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WATER AND SANITATION
FOR HEALTH PROJECT

COMMUNITY PARTICIPATION WORKSHOP

KAEDI, MAURITANIA

MAY 8 TO 24, 1988

Operated by
CDM and Associates

Sponsored by the U.S. Agency
for International Development

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WASH FIELD REPORT NO. 239

JULY 1988

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Prepared for
the U.S. Peace Corps
and USAID Mission to Mauritania
WASH Activity No. 343

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by

William Hanson
and
Alan F. Silverman

July 1988

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ACKNOWLEDGMENTS

The Community Participation Workshop in Kaedi, Mauritania required advanced planning and field work. The efforts of those who prepared for and helped make the workshop a success are greatly appreciated. Special thanks are due to the Peace Corps Director, David Gressly, and the Associate Peace Corps Director for Health, Linda Cobey. The two villages used for the workshop practicals were contacted and well prepared by Peace Corps volunteer Kevin Dowell and assistant Peace Corps staff member Cheikh Hamidou. The workshop logistics were very well handled by Nancy Reiks who attended to the needs of the trainers, participants, and visitors constantly. Our visits to the villages of Foundou and Doubel prior to and during the workshop were notable for the warmth and hospitality of the village chiefs and notables. Finally, the workshop participants shared their knowledge and experience of their countries of assignment, and the workshop team wishes them well in their service to community development in their respective locales.

EXECUTIVE SUMMARY

A workshop on community participation in environmental health projects was held in Kaedi, Mauritania May 8 to 24, 1988, for 18 participants, including volunteers from Peace Corps/Mauritania and Cameroon, their working counterparts, a Peace Corps/Central African Republic national staff member, and a representative from World Vision Mauritania.

The workshop was conducted by a two-person team, both with training and community development expertise. One of the team members was a consultant to WASH and the other to the Office of Training and Program Support (OTAPS), Peace Corps.

The workshop goals represented a balance between problem-solving and project planning and practice in transferring these skills to community residents in ways that stimulate self-sustaining community participation in development projects. The training methodology was experiential and highly participatory. The emphasis was on the practical application of the skills, with ample opportunity to practice them in the classroom and in the villages of Doubel and Foundou, located approximately 25 kilometers from the training site. Practice sessions included meeting the community for the first time, conducting a health survey, identifying problems, and conducting health education. Other sessions included pre-entry tasks, organizing communities for their participation in projects, working with community organizations, developing plans of action and work plans, project supervision and maintenance, project evaluation, and promotion of self-sustaining participation.

The participants' overall ratings indicate that the workshop goals were moderately well achieved, particularly as concerns problem analysis, choosing plans of action and developing work plans. The participants felt that the use of practicals was quite beneficial in achieving the workshop goals.

The consultants feel that this workshop and the overall workshop design were overly ambitious and tried to achieve too much in too short a period.

The consultants recommend the following:

1. The Peace Corps/Mauritania country office should monitor the work of the Peace Corps Volunteers, holding them accountable for their work with their respective communities based on plans agreed upon by the volunteers and the Peace Corps office.
2. The training guide should be revised and divided into two distinct workshops, each two weeks in length.
3. The workshop would be well-suited to other countries with a strong commitment to community development. Community development field workers can benefit significantly by acquiring the skills for working with communities.

Chapter 1

INTRODUCTION

1.1 Background

From 1983 until the present the goal of the Peace Corps/Mauritania community health education program has been to improve the health status of the Mauritanian population through community-based efforts. The volunteers' main duty is to develop and implement interventions that address community needs in collaboration with the chief medical officer (médecin-chef), health personnel, other government agencies, and the community.

Specific strategies include collaboration with trained and traditional health personnel, primary school teachers, women's cooperatives, and other pertinent community leaders. The focus of the program is involving communities in the identification and resolution of their own health problems.

