

**PROMOTION OF THE ROLE OF WOMEN
IN WATER AND ENVIRONMENTAL SANITATION
SERVICES (PROWESS)**

**REPORT ON
PSSC/PROWESS WORKSHOP ON TOOLS
FOR
COMMUNITY PARTICIPATION**

**MANGOCHI - MALAWI
2ND JUNE TO 11TH JUNE 1991**

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EXECUTIVE SUMMARY

An eight day workshop on tools for community participation; for the piped water supply for small communities projects (PSSC), for Malawi, Zambia and KWAHO, Kenya, was held in Mangochi, Republic of Malawi.

This was sponsored by IRC, with the assistance of UNDP/PROWESS.

The workshop activities covered an opening ceremony, group activities, discussions in plenary sessions, two field trips to three communities in Monkey Bay village within the PSSC project in Malawi.

Participants were introduced to a set of objectives and programme where their input was sought and incorporated.

Participants also expressed their hopes and fears of the workshop. This was constantly assessed to ascertain necessary adaptation.

SARAR review grid was used to encourage participants, assess the SARAR generic purposes in terms of human development, method and practical application of the activities. Daily and on going evaluation focused on participants day to day involvement in the training process.

The workshop was wrapped up with country project, follow-up plan of action and final evaluation.

The Acting Secretary of Ministry of Works of Malawi, who officially opened the workshop, emphasised the need for community participation to ensure sustainability of projects.

The Acting Water Engineer-in-Chief of the Water Department, Malawi, officially closed the workshop encouraging participants to put into practice and count on their respective governments for support.

Participants had the opportunity to present their knowledge to a group of officials at the closing ceremony in Lilongwe. The two artists also had the chance to share and display materials produced at the workshop which the participants expressed would be useful for training in their respective projects.

Mr Kwaule, the PSSC Project Manager, Malawi and his counterpart Mr Chanda, PSSC Project Manager, Zambia, coordinated the core team activities. Two participants from Zambia and Malawi, contributed in the consolidation of day to day proceedings of the workshop report.

ACKNOWLEDGEMENTS

We would like to convey our greatest appreciation to the staff of Ministry of Works, Water Department of Malawi, to the core team members of Malawi and Zambia, the communities of Monkey Bay village, the Secretarial and support staff of Malawi and also the two artists of Zambia and Malawi, for their time and tremendous assistance accorded to us, in preparing and carrying out this PROWESS/PSSC workshop on tools for community participation.

Our gratitude is also extended to the PROWESS community development specialist, Mr Ron Sawyer at the UNDP/World Bank Regional Water and Sanitation office in Nairobi/Kenya, for assisting us in undertaking this assignment. Many thanks to the Malawian Government for ably hosting this workshop in their country.

Piped Supplies for Small Communities Project

1. INTRODUCTION

The inter country piped supplies for small communities (PSSC) activity is an information development and demonstration programme, which is implemented through country projects in Malawi and Zambia. It started in 1988, and is expected to be concluded in 1992. Prime responsibility for the country project rests with the National governments, with support from International Reference Centre for Community Water Supply and Sanitation (IRC).

In both Zambia and Malawi, Project management is organised through the Water Department (in Malawi) and the department of Water Affairs (in Zambia), as the coordinating institution. The Ministry of Health and the Department of Social Development are participating institutions. Staff members from these institutions work together as Project Teams.

One of the main objectives of the Project is to develop approaches to involve communities in planning, implementation, management and maintenance of their own water supply. Although the project teams have developed variable approaches to involve communities in some project activities, they have expressed difficulties in developing appropriate participatory methods and techniques, particularly in involving women and the less well off in planning and decision making.

Within the framework of the project, the project teams want to set up and institutionalize an approach to support and channel feedback between the agencies, extension workers and communities. It is in light of this that IRC approached PROWESS to share with PSSC the SARAR Methodology on Community Participation.

1.1 Objectives

Discussions were held with both the Zambian and Malawian participants on the proposed workshop objectives and their suggestions and input incorporated to form the Overall Workshop Objectives found below:

1. To develop and practice appropriate participatory methods and techniques, particularly involving a broad base of the communities and emphasising the role of women and the less well off in all stages of the project and its management for continuation.

2. To jointly train personnel from different ministries and development agencies in Kenya, Malawi and Zambia, in order to promote collaboration and help unify vision and approach to community level work.
3. To assist participants in analysing their real life work situations in order to identify aspects which would benefit from the use of participatory techniques.
4. To clarify the roles of facilitators of a participatory community based problem solving process.
5. To evaluate team relationship among themselves and between various agencies which they represent.
6. To become familiar with and utilise SARAR methodology tools in the areas of problem solving, planning, monitoring and evaluation in small community projects.
7. To build on participants knowledge and enhance their skill in working with a wide range of participatory strategies, techniques and tools.
8. To develop a joint Action Plan for follow up with collaborating ministries and donor agencies.

1.2 Expected Outputs

- Draft training materials to be used by extension workers in Participatory Community Training.
- Two participatory community training outlines, one for Zambia and one for Malawi, to be used for further development of a partnership approach and can be applied in the PSSC Project on long term basis in future activities.
- A summary report of the workshop to be written jointly by the Malawian and Zambian workshop coordinators with support from IRC team members.

1.3 Participants and Facilitators

The total number of participants was twenty six. Eleven from Zambia, twelve from Malawi, one from Kenya and two IRC representatives.

- The participants from Zambia and Malawi were drawn from the PSSC project team, with two Project Advisors from Malawi/Zambia, three persons from training institutions, involved in the PSSC project and two Artists. The aim of involving the representatives from institutions was

to utilise and apply the knowledge and skills gained, into their Projects.

- The two artists were selected from both countries (Zambia\Malawi) to design and develop together educational and Visual Aid materials that are culturally applicable and adaptable in the respective countries.
- A core team of twelve members to assist in facilitation of the workshop was drawn from Zambia/Malawi and Kenya.
- Two consultants contracted by UNDP/PROWESS, one from Kenya and the other from Togo, facilitated the workshop.

1.4 PROWESS and SARAR Approach

PROWESS stands for 'Promotion of the Role of Women in Water and Environmental Sanitation Services'. It was created as a programme within UNDP in 1983.

PROWESS emphasises on Community Participation in Water and Sanitation Programmes, with a major focus on women's participation in decision making as they are the main collectors\users and guardians of household hygiene and family health.

To enhance this, PROWESS researched and developed the 'SARAR' Methodology Approach which has developed a variety of Educational Activities and tools aimed at involving the learner into a Creative Problem Solving and Follow-up Action.

The Abbreviation SARAR is derived from five characters as follows:-

- S - "Self-esteem", which recognises the fact that each person has the capacity to be creative and analytical and hence can identify and solve their own problems.
- A - "Associative Strength". The approach recognises that when people form groups, they become strengthened and develop the capacity to act together.
- R - "Resourcefulness". Each individual is a potential resource to the community. The approach seeks to develop the resourcefulness and creativity of individuals and groups in seeking solution to their problems.
- A - This stands for the need to develop an "Action Plan" to solve the problem.

R - Stands for "Responsibility". This emphasises the sharing of responsibility and commitment.

