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ABSTRACT
                 This manual is intended to assist volunteers and
staff of volunteer organizations in the design of projects in various
community and social service areas. The first section of the manual
is a guidebook that addresses such aspects of the planning,
implementation, and evaluation process as situational analysis, needs
assessment, task-oriented planning, progress and product evaluation,
problem solving, and follow-up. Addressed in a chapter dealing with
methods are the following topics: information gathering methods
(library search, field surveys, consulting experts, task forces, and
technical conferences); planning and implementation methods
(community organization, group discussion, bargaining and
negotiation, model behavior, nonformal education, technical
assistance, and cost analysis); and evaluation methods (feedback,
practical tests, and presentation of data and information).
Concluding the guide are a series of how-to-do-it manuals devoted to
health and primary care, water and sanitation, nutrition and food
production, education, economic development, community services, and
energy and conservation. (MN)

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Systematic Project Design:

A Handbook for Volunteers

Peace Corps
INFORMATION COLLECTION & EXCHANGE
REPRINT R-44A

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SYSTEMATIC PROJECT DESIGN :

A HANDBOOK FOR VOLUNTEERS

Peace Corps

Information Collection and Exchange
R-44A
September 1982

Fourth Edition
September 1980

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PREFACE

1. WHO CAN USE THIS BOOK

It was written primarily for volunteers and staff of volunteer organizations, but it can be used by anyone developing and carrying out social service programs. These volunteer areas are emphasized:

- health and primary care
- water and sanitation
- nutrition and food production
- education
- economic development
- community service
- energy conservation

2. WHY A BOOK ON SYSTEMATIC PROJECT DESIGN

Volunteers and others providing services to people have a difficult job.

- They may be assigned to an unfamiliar community.

- They may be asked to design, select or work on a project with which they are not familiar.

- They may not be certain how to get a project underway, how to involve the community or how to evaluate what they are doing.

This Handbook will assist volunteers and others in carrying out successful projects. It does so by:

- Presenting issues which should be considered in developing volunteer projects

- Assisting you to identify, in advance, problems which may occur.

- Providing you with a series of methods and techniques you may use in designing projects.

- Providing you with tools and guidelines to plan and assess your projects.

Also included with the Handbook is a bibliography of "How-to-do-it" manuals, concerned with specific volunteer activities and projects.

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3. HOW THE HANDBOOK IS ORGANIZED

There are three parts:

        1. A Guidebook;

        2. Methods, and

        3. How-to-do-it Manuals: Bibliography

1. The Guidebook (Part I)

The Guidebook describes how to plan, implement and evaluate projects. Each chapter is divided into sections describing:

- The approach: What is this step?
- Why the approach is important.
- When to complete   }   the planning forms
- How to complete   }   which are part of the chapter.

2. Methods (Part II)

The Methods part presents some approaches for carrying out the various steps in systematic project design.

Each method includes a description of the method's advantages, disadvantages, examples, and references.

Each chapter in the Guidebook (Part I) suggests one or more methods to use in meeting the objectives of the chapter. Review the methods referred to and select those most useful.

3. How-to-do-it Manuals (Part III)

A selected bibliography of how-to-do-it manuals in social service areas is provided. Manuals are grouped according to project area.

4. HOW TO USE THE HANDBOOK

The Guidebook (Part I) provides procedures for planning, implementing and evaluating projects. Follow the guidelines presented in each chapter and complete the planning forms.

The Guidebook refers you to one or more of the Methods (Part II) sections. Read these Methods sections and include appropriate methods in your plans.

If you need a how-to-do-it manual for further guidance, read Part III and select a manual or manuals which appear to be useful.

As noted, the Handbook has three major sections -- the Guidebook is Part I; the Methods Section is Part II; and How-to-do-it Manuals is Part III.

If you are not certain how to use either the Guidebook or the Methods, consult Chart 2 on page 8.

First: consult Column 1, in which you will find a series of statements. One or more of these statements may fit your situation as a volunteer.

Second: when you find a statement in Column 1 which describes your situation, read the box in Column 2 which is along side the statement that fits your position; there you will find, hopefully, a solution to your problem and the chapter in the Handbook to consult.

Third: in Column 3, along side your "solution" in Column 2, you will find the method or approach to use in solving your problem.

5. HOW THE HANDBOOK WAS DEVELOPED

The idea for a Handbook on planning, implementing, and evaluating volunteer projects was suggested by the Office of Citizen Voluntary Participation (OCVP), in ACTION, Washington, D.C. ACTION is the U.S. government agency concerned with volunteer programs.

OCVP asked Boston University's Center for Educational Development in Health (CEDH) to develop and field test the Handbook. A two-phase project plan was developed.

During Phase I the Handbook was produced in draft form, read by people in volunteer programs, and tested and reviewed by volunteers and staff in volunteer programs in Jamaica and Sri Lanka. The material will be revised again, and in Phase II, the Handbook will be applied to a variety of volunteer projects abroad and in the United States.

6. ACKNOWLEDGEMENTS

We are grateful to our Project Monitor, Mr. Frank Rey, ACTION/OCVP, for his support and editorial review.

Excellent suggestions were made by the following returned Peace Corps volunteers: Ruth Bednarz, New York, NY; Andy Torentino, New York, NY; Jane Hills, Manchester, NH; Regis Lemaire, Manchester, NH; and Peter Miles, Manchester, NH.

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PART I

GUIDEBOOK

The Guidebook describes the steps and procedures
in planning, implementing, and evaluating projects.

1

INTRODUCTION

THE PLANNING, IMPLEMENTATION, AND EVALUATION PROCESS

A. WHY PROGRAMS FAIL

Human service programs are sometimes not successful for many reasons. The most frequently given reasons -- the shortage of manpower, the lack of knowledge and skills, and the shortage of equipment and materials -- are rarely the major factors. There are more important issues: the failure to plan, to develop teamwork and consensus, to identify and analyze problems and resources, to establish realistic goals, and thus to effectively organize human resources to carry out workable programs.

Here is what we mean:

- A poorly maintained bus breaks down and students are not delivered to class.

- The sanitation expert is not available; as a result, the wells are improperly constructed.

- Cement is not delivered, so a village latrine is not constructed.

- Seedlings arrive, but are dried out...the reforestation project fails.

- Health workers wait for patients to come to the health centers -- but they rarely do. Meanwhile, health needs go unattended.

We may view these as failings, shortcomings, or breakdowns in the system. Indeed they are, but the sources of the breakdown, in the final analysis, is human failure, such as:

- A failure to understand the setting in which projects must function.

- Misinterpretation of the needs of the people to be served.

- Setting unrealistic goals.

- Inadequate planning

- No attempt made to evaluate if the project works.

- The absence of alternative courses of action.

- The inability to identify and respond to problems.

- The failure to mobilize reluctant individuals and groups.

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A problem solving approach will be used. It will help to:

- Understand the setting or environment in which the project will function;
- Identify the problem or issues;
- Specify the end results or products to be produced;
- Recognize whether or not we have identified all the elements of a problem;
- Identify the steps which will lead to the end result;
- Specify the resources needed;
- Recognize whether or not progress is occurring; and
- Recognize whether the goals have been reached.

B. THE PARTS OF SYSTEMATIC PROJECT DESIGN AND IMPLEMENTATION

The nature of a volunteer's assignment can vary from well-defined to undefined assignments. Here are three situations:

1. A volunteer may be assigned to a well-defined job, such as going to a specified village, enrolling 25 adults in a nutrition education program, and using a previously-developed curriculum to teach the program.

2. A volunteer may be assigned to an area containing 15 villages and told to construct wells in three villages.

3. A volunteer may be assigned without a specific work assignment to a place for one year.

In all three situations, volunteers can develop their projects following the Systematic Project Design process. However, the extent to which steps will be used will vary. In the case of the first situation, for instance, the project development process will not be as detailed as in the case of the second, and especially the third example.

Chart 1 presents Systematic Project Design, a problem-identifying and problem-solving process. It describes the project as a series of steps from the initial contact with a community to successful completion of the project. YOU WILL NOT NECESSARILY FOLLOW EACH STEP IN THE ORDER PRESENTED IN CHART 1. WHERE YOU WILL START WILL DEPEND ON YOUR PROJECT AND YOUR EXPERIENCE WITH THE COMMUNITY.

We identify the "givens" by conducting a Situational Analysis and People's Needs Assessment.

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1. <u>The Situational Analysis</u> (Chapter I)

   This is logically the first step, because you need to know about the people and their setting before you can begin to plan a project.

   The Situational Analysis must answer these questions:

   - What are the organizations with which you will be concerned?
   - Who are the people with whom you work?
   - How do they live?
   - What is the physical setting of the community in which you will work?

2. <u>The Needs Assessment</u> (Chapter II)

   This step identifies and describes your project. The Needs Assessment must answer such questions as:

   - What will be the specific learning objectives of a training program?
   - Is a school needed?
   - How large will the school be?
   - Is a well needed?
   - Where will it be constructed, and what will be its capacity?
   - What nutritional deficiencies will the home gardens overcome?

   Once the Needs Assessment has produced a description and definition of your proposed project, the project may require review and approval.

   Project Planning and Implementation, Evaluation, and Problem-Solving are carried out at the same time.

3. <u>Task Oriented Project Planning and Implementation</u> (Chapter III)

   Project planning should occur before the project starts. It involves setting goals, and determining a step-by-step procedure for achieving each goal. Planning also determines what materials/supplies, equipment, and personnel are needed to carry out the project.

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4. <u>Progress and Project Evaluation</u> (Chapter IV)

   The purpose of evaluation is to obtain information before, during, and
   after the project. The main purpose of evaluation is to keep the
   project moving ahead. <u>Evaluation is also useful in finding out if
   the project has achieved its goal</u>.

5. <u>Problem-Solving</u> (Chapter V)

   If tasks defined by the project planners are not carried out or are
   not on schedule, corrective action is needed.

   This section gives you help in identifying problems and suggests
   remedies.

