MEETING ON COMMUNITY PARTICIPATION
IN WATER SUPPLY AND SANITATION

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REVIEW OF TRAINING APPROACHES TO ENHANCE
COMMUNITY PARTICIPATION

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ENHANCE COMMUNITY PARTICIPATION

INTRODUCTION

Many examples exist of technically sound water and sanitation (WS) systems failing to have an impact on improving the quality of life because the human resources necessary to operate and maintain these systems have not been sufficient. The community as a resource may be involved in deciding, planning, designing, constructing, operating, maintaining and repairing water and sanitation systems. The type and degree of involvement may vary from place to place but the need is always there. In this paper the indispensibility of community involvement will be assumed. Focus will be on training to obtain community participation in WS activities. On one hand this may include training of professional personnel such as engineers and sanitarians about how to involve the community. On the other hand it may include training members of the community such as its leaders, local facilitators/motivators, volunteers and community institutions, about what they can do and how to involve others.

Understandably, the objectives and methods of training to obtain community participation will vary for a variety of factors including who is being trained where for what purposes. If the community is to be trained to be totally involved and responsible for their own W/S services then the education approach would likely have a community development approach with training in W/S becoming a component of a more comprehensive intersectoral education programme to upgrade the socio-economic development of the community. If some of the community are to be trained to participate in part with national authorities in a W/S system then the training may be less comprehensive and more specifically directed to some individuals in the community who are to have special responsibility for W/S. Therefore, it is most essential that before any training begins the purposes of the training, the target of the training and the structure of the community and its politics are closely examined.

A special challenge in training to enhance community involvement is that while some formal classroom techniques may be useful, the most effective training of both a project's technical staff and the community will be achieved in the community. This applies to undergraduate training, continuing education of already qualified W/S sector personnel as well as members of the community itself. In the community setting, classroom controls and restrictions are abandoned. More informal teaching and natural learning can take place. In the community the teacher's role becomes clearly that of a facilitator, a catalyst to learning and change. The use of examinations to control and motivate learning, becomes less relevant to be replaced by the teacher's personality and guile as a true communicator and persuader. To the professional educator planning this type of education is fascinating territory.[1]

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[1] There is a growing body of literature now available about community and informal education. It is also encouraging that a good amount of this literature reports experiences on the health field.

But while there is considerable variety in the purposes and approaches to training for community involvement, there is a basic model to guide the educational planning process which I would like to bring to your attention to use as the basis for the rest of this paper. The model is presented as Fig. I. Each box on the model will be explained in a separate section to follow.

As a final statement in this introduction the reader's attention is kindly drawn to the fact that the paper will not tell you how to go about planning training programmes to obtain community participation. Hopefully after reading this and discussing its contents you will have a better idea about what is involved in educational planning thereby being better prepared to consider it in your future administrative responsibilities.

