

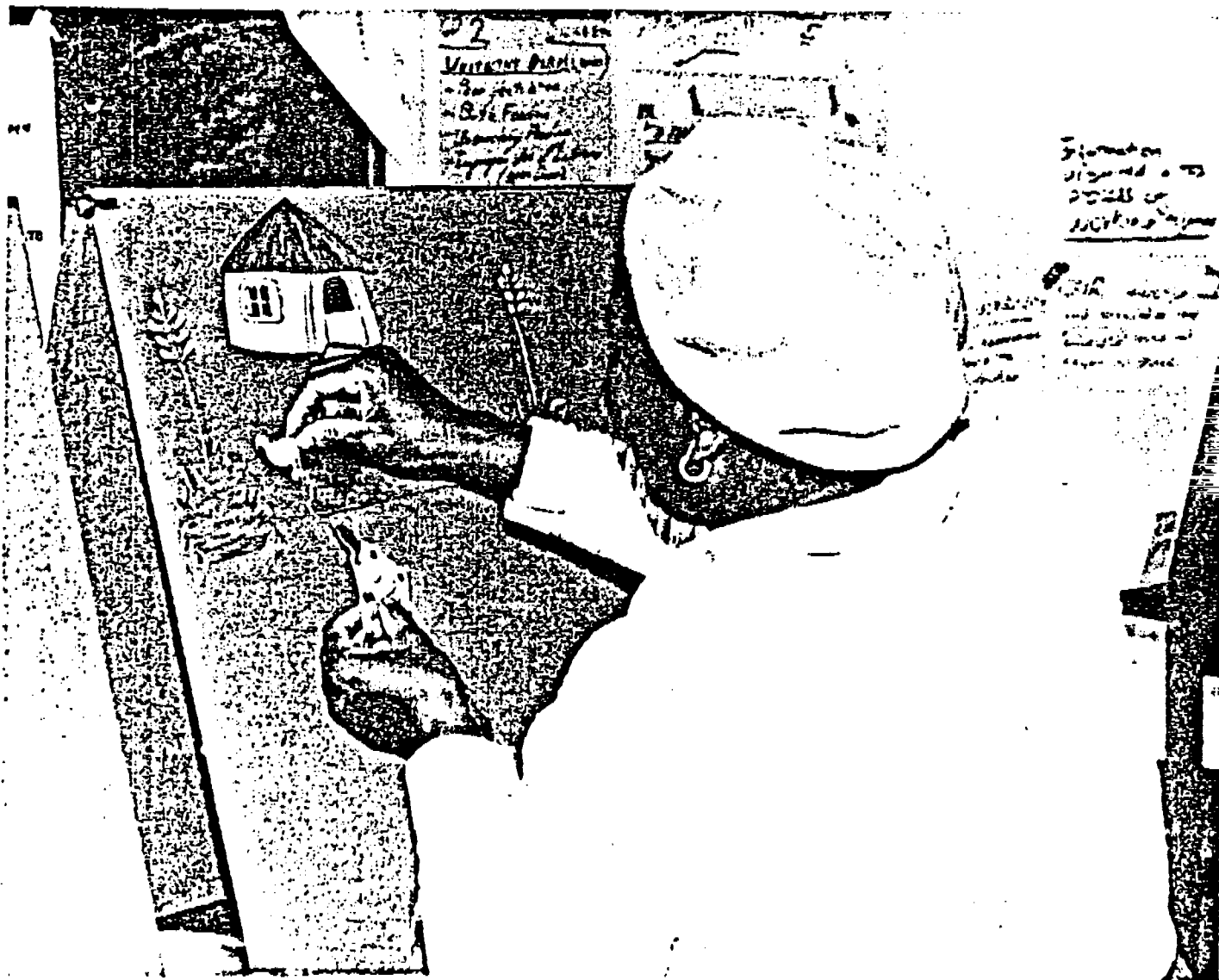
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Participatory Training-of-Trainers Workshop: LESOTHO

Alternative Strategies For Involving Rural Women In The Water Decade



a UNDP/PROWESS publication
Promotion of the Role of Women
in Water and Environmental Sanitation Services

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**Alternative Strategies for Involving Rural Women
in the Water Decade**

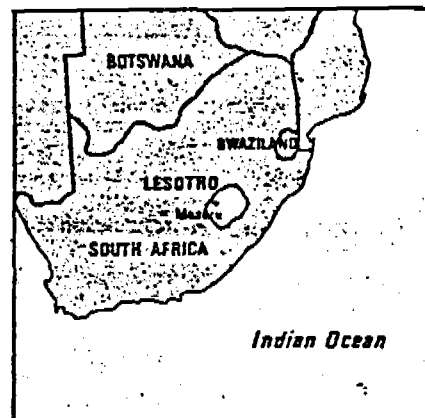
A PARTICIPATORY TRAINING-OF-TRAINERS WORKSHOP

sponsored by

**Ministry of Health
and
Ministry of Cooperatives and Rural Development
LESOTHO**

with assistance from
**UNDP/PROWESS,
The World Bank, and UNICEF**

21-30 April 1986



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a UNDP/PROWESS publication
Promotion of the Role of Women
in Water and Environmental Sanitation Services
1986

This is one of a series of workshop reports prepared
by UNDP as part of its interregional project

Promotion of the Role of Women
in
Water and Environmental Sanitation Services

(PROWESS)

Reports are available of workshops carried out in
the following countries: Indonesia, Kenya, Lesotho,
and Nepal. To request copies, or for further infor-
mation, please write to the address below.



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PREFACE

PROWESS is an acronym for "Promotion of the Role of Women in Water and Environmental Sanitation Services". It is a project of the United Nations Development Programme (UNDP) in support of the UN's International Drinking Water Supply and Sanitation Decade (1981-1990). The acronym was selected to suggest that women indeed have latent capacities which, if developed and effectively utilized, can be of much value to local communities in helping to solve their critical water, sanitation, and health problems.

The aim of this interregional project is to demonstrate the value and ways of achieving women's effective involvement in planning, designing, implementing, operating, and maintaining drinking water and waste disposal schemes and in related health improvement activities.

That women play crucial roles in water usage and household sanitation is well known. What is less well known is how to encourage women's active participation in the decision making that goes into the improvement of water, sanitation, and health resources.

The PROWESS Project was funded by the Norwegian Government in 1983 to promote and support women's participation in the International Drinking Water Supply and Sanitation Decade. The Project's strategy has been to draw on the experience of involving women and to experiment with various innovative modalities in carrying out country activities to fit specific local situations, needs, resources, and possibilities. This strategy has implications for the training of trainers. Trainers must know, through first-hand experience, what distinct advantages are to be gained through participatory training, and how it can be made most effective. Only when they are themselves thoroughly grounded in the participatory approach can they be expected to generate similar skills, enthusiasm, and commitment among other levels of project personnel.

For this reason, and in response to a growing demand for training assistance, PROWESS has given top priority to the parti

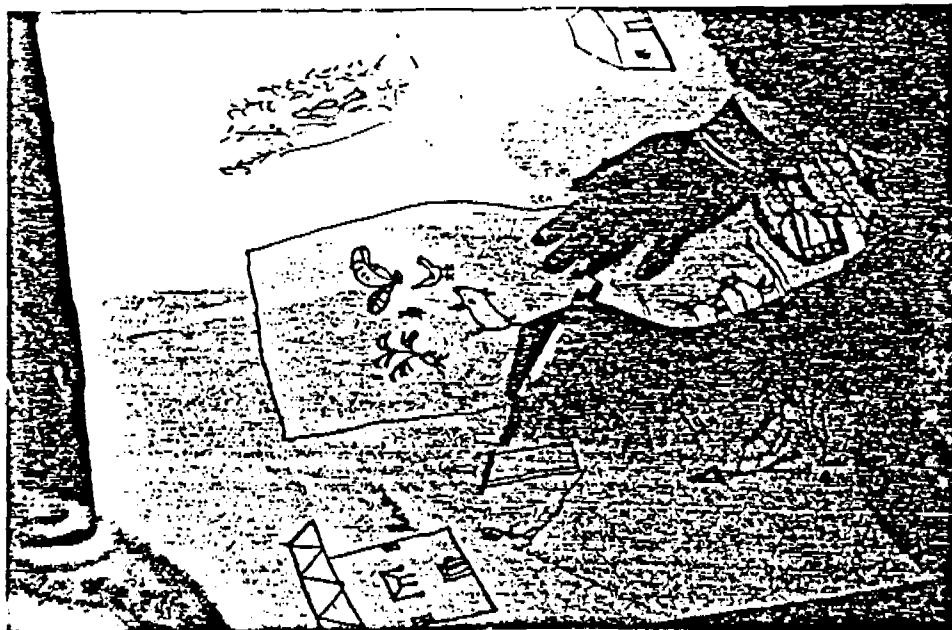
icipatory training of local trainers and to strengthening the capacity of local institutions through a series of country-level training workshops. Each of the workshops described in this series of publications is a part of PROWESS's effort to involve the rural woman more fully in these processes which so deeply affect her own life and health and that of her family and her community.

The participatory methodologies used in all of these workshops are based on the SARAR approach, in combination with other participatory techniques as appropriate. SARAR (an acronym for Self-esteem, Associative strengths, Resourcefulness, Action planning, and Responsibility) involves non-traditional learning materials and exercises for several purposes: investigative, creative, analytical, planning, informational. It is described more fully in Appendix A, along with brief descriptions of some of its learning materials and training exercises.

ACKNOWLEDGEMENTS

We are grateful to all of those whose talents and enthusiasm made this Workshop a success, in particular the staff of the Rural Sanitation Project of the Ministry of Health and the Ministry of Cooperatives and Rural Development. Without their continuing participation and support, this innovative training-of-trainers workshop would not have been possible.

Special thanks are due to PROWESS consultant Ron Sawyer and the other members of the Coordinating Team: Mrs. Mpho Mathebula, William Sampson, Dr. Philip Evans, Mrs. Mamotselisi Monaheng, and Richard Pollard. They not only took active part in planning and carrying out the Workshop itself but also prepared this final report. It has been edited and prepared for publication by Martha Keehn to conform with others in this series of UNDP/PROWESS publications dealing with participatory training-of-trainers workshops.



PHOTOGRAPHS: RON SAWYER: UNDP/PROWESS

I BACKGROUND

The Local Setting

In October of 1983, a three-year pilot project began in Mophales Hoek, a rural district in southwestern Lesotho. The objective of this Rural Sanitation Project is to develop a strategy for introducing low-cost sanitary latrines in rural areas of Lesotho. The pilot project is due to end in late 1986, and is to be followed by a national rural sanitation programme based on the findings of this pilot phase.



