

# **Community Coach Manual**

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**Foundation Connect International**



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# INTRODUCTION

## Context

This manual discusses how community coaches can assist communities to develop themselves. As a community coach you will get support from other people such as other staff of the organization you work for and district authorities' officers. You will all work together to facilitate each community to assess its situation and vision for the future, develop a 'community development plan' and implement the actions in that plan.

## Who should use this manual?

This manual has been written for **community coaches** and other staff involved in community development (mainly the supervisors of community coaches but in places also other staff). **In this manual wherever the word 'you' is used we mean you, the community coach.**

## Purpose of this manual

The manual will help you to work effectively with communities and assist them to develop themselves. Also your supervisors will use this manual to train you and understand what the tasks of a community coach are. This manual provides practical information regarding a number of skills you need to develop and your tasks in the community development process.

## Restrictions

This manual can not provide all guidance. It is important that you also keep searching for additional information you need for your work as a community coach.

## Feedback

This manual is based on the experience of support organizations in several African countries. We are keen to continue improving the manual. Therefore we would appreciate it enormously to receive your feedback and suggestions for improvements so that we can take these up in future editions of the manual. Please send them to us by e-mail: [info@connectinternational.nl](mailto:info@connectinternational.nl).

# 1 COMMUNITY DEVELOPMENT

## 1.1 What is community development?

Community development is a concept that consists of activities to assist communities to improve the health, well being and welfare of its community members. An important principle in this concept is: **development is the responsibility of the community members themselves.** It is important that communities become aware of this. They should take their own development into their hands, feel the owners of it and regard you and others as persons and organizations who can help them to realize their goals. Therefore the activities done with communities need to be realized as much as possible by the community members themselves.

## 1.2 Summary of community development activities

The main community development activities are summarized here under with for each activity a short description of your role.

Activity	Role of the community coach	Timing
<ul style="list-style-type: none"> <li><b>Preparations in new areas.</b> CDOs from the organisation visit communities, do initial investigations (if required) and introduce the program to district and lower level authorities and to village leaders.</li> </ul>	No involvement	Before the start of the program
<ul style="list-style-type: none"> <li><b>Community request.</b> Invited communities fill in a request form and send it to the organisation. The organisation selects communities for the program.</li> </ul>	No involvement	
<ul style="list-style-type: none"> <li><b>Community self assessment.</b> The community is facilitated to do an Appreciative Inquiry (AI) or Participatory Rural Appraisal (PRA). This is a meeting consisting of exercises that assist community members to get an overview over their own situation, problems, needs, priorities and future dreams. Conditions are explained. The community usually also elects community coach candidates and the members of community committees.</li> </ul>	No involvement	
<ul style="list-style-type: none"> <li><b>Selection of the community coach.</b> Staff of the organization carry out interviews with community coach candidates elected by the communities. One community coach per group of communities is selected.</li> </ul>	Apply for the job	
<ul style="list-style-type: none"> <li><b>Training and coaching of community coaches.</b> Community coaches receive a first training on the concept of community development and leadership. After the first training, they will be trained further once every 2 to 3 months on different subject of importance for their work, like facilitation skills, health promotion, monitoring and reporting. They will also be coached regularly by their supervisors, the community development officers.</li> </ul>	Coaches follow the trainings and coaching	Through-out the program
<ul style="list-style-type: none"> <li><b>Household surveys.</b> These are executed to get more information about the health situation at family level in the communities. A household survey consists of questions about health, usually posed to the female head of the household, and a number of observations. Household surveys are executed by health workers or by staff of the organization who receive a special training for this.</li> </ul>	Experienced coaches may act as a supervisor or as a surveyor.	At program start, middle and end