Fig. I
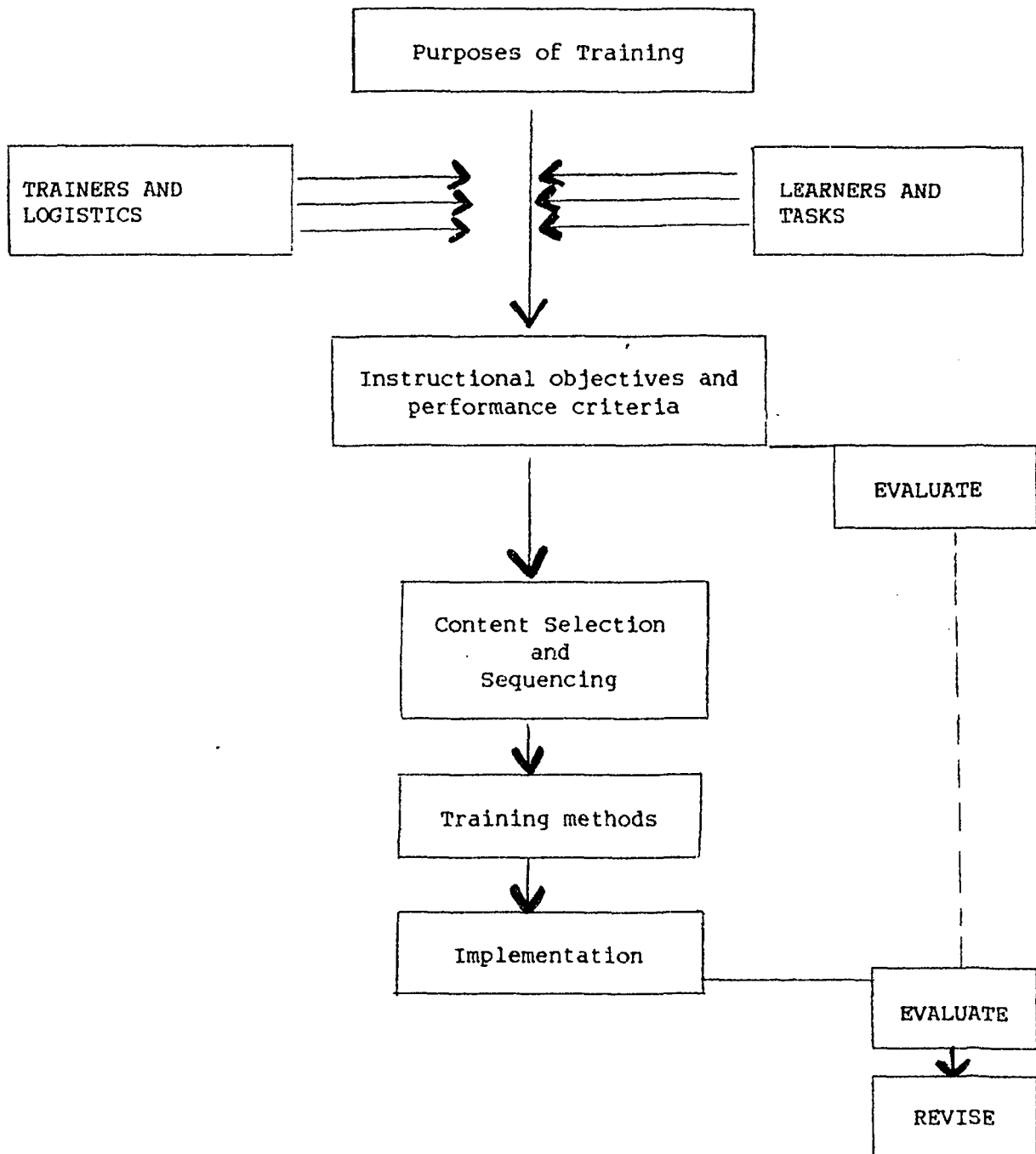
PURPOSES OR GOALS OF TRAINING

The preceding introduction referred to the importance of clarifying the purposes of training the community to participate in W/S activities, because different purposes require different training approaches. Similar clarification is recommended also when establishing the purposes of training W/S sector personnel about obtaining C.I. Too often community input is ignored or underestimated by engineers and planners. A recent WHO/UNDP consultation on "How to Achieve Sucess in Community Water Supply and Sanitation Projects"[2] noted:

"Three major problems which often cause community water supply and sanitation projects (programmes) to fail to achieve their objectives. One was the conceptual gap between people and planners; second was too much emphasis on coverage of the population rather than the continued *functioning and utilization of the facilities; and three was the lack of* effective back up support to communities, particularly after project completion."

These are all relevant problems for attention in setting the goals for training of planners and engineers. In C.I. broad general discussion among experts planners and engineers and a review of the efforts of previous projects would be a useful preliminary step to defining goals for C.I. training programmes.