The Rural Sanitation Project in its pilot phase has been supported by the Government of Lesotho, UNDP, and UNICEF and is executed by the Technology Advisory Group of the World Bank. Additional funding has come from the US Agency for International Development.

A broad-based programme is being developed, working closely with rural communities, to achieve a variety of goals, from constructing and using ventilated improved pit latrines to promoting behavioural change. The long term aim is to improve community health and reduce the incidence of diseases caused by poor sanitation.

The Project emphasises community participation and self-help. The Workshop described here was planned to help strengthen the Project's health education and communications programme and to find ways to maximize community involvement. Workshop planners believed this could be accomplished by allowing extension workers to experiment with parti-

Participatory Training Workshop: LESOTHO

icipatory methods, to experience at first hand what they can achieve, and to develop their ability to implement such methods in the field as ways of identifying community problems and seeking solutions.

In Brief...

The Workshop was sponsored by the Ministry of Health and the Ministry of Cooperatives and Rural Development of the Government of Lesotho with support from UNDP, the World Bank, and UNICEF. Participants included 25 health and rural development workers. Ten were Rural Sanitation Project staff members, from both the national and district teams; 14 were village level workers, half in health and half in rural development; one was a nutritionist with the Ministry of Agriculture. Four observers from related projects also attended parts of the Workshop.

The Coordinating Team consisted of six persons: Ron Sawyer, a training specialist with experience in SARAR participatory approaches and techniques provided by PROWESS; a health educator, Mrs. Mpho Mathebula, from the Urban Sanitation Improvement Project; and four senior staff members of the Rural Sanitation Project: the health education advisor, William Sampson; a social anthropologist, Dr. Philip Evans; a research assistant, Mrs. Mamotselisi Monaheng; and the rural sanitation coordinator, Richard Pollard. This inter-disciplinary group, drawn primarily from the Rural Sanitation Project staff, included a wide range of experience and expertise and made possible an effective division of labour in the actual running of the Workshop programme. Two artists were also made available to assist in creating learning materials: Martin Masupha, from the Education Unit of the Ministry of Health and Martin Mesoabi, from the Ministry of Education's Instructional Materials Resource Centre.

Sesotho, the national language, was the primary language of the workshop, chosen to accommodate the village level workers, whose knowledge of English was limited. Two members of the Coordinating Team acted as translators for those who did not speak Sesotho. To assure that the Workshop was grounded in reality, the training took place at the Farmers' Training Centre, in a rural area of Mofale's Hoek. The Workshop lasted nine days, from April 21 to April 30, 1986.



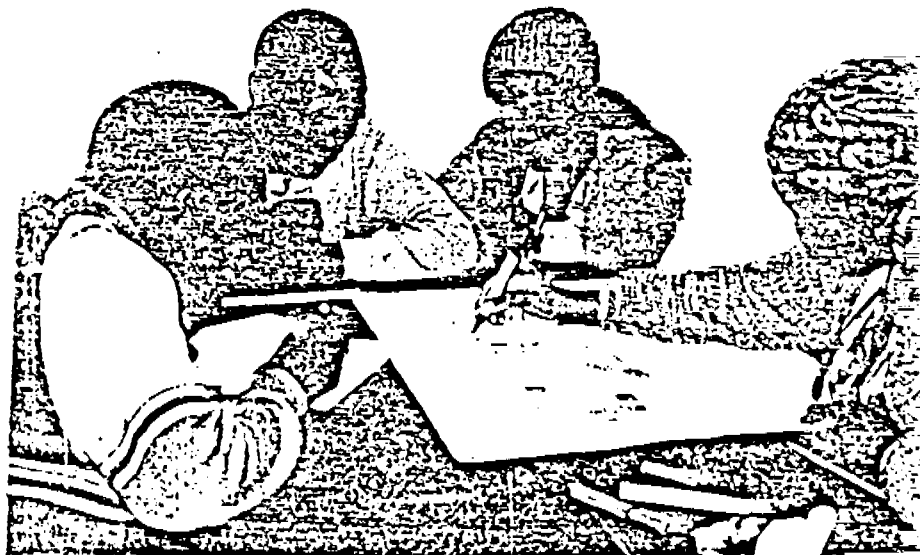
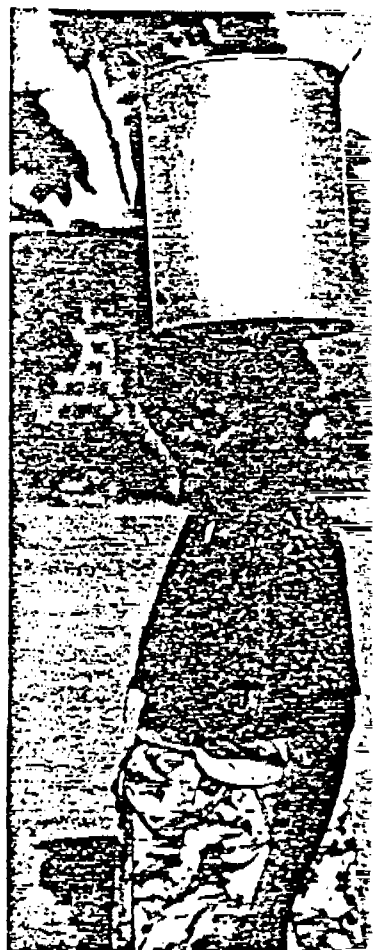
Objectives

The objectives of the Lesotho Participatory Training Workshop, as established by the Coordinating Team, included the following:

- To train extension workers in the design and utilization of participatory techniques and materials;
- To orient participants to the Rural Sanitation Project and other programmes in the Mochale's Hoek district.

More specifically, the Coordinating Team hoped that the Workshop would accomplish the following:

- Enable participants to understand the basic principles of adult participatory education and apply them to their own work;
- Clarify participants' roles as facilitators of a participatory, community-based, problem-solving process;
- Give participants an opportunity to design, adapt, and use a wide range of techniques and materials to assist community people in identifying and analyzing priority problems and in planning appropriate solutions;
- Reinforce team relationships through a deeper understanding of group process and leadership dynamics.



II

THE LESOTHO TRAINING EXPERIENCE

The Participatory Approach

The Workshop was planned in such a way as to replicate, so far as possible, the process that it is hoped the participants will promote in the villages where they are working. The overall design was based on the SARAR methodology described in the Preface and in Appendix A.



Participants were involved in learning groups in a series of experiential exercises through which they were able to express and elaborate on their perceptions of their own reality; analyse specific issues and concerns that they identified; and plan and implement solutions to priority problems. The Coordinating Team introduced a variety of prototype materials and techniques in order to stimulate and release participants' creative potential and to develop and reinforce their skills in solving problems.

The participants then applied these new skills and insights, directly testing them in nearby village communities and then evaluating them. In a community learning process the corresponding experience would be to plan and carry out family or village projects designed to improve some important aspect of social or economic well-being.

Another important element in the Workshop was the frequent use of evaluation exercises to help the group observe and measure its own progress and to provide opportunity for individual members to assess and modify behaviour that might obstruct the group process.

By emphasizing a highly participatory and flexible methodology, the Workshop aimed at stimulating greater participation and cooperation at three distinct but interrelated levels:

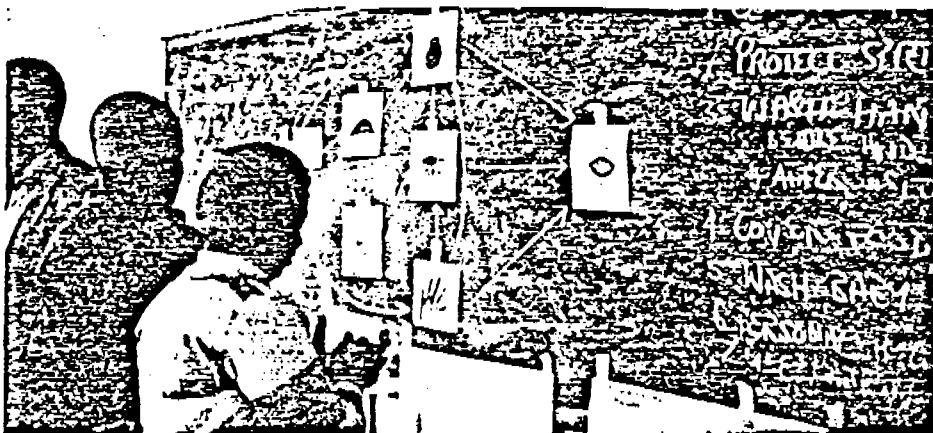
o Ultimately the major thrust of the approach was to involve villagers, particularly women, creatively in the resolution of their most important problems. The potential validity of the approach was demonstrated during the field visits.



o Since the Rural Sanitation Project depends on inputs from several ministries and close collaboration among them, one of the Workshop's objectives was to forge strong working relationships among the participants, who represented each of the relevant district programmes as well as a cross-section of village health workers.

Through small group work they gained a fuller knowledge of each other's functions, an awareness of the potential interrelationships among them, and a stronger commitment to health and sanitation goals in general and to the Rural Sanitation Project objectives in particular. In working together in three mixed teams, each responsible for planning, executing, and evaluating two field visits, the participants were able to forge a common experience, compare their respective points of view, and negotiate a common approach.

o Finally, the Coordinating Team itself shared responsibility for the Workshop: planning, materials preparation, facilitating, and evaluation. By defining different roles that gradually evolved and overlapped as the Workshop progressed, the individual members of the Coordinating Team had ample opportunity to interact, test and evaluate new concepts, and see their own ideas and experiences incorporated into the design and outcomes of the Workshop.



It is hoped that, in directly experiencing a participatory team approach, they will be better able to empathise with and support extension team members as they put the methodology into practice in the field.

Overview

Since the SARAR approach tends to be less structured and more flexible than many other nonformal education methodologies, it is not always possible, or even desirable, to delineate where one specific learning objective is attained and another begins. During any given day of the Workshop various objectives might be addressed and even a single activity might involve multiple and overlapping objectives.

In addition, different activities interspersed at various points might focus on similar themes or concerns. This would be especially noticeable when the aim is to bring about a change of attitude in the participants that would be likely to take place at a different rate for each individual and be the cumulative result of the larger process rather than of a particular exercise.