CHART 1

SYSTEMATIC PROJECT DESIGN AND IMPLEMENTATION

```
                ┌─────────────────────┐
                │     SITUATIONAL     │
                │      ANALYSIS       │
                └─────────────────────┘
                          │
                          ▼
                ┌─────────────────────┐
                │       NEEDS         │
                │    ASSESSMENT       │
                └─────────────────────┘
                          │
         ┌────────────────┼────────────────┐
         ▼                ▼                ▼
  ┌──────────────┐ ┌──────────────────┐ ┌──────────────┐
  │ PLANNING AND │ │   PROGRESS AND   │ │   PROBLEM-   │
  │IMPLEMENTATION│ │PRODUCT EVALUATION│ │   SOLVING    │
  └──────────────┘ └──────────────────┘ └──────────────┘
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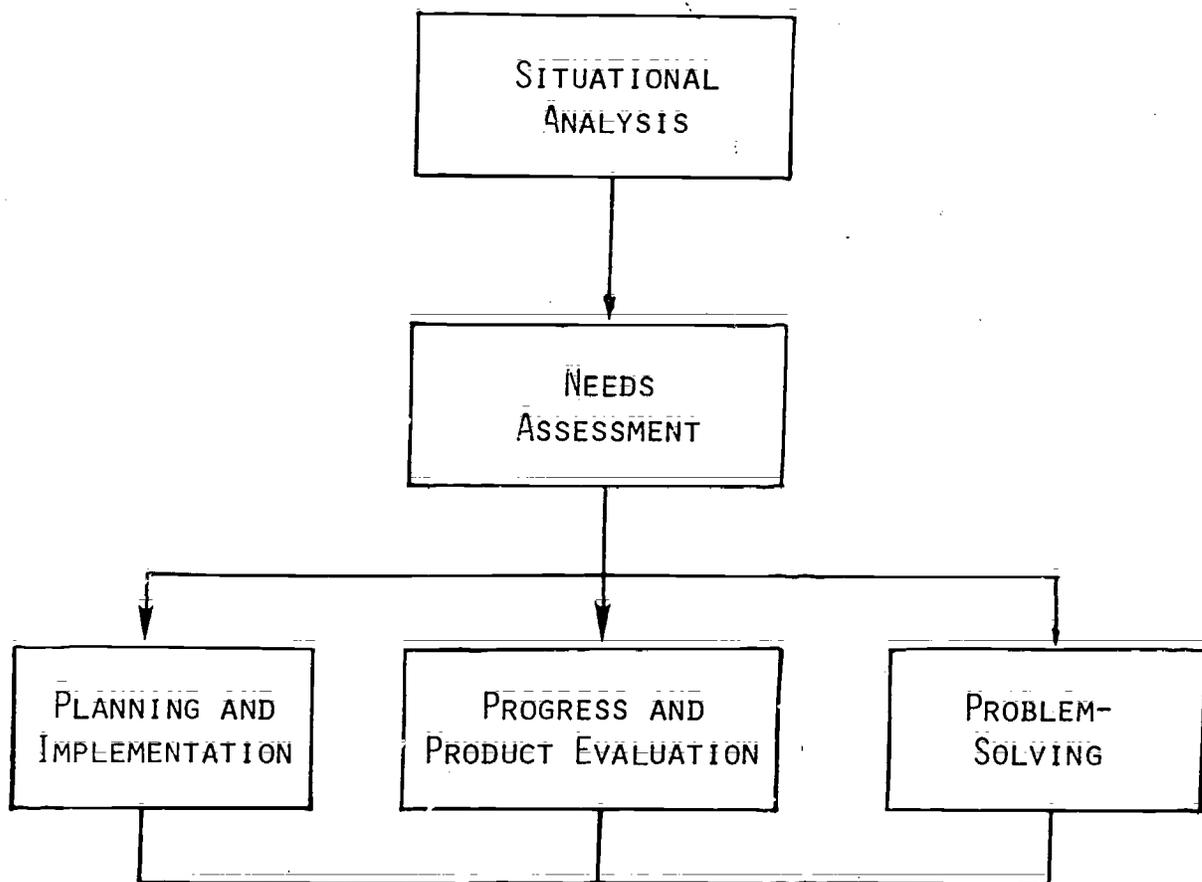
CHART 2

Column 1	Column 2	Column 3
If Your Problem Is	Begin With Chapter	Use One or More of These Methods
You have been assigned to a new and strange community. You would like to know how many infants there are in a village, how many people have goats, how often people go to the health center, etc.	Chapter I	Library Search, page 75 Field Survey, page 78 Observation, page 78 Consult Experts, page 84 Task Forces, Technical Conferences, page 84
You are just starting your volunteer assignment and do not know what to do.	Chapter I	Same as Above
You are familiar with the community in which you will work, but do not know how to identify a project	Chapter II	Community Organizations, page 86 Group Discussion, page 89 Bargaining and Negotiation, page 94 Field Surveys, page 78
You have several project ideas and must narrow your selection to one	Chapter II	Same as Above
You have a volunteer project defined, but you do not know what the specific tasks are, how they should be carried out, and other practical details.	Chapter III	Same as Above
You are planning a project with villagers; they strongly prefer a poultry cooperative; you know nothing about poultry or cooperatives	Chapter II	Look at How-to-do-it Manuals page 121; order appropriate manuals

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Column 1	Column 2	Column 3
If Your Problem Is	Begin With Chapter	Use One or More of These Methods
Your volunteer project is well-defined; however, you are not sure how to start it, what should be done immediately, when supplies should be ordered	Chapter III	Same as Above
Your project is underway, but things are not progressing as they should -- attendance in classes is dropping off, promised assistance from villagers is not forthcoming	Chapter V	Non-formal Education including on-the-job training, page 99 Providing Model Behavior, page 97 Group Discussion, page 89 Bargaining and Negotiation, page 94
Your project is underway. You are not certain how effective or useful your project will be. You want to find out what community members think of your project.	Chapter IV	Group Discussion, page 89 Field Survey, page 78 Feedback, page 110
Your project is underway, and you are facing a technical problem	Chapter III	Consult one or more of the How-to-do-it Manual see page 121 Consult Experts, page 84 Library Search, page 75 Cost Analysis, page 106
You may be planning your project or have one underway, and are faced with two opposing groups in the village -- one group wants the project to go in one direction, the other group in another direction	Chapter V	Bargaining and Negotiation, page 94 Group Discussion, page 89 Community Organization, page 86 Providing Model Behavior, page 97

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CHAPTER I: SITUATIONAL ANALYSIS

A.   INTRODUCTION

You have been assigned to the community in which you will work. You may or may not have a specific project. You may not be familiar with the community. Your first task should be to study the community in which you will work -- to understand the people, their beliefs, characteristics and problems. This is called a SITUATIONAL ANALYSIS.

B.   SITUATIONAL ANALYSIS:
WHAT, WHY, AND WHEN

What is a
SITUATIONAL
ANALYSIS?

> An analysis of the community and setting in which you will work. Your interest is to learn about the people and setting of the community, not the project you will eventually complete.

Why a
SITUATIONAL
ANALYSIS?

> To assist you in identifying physical, social, and cultural factors important to you, sensitize you to the community. To become familiar with the community and the community familiar with you. To collect information to assist in project planning.

Is a
SITUATIONAL
ANALYSIS
necessary?

> To determine if a SITUATION ANALYSIS is necessary, answer questions below:
>
> 1.   Have you and most of your fellow volunteers had previous experience with the community?
>
>   1.   Yes   ☐
>
>   2.   No   ☐
>
> 2.   Has the community had previous experience with volunteers?
>
>   1.   Yes   ☐
>
>   2.   No   ☐

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3. Are most community leaders able to explain the purpose of your volunteer organization?

        1. Yes ☐

        2. No ☐

4. Will community participation be an important factor to the success of your project?

        1. Yes ☐

        2. No ☐

5. Does the success of your project depend on your ability to work with the community?

        1. Yes ☐

        2. No ☐

6. Do you have the following information about the community in which you will work?

    a. the population of the community by age and sex groups

        1. Yes ☐   2. No ☐

    b. a map of the community showing where the main buildings, houses, wells, etc. are located

        1. Yes ☐   2. No ☐

    c. who the formal and informal leaders of the community are

        1. Yes ☐   2. No ☐

    d. a list of the main types of work being done in the community

        1. Yes ☐   2. No ☐

    e. the main sources of income

        1. Yes ☐   2. No ☐

    f. the number of households with safe water in the house

        1. Yes ☐   2. No ☐

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g. the proportion of children 6 through
   15 years of age not in school

   1. Yes ☐   2. No ☐

h. the proportion of children who show some
   signs of poor nutrition: very thin,
   bloated belly, blind, goiter, etc.

   1. Yes ☐   2. No ☐

i. the number of infants who died in the
   past year before reaching one year

   1. Yes ☐   2. No ☐

[] GUIDELINES >   C. GUIDELINES FOR SITUATIONAL ANALYSIS

After completing the questionnaire, count the number
of points you have received by totaling the numbers
along side each box you have checked -- either 1 or
2 points for each question. Write in the space the
total number of points you count. _____

If your total
score is 14
points

You may have a completed SITUATIONAL ANALYSIS. Review
your information asking these questions:

• Is your information no more than six months old?

• Does the information you have consist of a
  survey of all the main groups in the
  community?

• Was the information collected in a systematic
  way?

If you can still answer "yes" to these questions, then
you may want to skip the SITUATIONAL ANALYSIS.

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If your total score is more than 15, but less than 18	You may have a fairly complete SITUATIONAL ANALYSIS: Review the 3 questions listed above. If your answer to each is "yes", return to your questionnaire: examine your responses to questions 1 through 5. If your score for any of these questions is "2", then you should complete a SITUATIONAL ANALYSIS.
If your score is greater than 18	Complete a thorough SITUATIONAL ANALYSIS. Form 1, page 15, is a sample form you may want to use in completing your SITUATIONAL ANALYSIS.
How to complete a SITUATIONAL ANALYSIS	Review the following form, page 15 ● *delete information which is not important* ● *add information requirements important to you*

Now complete Form #1, SITUATIONAL ANALYSIS, which follows.

Form #1

SITUATIONAL ANALYSIS

ISSUES	POSSIBLE METHODS	METHODS YOU USED
Population		
1. a. Total estimated population: _____	Library Search, page 75	
b. Age structure:	Field Surveys, page 78	
• infants less than one year old _____		
• children 1-4 _____		
• other age groups:		
5-14 _____		
15-59 _____		
60 and over _____		
• classify age groups by sex		
male | female		
5-14 _____ | _____		
15-59 _____ | _____		
60 and over _____ | _____		
c. Total households _____		
d. Average number of individuals per household _____		
Education		
2. a. Number of primary and secondary schools _____	Field Surveys, page 78	
b. Other schools _____	Consulting Experts, page 84	
c. Percent of primary age and secondary age children in school _____		

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ISSUES	POSSIBLE METHODS	METHODS YOU USED
d. Student/teacher ratio _____ e. Estimate of adult literacy _____ 3. Living arrangements: *Describe the most common arrangement(s)* a. Type of houses: ● walls (brick, wood, bamboo) _____ ● roof (tile, zinc, thatch) _____ ● floor (tile, wood, cement, or dirt _____ b. Average total floor space per house _____ c. Availability of electricity _____ d. Water piped into house _____ e. Where cooking occurs; inside or outside _____ f. Ventilation; window in each room _____ g. Availability of screens for doors and windows _____ h. Bathing facilities; in house or outside _____ i. Toilet facilities; in house, outside latrines, no latrines _____ j. Water supply; always available, variable supply _____ k. Water quality; clean, not clean _____ l. Source of water; well, spring, river or lake _____	Library Search of existing studies and reports such as census reports, page 75 Field Surveys, page 78 Consulting Experts, page 84	

ISSUES	POSSIBIBLE METHODS	METHODS YOU USED

m. Prevalance of fleas and other insects in house

4. Health: *Summarize data from health surveys if available or ask local health center staff to help you answer these questions.*

   a. Distance to nearest health facility _____

   b. Are there periodic immunization campaigns for common illnesses (dyptheria, whooping cough, tetanus, TB, measles)?

   c. Which illnesses, conditions are most common (number from most common to least common: 1 = most common, 5 = least common)

     ● excessive coughing/sore throats, colds _____

     ● malnutrition/poor nutrition

     ● vomiting/diarrhea _____

     ● worms, intestinal problems

     ● malaria _____

   d. Mortality:

     ● average life expectancy at birth _____

     ● infant mortality (birth to one year) last calendar year (i.e. number of infants who died per 1000 births. _____

     ● under five mortality last calendar year. Number of children one to five years who died per 1000 _____

Possible Methods:

Field Surveys, page 78

Library Research, page 75

Consulting Experts, page 84

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ISSUES	POSSIBLE METHODS	METHODS YOU USED
5. Social setting:	Field Surveys, page 78	
a. Local cultural practices which might affect a project	Consulting Experts, page 84	
b. Family structure		
c. Major religious groups.		
d. Major caste class groups		
e. Community decision-making process		

ISSUES	POSSIBLE METHODS	METHODS YOU USED
f. Community leaders both formal and informal ___ ___ ___ ___ ___ ___ ___ ___ ___		
g. Organization of community's government ___ ___ ___ ___ ___ ___		
h. History and experience with volunteers ___ ___ ___ ___ ___ ___		
6. Physical setting: a. Is a map of the community available which indicates major boundaries, roads, footpaths, wells, houses, rivers, agriculture areas? Yes ___ No ___ If not, make one.	Field Survey, page 78 Consulting Experts, page 84	

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ISSUES	POSSIBLE METHODS	METHODS YOU USED

b. Major environmental character-
istics which might affect your
project, such as climate, soil,
rain, etc.

_____

_____

_____

_____

7. Economic activities:

a. Total cash income of the commun-
ity (estimate)

_____

b. Percentage of households with
cash income _____

c. Percentage of community workers
in non-agricultural work?

_____

d. Percentage of workers in agri-
culture _____

e. Three major crops produced in
the community

1) _____

2) _____

3) _____

f. Average family size of land
holdings _____

g. Kind of animals raised for food

_____

_____

_____

h. Percentage of young people 15-30
who are employed? _____ Who
are looking for work? _____

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CHAPTER II: NEEDS ASSESSMENT:
DETERMINING WANTS AND NEEDS

A.   INTRODUCTION

Your SITUATIONAL ANALYSIS is underway, perhaps completed. You are generally familiar with the setting in which you will work. Now you want to think about and plan a project. You must complete a NEEDS ASSESSMENT.

B.   NEEDS ASSESSMENT:
WHAT, WHY, AND WHEN

What is a
NEEDS
ASSESSMENT?

> The identification and description of the community's needs to be satisfied by a project. A NEEDS ASSESSMENT verifies the project is _needed_ and _wanted_ by the community.

Why a
NEEDS
ASSESSMENT?

> A community has many needs; your project cannot satisfy all needs; priorities must be identified. You and the community may or may not agree on priorities. A NEEDS ASSESSMENT will help reach agreement. Later, you will plan the project in detail. At the NEEDS ASSESSMENT stage you will determine whether or not the project has community support and if it will improve the quality of life of the community.

When do you
perform a
NEEDS
ASSESSMENT?

> You perform a NEEDS ASSESSMENT before you begin planning your project. This step helps you focus on a project important to the community which you are serving.

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C. GUIDELINES FOR NEEDS ASSESSMENT

Which of the following best describes your assignment:

Example 1. A specific assignment: In a specific village you are to assist 100 families in developing vegetable gardens.

Example 2. A generally defined assignment: You have been told to examine the possibility of constructing latrines or school houses in several villages.

Example 3. An open assignment: You will go to one of several villages for 3 months, develop and carry out a project.

Which Example best describes your assignment?

> Place an "X" in the box which best describes your assignment.
>
> Example 1. ☐ Example 2. ☐ Example 3. ☐

If Example 1 best describes your assignment

> Your NEEDS ASSESSMENT
>
> must have been completed before your assignment:
>
> ● What evidence is there that community members need and want gardens?
>
> ● Is the soil and climate suitable for gardens?
>
> ● Is sufficient land available?
>
> ● What kind of vegetable should be grown?
>
> ● Are there 100 families in the village who will participate?
>
> If you do not have answers to questions such as the above, examine Example 2.

If Example 2 best describes your assignment

> Your NEEDS ASSESSMENT must
>
> obtain specific answers such as:
>
> ● What villages are most interested in the services you can provide?
>
> ● What villages are most in need of your assignment?

If Example 3
best describes
your
assignment

Your NEEDS ASSESSMENT must identify
● A project.
● The village in which you will work.

In each example you will use one or more methods. In Example 1, you will be more concerned with verifying your assignment. In Examples 2 and 3, you will produce specific information.

_e next step is to identify the issues for your NEEDS ASSESSMENT.

What do you
want to learn
from your NEEDS
ASSESSMENT?

Form 2, page 27, is a sample form you may want to use in completing your NEEDS ASSESSMENT. *Review it; add or delete questions relevant to your* NEEDS ASSESSMENT.

Select the
methods you
will use

Here is a list of possible methods to use in conducting a NEEDS ASSESSMENT:

● Briefly review each method.

● Select one or more methods for your NEEDS
ASSESSMENT by placing an "X" in the
appropriate box.

1. Group Discussion and Community
   Meetings, page 89   ▱

2. Bargaining and Negotiations,
   page 94   ▱

3. Task Forces, page 84   ▱

4. Field Surveys, page 78   ▱

5. Observation, page 78   ▱

6. Consulting Experts, page 84   ▱

7. Library Search, page 75   ▱

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Compare methods selected and issues to be answered	Critically review your list of methods and the issues on which you wish to focus.
	
	● Will the methods you selected produce the answers you need?
	
	● Are you certain your methods will:
	
	   - identify the needs of all or most community members?
	
	   - produce agreement?
	
	● Do you have the time and resources to use the methods selected?

Using the methods you have selected and Form #2, complete your NEEDS ASSESSMENT.

D. NOTE ON WANTS AND NEEDS

What if You Disagree With the Community's Priorities for Projects?

When doing a 'needs' assessment, you may have a different point of view than the villagers. For example, in a village with 1500 people and ten latrines, many villagers may have hook or round worms and diarrhea. You think the village needs sanitary latrines and clean and safe water. When you perform your needs analysis, however, you find that the villagers do not agree. Some want latrines, others want accessible water, others may not be interested in latrines.

Four points should be made:

1) <u>Wants are different from needs</u>. People may want things which they do not <u>need</u> and which may harm them.

             - adults want cigarettes
             - children want candy

People may have unrecognized needs (the latrine example above).

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2) <u>You should accept a person where he is now</u>. To gain the confidence of the community, you should focus on one community-felt need.

3) <u>Recognizing a difficult problem</u>. When all the available evidence indicates the community really <u>needs</u> something, but they <u>want</u> something else, you are faced with a difficult problem:

- Ignore what the community wants and you are likely to lose their support and interest

- In some cases, if you support and carry out what the community <u>wants</u>, you may be involved in a project which will benefit only a small number of people or may not be used by the community.

4) <u>Analyzing the problem, possible resolutions</u>. When faced with a conflict of <u>needs</u> versus <u>wants</u>, ask youself these questions:

a. Who will benefit from the project?

b. Will the project require changes in the behavior of people?

c. When completed, will the project's product be ignored because it requires changes in behavior which are new and strange?

d. Is it possible to accept what the community <u>wants</u> as your project and then develop a strategy such as a community education program focusing on community needs?

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Form #2

NEEDS ASSESSMENT

ISSUES	POSSIBLE METHODS	METHODS YOU USED
1. What are the chief problems of the community? List in order of importance. _____ _____ _____ _____ _____	Field Survey, page 78 Consulting Experts, page 84 Task Forces, page 84 Technical Assistance, page 102	
2. What help would villagers like? _____ _____ _____ _____ _____	Community Organizations, page 86 Group Discussion, page 89	
3. What assistance to the project will the community provide? _____ _____ _____ _____ _____	Group Discussion and Community Meetings, page 89	
4. Discuss ideas for a project with community leaders. Do they agree? _____	Bargaining and Negotiation, page 94	

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ISSUES	POSSIBLE METHODS	METHODS YOU USED
If not, how can the project be changed to make it acceptable?	Group Discussion and Community Meetings, page 89	
5. Project Title: _____	Group Discussion and Community Meetings, page 89 Task Forces, page 84	
6. Project objectives and purposes: a. What is the expected outcome? b. Why is this outcome important?	Group Discussion and Community Meetings, page 89 Task Forces, page 84 Field Surveys, page 78 Observation, page 78 Negotiation, page 94	

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ISSUES	POSSIBLE METHODS	METHODS YOU USED
7. How will the project interact with the community -- check the box which best applies: a. No changes in community behavior are required ☐ b. Change in community behavior is required ☐ c. The product produced may be rejected by the community ☐		
8. If 3a, 3b, or 3c have been checked, how will the issues be resolved? _____ _____ _____ _____ _____ _____ _____	Group Discussion and Community Meetings, page 89	
9. Describe the project in <u>detail</u>: a. What is the project? _____ _____ _____ _____ b. Approximately how many people will benefit directly from the project? _____	Group Discussion and Community Meetings, page 89 Task Forces, page 84 Consulting Experts, page 84	

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ISSUES	POSSIBLE METHODS	METHODS YOU USED

c. Approximately how many people will indirectly benefit from the project?
 	
_____
_____
 	
d. Who are:
 	
   -the direct beneficiaries?
 	
   _____
   _____
 	
   -the indirect beneficiaries?
 	
   _____
   _____
 	
e. What will be produced or developed in the project?
 	
_____
_____
_____
_____
 	
f. Where will the project products be located? _____
 	
_____
_____
_____		

10. Does the project have the support of: a. Necessary local government agencies? _____ b. Your organization? _____ c. The community? _____	Group Discussion and Community Meetings, page 89 Consulting Experts, page 84 Task Force, page 84	

ISSUES	POSSIBLE METHODS	METHODS YOU USED
11. Is there reasonable expectation that the project can be completed during your assignment?	Group Discussion and Community Meetings, page 89 Consulting Experts, page 84 Task Forces, page 84	

12. Is there reasonable expectation that necessary supplies and equipment are available?

a. Equipment _____

b. Supplies _____

c. Community Managers _____

3. Other Issues

CHAPTER III: TAS. ORIENTED PLANNING
AND IMPLEMENTATION

A. INTRODUCTION

You have completed your SITUATIONAL ANALYSIS and NEEDS ASSESSMENT. From the SITUATIONAL ANALYSIS, you know the problems, strengths, and resources within the community. From the NEEDS ASSESSMENT, you, your fellow volunteers and the community have defined a project which focuses on important needs in the community, the project has the support of key community leaders, and has the possibility of being completed.

The next step is to plan the project on a step-by-step basis.

B. TASK ORIENTED PLANNING: WHAT, WHY, AND WHEN

What is
Task
Oriented
Planning?

It is breaking a project down into the specific steps (or tasks) which enables you to move from where you are now to where you want to be when the project is completed.

Where you wan: to go:
a bridge crossing a
        stream

        Other examples:

Where you are now:
a stream without a
bridge crossing

Where we want to go:
a motorable road into
        the village

Where we are now:
no motorable road
into the village

Where we want to go:
20 new latrines each
        year for years

are now:
village of 1000 people
with 5 latrines

Why Task Oriented Planning?

> Task Oriented Planning helps us:
>
> - make projects work?
> - determine how to move from the beginning to the end
> - identify the necessary resources and where they are needed.
> - determine whether or not the project is on schedule and if not, why

Is Task Oriented Planning necessary?

> Planning is always necessary; how much depends on the complexity of your project. Projects vary in complexity: a simple project such as a half-day meeting of pregnant women in a village will require far less planning than a project constructing a suspension bridge over a river 30 feet wide.

When do you plan?

> Planning occurs after data from the needs analysis is available. Planning decisions are made on the basis of the needs analysis. Planning continues throughout the project.

C. GUIDELINES FOR TASK ORIENTED PROJECT
PLANNING AND IMPLEMENTATION

How to
complete
Task
Oriented
Planning

> Do not develop the plan without the complete involvement
> of your fellow volunteers and community leaders.
> Here are some methods you may want to use:
>
> 1. Consulting Experts, Task Forces, Technical
>   Conferences, page 84
>
> 2. Group Discussions, page 89
>
> 3. Bargaining and Negotiations, page 94
>
> 4. Technical Assistance, page 102
>
> 5. Cost Analysis, page 106
>
> 6. Feedback, page 110
>
> Next, think of your project as a ladder or series of
> steps extending from where you are now to where you
> want to go.
>
> Where we want to go
> or be when the project
> is completed
>
> Where we are now
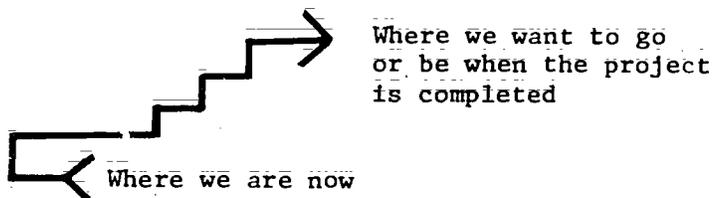
Step 1:
Where we
want to be
when the
project is
completed

> Describe clearly and specifically what your project will
> produce, or result in, when it is completed -- the last
> step or the end of the ladder.
>
> 7
> 6   END
> 5
> 4
> 3
> 2
> 1
> BEGINNING

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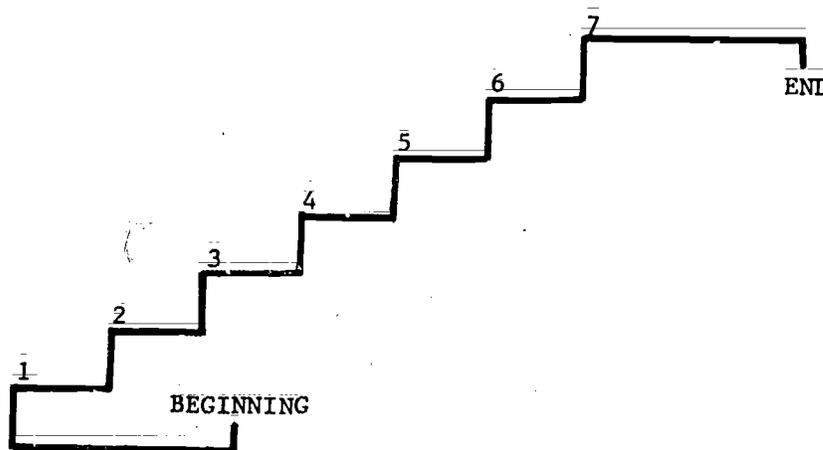
● The project will complete 10 new sanitary disposal
  facilities in each year for 3 years in village A and
  work with the villagers to insure proper use.

● The project will complete in six months one suspension
  bridge crossing the stream in village B capable of
  supporting 1 bullock or 5 people.

● The project will convert a foot path, approximately
  800 meters long, into a motorable road, thus
  completing a motorable road to village C in 6 months

● The project will involve 25 families in village D in
  developing family gardens approximately 300 square
  meters each to produce nutritious food for family use.

● The project in 3 months will recruit 10 youths age
  14 to 21 in village E and enroll them in a course
  combining basic reading and skill development in
  poultry raising, craft work, or goat raising.

Now write your end of project description on Form #3,
page 41.

Step 2:
Where are
we now?

Again, think of your project as a ladder or a series
of steps.

We have, in
Step 1, defined
what our project
will produce or
result in when
it is completed.
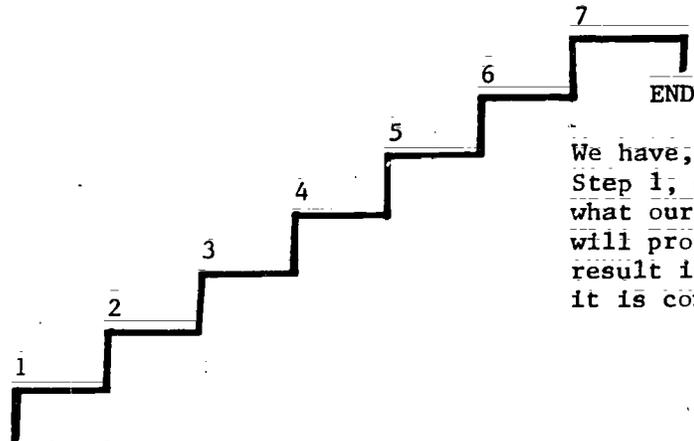
Here is where
our project is
    now

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- Village A has a population of 1100 people and 5 water sealed latrines.

- Residents of village B must ford a stream (30 meters wide) or walk 5 km to the nearest bridge.

- There is no motorable road in or out of village C.

- Approximately 40% of the residents in village D suffer from nutritional deficienty disease. Twenty-five parents in the village of 600 families will stimulate villagers to develop kitchen gardens.

Now write your beginning of project description on Form #3, page 41.

Step 3:
Specifying
the steps in
the ladder
from the
beginning
to the
end

You know where you want to be when the project is completed and where you are now. Next we describe how to move from Step 1 to Step 6.

6

5

4

Where project
will be when
completed

3

2

1

Where project is now
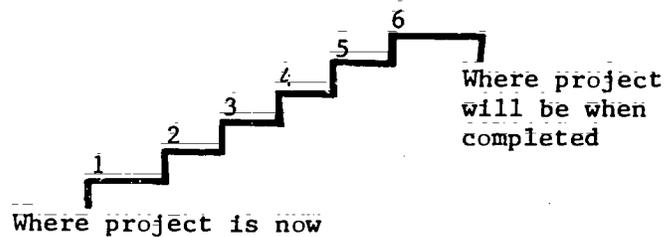
Examples:

Project A

Water Sealed
Latrines

Examples of moving now to the end of the project.

1. Conduct orientation program on importance of latrines.

2. Identify 10 village families willing to supply the land, some of the supplies, and labor.

3. Select latrine sites which meet sanitary requirements.

4. Obtain template or form to construct 10 water sealed squat plate and piping.

5. Obtain necessary supplies to construct water sealed squat plate and piping.

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6. Construct 10 water sealed squat plates or assemble piping.

7. Dig one latrine hole.

8. Construct one latrine housing.

9. Conduct orientation program on use of and maintenance of latrines.

10. Dig remaining latrine holes.

11. Construct remaining latrine housings.

Project B:
Village
Bridge

1. Organize village committee to manage the planning and construction of the bridge.

2. Complete feasibility study for design and location of bridge.

3. Submit specifications for bridge to village committee

4. Submit list of equipment and supplies.

5. Identify individuals responsible for project and supporting staff.

6. Dig holes for footings.

7. Put cement in footing holes.

8. Put long bolt in each footing hole with thread side up. Bolt extends 6" above cement.

9. Lay main supporting beams over stream. Bolt down using footing bolts. Attach nuts.

10. Lay planks across support beams. Nail down.

11. Make railing (attach uprights to main support beams).

Project C:
Construction
of a
Motorable
Road

1. Organize village committee to manage and direct construction of road.

2. Survey existing foot path for possible expansion into a motorable road.

3. List supplies and equipment needed.

4. List manpower requirements.

5. Submit list of supplies and equipment needs to appropriate suppliers.

6. Develop schedule for completion of road.

7. Cut down bushes at side of existing path.

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8. Remove large rocks.

9. Widen sides of road.

10. Throw loose soil in low areas on road.

11. Smooth earth.

12. Dig simple V-shaped culverts for drainage across road where needed.

13. Throw even-sized stones on road.

14. Run roller (preferably motor driven) over road to push stones into road surface and level road.

15. Teach villagers how to maintain road.

Project D:

Family
Gardens

1. Identify 25 families willing to participate in garden project.

2. Conduct health education programs relating to nutritional deficiencies.

3. With participating families:
   a. plan size of gardens
   b. select crops.

4. Collect and distribute supplies and equipment

5. Start gardens.

6. Assist participating families in conducting workshops for other villagers.

Step 4:

Write
your
Tasks

Use form #3 to list your tasks. Follow these steps:

1. Produce a list of all the tasks in your project.

2. Check the list of tasks. Then:
   a. combine or omit similar tasks; and
   b. be certain tasks are specific; and follow guides on page

3. List the tasks in the order in which they will be completed, and number then Task 1 (the first task) to the last task.

4. Write in the task number number and a brief description for each task in Columns 1 and 2 of Form #3.

5. In Column 3, note by using an arrow ($\longrightarrow$) when each task will start and be completed.

6. In Column 4, write in the name of the individual responsible for overseeing the compl. on of the task.

7. In Column 5, list the equipment, services, workers and supplies needed. Also note the amount of each required.

Once completed and approved, this form should be posted to enable community members to assess project progress.

Now complete Form #3 below.

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Form #3

DESCRIPTION OF END AND BEGINNING OF PROJECT AND TASKS

Write: Description
of Beginning of
Project Here: _____

_____
_____
_____
_____
_____
_____
_____
_____
_____

Write:
Description of
End of Project
Here:_____

_____
_____
_____
_____
_____
_____
_____

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Task No.	Brief Task Description	Week Number										16	17	18	19	20	Individual Responsible	Equipment, Services, Supplies Needed
		1	2	3	4	5	6	7	8									
1	CONDUCT MEETING TO SELECT SITE FOR LATRINE				→→												JOHN SMITH	
2							→→											
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		

Start or completion of tasks can be on monthly or weekly basis.

Write in brief descriptions of each task