Given the above goals, Peace Corps/Mauritania requested that the Peace Corps Office of Training and Program Support and WASH conduct a workshop on community participation. The workshop participants included Peace Corps Volunteers, Mauritanian counterparts, a representative of a private voluntary organization, and representatives from Peace Corps/Cameroon and the Central African Republic. The overall purpose of the workshop was to improve skills in promoting the active participation of communities in environmental health projects. The workshop focused on building skills in organizing, encouraging, and facilitating the community's involvement in solving its environmental health problems. The workshop was conducted in French as an in-service training activity.

In addition to conducting the workshop, the activity also was intended to allow WASH to field test its training guide on community participation. WASH has developed this training guide and pilot tested it in Swaziland. This was the second and final pilot test before finalizing it.

The activity was a joint undertaking between WASH and the Peace Corps.

1.2 Scope of Work

The scope of work for this assignment was to plan and conduct a workshop to

- develop the skills of field workers to promote the active participation of community members in environmental health projects,
- develop the skills of the field workers in organizing, encouraging, and facilitating the community's involvement in solving its health problems, and

- develop the ability of field workers in transferring the above skills to community leaders.

In addition, the final pilot testing of the WASH training guide on community participation was included in the scope of work.

The detailed scope of work is included as Appendix A.

Chapter 2

INITIAL PLANNING

During Associate Peace Corps Director Linda Cobey's visit to Washington in January 1988 she discussed the current developments in the Peace Corps/Mauritania Health Program. In discussions with health sector specialist Colleen Conroy, she learned of OTAPS' collaboration with WASH for the community participation workshop. In further discussions with Jaime Henriquez, the OTAPS water and sanitation specialist, it was decided that such a workshop would be appropriate for the health volunteers who had begun service on September 26, 1987.

The workshop was seen as complementary to the efforts of Peace Corps Mauritania's efforts to shift emphasis toward community involvement in health.

During a three-day in-service health workshop in March, Ms. Cobey presented the proposal for the workshop to the volunteers. She urged them to identify counterparts who spoke fluent French and with whom they were working or would be able to work at their sites. A memorandum was subsequently sent to them outlining the objectives of the workshop.

A cable from the OTAPS water and sanitation specialist was sent on March 9 to Ms. Cobey confirming pre-workshop tasks including the selection of villages, the training site, and participants.

Dates were finalized for the workshop to be held in Mauritania at the U.N. base at Kaedi.

The Africa Region of Peace Corps also cabled other Francophone countries to invite them to select participants.

A team planning meeting for the consultants was held at the WASH office in Washington, D.C. on April 25 and 26. This provided an opportunity for the consultants to meet and receive a background briefing from the Peace Corps. The two days also provided the trainers with a mutually agreed upon work plan and a strategy for carrying out their tasks.

The training guide that served as the basis for the course is an expanded 15-day version of the guide used in a previous two-week workshop held in January 1986 in Swaziland. The guide is organized into sessions, each covering objectives, learning approaches, and detailed notes for trainers. The Associate Peace Corps Director for Health had reviewed the training guide prior to the workshop.

Upon arrival in Nouakchott the team was provided with office space at Peace Corps. A review of workshop materials was completed and Peace Corps/Mauritania collected all relevant supplies. The consultants briefed the Peace Corps Director and Associate Peace Corps Director on the workshop design and methodology as described in the introductory section of the training guide. The workshop preparation also included a briefing on the workshop at USAID for the health program officer, Pamela Mandel, and the Acting Director of USAID, Walter Boehm.

2.1 Workshop Site and Preparation

The workshop site was the U.N. base at Kaedi. Three villas were rented for use as dormitories, classrooms, kitchen, and dining area. The logistics coordinator, Nancy Reiks, did a Herculean job of making the villas ready, including hiring and supervising a work crew to paint, plumb, and restore electricity. She also hired a fine team to provide food and laundry service during the workshop.

