions et Reformulation							
	1	2	3	4	5	14	(.77)
Organisation Communautaire: Comment Conduire une Reunion Communautaire							
	1	2	3	4	5	14	(.82) 1 NR
Preparation d'une Seance Educative							
	1	2	3	4	5	12	(.70) 1 NR
La Programmation des Activites							
	1	2	3	4	5	13	(.96) 1 NR
La Planification Personnelle							
	1	2	3	4	5	11	(.64) 1 NR

4. Combien est-ce des techniques de formation vous ont aides a apprendre les sujets du seminaire:

	1	2	3	4	5		
Discours par les formateurs							
	3	2		3	8	8	(.53) 2 NR

Dialogue entre formateurs et participants					
1	2	3	4	5	
	3 (.18)	1 (.05)		14 (.77)	
Exercices Pratiques					
1	2	3	4	5	
1 (.05)	2 (.11)		2 (.11)	13 (.81)	
Travail en petits groupes					
1	2	3	4	5	
		1 (.05)		17 (.94)	
Presentations par participants					
1	2	3	4	5	
	3 (.18)		2 (.11)	13 (.81)	
Jeux de Role					
1	2	3	4	5	
	4 (.23)	2 (.11)	1 (.05)	10 (.58)	1 NR
Fiches de Rappel					
1	2	3	4	5	
1 (.05)	2 (.11)		5 (.27)	10 (.55)	

5. Repondez librement:

Comment avez-vous trouve la competence des formateurs?

Qu'est-ce que vous avez aime le plus dans le seminaire?

Qu'est-ce que vous avez aime le moins?

Quelles suggestions avez-vous pour ameliorer le seminaire du point de vue de l'organisation, du plan et de la presentation?

Appendix E
CERTIFICATE



Certificat

Accorde a

Formation des Formateurs
En Education Sanitaire et
Participation Communautaire
Pignon, Haiti, 9-20 Sept, 1991