## 2 Community development

Activity	Role of the community coach	Timing
<ul style="list-style-type: none"> <li>• <b>Community development planning.</b> In a one-day meeting the household survey results are presented and an official opening of the program takes place. The community is facilitated by staff of the organization to produce a development plan which will form the basis for the activities that the community will undertake in the coming years to improve the development and health of the community members.</li> </ul>	Experienced coaches may explain the community how to fill the community development plan	At the program start
<ul style="list-style-type: none"> <li>• <b>Erection of Village Action Groups (VAG's).</b> Each group of 20 to 30 households is invited to form a Village Action Group (VAG) in which each interested household has one member. The VAG meets once every one to two weeks to discuss health subjects and other subjects they wish to discuss. Each group selects two VAG leaders who will be trained and coached to assist their group in having proper discussions and follow also the themes and topics in the VAG manual that each VAG will get from the program.</li> </ul>	Stimulate and facilitate the formation of VAG's.	Preferably at start of program
<ul style="list-style-type: none"> <li>• <b>Quarterly community review meeting.</b> Within two weeks after the end of each quarter each community has a quarterly review meeting. During this meeting the community coach obtains and writes down information about the progress of the development in the community and the achievements of each VAG and each community committee.</li> </ul>	Facilitate Quarterly community meeting, produce quarterly report.	Every quarter
<ul style="list-style-type: none"> <li>• <b>Training and coaching of VAG leaders.</b> VAG leaders are trained by the community coach and other staff of the organization on health subjects once every two months. The VAG leaders will learn how to facilitate their VAG to discuss the topics in the VAG manual and undertake action regarding these topics. They also learn how to stimulate the VAG members to identify other subjects of important, discuss these and undertake action on them. The VAG leaders are coached by the community coach on a regular basis.</li> </ul>	Training of VAG leaders. Monitor functioning and achievement of VAG's.	Throughout program
<ul style="list-style-type: none"> <li>• <b>Training and coaching of the community committees.</b> The volunteers organize meetings with the community at the sub-village level and establish small action committees for implementation of the plans for each health subject.</li> </ul>	Monitor functioning of community committees	Throughout program
<ul style="list-style-type: none"> <li>• <b>Inter community meetings.</b> Once every 6 to 12 months representatives of several communities come together to discuss progress. Participants include VAG leaders, village leaders and representatives of the community committees. Also representatives of the authorities are present. The meetings are headed by a staff of the organization and aim to get feedback from the communities about progress, bottlenecks and to formulate actions to solve the bottlenecks. Also new developments of importance for all communities are discussed.</li> </ul>	Assist staff member of support organisation in facilitating the meeting	Once or twice a year during the program
<ul style="list-style-type: none"> <li>• <b>Micro projects.</b> These are small projects the community executes. These can be projects at household level (e.g. making a household toilet or a firewood saving stove), by small groups of households (e.g. the realization of a borehole with rope pump, setting up a training course for learning how to read and write, etc.) or by the whole community (e.g. implementing a pipeline water system or constructing and/or improving a primary school).</li> </ul>	Monitor progress of micro projects. Detect and report bottlenecks	Throughout program

### 1.3 What kind of person is a Community Coach?

A community coach assists communities to go through a development process. The community coach therefore has to communicate with the community and its different institutions (e.g. community committees, community groups, but also community leaders and other community actors) and also with the organization the community coach is working for. This means that a community coach is a very special person with a particular important task. Good people are needed for this! Therefore we have tried to formulate some important characteristics of a community coach that can be used to check whether a person could be suitable to become a community coach. These characteristics are:

- speaks the local language,
- leads group exercises properly,
- is patient, enthusiastic, motivated, and uses humour in his/her conversation,
- is respectful and friendly towards people,
- dresses modestly, not too modern,
- does not influence people during discussions,
- stimulates women and shy people to speak up and let their voices and opinions be heard,
- listens carefully to people and takes careful notes of the discussions,
- involves all people effectively, being among the group (not standing in front of them) and speaking and looking both to the men and the women

# 2 COACHING SKILLS

## 2.1 What are coaching skills?

To assist communities to develop themselves it is important that you master ‘coaching skills’. With the word ‘master’ we mean that you become able to practice coaching skills in a proper way whenever needed. The most important coaching skills are:

1. Facilitation skills
2. Teaching skills
3. Investigation skills
4. Monitoring and reporting skills
5. Learning skills
6. Planning skills

In this chapter we explain about these skills. Your organization will train you in these skills. At the start of your work as a community coach, you will normally receive an introduction training on the different skills and later you will be trained further in each of these skills. It is good to read through this part of the manual regularly to refresh your knowledge about coaching skills.