CHAPTER 2

WORKSHOP METHODOLOGY

PSSC/PROWESS training workshop on tools for community participation, was held at Nkopola Lodge, Leisure Centre in Mangochi from 2nd - 11th June, 1991.

Twenty six participants representing the PSSC projects of Malawi and Zambia, KWAHO Kenya, and IRC in the context of community women participation, Water and Health and social services attended the workshop.

In the design of the workshop methodology three characteristics of the SARAR methodology was addressed.

1. Workshop was highly experimental:

The approach was to allow participants to understand and experience the process themselves. This is to allow Participants to understand the process by experiencing it themselves. This was done by exposing the participants to different tools and sequences of participatory activities.

2. Analysis of Training Activities and Tools by Participants.

Participants learnt to analyse the different workshop activities and tools in terms of type, quality and active involvement in decision making. In this way they learnt how they can stimulate and support the process of participation and human development.

3. Include Field testing of Participatory techniques:

Participants undertook field work in village situations in order to get living proof that the approach works in real life contexts. In this way they tested the tools and gained insight of the process through direct feedback from the villagers.

Details of the procedure and steps used are outlined below:

2.1 Pre-planning/Core team

Preparation of the workshop began at Lilongwe with identifying a core team, who consisted of twelve representatives. Five were from Malawi, five from Zambia and two representatives from IRC.

The purpose of the core team was to leave behind a team of National trainers, who can replicate the process in future. A meeting was held with the core team to debrief them on the SARAR Methodology. This was followed by sharing with them the proposed workshop objectives and their input was incorporated.

The PROWESS kit was also shared with the team to familiarize them with the materials and have their input.

Arrangements were made with the two artists from Zambia and Malawi respectively, to start preparing the materials for at least the first few days.

Responsibilities and tasks were shared in terms of coordination of the core team, co-facilitation of the Workshop, summaries of the days proceedings, secretarial support and logistic arrangements.

The workshop venue moved to Mangochi where more detailed review of the workshop arrangements and programs took place with the core team. Adaptation of the final workshop program was done prior to the official opening of the workshop, although this was subject to flexibility.

Follow up on the artists work progress was undertaken to ensure materials for the first day, were ready for the workshop to take off.

A point was also made on the first day to find out the participants expectations in terms of their hopes and fears. This was followed by having their input into the workshop objectives to ensure that the objectives match within the participants expectations.

2.2 Artists

Two very skilled artists from Malawi and Zambia were appointed to assist in development of materials in the workshop. The purpose of the artists was to develop materials that are relevant and acceptable to the real life situations of the participants/communities. This was by means of visual aids. A variety of proto-type sets of materials were produced by the artists. For instance posters, flexi-flans, critical incident, pocket chart, force field analysis and on story with a gap, to mention just a few.

Continuous dialogue between the artists, facilitators and core-team members went on during the whole workshop proceedings, in order to ensure the production of comprehensive materials and tools, needed for the workshop activities.

One of the most important roles of the artists was to assist participants in producing and adapting materials for field visits sessions, which was carried out very well.

The facilitators took also time to continuously discuss with artists a complete plan of workshop activities and materials required for the workshop.

At the end of the workshop some sets of materials were displayed and duplicated given to Zambia/Malawi, Kenya and IRC participants.

2.3 Venue

The venue of the workshop was at Nkopola lodge at leisure centre, which is about three hours drive from Lilongwe and is located within the PSSC project area. This had the advantage of being in a rural setting and allowed easy access to three communities, selected for the field visits and testing of participatory materials.

The major characteristic of the venue is that it borders Lake Malawi, being a tourist attraction. This made the main Hotel selected for the workshop not well appreciated by the participants.

This was in terms of daily commuting to the workshop centre (Leisure Lodge which was about five minutes drive) and in terms of cost of accommodation and food arrangements. This caused both psychological and time constrains on the participants and the workshop as a whole.

2.4 Logistics

All logistic arrangements were made from the Ministry of Works, and Department of Water staff in terms of providing transport right from the airport to Mangochi and back. Vehicles were made available, when needed, with good and reliable drivers.

Secretarial support was organized in terms of computer services, provision of stationery/materials, and xerox facilities.

IRC assisted in provision of necessary materials required by the artists.

Community development specialist from UNDP/World Bank regional office in Kenya assisted with participatory training materials to use at the workshop.

PROWESS also provided 25 copies of training manuals which were at high demand and distributed to only some participants particularly the core team members. Field visits were well planned and carried in the appropriate communities with minimal expectations created by the visit.

Central accommodation would have permitted a greater opportunity for participants to share experiences on the days proceedings.

The workshop room did not allow for an ideal informal and participating setting necessary for "SARAR" approach.

2.5 Field Visits

1. Participants prepared and went on the 2nd day of the workshop for a preliminary field visit in 3 selected communities of Monkey Bay Village, which is 45 minutes drive from the workshop site.

Group formation was carried out to assist participants divide into 3 functional/gender balanced groups. This constituted the main working groups throughout the workshop.

2. The purpose of the visit was:
 - (a) to gather information of the community;
 - (b) identify target groups of about 15-25 persons, particularly women and arrange with them when to meet them in their next visit;
 - (c) Agree and schedule for a participatory learning session for the 2nd visit.
3. On the 6th day of the workshop the participants made their 2nd field visit. The three groups prepared and took along some SARAR methodology tools e.g. story with a gap and water transportation and storage.
4. This allowed them to stimulate creative involvement of community members in discussing their own problems.
5. Both visits materialized quite well.

6. Participants had the opportunity to test SARAR methodology tools and approaches and found out that "it actual works" as some of the participants put it.
7. It also gave them confidence to use the method by themselves in future.
8. Both visits were reported by participants through map building exercise, simulation and discussions on feed back.
9. Both facilitators joined the groups as observers on both field trips.

2.6 Group Discussions

1. Participants formed groups on the 2nd day of the workshop and maintained them for key activities of the workshop.
2. Purpose of the group discussion was to generate creative expression in terms of participation.
3. Almost all the workshop had a phase of group tasks/discussions.
4. Through group formation participants were able to complement each others resourcefulness and allowing for greater interaction of the more timid members, to participate more effectively.
5. Group discussions demonstrated a lot of positive outcome in terms of:
 - (a) Almost everybody, especially the extension workers had a chance to give presentation.
 - (b) Small groups allowed more freedom of expression and chance for participants to express and share real life situations.

Plenary Session

1. This method gives room for participants to share what had been discussed in small groups.
2. It also gives a chance to both participants to hear experience from each other and give creative feedback.

3. During plenary session usually people do not have time and chance to express their own ideas.
4. However plenary has been found useful in terms of discussing and generating lessons which can be drawn from different experiences.
5. It facilitates constructive criticism and hence helps participants have a unified version.

Follow-Up

1. In order to ensure that training will be relevant to country participants, efforts must be made to plan for follow up plans of action by themselves.
2. Purpose to list the immediate and long range needs of the project by involving all level of project staff in the planning of subsequent knowledge and skill acquired during the workshop.
3. For this reason, towards the end of the workshop, close attention and time must be paid by facilitators in planning follow up activities.