If your task will start in week 4 and be completed the next week, indicate starting and completion date using an arrow.

If your task will be completed the same week in which it starts, indicate using an arrow.

Write in the name of the individual responsible for completing each task.

List the equipment & services of workers, supplies and materials needed, and how they will be obtained. Include how many of each are needed.

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Task No.	Brief Task Description	Week Number										Week Number										Individual Responsible	Equipment, Services, Supplies Needed
		1	2	3	4	5	6	7	8	9	.0	11	12	13	14	15	16	17	18	19	20		
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							

ADAPT THIS FORM TO YOUR OWN PROJECT

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CHAPTER IV: PROGRESS AND PRODUCT EVALUATION

A. INTRODUCTION

Evaluation of a project gives you a steady stream of information on the progress of the project; the information allows you to make day-to-day decisions and improve the project. Information on the progress of a project is called "Feedback". End-of-project evaluation tells you if your project has met its goals.

B. EVALUATION:
WHAT, WHY, AND WHEN

What is ——→ Evaluation
Evaluation

> Evaluation enables you to obtain feedback on the project's operation. Obtaining feedback at frequest intervals alerts you to problems before they become too seriour to remedy. It allows you to change direction if needed, to modify timetables, arrange for materials and supplies, or handle personnel disputes.

Why ——→
Evaluation

> The prime reason for evaluating is to obtain feedback. You also evaluate to show to your supervisor that the project has met its stated objectives. In this way you obtain evidence that your group of volunteers has successfully carried out its project. Such information allows administrators to build upon your experience, repeat the project, or replicate it elsewhere. It makes you and your fellow volunteers look good when your project is successful.

When is ——→
Evaluation
done

> Evaluation is done before, during and after a project. Evaluation should take into account the data which was collected during the project planning phase (see Chapter III). This data includes information on project goals, project tasks, and person and material requirements for the project. This data is collected before the project starts. Evaluation occurs at frequent intervals during the project, as well as at the end of the project.

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How is →
Evaluation
Done?

.The detailed evaluation process is described below. You
need to be objective, realistic and logical in your
evaluation. If the project works smoothly, very well.
If it does not, frequent feedback should help you. If
nothing can be done, this very fact is valuable. Your
positive experiences and your mistakes should both be
documented. If the evaluation turns up some areas of
unexpected difficulty, this should be described, so that
the same difficulties can be avoided in the future.

One good way of developing useful information on a project
is to keep a daily log. This, along with formal and
informal feedback, should enable you to write a report
summarizing the project during the project and when it
is completed.

[/]GUIDELINES⟩

C.   GUIDELINES FOR PROGRESS AND PRODUCT
EVALUATION

First →
Evaluation
should be
conducted
when the
project
starts

Are the services/facilities planned now available?
For instance:

● Equipment, supplies, and materials. Are these
on hand.

● People resources. Are community volunteers and
others available at the beginning of the
project as planned?

● If either material resources or manpower are not
available, what alternative courses of action
are possible?

Have one or more of the goals of the project already been
met:

● Have some of the tasks specified in Chapter III
been completed?

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For example, how would you evaluate at the beginning of a project to stock ponds in a community with fish? You might answer questions such as the following:

- Are baby fish, equipment, and supplies available?
- Are villagers available to work with volunteers?
- Do volunteers know how to stock ponds or have access to how-to-do-it manuals or expert advice?
- Are there any fish in the ponds now? If so, describe type of fish and estimate how many.

Define ────▶
Progress
Checks

To determine if the product is making progress during the project, follow these steps:

- Determine if the tasks or activities which you listed in Form #3 (see Chapter III, Task Oriented Planning and Implementation) are being carried out on schedule.

You require frequent feedback on progress. You can identify problems quickly. You also use feedback to see whether the project is on schedule or ahead of schedule and determine how you can build upon these achievements. (See Feedback, Methods Section, page 110.)

Specify ────▶
the·
Products

To determine whether you have achieved your goal, it is essential to describe in measurable terms what the project will produce when completed.

- List chief measurable products.

- How will you know if the products have been achieved?

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Example: Rug Cooperative	Measurable Products at End of Project (from page 47- End of Project Description	How Will Product Be Assessed?
	● Plan specifying how the cooperative will sell and store rugs; how costs of raw amterials will be handled; how pricing will be determined; how profits will be divided; and how records will be kept	Written plan available
	● Quality of rugs up to specified standards	Independent expert inspects rugs to see if up to standards
	● 100 rugs produced	Records
	● 50 rugs sold by cooperative	Records
	● Central location for storing and selling rugs available	Site Visit
	● 20% profit made by selling rugs	Records

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Form #4

COMPLETING A PROGRESS AND PRODUCT EVALUATION

ISSUES   POSSIBLE METHODS

1. Beginning of Project Evaluation

    Are services/facilities like those planned
    now available?   For instance:

    Are equipment, supplies, materials available   See Form #3, page 41
    to begin work on the project?   Describe any
    shortages.

    _____

    _____

    _____

    _____

    Are people resources available?   Volunteers?
    Community members?   Describe any shortages.

    _____

    _____

    _____

    _____

    If either materials or manpower are lacking,
    what alternative courses of action are
    possible?

    _____

    _____

    _____

    _____

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Have one or more of the goals of the project
been partially met?

_____

_____

_____

Have any of the tasks specified been comple-
ted? If yes, please describe.

_____

_____

_____

2. Progress Checks   (These should be carried   See Form #3, page 41
    out at frequent intervals during the life of
    the project.)

    Are the tasks or activities which you listed   See Feedback, page 110
    in your implementation schedule (Form #3)
    being carried out?

_____

_____

_____

Describe any problems. What remedial steps
will you take?

_____

_____

_____

_____

Are the tasks or activities you listed in your   See also Chapter V, page 53
impelmentation schedule (Form #3) on schedule?

_____

_____

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Describe any problem areas. What remedial
steps will you take?

_____

_____

_____

_____

3. Product Checks

Using your end of project description, list
the products of your project.

How will you know that the products have been   See Practical Tests,
achieved at the end of the project?   page 112

Use Form below:

Measurable Products at end of Project (from page 48)	How Will Product be Assessed?

NOTE: If some products of your project were in place at the
       start of the project, you will have to compare the
       beginning and end of project with respect to those
       products.

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CHAPTER V: PROBLEM SOLVING

A. INTRODUCTION

You have identified a project; it has the support of the community, a plan has been developed and you have started your project and may find:

1. Your project is proceeding on the schedule developed in Chapter III.

2. Your project may be falling behind schedule.

If your project is on schedule and is not facing difficulties, you can ignore this chapter. However, if you are behind schedule or are facing difficulties, here are some suggestions:

B. IMPLEMENTATION PROBLEMS: WHAT, WHY, AND WHEN

What are Implementation Problems? ——▶ | Problems which prevent you from carrying out and completing your project according to plan.

Why should a project be completed according to a plan? ——▶ | A plan is nothing more than a map indicating where you want to go: you can change the plan, but at all times you should know what will exist at the end of the project and when the project will be completed.

Are you ahead of schedule? ——▶ | If you are far ahead of schedule, ask, "Why"?

Questions to ask:

1. Did the original schedule, developed in Chapter overestimate the time required? If yes, go over schedule again and plan the completion of your project in a more realistic basis.

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2. Are you satisfied with the quality of the project?
   If no, you must add appropriate quality controls
   to your plan.

3. Are you receiving more assistance than originally
   anticipated? If yes, you should replay to take
   account of the additional help.

Are you ────►   If your project is far behind schedule, turn to
behind   Form 5, page 55.
schedule?

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Form #5

CHECK LIST OF POSSIBLE PROJECT PROBLEMS

PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
Equipment, supplies, or services in use are not sufficient or of the correct kind. 1. Yes ☐ 2. No ☐	1. Well drilling equipment will not drill deep enough. 2. Incorrect fertilizer for gardens. 3. Books in literacy class inappropriate 4. No compactors for a road project.	The project may have to be modified or changed to accommodate the equipment and supplies available or new sources found. Consider these methods: 1. Bargaining and Negotiations, page 94 2. Technical Assistance, page 102 3. Practical Tests, page 112
Volunteers and community members lack sufficient skills. 1. Yes ☐ 2. No ☐	No One Knows: 1. How to test and chlorinate wells, 2. Why vegetables will not grow in a village, 3. The correct way to construct water sealed latrines. 4. Effective teaching methods for adult illiterates.	The project leaders require training and assistance; consider these methods: 1. Library Search, page 75 2. Education, page 142 3. Technical Assistance, page 102

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PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
The produce being produced by the project is not being used properly or the community does not appear to be benefiting from the project. 1. Yes ☐ 2. No ☐	1. Children will not attend an after school remedial reading program. 2. Villagers will not use latrines. 3. A village poultry cooperative is not enrolling a sufficient number of villagers.	The project may require a critical assessment to determine whether or not the services are appropriate or whether or not the recipient of the services are willing. Consider these methods: 1. Group Discussions and Community Meetings, page 89 2. Consulting Experts, page 84 3. Feedback, page 110
The project plan underestimated the cost of necessary equipment and supplies, or promised funds are not available. 1. Yes ☐ 2. No ☐	1. The cement required for a bridge will cost far more than estimated in the plan. 2. The paddy harvest in the village was poor and the villagers are unable to provide funds. 3. It seems impossible to raise in the village sufficient funds for the purchase of vege-table seeds.	It may be necessary to revise the plan and to scale down the project or seek additional sources of support. Consider these methods: 1. Bargaining and Negotiations, page 94 2. Technical Assistance, page 102 3. Practical Tests, page 112

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PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
Villagers do not appear to be interested in working on the project, using the results or products produced and generally appear to have lost interest. 1. Yes ☐ 2. No ☐	1. Villagers will not use a well constructed by volunteers. 2. Villagers will not participate in a malaria control project. 3. Villagers will not volunteer their services on a road project.	Motivation and interest on the part of villagers may be important. Consider these methods: 1. Group Discussion and Community Meetings, page 89 2. Bargaining and Negotiations, page 94 3. Providing Model Behavior, page 97
The project is not being managed or supervised properly. 1. Yes ☐ 2. No ☐	1. Village leaders who promised to manage the project are not doing so. 2. Expert assistance promised by the Ministry of Health in Nutrition Education is not available. 3. So many volunteers have left the project that it lacks continuity.	Effective leadership is very important. It may be necessary to replace or train the original leaders. Consider these methods: 1. Group Discussion and Community Meetings, page 89 2. Bargaining and Negotiations, page 94 3. Nonformal Education including on-the-job training, page 95

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PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
Conflicts and disagreements which threaten the project have developed between key groups in the project. 1. Yes ☐ 2. No ☐	1. A project may be developing a village health center, and a serious disagreement has developed over the location of the center. 2. A cooperative to market excess produce can not agree on the structure of the group. 3. A community organization created to plan and manage a sanitation plan for the village is opposed by some of the village elders.	Conflict between opposing groups is a frequent occurance and the real reasons for the conflict are often hidden. Consider these methods: 1. Group Discussion and Community Meetings, page 89 2. Bargaining and Negotiation, page 94 3. Technical Assistance, Coaching, Team Building, page 102
Some of the volunteers appear to be indifferent to the project, unwilling to work, not confortable in the village and as a result, the project has a high turnover. 1. Yes ☐ 2. No ☐	1. Over a period of 3 months, 60 volunteers are sent to a remote village. The stay is ten days. 2. Female volunteers will not work on a latrine project. 3. Male volunteers are reluctant to make house calls on a family planning project.	Volunteer motivation is an important factor in project success. Consider these methods in dealing with volunteer problems: 1. Group Discussion and Community Meetings, pages 89 2. Team Building, page 102 3. Bargaining and Negotiation, page 94

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CHAPTER VI: FOLLOW-UP, EVALUATION OF IMPACT

*(This Chapter is meant for volunteers who
follow-up or for administrators of volun-
teer programs who do so.)*

A. INTRODUCTION

Reports of ACTION projects often are pushed aside and easily forgotten once the project is completed. A month or a year later, a similar project starts, ten kilometers away! Memories are short. No one recalls the earlier project: its successes, failures, and lessons learned. Thus, we repeat the same mistakes, solve problems which have already been solved, and develop systems which others have already thought through.

B. FOLLOW-UP, EVALUATION OF IMPACT

What is ⟶
Follow-Up
and Impact
Evaluation?

We have discussed product evaluation which answers the question: Did the project produce what it was intended to produce...for example, one-room schoolhouses, sanitary wells, a farm cooperative?

Volunteers and community members should follow-up on the project at regular intervals to find out if it is contin- uing, and if the products developed are being maintained.

- Are the latrines still in use?
- Are more being built?
- Is the food cooperative still functioning?

The also like to ask a more far-reaching question: Did the project have an effect in terms of serving the basic needs of the community?

- Did children acquire knowledge and skills?
- Did the sanitary wells reduce and prevent the spread of infectious diseases?
- Did the food cooperative produce more income, and improve the living conditions of farmers?

Follow-up and evaluation of impact give the volunteer and his organization necessary information on the outcomes and value of the project over time. Follow-up looks at the consequence of the project. In the years following, Impact Evaluation looks at the more fundamental question: Did the project make a difference?

Why
conduct a
Follow-Up
and Impact
Evaluation?

a.   Follow-Up

Many projects have little to show for the expenditure
of time, effort, and money, once the project is com-
pleted. The people who plan projects often do not
realize that initiating a new method of doing things
is not enough. Maintaining the innovation and having
it adopted is the basic objective and is difficult
to achieve.

b.   Impact Evaluation

Measuring the impact of the program gives direct
evidence to the volunteer organization that the
program has made a contribution, and is still
benefiting the community.

Without this data, you can only assume the project
has had a positive effect.

When to
Follow-Up
and
Evaluate
Impact

Both follow-up and impact evaluation of programs are
generally done at least six months to one year after
the project is completed. It is hard to be specific on
this issue. Each project should be followed up and
evaluated according to its content and timetable.

How
should
Follow-Up
and Impact
Evaluation
be completed?

a.   Follow-Up

In order to follow up, the volunteers return to the
project site to determine if the project is continuing.
They also assess if the products which were produced
(wells, latrines, a reforested hillside) are being
used and maintained. Working with villagers, they
answer these questions:

● Are the products which have been completed in
  use? Being maintained? If not, why not?

● What can be done to assure proper use and
  periodic maintenance?

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Follow-up is an interpersonal more than a technical
problem. Once the project has developed products
(people trained to read and write, trees planted on a
hillside), it is often difficult to keep the village
working on the project. Other projects, other priori-
ties become more important.

To maintain the project, the volunteers must motivate
villagers to perform the necessary upkeep. Examples
are adding chemicals to the well, recementing cracks
in the lip of the well, weeding the area between the
young trees.

Methods such as Providing a Model (see page 97) and
Technical Assistance, Coaching, Team Building, Leader-
ship Training (see page 102) may be useful here.

b. Evaluation of Impact

Evaluation of ACTION programs involves high
standards. Evaluation will not achieve the
scientific accuracy suggested for research projects,
where each variable is studied separately and care-
fully controlled. The purpose of research is to
increase basic knowledge of the variables being
studied. The purpose of evaluation is more
limited. It is to determine if the project
fulfilled its stated objectives (see Chapter III)
and to show that these objectives had an effect
(impact) on one or more of the basic needs:

- Health and Primary Care
- Water/Sanitation
- Food/Nutrition
- Education
- Economic Development
- Community Services
- Energy Conservation

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C. GUIDELINES FOR FOLLOW-UP AND
EVALUATION OF IMPACT

Follow-Up ———►

- Describe your plans for continuation/maintenance of the project:

    - What is the role of volunteers?
    - The role of community members?

- List the tasks for continuation, maintenance. Draw a timetable for follow-up. Use Form #3, page 41.

    List people and materials resources needed for follow-up. Be specific.

- Describe how records and reports will be handled:

    - Will this be done?
    - How?
    - Who will do it?
    - How often?
    - Who will receive reports?
    - What will be done with findings of records and reports?

Example:

Project
Water
Sealed
Latrines

- Describe Plans

Community members will build six new latrines. During the six months after completion of the project, a community committee headed by "x" will carry out the project. No volunteers will be available for building new latrines. Maintenance of the present latrines will be conducted by each household individually.

Tasks involved in continuation and follow-up are as follows:

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Example: Project Water Seal Latrine (Continued)

List Tasks   A Task Chart follows:

Task	Month						Individuals Responsible	Equipment, Services Supplies Needed
	1	2	3	4	5	6		
1. build new latrines	●	●	●	●	●	●	Committee	template, cement wire/to reinforce cement, pipes, tools for digging
(one new latrine complete each month)								
2. maintains latrines								
a. checks on usage			●			●	Committee	
b. checks if clean	●	●	●	●	●	●	Home Owners	
c. checks if squat plates are broken or cracked						●	Volunteers	
d. checks if water seal is adequate			●			●		
e. checks if pipes are open or unclogged			●			●		

- Keep records, make reports: Community members will develop a report monthly indicating progress on tasks of building and maintaining latrines. Problems incurred will be listed. Copies of the report will be given to the headman. The committee and headman will discuss prog ess and take corrective action if needed. Copies will be sent to the volunteer organization. They will utilize feedback to plan new programs.

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Impact ➡️
Evaluation
	a. Select and describe a few simple indicators you will measure to determine if the project has done some good.
	
	b. When will you evaluate the impact of the project? Data should be collected at the beginning of the project, at the end, and a few months later. You can then compare the before and after data.
	
	c. How will you determine that change occurred? As compared with the status at the beginning of the project, how much improvement/change will convince you that the project has had an impact?
	
	Determine how you will collect information. How will you evaluate the results? Here are some possible ways:
	
	    ● proportion or percentage of improvement
	    ● the number of people using "x" before and after
	    ● the number of cases of disease "c" before and after
	    ● the number of acres of "x" before and after
	
	d. How large a sample will you look at to determine if the project has had an impact? (see Field Surveys, page 78)

Example:

Construction
of a
Motorable
Road

Impact Evaluation

a. Indicators selected to evaluate six months after completion are:

    ● Do people use the road? How many motor vehicles come to the village and/or leave the village each day?

    ● Do people say they like the road?

b. Data should be collected on road usage before the road is constructed, and six months after it is completed.

It would be useful to know if attitudes toward the road have changed during the same time period.

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c. To determine the extent of road usage, count the number of cars, trucks, and motorcycles coming to town on a week day morning and afternoon before and after the project.

To assess the attitudes toward the road, develop 4 or 5 simple questions. Ask two or three villagers to interview ten families each (randomly select the families). Ask the people who collect the information to keep records. Give them simple forms to fill out. (See also Field Surveys, page 78).

d. To determine usage of the road, all the vehicles on the road will be counted from 8-10 a.m. and 4-6 p.m. each day. To determine community attitudes, 30 families chosen at random (out of 247 families) will be interviewed.

e. Results will be summarized as follows:

● Usage of Road:

This information will be summarized by a bargraph. See sample below.
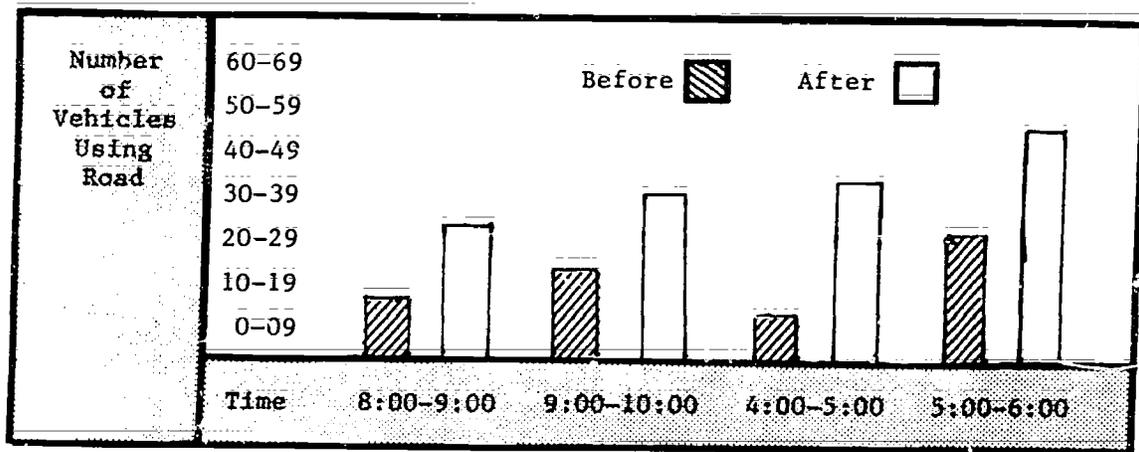
● Attitude of villagers:

- The main points of villagers attitude will be summarized in writing.

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The information will be used by volunteers to determine
if their project has been successful. They can use
the information to decide if road projects should
be repeated in other locations.

Now complete Form #6 - Designing and Completing Follow-
Up and Impact Evaluation.

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Form #6

DESIGNING AND COMPLETING FOLLOW-UP AND
IMPACT EVALUATION

ISSUES   POSSIBLE METHODS

A. Follow-Up

Refer to each major outcome of your project

1a) What are your plans for continuation
    of maintenance by volunteers and/or
    community members?

_____

_____

_____

_____

1b) List the tasks for continuation of   Chapter III, Task
    maintenance.   Oriented Planning
                                                    and Implementation,
_____   page __

_____

_____

_____

1c) Draw a timetable for follow-up.   Use Form, page 63

_____

_____

_____

2a) What people resources are needed to   Use Form, page 63
    follow-up?

_____

_____

_____

_____

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2b) What material resources are needed?   Use Form, page 63

_____

_____

_____

_____

3a) How will you, other volunteers and the
    community keep records and make reports?

_____

_____

_____

_____

3b) What will be done?

_____

_____

_____

_____

3c) How?

_____

_____

_____

_____

3d) Who will do it?

_____

_____

_____

_____

3e) How often?

_____

_____

_____

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3f) Who will receive reports?

_____

_____

3g) What will be done with findings of
records and reports?

_____

_____

B. Impact

1) What easy to measure indicators for
impact evaluation will you chose?

_____

_____

_____

2) When will you evaluate the project's
impact? Before the project?

    Yes ☐   No ☐

Just after the project is completed?

    Yes ☐   No ☐

Later when you follow-up on the Project?

    Yes ☐   No ☐

3a) How will you determine that change   Practical Exams,
occurred?   page 112

_____

_____

4a) How large a sample do you need to look   Field Surveys, page 78
at to be sure that the project has had
the desired impact?

_____

_____

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ISSUES	POSSIBLE METHODS

5a) How will you <u>document</u> your results?

Presenting Data and
   Information, page 115

_____

_____

_____

5b) What will you do with your results?

_____

_____

_____

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Additional Forms

NOTE: ADDITIONAL COPIES OF

FORMS 1 - 6 HAVE BEEN

INCLUDED AT THE END

OF THIS BOOK. THESE

FORMS ARE FOR YOUR

PERSONAL USE.

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PART II

METHODS

Part I, the Guidebook, describes the steps and procedures in planning and conducting projects. In each step along the way, a series of methods and techniques are noted, which may assist you in planning and developing your project.

Part II lists and describes these methods.

As you read the Methods Section, you will find approaches which will assist you in your project plans.

We strongly recommend that you read the Methods Section as part of your study of Part I.

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LIBRARY SEARCH

Introduction

As you plan your project, you will want to read further in order to develop technical and human skills related to the project. You may also wish to discuss your plans with people who have carried out similar projects, or who are experts in the field.

Description

You may be fortunate in that your project is located near a school with a sizable library. if so, we suggest that you consult the librarian or search through the catalog for material related to your project.

In many cases, you will not have access to such a library, especially if you are working at a distance from a city.

Here are some suggestions for obtaining useful materials:

* The United States International Communications Agency Library. It is usually located in capitol cities of countries where the United States has an embassy. It contains useful books and audio-visual materials.
* The British Council has libraries in the capitol city of most English-speaking countries.
* The United States Peace Corps and other volunteer organizations (British, French, Japanese, German, and others) have programs all over the world. Since these organization volunteers often carry out projects similar to those conducted by groups such as yours, these organizations may have manuals and technical materials of use. Staff and volunteers may be willing to share their experiences with you. Request information from the Peace Corps Country Director care of the United States Embassy in the capitol city.
* United States Agency for International Development (USAID) and Canadian International Development Association (CIDA), as well as other international development organizations (French, German, British, and others), carry out projects all over the world in health, education, agriculture, and other areas. The project offices often have pertinent technical and instructional materials. Staff of these organizations may be able to suggest additional sources. Contact USAID care of the United States embassy in the country where your project is located. Use a similar procedure for CIDA and other international development agencies.

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- Other Good Sources. United Nations (UN) organizations, such as United Nations Development Program (UNDP); World Health Organization (WHO); Food and Agriculture Organization (FAO); United Nations Cultural and Science Educational Organization (UNESCO), and the International Labor Organization (ILO); United Nations Children Fund (UNICEF). WHO, ILO, FAO, and UNICEF publish manuals, audio-visual materials, and texts which will be of use. Visit or write the UN office in your capitol city.
- Religious Organizations (Catholic Relief Services, United Missionary Groups, and other) provide basic human needs services. These groups often have valuable instructional materials which may be borrowed. Staff may be willing to discuss their experiences in projects similar to yours.
- Development Banks. There may be a regional or country development bank in your country. These banks provide developmental assistance. They usually have libraries.
- Government Ministries in your country (Ministry of Health, Ministry of Education, Ministry of Agriculture, etc.) carry out human service projects. These ministries often publish and circulate materials. In addition, technical staff at these ministries may be contacted.

Advantages   When planning a project, it is a good idea to receive ideas from a number of different sources before making decisions. Books, articles, films, and personal contacts give you ideas which you may utilize.

Disadvantages   Reading books and talking to "experienced practitioners" may cause confusion. Not everyone does a job in the same way.