## 2.2 Facilitation skills

**To facilitate someone means to help that person to achieve something him or herself.**

- You can facilitate people to assess their own situation.
- You can facilitate people to become aware of problems and the solutions to those problems.
- You can facilitate people to make plans to solve certain problems.
- You can facilitate a group of persons to construct a building (e.g. by sending a skilled mason who will teach them how they can construct the building and to provide them certain materials they need but cannot buy themselves).

So there are many situations in which you can facilitate people to achieve something. The most important situation in which you will need to facilitate people is in **meetings**.

In meetings it is often good to have a homogenous group of participants because then the chance is higher that the meeting will be successful. Example: having a meeting with only women is often more successful when a subject like household violence is discussed, then having a meeting about this subject with a group of women and men.

In a meeting people should discuss things with each other and find answers and solutions themselves. They then learn best and also become aware about things. Therefore you should facilitate meetings mainly by asking questions and stimulate people to discuss and discover the answers and form their own opinions themselves. This way of working also increases people's self-esteem (they will conclude: we knew all this ourselves and formed a shared opinion about it!).

### 2.2.1 How to facilitate a meeting

- **Prepare the meeting.**
  - Ask the participants to determine the subject of the meeting (so you are sure that indeed this is the subject they want to discuss about).
  - Check whether all agree with the meeting
  - Discuss about the meeting with leaders, key persons, etc. and get their approval to ensure that the participants you want to have in the meeting will be there.
  - Read about that subject of the meeting.
  - Prepare questions such that if people have discussed the questions they have a good understanding and awareness of all aspects of the subject
  - Ensure a proper place for the meeting (e.g. under a tree in the shade).
- **Introduce the meeting.**
  - Introduce yourself.
  - Ask participants to introduce themselves (if they are not too many).
  - Explain the subject of the meeting and ask the participants whether they agree.
  - Express the hope that everybody, including yourself, will learn from the meeting.
  - Explain that there are no right or wrong answers to the questions (especially in cases where opinions with regard to the questions are important).
- **Ask the participants to formulate rules for the meeting.** Typical rules often agreed on are:
  - If someone speaks don't interfere/speak one at a time
  - Give everybody a same chance to speak and don't speak too much/too often.
  - Let each person give his or her opinion.
  - Respect each other's opinion.
  - Sometimes they decide to appoint someone among themselves to record the things said.

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**Ask open questions** (questions that can not be answered with yes or no) during the meeting. This stimulates the participants to discuss things together in depth and see it from different angles. As a facilitator you should try not to influence the participants' opinions. Ask additional questions if you feel the participants do not yet fully understand the subject. For instance when promoting latrines and the need to keep them clean you can start with questions like 'Where do we go to the toilet?', then 'What kind of toilet do we prefer?', then 'Why do we prefer such toilets', then 'What is better for our health, going to the preferred toilet, or doing it the way we do it now?', then 'Why?' etc.

- **Stimulate the participants to listen carefully to each other.**
- **Stimulate the participants to keep discussing the subject until no new points emerge**
- **Explain things if participants really lack knowledge** (but try to reduce this to the minimum; the participants should find the answers themselves and form their own opinion about the subject).
- **Plan for action.** If problems have been identified ask the participants what the possible solutions are and what they can do themselves to solve the problems. Advise them to write down their ideas in for instance the community development plan or in other documents. Also write down the conclusions for yourself so you can later ask them about it.
- **Ending the meeting.** End the meeting when you feel that the subject has been discussed sufficiently. Thank the participants for their contribution to the discussion and their time.
- **Learn from the things brought forward by the participants.** Listening to the problems and priorities of the participants and their opinions, gives you information about what is going on in the group. If for instance in meetings it is brought forward several times that people would like to know more about a certain subject you can ask your organization to prepare a fact sheet about that subject.