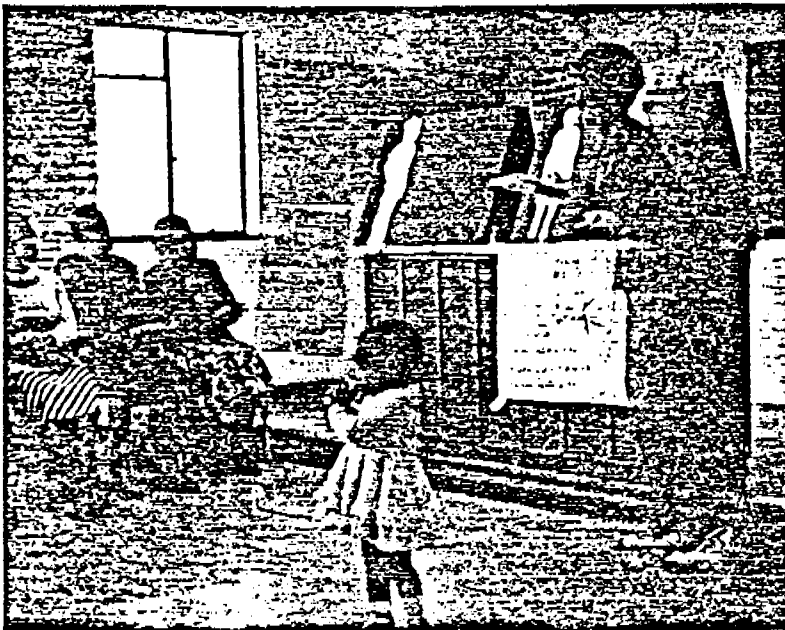
Nevertheless, it is possible, within this context, to identify a few basic learning sequences or modules that were incorporated into the overall design of the Workshop:



Because some of the participants, especially the village women, may be a little hesitant to come forward at first . . .

- Introductory and group integration activities were used for most of Day 1 of the Workshop after the formal opening ceremony. The participants were involved in creative/expressive group activities (such as group drawing and socio-drama) which permitted a high degree of self-expression, interaction, and sharing of perceptions. In addition, at various other stages throughout the Workshop, specific activities were introduced to facilitate the process of group integration and to help participants examine their own roles and behaviour within the group (e.g., "Roles We Play" and "Things That Help or Hinder Participation")

- The core of the Workshop involved introducing participants to various SARAR methods and corresponding prototype techniques and materials for each. A good part of Days 2, 3, and 4 had participants actively using both investigative and analytical materials. This was followed by two simple participatory surveys ("focused investigation") and concluded with a demonstration of how "force field analysis" can be a useful tool to assist in planning.

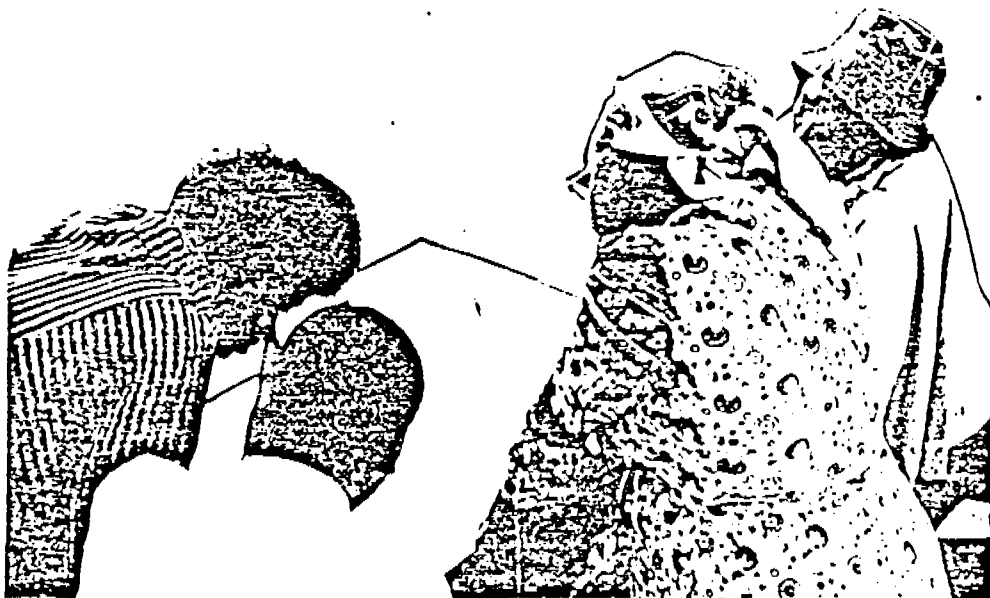


... Day One activities are designed to put people at ease, and get them quickly involved in creative investigative processes.

Maxi-flans are introduced



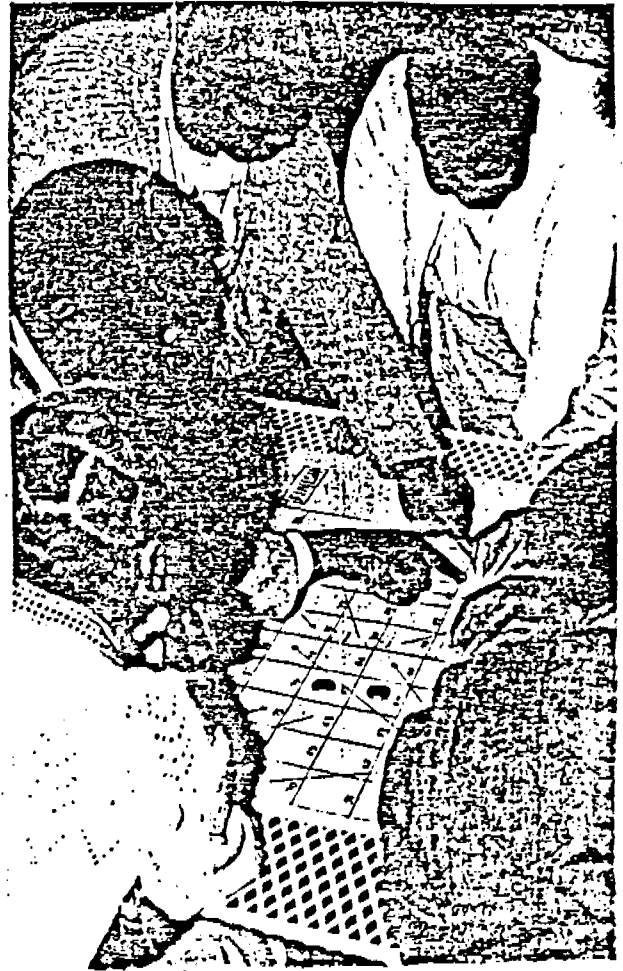
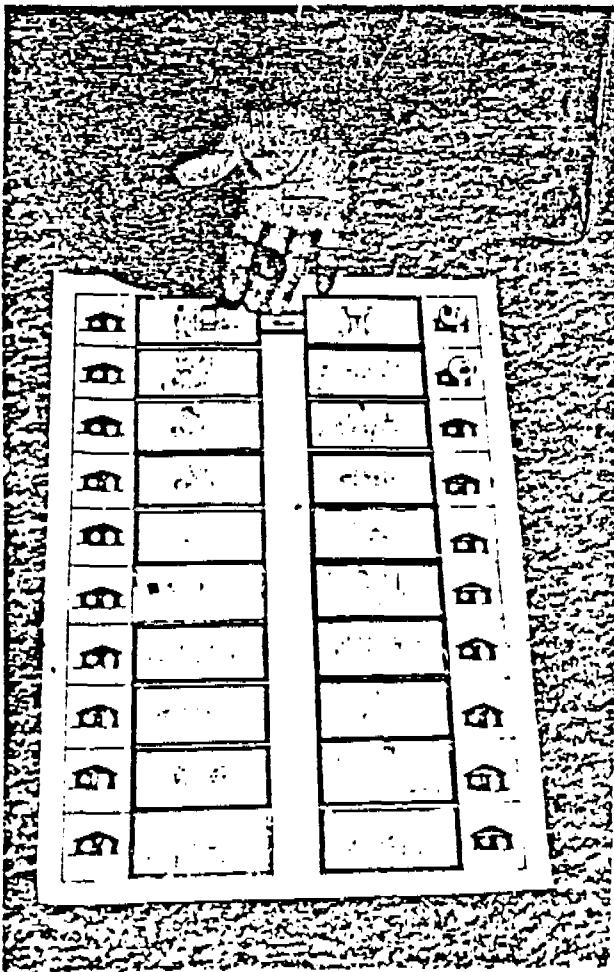
... When a climate of acceptance is created ...



... even the shyest are drawn

A participatory learning session and three simple games were used near the end of the Workshop to familiarise participants with some of the options available for applying the participatory/informative method.

Two of the participatory games field workers use to engage rural women in learning about health and sanitation



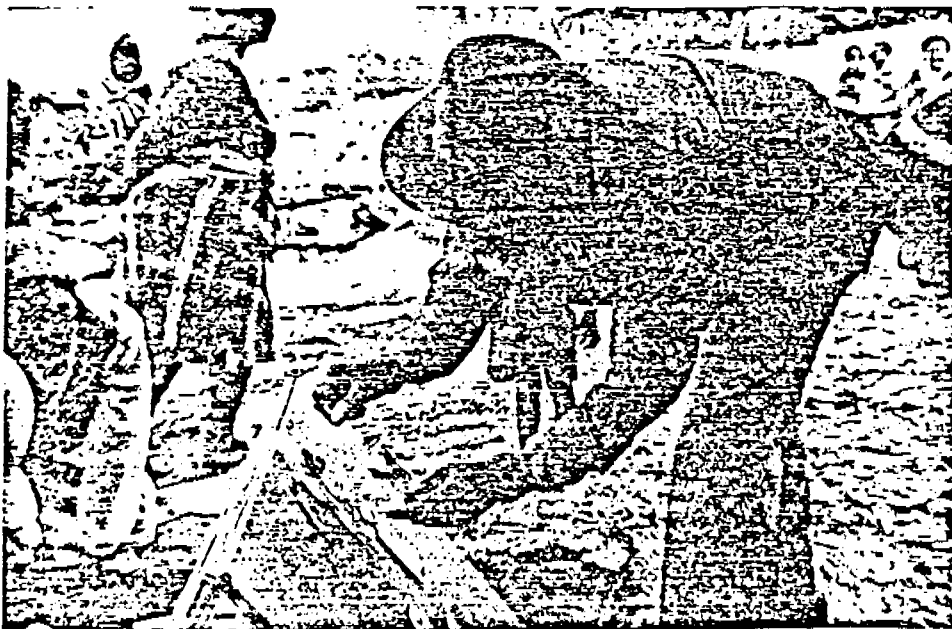
Finally, several conceptual tools (e.g., Johari's Window, the Resistance to Change Continuum,* Overview of SARAR) were used to reinforce the value of the participatory approach and to clarify the relationships among the methods as well as their sequence.

