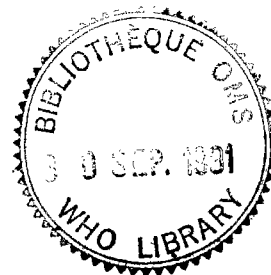


Training a national training team

How a national
training team for rural
water supply and sanitation
was developed in Zaire



A Human
Resources
Development
Case Study
No. 10 in a series

Foreword

The World Health Organization (WHO) and the Swedish International Development Authority (SIDA) are jointly producing a thematic series of case studies focusing on Human Resources Development.

The intention is to both illustrate and document various methods used in different parts of the world which aim at improving human performance.

Activities and projects selected for this series are all of an innovative nature. They show that there are usually a variety of methods other than classical classroom training to help people do their jobs better.

While country reports and project descriptions are common, one seldom finds detailed descriptions of techniques used. "What was done?" is answered more often than "How was it done?". This series of case studies aims to provide the reader with a total perspective of what was done, how it was done, why it was done and an assessment of its effectiveness.

These collected experiences should give readers ideas that can be adapted to improve other activities and projects in their own environments. The series of case studies should be a source of inspiration for action and deliberate change.

This specific case study was provided by the Water and Sanitation for Health (WASH) project of the United States Agency for International Development (USAID). The original draft of the text was provided by Mr Fred Rosensweig and was edited by Dr Richard Ballance. The assistance of Mr Rosensweig at all stages in the development of the document is sincerely appreciated.

Neil Carefoot, 27 June 1990

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Summary

One of the most important factors in increasing water and sanitation coverage in rural areas is adequate numbers of trained field workers such as extension agents, health workers, and water and sanitation promoters. Few of these field workers have technical backgrounds. It is common for them to be trained in a brief programme and their teachers, though knowledgeable in their own technical areas, often lack the skills necessary to train others.

In 1985, the USAID (United States Agency for International Development) mission in Zaire requested the WASH (Water And Sanitation for Health) project to assist in developing a training strategy for the water and sanitation component of Zaire's SANRU II (Santé Rurale) Project. A large part of SANRU II was concerned with rural water supply and sanitation and required a significant number of training activities. The existing training institutions in Zaire did not offer appropriate courses and had neither the skilled teachers nor adequate training materials to meet the needs of SANRU II, although there was an adequate number of people with the requisite technical backgrounds. Project managers realized that they needed a pool of Zairian trainers to carry out the training activities. Since most of the training was to take place in workshops, the creation of a national training team was considered to be a practical solution. It was hoped that the training team would be a resource not only for the USAID-funded project, but also for other projects.

Approach

After an initial planning visit to develop a training plan for the water and sanitation component, three workshops for the training of trainers (TOT) were held in 1986-87. The result of these workshops was the creation of a national team of 12 trainers.

This approach – developing a group of trainers with limited previous experience in training – proved to be highly successful. The trainers were trained according to the “learning by doing” method; they also participated in the adaptation and development of training materials for use in the various workshops that they later conducted.

Since 1986, the national training team has trained over 200 people in various aspects of rural water supply and sanitation. The overall reaction of participants in the workshops conducted by the national team has been very positive, and the concrete results can be seen in the numbers of improved water points and latrines, as well as in the establishment of effective village committees.

Success indicators

Setting the scene

The SANRU II Project

**Water and sanitation
component**

SANRU II began in September 1985. SANRU I had assisted in establishing a community-supported health care system in 50 of the 300 rural health zones in Zaire. Project assistance from USAID had included the provision of basic equipment, technical support and training. SANRU II was, in effect, an extension of the earlier project and was planned to bring services to 50 more rural health zones.

Because of the emphasis on training in the water supply and sanitation component, the USAID mission in Zaire requested that WASH develop a strategy to develop a national team of rural water supply and sanitation trainers. Although the team would be useful in the short term to conduct training for the SANRU II project, it was thought that eventually other organizations and projects would also use the training team.

The water and sanitation component of SANRU II was composed of two separate but related elements. The first element was the strengthening of the National Rural Water Service (SNHR – Service Nationale d’Hydraulique Rurale), the agency responsible for constructing rural water systems throughout Zaire. SNHR constructs gravity-supplied piped systems, drilled wells and other water supplies that require technical expertise and special equipment. The Service was created in 1983 and has operational field stations, called rural water brigades, throughout the country that provide support to the health zones in the planning and construction of rural water systems. The second element was the supply of training, logistic support, and materials for the improvement of water and sanitation systems in health zones assisted by SANRU II. A nongovernmental organization, the Eglise du Christ au Zaire (ECZ), had the overall responsibility for implementing the assistance programme in the rural health zones.