In order to carry out the follow up sessions subgroups must be formed to focuss on different aspects such as:

- (a) Applicability of the learnt techniques by participants.
- (b) Level of confidence in participants in using these techniques.
- (c) Type and nature of support needed to carry out the plan.
- (d) Shared responsibility in terms of who is to undertake what, when and how.
- (e) Proposed objectives of the work plan.
- (f) Proposed budget needed to accomplish the tasks.

Evaluation

1. Evaluation activities accompanied every stage of training process. This allowed participants to have their own conceptualization of what SARAR methodology is all about and also evaluate the tools utilised during the activities.

2. SARAR tools used to reach this purpose were:
 - SARAR review grid
 - 3 squares assessment
3. The purpose of the SARAR review's grid is to allow participants to reflect on activities which have been conducted and relate to the generic purpose.
4. Three samples assessment helps participants to assess the activities which are highly or least participatory in terms of control by participants, equal control or control by facilitators.
5. Midway Evaluation was carried out to compare and assess the level of hopes and fears defined at the beginning of the workshop.
6. A Final Evaluation was carried out to access the objectives and different aspects of the workshop (see final Evaluation details in Annex).

CHAPTER 3**3. WORKSHOP PROCEEDINGS/ACTIVITIES**

The workshop followed very closely, the pattern of SARAR methodology manual for training trainers in participatory techniques with adaption and adjustment as need be. Below is a summary of SARAR Training methods, activities and materials used during the workshop.

3.1 Official Opening of the Workshop

The Workshop was officially opened at Mangochi by Acting Secretary of Ministry of Works. This was followed by an introduction of what PROWESS is and what the "SARAR" methodology is all about. The proposed workshop objectives were then shared with the participants and their input incorporated.

3.2 Hopes and Fears

In order to understand the participants hopes and fears, the session focused on a method which allowed the participants to identify their individual hopes and fears, as well as common group expectations.

The common groups hopes included:

- To gain skills in tackling problems particularly the involvement of women and enhancing community participation.
- To gain knowledge in training of extension workers in participatory training techniques.
- To acquire knowledge in running a workshop using participatory method.
- To know how to develop visual aids for training.
- To make new friends

The common Fears included:

- Workshop time being short
- SARAR method may be complex
- The method might be training uninterested people

- The method could be disturbing for the usual programmes and that it would be confusing.

The participants were informed that as the workshop progressed, constant review would be done to see whether their hopes and fears had been met or overcome.

3.3 Concepts of Participation (Theory Method)

Attributes of good community participation was undertaken to help visualise the implications of community participation.

Here participants were divided into four groups and each given several elements related to community participation. These included amongst others, sense or responsibility. Acceptance of women's roles in community decision making, leadership; capability to generate ideas and skills in Planning and Problem Solving.

Each group was asked to choose five important elements which were compared and justified. Common ones were isolated. A probing method was used to stimulate participants, to give their views on how each element could be promoted.

3.4 Unserialised Posters (Creative Method)

Participants were divided into three groups. Each group was given several posters from which the groups were to select four posters and form a story, with a specific themes. All groups developed very good themes and full stories related to water sanitation and common problems affecting their lives. This learner centered exercise went to show how creative, people can be, given the chance.

3.5 Principles of Adult Learning (Theory Method)

This activity was to enable participants to understand the principles of participation. It was also to help participants to differentiate between dedactive and participatory approaches to teaching. The practical aspect involved people pairing and sharing learning experience based on past events in their individual homes.

Through plenary discussions, several important aspects of adult learning were identified:-

- That we learn through trial and error.
- That interest and accepting the need to learn.

- That learning also involves taking tasks
- That adults learn differently from children
- That we build on previous experience
- That self-esteem is important on the part of adult.
- That it is important to consider what is important for the learners.

3.6 SARAR Review Grid (Evaluative Method)

The SARAR review grid was used to put into one perspective the activities of the day, in order to see how each of them fits within the larger activities. The major two components of the grid are:

- (i) The activities of the day listed in the horizontal columns.
- (ii) General purposes listed in the vertical columns.

The SARAR review grid also shows major objectives which are:

- Community participation
- Human Development
- Methods
- Practical Application

A participatory attempt was made to tally the days activities with the purposes.

3.7 The Three Squares Assessment (Theory Method)

People voted for which of the activity of the day was dominated more by the facilitators as compared to autonomous participation by the participants.

3.8 Photo Parade (Theory Method)

This activity helped to know the participants' own perceptions of what a "good" style of communication is when

working with the village people. It also helped the participants distinguish between a deductive and learner centered communication styles and identify the basic requirements for effective adult learning.

Participants were divided into three groups and were asked to select two photographs with the best means of communication and also two photographs with the least means of communication skills. The participants were further requested to write the reasons for their selections behind the photos.

A plenary session was held where groups presented their findings. This session was very useful and a lot of exchange of ideas were expressed by the participants. It became quite clear that communication tools should be action oriented, use of visual aids and be participatory.

3.9 Womens Constraints (Field reality)

1. The purpose of the activity was to analyse the needs and potential of women in relation to water supply sanitation and health situation in the community. Women involvement is crucial, although they are not always involved.
2. The participants were again requested get back into their groups. An exercise was given to the participants to list the problems which women face in water supply and sanitation and identify the strategies which should be applied to try and solve the problems.
3. A plenary session was held where groups presented their reports which were further discussed by participants.

4. From the discussions it became quite clear that women have specific roles in the community and that in the African context women can not make major decisions and are often shy.
5. Solutions for womens participation were identified by the participants and strategies for women participation outlined as follows:

Solution No. 1: More attention in consulting and training the women:

- Focus on women as a major target group and encourage their active participation in planning and decision making.
- Train trainers and hold seminars/workshops on this issue.
- Improve women's literacy.

Solution No. 2: Get political support on the women's issues:

- Leadership courses for women.
- More women in political positions.
- Address political leaders to sensitize them.

Solution No. 3: Educate men and sensitize them:

- Include the women's issue in village meetings and trainings.
- Hold meetings with men.

- Involve men in women's projects.

Solution No. 4: Improve women's access to resources:

- Start income generating activities.
- Provide access to credit facilities for women, regardless of their marital status and help open up bank accounts.
- Educate men to make budgets together with women.

Solution No. 5: Understand cultural differences:

- Get to know the community, e.g. through baseline studies, with a view on gender.
- Educate traditional leaders and men that women should be treated with equality.

Solution No. 6: Increase the number of water points to decrease time spent on water collection:

- Create more water points, e.g. by raising funds through increased revenue on existing points.
- Collect data on population, water demand and distances.
- Discourage the use of bad water.

Solution No. 7: Provide more health/hygiene education:

- Have more extension workers belonging to the communities.
- Organise campaigns, meetings, workshops and use mass media.
- Take women's knowledge and practices into account.
- Have more women in the committee.
- Educate men on the importance of women attending hygiene education activities.

Solution No. 8: Encourage women to participate more:

- Invite women for meetings and committees and have them more involved in planning and decision making.
- Encourage women's groups and increase awareness.
- Use SARAR methodology in discussions and training sessions.

Solution No. 9: Understand cultural differences and constraints:

- More women, e.g. female teachers, in key-roles of water committees.

- Organise leadership courses to get women in leadership positions within project committees.

Additional solution No. 10: Organise exchange visits:

- Encourage inter-area and inter-village visits for women leaders.