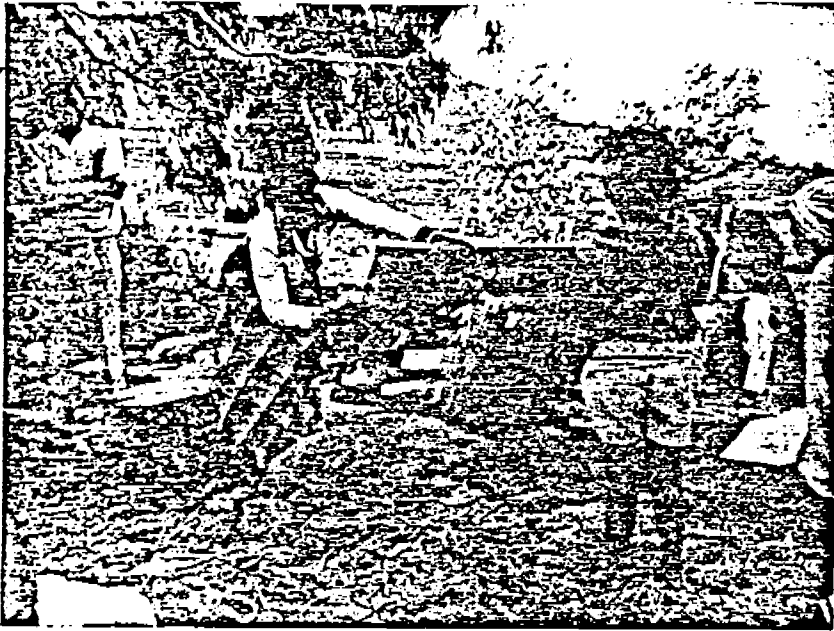
* Many of the exercises and materials referred to in this report are described briefly in Appendix A, "Selected SARAR and Other Participatory Materials and Training Exercises". Some are described more fully in Appendix B, "Selected Workshop Activities".

• The two community visits were the main field experiential components of the Workshop. The participants were divided into three teams, and each was assigned to one of the three previously selected villages.

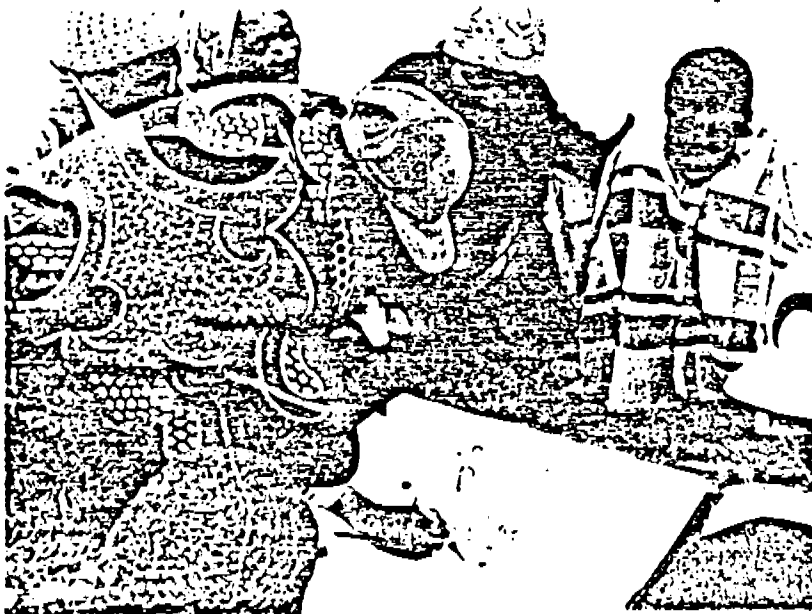


When men are acting as facilitators or trainers, the village women may be a little reluctant to come forward at first, and the men take the lead.



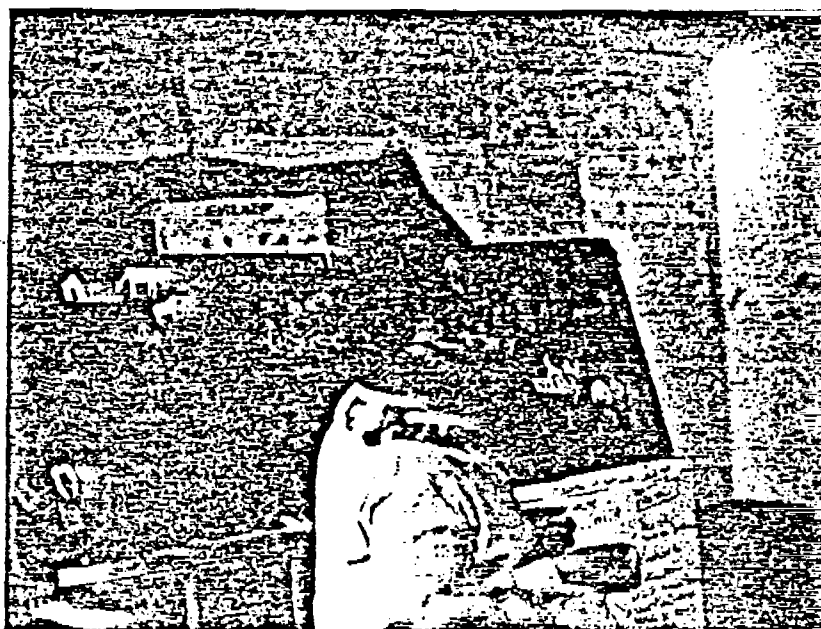
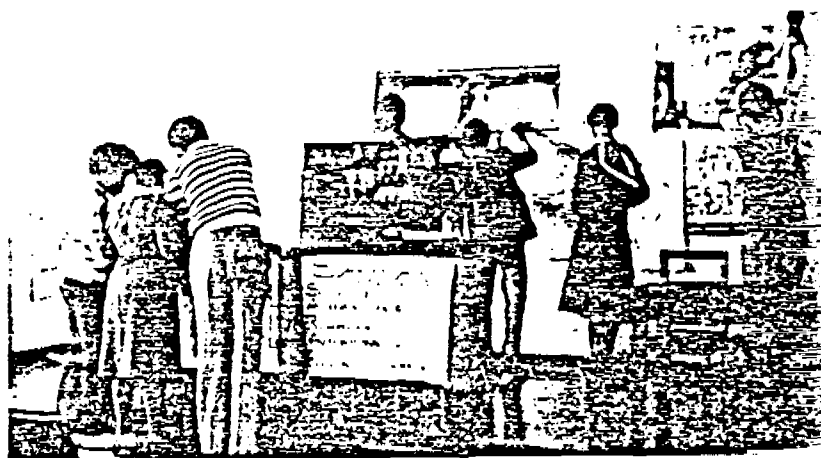


But the facilitator steps back and the villagers take over. Soon, intrigued by the colorful and creative materials, the women too are producing their own village 'problem dramas'.



Before long, inhibitions are forgotten, and everyone is fully involved.

Each team planned its own field visits, carried them out, and evaluated them. The results were then shared in plenary sessions with the other teams.



The first field visit was scheduled for Day 2, early enough in the Workshop to provide participants with a common experience and a concrete community-level context to enrich subsequent discussion and interchange. During the second visit, in particular, the participants had opportunities to test their new knowledge and skills and to determine for themselves their relative validity. In this way, participants had hands-on experience in the planning and management of participatory sessions, as well as in the design and use of SARAR educational techniques and materials.

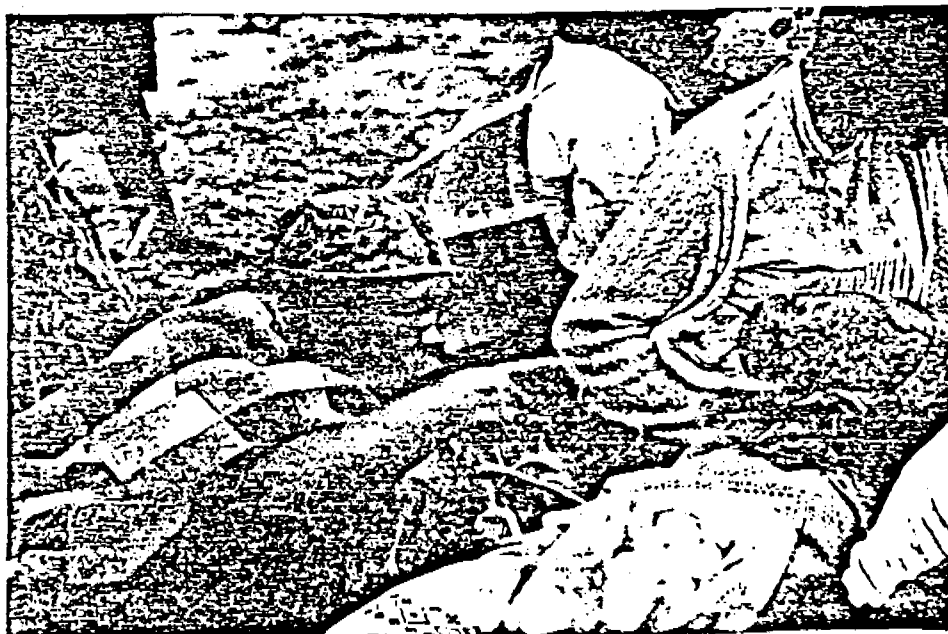
These community visits and the subsequent feedback sessions, during which the teams shared and critiqued their own work, were high points of the Workshop and a major motivating factor to assure consistent follow-up.

o Daily evaluations of progress and issues raised were considered essential, both to provide a guide to the development of day-to-day activities and to encourage a process of continuous reflection and self-evaluation among participants. These evaluations were usually held at the end of each day, with attention focussed on issues and questions arising from the day's activities. These were discussed either in plenary session or by small groups followed by a plenary session. The participatory survey method was also utilised.

Towards the end of the Workshop closer attention was paid to considering concrete ways in which the methods and techniques introduced could be used in follow-up field activities, both as a means of enhancing community participation in project activities and of developing local teams of extension workers from different ministries. Five teams were formed, each a mixed group of different types of extension workers, on the basis of the proximity of their duty stations. These teams then considered how they might coordinate their activities in the field and make use of the participatory approach.

By the end of the Workshop, all participants expressed their commitment to try out the approach in their work, and to attempt to work together in teams in order to do this. Most of the teams had already made firm arrangements to meet on their return to their duty stations and plan a common programme to field test the methodology. It was generally agreed that a period of field testing could be usefully followed by a second Workshop, organised along similar lines, to review experiences.