Each of the health zones has a rural water coordinator who reports directly to the chief medical officer and is responsible for all water and sanitation activities in the zone. Rural water coordinators are responsible for training rural health workers, the village-level agents responsible for health education, and for

encouraging simple improvements in water and sanitation.

In 1986 SNHR had only 10 rural water brigades but had a long-term objective of increasing this number to 26. Each brigade comprises approximately 20 people including the chief, a technical section headed by a technical assistant and an administrative section headed by an administrative assistant.

The training needs of the SANRU II project were extensive; the workers who required training included the following:

- 125 rural water coordinators
- 30 to 40 village health workers for each of the zones
- 26 rural water brigades
- 3000 local development committees
- 75 to 100 Peace Corps volunteers.

Planning, management, community participation, construction supervision, surveying, latrine construction, spring capping, handpump installation, well construction and health education were among the areas in which training was required.

After the necessity for a national training team had been agreed upon, a decision was needed on whether or not to assign the team to an existing organization or ministry. Adding 12 to 14 new positions to an existing organization was considered to be unrealistic; budgets were too limited and new staff positions too difficult to create for this to be practical. The only viable option was to create a team of staff drawn from five or six different agencies and to call upon them on an as-needed basis. Organizations were willing to make individuals from their staffs available, provided that adequate advance notice was given.

Training needs

Part 1

Overall approach

National training team

WASH proposed that the training programme should consist of the following three parts:

1. Development of a national training team.
2. Development of a standardized curriculum for use in the various training workshops.
3. Follow-up to the training.

Fourteen Zairians were recruited to be trained for the national training team. The final team was to have 12 members but it was assumed that a few would drop out, either because they could not perform well or for personal reasons. The selection criteria were the following:

- availability for up to six months per year for SANRU II activities;

- willingness to take part in the full training of trainers programme, participate in the development of the curricula, conduct training programmes and carry out follow-up visits;

- willingness to spend a total of four to five months a year on assignments away from home;

- knowledge of, and skill in, at least one of the major technical areas;

- receptiveness in learning a method of training that is highly participatory and practical.

The national training team



The five different subject areas that were to be represented in the training team were water supply, sanitation, community participation, planning/administration and management. The individuals selected came from six different government organizations. They all had professional qualifications or university degrees (seven of them in engineering), plus work experience ranging from three to twenty years. Few had previous experience as trainers.

Many manuals and documents concerning water supply and sanitation are readily available. The most practical approach to preparation of a standardized curriculum was therefore to use existing documents, adapting them to the local situation by deleting inappropriate material and adding information on techniques that are used locally. This was the approach adopted by the training team during preparation of the programme curriculum.

Too often, excellent workshops lack the follow-up necessary to reinforce the newly acquired skills. The planners of the SANRU II project were determined to avoid this; a system of follow-up was planned in which the workshop facilitators would visit the participants one to two months after the workshop. During these visits the facilitators would monitor the competence with which the participants were applying the skills learned in the workshop and provide on-site coaching to improve job performance.

Standardized curriculum

Follow-up system

Part 2

The training of trainers' programme

**Outline of the three
workshops**

The training of trainers programme consisted of three two-week workshops over a period of 18 months. The participants were required to participate fully in all three workshops and to conduct at least one workshop themselves in each of the intervening periods. This gave them practice in applying what they had learned. After each TOT workshop the participants also worked on curriculum development for the courses they would later be teaching.

WASH provided two consultants for each TOT workshop. One consultant was present at all three workshops, serving as the lead facilitator; the second consultant at each one was different. This was an ideal arrangement: the lead facilitator ensured continuity, while changing the second consultant provided new perspectives and examples of different training styles and skills.

The three workshops were highly successful in developing a group of skilled trainers. The training methodology used was that of "learning by doing", based on the principles of adult education. The three workshops covered the following topics:

- Level I Workshop
 - adult learning theory
 - basic training principles and theories
 - communication and group dynamics
 - elementary design of training programmes
 - elementary delivery skills.
- Level II Workshop
 - reinforcement of what was learned in the first workshop
 - case-study and role-playing techniques
 - planning and preparation of training programmes
 - development of action plans for individuals
 - development of action plans for the national training team.

■ Level III Workshop

- review of adult learning theory
- advanced design of training programmes
- advanced delivery skills
- training evaluation
- follow-up and supervision
- reinforcement of training techniques
- use of visual aids
- observation and feedback skills
- consulting roles, steps and skills.

The three workshops are outlined in greater detail in the tables that follow.