It might be useful to involve legislators, educators and social scientists in these early discussions too. In setting educational goals one must be concious not to assign to education or training that which it is not capable of doing. Legislation with effective enforcement may be more appropriate in obtaining some community response than a purely educational approach. The history of public health provides much evidence to support this statement. A combination of education and legislation may be the best arrangement, i.e. education to make legislation palatable. In this domain education by the community of the community is highly desirable. The point being made is that educators, legislators and social scientists may have useful input when defining the purposes of training either the community or health workers in methods to enhance C.P., and should be invited to do so.

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(2) "How to achieve success in community water supply and sanitation projects". Report of International Drinking Water Supply and Sanitation Decade Advisory Services Project.

There may be some opposition by engineers to training in C.I. technologies. They may not appreciate its value and hence be reluctant to entertain any further education in this area. This is understandable especially when much of their earlier training has been in the physical sciences. Elements of the community may also be resistent to wider C.I. in W/S activities, for political power and traditional monopolies may be threatened. Care is therefore needed in articulating the wisdom of C.P. and its related training by paying close attention to the political and cultural realities. Community concensus and the democratic process is not the universally accepted approach to civil government. Both the perceived need for C.I. and its expression vary enormously. The educational planner must be extremely sensitive to this in his presentation of the goals of such training.

LEARNERS AND TASKS

Good training will take into account what the trainee can do, his ability and skills, and respond to the needs of this job. These considerations apply in principle whether the trainee is a member of the community or a W/S worker. In Fig. I. these considerations are shown as being made prior to detailing the specific objectives of the training.

When planning the training of the community to enhance their involvement in W/S activities one needs to know what the community is capable of doing, what human, financial and physical resources they possess, as well as political and cultural constraints. A study of each community is recommended. A number of authors including Whyte [3] outline survey instruments which will provide a description of the community useful for educational planning. The Whyte document is in your workshop readings.

The community survey data should help clarify what is expected of all or different members of the community in W/S activities. It should detail what jobs or tasks the community might be expected to do. It will describe what current capabilities the community has to undertake these jobs and/or what capabilities exist in the community upon which training can develop. The general educational level of the community needs to be assessed, with literacy level being a very relevant factor. The existence of local institutions which may be useful in planning or maintaining any W/S resource should be noted.

The perceived needs of the community should be studied. Occasionally a community has no "felt need" for a W/S system, to the extent that immediately starting a project would be a waste of time. If there is no "felt need" in the community for a W/S activities even where the experts say it is desirable, little will be achieved. Patience may be needed. Education could be useful in arousing interest but changing values is a longer term operation. A study or survey of a community is a good way to train W/S sector personnel about the need for and how to go about getting C.I.

Training W/S personnel including engineers, planners and sanitarians in C.P. requires a thorough understanding of what each cadre can do, their general

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[3] "Guidelines for planning community participation in water supply and sanitation projects" By Ann Whyte, WHO Pub. ETS/83.8

abilities and skills in the area, what they know, what they have been taught previously, as well as an analysis of their current duties. Detailed job descriptions if available, are worth studying. A thorough task analysis of what each category should know and be able to do to elicit C.P. is vital educational planning information. The task analysis will likely reveal necessary skills of showing empathy, and the ability to listen; skill at conducting a meeting; being able to analyse the structure and dynamics of a group; being able to communicate simply, clearly and at a level the community can understand; being able to help others to feel confident, to work together to solve problems. These are some of a variety of social and interpersonnel skills which are important. These skills can be developed with training, but of course, some people have them developed to some extent before formal training. Occasionally some personal problems hinder training and some health workers would need to be excluded from C.I. activities and training.

All these factors about the learners, their background and the tasks they will be expected to do, are essential background considerations when setting specific objectives for any training programme once the broad purposes or goals have been established.

TRAINERS AND RESOURCES

Before setting objectives for training it is also useful to be clear as to the resources at your disposal to undertake the training. Such factors to be considered include the teachers, the time available for training, the funds available, the possible training locations, the materials and equipment needed and other resources.