### 2.2.2 Additional notes for facilitators of meetings

#### **How to prepare for facilitating a meeting**

- If the subjects are known it is important that you write down for yourself what issues you feel should at least be discussed. Also write down questions that you can ask to stimulate further discussion. This will make it easier for you, the facilitator, to check if all aspects of the subject are covered. If you feel the participants have not yet covered all aspects while the discussion is coming to an end, you need to ask questions to the participants that stimulate them to also discuss those aspects.

#### **What to do when people do not understand or lack information**

- If it appears that people do not know or understand certain things it may be necessary to clarify these. This should preferably be done by asking additional questions. If necessary, explain certain things shortly, but don't push your opinion forward. So don't say 'You must wash your hands', but instead explain how diseases can be transmitted and ask people what they think they can do to prevent such diseases.
- If it appears that people do have the required knowledge but still don't wash their hands don't ask 'Why don't you wash your hands?'. This may be interpreted by people as a conviction. Instead ask things in the third person: 'What do you think could be the reason for people not to wash their hands?' or 'What could be a reason for people to wash their hands?'

#### **Community meetings**

- **Assure a high turn up.** Ask an important representative of the community to call for the meeting. Ensure that people know that the meeting will address subjects found important by them and that they can express their problems, needs, ideas, priorities etc.

- **Ask the people to explain their main problems and needs.** This will give you an idea of the major problems people are facing and perceiving as a priority. The fact that you are willing to listen and take them serious will 'open up' people (invite especially women to talk). They will understand that you are ready to listen to them, which creates trust and respect.
- **Avoid raising expectations.** If there are problems which you cannot help the community with, be honest. Don't promise things that you cannot fulfil. Always be honest and realistic about what you can do to help the community, and concentrate on the things which you can help them with. Discuss and agree what they will do and what you and your organization will do.

## 2.3 Teaching skills

<p><b>Teaching is:</b>  <b>helping people to really understand.</b>  <b>giving people the inspiration and tools to go ahead and practice the things they have learned.</b></p>	<p style="text-align: center;"><b>I hear and I forget</b>  <b>I see and I remember</b>  <b>I do and understand</b></p>
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Therefore if you teach people it is good to do the following things:

### Take people to a place where they can see what they are going to learn about

- If you teach about vegetable growing - teach it in a good vegetable garden.
- If you teach about hygiene and home sanitation - go and see a good home and a bad home.
- If you teach about chicken rearing - go to a farmer keeping chickens.

*People learn from the good and the bad examples as it gives a good background for discussing.*

### Make sure people get involved

- Instead of explaining people about a subject, ask questions and let the people discover that to most questions they can find the answers themselves. If you wish you can write answers on the board, then discuss things further. Involve especially those who are shy. In this way people get enthusiastic and proud (*'We know this ourselves'*). Other ways to involve people: group work, practical demonstrations, asking frequent questions, etc.

### Use practical exercises

- If you teach about washing hands - show a jar and basin, demonstrate handwashing.
- If you teach about growing tree seedlings in a nursery - let the participants fill the pots - and explain which are filled in correctly. Show how to pre-treat the seeds etc.

### Use guest speakers and use the knowledge among the participants

A facilitator is not expected to know everything. Ensure that all the knowledge in your group is utilized - everybody knowing something about the topic should speak up. Get a guest speaker from outside such as the community health worker, when convenient. Ask the guest speaker also to involve the participants and use the lessons in this paragraph on how to teach people.

### Plan and follow up

- Let the students plan and commit themselves to something they wish to carry out. Follow up later if the plans were accomplished - find out the problems and make new plans with them.
- If you conclude: "I DID tell them this - but they don't do it!" - you must ask yourself: 'Was my lesson all that good - or could I do it better?' 'Perhaps I did not demonstrate the methods well, perhaps we did not discuss enough, how could I motivate people better?'