Participant uses a flipchart when making presentation

Level of Workshop	Overall Goals	Content Emphasis	Process Emphasis	Comments/Results
First Workshop Elementary Level	To develop the knowledge and skills in the area of training in order to be able to plan, implement and evaluate a series of workshops for rural water supply and sanitation field personnel in rural areas of Zaire.	Philosophies, theories and principles of adult experiential learning. Pre/Post Tests. Communication and group dynamics. Design and implementation of training programmes: <ul style="list-style-type: none"> • Task analysis • Behavioural objectives • Elements of a training session and programme • Training methods and tools: <ul style="list-style-type: none"> - demonstrations - guided discussions - lectures - case studies - group work - role-plays - stories - discussions - co-training. 	Active participation, building on the participants' previous experiences. Presentations and demonstrations by the trainers, followed by group preparations, presentations and critiques by the participants. Group work, process review, preparation and practice of training sessions appropriate for future training of SNHR and health zone personnel. Team building and planning.	Participants developed the basic skills and confidence to conduct their first training workshop. National team formed of members interested in future work as rural water supply and sanitation trainers. Basic trainers' guide for training of rural water coordinators nearly completed. WASH trainers teaching and leading discussion nearly 75% of the time. Concern about future development because of lack of a formal coordinating mechanism between SANRU/ECZ, SNHR, and other interested organizations.

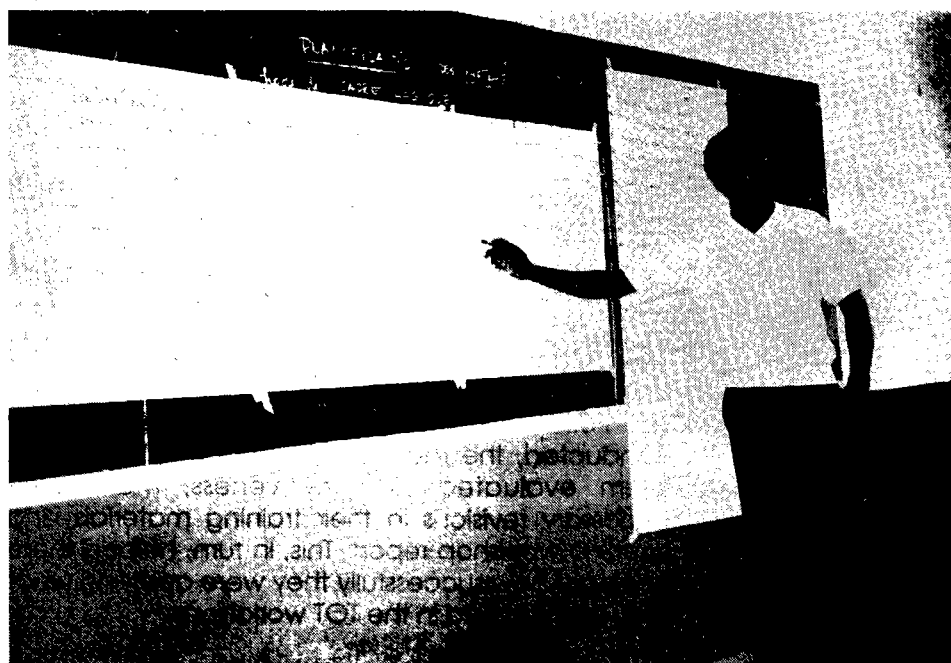
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Level of Workshop	Overall Goals	Content Emphasis	Process Emphasis	Comments/Results
Second Workshop Intermediate Level	To review and reinforce the knowledge and skills acquired in the first workshop.	Case study preparation and exploitation. Role-playing techniques.	Tasks set for small groups; both group process and products constantly revised.	Marked increase in individual confidence, knowledge and skills.
Duration: two weeks	To give participants an opportunity to design and implement 50 to 75% of all sessions. To maximize the participants' experience by promoting self-learning.	Characteristics of effective teams. Planning steps: <ul style="list-style-type: none"> • For training programme • For individual trainer development • For national team development. Reinforcement of: <ul style="list-style-type: none"> • Task analysis • Communications • Behavioural objectives • Feedback • Co-training. 	Successful practices highlighted and improvement plans made to ensure even better results for both task and process results. Emphasis on peer training practice and criticism.	Formal structure created for the national team. Production testing and revision of sessions that trainees could use in their future training. Increased awareness of the importance of group process skills. WASH trainers teaching and leading discussion less than 50% of time. Continuing concern about future development because of lack of a formal coordinating mechanism between the interested organizations.