Some studies and reports on development projects are theoretical and may be of limited value. In addition, studies do not report everything. They may or may not report failures. Also, some reports do not describe techniques.

References*   Volunteers in Technical Assistance (VITA)
3706 Rhode Island Avenue
Mt. Rainier, Maryland 20822, USA

Voluntary Health Association of India (VHAI)
C-14 Community Centre
Safdarjung Development Area
New Delhi 110016, India

Foundation for Teaching Aids at Low Cost
Institute of Child Health
30 Guilford Street
London, WC1N 1EH, England

World Education
1411 Sixth Avenue
New York, New York 10019, USA

Technical Assistance Information Clearing House
200 Park Avenue South
New York, New York 10003, USA

* The groups listed distribute a variety of educational
  material in the human services field

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FIELD SURVEYS

Introduction

A field survey is the process of collecting information by observing how people behave, by asking people what they do or what their opinions are, or by counting animals, parcels of land in crops, number of wells, etc.

If your concern is what people are doing, what people want, how may goats they have, whether on not reforestation is desirable, usually the first necessary step is to get out in the field and collect the information directly.

Description

There are many kinds of surveys. For the purposes of this manual, we will discuss three basic ways of collecting information:

- Directly from people...what they think, want, do, what health problems they have, etc.
- Indirectly from people...observing their project-related behavior.
- Directly from the environment...availability of water, sanitation facilities, schools, health centers, whether an area is forested, etc.

There are four basic steps in conducting field surveys:

1. Determine the kind of information you need, how it will be used, and the sources from which it will come.
2. Select a technique or approach for collecting the information.
3. Collect the information.
4. Report on and use the information collected.

1. DETERMINE THE TYPE OF INFORMATION YOU NEED.

The first step is determining the kind of information you need, how it will be used, and the sources of the information.

Volunteers are most likely to seek information from these sources:

- Directly, from people, by asking them what they do, what their problems are, etc.
- Indirectly, from people, by observing how they behave and what they do: how they get to health centers, how they describe illness, etc.
- Directly, from the physical environment: the land, water, etc.

How does one get information directly from people? There are essentially two ways: formal interviewing, and informal surveys.

Formal Interviewing

Interviewing is the process of collecting information from people by asking them questions. The questions can be written in a questionnaire and asked exactly as they are written. For example: "Has any individual living in this family or family group been too ill to perform his usual routines in the last month?" The questionnaire containing the list of questions should also have space to record answers. The answers might be "yes" or "no."

The advantage of this approach is that those responding are all asked the questions in the same way. Responses are usually easily recorded.

The major disadvantages of this approach is the skill required to produce questions which produce the desired information.

For example, consider these questions:

* "Are you still beating your wife?" No matter how a respondent answers, he is guilty.
* "What is the name of your employer?" A person who is not employed may not be able to answer the question.

A better way of phrasing these questions is:

* "During the past six months, have you ever physically hit your wife?" The individual can respond either "yes" or "no."
* "Are you presently employed?" The respondent can say "yes" or "no." If he or she says "yes," then another question is asked: "What is your employer's name?"

Informal Surveys

The second approach to getting information directly from people is by informal conversation. In this case, you start with a list of general questions. You ask the questions in the tone of voice, and in the order, which best seems to fit the situation. For example, you may be doing a survey to find out where village members get their water. You may have a series of questions such as:

* "How far away is the water source?"
* "How do you get the water?"
* "For what purposes do you use the water?"
* "Is the water clean?"

In this approach, you might get answers to these questions in a different order than above. However, the response is the important product. The response to the series of questions might be included in a brief report:

Of the 20 families in the village:

- In 17 families, the children fetch the water;
- Nineteen families collect water from a river approximately one kilometer from the village; and
- All villagers report that they feel the water is safe for any use.

The advantages to this informal approach are that complicated questionnaires are not necessary. Villagers may find it easier to respond to informal approaches.

The disadvantage of this informal technique is that questions may not be asked in a precise manner, causing respondents to misunderstand. As a result, the information collected could be inaccurate.

When to Use Interviewing

Interviewing people, either by using a formal interview or an informal survey, is most appropriate when you want answers to questions such as:

- The number and characteristics of people in a village;
- What people do, where they work, where they gather water, etc.;
- How illnesses are treated; or
- Attitudes toward food preparation, clean water, family planning, etc.

Sometimes, interviewing can be used to collect very sensitive information such as sexual practices or questions related to personal cleanliness

Interviewing is not a   proach when the informat. required is technical,   s how deep a well shoul² dug, or how a foot brid.   iould be constructed. He a reference handbook or manual might be the best souŗce.

In sum, interviewing should be used when you want to collect information on people's attitudes, practices, and behaviors.

Observation

A second major way of collecting information is through observation. Here, the approach is observing what people do. Suppose that you are interested in knowing if people spend time socializing the process of gathering water. The advantage to this approach is that asking questions is not necessary. All we need to do is to station an observer near the well with instructions to watch the people. He should measure the time that people spend at the well, and what they do while there.

The disadvantages are that, frequently, the situations may be more complicated than in the example noted above. Also if people know they are being observed, their behavior will change.

Information About the Environment

The third major approach to collecting data is by collecting information about the physical environment. A volunteer may use this approach to help find out where community wells, latrines, seepage pits, etc. should be located.

This approach often is used in combination with the interviewing and observation process and assistance from technical experts. For instance, the technical expert can advise on the suitability of the soil for latrines or wells. This technical information, coupled with interviewing and observation, can assist in identifying the most desirable location.

2. DEFINE AN APPROACH

You have determined the kind of information you require. The next step is to develop and refine your approach.

In terms of formal interviews, you must think through and produce a series of questions to be asked. If you have not had experience in designing questionnaires, try to find someone to assist you. Or you may be able to find a book which offers guidance in developing questionnaires. (See references on page 83.) Another possibility is to use a questionnaire that has been prepared by someone else, perhaps with a few minor changes.

Here are problems which often occur in questionnaire design:

1. Questions are poorly written. They may be too vague or general. They may not produce the information you want. The respondent may not understand the questions.
2. A questionnaire may omit or leave out important questions. For instance, consider a demand for one-room schools. It is important to know the number of school-age children in a community.
3. At the other extreme, questionnaires sometimes contain more questions than are necessary. As a result, they may take too long to complete. Ten to twenty questions should be sufficient.
4. Some questions can be too sensitive and people will refuse to answer them or lie.

One faces somewhat similar problems in designing informal surveys, though not quite so serious. Advice from experts or the opportunity to consult a reference handbook will be useful. Or you may be able to construct a good conservation-interview by following these steps.

1. Define what specific information you need to know.
2. Reduce your information needs to a few simple questions.
3. Within your group of volunteers, ask and answer each question. Discuss each question in terms of what it means, and the kinds of responses the question will bring. How might the wording be improved to obtain the kind of response you desire?

In some ways, observation is the easiest technique, and in other ways, it is the most complex. The difficulty is not so much in selecting behavior to observe, but to determine what constitutes "observed behavior." For example, suppose you wish to know whether or not children in a village play near defecating animals. You must be very precise in defining the playing area and how close the children are to the animals. The number and kinds of animals involved must also be described.

Your draft questionnaire, interview guide, or observation checklist should be reviewed by co-workers and experts. Try outs or Pilot-tests should be made in settings similar to your field assignment to determine:

- That the questions selected are appropriate;
- That all the necessary questions are asked;
- That the interviewers and those who will complete the observations are given proper instructions; and
- That people understand your questions.

3. COLLECT THE INFORMATION

Often you find that there are more individuals or observations in the community than you have the resources or time to interview or observe. When this occurs, you will want to interview, observe, or count only some of the people, events, or things. This is known as selecting a sample. It should be done so that the people, events, or things are selected on a random basis. Here is a simple, though not entirely scientific, way of producing a sample:

1. Estimate the total number of individuals, events or things in the entire community. How many households, play areas, rivers, well sites, etc. are in the area?
2. Decide on the number of individuals, events, or things you will interview, observe, measure, or evaluate. This is a difficult number to determine. Generally the smaller the total number in the entire group, the larger the proportion you should interview, observe, count, etc. For example, if there are only three play areas or two wells in the community, you may want to observe each. But if there are 500 households in the community, you may only want to interview 35 or 50

households. Also consider the time available for
the study and the d gree of accuracy you wish. A
smaller sample will, in general, give you a less
accurate answer than a larger sample. So, if you want
to be entirely sure, it would be a good idea to use a
larger number of interviews, observations, etc. In
any case, specify the number you wish to include in
your sample before you begin.

4. RECORD AND INTERPRET THE INFORMATION

This is one of the most important steps in field surveys.
C   r information is collected, you must tabulate or
g   information. Group it in ways which will be
us...a for answering your questions. A simple way of
presenting the data is to do so in terms of the actual
numbers or percentages. Here are some examples:

- In a survey of 100 households, 83 (or 83%) had
  children under five years of age.
- Fifty-five percent of the children in the community
  play near feeding pigs.

Advantages	• Gives the volunteer first-hand information • Acquaints him with factors in the community which have a direct bearing on the project. • Promotes realistic planning.
Disadvantages	• Time consuming to plan, execute, and evaluate, especially .: design of the field survey is complicated. • Quality of data is related to the design of the survey instrument. A poor instrument will result in poor data.
References	Oppenheimer, AJ: Questionnaire Design and Attitude '. 3a.:c Books, 1966 Deutsch M et al: Research Methods in Social : Part 2: Selected Techniques. Bryac Pr ss, ., 1951.

Introduction   Volunteers only rarely possess all the specialized skills
needed to carry out projects. Because of this volunteers
help themselves by consulting experts, either individually
or in groups. There are many ways of doing this. We
discuss three approaches: consulting experts, developing
task forces or arranging for a technical conference.

Description   An expert is a person who is exceptionally knowledgeable
about a subject.

It is often possible to identify an expert in your community --
primary care workers (doctors, nurses, midwives), agricul-
tural specialists, sanitary engineers, builders, etc.
These people can help you solve specific problems in
planning and implementing the project. They are often
willing to help you. Develop a set of specific questions
for them to answer. Bring the list with you when you
interview them.

Task Force

A task force is a small group of experts who are called
together to solve a problem. It can, and should, include
community members. A task force may be called on to
identify possible sources of drinking water in a community.
Or they may come up with a recommendation for types of
seedlings to use to reforest a hillside. Once the task is
completed, the task force is disbanded.

By gathering together an expert group, and bringing them to
a field location it is possible to obtain different view
points. It is possible to discuss different solutions,
and to form a consensus best solution to the problem.

Technical Conference

In a technical conference a group of experts are called
together to advise on how to carry out a project. They
discuss the project's various components. They weigh
alternatives, and provide conclusions and recommendations.

Advantages	The advantages of using experts include:
	● Excellent for obtaining accurate detailed analysis of a problem quickly.
	● Group interaction tends to result in thorough coverage.

Disadvantages	● The expense may be considerable.
	● It is difficult in rural areas to assemble a group of experts.
	● Sometimes, outside experts are not sensitive to the needs of a community.

Examples	● A volunteer wanted to teach emergency first aid procedures to villagers. She called together a small group of physicians, health educators, and health auxiliaries in the capitol city. This gave her information on which first aid procedure to teach, how to teach them, and what manuals to use.
	● A volunteer group wanted to start a fish cooperative by stocking some ponds. Before they began their work, they called together a task force consisting of a fishing expert, an expert in cooperatives, a rural sociologist, and the village leaders. The group assessed the problem and determined a plan of action.

References

Robinson, Jerry W and Clifford, Roy A: Organization Styles in Community Groups. North Central Regional Extension Publication #56-2. University of Illinois at Urbana-Champaign, College of Agriculture, July 1971.

Taylor, B and Lippitt, G: Management Development and Training Handbook. McGraw Hill, Maidenhead, United Kingdom, 1975.

COMMUNITY ORGANIZATION

Introduction　　Community Organization is the process of bringing members
　　　　　　　　of a community together to solve their problems. Community
　　　　　　　　Organization is a powerful way of bringing about social
　　　　　　　　change.

　　　　　　　　Community Organization is effective when there are problems
　　　　　　　　which affect most members. It is effective when community
　　　　　　　　members recognize that they can solve these problems.
　　　　　　　　It is relatively ineffective, however, when the community
　　　　　　　　as a whole cannot agree on communitywide problems. Two
　　　　　　　　examples where Community Organization can be effective
　　　　　　　　follow.

Example 1　　Members of a village want a road through their village.
　　　　　　　　They cannot persuade provincial leaders to build the road.
　　　　　　　　They band together in a group and present a petition to
　　　　　　　　higher levels of political leadership.

Example 2　　A river flowing through a village is polluted because
　　　　　　　　villagers permit cattle to roam in the river. Villagers
　　　　　　　　also dump raw sewage in the river. A volunteer starts
　　　　　　　　talking to small groups of villagers about the desirability
　　　　　　　　of keeping the water clean. He gradually increases the
　　　　　　　　size of the groups. Finally nearly all adults in the village
　　　　　　　　attend a meeting. Officers are elected and charged with the
　　　　　　　　responsibility of developing regulation for using the
　　　　　　　　river. They must also enforce those regulations. When
　　　　　　　　this task is completed, the leaders recommend that the
　　　　　　　　village construct a village health center.

　　　　　　　　The preceding examples illustrate the key elements.

　　　　　　　　1. The existence of problems. The community must have
　　　　　　　　problems which they perceive as potentially solvable
　　　　　　　　by them. This does not mean that all members must
　　　　　　　　initially realize there are communitywide problems.
　　　　　　　　Frequently, recognition of problems by only a few
　　　　　　　　people is sufficient. Most communities have many
　　　　　　　　problems which are not usually thought of as solvable.
　　　　　　　　For example, villagers often see polluted water,
　　　　　　　　malarial infectious diseases, poor crops, dirty water.
　　　　　　　　They think these problems are unavoidable and
　　　　　　　　un...

2. Leadership must be available to create community
   awareness and responsibility in solving the problem.
   This is accomplished best by someone skilled in the
   process. See Example 2 above. The volunteer went
   about the community, meeting at first with a few
   individuals, and then with larger and larger groups.
   Sometimes, this process of building leadership by
   developing consensus starts by asking such simple
   questions as: Why do people get sick? What can
   be done about it? This slow process of building
   consensus accomplishes two goals: Community members
   begin to see that their problems are solvable by
   them. Leadership therefore emerges.

3. An organizational mechanism for solving problems is
   created. Once the group represents the major groups
   in the area. they will start talking about how they
   as a group can be effective. The group should then
   start thinking about some sort of organization, with
   officers and procedures. This step is important
   because it enables the group to get things done and
   maintain itself. They might create a formal organiza-
   tion with a name, dues, membership fees, a constitution,
   and rules and regulations. Or the group may organize
   itself in informal ways, by electing a few officers
   for an indefinite period of time.

4. Plan of Action. The group should develop and carry
   out a plan to solve the now-recognized community
   problems. This is important, because it was the
   need for action which brought the group together.
   The leadership will want to demonstrate to community
   members that they can actually solve problems.

Advantages

* Community Organization is an ideal technique when
  potential leadership is available; an identifiable
  community exists; and there are problems which are
  community-linked.
* The leadership does not have to be experienced, although
  experience is helpful.
* Community organization is inexpensive: it does not
  require highly trained technicians or large sums of
  money.

Disadvantages

Community Organization is not likely to be successful when:

Members of a community are suspicious of each other.
They have no history or experience in working together.
They have rigid cast or social groupings which prevent
members of the community from working together.
The political or other leadership groups in the community
feel threatened. In such instances, those interested in
community organization must first approach the threatened
groups.

References   Robinson, JW and Clifford, RA: Organization Style in
Community Groups. Urbana Champaign University of
Illinois College of Agriculture, Cooperative Extension
Service, 1974.

B nett, AE: Community Development Education. Northeast
Regional Extension Public Affairs Committee, PICS,
University of Maine, Orono, Maine 04473.

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GROUP DISCUSSION

Introduction

Group discussion is a process whereby small groups come together for problem-solving purposes. Discussion also clarifies con. icting values and attitudes held by group members, deve of consensus, and generates new ideas. This process is s... ines called group dynamics.

The techn ... ticularly effective when a program, project, ... is threatened by conflict between the part ... is also effective when group members are hone ... d with solving their problems. It is most ... en skilled group leadership is available.

Group discussion often fails because of poor leadership and when some group members cannot or will not compromise. A group discussion process car be held for a few hours or continued for many sessions. A session should be a maximum of about two to three hours long.

Description

Group discussion should be used when community members disagree about project priorities and activities. The process is most effective when the problems are the attitudes, values, and relations of the group members. The process is least effective when issues involve highly technical methods and techniques. Here advice of experts is more productive than discussion.

group dis... ion program should involve 10 to 20 members. with larger groups, the individual is often 'lost' and ads it difficult to participate. If a larger group is ne of ar, the larger group can be bro... n into two or more smaller groups. When more tha one group is involved, each gro p should pursue its own activities. The small groups should b brought together on occasion to consider larger or common problems.

The Setting

The setting for group discussions is important. The group should meet in a quiet place where they feel comfortable. The room sho. d have rge, preferably round table, or at least a series of small tables which can be grouped together. A blackboard should also be available.

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Selecting a Group Leader

This is a crucial problem in group programs. The leader
selected should have the support of the entire group.
Also, he should have previous experience in conducting
group sessions.

There are two possible ways of selecting a group leader:

1. The first is to select a leader before the program
   starts. You may be able to find a willing person in
   the community or from outside who has had group leader
   ship experience. If this step is followed, group
   members should be advised beforehand. The community
   must be willing and agree to accept the leadership
   of the individual selected.
2. The second process is to select a group leader from
   among the group at the first session of the program.

A group leader should have these qualities: He must have
the confidence and respect of the group members. They
must see the leader as a neutral person with regards to
the issues for discussion.

The leaders must be able to manage the group without
being a dictator. He also must be able to assist the
group in clarifying issues, and reaching consensus. He
should be able to calmly discuss the issues that separate
various group members.

The group leader must also be able to identify issues
of which group members are not aware or are unable to put
into words. He should be able to listen effectively to
others. He should involve others in the discussion and
not dominate the activities of the group. He must be
able to redirect comments that are not relevant problems.
He should provide group and translate general
comments into specific issues.

In addition to the group leader, you will want to select
a recorder. The recorder keeps "minutes" or a record of
the major issues and agreements.

From time to time, the group leader may call on the
recorder to summarize decisions reached by the group.

The group leader may also break the group down into
smaller groups. This allows more people to discuss issues.
The group leader will appoint a discussion leader for the
small group.

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The process of organizing a group program is as follows.

1. The various small groups should be brought together on occasion. They will report conclusions, and issues that each group is discussing.

2. The group leader should present an agenda at the first session. The agenda should not be formal. It should simply note the overall purpose of the group, the general problems on which the group will focus, etc.

3. The group leader should produce "ground rules" for managing and conducting the group program. These "ground rules" should specify how long each session will be. How often the group will meet and how group members will participate in the program should be discussed. Finally, the rules should indicate how to determine priorities for discussion and if consensus has been reached.

4. As noted above, the role of the leader is imp He or she must be a neutral person not involved issues that divide the group. He must be a facilitator, a person who enables the group members to reach agreement. The leader participates in the activities of the group so as to strengthen group friendships, unity, and purpose.

   His role will be to summarize the decisions reached by group members and the activities of previous sessions. The leader also makes it possible for various members of the group to participate.

Group Discussion is a particularly effective technique when:

* A capable leader is available, who has the respect of group members;
* The concern is with the attitudes and values of group members;
* People within a group discuss conflicting views of the problems and issues with which the community should be concerned;
* The members of the group are genuinely concerned with problem-solving; and
* The members are willing to compromise their conflicting attitudes.

It is a proven method of arriving at group agreement, common concern, and introducing new ideas.

Disadvantages   A group may be ineffective and at a disadvantage under the following conditions:

* When the group members vary considerably in status and prestige;
* If effective group leaders are not available;
* If agreement reached within the group then breaks down in the larger community; or
* If small cliques within the group dominate the activities of the group to the detriment of the broader community.

Here is an example of how, when, and where a group discussion program may be organized:

Example   A community might have received sufficient equipment, supplies, and funds to construct a well or community latrine. Members of the community, however, are divided on whether a well or latrine should be constructed. Some have very strong beliefs about their preferences.

A volunteer leader is unable to get the community to agree. He asks 15 community leaders to participate in a series of group meetings. They agree to meet.

During the first session the community accepts the volunteer as leader. The group will meet over a period of one month for three hours a week.

The first session of the group is concerned with procedural matters. They adopt an informal list of priority issues and an agenda. Decisions on organizational matters are made. An outside expert will be invited to talk about the water problems of the community.

At the second session, the outside expert is introduced by the group leader. The expert talks for 15 to 30 minutes as was agreed on about an informal survey he made of village water problems. He talks about the likelihood of the village water source being contaminated. He describes what has happened in other communities with similar conditions. For the rest of the session, the members of the group ask questions of the expert.

At the third session, the group discusses the previous sessions. At this time, the group is genuinely concerned in both a community latrine and well. However, they realize it is not possible to obtain sufficient equipment for both activities.

They agree to an informal poll of the heads of families in the community to determine community preferences. The remainder of the third session is devoted to planning the community poll.

The group agrees that the poll should be conducted before the fourth meeting one week later. Each group member will interview ten members of the community.

At the fourth session, the members of the group report on their ten interviews. The group thus has, as a whole, 200 interviews to report on. The consensus of the interviews is that the immediate preference is for a well. The community also wants to construct, using their own resources, inexpensive pit latrines.

The group has been meeting for four sessions and has developed into a cohesive group. The members realize they have become effective problem-solvers. They agree to .continue meeting on a monthly basis. They will plan the community well, make certain the well is built properly and maintained on a regular basis.

References

Cathcart, RS and Samovar, Larry A: Small Group Communications - A Reader. William C. Brown Company, Dubuque, Iowa, 1970.

BARGAINING AND NEGOTIATION

Introduction	Suppose a group of community members has plans for building a foot bridge or health center. Another group in the community opposes your plans and can prevent your project from being developed. The situation may call for bargaining and negotiating a settlement acceptable to both groups.
Description	In bargaining and negotiation, two or more individuals or groups, somewhat equally balanced in power, come together and agree to a plan acceptable to both. Groups may have conflicting needs and wants. They may have the ability to prevent others from achieving their goals. Each group should give up some of their demands.

The best example is that of the employee and employer. The employer has the power to close the worksite, but desires the profit which comes from a working factory. The workers wish to work and receive more wages. Both groups negotiate a settlement; both give and gain. The employer may get an agreement from the employees. They will not demand higher wages or go on strike for one year if he, the employer, will grant a 10% wage increase.

How does the process work?

There are two major ingredients in effective negotiation:

1. The groups must be relatively equal in power. Each must be able to stop the other from otaining its goals. Here is an example of groups with unequal power.