3.10 Map Building: (Investigative method)

1. The purpose of map building is to gather information about a community and create a map. The participants were divided into three groups.

They were expected to discuss how the village they had in mind looked like, in terms of population/size, name of village and other basic information and plan its layout.

They were then expected to write a descriptive statement of the village, representing the village profile.

A brief was then presented at plenary of the respective map and village, where participants described the lives of the people in the village and their problems. Participants then discussed how the report on this exercise could be used for adaption by villagers, or as an entry point on specific issues like water supply and womens issues.

3.11 Preparation for First Field Visit

In preparation for the field trip participants were briefed on the purpose of the activity and asked to identify target groups they could revisit on the second trip. They were also expected to identify issues of concern or specific problems which are of special significance to the local people.

The participants had divided themselves into three groups taking into consideration the balance of functional/gender aspects in group formation. After field visit the groups present at plenary.

3.12 Field Visit Reports

Group A

- (i) the village they visited was to the south western part of Monkey Bay;
- (ii) it was a village of 300 people;
- (iii) the village had such facilities as a school, post office, market, hospital and a good pipe water supply which was their pride.

It was explained that the main problem in the village included:

- (i) unstable soils which made latrine sustainability and construction difficult;
- (ii) malaria;

- (iii) women also faced problem of fish preservation during rainy season.

The group further reported that they had learnt from the village that before the water supply improved women faced various problems including:

- (i) long distances to fetch water;
- (ii) inadequate water from the single borehole they had in the area.

It was further reported that the community was very responsible and resourceful as:

- (i) there was established opening hours for the tap to avoid misuse;
- (ii) there was committee to look after the affairs of the water point;
- (iii) the communities were using various techniques to go round the problem of unstable soils and the collapse of latrines by using drum and bamboos for lining the pits.

Group B

This group had visited Msumbi village around communal water point 4. It was reported that the community has 50-60 families, and that the people are mostly agriculturalists while the man are specifically mostly employed by Malawi Railways.

It was further explained that the village had the following facilities; church, school, good road, market and good water supply which was also their pride.

It was further explained that before the piped water supply people used water from the stream possibly nearby, that as a result diarrhoea was very common.

According to the villages, it was reported that the problems that people face now were as follows:

- (i) that the villages kept domestic animals;
- (ii) that most people have latrines;
- (iii) that the planting is being practiced;
- (iv) that Health awareness has been created in the community.

Group C

This group had visited Mgunda village with 40 families. Most of the men in the village work on Malawi Railways and Army Department, and that most women were housewives.

The group further observed that the village had clean surroundings, had domestic animals and facilities like HCW Groups, schools, football pitch, graveyard, also their pride. The water point was being managed by the women, and that there was health awareness in the community.

General Lessons from the Map Exercise

In the plenary session members felt it was a good tool which would assist villages to:

- (i) site and plan facilities;

- (ii) foster sense of ownership;
- (iii) diagnose the community and
- (iv) as well as assist outside helpers.

3.13 Pocket Chart Method

Purpose: to demonstrate a tool that can help villagers to learn a new way to assess and analyse their situation.

The method consisted of rows of pockets arranged horizontally and vertically. A set of pictures showing aspects on which information or data is needed were arranged horizontally. Then people voted the water sources used. It was demonstrated several variables could then be assessed in the same way.

Tabulation of the results was carried out after counting the votes. The votes can be done by sticking the voting slips vertically under each vertical column.

It was concluded that, with the method, communities can reveal a lot of their behavioral patterns around a specific subject chosen.

3.16 Flexi-Flan (Creative Method)

Purpose:

- (i) to stimulate self-expression and creativity of the people;
- (ii) to encourage discussion of the ideas and perceptions of the people;

- (iii) they can be used as alphabets to express ideas.

Three groups were formed and they choose a number of flexis to use them to tell a motive or creative story which was presented to the plenary session. In the groups, people arranged their flexis, and developed a theme and a story.

After presentation in the plenary it came out clearly that the method was a good tool for people to express themselves in a participatory way. it was further observed that it could be used as a demonstration tool to accompany a theoretical lesson, also for planning, for influencing behaviour, for need of assessment and later evaluation.

3.15 Three Sorting Cards (Investigative Planning or Creative Tool

Purpose: to help one find out to what extent people's own habits cause or prevent diseases.

People again went into their groups. A common consensus for a specific theme (diarrhoea) was used and a set of pictures showing positive and negative habits. Groups then sorted out pictures in terms of good related to diarrhoea diseases. They then justified their selection in the plenary presentations.

It was concluded that the method gives chance to the people to express themselves, the effects of their habits on health by bringing out what they think of a particular habit.

3.16 Water Transportation and Storage

Purpose: to help people to analyse that water from pipes can be contaminated before/during consumption, and what can be done to prevent this as well as what can be done to purify contaminated water.

Three pictures were used:

- (i) one showing two women drawing water which is from a tap, and therefore pure;
- (ii) one showing a child drinking water which is visibly contaminated by particles;
- (iii) another showing a boy drinking clear water and therefore pure.

Discussion led to the conclusion that water can be contaminated by poor handling, use of uncleaned cups, or not covering containers both during transportation and storage. If the contrary has taken place, positively you can ensure safe water for consumption.

3.17 Cup Exercise (Theory Method)

Purpose: to help people know directive and non-directive methods of communication.

Sets of seven pictures with cup drawings on each were given to a pair of participants. Six of them had statements of varying degrees of commands. The eighth had no message.

People were required to arrange them starting with one most directive and ending with one least directive.

Discussions lead to conclusions that freedom for learners to choose what to do is important but that there is need to guard against the two extremes.

3.18 Water Committee Responsibilities (Analytical method)

Purpose: to help participants to analyse the possible role of the pump committees in the village.

The 3 groups then selected two representatives each, who were given the task of choosing a set of two flexis.

The groups discussed roles of the characters represented by the flexis. The choosers had to give reason for their choices. The groups had to assign roles to the characters and say what functions they were playing in a community.

After all presentations the general conclusions were that the method reveals:

- the basis for peoples choices when forming committees

- what functions are expected of the chosen members
- what roles responsibilities they should shoulder.

The whole plenary group lastly listed functions of committees which were said to include:

- generating income from community
- keep in touch with all relevant agencies
- responsible for operation and maintenance of water point
- organising and conducting meetings.

3.19 Critical Incidence

Purpose: to help participants to develop skills to help villagers in solving critical situations in their own communities.

Task: groups viewed three pictures which showed some critical situations, then they were asked to choose a typical crisis situation of their own using the pictures.

they then analysed the situation chosen; they also listed factors that contributed to the situation; they discussed how the problem could be solved; they gave pros and cons of their suggested solutions.

Lesson: it was learned that people can perceive factors that affect their daily life styles.

that people from different backgrounds can see a crisis from their own different perspective and that there is need for multisectoral collaboration as well as the participation of the people in defining situation.

3.20 Open Ended Drama

Purpose: to introduce the participants to creative open ended stories that can stimulate discussions among villagers.

Using flexis facilitators narrated examples of open ended and closed stories.

In the first open ended story people in the village had to wake very early to walk 5 km distance to fetch water; children and husbands in the family were usually late for school and work respectively. Villagers agreed to take action. They contributed money and invited a government agent to assist them put up a borehole. They were advised to set up a committee and choose a site. On his second visit the agent found the village was yet undecided on the site because they could not agree.