When selecting teachers to train the community to participate, one may go outside the W/S sector or health fields. There may be some highly motivated and capable community teachers from the education, social services, agriculture, religious or other sectors. In one report [4] these local facilitators, or motivators as they were called, were seen an essential link between W/S project staff and the community. Not all need be volunteers. They usually require some basic training about the W/S project but usually have the social, communicative and community training skills so that training in these domains is minimal if required at all. The survey of a community as discussed in the previous section may reveal these natural resource teacher/facilitators.

Training a community to participate takes time. There are local suspicions which need to be broken down. The community educator may first educate in an informal way gradually establishing more organized training sessions overtime, working with various community groups and organizations such as women, religious, agriculture, schools, etc.

Extensive funding for education of the community is not required. Attendance per diems are not necessary. Villages premises can be obtained free and audio-visual aids may be borrowed from central government sources. There may be some costs for props and costumes for plays and for reading or illustrative material but again this is usually minimal. Education of the

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[4] "Who puts the water in the taps? - Community participation in Third World drinking water, sanitation and health" By Sumi Krishna Chauhan et al. An Earthscan Paperback.

community in the community should be done wherever possible within available local resources. Standing the costs for its education is part of the community's participation.

Switching now to the trainers of the W/S personnel, the engineers, planners, sanitarians and community health workers. If capable trainers can be found within each cadre to teach C.P. approaches this is the best, because the subject is immediately identified as not being a frill or unusual, but as an essential ingredient of professional training. Thus, the training of trainers within each cadre to teach C.I. is an important consideration in future training programmes W/S training authorities might well pay attention to this. As an immediate response where there are no teachers within the W/S professions to train others in C.P., social scientists and educators may be co-opted. But they would need to be made conversant with the basics of W/S services.

A good resource for teaching W/S personnel are people from the community itself. Village heads, women's leaders, school teachers and other locals can be invited to discuss issues about community participation with students in training.

Another valuable teaching resource are experienced field personnel who may take on and supervise a trainee in an apprentiship type arrangement. This will require some briefing of the supervisor/trainer about the objectives of the training. The use of supervisor/trainers should be seriously considered with only the most capable selected for this role for it is important that students are exposed to correct role models.

The value of educating about the community in the community setting cannot be over-emphasized. Major costs would be in transportation and accommodation for students and teachers. If this learning can be linked to constructive village investigations and activities, the community may be able to provide free accommodation, perhaps even free transportation.

There may be a component of training which can take place in a classroom in preparation for the student going into the community. Some of the methods used could involve expensive technology, such as video. Therefore, it is important that the funds available for training are made clear early on in planning.

The time that it takes to train students in methods of enhancing C.I. is uncertain. Because knowledge, attitude and fairly sophisticated skills are required, it will not be learned in a short training session. Many hours of practise are required. The behavioural sciences including community development, communication skills, organizational skills and management, leadership training, group dynamics, are some of the components of comprehensive training of health workers to develop their capacity to solicit C.I. Consequently, one can envisage there has to be an investment in training time to these activities. It is recommended to integrate this learning with repeated visits to various communities over the entire length of professional education.

The continuing education of W/S personnel in C.P. skills will also take time and money especially if workers are going to be brought to a central location for further training. The reader is reminded at the cost of this

present workshop. The availability of these two components are basic practical considerations in deciding objectives for the important area of continuing education of W/S workers.

INSTRUCTIONAL OBJECTIVES AND PERFORMANCE CRITERIA

Having discussed the goals of training, the learners and their tasks and having outlined some basic resources necessary to consider when planning training, it is appropriate now to discuss objectives in W/S C.P. training.

An instructional objective is a precise statement of educational intent describing what the student/learner will be expected to do at the end of training. The value of objectives is that it directs the teacher/supervisor in their teaching, tells the student where he is going in his learning and lets the interested authorities know what has been or is being taught. A learning objective should be stated in terms of what the student will be able to do at the end of training not what the teacher wants to do to or with the student. This is an important distinction and the reason why many objectives being with the statement: "the student will be able to".