   Suppose that, in an attempt to build a bridge in your community, your group is confronted by another group which has the equipment and materials to construct the bridge. Their plan is inferior, but they can stop you, since you cannot get the equipment and materials. You cannot stop them. In this case, the groups are not equal in power, and it is not likely that the other group will want to negotiate a settlement with your group. You have nothing to offer.

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2. <u>Both groups must want to solve the problem</u>. In this case, both groups must realize that a joint solution is preferable to one group overpowering the other. The group with the equipment and supplies may want a joint solution. But the other group may not want a solution, and negotiation is not possible.

Suppose that negotiation will have positive results in a conflict situation. Here are the major steps to follow:

a. The two groups agree to a series of meetings which may or may not go on for a long period of time. Agreement will be reached on such items as:

  • what is negotiable;
  • where the meetings will be held;
  • what the rules for the meeting will be; and
  • how often the group will meet.

b. The two groups select the negotiating committee. Each side selects one person to be its key representative.

c. Each group agrees to submit <u>demands</u>. <u>Demands</u> are specifice statements indicating what the group <u>wants</u>.

d. The two groups agree to negotiate these demands. This means that each group studies the proposals submitted by the other group. Each group attempts to find ways to trade off elements in one proposal for elements in the other. In the case of a bridge, one group may want the bridge located in one place, and the other group want it in another. Group A may offer a <u>trade-off</u>. They agree to the opposing group's location if the bridge meets Group A's technical specifications.

Eventually, negotiations break off, or the groups agree to a settlement. When unable to reach a settlement, the groups may agree that an objective outsider will be selected to rule on a settlement binding on both parties.

<u>Advantages</u>	Negotiation is a useful process when: • Opposing groups want a settlement; • Each group's demands are not too far apart from the others; and • The groups are somewhat equal in power.

Disadvantages   Negotiations is not apt to be useful when:

- One party does not want to, or need to, negotiate; or
- The issues separating the groups are so different that common ground does not exist.

References   Taylor, B and Lippitt, G: Management Development and Training Handbook. McGraw-Hill Book Company, Limited, Maidenhead, United Kingdom, 1975.

PROVIDING MODEL BEHAVIOR

Introduction

A volunteer should always assume that he is in some sense serving as a model for community members. In all probability, you as a volunteer are an outsider to most community members. You are probably better educated and have had broader experience than most members of the community. As a result, you may be looked upon as someone special. Children will start imitating your dress and behavior and adults will seek advice.

It is important that you understand the limits and advantages to this special relationship and that you do not misuse it.

Description

All of us pattern a great deal of our behavior and attitudes on other people's feelings and behavior. If community members see you as a model, this relationship can be important. Here are some examples:

- Do children tend to pattern their behavior, language, dress, etc. after you?
- Do adults seek you out for advice and guidance?
- Do you have a special role in the project as an expert or as someone who is important?

If you answer yes to the questions above, then there are reasons to believe you are serving as a model.

The volunteer can act as a model himself by displaying the attitudes he wishes counterparts or community members to acquire. Or he can provide an outside model in the form of a visitor, a film, a case study, or even a well told story.

Advantages

Your role as a volunteer should go beyond the minimum requirements of your job. Suppose, for example, that you are constructing a latrine. You may wish to limit your role to just the actual construction of the latrine and ignore the importance of using it. The people will then also feel that the latrine is not important. So a volunteer in any project should serve also as a community model. As a model, the volunteer has an important, and to some extent, powerful role.

Disadvantages	Not everyone can serve as a model because not all community members will emulate a volunteer. Also, volunteers may misuse their model role by exploiting people (getting them to do their work). Or they may set inappropriate examples.

Examples	A volunteer is assigned to encourage kitchen gardens by providing seeds and technical assistance. The volunteer meets with families to provide supplies and encouragement. She also actually grows a garden for her own needs.

A volunteer is teaching adults to read. Classes meet three evenings a week. The volunteer and the class (15 adults) attend sessions regularly. It appears that the participants are learning to read. But the volunteer, who lives in the same village as the participants, never mentions or demonstrates the advantages of reading. Thus, participants rarely see reading outside the sessions.

References	Bandura, A: <u>Principles of Behavior Modification</u>. Holt, New York, 1969.

Introduction

In developing countries, there tends to be an emphasis on traditional ways of teaching. The students sit in orderly rows in a classroom, listening politely and taking notes, while the instructor lectures.

Nonformal education offers some alternatives to these traditional approaches. These approaches must be carefully and slowly introduced. In this way, resistance to the new idea is minimized.

Description

Nonformal education and on-the-job training encourages student participation in the teaching/learning process. The assumption made is:

> If students take responsibility for their own learning, and are actively involved, they will gain more than if knowledge and skills are imposed.

Several methods of nonformal education have been found to be effective, especially with adult learners. These involve group process and on-the-job training.

Group Process

Nonformal ways of learning focus on group interaction. Many techniques of working together in groups are used. These include the following:

- Case method. Here, the factual details of a project are presented, usually in written form. The group is asked to read the case carefully and analyze it. Interaction of people, how well the project is planned, problems identified and resolution of problems, are discussed. Sometimes, the case stops at a decision point. The group has to say how the case should proceed, what decisions should be made, what the outcome should be.
- Brainstorming. Here, the group members consider different ways of solving a problem. Each person's ideas are respectfully considered. His contributions are appreciated. No one rejects an idea which is offered. This keeps all the members of the group participating actively. The purpose of brainstorming is to come up with as many ideas as possible.

- Role-playing. The purpose of role-playing is to make group members more sensitive to the problems and points of view of others. Role-playing attempts to strengthen interpersonal skills: ability to talk with others, and to listen sympathetically and thoughtfully.
- Simulation games. Here, group members are assigned parts, as in a play. A short script or story is written to show how the people in the play interact with one another. After the beginning of the play, the group acts out how the play continues and ends. The purpose of simulations is similar to role-playing. You could consider a simulation game a more complicated form of role-playing.

See also the section on Group Discussion on page

On-The-Job-Training

One example of a nonformal approach to education is on-the-job training. Here, persons who have agreed to work on a project learn to perform the necessary technical skills while working.

On-the-job training is particulary effective with adults because they learn best when solving real problems. In order to structure on-the-job training, the instructor needs to do the following:

- Analyze the job and determine where training is needed. In a latrine construction project, for example, he or she may wish to teach people how to read a simple construction diagram; how to construct a toilet slab, etc.
- Obtain the necessary materials.
- Demonstrate and teach the procedure at a time when participants require a given skill. When a person learns a skill which he needs to solve a problem, learning is not seen as a 'school book' activity.
- Make sure participants have mastery of skill. Ask them to demonstrate the procedure back to you, or give them a representative problem to solve.

On-the-job instruction is powerful because it develops skills and knowledge which the individual needs to know, rather than that which are "nice to know." Adults are willing to work hard if they perceive that learning will be useful to them personally.

Advantages	• The group will work together informally to determine methods of procedure.
	• The group will act democratically in making decisions.
	• The solution will be their own, not one imposed on them from above.

Disadvantages	• Nonformal ways of learning/teaching may be expensive. This is true because group discussion and problem solving require time. Many solutions are considered before one is adopted.
	• One-to-one teaching and small group teaching require a lot of teaching manpower.
	• The instructor sometimes has less control over the results of the activity than in use of traditional approaches.

Example	Functional literacy programs teach people reading, writing, and arithematic while they work on a job or community program.

A functional literacy program involving volunteers and community participa.ts may do the following:

1. Determine which village prio ity should be worked on first.
2. Determine how to set up the project.
3. Once having chosen the project, the literacy work may be handled by informal study groups. These meet the particular reading or math needs of the project. For example, in a building project, villager: learn to measure when measurements are needed on the project. They learn to read instructions on diggir g foundations when they need to perform this task.

References	Srinivasan, Lyra: Perspectives on Nonformal Adult Learning. World Education, New York, New York, 1977.

Harman, David: Comm nity Fundamental Education. Lexington Books, Lexington, Massachusetts, 1974.

Ingle, HT: Communication Media and Technology - A Look at Their Role in Nonformal Education Programs. The Clearinghcuse on Development and Communication. Academy for Educational Development, Incorporated, 1414 22nd Street, N.W., Washington, DC 20037

Introduction

Perhaps the most important factor in any development program is the extent to which the program is adopted. In order to assure that the program is adopted, it is necessary to involve the community from the start. The volunteer's role, then, is:

* To give technical assistance;
* To coach individuals in the community to take over various project activities;
* To develop a community action orientation on the part of the people with whom you are working (team building);
* To develop a group of leaders.

Description

The four areas, Technical Assistance, Coaching, Team Building, and Leadership Training, are discussed below.

Technical Assistance

One definition of technical assistance might be: "helping the community to help itself." How can this best be done?

* The volunteer should define the job, and analyze the job which is to be done by breaking the job into component tasks. (See Chapter III--Task Oriented Planning and Implementation.)

  In addition, he may wish to ask advice from an expert or experienced practitioner to help him define the tasks.

* The volunteer should think through the steps of teaching the job and component tasks to others. He may wish to develop a job aid, such as a simple checklist for each task. Or, he may be able to use one or more of the manuals listed in Part III of this book.

* The volunteer then should teach community members to carry out the project. One or more of these can become counterparts. Counterparts are people who will carry on the job once you are gone.

  The counterpart might work under your supervision at the beginning of the project. You show him how to do the job, task-by-task, and how tasks fit together.

As the counterpart learns to do the job, more and more of the tasks should be delegated to him. You should begin to phase out.

Toward the end of your stay in the community, the counterpart(s) should be ready to take over the entire job. If he can? you will have done your job well.

Coaching

The term coaching comes from the world of sports. The Webster dictionary defines coaching as follows: "to train intensively by instruction, demonstration, and practice; to direct the movements of a player; to direct or prompt."

The purpose of coaching a player is to build competence by demonstrating each motion in the game. The coach gives suggestions on how to improve performance.

Coaching assumes that you, the volunteer, can carry out the job and the tasks in the job. It assumes that you want, and are able, to transfer these skills to others.

Team Building

The coach also has a responsibility to the team as a whole.

- Many of the tasks in a volunteer project need more than one player. The players work together on the same or different tasks. To build a smoothly functioning team or group, the coach needs to determine how the tasks can be efficiently accomplished by a group. He then coaches the team to work together.

- There is a human, as well as a technical, component to team building. The group as a whole needs to feel positively about the project...they share a common goal. The project should become their project. The members of the group need to be sensitive to each other's contribution. They need to cooperate, to work together smoothly. They must realize that the whole is greater than the sum of its parts.

Leadership Training

Some individuals assume more of the responsibility, work harder, and are turned to by other members of the group for guidance or direction.

Those individuals might be called the natural leaders.
These individuals should be identified. Their natural
talent should be strengthened.

The following set of concepts and skills might be
included in this informal leadership training:

Concept of democratic leadership. When a problem comes
up, it is generally agreed that the group should solve
the problem itself. The leader serves as a moderator.
The autocratic, or "you do this because I say so,"
form of leadership is generally ineffective. Workers feel
they have no independence. They cannot structure the
work to make it compatible with their ways of doing
things, their rhythm. They feel that all decisions are
made by their boss. People often produce more initially,
and continue to produce more with a democratic form of
leadership. Here the group makes its own decisions on
how, when and where to work.

In order to build democratic leadership capability,
the volunteer should encourage group decision making
and problem-solving. He should give leader trainees
a chance to moderate groups making their own decisions.

Example

Volunteers, who had recieved training in primary care,
were asked to retrain a group of traditional birth
attendants (TBA) in the Western way of delivering babies.
The main techniques to be taught were clean (aseptic) ways
of cutting and dressing the umbilical cord, giving
antitetanus injections to the mother during the last
three months of pregnancy and educating mothers about the
best diet for babies and nursing mothers.

The volunteers first worked for a few weeks in the field,
along with traditional birth attendants (TBA). This
allowed them to determine:

- What methods were correctly being used;
- What skills needed to be taught that birth attendants
  did not presently have; and
- How to best interact with TBA's.

On the basis of this activity, the volunteer organized
and delivered a workshop for TBA's. This workshop involved
both "classroom" and field activity. During the field
activity, TBA's were asked to give health education talks
to expectant and new mothers. They were also asked to
deliver babies using the new techniques.

During the workshop, TBA's worked as a team to solve common problems. Leaders to moderate group discussion were identified and utilized.

At the conclusion of the workshop, volunteers chose half a dozen TBA's with leadership skills for advanced training. This group began to teach other TBA's, using the techniques and context of the first workshop. During this second phase of the training, volunteers observed the new teacher TBA's train others.

At the conclusion of the project, volunteers left not only a group of traditional birth attendants with new technical skills, but also a second group of TBA teachers.

Advantages	These techniques develop local strength. This promotes transfer of technology. The local people learn useful skills. They then can continue the project(s) without volunteer assistance.
Disadvantages	It is difficult and time consuming to promot self-reliance and independent functioning. It often seems easier to do the job yourself.
References	Lineberry, C and Bullock, D: Job Aids. Englewood Cliffs, New Jersey, Educational Technology Publications, 1980. Hersey, P and Blanchard, K: Managment of Organizational Behavior - Utilizing Human Resources. Englewood Cliffs, New Jersy, Prentice Hall Incorporated, 1977.

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COST ANALYSIS

Introduction

Cost analysis is simply the process of identifying the resources required to complete a volunteer assignment or project. Cost analysis identifies the quality or quantity of resources required. It analyzes financial and other costs involved.

Frequently, volunteers assume resources are readily available and that the cost of the resources is so low that cost analys' is not necessary. However, when the project is wel' unde..ay, the volunteer may find that tools, equipment, materials and skilled manpower are necessary to complete the project, and that these resources are not available. Or, a project may be completed, such as a well. All those involved may have ignored the need for a supply of parts for the pump. Several months after completing the well, the pump breaks down...and spare parts are not available.

Cost analysis should not only help you estimate what it will cost to complete and keep a project functioning. It will also provide guidance as to whether or not a project should be undertaken.

Description

Cost analysis estimates the kind and amount of 1) materials/money; and 2) volunteer/staff resources needed to complete a certain project. In estimating the total amount of resources needed, the volunteer should consider each of the tasks listed (see Chapter III--Task Oriented Planning). He should attach a time estimate to each task. He should also determine what type of, and how much, material resources are needed for each task. Once the analysis is completed, the volunteer should develop a budget specifying people and material resources (see example below).

The budget may include items that are not, and probably can not, be reduced to a specific amount of money; that is, the service of the community residents and the services of the volunteers. These items expressed in days of services may be left out of Column 1. But the amount of services should be estimated to be certain that the project will have the necessary nonpaid service of community members. Assume the project will require 20 community members. Each person will provide 60 days of services over one year's time. The question is: Is this possible in the community being considered? If not, perhaps the project is not feasible.

A similar question can be raised regarding volunteers.
Is it possible to obtain the services of a group of
volunteers for so many days each, over a year?

In the example below, it is assumed that materials, supplies,
and equipment will be provided by the project.

Advantages	The more complicated your project is, the more thorough will be the cost analysis. If you have correctly and completely included all cost items, you will be sure whether or not your project can be completed in the context of the costs involved.
Disadvantages	A cost analysis should not be the only criterion used to determine the feasibility of your project. It should be considered along with your Situational Analysis and Needs Assessment. In addition, it does not always mean that a project should be terminated if, for example, fertilizer for home gardens can not be purchased.

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Example: A cost analysis can be specific or general. Here is an example which is fairly specific for a project involving village gardens in Jamaica.

COST ESTIMATE

(Dollars, Jamaican)

Year 1

	To Be Paid by This Project	To Be Paid by Other Sources
A. PERSONNEL		
1. Paid Staff. Soil tester: 5 days at Jamaica. @ $ 20.00/day		$100.00
2. Community Residents, non-paid: 20 persons will serve on the planning committee. Each provides 60 days; 1200 days total.		
3. Volunteers. 5 volunteers will provide 2 days of service per month, or 34 days/year; 170 days total.		
B. MATERIALS AND SUPPLIES		
1. Assorted Garden Seeds. Sufficient seeds for 175 families. @ $ 1.00/pack	$175.00	
2. Fertilizer. Sufficient for 175 families. @ $ .50/pack	$ 87.50	
C. BASIC EQUIPMENT		
1. Cultivating Equipment:		
1 till. @ $100.00/each		
10 spades. @ $ 5.00/each		
10 rakes. @ $ 5.00/each		
Assorted equipment. @ $100.00/each	$300.00	

		To Be Paid by This Project	To Be Paid by Other Sources
D.	TRANSPORTATION		
	1. Volunteers, to village: 12 trips for 5 people; 60 trips total. @ $ 20.00/trip		$120.00
	2. Soil Testers, two persons. @ $100.00/each		$200.00
	TOTAL COST:	$562.50	$420.00
	GRAND TOTAL:		$982.50

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FEEDBACK

Introduction	Feedback is ongoing information on how well a worker is performing or learning, and whether or not the project is meeting its objective. You obtain feedback on the performance of particular tasks, whether the project is on schedule, etc. Feedback is the best way of regulating a project. Frequent feedback tells you what is going well, what is not, and why.
Description	Feedback may be obtained formally or informally. It should be available as frequently as possible. You should plan methods of obtaining feedback.

Formal methods of obtaining feedback include:

- Tests. In your literacy program, are your students able to read the material you give them? Are they able to solve the arithematic problems you give them? To obtain feedback, develop progress tests which give you day-by-day information about how well students are learning.
- Performance Checks. Are your village counterparts able to perform each step in preparing the ground and planting seedlings? A checklist outlining the main tasks or steps can help you determine if some tasks are performed improperly or not at all.

Informal methods. For volunteer projects, informal methods of obtaining feedback are highly recommended. Find out from your fellow volunteers and village counterparts what part of the work is going well and where the difficulties occur. Observe people at work. Listen to accounts of what happened. Ask questions.

Advantages	You are able to maintain control of your project if you know what is going on. You can meet problems head on, anticipate shortages, and keep the timetable from slowing up.
Disadvantages	In order to obtain feedback, careful plans must be made and implemented. It is sometimes inconvient or difficult to make changes when the feedback shows you that problems exist. Obtaining feedback is a lot of work and requires discipline.

References

Bloom Hastings, Madaus: Handbook of Formative and Summative Evaluation of Student Learning. New York, McGraw-Hill, 1971.

Ebel, RL: Essentials of Educational Measurement. Englewood Cliffs, New Jersey, Prentice-Hall, Incorporated, 1972.

Clark, N and Caffery J: Demistifying Evaluation, New York, World Education, 1414 Sixth Avenue, New York 10019, 1979.

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PRACTICAL TESTS

Introduction | Practical tests allow you to observe and assess the worker as he performs a critical task. Such tests are useful in giving you exact information on whether community members are able to perform tasks which are part of the project. If people are not able to perform the tasks, you may have to show them how to do the task correctly, or at least the part of the task with which they are having difficulty.

Description | A practical test is a test of performance. It tests the actual on-the-job skill, thinking, doing, communicating, or comes as close as possible to testing that skill.

One simple way of testing performance is by constructing checklists which outline the critical steps in the procedure.

Directions for constructing a practical test follow:

1. Decide on Critical Steps.

First, decide what the critical, important steps are in performing the task...

- List all the steps;
- Cross out unnecessary steps; and
- Order steps as they would be performed on the job.

For example, in the following checklist, steps c, g, and i could probably be crossed out...

Checklist for Sterilizing Instruments

a. Uses cleansing agent.
b. Washes instruments.
c. Drains water from sterilizer.
d. Rinses sterilizer.
e. Places instruments in sterilizer.
f. Adds water to cover.
g. Turns on heat.
h. Brings water to boil.
i. Tests whether water is boiling at 212°.
j. Boils equipment 15 minutes.

Item c. could probably be omitted because in order to rinse the sterilizer, the water would have to be drained. Item g. could be crossed out because the heat needs to be turned on to boil the water. Item i. could be crossed out because you need not test the temperature if the water is boiling. (If the water is boiling, it is already at 212°.)

2. **List the steps one by one.**

Each step should be so written that it can be checked "yes" or "no." Statement a. and b., as written, can easily be checked either yes or no. But you might have difficulty deciding between yes or no for statement c.

a.	Uses cleansing agent.	___Yes	___No
b.	Washes instruments thoroughly.	___Yes	___No
c.	Using cleansing agent, washes instruments thoroughly.	___Yes	___No

An individual checks no for item c. It is hard to tell whether the technician failed to use the cleansing agent, failed to wash thoroughly, or both.

3. **Describe behaviors using strong action verbs.**

In writing statements, don't use imprecise phrases like "answer quickly" or "listens carefully." Try to state exactly what you mean in terms of behavior. For example;

He answers the arithematic problem in 30 seconds.
He is able to repeat the recipe for rehydration medicine.

4. **Develop clear instructions.**

Develop clear instructions to the person taking the test. If other volunteers are administering the test, ask them to read the test. If any statements are unclear, explain the step and revise it if necessary.

Advantages

- Easy to tell if trainer is performing correctly.
- Can be used before and after the project, and for follow-up evaluation.
- Checklists can be used to teach procedures, as well as test them.
- Accurately tests trainees skills.

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~~have to test every trainer separately, which is~~
time-consuming.
- Have to agree sometimes on how to carry out a task.
- Have to agree on critical steps.

Example

Traditional birth attendants are being trained to use modern, clean techniques when they are helping mothers give birth.

The volunteer instructor explains to the trainees that the instruments before them will be used to birth a baby. They should sterilize the instruments.

Checklist for Sterilizing Instruments.

a. Uses cleansing agent	___Yes	___No
b. Washes instruments	___Yes	___No
c. Rinses sterilizer	___Yes	___No
d. Place instruments in sterilizer	___Yes	___No
e. Adds water to cover	___Yes	___No
f. Brings water to boil	___Yes	___No
g. Boil water for 15 minutes	___Yes	___No

Instructions to the volunteer are to observe the trainee and mark yes or no for each step. If the trainee fails to perform one step of the procedure or performs incorrectly, the trainee fails the exam. That trainees should be asked to repeat this practical test later, after some explanation of what step was missed and why it is important.

Reference

Rezler, AC and Stevens, BJ: The Nurse Evaluator in Education and Service. New York, McGraw-Hill Company, 1978.

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PRESENTING DATA AND INFORMATION

Introduction

During your project you will collect a variety of
information ranging from numbers of individuals with
certain characteristics to descriptions of events and
conditions. For this information to be useful, it
must be communicated to others. This section presents
several ways of conveying information.

Description

Information can be in two general forms.

1. Statistical or numbers such as:

   - The numbers of infants less than one year old
     who died in the village during the past year.
   - The number and location of water sources in a
     village that are associated with diarrhea.
   - The number of latrines you propose to construct in
     a village and the approximate number of people
     expected to use each latrine.

2. Non-statistical or qualitative information:

   - Why villagers will not use a well constructed by
     a group of volunteers.
   - How people might benefit from family guidance.
   - Services that can be provided by a proposed
     health centre for a village.

Data and information should be thought of as an important
part of your project. It illustrates what needs to be
accomplished by a project and documents what has been
accomplished. In another sense, data and information
help:

- Convince people about problems and needs;
- Focus on real issues; and
- You assess what has occured in your project.

Data and information can be presented in many complicated
ways. Sometimes it is important to use them. Since many
people can not understand complicated presentations of
information, we will stress simple methods.

Presenting Statistical Information

If your information is in the form of numbers such as:

- The number of families in a village;
- The number of children 12 years and over not
  regularly enrolled in school;
- The number of hectares in cultivation;
- The income villagers expect to earn by growing a
  new crop; and
- The number of people in a given time period in a village
  who are ill.

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There are several ways to present this information.

'. Tabular form: Supposing you have collected information
   showing the number of people during a week's time who
   use one of 5 water sources in a village and became
   ill during that week. You may want to present the