Some of the Workshop activities are described in Appendix B. They are listed under four headings: investigative, analytical, planning, and evaluative.



III
OBSERVATIONS AND CONCLUSIONS

By all local standards the Workshop was considered a success. The participants expressed and actively demonstrated their sustained enthusiasm. They generally agreed that the group work approach used in other workshops has tended to be more token, relying far more heavily on lecture and demonstration techniques. They also suggested that the learning from the case study method of training used by some institutions has not proved to be easily transferable to their own situations.

At another level, the various observers, resource persons, and visiting dignitaries were supportive and frequently suggested that similar workshops be organised for other groups and institutions known to them.

By the end of the Workshop, everyone has gained skills and self-esteem. Here two participants describe the materials and the methods to visiting dignitaries at the closing ceremonies.

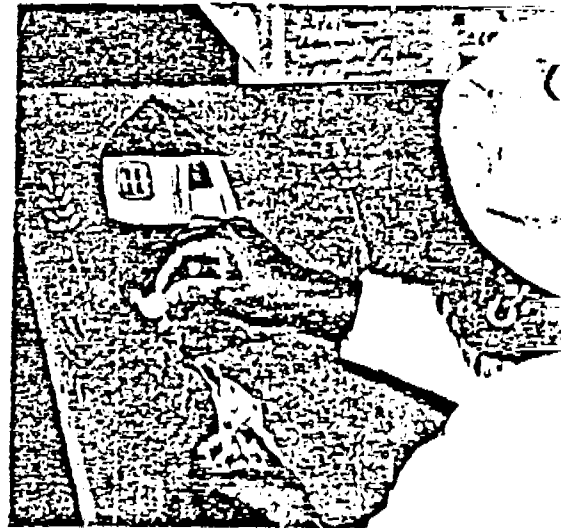


In addition, the Rural Sanitation Project central staff were enthusiastic about the possible implications of the approach for their programme and committed themselves to doing whatever they could to accommodate and facilitate diverse experimentation during the coming months.

The participants, through their field work, reviews, and evaluative exercises, demonstrated their basic understanding of the underlying principles of the methodology. Each team was able to design and use creative/ expressive materials in a community setting; and, although two of the groups tended to lapse into a more traditional and directive delivery, during the review sessions they were able to be self-critical, identifying and critiquing their own shortcomings--an additional indicator of the degree to which they had come to internalise the underlying principles of the methodology.

The overall conclusion of the groups seemed to be that they found the methodology acceptable and culturally appropriate, with a good possibility of being adapted to the local context. At the affective level, the Workshop achieved a high level of commitment to experiment with participatory methods in Mofale's Hoek district programmes.

With regard to the second broad objective, that of orienting participants to rural sanitation and other district programmes, participants became conscious of the role of the Rural Sanitation Project and other projects in improving the general quality of life of the rural population through specific interventions. However, it was necessary for extension workers to understand each other's roles in the community. The Workshop provided such a forum during both small group and plenary sessions.



The participants came to appreciate that all extension workers have a common functional goal and that so far as possible they should support one another in order to reach this goal. The formation of local teams was evidence of this. The teams expressed their intention of identifying communities in which to try out participatory techniques and materials. Back-up support in the form of materials and additional guidance will need to be provided to these groups. The Rural Sanitation Project central team accepted responsibility for providing this support.

The Rural Sanitation Project team also recognised the need to assist in overcoming logistical and communications problems in the field, and to assess the need for coordinated follow-up training and evaluation.

Selected SARAR and Other Participatory Materials
and Training Exercises

The acronym SARAR is derived from its five characteristics:

S	Self-esteem.	The self-esteem of groups and individuals is acknowledged and enhanced by recognising that they have the creative and analytic capacity to identify and solve their own problems.
A	Associative strengths	The methodology recognises that when people form groups, they become stronger and develop the capacity to act together.
R	Resourcefulness	Each individual is a potential resource to the community. The method seeks to develop the resourcefulness and creativity of groups and individuals in seeking solutions to problems.
A	Action planning	Planning for action to solve problems is central to the method. Change can be achieved only if groups plan and carry out appropriate actions.
R	Responsibility	The responsibility for follow through is taken over by the group. Actions that are planned must be carried out. Only through such responsible participation do results become meaningful.

One of the essential elements of the SARAR methodology, which has been developed by Dr. Lyra Srinivasan, is to create and sustain a positive learning environment through which the learners experience the freedom to discover, express, and modify their own attitudes and behaviours in relation to their environment, community, and themselves. This very personal experience in a collective setting, combined with technical skills and content acquired in the process of implementing activities, can serve to liberate the creative energy necessary to become effective change agents. Within this basic framework a wide variety of techniques and materials are generated by the training group itself.

SARAR methodology involves having participants--whether trainers, trainers-of-trainers, or village people--create and use a variety of non-traditional activities and learning materials. Some of these are listed on the following pages and described briefly.

Community Maps, Community Pictures: The drawing of village maps (or building of village models) in order to engage trainees (or community members) in a creative, self-directed experience. Both the process and the product can be used for analysis, information, or other purposes. It establishes in the minds of trainees that a participatory approach generates a high level of energy, enjoyment, and ideation; it also provides a concrete take-off point for subsequent activities.

Pocket Charts: a participatory method of investigation by which trainees or community members can gather and analyse information. "Pockets" are made of paper or cardboard and are attached by transparent tape or glue to a large, poster-size piece of paper and arranged in a grid. Drawings act as captions for vertical columns. Participants "vote" by placing tokens in the appropriate pocket along horizontal rows. They can then tabulate and analyze the results.

Resistance to Change Continuum: A graphic representation to help analyse people's reactions to the possibility of change, along a continuum from (1), not recognising the existence of a problem or any need for change to (8), a willingness not only to act and to share experience with others, but to be an advocate for change.

The Impertinent PERT Chart: A simplified version of PERT (Programme Evaluation and Review Technique) that makes it possible to broaden the base of participation in the programme planning process.

Flexi-flans: Figures cut out of light cardboard with moveable joints that can be manipulated on a flannelboard to tell a story, identify a problem, analyze possible solutions, etc. The more figures (people, animals, household or farming instruments, water sources, etc.) the better.

Lollipuppets: Easy-to-make face puppets on a stick, in the shape of a lollipop with different facial expressions on either side; they allow trainees to change the puppet's "mood" according to the events in a story.

Maxi-flans: Large-size drawings of people with changeable facial expressions to be used on a flannel board rather than as puppets on a stick.

Unserialized Posters: A set of up to 20 posters or photographs to encourage creative thinking. A wide selection of dramatic pictures is desirable and those used should be as open-ended as possible, leaving wide room for interpretation, and should focus on human interaction rather than on activities that can easily be interpreted as "messages".

Story with a Gap: A story illustrated by two contrasting pictures of "before" and "after" situations. Participants are asked to brainstorm the steps needed to move from the "before" to the "after" picture. A set of illustrations of possible steps (in mixed-up order) may be given out but participants should preferably be encouraged to invent their own.

Photo-Analysis Sets: A collection of photographs representing different communication styles or forms of participation, to be analysed and categorised by trainees working in sub-groups, then compared and discussed in a plenary session.

Three Pile Sorting Exercise: An investigative and awareness exercise in which trainees or community members are asked to sort out sets of picture cards in three piles: e.g., those that show situations that are clearly beneficial to health, those that are clearly harmful, and those that are ambiguous (where there might be both positive and negative aspects); or those representing tasks that the community can do on its own, those that they consider to be primarily a government responsibility, and those that require joint action. (R. Khan, Bangladesh)

Johari's Window (adapted): A graphic representation that highlights the importance of giving due consideration to the community's views and perceptions in program planning.

Concepts Matching Exercise: An exercise to help participants recognize behavioural outcomes of various directive and non-directive approaches. The tool entails sets of sixteen triangular cards; on half of them are written the field worker's approach (what she does) and on the other half the people's response (what the people do). Trainees task is to match them.

Positive Backtalk: A group process game in which participants in small groups take turns making positive statements about one member whose back is turned.

Two Circles: An exercise that uses an inner and an outer circle drawn on newsprint to help analyse women's problems, in particular, within the wider context of village problems

Percent of Participation: An evaluative exercise using a simple graphic that helps trainees to analyse the degree to which an activity is dominated by the trainer or controlled by the participants.

Cup Exercise: Another evaluative tool to help trainees analyse directive and non-directive approaches: drawings of a cup are displayed; each is labeled with a direction (e.g., "fill the cup to the brim with hot coffee," "put something in the cup," "what can you do with a cup?") Trainees are asked to order them from "most directive" to "least directive".

• • • • •

Other materials and exercises that were used in these Training-of-Training workshops have been adapted from other sources or developed by the trainers or participants themselves. Among them are these:

"Chakra" (Wheel): A chart in the form of a wheel to demonstrate the cyclical nature of programme development or the learning/action process: from creative investigation and review of findings, to analysis, to gathering needed information, to planning, to action and reflection, and again to investigation. (Jake Pfohl, Nepal)

Cart and Rocks: A concrete way of illustrating the concept of force-field analysis by using a model of a cart to represent the action needed to reach a goal, and using rocks of different sizes as

obstacles, or constraints, to moving forward, and bullocks as symbols of resources to pull the cart along. (C. Harns, Nepal)

Communities Exercise: A game used to provoke thought and discussion on the issue of group formation and to sensitise participants to the feeling of being included or excluded from a group. (A. de Guiron, Guatemala)

Bikaasko Bato ("Road to Development"): A board game used as an information tool. (Jake Pfohl, Nepal. Adapted from "Bintang Anda, A Game Process for Community Development" by Saleh Marzuki and Russ Dilts, University of Massachusetts, 1982)

Group Links: A motivational exercise. Participants, in a circle, express an opinion on an assigned topic and join hands with the next participant expressing a viewpoint. This continues until everyone has expressed herself twice, at which time no one has a free hand left.