A second feature of a good objective is that it states an action verb detailing what the student will do. Being able to "describe" or "explain" or "appreciate" are soft objectives. Being able to "calculate", "build", "clean", are more emperial objectives and are preferable. There are many good books describing how to write objective and the readers' attention is directed to them.

Three sample specific objectives in educating the community for C.P. might be:

A. "At the end of training the village elders will be able to list local materials which the village could donate to the construction of 2 pit wells suitable for the village."

B. "At the end of the session most mothers will be able to explain the importance of washing dishes in clean water from the village pump and declare that they will do this when necessary in the future."

C. "At the end of training the community will have elected a village committee with the responsibility of maintaining the water pump in a hygienic fashion for the use of all the community."

Objectives may be classified into knowledge, attitude or skill objectives. Objective (A) is concerned with knowledge; Objective (B) with both knowledge and attitudes; and for Objective (C) a skill or action is the outcome. Providing knowledge is relatively easy. Acquiring knowledge is also relatively easy (depending on its sophistication of course). Changing attitudes is far more complex and uncertain. Changing behaviour is even more difficult especially where ingrained habits or cultural practises are involved. Educational planners therefore need to give serious thought to setting realistic and attainable objectives, for community involvement is enhanced by success. But objectives also have to be worthwhile. To this end a high level of skill is needed to get the community to set objectives for themselves wherever possible. If they can decide on them, and declare them, one is more likely to obtain their participation.

Stating instructional objectives is also fundamental in the training of health workers. Objectives may be set by both the teacher and students together, by cooperation and negotiation, (resembling a community striving for concensus). Again, the agreed objectives should be realistically attainable by most of the students and must be consistent with the real tasks of their future work. Too often objectives are included which are based on traditional training practises, justified on the spurious grounds of intellectual development value, when they may better be chosen on the basis of day-to-day utility. The social sciences are fundamental to C.I. education. Irrelevancy can occur where the social sciences are be taught as an end in themselves not as a means to an end in the education of W/S personnel. Most vocational training is justified by its utility.

Occasionally, debate arises as to the degree of detail required in a training objective. There is a danger in being too broad, thus losing the benefit of a close analysis of the task. An example of a vague broad objective is "the student will be able to motivate the community to build a new sewerage system." The other danger is to become too detailed in the objective and trivialize the process such that the whole is lost in its parts. Such a trivial objective may be "the mother will be able to relate to the health worker that boiling water for 10 minutes sterilizes it". The degree of detail required of an objective is determined by its utility to all three parties for whom it is being written, namely the trainer, the learner and the authorities. As a general guide, it is not usual to have more than a couple of objectives for each hour of formal classroom instruction. The person responsible for planning education in the W/S sector should insist on the production of clear relevant objectives, for there is little point in attempting to go somewhere (in education) without first deciding where you want to go, and whether it is possible to get there.

EVALUATION

The fundamental purpose of education is to affect changes in the way an individual thinks, feels and acts. The process of educational evaluation is one of determining the effectiveness of the course or programme in bringing about the desired changes. Specific purposes of assessing C.I. instruction may be: (a) to assess the degree to which the student or community has learned or become involved; (b) to assess the effectiveness of the teacher/trainer and the training process to enhance C.P.; (c) within the case of formal training, to motivate the W/S student to learn, to provide him information about his progress and to direct his learning; or (d) to help clarify C.P. education objectives.

Fig. I shows the evaluation box alongside the objectives box which implies that the evaluation strategy is to be devised when the objectives are being set. This is an important concept. Valid evaluation means accurately measuring the objectives of the training. Conversely, it is helpful when defining an instructional objective to consider how it is to be measured. If one is having difficulty in stating an objective, think how you can measure whether the student has attained it or not. Some educators say that the only objectives which should be taught are those which can be measured objectively. This may be a little severe but the point is well taken for vocational education.