   information this way.

Water Source	Number of People Using This Water Source	Number of People Ill Last Week	Percentage Who Became Ill	Number of People Out of 10 Who Became Ill While Using That Water Source
The well by the footpath	30	12	40%	4 out of 10 People or nearly half
The well by the Headman's house	25	5	20%	About 2 out of 10
The stream by the temple	10	6	60%	More than half or 6 out of 10
The well by the temple	40	1	2.5%	2 out of 10 or very few
The well by the paddy fields	15	10	66.7%	A large number, more than half or nearly 7 out of 10
TOTALS	120	34	28%	

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You will note in this approach:

   a. The water source is identified.

   b. Someone has counted the number of people (children and adults) who used each water source during an identified week.

   c. Number of peole using each water source who reported being ill during the week.

   d. The percentage of people who became ill using a particular water source. Percentages are computed as follows:

$$\frac{\text{Number of peole ill}}{\text{Number using a water source}} = \frac{12}{30} = 40\%$$

   e. In other words, divide 12 by 30 and multiply by 100. Thus 12 divided by 30 = .4 x 100 = 40.

   f. Some people will have difficulty in understanding percentages, so you may want to use terms such as:

     ● "more than half" or "very few"
     ● "two out of 10" or "6 out of 10"

There are other problems and issues about using information such as presented above:

   a. The stream by the temple may be contributing to illness, but is there some special reason why the stream is dirty? Perhaps someone defecated near the stream.

   b. The well by the paddy fields and the stream by the temple may be carrying illness. Treat the water and conduct a second study.

   c. People using the well by the footpath, the stream by the temple and the well by the paddy fields, may be eating spoiled food which is producing illness and not the well.

   d. It is probably safe to assume that the well by the temple is safe.

Summary. A simple way of presenting the same information.

Water sources which may be dangerous:

   ● the well by the footpath;
   ● the stream by the temple; and
   ● the well by the paddy field.

Water sources which may be safe to use:

   ● the well by the headman's house; and
   ● the well by the temple.

2. <u>Pie Chart</u>: Still another way is to use a "pie"
   chart. The chart below shows the proportion of
   illness in the village as related to each source
   of water.

The stream by
the temple -
17.6% of the
illness   17.6%

The well by
the footpath -
25% of the illness

     25%

The well
by the
Headman's
house -
14.7% of
the illness   14.7%

     30%

The well by
the paddy fields -
30% of the illness

3%

The
well
by the
temple -
3% of the
illness
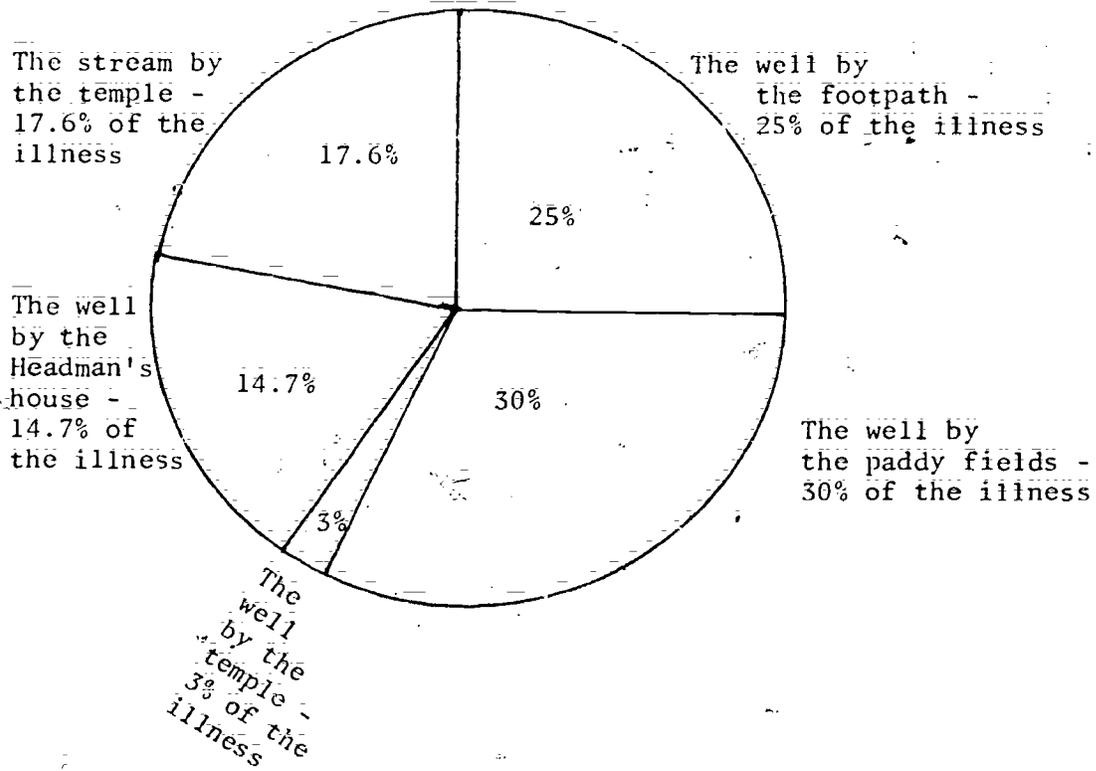
You will notice that the "pie chart" presents
the information in a different way than the table.
   a. The table presents the information in terms
      of the percentage of users who became ill
      according to the water source they used.
   b. The pie chart presents the information in
      terms of the contribution each water source
      makes to the total number of illnesses.
      For example: The well by the foot path
      had 12 of the 34 illnesses. Its share of
      the illness was 35%, which was arrived at
      as follows:

$$12 \div 34 = .35 \times 100 = 35\%$$

3. The Bar Graph: The bar graph is another simple
    clear way of picturing data.

    Let us again use the data of the relation of the
    illness to the water source.

| | | People ill last week |
| | | People using this source of water |

Number of People Ill — Source of Water

| | Well by the foot-path | Well by the Head-man's house | Stream by the temple | Well by the temple | Well by the paddyfield |
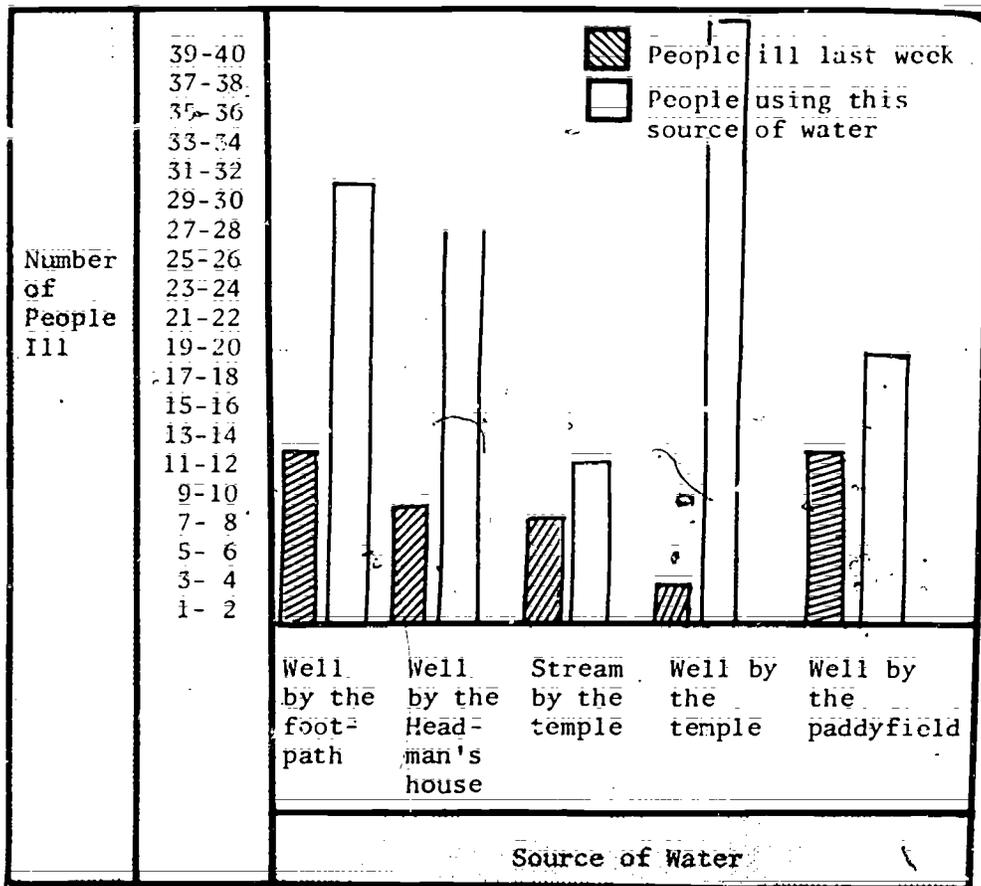
The bar graph allows you to visually compare the two
statistics which have been collected. Statistics can
be paired. Also, each pair can be compared with
the others.

Advantages of This Approach	● A great deal of information can be assembled and presented in simple ways. ● Most people can understand simple ways of clarifying data or simple statistics. ● Statistics can be useful in pinpointing problems.

Disadvantages	● Statistics sometimes distort the event being measured. For example, in the case used above, it is possible that other factors are involved rather than water. ● The statistics may not have been collected properly.

Non-Statistical Data

1. Maps: You may want to produce a map of the village in which you are working showing for example the location of proposed latrines, wells, footpaths, etc.

2. Personal Experience: People can be asked to tell others about their experience. For example, if you are concerned with infant mortality you might bring together village leaders and 6 to 8 mothers who have lost babies and ask their mothers to describe what happened.

Advantages	● Very easy to communicate. ● Often this approach has a strong impact.

Disadvantages	● A map may not pinpoint the proposed location of latrines sufficiently enough to satisfy villagers. ● Personal stories may not identify the real issues.

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PART III

HOW TO DO IT MANUALS

This bibliography has been prepared for use by volunteers in solving on-the-job problems relating to the following issues:

1.00	Health and Primary Care
2.00	Water and Sanitation
3.00	Nutrition and Food Production
4.00	Education
5.00	Economic Development
6.00	Community Services
7.00	Energy and Conservation
8.00	Miscellaneous

All books are in English unless otherwise noted.

The manuals selected for this bibliography were chosen on the basis of the following criteria:

Target Population

- Is the target population described in the manual?

Task Analysis and Learning Objectives

- Are the tasks described in steps small enough to facilitate performance?

- Does the content reflect the task analysis?

Content

- Is the subject matter accurate, complete and up-to-date?

- Does the content emphasize critical issues?

Format and Organization

- Are examples, tables, and illustrations used?

- Is the format easy to follow?

- Is the manual easy to read?

- Can the manual be easily read by someone for whom English is a second language?

Validation

- Has the manual been validated?

Utilization

- Can volunteers perform the tasks without expert help?
- Can the manual be used by volunteers who have never done the work or who don't have the basic skills which the manual mentions?

Description of Equipment, Supplies, and Other Resources

- Are equipment, supplies and other resources easy to use?
- Are they easy to obtain?

To obtain copies of the manuals, write to the publisher listed in the citation. If you have problems obtaining a copy, assistance is available from:

The Center for Educational Development in Health
53 Bay State Road
Boston, MA 02215
U.S.A.

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1.00 HEALTH AND PRIMARY CARE

1.01. Annotated Bibliography of Teaching-Learning Materials for Schools of
Nursing and Midwifery. World Health Organization, Geneva, 1975.

"The purpose of preparing this specialized and annotated bibliography
was to make available to nurse educators and administrators in developing
areas of the world a selected list of print and non-print materials which
would reflect the extensive scope of the nursing school curriculum by
presenting a selection of up-to-date and standard teaching/learning
materials which can be used with students of different levels of
preparation and for professional and sub-professional programs. Part A
includes print materials; Part B, non-print materials."

1.02. Akhtar S (Vol 1) and Delaney FM (Vol. 2, 3, 4): Low-Cost Rural
Health Care and Health Manpower Training. International Development
Research Centre, Box 8500, Ottawa K1G 3HG, Canada, 1979.

"This bibliography is an attempt to coordinate information on
non-traditional health care delivery systems in remote regions of the
world, especially in developing countries. The literature abstracted
focused primarily on new models of health care delivery, and on the
training and utilization of auxiliary health workers."

1.03. Benenson AS (ed): Control of Communicable Diseases in Man. The American
Public Health Association, 1015 Eighteenth Street NW, Washington, DC
20036, 1975.

This manual is an informative text for public health workers in
official and voluntary health agencies who are concerned with the control
of communicable disease. The format of the presentation is standardized.
Each disease is briefly identified with regard to clinical factors,
laboratory diagnosis, and how it can be distinguished from related
conditions. Methods of control are described under the following:
new drugs, preventive measures, control of epidemic measures, inter-
national measures.

1.04. Biddulph J: Child Health for Health Extension Officers. Port Moresby, Papua New Guinea, 1973, (available from The Center for Educational Development in Health).

This book has been prepared as a reference book to help the Health Extension Officer in his child health work. It assumes a three year period of basic training. It is not easy to read. The tasks are complex and the volunteers would need extensive training to use it profitably. Language is complex. The format is not easy to follow, although the subject matter is accurate.

The worker would also need some training to use the equipment, supplies and other resources suggested.

1.05. Bomgaars M and Bajracharya B: Sympton-Treatment Manual. University Press, Tribhuvan University, Kathmandu, Nepal, 1974.

This manual has been developed for use by many health workers involved in curative care without constant medical-supervision-or-under the occasional supervision of medically-qualified personnel. The content includes the more common diseases, their symptoms and treatment. It is very simple to use. Language is simple and the format is easy to follow.

1.06. Corwin ML: Health Education - A Study Unit on Fecal-Borne Diseases and Parasites. Peace Corps Information Collection and Exchange No. PB 262606, 806 Connecticut Avenue NW, Washington, DC 20523, 1976.

"The purpose of this unit is to help the student reach a real understanding of how a person's habits determine his health. Through a step-by-step learning procedure, this unit is designed to present the knowledge necessary to gain this understanding in a logical progression."

The content is simple. The subject matter is accurate. The format is easy to follow.

1.07. Cox H: Midwifery Manual - A Guide for Auxiliary Midwives. McGraw-Hill Book Company, Princeton-Heightstown Road, Heightstown, NJ 08520, 1977.

This manual has been devised to help midwives to recognize and prevent deviation from normal pregnancy and labor, and, where appropriate, to guide them in the emergency action to be taken while awaiting medical assistance.

This manual is written in simple language, and as far as possible, techniques, equipment, and other information are listed or tabulated for quick and easy reference.

The tasks are described in small steps. The midwives can perform tasks without expert help. The format is easy to follow, and there are many illustrations to clarify the text.

There is a very helpful table concerning common communicable diseases on page 183.

1.08. Figueroa OV, Zambrana E, Soto ML, et al: Manual Guía de la Auxiliar de Enfermería en Área Rural. División Nacional de Enfermería, Ministerio de Previsión Social Y Salud Pública, La Paz, Bolivia, 1973.

This book was written to help primary health care workers in Bolivia. The tasks are described step-by-step. This manual is written in simple language, and, as far as possible, techniques, equipment and other information are listed and tabulated for quick and easy reference. Many aspects of the worker's activities are described such as: authority, role of the citizen, and role of the health worker. This manual was written in Spanish.

1.09. Fountain DE: The Art of Diagnosis for Medical Assistants. Medical Auxiliary Training School, Vanga/Kwilu, Vanga, B.P. 4728, Kinshasa 2, Zaire.

This book is divided into three parts: Part I, "How to Make a Diagnosis"; Part II, "Symptom Diagnosis" (this part helps the worker recognize the signs and symptoms of patients); and Part III, "Community Diagnosis" (this part teaches the worker how to make a community diagnosis).

The author is knowledgable about health practices and living patterns in small communities.

The tasks are described in steps small enough to be performed by workers, and can be performed without expert help. Language is simple. The format is easy to follow. Equipment, supplies, and other resources are easy to use.

1.10. Gadagbe EZ: Conseils de Santé à la Famille Africaine. Division de la
      Mere et de l'Enfant, Direction Générale de la Santé Publique et des
      Affaires Sociales, Ministère de la Santé Publique et des Affaires
      Sociales, Lome, Republique Togolaise, 1973.

      This manuel has been written with the hope that health workers would
      teach the mothers in the villages about mother's health and children's
      health.

      The manual is divided into lectures. Each lecture has an
      objective list, materials required, and includes a description of the
      main ideas.

      The content is simple and the tasks are described in small steps.
      The worker can teach without expert help. Language is simple and the
      format is easy to follow. Equipment, supplies, and other resources
      are easy to use.

      The examples on nutritional issues are well-adapted to rural
      Africa. This manual was written in French.

1.11. Galea J and Ase K: Manual for Community Health Workers. Ministry of
      Health and Family Welfare, New Delhi, India, 1977.

      The manual begins with a chapter on malaria and another on smallpox.
      It does not describe the general or social context in which these
      diseases develop. The steps of each task are described clearly, and they
      are short enough to allow the performance of the task. Some tasks are
      complex. There are not enough examples to clarify some activities.
      Other activities are simple, enabling the worker to perform without
      any expert help. Language is simple; the format is not easy to follow.

      The figures are not displayed within the text; this factor does
      not favor easy understanding.

      This material is appropriate for people who already have elementary
      notions of health and who have completed primary education.

      Equipment, supplies, and other resources are simple to use. Of
      particular interest is the introduction of chapters on traditional forms
      of treatment used by the community and not incorporated in western medical
      practice.

1.12. Gish O and Feller LL: Planning Pharmaceuticals for Primary Health
      Care. American Public Health Association International Health
      Programs, 1015 Fifteenth Street NW, Washington, DC 20005, 1979.

      "This monograph has been commissioned to stimulate debate, raise
the level of consciousness and promote thinking about the pharmaceutical
subsection within health care. It is not meant to be a "how-to" manual
but does bring together in a simple source information for decision-makers
who have neither time nor easy access to widely scattered literature on
the subject."

1.13. Health Centre Reference Manual (Vol. I, II, III, and IV).
      Directorate General of Community Health, Department of Health,
      Jakarta, Republic of Indonesia, 1976.

      The objective of this manual is to serve as a guide and as a
continuous frame of reference for health center staff concerning
policies, procedures, techniques and methods. The manual is made up of
four volumes, with a total of fourteen sections. The content is easy to
understand. The examples, tables, and pictures are interesting and helpful.

      The tasks are described step-by-step. The staff member can perform
the tasks without expert help. the referral system of patients is easy
to follow and helpful for difficult cases.

      Language is simple. The format is not easy to follow. It is a good
manual for those who have formal training.

1.14. King M: A Medical Laboratory for Developing Countries. Oxford Medical
      Publications, Oxford University Press, Ely House, London W1, 1973.

      This book has been written for laboratory and medical assistants
who work in health centers and district hospitals, precisely the personnel
who must investigate and treat many common and important diseases.

      It is a very good book with a lot of illustrations and tables. These
are very helpful for understanding the content. The tasks are described
step-by-step. The worker can perform tasks without any expert help.
Language is simple. At the end of the book, a glossary helps to clarify
the meaning of new words. The format is easy to follow. Chapter I gives
a lot of information on how to read the book. The subject matter is
accurate.

      Equipment, supplies, and other resources are not easy to use and adapt
to rural conditions. This is good material for laboratory workers in
developing countries.

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1.15. King M, King F and Martodipoero S: Primary Child Care - A Manual for Health Workers. Oxford Medical Publications, Oxford University Press, Walton Street, Oxford OX2 6DP. 1978.

"This is a system of primary child care. We have called our system of primary child care a 'microplan.' This manual may be useful by itself, but is likely to be much more useful now that it is integrated with a number of other components most of which are in a comparison volume - 'A Guide for the Community Leader, Manager and Teacher,' which is also available from Oxford University Press."

The subject matter is accurate and up-to-date, but the language and the format are not simple to understand.

Some tasks are difficult to perform without expert help.

This is a good manual for volunteers but they probably need some kind of training before they use it.

1.16. King M, King F and Martodipoero S: Primary Child Care - A Guide for the Community Leader, Manager, and Teacher. Oxford Medical Publications, Oxford University Press, Walton Street, Oxford OX2 6DP, 1978.

"This is a second of two books on primary child care. The first is a manual for health workers. This guide for the community leader, manager, and teacher has one major theme - quality of primary care: its definition and measurement, and above all its improvement. The guide is also concerned with the need to integrate and improve a worker's initial education, his continuing education and his supervision, to link his education and re-education with service requirements and to abandon such old-fashioned methods as copying off the blackboard and learning by heart."

This is a very good book for teacher and training personnel. The pre-test and post-test are very interesting and very helpful to learners.

1.17. Laugesen M: Better Care in Leprosy. Voluntary Health Association of India, C-14 Community Centre, Safdarjung Development Area, New Delhi 110016, 1978.

This book helps to answer some questions about leprosy. There are many helpful illustrations to clarify the content. Language is simple. The format is easy to follow. The tasks are described in small steps. The health worker can perform the tasks without any expert help. The subject matter is developed with an eye to changing prejudices concerning this disease.

1.18. Macagba RL: Health Care Guidelines for Use in Developing Countries. Missions Advanced Research and Communication Center, World Vision International, 919 West Huntington Drive, Monrovia, CA 91016, 1978.

"This booklet is written for people in developing countries who would like to help improve the health of the poor in the villages, or in the towns and cities. It is not intended to be a definitive text. It is purposely done in outline form as a step-by-step guide to more effective health care."

A summary of the entire work is included. It is presented as an outline, and can be used to prepare tranparencies or flip charts for lectures.

1.19. Manual Para o Auxiliar de Saúde. Centro Regional De Montes Claros, Secretaria de Saúde de Minas Gerais, 1978, (available from The Center for Educational Development in Health).

This manual was written in order to provide health workers with information about pregnancy, labor and mother-child care. The content is divided into units. Each unit has an objective, and the content is described in simple language. The content is also simple, and the tasks are small enough to be performed. The workers can perform tasks without any expert help. Language is adapted to regional characteristics, and the subject matter is accurate. Equipment, supplies and other resources are easy to use. This manual was written in Portuguese.

1.20. Marnar R and Cummins A: Teaching Village Health Workers. Voluntary Health Association of India, C-14 Community Centre, Safdarjung Development Area, New Delhi 110016, 1978.

The manual is divided into two parts. The first part concerns the process for planning teaching of village health workers. The second part concerns the lession plans and curriculum charts.

It is a good manual for workers in rural India.

The language is simple. The format is easy to follow. Equipment, supplies and materials are easy to use.

The step size is small enough to allow work to be performed.

The worker can perform the tasks without any expert help.

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1.21. Storms DM: Training and Use of Auxiliary Health Workers: Lessons From
Developing Countries. American Public Health Association International
Programs, 1015 Fifteenth Street NW, Washington, DC 20005, 1979.

"This monography is written for persons responsible for designing and
managing health care programs in the community. The information contained
here should be pertinent to those at all levels of health planning and
administration from the senior health planner and regional and district
health managers to the medical or health officer who is responsible for the
planning and administration of a program in which auxiliaries provide some
basic health activities in the community, such as health promotion, preven-
tive care, and simple treatment."

It is intended to be a practical, useful sourcebook on ways to plan
and carry out the recruitment, selection, supervision, continuing education
and evaluation of community health workers to provide a basic level of
health care.

1.22. Straley PJ and Luong VN: Community Health Education in Developing
Countries. Peace Corps Information Collection and Exchange,
806 Connecticut Avenue NW, Washington, DC 20525, 1979.

This manual was designed to help volunteers fulfill varied roles.
Parts I and II focus on fundamental health education processes. These
sections discuss techniques and approaches for working with community
members to plan and develop programs that are responsive to the community's
expressed needs and goals. Part III of the manual presents another aspect
of educational programs: that of transmitting information about health
topics.

Chapter I, "Knowing the Community," gives volunteers information which
may be helpful in understanding the community and its health problems.

The manual is not intended to be a omplete reference book for all
diseases, health programs or methods. The content is organized from
simple to complex, and from general to particular. The tasks are described
in small steps, and the volunteers can perform the tasks without expert
help. Language is simple; the format is easy to follow. Equipment,
supplies, and other resources are easy to use.

1.23. The Primary Health Worker. World Health Organization, Geneva, 1977.

The book is divided into three parts. Part I can be used by the primary health worker both as a learning text and as a working guide while performing his tasks. Part II is addressed to teachers, tutors and supervisors of this health worker. Part III outlines the need and means for adaptation to local conditions.

Task analysis and job descriptions are described.

Part I was written to solve problems. The step size is small enough to perform the tasks. The primary health worker can perform the tasks without expert help. Language is simple; the format is easy to follow and clear.

Part II is helpful to teachers and supervisors. There are many examples of how to use different learning and teaching methods.

Equipment, supplies and other resources suggested are simple to use.

1.24. Verderese ML and Turnbull LM: The Traditional Birth Attendant in Maternal and Child Health and Family Planning. World Health Organization, Geneva, 1975.

This book has been prepared with the hope that health administrators, educators and other health workers would find in it some suggestions for their work. This book might be useful either in reviewing and evaluating programs, or in developing new ones, as well as in forming a link between locally-organized and centrally-organized health care systems.

The objectives of the book are to describe the characteristics of this traditional birth attendant, to define his role, supervise him, and prepare guidelines for planning, implementing, and evaluating training programs.

It is a good book for volunteers who need to develop training programs.

1.25. Werner D: Where There is No Doctor - A Village Health Care Handbook. Hesperian Foundation, Box 1692, Palo Alto, CA 94302, 1977.

The introduction gives one a good idea for understanding the community and its problems.

The guide for identifying skin problems is very helpful (page 96).

There are many examples and figures to help in understanding the text. An example is: "How to Give Medicine to Those Who Cannot Read" (page 64).

Language is simple.   The author is careful to use words known by
the community.

This material is appropriate for people who already have elementary
notions of health, and those who have the ability to use complex books,
as well as indexes and lists of references.

Equipment, supplies, and other suggested resources are easy to use.

The descriptions and comments on traditional medicine, and the
wrong use of some medicines are interesting issues.

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2.01. A Sanitation Manual for Community Health Workers. Department of
      National Health and Welfare, Ottawa, Canada.

      This guide was prepared for the use of trained community health
workers. An attempt has been made to include information that will be
of practical use in their work, both at present and in the future.

      The main points described in the manual are: sanitation, germs,
water, disposal of human waste, and food storage in the house. There is
a good introduction about "how disease travels." The subject matter is
accurate and up-to-date.

      Language is simple; the content is easy to understand, and the tasks
are described step-by-step. Equipment, supplies and other resources are
easy to use.

2.02. Daniels I and Billau R: Compost-Toilets - A Guide for Owner-Builders.
      National Center for Appropriate Technology, P.O. Box 3838, Butte,
      MT 59701.

      The author hopes this guide will instigate communication, including
feedback, while individual owner-builders are started on the right track.

      This manual has been written to give the reader information about
construction, installation and maintenance of compost toilets. The content
is simple. The tasks are described step-by-step. Language is simple and
the format is easy to follow. The subject matter is accurate. There is
a good chapter about "Health Implications of Compost Toilet Usage."
Appendix A - "Construction Details for Wood-Frame Composting Toilet"
gives samples of materials which are necessary to construct a compost-
toilet. Equipment, supplies and other resources are not easy to use.
The volunteers will probably need expert help to perform the tasks.

2.03. Ehlers VM and Steel EW: Municipal and Rural Sanitation. Sixth ed.
      McGraw-Hill Book Company, Princeton-Heightstown Road, Heightstown,
      NJ 08520, 1965.

      "This book defines the field of environmental control of sanitation,
sets forth the important problems which confront workers in that field,
and suggests solutions to those problems. This book should be helpful as
a reference to workers already in the field, since it contains material
dealing with the newer problems now confronting them."

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Appendix A gives a useful classification of "illnesses attributable to foods." The chapter about communicable diseases gives useful information.

There are good illustrations and the format is easy to follow. The language is not easy and is probably difficult for those for whom English is a second language. This is a good reference book for volunteers.

2.04. Fannon DJ and Frink DW: The Continued Development and Field Evaluation of the AID Hand-Operated Water Pump. Office of the War on Hunger, Health Services Division, Agency for International Development, Washington, DC 20523, 1970.

"This material permits findings based on research carried out over a period of several years on the development of a simple, efficient, hand-operated piston pump for use in developing countries. It covers plunger-valve design, slection of optimum cup material; and the evolution of cylinder coatings, foot valves, and handle pins and bushings."

The manual describes two types of pumps: "a shallow well pump" and "a deep-well version of aid pump." Appendix A provides "assembly drawings and parts list for both types of pumps." The content is easy to understand, and the tasks are described step-by-step. Language is simple. The format is easy to follow. The illustrations are helpful in understanding the content. The volunteers will probably need expert help to perform the tasks because the equipment is not easy to use.

2.05. Glowacki MH: Construction and Maintenance of Water Wells. Volunteers in Technical Assistance Incorporated, 3706 Rhode Island Avenue, Mt. Rainier, MD 20822, 1979.

"This manual is designed to aid both the technical instructor as a training manual and the Peace Corps volunteer as a field resource reference. Each logical unit of instruction is sub-divided into the following categories: overview, objective, tasks, functional skill, terminal performance test, related information, lession plans.

The chapters "Conducting a Preliminary Investigation" and "Designing the Program Construction Plan" are helpful for volunteers. Good ideas are given in the chapter "Defining a Water Well Program."

There are good examples and illustrations. The format is easy to follow. Language is simple. The manual can be easily read by volunteers for whom English is a second language. The volunteers can perform the tasks without expert help.

Equipment, supplies, and other resources are easy to use and obtain.

2.06.   Hamm HW: Low-Cost Development of Small Water Power Sites.   Volunteers
        in Technical Assistance Incorporated, 3706 Rhode Island Avenue,
        Mt. Rainier, MD 20822.

        "The manual was written for Peace Corps Volunteers and other community
        development workers.   It has been prepared to enable the reader to assess