An example of a closed story was also narrated but in this case everything worked well and a solution was found.

With the examples as a basis, groups

- identified their own open ended stories
- listed characteristics in their stories
- and role played their stories before all other workshop members.

Lesson: It was concluded that there is always need that after enacting a role play in the community; you should discuss what the villagers have seen and learnt from the play.

Conclusion: It was also concluded that the stories need to be brief; with few characters, the suspense should be provocative to evoke reactions and/as well as having in mind what solutions might be to help villagers solve their own problems.

3.21 A Story with a Gap

- To show how villagers can be engaged in how to plan community water, sanitation and projects.
- To show how visual aids can simplify planning process.

Task: People went into groups - work using two picture; one showing a water point which deteriorated badly and another picture showing the same water point having been fenced and tremendously improved in up keep.

One group had to comment on the first picture and explain why it had deteriorated. Similarly they also commented on the second picture and listed steps the villages underwent to rectify the situation.

Summary of what the groups presented is as follows:

(a) On the first picture

1. Comments were:

- the water point was unfenced
- domestic animals were fending all round
- defective tap
- damaged apron
- the soakaway and its pit were dirty
- the slab cracked
- there was stagnant water all round
- scheme handed out by agency

2. Reasons why the water point had deteriorated were:

- it lacked maintenance
- there was general negligence
- the community was not responsible
- there was lack of effective leadership
- there was no committee
- there was lack of hygiene awareness
- there was no extension worker to motivate them

(b) On the second picture

1. - the water point was protected with a fence
- all the surroundings were clean
- community is responsible
- there is effective leadership

(c) Steps the villagers took to rectify the problem.

- an extension worker was posted to the area
- the extension worker investigated the problem in this village
- the extension worker discussed with the people
- the community got organised
- they formed a committee
- members knew their roles
- resources were mobilised
- health education awareness was created
- all water points were drained
- all surroundings were kept clean and fenced from animals.

After discussions it was concluded that for community to maintain and sustain their projects, community should be encouraged to take active responsibility in solving their problem.

3.22 Force Field Analysis as Conceptual (Theoretical Method)

Prior to the 2nd field trip the participants were introduced to this method.

The force Field Analyse exercise was introduced to participants after the story with a gap to stress the necessity of involving community members in planning solutions and steps to solve their own problems taking into account their resources and constraints.

The participants were then split into three groups and required to identify a typical field example of an undesired situation and a desired situation. They were asked to identify resources in community that may contribute to solve the problem and the constraints that pull back achievement. This was by using a diagram given to them. They were also reminded to chose only one constraint that can be tackled using the available resources, while explaining the steps that can be taken to solve the problem. The groups were asked to present their findings.

The presentations aroused a lot of discussion by the participants in general. All groups identified the problem of collapsing pit latrine and that their goal was to have a more adequate latrine. In order to have this all the groups suggested some very interesting steps such as:

Identify the resources such as:

- co-ordination of Project Implementation Management with extension workers, women water committees, and influential leaders
- train the village members
- identify an appropriate design
- identify construction materials etc.

**3.23 Integration of hardware and software components
(Field reality method)**

Purpose of this activity defined as a way to make participants aware of the importance of both hardware and software components of a project and that the need to integrate them to a good project result.

Examples from both Malawi and Zambia project managers on how they integrate components of hardware and software in rural development activities were examined by the participants.

Participants worked in hardware and software groups. They discussed and arranged typed items on pieces of paper in order of priority.

A plenary session was held where two groups presented their findings. Following the presentations an open discussion focused on the sustainability of the project and particularly women participation.

Participants received typed copies of the presentation as handouts. They were reminded to bear in mind the following questions while trying to integrate software and hardware components:

1. What can be planned jointly by them and the community members?
2. What can be planned by the community members alone?
3. What can be the role of women in particular?
4. What can be planned by the agency alone?
5. What software and hardware can be planned together?

3.24 Preparation for the Second Field Visit

- A. The participants spent most of the afternoon of the day before the second field visit planning the community activities to address the problems which had been identified earlier.

They also designed and prepared with the assistance from the artist the participatory materials which were to be used and field tested. The format for planning the community participatory session included:

- The elements that contributed to the outcome of the session
- The purpose of the visit
- The materials and method to be used
- The procedure to be followed

- The time allocated to each step of the activities
- The allocation of responsibilities among the group
- Number of people reached.

B. Second Community Visits

The second community visits were scheduled on Saturday 8th June in such a way that the participants were free in the morning before proceeding to the community in the afternoon.

All the groups were to meet in the same village but with different communities at around 3.00 pm. The facilitators were spread out among the three groups as observers and photographers.

The first group took along pictures depicting a story with a gap. This related to an inadequate washing place as opposed to an adequate washing slab to stimulate involvement of the community particularly women in identifying steps which need to be taken to improve the situation.

The second group used serialised pictures on water transportation and storage to provoke discussion with community members on where and how clean water from the tap got contaminated. They also involve the target group in finding strategies to prevent water contamination.

The third group also worked with the story with a gap to investigate the women experience and attitudes

toward the collapsed toilet situation with the community.

3.25 Report of Second Field Visits

On the day after the second field visit each of the three groups gave a report of their experience including what they had discussed with the population, the material they used and the reaction of the target group. This activities provoked rich comment and analysis from all the workshop participants. The important issue raised during the plenary discussion dealt with:

1. Washing slab
2. Water transportation and storage
3. Collapsed toilet.

All themes focused on the initial issues raised with the communities. It appeared that all participants demonstrated their knowledge and understanding of some new tools (e.g. story with the gap) and received useful feedback from the communities.

It became quite clear from the presentation that it was important to have appropriate illustrations depicting the real life situation and the involvement of the community at all levels of development.

CHAPTER 4FOLLOW UP PLAN OF ACTION

The participants were divided into three groups, Malawi, Zambia and Kenya to draw up the action plans. In these groups they further divided themselves into extension workers, managers and tutors. All the three countries presented their action plans for the next 12 months.

The participants unanimously felt that the SARAR methodology techniques which they learnt are very useful and can be applied for training purposes. The participants however indicated that they will still need the support of PROWESS experts in order to build more confidence in themselves.

ZAMBIA TEAM

The Zambian follow up action plan for the next 12 months is as follows:-

1. Team members workshop for Steering Committee members to consolidate and prepare teaching materials - September 1991.
2. To hold two extension workers workshop in November 1991 and in March 1992.
3. To hold workshop for community leaders in August 1991.
4. To hold an Evaluation Workshop in August 1991 (international one)
5. To hold a PROWESS follow up workshop in April 1992 in Zambia.

6. To conduct field visits to demonstration sites.
7. Monitoring process is continuous.

The following resources are available for the Project team:-

- Personnel
- Money
- Transport
- Time
- Artist

CONSTRAINTS

The following constraints were identified:

- Lack of PROWESS Kit and manual
- Some SARAR Methodology Activities were not covered during this workshop
- Lack of at-hand materials for extension workers

The team will require the following support:

- Secretarial services
- Equipment
- Tools
- Teaching aids, etc.