Training in C.P. whether for the community or the W/S student will involve knowledge, attitude and skill objectives. Therefore, evaluation will be of knowledge, attitudes and skills. Probably the most commonly assessed is knowledge, the most difficult to assess is attitudes, while the most valuable to assess are skills. The uncertain educator is encouraged to seek the advise of evaluation experts from the education and social sciences when planning an evaluation strategy, for it can be quite complex.

The evaluation of the community must not offend it. The evaluation should not be seen to be making judgements about the community. If evaluation is based on objectives and if the objectives have been set and agreed by the community then evaluation is likely to be acceptable. If assessment is going on as a training project develops the assessment process may be a valuable way of keeping a project visible to the community. For example, in some community a list of donors and their donations to W/S activities may be an appropriate evaluation parameter and a motivator. Or a list of houses connected to the new water system may be made known to the public, thus serving assessment and motivational purposes.

In the evaluation of W/S students performance assessment techniques are encouraged, where students are assessed performing the activities for which they are being trained. Assessing a student's skills in involving the community to participate should be carried out in the real situation and performance checklists are useful aids. Second best would be in simulations. Least valid would likely be pencil and paper knowledge tests in the classroom setting.

It is therefore recommended that evaluation of training for C.P. be considered at the same time as objectives for C.P. training are being set, that the purpose(s) of evaluation is/are clarified and that evaluation is made of the important aspects of the training especially the performance of fundamental skills.

CONTENT SELECTION AND SEQUENCING

This refers to selecting and putting into appropriate instructional order the objectives, the man ideas, the information, skills and activities to be taught in the C.P. programme. In formal education it is often referred to as the syllabus or the course plan. In education of the community it has no specific title.

A variety of factors affect the order in which material is taught and some of the principles involved include: going from the known to the unknown; going from the easy to the difficult; keeping interest by balancing the teaching activities; and covering the priority activities as early as possible in the programme.

In training the community in C.P. for W/S activities the needs and interests of the community will help dictate sequence. One of the first activities would be for the community to discuss its own needs. This may be introduced by basing discussion on a current problem in the village. A child dying of diarrhoeal disease may be a good entry point, or the birth of a child to a village leader. Early education should not be conceptual, it should be based on simple real examples of life. The community is encouraged to focus early on the elements of the problem not on its solutions.

It might also be natural and necessary to divide up the community into special interest groups. The content of what is being taught or discussed would vary acording to the interests and concerns of each group. In general it is difficult to tightly plan the content of community education well in advance. One must be flexible to capitalize on natural events in daily life to develop training.

The selection and sequencing of the content of W/S students' training is more controllable. A common error however, is to have all theoretical training precede practise, the idea being to provide theory as a foundation for practise. Training has been shown to be far more effective when theory and practise are closely linked together. Students should be provided the opportunity early in training to go into the community to learn. Community surveys are a constructive educational activity. Students may go and live in villages for periods of time to collect information then return to college to discuss it. Prior to going to villages some preliminary training will be necessary preparation such as how to establish rapport, how to conduct an informal meeting, how to get the most information out of people and some familiarity of the rational of items in the survey. But best of all would be an initial activity of a student going into a village to do a survey with an experienced field worker who would explain the reasons for the items on the survey, the approach and the collection of data.

Some of the topics which would be important in training W/S students in C.P. are presented earlier and will be developed further in the workshop. When selecting these topics however one needs to continually refer back to the agreed objectives to continually check whether and in what way the topic or activity is relevant.

TRAINING METHODS

Having decided what is to be taught the next step is to decide how to teach. Of course, in real practice there is some consideration about teaching methods earlier in planning too. The following in alphabetical order are some teaching learning approaches which may be useful in the training of the community and W/S students in C.P. methodologies:

Audio

This may include the use of audio cassettes or the use of the radio for community education purposes. Both these technologies have proven to be very useful aids. Consideration should be given to using this approach in the continuing education of health workers in the field as well.

Case studies

Both the communities and the students could be trained by reviewing case studies of W/S projects which have been undertaken in other communities. The case studies are sometimes presented in a written format, they may also be presented using audio-tape or as plays performed in the community.