2.2 Community Selection and Preparation

The criteria for selecting villages were the willingness of villages to work with the participants during the practicals, proximity to the training site, and availability of two local languages, Hasaniya and Pulaar. The preparatory work was done by Peace Corps Volunteer Kevin Dowell. Both trainers visited the villages with Kevin and Amy Johnson, who, after the workshop began, took over Kevin's role to allow him to be a full-time participant. It was clear during our visit that the participants would be welcomed and that the villages had been adequately briefed.

The advance preparation enhanced the overall success of the four practicals. The villagers actively participated at each stage. Scheduling the practicals in the morning ensured that people would be available before the heat of mid-day. Vehicles were available, and departures were on schedule.

Chapter 3

OVERALL WORKSHOP GOALS

The overall goals for this workshop were chosen to better prepare field workers to promote the participation of communities in solving selected environmental health problems. The skills taught are ones field workers must help community members develop, so that communities are better able to solve their problems themselves.

By the end of the workshop, the participants should be better able to assist community members and organizations to work together to solve their environmental health problems by:

- describing what field workers need to do before entering a community for the first time,
- identifying what they need to know about a community and how to gather, check, and analyze that information,
- identifying what skills the community needs to develop in order to work together,
- developing training plans to increase those skills in the community,
- identifying specific environmental health problems,
- analyzing these problems,
- choosing a plan of action to solve a problem,
- developing work plans,
- preparing for the maintenance of community health improvement,
- evaluating their own work and the work of the community, and
- planning for the continuation of self-sustaining community participation.

3.1 Participants

Eight Peace Corps/Mauritania Volunteers working in community health education attended the workshop. These volunteers began training in June 1987 and were assigned to their posts in rural and urban centers throughout Mauritania in September 1987.

Of these volunteers, six brought their counterparts with them, a diverse group including paid government health workers and village activists. One representative of World Vision, a Mauritanian national, attended. In addition, one Peace Corps/Cameroon Volunteer and her host-country counterpart attended, as did a Peace Corps host-country national staff member from the Central African Republic.

Appendix B includes a list of participants.

3.2 Training Staff

The two consultants on the training staff were William Hanson for WASH and Alan F. Silverman for the Peace Corps.

While, according to the terms of reference, one trainer was a training specialist and the other an expert in community participation, in reality both trainers had experience and expertise in both areas.

In addition, a Peace Corps Volunteer, Amy Johnson, a second-year health volunteer who will have training responsibilities in the upcoming pre-service training, assisted the training staff and took major responsibility for two sessions.

3.3 Workshop Content

The workshop consisted of 32 sessions and required 14 days of intensive training. The sessions followed a logical sequence determined by the order of project development tasks and the usual sequence of events followed by field workers promoting community participation. Certain tasks performed by field workers on a continuing basis were interspersed with project cycle tasks. In effect, the entire workshop was a simulation of the field worker's job. However, the process of promoting community participation, which takes months in reality, was reduced to three weeks for the purposes of training. As a result, more emphasis was placed on certain tasks and skills than others.

The project cycle began with pre-entry tasks, early contact with the community, community organization, problem identification, and analysis, development of plans of action and work plans, health and user education, project supervision and maintenance, evaluation, and promotion of self-sustaining participation.

3.4 Methodology

Over the course of the workshop, a variety of learning techniques were utilized, including:

- working with the two communities near the training site,
- practicing skills in simulations and role plays,

- using new methods for solving problems and planning projects,
- developing strategies and plans for work with communities,
- reading and discussing handouts,
- listening to and discussing lecturettes,
- small group work, rotating group members throughout the workshop, and
- individual assignments.

Participants were met formally and informally throughout the workshop by both trainers to encourage participation, discuss application, and resolve individual problems. Participants were also encouraged to interact with their counterparts to discuss what they learned and possible applications. The participants were required to keep a daily journal of learnings, with emphasis on how they could use the learnings once back in their work situations.