The team will also need external support from PROWESS facilitators, IRC Observers and materials eg the PROWESS Kit and Manuals for training trainers in participatory techniques.

RECOMMENDATION FOR THE AGENCY

1. To release staff from the participating agencies during planned periods.
2. Agencies to help with some materials and transport.
3. Help with workshop arrangements and procurement of materials.
4. The project should release funds to meet the cost of the planned activities in time.
5. The project team should promptly respond to requests by extension workers.

KENYA TEAM

The following are activities of plan of action proposed within the next 12 months.

- a) Propose training of trainers on the SARAR Methodology approach for community participation. This has to be done at National District and Community level.
- b) Need of follow up assessment and evaluation to assess the impact of SARAR methodology.

AVAILABLE RESOURCES/CONSTRAINTS

1. Already have 2 high level officers in Kenya trained in SARAR Methodology.
2. Also there are artists who have been trained.

3. Support from the Government of Kenya and the Kenya Water for Health Organization (KWAHO)

CONSTRAINTS

1. Materials
2. Manpower
3. Time
4. Funds

SUPPORT REQUIRED

1. Grant support from the Government
2. Support from our own organisation (KWAHO)
3. Integration with other agencies
4. UNDP/PROWESS and the World Bank support because they are the authors of this SARAR methodology and therefore will need to promote and support the national workshops.
5. Production of SARAR methodology manuals.

MAJOR RECOMMENDATIONS FOR ORGANIZATION

1. Allocate time for such activities
2. Effective collaboration with other agencies
3. Motivate the staff.

MALAWI TEAM

As a first step the core-team would like to expose the methods to extension workers already integrated in the PSSC Project areas. Thereafter the teams will strive to make use of the methods in other areas of operation.

An outline of action items envisaged to be undertaken within the next 12 months is as follows:-

Step 1 Identification of the target groups at various levels

- a) Extension level
- b) District and regional level

Step 2 Identification of resources

- a) manpower (trainers)
- b) funds (external)
- c) materials - visual aids
- d) equipment

Step 3

- a) Time allocation
- b) Division of roles and responsibilities

Step 4 Evaluation

CHAPTER 5FINAL EVALUATION: SUMMARY OF RESULTS5.1 Evaluation by Participants

1. For the final evaluation the same forms about hopes and fears expressed on the first day of the workshop were used as for the midway evaluation. This enabled us to assess progress made over the last days of the workshop. The form with the open questions about what participants felt they have learned was extended with two questions about visual aids. A fourth form was added to measure the level of satisfaction with the design and management of the workshop.
2. Questions on hopes (see midway evaluation form for details of the questions in the Annex).

23 participants answered this questionnaire. Their views are summarized in the following table. Some participants did not answer all questions, so the number of answers on each question does not always total 23.

Table 1. Views of the participants on their hopes, on the last day of the Workshop

Hopes	Not Achieved	Fairly Achieved	Achieved
1. Train other groups	1	8	14
2. How to involve Women	2	11	10
3. Community Mobilization	1	11	11
4. How to run workshops	3	7	13
5. Develop visual aids	7	11	5
6. Difference of SARAR	-	6	16
7. Make new friends	-	2	20

Some participants seemed to have come to the conclusion that concerning some of the hopes they had been too optimistic during midway evaluation.

It now appears for example, that 3 participants don't seem confident enough to run a workshop (no. 4), whereas the results of the midway evaluation showed everybody was confident about it. The same remark is valid for the capability to develop visual aids (no. 5).

On the other hand it can clearly be seen that there is a trend towards more achievement of the hopes. More participants seem confident about how to involve women (no. 2) and the understanding of the difference of the SARAR methodology (no. 6) increased dramatically. Most participants seem to have made new friends.

The remarks made on this form concerned timing of both the preparation of the activities as well as the delays in the programme:

"preparation of activities by the facilitators could be better timed and more efficient" ... "follow timing of the programme".

It was also suggested that the core-team should meet 3 to 4 days in advance to avoid flaws. The work done by the core-team was appreciated, but one participant expressed that the core-team was not participatory.

3. Questions on fears (see midway evaluation form for details of the questions in Annex)

24 participants answered these questions. A summary of their views is given in table 2. Not always were all questions answered, so the number of answers does not always total 24.

Table 2. Views of the participants on their fears, on the last day of the Workshop

Fears	Confirmed		Not Confirmed
	Confirmed	Don't Know	
1. Time too short	22		1
2. No follow-up	10	2	12
3. SARAR too complex	4		18
4. No time to share ideas	8	1	15
5. Uninterested participants	6		18
6. SARAR not different	7		17
7. No methods for sustenance	14		10

The fear that the time for the workshop is too short was still existing with most participants. One of them expressed that they are overworked and another that more practice is still needed. The wish for a follow-up workshop was expressed by three of them, but it was also remarked that the time could have been used more efficiently. The fear that there will be no follow-up has apparently become less and the need for follow-up is stressed by a participant saying "follow-up is needed if we are to measure the impact of what we have learned". Another participant fears that to carry out plans developed for follow-up might still prove difficult.

More participants seem to have come to the conclusion that SARAR methodology is not as complex as they feared.

Several positive remarks are made about the workshop:

"majority participated very good" ... "workshop has been an eye-opener" ... "I changed my style of teaching" ... "happy that most fears have gone" ... "I gained more knowledge" ... "though more time was needed, we managed to get the final message."

Two times reference is made to the supposedly inadequate per diem. Reference is made two times to the difference of opinion between facilitators and observers.

4. GENERAL QUESTIONS

These questions were answered by 24 participants and a wide range of answers is given. It has been tried to group the answers in table 3, 4, 5 and 6.

What has been the most important thing you have learned so far?

A comparison between the table below and the midway evaluation results and between the answers to this question and the "achieved hopes" show some discrepancies. While the SARAR-methodology mentioned 10 times during the midway evaluation, this time it is only mentioned 7 times. How to run a workshop is not mentioned this time, whereas it was mentioned 3 times during the midway evaluation. The results of the form on hopes however, show that quite some participants feel they acquired knowledge on how to run a workshop.

Table 3: What has been the most important thing you have learned so far?

Answers Given	No. of times Mentioned
1. SARAR Methodology	7
2. Use of methods for field work	7
3. The importance of community involvement in projects	4
4. To achieve community participation is a long process, needing a systematic approach	3
5. How to run a workshop	3
6. Project planning	1
7. The importance of integration	1
8. Community members are resourceful	1
9. There is a limit to participation	1
10. PROWESS-tools, like cup exercise, story with a gap, review grid, use of visual aids	5

What tools or methods do you think would be most appropriate to use in the field?

Many of the tools for use in the fields are mentioned. The story with a gap and the photo parade seem to be the most popular (see table 4).

Altogether 16 times general statements were made. It was mentioned that creative, investigative, analytical, planning, all those using visual aids, participatory tools almost all tools are most appropriate for use in the field.

The confusion about "the field" still seemed to exist, since 12 times exercises were mentioned that might be used in training extension workers, but that were not very suitable for use in communities.