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*RIGHT*



*WRONG*

### 2.4 Investigation skills

You will probably be involved in different kinds of investigations. Therefore you should master the following investigation skills:

- Discussions
- Interviewing
- Observing
- Informal information gathering

#### 2.4.1 Discussions

You can have a discussion with people and use this to obtain information. The best way to get the information you want during a discussion is to ask questions that stimulate the people to discuss the things you wish to get information about. Continue asking questions until you have the feeling that you have sufficient information about the subject you wish to investigate. Aspects to take into consideration are described in the next paragraph (be polite and respectful is the most important one).

During discussions also often information comes forward that you may not be specifically looking for at that moment but that is definitely information of importance for you (possibly regarding other subjects). Therefore always listen carefully to what people say also if they are discussing things that are not immediately related to the information you are looking for at that moment. Always ask yourself *'Is this information that could be important for me to understand the community better?'* because it often is!

#### 2.4.2 Interviewing

An interview is a meeting with one or more persons during which you ask them questions. There are two types of interviewing:

1. **Semi-structured interviews.** These are interviews guided by a list of open-ended questions. The questions are posed in exact wording and order as written down. But they allow the respondent to give his or her own words, thoughts and insights in answering the questions. This type of interviewing is used for instance in household surveys.
2. **Structured interviews.** These are interviews with closed questions that limit the answers to a predetermined set of choices (such as for instance the household survey).

Important aspects to take into consideration when interviewing people are:

- Always be courteous, polite, respectful, and non-judgmental.
- Introduce yourself, your organization and the reason for the survey.

- If there are people who are not part of the interview, ask them politely to leave.
- Explain that one can also decide not to take part in the survey and that the answers are confidential. Respect the decision of the person.
- Avoid telling others details about an interview and/or mentioning the name of the person(s) who you interviewed.
- For structured interviews: ask each question exactly as it is written. When someone does not understand a question repeat the question. If necessary, pose the question in words that you feel are easier for the person to understand. But make sure not to change the question, give hints for answers, give examples or influence the person in any way.
- Be careful that a person does not give answers he/she thinks you, the interviewer, want to hear. Ask the person to give answers that really represent his/her opinion.
- Ask questions in a respectful way. Do not imply that some answers are better than others.
- If an answer seems inconsistent with previous information given by the person, or if there is some reason to disbelieve an answer, try to discover the truth by asking him/her another question or asking a question in a slightly different way. However, do not be overly persistent otherwise a person may change his/her answer just to please you.
- Make sure to pose all questions that need to be posed and obtain and register information as accurately and completely as possible.

### 2.4.3 Observing

The purpose of observation is to try to understand an event, or a behaviour by watching. In an observation situation the observer watches and writes down the things he or she observes. Observations can be done in a planned or an unplanned way.

Planned observations are observations that you carry out in a certain place and at a certain time, that you decided on beforehand. In case of planned observations you know what you want to observe, and take good notes. Examples of planned observations are:

1. **Continuous observations:** observations carried out over a long period of time, for instance a few hours but sometimes longer. Example: observe how many people wash their hands after leaving the toilet, compared to the total number of people who visit the toilet; Observation method: the observer should sit quietly (to disturb the group observed as little as possible) for about 2 to 3 hours at a place where he can see well what is going on, and register the observations.
2. **Spot-check observations:** observations made during a short time directly after arrival at a certain site. Example: observe if a household has a solid waste pit or not, if the water reservoir in the household is covered or not.
3. **Rating check observations:** observations that require a judgement by the observer (can be spot checks or continuous). Example: number of 'clean' toilets against number of 'dirty' toilets. It should thus be discussed on beforehand how the criteria are interpreted, in this example, what is considered 'clean' and what is 'dirty'.

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Unplanned observations are carried out during field visits, walking through town or speaking with villagers. These are observations that you have not planned on beforehand, and are therefore unplanned or informal observations.