3.5 Schedule

The workshop was originally designed as a 3-week event. To minimize time away from the job, the workshop ran six days in the first week, shortening the total time to two-and-a-half weeks. A complete workshop schedule is attached as Appendix C.

Chapter 4

WORKSHOP ASSESSMENT

4.1 Participant Assessment

Details of the participants' assessment are included in Appendix D. Below is a summary of results.

4.1.1 Goal Attainment

The participants were asked to evaluate the degree to which the workshop succeeded in improving their abilities with regard to the 11 objectives of the workshop. While there was a wide range of responses from "very little" (1) to "very well" (5), the overall average of 3.8 for all objectives indicates that the workshop goals were moderately well achieved. (It may be noted that the negative skew may be attributed to the consistent lower ratings of the two least active participants.)

As noted by participants when asked which goals most closely met their learning needs and as corroborated in their ratings of individual objectives, the most successful parts of the workshop concerned the topics of problem identification and analysis and the development of work plans and plans of actions.

The objectives with the lowest overall ratings included identifying community skills and developing training plans to increase those skills.

4.1.2 Workshop Organization

Most frequently mentioned as useful by participants were the workshop practicals which allowed them to apply what was learned in the classroom setting, group work which permitted a good exchange of ideas and viewpoints, and the use of "success analysis", which gave participants immediate feedback on their performance throughout the workshop.

Also positively noted was the trainers' work with participants on an individual basis both in and outside of the workshop setting. The trainers' encouragement of active participation and use of questions to bring out participant experiences were appreciated.

On the negative side, too much material was covered in too short a time and was a problem of workshop organization. This was exacerbated by the heat inside the classroom and at the workshop site.

4.2 Trainer Assessment

4.2.1 Workshop Goals

While the overall workshop goals, listed in Chapter 3, are valid and address real needs for field workers, the trainers believe that the goals were too ambitious for one workshop (see Chapter 5 below).

4.2.2 Planning and Site Preparation

Planning for the workshop by both Peace Corps (Washington and Mauritania) and WASH was adequate. The trainers believe, nonetheless, that the timing was not ideal since it partially coincided with the Ramadan period, a religious observance during which most Mauritians fast throughout daylight hours. This affected the village practicals somewhat and also required an extra day's break for the end of the fasting period celebration, hampering the flow of the workshop.

While recognizing that workshop sites in Mauritania may be limited, use of the United Nations base was not appropriate for the training since the classroom was not designed to accommodate 18 participants. The lack of good ventilation or air conditioning and a temperature of 120 degrees resulted in diminished learning, especially in the afternoons.

Within these limitations, the site was adequate regarding room and board.

4.2.3 Support

The local Peace Corps office provided excellent support with regard to transportation, materials, and logistical arrangements.

4.2.4 Schedule

The proposed workshop schedule was adjusted to take into account Ramadan and the heat which required early starts at 7:00 a.m. and long lunch breaks from 11:00 a.m. until 3:00 p.m. (This resulted in a loss in momentum during the workshop.) All practicals had to take place in the mornings, given the above two factors. Thus, adjustments were made to "push ahead" in the sessions just prior to the practicals. Another reason for this adjustment was to permit participants to have extra planning time in the evenings, if required, before undertaking village visits.

4.2.5 Staff

All sessions but two were directed by the WASH and Peace Corps consultants. The two sessions not conducted by the consultants were run by Amy Johnson who will be involved in the pre-service training this summer. Local Peace Corps staff were present in some sessions as observers.

4.2.6 Methodology

The mix of training methods noted in Section 3.4 above was judged to be appropriate by the trainers. However, as suggested in Chapter 5, changes need to be made in the training guide.

4.2.7 Participants

While the participants, as a whole, may be said to have been appropriate, the mix of Peace Corps volunteers with university degrees and limited field work experience, village activists with limited academic training, and government workers with jobs of limited scope with regard to community participation made for a challenging if not difficult training group. Appropriate selection of counterparts to attend the workshop was uneven with some Peace Corps Volunteers attending with people with whom they had not worked before, but who were chosen by the government. This again created a workshop atmosphere of uneven goals, expectations, and effort on the part of participants.