- cup exercise	4 times mentioned
- women's constraints	4 times mentioned
- theory on community participation	2 times mentioned
- field reality	1 time mentioned
- field trip	1 time mentioned

Table 4: Tools or methods most appropriate for use in the field

Answers Given	No. of times mentioned
Story with a gap	10
Photo parade	7
Flexi flans	4
Mapping	4
Water Transportation and Storage	4
Critical incident	1
Unserialised posters	1
Open ended story	1
Pocket chart	1
Force field analysis	1

How do you think visual aids can help in your work?

Table 5: Help visual aids can give

Answers Given	No. of Times mentioned
Stimulates people to participate	10
Stimulates learning process	6
To achieve a better presentation	4
Easy for communication (with illiterate)	4
It can convey a message quicker	3
They depict real life situation	2
You can learn more from community members	1
They explain themselves	1

How would you arrange getting adequate and appropriate visual aids?

Table 6: Arrangements for getting visual aids

Answer Given	No. of times mentioned
Involve an artist in the project	7
Through contact with project management	6
Including an artist in project proposal	5
Hold workshop to develop visual aids	3
Purchase or borrow from other agencies	2
Consult community leaders to find out what visual aids are needed	1
If materials are lacking do activities like role play	1

<u>Level of Satisfaction with the Design and Management of the workshop</u>	<u>Not Satis.</u>	<u>Somewhat Satis.</u>	<u>Very Satis</u>	<u>Satis</u>
1. Presentation of facilitators	-	-	13	9
2. Facilitators familiarity with the materials	1	1	7	13
3. Objectives of workshop	-	1	8	13
4. Outcome of workshop	-	3	11	8
5. Content of workshop	1	3	10	8

N = 22

B. How were you selected No. of answers

- as extension worker	6
- as PSSC team member	5
- no answer/unintelligable	4
- work as lecturer	2
- membership/participant	2
- handling water issues	1
- interest in project work	1
- by IRC	1

N = 22

C. Were you involved in the discussions on what to include in the workshop

No. of answers

- no	9
- through participation/discussions, being involved	5
- by being core team member	4
- in first pre-planning meeting	1
- through daily reviews	1
- through listing hopes and fears	1
- very satisfied	1

N = 22

D. Additional support from PROWESS would you like to receive

	<u>No. of answers</u>
- PROWESS kit	11
- training manual	10
- follow-up workshop	6
- visual aids, materials	3
- funds	3
- international workshops	2
- monitoring for evaluation	2
- expertise	1
- facilitators	1
- support on further development of method	1
- reports from other workshops	1

N = 22

E. Have you acted as co-facilitator?

	<u>Yes</u>	<u>No</u>
N = 22	7	15

What did you learn?

	<u>No of answers</u>
- good practice/experience	2
- prepare sessions and involve participants	1
- methods presentation	1
- enables me to teach well	1
- in sight in running similar workshop	1
- participants expect to hear the answers from you	1

F. Comments on workshop arrangements

	<u>No. of answers</u>
- well organised/enjoyed it	14
- too little time	5
- not enough money allocated to participants	2
- not bad	1
- poorly organised	1
- people must be left to decide for themselves where to sleep	1

G. Words of wisdom for facilitators

Answers given	No. of times mentioned
* Good workshop, you did well, please continue with this good work	9
* Avoid making rude remarks when something is going wrong; it is better to discuss the issue with concerned individuals; be tolerant; be humble; be calm what happens	5
* Time constraints; take more time for preparations; use time more efficiently and realistically	4
* Follow-up needed	1
* Respect and care for each other; take everybody as resourceful	1
* Next time use different <ul style="list-style-type: none"> - sitting plan - group formation - systems of reporting 	1

5.2 Evaluation by the Facilitators

1. Both consultants felt the objectives of the contract had been achieved.

A two day orientation of twelve core-team members and nine days SARAR participatory workshop on tools for community participation was conducted for Zambia, Malawi, Kenya and IRC delegates.

2. Both consultants felt that more time should have been allocated to the core team for the pre-planning session. Preferably four to five days.
 - Equally important was the need for delegates of the core-team from both countries to converge at a central venue to enable smooth pre-planning and practice on use of materials and activities.
 - This would assist in knowing the team, having their maximum input and building the teams confidence, prior to the actual workshop.
3. After undertaking SARAR participatory workshop, both consultants feel confident and prepared to facilitate future workshops for UNDP/PROWWESS.
 - However, it is felt that training materials such as PROWWESS blue kit, pictures and some drawings should be provided early enough to ensure that the facilitators have a chance to practice.
4. At the beginning of the workshop, the participants initially felt that the SARAR methodology is too complex, difficult to understand and may confuse their existing knowledge or techniques on community participation.

- A mid way evaluation addressed itself to womens constraints and strategies for womens participation with SARAR methodology and its applicability.
 - At the end of the final workshop evaluation, participants held a different perception. "It actually works" as some of them put it, especially after the field visits.
 - Participants are quite willing and excited to apply the methodology in their respective project; but with necessary support.
5. Time factor was too limiting hence affecting the participatory aspect of the methodology as the workshop had been planned in eight days as opposed to ten days.

CHAPTER 6RECOMMENDATIONS

1. UNDP/PROWESS in conjunction with IRC should continue to provide follow up support, particularly to the plan of action adapted at the workshop, to the respective countries of Zambia, Malawi and Kenya on participatory training tools for community participation.
2. Both UNDP/PROWESS and IRC should explore ways to ensure all projects from the three countries are continuously monitored and evaluated in terms of use of the SARAR methodology.
3. Both Zambia and Malawi artists, performed their respective tasks well and should be recommended for future PSSC country workshops.
4. There is need to assist and encourage the respective countries to produce training kits relevant for their own programme needs. The artists in the respective countries can assist in development of this kit.
5. It is highly important and recommended that support from the respective governments of Zambia, Malawi and Kenya is provided for the participants to apply the SARAR methodology learnt in their programmes.
6. For an effective and efficient SARAR participatory workshop, a maximum of twenty persons is highly recommended to allow more individual attention and participation.
7. Workshop contract should be planned by PROWESS for at least 15 days to allow 5 days for pre-planning session and 10 full days for the workshop.

8. UNDP/PROWESS workshop contracts should be clearly defined, discussed and shared early enough prior to the execution of the contract. It should also include at least two days for preparation by the consultants and five days for wrap up and conclusion.
9. Based on the response of some of the SARAR tools by the participants, it is recommended that PROWESS attempts to simplify and give clear guidelines and approaches to some of the tools. For instance pocket chart, SARAR review grid and cup exercise, which the participants found useful tools, but found it difficult to apply them on their own with communities. Flexi flans were also highly appreciated but concern was raised on simplifying their production.
10. It is also suggested that PROWESS should attempt to clarify what tools are applicable and effective at the various levels of training of trainers, extension workers and community members.
11. PROWESS should also provide simple and clear guidelines on how to conduct pre-planning sessions for workshops more efficiently.
12. PROWESS need is requested to provide the training manuals to respective projects, who benefit from this workshop.