Councelling

Individual councelling may be useful, especially for students who are having particular problems or who have particular interests in their learning.

Debates

Debates can be arranged within the community, within professional groups and between students to present both sides of issues that are likely to arise in the course of community work. If handled well debates can be fun as well as a learning experience.

Demonstrations

Showing members of the community and students how to perform some task is an obvious technique. Demonstration should be followed where possible by the community or students practising that which has just been demonstrated to them.

Displays

The use of displays, such as posters or models can help the community visualize an issue which the trainer/facilitator would like people to become involved in doing in support of W/S services.

Films

There are some films available in C.P. However, their cultural relevance is sometimes questionable. Before films are shown to a community or students they should be screened closely as to their relevancy and appropriateness.

Field visits

Enough has already been said about this in the paper. Suffice to say, the more students can go to the field and work in the real situation with the community, the more both parties will benefit. It may also be useful at times to take members of the community to another site to observe similar W/S systems operating.

Individual tutoring

Similar to councelling, this approach may be used both with students and/or individual member of the community. In the latter case it is especially useful where one member of the community has been designated particular responsibility for some water or sanitation duty.

Laboratory work

This applies more to instruction of students. In this case communications laboratories can be set up with the use of audio or video techniques and students can observe themselves role playing or simulating such skills as establishing rapport, or demonstrating new approaches etc.

Large group discussion

This is fundamental to any C.P. There are some pitfalls such as dominent characters in the community dominating the discussions. Students may be taught how to both stimulate and control such discussions as an essential part of their training in C.P.

Large group study

Members of a particular interest group in the community may be charged with the responsibility of studying a particular aspect of W/S. For the success of large group study, the topic of the study should be kept specific and solvable. Handed well study groups can also enhance the cohesiveness between members of the community.

Lectures

We all know what these are. They should be kept to a minimum being of limited value.

Multimedia

This includes the use of audio and visual techniques together. The approach is novel and stimulating but takes some preparation. It should be remembered that multimedia techniques are not a substitute but an aid to teaching.

Programmed instruction

In this method usually in written format, students go from a common starting point to the next step in their learning where they are tested. If they answer correctly they may move on to a new part of the instruction; if they make errors in their responses they may be reinstructed over the previous area and then tested again. Upon successful completion they would move on to the track already being pursued by those who were originally correct in their answers. Programme learning can resemble algorithms, commonly found in diagnostic problem solving approaches. Production of programmed learning texts takes time and skill.

Role playing

In this method the student is asked to take the part of a member of the community or an engineer for example and demonstrate how he would interact in his relationships with others. Older people are somewhat reluctant to participate in role playing activities, but once involved usually find it very enjoyable. If the role playing can be recorded on video the actor may analyse his own strength and weaknesses, but video recording is not essential. Plays and community theatre is also a good teaching devise.

Self study

This is very important for continuing education, and for enriching learning. This method to be successful will involve considerable work by the teacher developing appropriate self study activities and exercises for the student. As with all learning activities the students should see some purpose to the work which he is to study by himself.

Silent reading

This is self explanatory and perhaps not used as much as it could be.

Small group discussion

This approach is extremely useful in affecting attitude change especially where the groups are homogenous. Small group discussion provides the

opportunity for people to learn from each other. Students should learn the skills of conducting small group discussions for they will be a significant factor in enhancing C.I.

Small group study

The same comments as for large group study apply here.

Simulation exercices

Sometimes simulations are used where real practise is at first too dangerous, though this is not too necessary in C.P. work. In C.P. activities, simulations are usually of the role playing variety.

Speeches

As with lectures speeches in the classroom and the community should be kept to a minimum. People learn best by participating and discussing. However the opportunity should not be lost for some eloquent visiting dignatory well respected by the community to be asked to address them.

Team teaching

Water and sanitation activities are often intersectoral. Teachers from different sectors working together training both students or the community can be very useful. Each teacher may be used to lead in the teaching the things he knows best and feels most comfortable doing. Planning is needed for this valuable approach.