### 2.4.4 Informal Information gathering

Informal information gathering means catching the information that happens to reach you in an unstructured way. For example when you walk through the village, and talk to the people, they may give you information that you did not expect to get, or that you did not specifically look for. It is important to catch this type of information. If the information is there but you are not sensitive to it, you will miss it. There is always information to be caught that may be of use to you. Don't miss it!

#### **Informal information can be very important when:**

- (a) It is very difficult to obtain information about certain topics with structured methods
- (b) Structured methods require too much time
- (c) The equipment needed for structured information gathering is not available
- (d) People have insufficient experience to work with certain structured information gathering methods.

#### Some examples of informal information gathering:

1. You happen to see or hear something. After you think about it, you feel it could be of importance in one way or another for your work and/or for the people you are working for.
2. A hygiene promotion program pays attention to hand washing after toilet use. Observing how many people wash their hands after toilet use requires a lot of time and effort. Staff working in the program may be able to give quite reliable informal information though. They obtain the information every day through informal talks with people, their own unstructured observations when they happen to pass a latrine and see that people don't wash their hands. They also know because they are themselves part of the people, and thus have a good understanding of the habits, culture, etc.

A disadvantage of informal information gathering is that it may be difficult to find out whether the obtained information is correct.

## 2.5 Monitoring and reporting skills

You are responsible for monitoring the progress of community development program in each community under your responsibility.

#### Monitoring consists of two things:

1. **Collection of information** about activities and things realized (by using the investigation skills described in the former paragraphs) and writing this information in monitoring forms.
2. **Taking proper measures immediately** whenever you find that something is not in order or not going well.

It is important to report about the things you have monitored to your supervisor. This you can do by giving the monitoring forms you have filled to your supervisor. If required you can write down additional information on the back of a monitoring form (which you should do especially in case you have found certain problems). Your supervisor will take your reports (the filled monitoring forms) to the office so that the whole organization knows about the progress, the problems and good things in each and every village.

**Don't be afraid to report things that are not good!** It is the responsibility of the community to do things in a proper way. If they do it wrong this is not your fault. It is important though that you get the information, take the proper measures whenever something is not good and that you report about any problems to your organization as soon as possible!

The monitoring forms usually also contain information about the measures that you should take if certain things are not good.

The most important monitoring that you will do includes:

- **Monitoring micro projects.** These are specific actions by community members such as for instance the production of pit latrines, the planting of trees, the production of firewood saving stoves or the production of a well with a rope pump. You will need to monitor whenever you visit a community the micro projects that are going on in the community and fill in the monitoring forms for these projects. It is explained in chapter 3.9 how to monitor micro projects and fill monitoring forms when visiting these projects.
- **Monitoring community development.** In the communities you need to monitor the development activities that are going on and whether these are done properly. The information you will need to write down in the community development monitoring forms. This you will do together with the CDO of the support organization. We developed monitoring forms for each year (year 1 to 3) of the community development program. It is explained in chapter 3.5 how to monitor community development activities and fill the monitoring forms for these activities.

Additional to this you will need to make two more reports:

- **Community quarterly report.** This report you will make together with the community during a quarterly report meeting once every quarter. During this meeting you get the figures of things realized in each Village Action Group which you can count up and enter the totals in the community quarterly report. It is explained in paragraph 3.5 how to make a quarterly report together with a community during a quarterly review meeting.
- **Community coach activities report.** This report you will need to make once a month. In it you will report all the activities that you have carried out during the month. It is explained in paragraph 3.4 how you should make this report.

## 2.6 Learning skills

Good community coaches continue to learn and improve their way of working, their knowledge and awareness. In this way you continue to become more effective in assisting the communities.

For this you need learning skills. Learning skills are:

- To be aware that there is always more to learn.
- To always search for things you should know more about in order to serve the communities you work for better.
- Re-reading the things you learned before regularly to refresh your mind.
- Ask feedback regularly about how you function from the people you work with (e.g. from the community committees, from your supervisors, from the village leaders, from the beneficiaries, etc.) and use this feedback to improve your work.
- Ask the people you work with (especially those in the communities) what subjects they feel they need information about and try to obtain information about these subjects and learn

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about these subjects yourself first, then pass it on to those in the communities who requested for it.