Another difficulty was the varied levels of French language skill, particularly for some of the Peace Corps Volunteers who use primarily the local languages of Hasaniya or Fulaar in their day-to-day work.

It should be noted that one Peace Corps Volunteer left the workshop after the first week since she felt the workshop was not meeting her needs. Two other Peace Corps Volunteers put minimal effort into the workshop for reasons apparently related to limited language ability and/or perceived need.

Chapter 5

COMMENTS ON THE TRAINING GUIDE

Our overall assessment of the training guide is that, while it is of extremely high caliber with regard to content and process, it is over-ambitious and over-written.

As concerns the over-ambitious content, the amount of information covered in the three-week training covers a process which would take at least several months to realize on the job. The result is information overload for participants and a steady loss of absorption of themes toward the end. As it is now written, the content is better suited to a curriculum for training of field workers rather than to one intensive workshop.

One possibility to improve the guide is to divide its content into two distinct workshops:

1. Pre-entry tasks, initial contacts, community analysis, identification and analysis of problems, and
2. Choosing plans of action, developing work plans, project supervision, maintenance, and evaluation of projects.

If each of these workshops were to be ten days in duration, the topics could be well covered and the information absorbed to a much higher degree by most participants.

While the cost of holding two workshops may be significantly higher, the reality is that doing too much at once has the even higher price of loss of knowledge and, therefore, eventual poorer application of learning.

As concerns the guide's being over-written, the present trainers would have preferred more simplified trainer guidelines. Perhaps the most obvious details which should be omitted are statements such as "ask if they have any questions", "monitor their work", "thank them for sharing their ideas", etc. If it is assumed that experienced trainers are to implement the workshop, such guidance is unnecessary.

In addition, the present guide needs to allow more room for adaptation to local circumstances and participant requirements. Trainer notes might offer suggestions for adaptations. The trainers made such adaptations on a continuous basis anyway, and it is recommended that the guide be used in a flexible way in the future.

Chapter 6

RECOMMENDATIONS

6.1 The Training Guide

It is recommended that the guide be revised into two distinct workshops.

6.2 Use of Workshop in Other Sites

The trainers recommend this workshop for countries with a solid commitment to community development. The workshop would be more effective if the content were reduced to smaller doses over a longer period of time. This would permit a better integration of learning and on-the-job application.

6.3 Peace Corps/Mauritania

In the final activity, participants made work plans to apply useful learnings from the workshop. The trainers met individually with volunteers to discuss possible tasks for their return to their work sites. It is urged that Peace Corps/Mauritania follow up these activities. A first meeting of health volunteers is planned for early July. A plan for taking account of progress and identifying remaining problems has already been agreed upon by the volunteers.

APPENDIX A
Scope of Work

APPENDIX A
Scope of Work

The following tasks were the joint responsibilities of both consultants:

1. Read and become completely familiar with the WASH training guide on community participation.
2. Participate in a team planning meeting at WASH prior to going to Mauritania.
3. Make any necessary adjustments in the training guide in order to adapt it to the Mauritanian context.
4. Assure that all logistic arrangements are carried out prior to the workshop.
5. Using the WASH training guide, conduct a 15-day workshop on community participation.
6. Provide detailed feedback to WASH on the training guide, both orally and in writing.
7. Write the final report which describes the workshop, assesses the results, and makes recommendations for follow-up.
8. Conduct a debriefing at WASH following the assignment. The debriefing should include a discussion of the workshop itself and comments on the training guide.