        the possibility and desirability of installing a small hydroelectric power
        plant, select the type of machinery most suitable for installation, and
        order turbine and generating equipment.   It should also serve as a
        guide in actual construction and installation."

        The content is simple.   The tasks are described step-by-step.
        Language is simple.

        Equipment, supplies and other resources are easy to use.

2.07.   Mann HT and Williamson D: Water Treatment and Sanitation.   Intermediate
        Technology Publications Limited, 9 King Street, London WC2E 8HN, 1976.

        "The purpose of this handbook is to put together in a simple and
        logical form various aspects which must be considered when investigating
        the development of a water supply and sewage disposal scheme for a small
        community.   This could be a rural village or small town or a school or
        hospital situated too far from a piped system of water supply and,
        therefore, requiring its own sources, treatment, and pipelines, and
        sewage disposal.

        "The manual is intended for technicians, leaders or rural communities,
        administrators of schools or hospitals and others who wish to develop a
        water supply and sewage disposal scheme for their own use."

        The tasks are described step-by-step.

        The content is accurate and up-to-date.

        There are good illustrations and the format is easy to follow.
        Language is simple.

2.08.   Rajagopalan S and Shiffman MA: Guide to Simple Sanitary Measures for the
        Control of Enteric Diseases.   World Health Organization, Geneva, 1977.

        "The main objectives of this guide are (1) to create an awareness
        of the supreme importance of sanitary measures in fighting enteric
        diseases, and cholera epidemics in particular; (2) to furnish an emergency-
        oriented program of sanitary precautions and measures to control and con-
        tain epidemics of enteric diseases; (3) to prepare the planning in an
        emergency; (4) to stimulate the quicker implementation of long-term
        measures, on the basis of the benefits yielded by the simple measures
        outlined."

It is intended for the use of professional personnel responsible for public health and sanitary services in developing countries. The activities are described in small steps and a checklist is given after each activity. There are good illustrations, tables and examples. The format is easy to follow. Language is easy. The original draft of this guide was circulated to a number of experts in different parts of the world to validate. Equipment, supplies, and other resources are easy to use.

2.09   Rybczynski W, Polprasert C and McGarry M: Low-Cost Technology Options
        for Sanitation. International Development Research Centre, Box 8500,
        Ottawa K1G 3;IG, Canada, 1978.

        "This comprehensive technology review and bibliography describes alternative approaches to collection, treatment, reuse and disposal of human waste.

        "This bibliography is comprised of technical documents that describe experiences and contain data useful in the evaluation or implementation of a technology related to human excreta and waste water disposal. Emphasis has been place on low-cost, labor-intensive technologies appropriate to the needs and resources of rural and semi-urban areas.

        "It is designed to describe to the policymaker, the administrator and the engineer the broad range of approaches to human wastes management available today." It is a good annotated bibliography for volunteers.

2.10.   Wagner EG and Lanoix YN: Excreta Disposal for Rural Areas and Small
        Communities. World Health Organization, Geneva, 1958.

        "This monograph is addressed to the public health administrators, the medical officers of health, the civil or sanitary engineers engaged in public health, and the sanitarians. They will find in it not only technical data relating to particular rural excreta disposal facilities, but also information on what is believed to be needed or to be done in order to achieve success in programs of excreta disposal in rural areas and small communities." The chapters "Public Health Importance of Excreta Disposal" and "Social and Psychological Implications of Rural Sanitation Programs" are fundamental for individuals who want to develop sanitation programs in small communities. The text was circulated to forty experts in different parts of the world for their comments and suggestions.

        Language is simple. The format is easy to follow. The subject matter is accurate. Equipment, supplies, and other resources are easy to use without expert help.

2.11. Watt SB and Wood WE: Hand Dug Wells and Their Construction. Intermediate Technology Publications Limited, 9 King Street, London WC2E 8HN, 1976.

"This manual will serve as a guide to those wishing to encourage villagers to improve the reliability and wholesomeness of their drinking water. It presents simply, but in detail, a range of technology suitable for exploiting ground water sources at low cost, with minimun sophisticated techology and with the greatest input of village labor and skills."

The tasks are described step-by-step. Chapter 25 gives a "useful source of basic information on hand dug well construction."

There are good illustrations and good examples to better understand the subject matter. The format is easy to follow. Language is simple. The volunteer will probably need expert help to perform the tasks.

Equipment, supplies and other resources are not easy to obtain in rural communities.

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3.01. Brown JE and Brown RC: Manuel Pour la Lutte Contre la Malnutrition
des Enfants: Un Guide Pratique au Niveau de la Communauté.
Task Force on World Hunger, Presbyterian Church in the United States,
341 Ponce de Leon Avenue NE, Atlanta, GA 30303, 1977.

This manual was written for health personnel who work with problems
of nutrition in villages. The content is simple. The description of
prevention and rehabilitation centres is very helpful and clear. The
tasks are simple enough to be performed by the worker without any help.

Language is simple and the format is easy to follow. Equipment,
supplies and other resources are easy to use. This is good material for
volunteers, especially those who work in rural Africa.

This manual was written in French.

3.02. Cameron M and Hofvander Y: Manual on Feeding Infants and Young Children.
Second Edition. Protein-Calorie Advisory Group, Room A-555,
United Nations, New York, NY 10017, 1976.

This manual is designed to help those who are working in the fields
of health and nutrition. It is more a reference book than a manual. The
content is general. The tasks are not described step-by-step. It is not
easy to follow.

Language is simple; subject matter is accurate. Equipment, supplies,
and other resources are easy to use.

This manual is also available in French and Spanish.

3.03. Ghosh S: The Feeding and Care of Infants and Young Children. Voluntary
Health Association of India, C-14 Community Centre, Safdarjung
Development Area, New Delhi 110016, 1977.

The aim of this book is to provide a practical background of knowledge
to all those concerned with health and nutrition. It explains w preventive
treatment and improvement in health and nutrition of both infants and their
mothers are necessary, as well as how this can be achieved. The annexes
are very helpful with recommendations on diets for different ages (page 83)
and weaning foods and measures (page 106).

The tasks are briefly described and the volunteers can perform them
without expert help.

The language is simple. The format is easy to follow. the illustra-
tions are helpful in understanding the subject matter. It is a good manual
for volunteers, especially those who work in India.

3.04. Taylor CE: Manual for Child Nutrition in Rural India. Voluntary Health Association of India, C-14 Community Centre, Safdarjung Development Area, New Delhi 110016, 1978.

This manual has been adapted from the book that was written for Africa by Drs. Maurice King, Felicity King, and others. These writers are outstanding authorities on child nutrition. The Indian manual is based on many years of practical experience at the Narangwal Rural Health Research Center, Punjab.

The examples of foods and meals are very good for workers in rural India.

The content is not very simple and the tasks are not described in small steps.

This book is helpful for workers with good English skills. The language is not simple. The workers need some knowledge of nutrition as a prerequisite. The format is not easy to follow. The subject matter is accurate and the examples are well-adapted to rural India.

Equipment, supplies and other resources suggested are easy to use. It is a good reference manual for volunteers.

3.05. Shack KW: Teaching Nutrition in Developing Countries or the Joys of Eating Dark Green Leaves. Meals for Millions Foundation, 1800 Olympic Boulevard, P.O. Box 680, Santa Monica, CA 90406, 1977.

"This manual is a report from an international workshop on nutritional education techniques used in developing countries. It is important for persons who have a professional interest in how to program, to communicate, to teach, to integrate and to evaluate nutrition concepts. Some of the papers, while by no means definitive, suggest innovative techniques. They are not theoretical, but practical.

"The presentations are divided into seven sections:
- A Philosophy of Education;
- Integrated Approach to Nutrition Education;
- Nutrition Rehabilitation Centers/Training Auxiliary;
- Nutritionists;
- Mass Media Approach to Nutrition Education;
- Educational Tools for Nutrition Education;
- Nutrition Education Programs in Selected Countries;
- Evaluation of Nutrition Education.

"These sections represent the topics presented at the workshop and generally cover the types of nutrition education programs found in the field. Note that formal education techniques were not presented, since the workshop stressed application to semi-literate and illiterate people."

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3.06. Attfield HD: Raising Rabbits. Volunteers in Technical Assistance Incorporated, 3706 Rhode Island Avenue, Mt. Rainier, MD 20822, 1977.

"This manual presents an overview of the entire process of raising rabbits - from selecting healthy animals to preparing proper foods to treating disease. A separate section of the manual includes step-by-step procedures for the construction of a hut to house two does and one buck."

The content is simple. The volunteer can perform the tasks without expert help. Language is simple and the format easy to follow. Equipment, supplies, and other resources are easy to use.

3.07. Chakroff M: Fresh Water Fish Pond Culture and Management. Volunteers in Technical Assistance Incorporated, 3706 Rhode Island Avenue, Mt. Rainier, MD 20822, 1976.

"This how-to manual is designed as a working and teaching tool for extension agents. It is for their use as they establish and/or maintain local fish pond operations. The information is printed here to 1) facilitate technology transfer and 2) provide a clear guide for warm water fish pond construction and management. A valuable listing of resources at the end of this manual will give further direction to those wishing more information on various aspects of fish pond operations."

The content is simple. A lot of examples and illustrations are helpful in understanding the content. The tasks are described step-by-step. The volunteer can perform the tasks without expert help. Equipment, supplies, and other resources are easy to use.

3.08. Irrigation-Principles and Practices for Peace Corps Volunteers. Peace Corps Information Collection and Exchange, No. PB262747, 806 Connecticut Avenue NW, Washington, DC 20525, 1976.

"This manual has been prepared for use by Peace Corps Trainers and Peace Corps Volunteers. The contents are irrigation principles, water measurement, irrigation water control, drainage, irrigation planning and special information related to irrigated crop production and relevant problems; explanations for irrigation implements, plans for animal drawn implements useful in field preparation for irrigation."

To be most useful, the manual should be used during training as a teaching guide and instructional tool. Language is simple and the format is easy to follow. Equipment, supplies and other resources are easy to use without expert help.

3.09. Lindblad CJ: Programming and Training for Small Farm Grain Storage.
       Volunteers in Technical Assistance Incorporated, 3706 Rhode Island
       Avenue, Mt. Rainier, MD 20822, 1978.

       "This handbook is designed to aid volunteers in identifying storage
problems and deriving solutions to them. Often, the improvement of
traditional storage methods will entail the introduction of new or non-
local materials, along with new methods and concepts for their use."

       The tasks are described in small steps. The format is easy to follow.
Language is simple.

3.10. Lindblad C and Druben L: Small Farm Grain Storage (Vol. I - Preparing
       Grain for Storage; Vol. II - Enemies of Stored Grain; Vol. III
       Storage Methods). Volunteers in Technical Assistance Incorporated,
       3706 Rhode Island Avenue, Mt. Rainier, MD 20822, 1977.

       "Small farm grain storage is a set of how-to manuals. Together
these volumes provide a comprehensive overview of storage problems and
considerations as they relate to the small farmer. This grain storage
information can be adapted easily to meet on-the-job needs. It has been
used as the basis for a grain storage workshop and seminar in East
Africa."

       The tasks are described step-by-step. Language is simple and the
format is easy to follow. Equipment, supplies, and other resources are
easy to obtain and use.

3.11. Pacey A: Gardening for Better Nutrition. Intermediate Technology Publi-
       cations Limited, 9 King Street, London WC2E 8HN, 1978.

       "The first three sections of this manual describe programs which aid
women gardeners and others who produce food directly for their families.
Section 4 discusses the illnesses associated with poor nutrition, and the
vegetables most relevant to their prevention. Section 5, 6, and 7 are
concerned in greater detail with vegetable crops and the practicalities
of producing them is small gardens."

       The content is simple. Equipment, supplies, and other resources
are easy to use.

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4.01.   Agricultural Mathematics for Peace Corps Volunteers.   Peace Corps
        Information Collection and Exchange No. PB 262631, 806 Connecticut
        Avenue NW, Washington, DC 20525, 1976.

        "This manual has been prepared for use by Peace Corps Volunteers in
solving field problems requiring mathematical calculations.   This manual
is designed to convey insights into various agricultural practices and
techniques.   Each of the units of this test is complete and substantially
self-contained."   Each unit may be used as a review or as new material.
The tables, diagrams, and examples are easy to understand.   The format
is easy to follow.   Language is simple.

4.02.   Baucom KI: The ABC's of Literacy: Lessons From Linguistics.   Hulton
        Educational Publications Limited, Raans Road, Amersham, Bucks,
        England, 1978.

        "This monograph has been written by a linguist who himself has had
many years of practical   experience as a literacy worker in Africa.
The monograph begins by dealing with the question of what linguistics
is all about.   The choice of the language of literacy is not merely a
linguistic matter; it is a political matter as well."

        It is intended for use by middle-level literacy workers.

        Language is simple and the format is easy to follow.   The subject
matter is accurate.

4.03.   Bellahsine C: Practical Guide to Functional Literacy.   United Nations
        Educational, Scientific and Cultural Organization, 7 Place de
        Fontenoy, Paris 75700, 1973.

        "The purpose of the present publication is to meet the need to
disseminate, in circles directly concerned with the theory and practice
of functional literacy training, the fundamental principles and essential
pedagogical methods yielded by the pursuit of UNESCO's Experimental World
Literacy Program, at its present stage of development."

        Chapter 2, "Content Study," gives very important information about
the intellectual profile of the illiterate adult.

        The other chapters describe the pedagogical strategy used in some
projects throughout the world.

        It is a good textbook for volunteers who work in literacy projects.

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4.04. Boone E, Gildea R and Moran P: Resources for Tesol Teaching. Peace
      Corps Information Collection and Exchange No. PB295919,
      806 Connecticut Avenue NW, Washington, DC 20525, 1978.

      "This manual is divided into two parts. The first part consists
of seven chapters, the first six of which deal specifically with
resources (teaching ideas, techniques and suggestions) to present,
develop and reinforce pronunciation, grammar, vocabulary, reading,
writing, and conversation. There is an additional chapter on games
as techniques for reviewing the language skills already taught.

      "The second part of the manual, the appendices, contains information
pertaining to the language itself. Each appendix presents information in
one of the skill areas mentioned above. The appendices are arranged
to follow the same sequence as the first six chapters. Therefore, the
first two appendices contain linguistic information pertaining to
pronunciation, the next six appendices contain information pertinent
to the teaching of grammar, etc. The last appendices are miscellaneous
resources for the ESL teacher."

4.05. Brown E: Literacy in 30 Hours - Paulo Freire's Process in Northeast
      Brazil. Writers and Readers Publishing Cooperative, 1975,
      (available from the Center for Educational Development in Health).

      The monograph was written to describe the literacy methods of
Paulo Freire. It is a short article, but it gives the main ideas
about the methods. It is easy to read. In the end, two interviews
with Brenda Day and Herbert Kohl further explain the use of the methods.

4.06. Burke RC: The Use of Radio in Adult Literacy Education. Hulton
      Educational Publications Limited, Raans Road, Amersham, Bucks,
      England, 1978.

      The purpose of this monograph is to provide literacy field
workers with some practical advice about using radio broadcasting as
an important and integral part of their work. It is written to help
the literacy field worker or organizer in his daily activities as
he stimulates people to listen to the radio programs.

      The volunteer can use the material to develop programs.

4.07. Casseres E and Kirlew M: A Day With the Sharpes - A First Reader for
      Adults. Jamal Foundation, 47b South Camp Road, Kingston,
      Jamaica, 1979.

      The aims of this book are: to help the students to see more
clearly how what they read relates to their own situations, to give the
students a sight vocabulary of 79 words as well as a number of other
associated words which they will learn through discussions, to place a
greater emphasis on comprehension. It is the second book of a literacy
program from the Jamal Foundation. The set has a Teacher's Guide, a
workbook and the reader's book.

      Good material to teach literacy.

4.08. Fuglesang A: Applied Communication in Developing Countries, Ideas and
      Observations. The Dag Hammarskjöld Foundation, Övre Stottsgatan
      2 S-752 20, Uppsala, Sweden, 1978.

      "This book may serve, if not exactly as a manual, at least as
a small handle to hold onto for those who daily have to create
solutions to a variety of practical communication problems."

      The author gives many ideas about perception development in
illiterate people. It is very important for those who want to work
in literacy processes. Language is simple, and the format is easy to
follow. The subject matter is accurate. The concepts are explained
clearly. This is a very important reference book for volunteers.

4.09. Khoi LT: The Expertimental World Literacy Programme: A Critical
      Assessment. UNESCO Press, 7 Place de Fontenoy, Paris 75700, 1976.

      This book is an evaluation report of experimental literacy projects
sponsored by UNESCO in eleven countries. Part I describes the countries'
profiles. Part II performs an analysis of the projects in each country.
The appendix gives some recommendations of the expert team on evaluation
of experimental literacy.

      The report showed some mistakes made during the implementation
of the project.

      This is an important report for people who want to work with
literacy programs. It gives them some very important ideas and concerns.

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4:10. Kirlew M and Simone C: Henry Sharpe - A Second Reader for Adults.
       Jamal Foundation, 47b South Camp Road, Kingston, Jamaica, 1979.

       This book is divided into 20 lessons and the order of the lessons
must be followed. The aims of this book are: to increase the student's
sight vocabulary, to teach basic punctuation signs, to review sounds and
teach new sounds, to improve the students' writing ability. A workbook
is provided to accompany the reader. A Teacher's Guide helps the
teacher in the planning of lessons.

       Good material to teach literacy.

4:11. Loesel WG: Help Yourself to Read, Write, and Spell. Educational
       Development Corporation, 1976, (available at the Center for
       Educational Development in Health).

       "This book is designed to help the remedial reader and the
foreign-born, especially the student who has advanced past grade 4
without having mastered reading and writing. The pictures of words
in this book are those used and needed in everyday conversation in
school, at home, and at work."

       The simplicity of directions throughout the book, the easy-to-read
vocabulary, the progression and the repetitious work pattern for the
units should enable most students to teach themselves, or to work
successfully without the guidance of a teacher.

4.12. Macers JD and Lane MA: The Laubach Way to English. New Readers Press
       Publishing, Laubach Literacy International, Box 131, Syracuse,
       New York 13210, 1976.

       "These series of 5 manuals have been designed for teaching English
to functionally illiterate adult speakers of other languages. The
teacher's speaking, reading, and writing skills. Each teacher's manual
is correlated to a skill book in the New Streamlined English Series. The
skill book is the student's text-workbook in reading and writing."

4:13   Morgan P and Campbell P: English Exercise (Books 1-2-3). Jamal
       Foundation, 47b South Camp Road, Kingston, Jamaica, 1975.

       These books are intended for adult learners. The books provide
an adequate number of passages which give information on the variety of
sujects which are relevant to the student's day-to-day learning. A
large number of the exercises for each item of grammar are included.

       The complete course of three books is expected to be completed by
the students in 9 months (6 hours study per week).

4.14. Singh S: Learning to Read and Reading to Learn. Hulton Educational
Publications Limited, Raans Road, Amersham, Bucks, England, 1978.

"The monograph is proposing a substantive methodological approach
to literacy instruction. It also demonstrates how a particular methodo-
logical orientation was systematically operationalized into a system of
instruction. It is initially demonstrated that the whole set of teaching
materials must be built around a theme of interest to adults. Secondly,
the author makes a distinction between two stages of a literacy program:
learning to read and reading to learn."

It is a textbook helpful to volunteers that need to understand more
about the literacy process.

The content is simple. Language is also simple. The subject matter
is accurate. Good reference book for volunteers.

4.15. Soria LE: Alfabetizacion Funcional de Adultos. Centro de Educacion
Para el Desarrollo de la Comunidad en America Latina, Patzcuaro,
Michoacan, Mexico, 1968.

This book has been written to clarify some concepts about "functional
literacy." In Chapter I, the author defines the literacy concept and
describes the steps which are important to follow when teaching literacy.
The author gives us some ideas about the methods of teaching to read.
and about materials appropriate for teachers or teacher-aides.

Language is simple, and the subject matter is accurate.

This is a good reference book for volunteers. This book was written
in Spanish.

4.16. Thiagarajan S: Programmed Instruction for Literacy Workers - Literacy
in Development. Hulton Educational Publications Limited, Raans Road,
Amersham, Bucks, England, 1976.

"This monograph deals with a teaching-learning technique called
'programmed instruction.' Programmed instruction is a process and a
product. As a process, programmed instruction is a systematic approach
to teaching. As a product, programmed instruction is a self-instructional
book, filmstrip, test, etc."

This is good material for volunteers who want to know more about
programmed instruction.

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4.17. Vella JK: Learning to Listen - A Guide to Methods of Adult Nonformal
         Education.   Center for International Education, University of
         Massachusetts, Amherst, MA 01003, 1979.

     "This small book proposes to implement a new approach in adult
nonformal education by indicating ways of listening to a group or a
community, approaches to sharing rather than transmitting, and methods of
problem-posing education: The use of codes, role plays, games and
folk material."

     Language is simple, the format easy to follow. The subject matter
is up-to-date.

4.18. Vella JK: Visual Aides for Nonformal Education - A Field Guide to the
         Production and Use of Inexpensive Visual Aids in Nonformal
         Education.   Center for International Education, University of
         Massachusetts, Amherst, MA 01003, 1979.

     "This booklet aims to enable field workers in nonformal education
situations to use available materials in creative and innovative ways to
produce relevant and meaningful visual aids."

     This is very important reference material for volunteers.

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5.00 ECONOMIC DEVELOPMENT

5.01. Basic Control of Assets - A Manual on Prevention of Losses in Small
Cooperatives. Cooperative Education Materials Advisory Service,
International Cooperative Alliance, 11 Upper Grosvenor Street,
London W1X 9PA, 1979.

"This manual deals with measures of control of units in small primary
cooperatives, the type of cooperative enterprise most affected by the
problem and most vulnerable to the harmful effects of it."

5.02. Bottomley T: Business Arithematic for Cooperatives and Other Small
Businesses. Intermediate Technology Development Group, Intermediate
Technology Publications Limited, 9 King Street, London WC2E 8HN, 1977.

"This manual is designed to enable cooperative society managers and
staff, as well as officers in cooperative departments, to train themselves
to do the calculations necessary for the running of a cooperative business.

"Part I of the manual is very elementary and intended only for those
who feel they need to go back to the beginning. Part II covers all the
calculations normally called for in a cooperative society's business. The
examples are mainly based on a consumer's cooperative society."

The content is simple. The tasks are simple enough to perform step-
by-step. The volunteer can perform tasks without expert help. Language
is simple and the format is easy to follow.

5.03. Cooperative Book-Keeping. (1. Marketing Cooperatives, 2. Consumer
Cooperatives, 3. Savings and Credit Cooperatives, 4. Industrial
Cooperatives). Cooperative Education Materials Advisory Service,
International Cooperative Alliance, 11 Upper Grosvenor Street,
London W1X 9PA, 1977.

"These manuals describe a book-keeping system with the maintenance
of ledger accounts up to trial balance stage."

The content is simple. The tasks are described step-by-step. The
volunteer can perform tasks without expert help. Language is simple and
the format is easy to follow. The examples are very helpful in under-
standing the content.

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5.04. Ogden MS: Handbook for Cooperatives Fieldworkers in Developing Nations.
Peace Corps Information Collection and Exchange, 806 Connecticut
Avenue NW, Washington, DC 20525, 1978.

"Seven sections written by experienced volunteers include: an
introductory section; cooperatives general concepts; cooperative organiza-
tion; cooperative management, cooperative education and training;
specific program-related information, and resources."

This is an important guide for volunteers who need to work in
cooperative programs.

Language is easy. The format is easy to follow. The volunteer can
perform the tasks without expert help.

5.05. Manual on Fishermen's Cooperatives. Food and Agriculture Organization of
the United Nations, Via delle Terme di Caralla 00100, Rome, Italy,
(Unipub Incorporated, P.O. Box 433 New York, NY 10016), 1971.

"The main objective of this manual is to highlight different aspects
and stages of cooperative management and administration and to provide
information based on experience in the hope of helping new cooperatives
to overcome initial difficulties and established ones to contend with
modern demands."

Seven sections written by members of the various cooperatives include:
formation and structure of a cooperative, the manager and his functions,
management and training of personnel, financial services, cooperative
education, marketing cooperatives and supply cooperatives.

The appendices to the manual are case studies of four fishermen's
cooperatives in widely separated parts of the world.

Language is simple. The format is easy to understand.

5.06. Olcott L: Guidelines for Development of a Home Industry. National
Technical Information Service, Springfield, VA 22161, 1976.

"This book attempts to describe the operations of the volunteer
Rehabilitation Project, a handicraft project for handicapped persons
(mostly leprosy patients) in Ethiopia."

The content is simple. The descriptions of the steps of the work are
very interesting. Language is easy, and the format is easy to follow.
This book gives volunteers many ideas of a "how-to-do-it" nature, with
respect to the housing industry.

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5.07. Yeo P: An Initial Course in Tropical Agriculture for the Staff of
Cooperatives. Intermediate Technology Publications Limited,
9 King Street, London WC2E 8HN; 1976.

"This book has been written for those concerned with rural development
programs in a tropical country. This book should help the reader to
cooperate better with people who know more about agriculture than he is
likely to. This book is divided into four sections: Soil and the Natural
Environment, Fertilizers and Plant Nourishment, Controlling Pests and