The Water Game: An investigative board game designed to explore water usage in a village. (Fran Keally, Indonesia)

"Saano Maccha, Thulo Maccha" (Big Fish, Little Fish): A group dynamic to sensitize participants to the difficulty of changing habitual behaviour. (Jake Pfohl, Bangladesh, Nepal)

How Adults Learn: An analytic exercise in which trainees examine their own "best" learning experiences. The group findings are then analysed for commonalities, which tend to fall under four categories or characteristics: respect, experience, immediacy, and active involvement. (Jane Vella, Indonesia)

Hopes & Fears: An exercise used early in a training program to elicit not only participants' expectations but their negative feelings as well; it encourages self-disclosure, which is mutually useful for group members and trainers as well. (Jane Vella, Indonesia)

Open-Ended Stories: Dramatic episodes in which the main character receives conflicting advice and is undecided as to which of several optional courses of action to take. The audience is invited to discuss and suggest the best solution. (World Education)

Success Analysis: Participants focus on the most successful elements of an activity (e.g., field visits) and analyse why it was effective. Only then do they look at problems encountered and suggest ways to overcome them. (Ron Sawyer, Nepal)

Symbols: An expressive activity in which participants are asked to select an object that represents an idea, and then to explain their choice. (Jane Vella, Indonesia)

SELECTED WORKSHOP ACTIVITIES

Investigative Methods/Techniques

1. Group Development of Community Pictures
2. Socio-drama
3. Drawing Community Maps
4. Unserialized Posters
5. Flexi-flans
6. Participatory Survey
7. Latrine Use

Analytical Methods

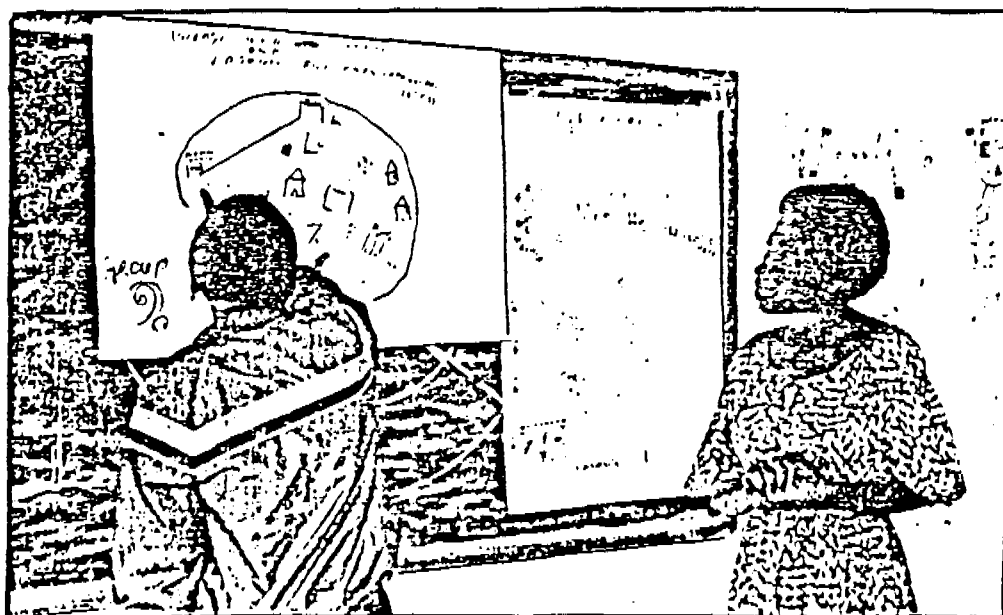
8. Photo Analysis
9. Open-ended Story with Maxi-flans
10. Poster Cut-Outs
11. Classification and Prioritization of Problems

Planning Techniques

12. Force Field Analysis

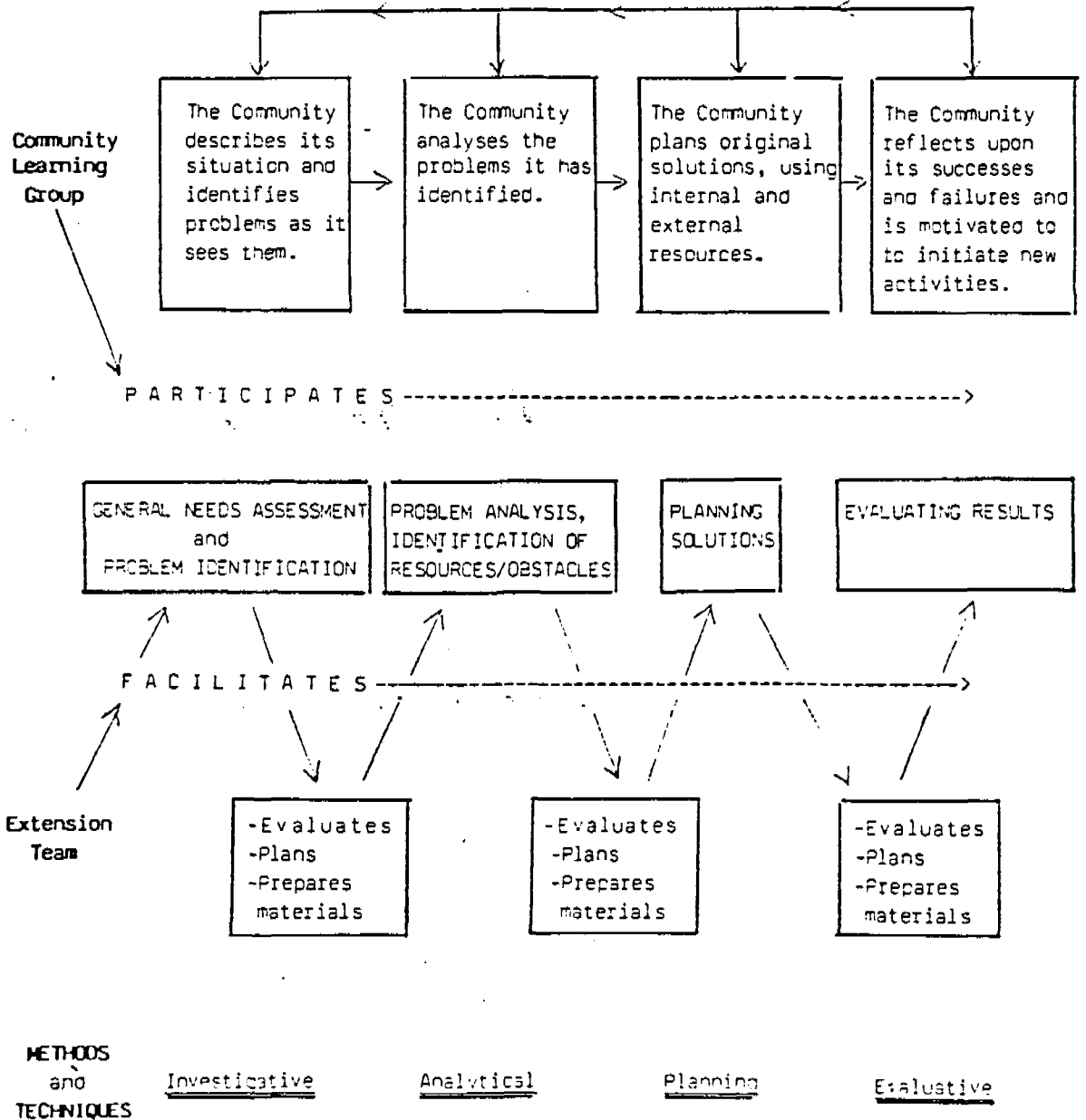
Group Process

13. First Community Visit
14. Second Community Visit



S A R A R Participatory Methodology

Illustrating the Interaction Between Extension Team and Community



SELECTED WORKSHOP ACTIVITIES

In this section, 14 of the activities carried out during the Lesotho workshop are described briefly. They are grouped under four headings: investigative methods and techniques, analytical methods, planning, and group process. The materials utilised in these activities are not themselves limited to any one category but can be adapted for use from one category to another.

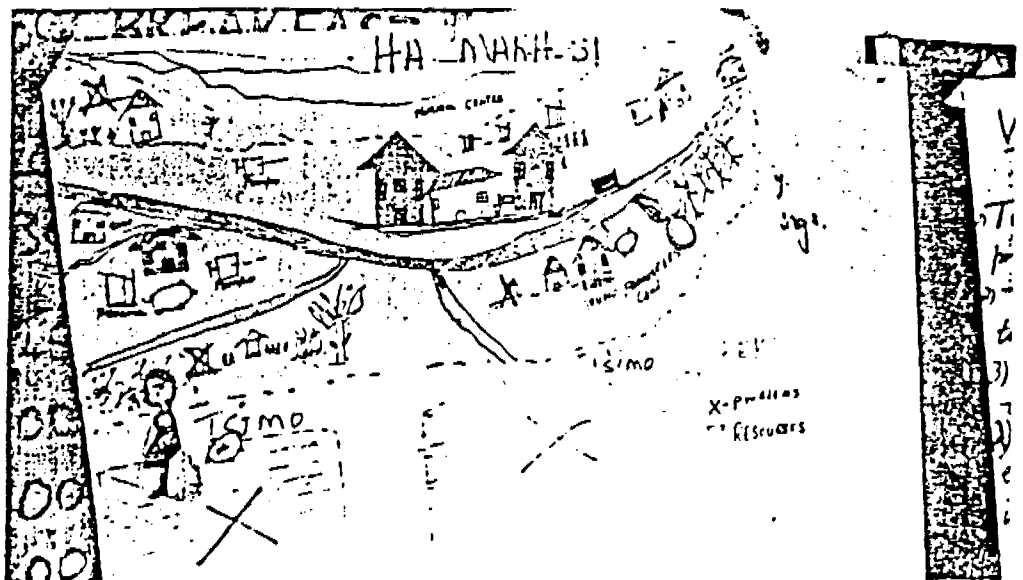
Investigative Methods/Techniques

Activity: Group Development of Community Pictures

Objectives: Participants become familiar with each other and share ideas; identify community problems and resources; and depict community problems and resources in an illustrated form.

Procedure: The participants were divided into four groups. They were asked to draw a typical rural community depicting problems and dramatic situations as well as resources in the community. Group pictures were then presented and discussed in plenary.

Main outcome: Participants were able to learn about problems and resources existing in their respective communities.



Lesotho Workshop Activities

Activity: Socio-drama

Objectives: To get participants to attempt to resolve selected community problems while assuming specified roles; to perform a role-play on problem solving.

Procedure: Participants were randomly divided in two large groups. Group A had the task of assuming the role of community members attempting to resolve a selected problem without help from extension workers. Group B played the roles of extension workers planning an intervention strategy for a neighbouring community. Both socio-dramas were role-played in plenary.

Main outcome: It became clear why extension workers need to work more closely with communities in resolving community problems. Group A, the "villagers," identified diarrhoea as a problem. After discussion among themselves, they worked out a strategy that involved meeting the "extension workers" for discussion on constructing ventilated improved pit latrines in the village. Meanwhile, the "extension workers" had decided the community needed to improve its water supply by protecting the local spring. Conflict ensued.