Timing

The field work took place May 2-26, 1988. The time was spent as follows:

- May 2-6 - Workshop preparation
- May 8-24 - Conduct workshop
- May 25-26 - Debriefing and report preparation

APPENDIX B

Workshop Participants

APPENDIX B

Workshop Participants

Peace Corps/Mauritania

Jane Bopp
Brigette Delay
Kevin Dowell
John Durgavich III
Mathew Hiefield
David Maxey
Maura McCormick
Bethany Young

Volunteer Counterparts

-
Mamadou Kebe
-
Mohamed Bilal
Diop Moussa
Thiam Mohamedou
Ba Safiottou
Ba Sambacire

Peace Corps/Cameroon

Abigail Calkins

Volunteer Counterpart

Ngoli Bala Eugenie

Peace Corps/Central African Republic

Pauline Voga (national staff)

World Vision/Mauritania

Ba Papa Ousmane

APPENDIX C

Workshop Schedule

WORKSHOP SCHEDULE

WEEK 1

	May 8	May 9	May 10	May 11	May 12	May 13	May 14
Time	DAY I	DAY II	DAY III	DAY IV	DAY V		DAY VI
M O R N I N G	(1) Opening Ceremonies and Introduction to the Workshop	(5) Entering a Community	(7) Community Meeting Practical	(8) Organizing Communities to Participate	(10) Health Survey Practical	O F F	(13) Helping Communities Solve Problems
	(2) Adult Learning and Community Participation			(9) Interviewing and			(14/15) Problem Identification and
L U N C H							
A F T E R N O O N	(3) Promoting Community Participation	(6) Community Analysis	Analysis of Community Meeting Practical	Planning Health Surveys	(11) Working with Community Organizations	O F F	Training Community Members to Solve Problems
	(4) Pre-Entry Tasks				(12) Week 1 Evaluation		

WORKSHOP SCHEDULE

WEEK 2

	May 15	May 16	May 17	May 18	May 19	May 20	May 21
Time	DAY VII	DAY VIII		DAY IX	DAY X		DAY VI
M O R N I N G	(16) Problem Identification Practical	(17) (continued)	O F F	(19) Problem Solving Simulation	(21) Developing a Work Plan	O F F	(23) Health and User Education
		(18) Choosing a Plan of Action					(24) Developing Health
L U N C H							
A F T E R N O O N	Practical Analysis	(18) Continued	O F F	(19) Continued	(22) Helping Communities Plan and Carry Out Projects	O F F	Education Programs
	(17) Problem Analysis			(20) Week 2 Evaluation			

WORKSHOP SCHEDULE

WEEK 3

May 22

May 23

May 24

Time	DAY XII	DAY XIII	DAY XIV
M O R N I N G	(25) Health Education Practical	(27) Maintaining the Finished System	(30) Application of Workshop Learnings
		(28) Project Evaluation	(31) Workshop Evaluation
L U N C H			
A F T E R N O O N	(26) Project Supervision	(29) Promoting Self-Sustaining Participation	(32) Evening: Closing Ceremony

APPENDIX D

Participant Evaluation of Workshop

APPENDIX D

Participant Evaluation

Part I: Goal Attainment

Please circle the appropriate number to indicate to what degree the workshop has succeeded in improving your ability to do the following:

To describe what you need to do before entering a community for the first time.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	2	5	7	3	3.6

To identify what you need to know about a community, and how to gather, check, and analyze that information.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
1	-	2	8	6	4.1

To identify what skills the community needs to develop in order to work together.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	2	4	10	1	3.5

To develop training plans to increase those skills in the community.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
1	1	6	7	2	3.5

To identify specific environmental health problems.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
2	-	1	3	11	4.2

To analyze those problems.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
1	1	2	3	10	4.2

To choose a plan of action to solve a problem.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	-	4	8	5	4.1

To develop work plans.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	-	4	10	2	3.9

To prepare for the successful implementation of such plans.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	1	6	8	2	3.6

To plan for the maintenance of community health improvements.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	3	3	7	4	3.7

To evaluate their own work and the work of the community.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	2	4	2	8	4.0

To plan for the continuation of self-sustaining community participation.