Diseases, and Animal Husbandry."

5.08. Yeo P: The Work of a Cooperative Committee - A Programmed Learning
Text and the Cooperatives Panel. Intermediate Technology Publications
Limited, 9 King Street, London WC2E 8HN; 1977.

"This book has been written as a guide for members and prospective
committee members of primary cooperatives. It deals with the basic
facts about the Committee, how the Committee serves the members, and
what loans can be made to the members of the cooperatives. This book
has been designed as a programmed learning text with material for six
meetings of study groups, including the private study needed before each
meeting."

The content is easy. Language is simple.

5.09. Youngjohns BA: Cooperative Organization - An Introduction. Intermediate
Technology Publications Limited. 9 King Street, London WC2E 8HN, 1977.

The purpose of this manual is to describe what cooperatives are, how
they are organized, what they can do, and how they are related to other
types of organizations. The content is simple, but the question of
"how-to-do-it" is not answered. This is an introduction to the issue.

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6.00 COMMUNITY SERVICES

6.01. Anderson LO: Low-Cost Wood Homes for Rural America -- A Construction
Manual. U.S. Department of Agriculture. Forest Service, Agricul-
ture Handbook No. 364, Superintendent of Documents, U.S. Government
Printing Office. Stock Number 001-000-04021-9, Washington,
DC 20402, 1979.

"This manual is a contribution toward reaching the goal - making
economical improved housing more readily available to the rural families
of America."

The content is not simple. The volunteer can't perform the tasks
without expert help. Equipment, supplies and other resources are not
easy to use. This may be useful as reference material for volunteers.

6.02. Anderson LO: Wood-Frame Construction. U.S. Department of Agriculture,
Forest Service, Agriculture Handbook No. 73, Superintendent of
Documents, U.S. Government Printing Office, Stock Number 001-000-03528-2,
Washington, DC 20402, 1975.

"This publication presents sound principles for wood frame house
construction and suggestions for selecting suitable materials that will
greatly assist in the construction of a good house. It is also meant as
a guide and handbook for those without this type of construction
experience."

The content is not simple. The volunteer can't perform the tasks
without expert help. Equipment, supplies, and other resources are not
easy to use. May be useful as reference material for volunteers.

6.03. Basic Construction Techniques for Houses and Small Buildings, Simply
Explained. Dover Publications Incorporated, 180 Varick Street,
New York, NY 10014, 1972.

"This training manual has been prepared for men of the Navy and of
the Naval Reserve who are studying for advancement to the rates of Builder
3 and Builder 2."

The content is complex. The volunteer cannot perform the tasks without
expert help. The subject matter is complete and accurate. This is a
good reference book for volunteers.

6.04. Gallant P: Self-Help Construction of One-Story Buildings. Peace Corps Information Collection and Exchange, 806 Connecticut Avenue NW, Washington, DC 20525, 1977.

"This manual has been designed to help field workers with little or no construction experience assist a community or family to plan and design a one-story community building."

The content is simple. The tasks are described step-by-step. The examples and pictures are helpful in understanding the content. The volunteer can perform tasks without expert help.

Language is simple, and the format is easy to follow. Equipment, supplies, and other resources are easy to use.

6.05. Rodriguez C: Manual de Auto-Construccion. Editorial Concepto S A, Av Cuauhtemoc 1434, Mexico 13, D F, 1979.

The manual is divided into two parts: the first one describes the steps of house planning; the second one describes the construction process. The second part also describes the materials and quantity of materials required.

The content is simple and the illustrations are very well done. It is easy to understand. The tasks are described in small steps. The worker can perform the tasks without expert help.

Equipment, supplies and other resources are easy to use. This manual was written in Spanish.

6.06. Wolfskill LA, Dunlop WA and Callaway BM: Handbook for Building Homes of Earth. Department of Housing and Urban Development, Office of International Affairs, Washington, DC 20410.

"This small book tries to take the newest techniques developed in modern soil mechanics and put them into simple terms so that almost anyone, anywhere, can have the benefit of the great amount of work that has been done by the scientists."

The content is simple. Equipment, supplies and other resources are easy to use.

7.00 ENERGY AND CONSERVATION

7.01. Antoniolo PS and Farrar LC: Heating With Wood -- Wood Stove and Fire-
    Place Guidelines. National Center for Appropriate Technology,
    P.O. Box 3838, Butte, MT 59701, 1979.

    "The purpose of this paper is to initiate some ideas and measures
to be undertaken concerning the use of wood in domestic heating."

    The content is simple. The format is easy to follow. Equipment,
supplies, and other resources are easy to use.

7.02. Brace J, White RR and Bass SC: Teaching Conservation in Developing
    Nations. Peace Corps Information Collection and Exchange
    No. PB 292856, 806 Connecticut Avenue NW, Washington, DC 20525, 1976.

    "The goal of conservation education is to lead the public through
a series of steps about nature, land and natural resources which include:
awareness, understanding, respect, responsibility and action. This manual
provides ideas, activities and resources for incorporating conservation
education into day-to-day community activities. It is structured around
a local center which can be used to present an on-going conservation
education program by means of pictures and posters, exhibits and collections,
films and discussions.

    "The purpose of the manual is to help volunteers and others to
incorporate conservation education into their day-to-day community
activities."

    At the end of each chapter, there are good source materials about
conservation.

7.03. Douglas JS and Hart RAF: Forest Farming -- Towards a Solution to
    World Hunger and Conservation. Rodale Press Incorporated,
    33 East Minor Street, Emmaus, PA 18049, 1978.

    "This book discusses the role of forests and tree crops in farming
and offers detailed advice and information on various economic species,
the use of their products for food and raw materials, planting techniques,
and suggestions and guidance for the layout and operation of schemes of
forest farming. The aim of the work is to encourage the adoption of
multiple-usage methods and to foster the integration of forestry with
farming to form one pattern of agriculture, whenever this may be appropriate."

7.04. McGarry MG and Stainforth J (ed): Compost, Fertilizer and Biogas
Production From Human and Farm Wastes in the People's Republic
of China. International Development Research Centre, Box 8500,
Ottawa K1G 3H9, Canada, 1978.

"This collection of papers describes the design, construction,
maintenance, and operation of Chinese technologies that enable the Chinese
to treat human excreta, livestock manure, and farm wastes to produce
liquid fertilizer, compost, and methane gas."

Language is easy. The format is easy to follow. The tasks are
described in steps small enough to facilitate the performance.

There are good pictures and diagrams. Equipment, supplies and
other resources are easy to use.

7.05. Van Buren A (ed): A Chinese Biogas Manual - Popularizing Technology
in the Countryside. Intermediate Technology Publications Limited,
9 King Street, London WC2E 8HN, 1979.

"One of China's recent achievements has been the production of biogas
from agricultural wastes. Fermenting the materials in an airtight,
watertight container, methane gas can be produced and collected for use
as fuel for motors, cooking and lighting, and the liquid slurry can be
returned to the land as fertilizer. Furthermore, digesting the waste in
a closed container kills many of the pathogens responsible for common
rural disease."

Language is easy. The format is easy to follow. There are good
pictures, diagrams and examples. The content is up-to-date. The tasks
are described in small steps.

7.06. Weber, FR: Reforestation in Arid Lands. Volunteers in Technical Assistance
Incorporated, 3706 Rhode Island Avenue, Mt. Rainier, MD 20822, 1977.

"This manual is an attempt to present some current, state-of-the-art
examples of forestry programs in West Africa. It is based on the collective
experiences of foresters and of local farmers and herders. The text,
which focuses on the broad subject of project implementation, presents
methods and planning guides useful in the West African situation, or
context. The appendices contain most of the specific information on
climate, soils, plants, and trees in sub-Saharan West Africa."

The content is simple; the tasks are described step-by-step. The
volunteer can perform the tasks without expert help. Language is simple,
and the format is easy to follow. The subject matter is accurate.
Equipment, supplies and other resources are easy to use.

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8.00 MISCELLANEOUS

8.01. Darrow K and Pam R: Appropriate Technology Sourcebook. Appropriate
Technology Project, Volunteers in Asia, Box 4543, Stanford,
CA 94305, 1976.

"This book represents an attempt to increase cross-cultural communi-
cation among non-experts about small scale technologies that are potentially
appropriate in a wide variety of circumstances. Our purpose is to pursue
a selection of capital-saving, labor-using tools and techniques that
already have proved to be of practical value."

8.02. Fuglesang A: Doing Things ...Together - Report on an Experience in
Communicating Appropriate Technology. The Dag Hammarskjold
Foundation, Övre Stöttsgatan 2 S-752 20, Uppsala, Sweden, 1977.

This book provides observations on the 1976 Dag Hammarskjold
Workshop on Appropriate Technology in Village Development, held at
Vudal Agricultural College, Rabaul, Papua, New Guinea.

The methods used in the seminar are very interesting and the
volunteers can learn much about how to do a workshop in rural communites.

8.03. Liklik Buk - A Rural Development Handbook Catalogue for Papua New Guinea.
Liklik Buk Information Centre, P.O. Box 1920, Lae, Papua,
New Guinea, 1978.

"Liklik Buk contains a wealth of practical and access information for
rural development in Papua New Guinea. This book would be of particular
value throughout Southeast Asia and in other tropical countries."

8.04. Sample Curriculum for Service-Learning Coordinators to use in Training
Community Agency Personnel. National Student Volunteer Program,
806 Connecticut Avenue NW, Washington, DC 20525.

"This manual describes a 'Community Agency Seminar.' This seminar
is a one-day training program for community agency personnel who are
managing and/or supervising student volunteers in their agencies."

8.05. Schindler-Rainman E and Lippett R: The Volunteer Community-Creative
Use of Human Resources. University Associates Incorporated,
7596 Eads Avenue, LaJolla, CA 92037, 1977.

"This book has been written to be a useful resource, stimulus, and
guide for staff and volunteers in public and private agencies. The
authors expect the book can help volunteers identify and clarify needed
skills of innovative leadership, trainership and administration of volun-
teer activity. It will help the volunteer define needed training materials
and will suggest approaches to producing or locating them and using
them effectively."

8.06. Smith DM, Penna F and Orme CN: Voluntary Sector Policy Research Needs.
Center for a Voluntary Society, 1785 Massachusetts Avenue NW,
Washington, DC 20036, 1974.

"This project was concerned with defining the scope and specifying
in some detail the range of policy-relevant research needed to provide
the voluntary sector as a whole and specific kinds of voluntary organ-
ization with knowledge and information that will aid in improving their
effectiveness and efficiency."

8.07. Village Technology Handbook. Volunteers in Technical Assistance Incorporated,
3706 Rhode Island Avenue, Mt. Rainier, MD 20822, 1978.

"This handbook describes techniques and devices which can be made
and used in villages. The table of contents comprises the following:
water resources, health and sanitation, agriculture, food processing and
preservation, construction, home improvement, crafts and village
industry."

Language is simple. The format is easy to follow. The illustrations
diagrams and examples are useful in understanding the subject matter.
Equipment, supplies and other resources are easy to use and to obtain.

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Form #1

SITUATIONAL ANALYSIS

ISSUES	POSSIBLE METHODS	METHODS YOU USED
Population		
1. a. Total estimated population: _____ _____	Library Search, page 75	
b. Age structure:	Field Surveys, page 78	
• infants less than one year old _____		
• children 1-4 _____		
• other age groups:		
5-14 _____		
15-59 _____		
60 and over _____		
• classify age groups by sex		
male female		
5-14 _____		
15-59 _____		
60 and over _____		
c. Total households _____		
d. Average number of individuals per household _____		
Education		
2. a. Number of primary and secondary schools _____	Field Surveys, page 78	
b. Other schools _____	Consulting Experts, page 84	
c. Percent of primary age and secondary age children in school _____		

ISSUES	POSSIBLE METHODS	METHODS YOU USED

d. Student/teacher ratio _____
 	
 e. Estimate of adult literacy
 _____
 	
 3. Living arrangements: *Describe the most common arrangement(s)*
   a. Type of houses:
     ● walls (brick, wood, bamboo)
     _____
     ● roof (tile, zinc, thatch)
 	
     ● floor (tile, wood, cement, or dirt _____
   b. Average total floor space per house _____
 	
   c. Availability of electricity
   _____
 	
   d. Water piped into house
   _____
 	
   e. Where cooking occurs; inside or outside _____
 	
   f. Ventilation; window in each room _____
 	
   g. Availability of screens for doors and windows _____
 	
   h. Bathing facilities; in house or outside _____
 	
   i. Toilet facilities; in house, outside latrines, no latrines
   _____
 	
   j. Water supply; always available, variable supply _____
 	
   k. Water quality; clean, not clean
   _____
 	
   l. Source of water; well, spring, river or lake _____
	Library search of existing studies and reports such as census reports, page 75
	
	 Field Surveys, page 78
	
	 Consulting Experts, page 84	

ISSUES	POSSIEIBLE METHODS	METHODS YOU USED

m. Prevalance of fleas and other insects in house

---

4. Health: *Summarize data from health surveys if available or ask local health center staff to help you answer these questions.*

   a. Distance to nearest health facility _____

   b. Are there periodic immunization campaigns for common illnesses (dyptheria, whooping cough, tetanus, TB, measles)?

   c. Which illnesses, conditions are most common (number from most common to least common: 1 = most common, 5 = least common)

   - excessive coughing/sore throats, colds _____

   - malnutrition/poor nutrition _____

   - vomiting/diarrhea _____

   - worms, intestinal problems _____

   - malaria _____

   d. Mortality:

   - average life expectancy at birth _____

   - infant mortality (birth to one year) last calendar year (i.e. number of infants who died per 1000 births. _____

   - under five mortality last calendar year. Number of children one to five years who died per 1000 _____

Possible methods:

Field Surveys, page 78

Library Research, page 75

Consulting Experts, page 84

ISSUES	POSSIBLE METHODS	METHODS YOU USED
5. Social setting:	Field Surveys, page 78	
a. Local cultural practices which might affect a project	Consulting Experts, page 84	
b. Family structure		
c. Major religious groups		
d. Major caste class groups		
e. Community decision-making process		

ISSUES	POSSIBLE METHODS	METHODS YOU USED

f. Community leaders both formal and
   informal _____
   _____
   _____
   _____
   _____
   _____

g. Organization of community's
   government _____
   _____
   _____
   _____
   _____
   _____
   _____

h. History and experience with
   volunteers _____
   _____
   _____
   _____
   _____
   _____
   _____

6. Physical setting:

a. Is a map of the community avail-
   able which indicates major
   boundaries, roads, footpaths,
   ~~lls, houses, rivers, agricul-
   ~~re areas? Yes ____   No ____
   ~~i not, make one.

Field Survey,
  page 78

Consulting
  Experts,
  page 84

ISSUES	POSSIBLE METHODS	METHODS YOU USED

b. Major environmental character-
istics which might affect your
project, such as climate, soil,
rain, etc.

_____

_____

_____

_____

7. Economic activities:

a. Total cash income of the commun-
ity (estimate)

_____

b. Percentage of households with
cash income _____

c. Percentage of community workers
in non-agricultural work?

_____

d. Percentage of workers in agri-
culture _____

e. Three major crops produced in
the community

1) _____

2) _____

3) _____

f. Average family size of land
holdings _____

g. Kind of animals raised for food

_____

_____

_____

h. Percentage of young people 15-30
who are employed? _____ Who
are looking for work? _____

Form #2

NEEDS ASSESSMENT

ISSUES	POSSIBLE METHODS	METHODS YOU USED
1. What are the chief problems of the community? List in order of importance.	Field Survey, page 78 Consulting Experts, page 84 Task Forces, page 84 Technical Assistance, page 102	
2. What help would villagers like?	Community Organizations, page 86 Group Discussion, page 89	
3. What assistance to the project will the community provide?	Group Discussion and Community Meetings, page 89	
4. Discuss ideas for a project with community leaders. Do they agree?	Bargaining and Negotiation, page 94	

ISSUES	POSSIBLE METHODS	METHODS YOU USED

If not, how can the project be
changed to make it acceptable?

Group
   Discussion
   and
   Community
   Meetings,
   page 89

_____

_____

_____

_____

_____

_____

_____

_____

5. Project Title: _____

Group
   Discussion
   and
   Community
   Meetings,
   page 89

_____

_____

_____

Task Forces,
   page 84

_____

6. Project objectives and purposes:

  a. What is the expected outcome?

Group
   Discussion
   and
   Community
   Meetings,
   page 89

_____

_____

Task Forces,
   page 84

_____

_____

Field Surveys,
   page 78

_____

Observation,
   page 78

_____

  b. Why is this outcome important?

Negotiation,
   page 94

_____

_____

_____

_____

_____

ISSUES	POSSIBLE METHODS	METHODS YOU USED

7. How will the project interact with the community -- check the box which best applies:

   a. No changes in community behavior are required ☐

   b. Change in community behavior is required ☐

   c. The product produced may be rejected by the community ☐

8. If 3a, 3b, or 3c have been checked, how will the issues be resolved?

   _____
   _____
   _____
   _____
   _____
   _____
   _____

   Group
      Discussion
      and
      Community
      Meetings,
      page 89

9. Describe the project in <u>detail</u>:

   a. What is the project?

   _____
   _____
   _____
   _____

   b. Approximately how many people will benefit directly from the project?

   _____

   Group
      Discussion
      and
      Community
      Meetings,
      page 89

   Task Forces,
      page

   Consulting
      Experts,
      page 84

ISSUES	POSSIBLE METHODS	METHODS YOU USED

c. Approximately how many people will indirectly benefit from the project?

_____

_____

d. Who are:

  -the direct beneficiaries?

  _____

  _____

  -the indirect beneficiaries?

  _____

  _____

e. What will be produced or developed in the project?

  _____

  _____

  _____

f. Where will the project products be located? _____

  _____

  _____

  _____

10. Does the project have the support of:

a. Necessary local government agencies? _____

b. Your organization?

  _____

c. The community?

  _____

POSSIBLE METHODS (for item 10):

Group Discussion and Community Meetings, page 89

Consulting Experts, page 84

Task Force, page 84

ISSUES	POSSIBLE METHODS	METHODS YOU USED
11. Is there reasonable expectation that the project can be completed during your assignment?	Group Discussion and Community Meetings, page 89	
	Consulting Experts, page 84	
	Task Forces, page 84	
12. Is there reasonable expectation that necessary supplies and equipment are available?		
a. Equipment _____		
b. Supplies _____		
c. Community Managers _____		
13. Other Issues		

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Form #3

DESCRIPTION OF END AND BEGINNING OF PROJECT AND TASKS

Write: Description
of Beginning of
Project Here: _____

Write:
Description of
End of Project
Here:_____

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Task No.	Brief Task Description	Week Number													Number						Individual Responsible	Equipment, Services, Supplies Needed
		1	2	3	4	5	6	7	8						16	17	18	19	20			
1	CONDUCT MEETING TO SELECT SITE FOR LATRINE				→															JOHN SMITH	
2							→															
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						

Start or completion of tasks can be on monthly or weekly basis.

Write in brief descriptions of each task

If your task will start in week 4 and be completed the next week, indicate starting and completion date using an arrow.

If your task will be completed the same week in which it starts, indicate using an arrow.

Write in the name of the individual responsible for completing each task.

List the equipment & services of workers, supplies and materials needed, and how they will be obtained. Include how many of each are needed.

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Task No.	Brief Task Description	Week Number																			Individual Responsible	Equipment, Services, Supplies Needed
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							
11																							
12																							
13																							

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ADAPT THIS FORM TO YOUR OWN PROJECT

Form #4

COMPLETING A PROGRESS AND PRODUCT EVALUATION

ISSUES   POSSIBLE METHODS

1. Beginning of Project Evaluation

Are services/facilities like those planned
now available? For instance:

Are equipment, supplies, materials available   See Form #3, page 41
to begin work on the project? Describe any
shortages.

_____

_____

_____

_____

Are people resources available? Volunteers?
Community members? Describe any shortages.

_____

_____

_____

_____

If either materials or manpower are lacking,
what alternative courses of action are
possible?

_____

_____

_____

_____

Have one or more of the goals of the project been partially met?

_____

_____

_____

Have any of the tasks specified been completed? If yes, please describe.

_____

_____

_____

2. Progress Checks   (These should be carried   See Form #3, page 41
out at frequent intervals during the life of
the project.)

Are the tasks or activities which you listed   See Feedback, page 110
in your implementation schedule (Form #3)
being carried out?

_____

_____

_____

Describe any problems. What remedial steps
will you take?

_____

_____

_____

_____

Are the tasks or activities you listed in your   See also Chapter V, page 53
implementation schedule (Form #3) on schedule?

_____

_____

ISSUES   POSSIBLE METHODS

Describe any problem areas. What remedial
steps will you take?

_____

_____

_____

_____

3. Product Checks

Using your end of project d scription, list
the products of your project.

How will you know that the products have been   See Pra   il Test ;
achieved at the end of the project?   page

Use Form below:

Measurable Products at end of Project (from page 48)	How Will Product be Assessed?

NOTE: If some products of your project were in place at the
start of the project, you will have to compare the
beginning and end of project with respect to those
products.

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Form #5

CHECK LIST OF POSSIBLE PROJECT PROBLEMS

PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
Equipment, supplies, or services in use are not sufficient or of the correct kind. 1. Yes ☐ 2. No ☐	1. Well drilling equipment will not drill deep enough. 2. Incorrect fertilizer for gardens. 3. Books in literacy class inappropriate 4. No compactors for a road project.	The project may have to be modified or changed to accommodate the equipment and supplies available or new sources found. Consider these methods: 1. Bargaining and Negotiations, page 94 2. Technical Assistance, page 102 3. Practical Tests, page 112
Volunteers and community members lack sufficient skills. 1. Yes ☐ 2. No ☐	No One Knows: 1. How to test and chlorinate wells. 2. Why vegetables will not grow in a village. 3. The correct way to construct water sealed latrines. 4. Effective teaching methods for adult illiterates.	The project leaders require training and assistance; consider these methods: 1. Library Search, page 75 2. Education, page 142 3. Technical Assistance, page 102

PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
The product being produced by the project is not being used properly or the community does not appear to be benefiting from the project. 1. Yes ☐ 2. No ☐	1. Children will not attend an after school remedial reading program. 2. Villagers will not use latrines. 3. A village poultry cooperative is not enrolling a sufficient number of villagers.	The project may require a critical assessment to determine whether or not the services are appropriate or whether or not the recipient of the services are willing. Consider these methods: 1. Group Discussions and Community Meetings, page 89 2. Consulting Experts, page 84 3. Feedback, page 110
The project plan underestimated the cost of necessary equipment and supplies, or promised funds are not available. 1. Yes ☐ 2. No ☐	1. The cement required for a bridge will cost far more than estimated in the plan. 2. The paddy harvest in the village was poor and the villagers are unable to provide funds. 3. It seems impossible to raise in the village sufficient funds for the purchase of vege- table seeds.	It may be necessary to revise the plan and to scale down the project or seek additional sources of support. Consider these methods: 1 Bargaining and Negotiations, page 94 2. Technical Assistance, page 102 3. Practical Tests, page 112

PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
Villagers do not appear to be interested in working on the project, using the results or products produced and generally appear to have lost interest. 1. Yes ☐ 2. No ☐	1. Villagers will not use a well constructed by volunteers. 2. Villagers will not participate in a malaria control project. 3. Villagers will not volunteer their services on a road project.	Motivation and interest on the part of villagers may be important. Consider these methods: 1. Group Discussion and Community Meetings, page 89 2. Bargaining and Negotiations, page 94 3. Providing Model Behavior, page 97
The project is not being managed or supervised properly. 1. Yes ☐ 2. No ☐	1. Village leaders who promised to manage the project are not doing so. 2. Expert assistance promised by the Ministry of Health in Nutrition Education is not available. 3. So many volunteers have left the project that it lacks continuity.	Effective leadership is very important. It may be necessary to replace or train the original leaders. Consider these methods: 1. Group Discussion and Community Meetings, page 89 2. Bargaining and Negotiations, page 94 3. Nonformal Education including on-the-job training, page 99

PROJECT PROBLEM AREAS	EXAMPLES	HOW SOLUTIONS WILL BE IDENTIFIED
Conflicts and disagreements which threaten the project have developed between key groups in the project. 1. Yes ☐ No ☐	1. A project may be developing a village health center, and a serious disagreement has developed over the location of the center. 2. A cooperative to market produce can not agree on the structure of the group. 3. A community organization created to plan and manage a sanitation plan for the village is opposed by some of the village elders.	Conflict between opposing groups is a frequent occurance and the real reasons for the conflict are often hidden. Consider these methods: 1. Group Discussion and Community Meetings, page 89 2. Bargaining and Negotiation, page 94 3. Technical Assistance, Coaching, Team Building, page 102
Some of the volunteers appear to be indifferent to the project, unwilling to work, not comfortable in the village and as a result, the project has a high turnover. 1. Yes ☐ 2. No ☐	1. Over a period of 3 months, 40 volunteers are sent to a remote village. The stay is ten days. 2. Female volunteers will not work on a latrine project. 3. Male volunteers are reluctant to make h... a f...	Volunteer motivation is an important factor in project success. Consider these methods in dealing with volunteer problems: 1. Group Discussion and Community Meetings, pages 89 2. Team Building, page 102 3. Bargaining and Negotiation page 94

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Form #6

DESIGNING AND COMPLETING FOLLOW-UP AND
IMPACT EVALUATION

ISSUES   POSSIBLE METHODS

A. Follow-Up

  Refer to each major outcome of your project

  1a) What are your plans for continuation
      of maintenance by volunteers and/or
      community members?

      _____

      _____

      _____

      _____

  b) List the tasks for continuation of   Chapter III, Task
     maintenance.   Oriented Planning
                                                             and Implementation,
      _____   page 33

      _____

      _____

      _____

  c) Draw a timetable for follow-up.   Use Form, page 63

      _____

      _____

      _____

  d) What people resources are needed to   Use Form, page 53
     follow-up?

      _____

      _____

      _____

      _____

2b) What material resources are needed?   Use Form, page 63

_____

_____

_____

_____

a) How will you, other volunteers and the
community keep records and make reports?

_____

_____

_____

_____

b) What will be done?

_____

_____

_____

_____

c) How?

_____

_____

_____

_____

Who will do it?

_____

_____

_____

_____

When will it?

_____

_____

_____

3f) Who will receive reports?

_____

_____

3g) What will be done with findings of
    records and reports?

_____

_____

B: Impact

1) What easy to measure indicators for
   impact evaluation will you chose?

_____

_____

_____

2) When will you evaluate the project's
   impact? Before the project?
        Yes [ ]   No [ ]

   Just after the project is completed?
        Yes [ ]   No [ ]

   Later when you follow-up on the Project?
        Yes [ ]   No [ ]

3) How will you determine that change   Practical Exams;
   occurred?   page 152

_____

_____

4) How long a time do you need to look   Field Surveys; page 78
   at to be sure that the project has had
   the desired impact?

_____

_____

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5a) How will you __document__ your results?   Presenting Data and
Information, page 115

_____

_____

_____

5b) What will you do with your results?

_____

_____

_____

Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

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