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SUPPORTING STAFF		
D.C.M. Ndhrazi	Accountant	Water Department P/Bag 390 Lilongwe 3, Malawi
P. Chongwe	Accounts Assistant	Water Department P/Bag 390 Lilongwe 3, Malawi
T.T. Kwanjana	Accounts Assistant	Water Department P/Bag 390 Lilongwe 3, Malawi

Mabel Zanda	Shorthand Typist	Water Department P/Bag 390 Lilongwe 3, Malawi
Lilian Mdzoole	Typist	Water Department P/Bag 390 Lilongwe 3, Malawi
B.L. Chitosi Chabakha	Technician (TO)	Office Equipment Department P O Box 74 Zomba, Malawi
H.E. Nkhwangwa	Machine Operator	Water Department P/Bag 390 Lilongwe 3, Malawi
Macdaff Buleya	Messenger	Water Department P/Bag 390 Lilongwe 3, Malawi
N.R. Banda	Driver	Rainbow Car Hire P O Box 748 Lilongwe, Malawi
J. D. Kalidozo	Driver	PVHO P/Bag 21 Lilongwe, Malawi
J.S. Mlozi	Driver	Water Department P/Bag 390 Lilongwe 3, Malawi
L.M. Nkalala	Driver	Water Department P/Bag 390 Lilongwe 3, Malawi
Mr Sauchi	Transport Officer (came on 5th June to take charge of the vehicles)	Water Department P/Bag 390 Lilongwe 3, Malawi

PSSC/PROWESS WORKSHOP ON TOOLS FOR
COMMUNITY PARTICIPATION

NKOPOLA LEISURE CENTRE, MANGOCHI (MALAWI)
2ND JUNE TO 11TH JUNE 1991

PROGRAMME

TIME

ACTIVITIES

SUNDAY, 2ND JUNE 1991

1300 - 0900 Arrival and Registration of Participants

MONDAY, 3RD JUNE 1991

0830 - 0900 Introduction, Roles and Project brief
Hopes and Fears (Human Development)

0900 - 0930 Opening Speech by Acting Secretary for
Works

0930 - 1000 **BREAK**

1000 - 1100 Introduction to the workshop
- Objectives
- Programme
- Logistics

1100 - 1200 Attributes for good community
Participation (Theory method)

1200 - 1330 **LUNCH**

1330 - 1500 Unserialised Posters (Creative method)

1500 - 1530 **BREAK**

1530 - 1630 Principle of Adult learning (Theory
method)

1630 - 1700 SARAR REVIEW GRID

1700 - 1730 Evaluation with three Square assessment

TUESDAY, 4TH JUNE 1991

0800 - 0830 Report on previous day's and Evaluation results

0830 - 0930 Women's Constraints (Field Reality)

0830 - 0930 Photo parade (Theory method)

1000 - 1030 **BREAK**

1030 - 1200 Group formation (Human Development)
Preparation for field visit (Planning method)

1200 - 1330 **LUNCH**

1330 - 1630 1st Community visits

1630 - 1730 Map building for field visit report
(Investigative method)
Group work

WEDNESDAY, 5TH JUNE 1991

0800 - 0900 Field visit report
(Group work on map building)

0900 - 1015 Group reports, plenary presentation

1015 - 1030 **BREAK**

1030 - 1200 Pocket chart (Investigative method)

1200 - 1330 **LUNCH**

1330 - 1500 Flexi-Flan (Creative method)

1500 - 1515 **BREAK**

1515 - 1700 Three Pile Sorting Cards
(Analytic methods)
Water transportation and Storage
(Analytical method)

1700 - 1730 **SARAR REVIEW GRID**
Evaluation

THURSDAY, 6TH JUNE, 1991

0800 - 0830	Report of previous day's work and Evaluation report
0830 - 1000	Water Committee responsibilities (Analytical method)
1000 - 1015	BREAK
1015 - 1200	Critical Incidence (Analytical method)
1200 - 1330	LUNCH
1330 - 1500	Open ended problem drama (Analytical method)
1500 - 1515	BREAK
1515 - 1645	Story with a Gap
1645 - 1715	Cup exercise (Theory method)
1715 - 1730	SARAR REVIEW GRID Evaluation

FRIDAY, 7TH JUNE, 1991

0800 - 0830	Report on previous day's work and evaluation results
0830 - 1000	Force Field analysis (Theory method)
1000 - 1015	BREAK
1015 - 1200	Preparation for 2nd Field visit
1200 - 1330	LUNCH
1330 - 1500	Group preparation for the field visit (Planning method)
1500 - 1515	BREAK
1515 - 1730	Rehearsal of group Feedback

SATURDAY, 8TH JUNE 1991

Morning	FREE
1400 - 1630	Second Field visit
1630 - 1730	Group work on Community visit report

SUNDAY, 9TH JUNE 1991

0830 - 1015	2nd Community visit in plenary
1015 - 1030	BREAK
1030 - 1200	Integration of hardware and software component
1200 - 1330	LUNCH
1330 - 1500	Strategies for women participation (field reality)
1500 - 1515	BREAK
1515 - 1545	SARAR REVIEW GRID Evaluation
1545 - 1730	Preparation and rehearsal for closing ceremony Evaluation

MONDAY, 10TH JUNE 1991

0800 - 1030	Preparation for closing ceremony
1030 - 1045	BREAK
1045 - 1130	Followup Planning and presentation of Action Plan
1230 - 1300	Workshop Final Evaluation
1300 - 1315	Wrap-up
1315 - 1415	LUNCH
1415 - 1630	LEAVE FOR LILONGWE

TUESDAY, 11TH JUNE 1991

<u>Time</u>	<u>Activity</u>
0900 - 1000	Arrival of participants at Ministry of Works Training Centre in Lilongwe
1000 - 1010	Master of Ceremony asks the Chairman to introduce the workshop and participants
1010 - 1035	First Group presentation Water Transportation
1035 - 1100	Second Group Presentation Story with a Gap
1100 - 1105	Vote of Thanks by the representative of the Artists Mr Lufeyo
	Vote of Thanks by PROWESS Consultant Mrs Ayele Foly
1105 - 1110	Vote of Thanks by IRC representative Mrs Mary Boesveld
1110 - 1115	Vote of Thanks by representative of the Zambian delegation Mr Kenny Kamalata
1115 - 1120	Vote of Thanks by representative of the PROWESS/KWAHO Rose Mulama
1120 - 1125	Vote of Thanks by representative of the Malawian team Mr Nyirenda
1125 - 1140	Presentation of joint Workshop follow-up proposal by Steering Committee member from Zambia Mr Joseph Mate
1140 - 1145	Concluding remarks by Chairman
1145 - 1200	Closing speech by the Acting Water Engineer-in-Chief Mr Eric H. Msolomba
1200 - 1400	LUNCHEON

ABBREVIATIONS USED IN THIS REPORT

PSSC	Piped supplies for small communities
PMC	Project Management Committee
PROWESS	Promotion of the Role of Women in Water and Environmental Sanitation Services
SARAR	The five characters signify (S)elf-Esettm, (A)ssociative Strengths (R)esourcefulness (A)ction Planning and (R)esponsibility
KWAHO	Kenya Water for Health Organization
IRC	International Center for Community Water Supply and Sanitation
UNDP	United Nations Development Programme
WSS	Water Supply and Sanitation Sector
HARDWARE/SOFTWARE	Refer to personnel who deal with the technical (Hardware) and human (software) aspect of WSS projects.
PPI	Project Participating Institution
PCI	Project Coordinating Institution
PWG	Project Working Group
PSWS	Public Standpost for Water Supply Projects