Conclusion: Participants learned the need for maximum cooperation between extension workers and community members in identifying and resolving community problems.



Lesotho Workshop Activities

Activity: Drawing Community Maps

Objective: To draw community maps indicating problems, resources, and other important aspects of community life.

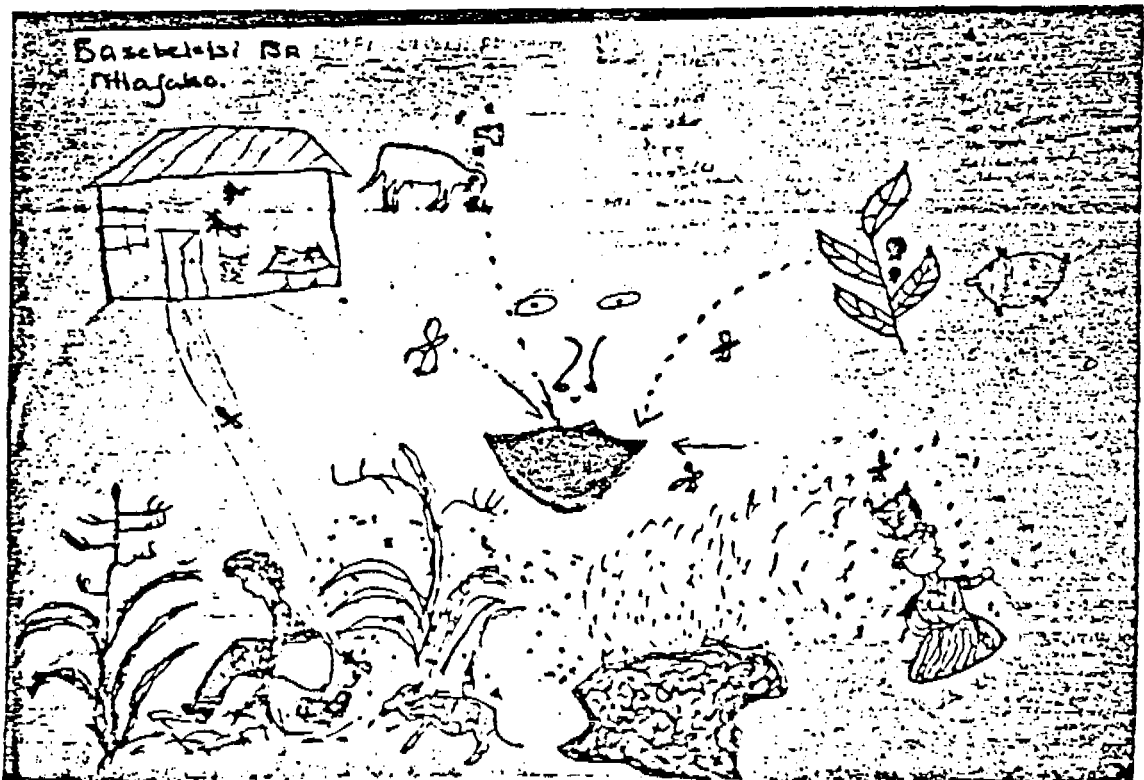
Procedure: On return from their first field visits, group members met to review and report on the experience. They presented their reports under the following headings:

- o What the group planned to do
- o What actually happened during the visit
- o What was learned

Then the groups drew community maps to illustrate what they had learned. Specifically they were asked to highlight problems and resources in the community as well as other important findings.

Main outcomes: Participants were able to meet with the chiefs and cross sections of the villagers from their field sites to get data for use in preparing their maps. In the process they learned more about these communities thereby identifying community needs and problems through observations and dialogue with the people.

Conclusion: Working as multidisciplinary teams greatly enhanced the ability of participants to gather relevant information from the community in an integrated way and in a short span of time. Each member had the opportunity to relate pictorially what he/she had seen in the community. There was healthy competition to make drawings as good as possible both as to detail and as to reality focus.



Lesotho Workshop Activities

Activity: Unserialized Posters

Objectives: To develop a story depicting some aspect of community life from selected pictures.

Procedure: The participants were randomly divided into three groups (different from the field-visit teams). Each group was given a set of 11 posters from which to select four or five to create a story. Each group's set was slightly different from the others. The stories were then presented and compared.

Main outcome: Although there were similarities in posters selected and although the stories had similar underlying themes, each story was completely different from the others. It became clear that the development of the stories was influenced by the professional training of the participants. However, the main lesson learned was that one could learn much from a community, not only from the final stories presented by villagers but by listening to their discussions during the process of poster selection.



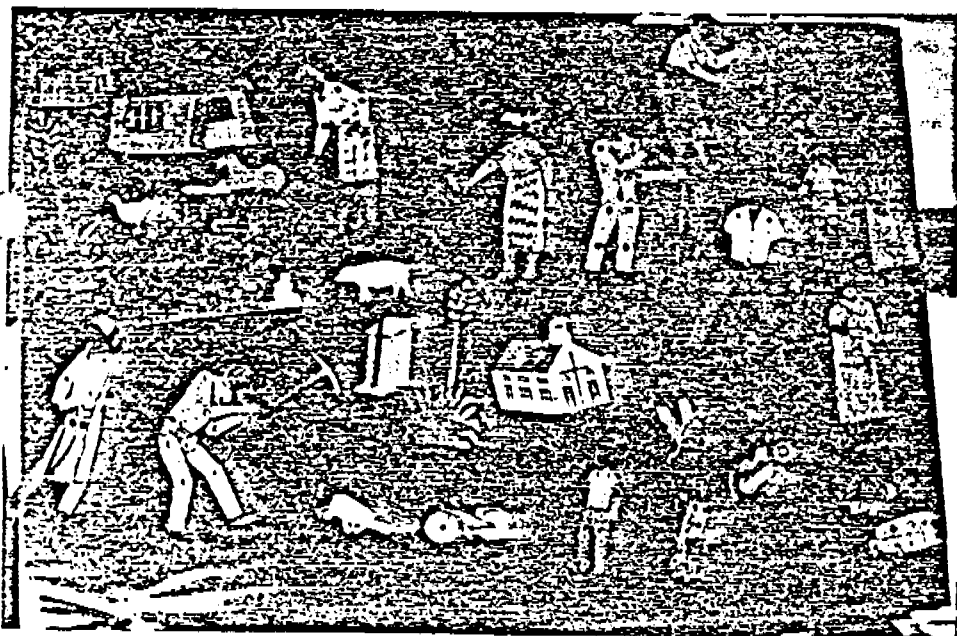
Lesotho Workshop Activities

Activity: Flexi-flans

Objective: To introduce a new creative investigative technique to participants.

Procedure: The flexi-flans were introduced and the village health workers then used them to illustrate aspects of their community life.

Main outcome: Other participants learned more about the communities. The flexi-flans generated considerable interest among participants, who agreed that they are a useful and enjoyable learning tool.



Lesotho Workshop Activities

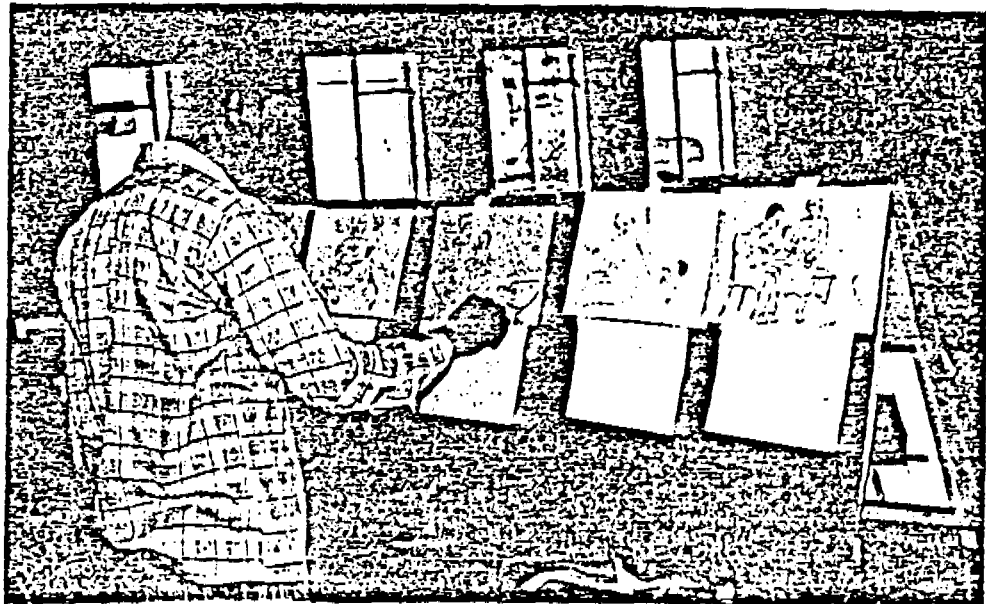
Activity: Participatory Survey

Objective: To discover how selected participants react to episodes of diarrhoea.

Procedure: Participants were shown six drawings that depicted various ways local rural people deal with attacks of diarrhoea. They were then asked to indicate their own behaviour through secret ballot.

Main outcome: The participants in this activity all indicated the correct behaviour during episodes. However, most of them believed that if they had been asked to vote in accordance with what they thought was the behaviour of rural communities during diarrhoea episodes, a clearer picture of diarrhoea-related behaviour would have emerged.

Conclusion: This was a useful investigative tool. However, care had to be taken in its modification and adaptation in order for it to produce valid data concerning health and hygiene related behaviour of villagers.