1	2	3	4	5	(Average)
Very Little	Somewhat	Moderately	Well	Very Well	
-	2	4	9	2	3.6

Overall Average: 3.8

Part 2

1. <u>Which workshop goals were most useful for you?</u>	(number of responses)
1. What field workers need to do before entering a community.	3
2. What they need to know about a community and how to gather and analyze the information.	3
3. What skills the community needs.	5
4. Developing training plans.	1
5. Identifying health problems.	5
6. Analyzing problems.	7
7. Choosing plans of action.	7
8. Developing work plans.	8
9. Maintenance of improvements.	1
10. Evaluating work.	4
11. Continuation of self-sustaining participation.	4

2. What was most helpful about the structure of the workshop?

<u>What</u>	(number of responses)	<u>Why?</u>
Group work	3	To hear various viewpoints
Changing groups	2	To relieve stress/conflicts
Practicals	5	To practice ideas learned
Using success analysis	3	To see what we did well
Case studies	2	To see our role in particular situations
Having counterparts present	1	To share experience
Discussions	2	Allowed all to participate
Simulations	1	-
Respecting time	2	-

3. <u>What trainers did to help?</u>	(number of responses)
Encouraged participation of all	4
Worked with individuals in and out of class	5
Dynamic, energetic	3
Asked questions which pulled on our experiences	4
Helped apply theory to reality	2
Clarity of presentations	3
Patience/pressing ahead in spite of difficulties	3
Listened well	1
Respected norms	1
Repeated major concepts	1
Encouraged contact with counterparts	1

4. Problems Overcome

<u>Problem</u>	(number of responses)	<u>How Overcome</u>
Lack of participation by all	5	Changing groups Reminding us of norms Encouraging us continually Patience Not isolating people
Mix of levels and cultures	3	Balancing groups Slowing pace One-on-one talks, reminders
Fatigue and heat	2	Changing groups Motivation by trainers
Lack of organization by participants	1	Clarifying tasks by trainers
Lack of understanding of workshop goals	1	Clarification by trainers
Difficulties in group work	1	Trainers interventions on process
Translation of handouts	1	French given to Peace Corps volunteers as well as English

NOTE: For questions 5 through 9, only the Peace Corps Volunteers responded as the French evaluation did not include these questions.

5. Which workshop goals did not meet your expectations? (number of responses)
- a. What field workers need to do before entering a community 2
 - b. What they need to know about a community and how to gather and analyze the information 1
 - c. What skills the community needs 1
 - d. Developing training plans 1
 - e. Successful implementation of plans 2
 - f. Evaluating work 2

6. Which learning needs were not met?
- a. Technical information on wells, latrines, etc. 1

7. What part of workshop structure was least helpful and why?

<u>What</u>	(number of responses)	<u>Why</u>
Tight schedule/too short	3	Rushed presentation Not enough time to absorb information Not enough time to plan practicals
Too long	1	Too much group work
Success analysis	1	Often more restricting than enlightening
Reading of handouts	1	Boring
Group work	2	Created stress, but still important Too much repetition in small and large groups
Lack of more practicals	1	We learn more in practicals

7. What did the trainers do that was least helpful? (number of responses)
- Showed lack of patience at times. 2
 - Should have encouraged more participation of counterparts. 1
 - Asked questions which were culturally insensitive. 1

8. Other suggestions.

	(number of responses)
More individual feedback would be useful.	1
Stress to Peace Corps volunteers before the workshop that counterparts may need more support and have different learning styles.	1
Mix trainers, e.g., man and woman, different races.	1
Don't have so many breaks which slowed pace (due to holiday).	1
Include government officials for opening and closing ceremonies.	1

9. Comments

Good chance to practice French.	2
Thanks to trainers.	2
Good to invite participants from other countries.	1
Glad to have participated.	2