Videos

Videos are a very useful teaching tool. They are becoming more common, including in rural communities. But they are expensive and do not travel well. The cost of producing a good video is often large. After exposure to good commercial video a community over time may develop high expectations of quality and not respond well to something that has not been produced well. Video in the community where people can observe themselves is most exciting and stimulating to them. Novelty can help motivate. However the cost of video needs to be weighed against the value of the approach.

The above are some teaching learning approaches which may be found useful in C.P. teaching activities. Teachers are encouraged to use a variety of approaches. Which is the best approach to use, may be decided on the basis of common sense and practise. In C.P. training students should learn how to use all of the above methods so they can teach others.

REVIEW AND REVISION

Fig. I indicates that after implementing the training programme, which takes no explanation here, one should evaluate its effectiveness. This in turn should lead to a review and a revision of the training programme for future use. It is not unusual, in fact quite common, to find that the second time through an instructional programme is far more successful than the first when the gross and obvious first time mistakes have been removed. One is encouraged not to abandon a particular teaching programme if it is not successful the first time through, but encouraged to modify it based on the

evaluation of the effectiveness of the first try out. Following the evaluation, revision may include a resetting of the objectives of the training programme, the reselection of students, or the resiting of the training programme to a new location for example.

SUMMARY

I should like to finish this paper by outlining some important principles of learning which apply to the total field of training and in particular apply to C.P. in training W/S activities.

Active is better than passive learning. People learn best by doing. While it may be more convenient to the teacher to lecture, this approach has limited efficiency and effectiveness in passing on information, on changing attitudes and minimal impact on learning new skills. This paper has repeatedly referred to the importance of this principle.

Practise helps make perfect

The more one practises new skills or reherses new knowledge, the more permanent will be the learning. Of course practise should be varied and enjoyable and as often as possible should involve the real thing in the real situation. The application of this principle suggests that the teaching of certain essential skills which require much practise be placed where possible through a training programme.

Effective learning means the conditioning of appropriate emotional responses. The more we like and are positive about our training, the faster we will learn. The more we like our jobs, the better we will perform. An important function of the teacher is to encourage the learner to become positively and emotionally involved in his learning - not over motivated but appropriately motivated. This is often achieved through active involvement of the student in the setting of the objectives, in the selection of the methods and by learning by doing is appropriate encouragement from the teacher. The importance of this principle to community learning C.P. is obvious.

People learn better when they know why and where they are going in their training. To not know the purpose of what one is learning or to not have a goal soon leads to loss of interest. This principle suggests, as has been presented in the early part of the paper, that you clarify at the beginning of the training its purpose, objectives and direction. Reminders may be required along the way.

Attitudes are most likely to be changed by peer group influences. The changing of attitudes is well recognized as an important objective of community education. Its importance in community W/S projects is easy to see. It is those who are most like you who will have greatest influence on your attitudes. Sometimes this is called social conditioning. There are other influences in the environment and from outside experts which also have an effect on attitude, but it is more likely that change will result from peer group pressure.

Say things simply and go from the known to the unknown. By being obtuse and complicated in ones explanations and by using professional jargon and difficult words the teacher may impress the learner, but it is unlikely that he will teach much. Impressing people is pointless if the objective is to

teach and inform. Allied to speaking simply and clearly is the desirability of beginning an explanation or teaching a new skill based on what is known or familiar to the learner. This gives him a comfortable familiar base from which to start (a place to hang his hat).

Guided discovery based on problem solving approaches is best. This principle applies in the pursuit of permanent learning. It is true, however, that discovering things for one self may take time, hence guidance by the teacher may take time, but the impact and permanence is greater than didactic approaches. This principle is allied to the first one discussed, people learn best by doing. In the classroom situation it takes considerable skill on the teaching part to devise problems for the students to solve. One is reminded again, however, of the importance of the community as a learning environment, for here problems exist for students to solve and in doing so contribute to the development of the community and its W/S systems.