Lesotho Workshop Activities

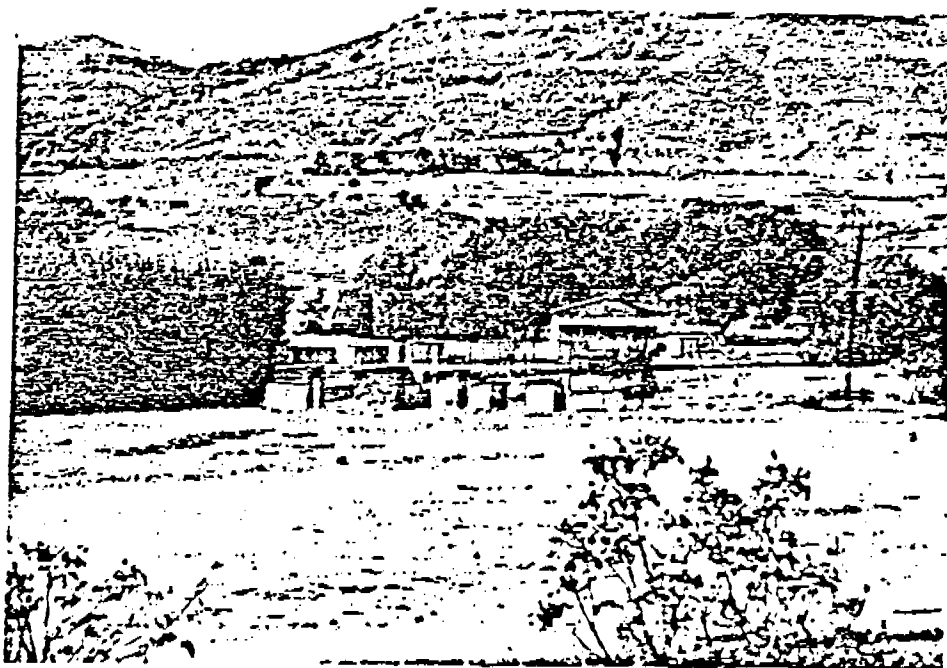
Activity: Latrine Use

Objective: To determine the pattern of usage of toilets by participants and facilitators at the Farmers' Training Centre and to demonstrate a participatory technique to gather information.

Procedure: The participants were asked to indicate routes by which they visited toilets at the Farmers' Training Centre on a site plan.

Main outcome: An interesting finding was that while all the participants used the demonstration ventilated pit latrines, the facilitators from Maseru used the water closets.

Conclusion: Participants felt that this and the diarrhoea behaviour survey would be a far more-reliable means of gathering sanitation-related information than using questionnaires. If the survey had been confidential, the findings might have been more valid.



Analytical Methods

Activity: Photo Analysis

Objectives: To define local criteria for community participation; and to recognize and learn different ways of participation.

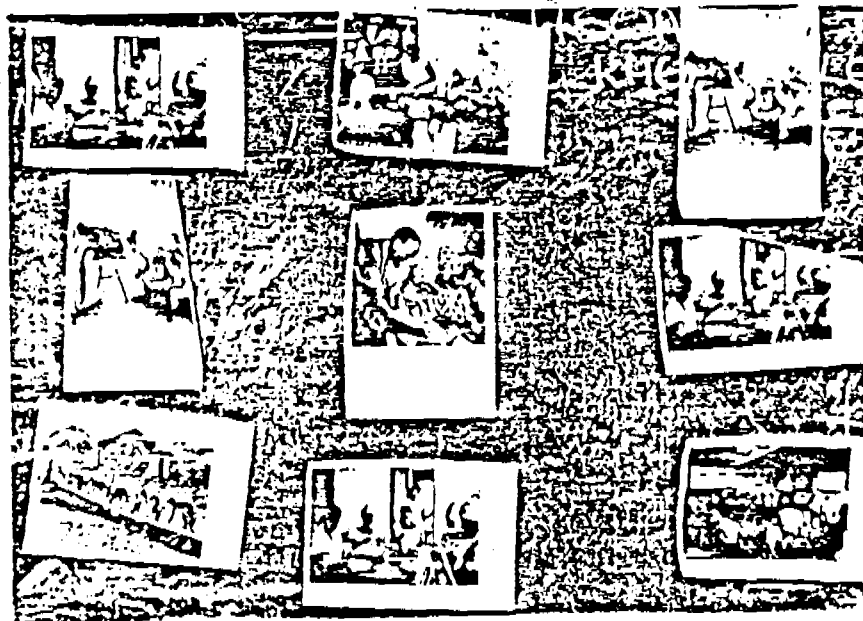
Procedure: The participants were randomly divided into three groups. Each group was given a set of photographs showing groups of people in different learning situations. The photographs were then examined and ranked from the least to the most participatory.

Main outcome: During the ensuing discussion, the group defined the following criteria for local participation:

- working together
- cooperation among people
- sharing ideas
- showing interest
- involvement of everybody
- coming together voluntarily

Participants also reflected on their own methods and techniques during small group and plenary sessions. There were compared with the list of criteria developed in order to assess the extent of participation during groups sessions.

Conclusion: The consensus was that village people need to take part in overall development activities. One strategy to help maximise this participation would be for extension workers to try to understand perceptions of rural populations, assist them to clarify their goals, and help them plan possible solutions.



Activity: Open-ended Story with Maxi-flans



Objectives: To stimulate discussion about the different viewpoints of opinion leaders regarding sanitation; and to illustrate how a story could be used to obtain information from a community.

Procedure: A story was presented to participants with the aid of Maxi-flans. The story highlighted often-expressed viewpoints: that building latrines does not curb diarrhoea episodes and that diarrhoea cannot be managed successfully at clinics. It also raised the issue of conflict between husband and wife over the management of acute diarrhoea in one of their children.

Main outcome: The story generated a lively discussion with participants taking and changing sides with the characters in the story. They were able to appreciate the value of stories in analysing community issues. Two of the groups developed stories for use during their second field visits.



Lesotho Workshop Activities

Activity: Poster Cut-Outs (healthy baby/unhealthy baby)

Objectives: To enable participants to share ideas and analyse the factors causing malnutrition.

Procedure: A series of cut-out pictures illustrating factors that contribute to healthy growth of children were mixed up with pictures showing factors that contribute to malnutrition. The participants were then asked to categorize them.

Main outcome: The participants reviewed their own knowledge of the factors causing malnutrition and how to ensure healthy growth of children as well as the relative importance of each of the factors.

Conclusion: Participants found it a useful method for updating and reviewing their knowledge of certain aspects of child growth and discussed its potential use in community situations.

Lesotho Workshop Activities

Activity: Classification and Prioritization of Problems

Objectives: To analyse community-expressed needs with a view to classifying and prioritizing them; and to outline criteria for differentiating problems from needs.

Procedure: The field visit teams were asked to list all problems and resources identified in the communities. They then classified these under two headings: those observed by the teams and those expressed by community members.

Main outcome: Participants were able to define criteria for classifying community-expressed needs into problems, real needs, causes, and solutions.

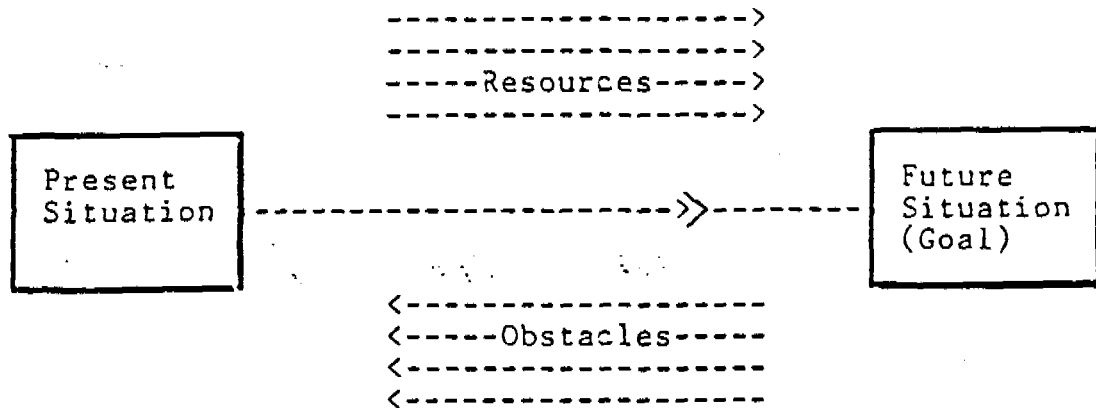
Conclusion: Participants learned that many community-expressed needs were really focused on solutions rather than on causes of problems. It is therefore important that communities be helped to identify their real problems.

Planning Techniques

Activity: Force Field Analysis

Objectives: To review the influence of resources and obstacles on the attainment set goals; and to identify some possible resources and obstacles that influence Rural Sanitation Project goals (construction and use of ventilated pit latrines).

Procedure: The facilitator presented a graphic representation of a force field. She then asked participants to provide some examples of resources and obstacles that influence the attainment of Rural Sanitation Project goals.



Main outcome: The participants were able to review the main factors influencing the attainment of project goals and to determine the importance of each. Examples of resources identified for construction and use of latrines:

- money
- adequate health information
- trained local builders
- continuous training of latrine builders
- local building materials
- cooperative schemes
- influential people

Examples of obstacles:

- lack of money
- lack of building sites
- lack of support from neighbors
- lack of motivation and knowledge
- political traditions and beliefs
- lack of understanding of available technology
- doubts and fears
- lack of trained builders
- old age
- alcoholism

Conclusion. Participants became aware that in order to attain project goals not only do resources have to be provided, but there are obstacles that also have to be overcome or circumvented. There is a need, therefore, to identify these obstacles during the information-gathering process.

Group Process

Activity: First community visit

Objectives: To learn more about the community; to identify learning groups, establish relationships, and make tentative arrangements for further visits; and to assess community needs and problems and identify community resources.

Procedure: The field visit teams were formed in such a way that there was similar distribution of various extension workers among the three teams. Each was charged with the responsibility of planning its own strategy, bearing in mind the following:

- What would be done?
- How would it be done?
- Who would do it?

Each group had half a day for its field visit. On their return from the community visit, the groups reviewed their visits and prepared reports which they then presented to the whole group. Reports were organised under three headings:

- What was planned?
- What actually happened?
- What was learned?

Main outcome: The groups achieved the objectives they had set through their meetings and discussion with the chiefs and community people. They identified needs, problems, and resources in the community as well as other important aspects of community life.

Conclusion: The participants were able to plan and carry out a field visit according to set objectives. Because the information that was gathered became the focus for further discussion, they were able to grasp fully how real community problems could be tackled. They also learned how human factors determine and influence community problems.



Lesotho Workshop Activities

Activity: Second Community Visits

Objectives: To follow up on the first field visit; to field test some of the materials developed during the workshop; to motivate the communities; and to help communities analyse problems that have been identified and to assist them in planning solutions.

Procedure: Participants were briefed on the objectives of the second visit and given a format for planning and carrying out their sessions in the community. Each group outlined the focus of the visit, stating the central theme, objectives, and facts relating to the learning group. The groups then presented their plans to the larger group for review and after discussion prepared materials with the help of the artists.

Main outcome: The participants developed three stories and several pictures and posters. Although the visit coincided with a clinic day, attendance was very good and participation was rated medium to high.

Conclusion: Participants were able to overcome some of their inhibitions and reservations about the use of participatory techniques. Although in a few cases there was a tendency for participants to slide back into the "lecturing role", all indications point to the fact that, with adequate support from the Rural Sanitation Project central team, the field staff and other extension workers will use participatory techniques and approaches more often in their work.