Level of Workshop	Overall Goals	Content Emphases	Process Emphasis	Comments/Results
Third Workshop Advanced Level Duration: two weeks	To expand and broaden participants' knowledge of experiential learning methods, approaches and techniques. To expand participants' experiential training skills. To foster participants' self-confidence, independence and individuality as trainers.	Review of adult learning theory and approaches. Training programme design and planning. Experiential use of visual and non-visual training techniques. Training evaluation. Follow-up and supervision. Participatory training approaches. Observation and feedback skills. Consulting roles, steps and skills.	Practice teaching with real participants. Immediate application of new techniques during training programme (new techniques applied in practice teaching). Independent assessment and evaluation of training-related theories, methods and techniques by the participants. Analysis, creativity, planning, personal development, and independent thinking. Trainer roles, primarily: <ul style="list-style-type: none"> • Introduction of new or alternative models, ideas and tools • Structuring of exercises • Facilitation of discussion • Observation and feedback of practice teaching. 	A three-week workshop would have been better to achieve the goals of this workshop. Participants developed a more critical attitude to previously introduced techniques and approaches. Participants developed greater confidence in their own abilities and ideas. WASH trainers teaching and leading discussion less than 25% of time. Continuing concern about future development because of the lack of a formal coordinating mechanism between interested organizations.

All three workshops were held in areas outside Kinshasa, the capital city. Two of the participants dropped out part-way through the training, so the project was left with the 12 that were needed.

Implementing the programme



All participants had the opportunity to conduct at least one two-week workshop between successive TOT workshops. Each of these workshops required between two and four trainers, depending on the subject matter, and was conducted entirely by members of the national training team. The training needs of the SANRU II project at this time were extensive and there was thus no problem in scheduling the workshops. These workshops were held in various parts of the country but always in close proximity to communities involved in SANRU II activities. SANRU II staff were responsible for all logistic arrangements, including transport, food and lodging.

A participant presents a logical framework for the planning of projects

Subjects covered in the workshops included planning, spring capping, latrine construction,

community participation and health education. The participants were rural water coordinators, responsible for the coordination of water and sanitation activities in the health zones of Zaire.

The trainers used materials developed by the WASH project, which cover a range of topics in rural water supply and sanitation. These materials follow a standard format and provide all the information needed to plan and conduct comprehensive two-week workshops on particular topics. The training method is one of "hands-on" participation, and does not depend on elaborate facilities. It is designed for training conducted in a rural setting using simple training aids such as flipcharts and hand-outs. The national training team spent time after each TOT workshop adapting the WASH training guides to their needs; they also developed materials for subjects not covered by the available WASH guides.

Following each of the workshops they conducted, the members of the national training team evaluated its effectiveness, made any necessary revisions in their training materials and wrote a workshop report. This, in turn, helped them evaluate how successfully they were applying what they had learned in the TOT workshops.

Approximately one year after the third TOT workshop, a WASH consultant visited Zaire to assess the achievements of the national training team. The consultant found that, since its formation in 1986, the team had trained more than 130 rural water coordinators, 30 Peace Corps volunteer water and sanitation advisors and approximately 50 SNHR brigade members.

In addition, water points had been improved, latrines had been built and village committees were functioning effectively. Most of the SANRU II staff feel that these achievements have been greatly facilitated by the workshops. It is still too early to judge whether or not these systems are more sustainable as a direct result of the training.

The national training team had also developed, tested and refined training modules in the following areas:

- community participation
- organization and development of village health committees
- project management
- administration of financial, material and human resources



Part 3

Results

Training materials developed

Two participants team up in a practice training session

- supervision of work sites
- spring capping
- installation and maintenance of handpumps
- construction of VIP (Ventilated Improved Pit) latrines
- roof catchments for rainwater
- health education.

In spite of the successes of the national training team, two areas remained problematic. First, no adequate follow-up system to the workshops conducted by the national training team had been established. Second, the national team had not yet been utilized by other organizations involved in the sector; it is a resource that needs to be recognized by all the major organizations involved in the sector in Zaïre. An excellent training resource now exists in the country, yet other projects have been reluctant to make use of it.

➤ A national team of trainers can provide an effective service to water supply and sanitation workers in rural areas.

➤ A competent team of trainers can be developed by selecting candidates with appropriate technical backgrounds and training them as trainers.

➤ Three workshops, each two weeks in length, are the minimum required for the training; one more week is desirable. The workshops should be at intervals of six to nine months; between workshops participants should have an opportunity to use their newly acquired skills.

➤ Training trainers for a project with real and immediate training needs guarantees that the participants will have the opportunity to practise what they have learned.

➤ The experiential learning approach is appropriate for the training of trainers in developing countries.

➤ The members of a training team can be drawn from several organizations; they do not have to be permanently attached to one organization or ministry. This increases the variety of technical backgrounds among the team members.

➤ There are advantages in having the same person as team leader for a series of training of trainers workshops while changing the second trainer for each workshop. The team leader ensures continuity; using a different second trainer allows for exposure to different perspectives and styles.

For the future

Lessons

learned