For example, you can learn to become a better facilitator by reading more about facilitation skills and trying to practice the things you have read. Or maybe you want to learn more about how to organize things better or how to train the watsan committees in your area on a certain subject.

So, keep searching always for subjects you feel you should learn more about and then try to bring that new knowledge into practice. Do so as much as possible in coordination with your organization. Tell your organization what you want to learn more about and what you want to do with that knowledge. In this way you get feedback about your ideas from your organization. Maybe other people in the organization are looking for the same information or have good ideas about how to get more information. Your organization may be able to help you to get documents with good information or may want to send you to a training course to obtain knowledge and skills about the subjects. Also ask the community (the committees, the people you meet during your community visits, the village leaders) what they would like to know more about and then try to find information about these subjects.

Always inform your organization about your plans, ideas and wishes so that you get feedback and things happen in a coordinated way.

We recommend that you learn as follows:

### First year:

- Learn to master the coaching skills described in Part 1 of this manual.
- Learn to master the standard tasks you need to fulfill described in Part 2 of this manual (during the training courses your organization will determine with you which parts of the manual you should learn to master).
- Learn about the subjects in fact sheets the communities need during the first year (and learn how to train the community committees and village leaders about these fact sheets).

### Second year and after:

- Learn about (and practice) anything in this manual that you have not covered during the first year and that fall under your responsibility.
- Learn about the subjects in fact sheets the communities need during the second year and after (and how to train the community committees and village leaders about these).
- Search for other subjects you want to learn about.
- Develop new fact sheets for subjects you learned about that are not available in your organization yet (do this for instance together with involved community committees and coordinate it with your organization).
- Read parts of this manual and other important documents available to you regularly again to refresh your mind.

## 2.7 Planning skills

You will need to plan your actions all the time. This requires planning skills and overview of what is happening in each of the communities under your responsibility.

Planning is done as follows:

1. Get an agenda or buy a notebook and write down all days of the year in it.
2. Prepare a planning calendar. See further on how this is done.

3. In the planning calendar write down the fixed events that you need to do in each village such as the quarterly review meetings. Because you don't know the exact dates it is important to write them with pencil so you can erase them and put them at another date whenever necessary.
4. Every time an event is planned, such as a community meeting or a training session from the support organization, make sure you write them down in your agenda. Therefore always take your agenda to meetings so you can write down the planned events. You should also write down the deadlines for handing in the monitoring reports to the support organisation.
5. Check weekly if there are any meetings you have to prepare or attend, and check if the persons in charge of the meeting have prepared everything.
6. Check weekly if you have to hand in any reports or monitoring forms to the partner organisation, and make sure you hand them in on time.

### 2.7.1 Prepare a planning calendar

Draw the months of the year on an A4 paper and the names of the communities you are assisting plus the main activities per communities in the way we have done in the example on the next page.

If this schedule turns out to be too complicated, there is an alternative:

- Each coach gets a notebook plus a list of standard activities that he or she should do per community. Then the coach can visit each community and plan some or all of the standard activities in his notebook. If later the community announces that an activity can not go through he or she can agree on a new date. The coach should then also indicate in his notebook one or two weeks in advance of each activity that he or she should notice the community about the activity and verify whether the community is aware of it and will be available to take part.

Community: Kyongo, Kandana district, Tanzania

Year: 2008

Name community coach: Michael Ololo

Activity	Month											
	January	February	March	April	May	June	July	August	September	October	November	December
Start 32 household surveys												
Community development planning												
Erection of 7 Village Action Groups (VAG's)												
Quarterly community review meeting												
Training of 14 VAG leaders												
Coaching of 14 VAG leaders												
Training of the 3 community committees												
Coaching of the 3 community committees												
Training of 4 village leaders												
Coaching of 4 village leaders												
Inter community meetings												
Micro project – Construction of 48 latrines												
Micro project - Construction of 84 firewood saving stoves												
Micro project – Malaria prevention campaign												
Micro project – digging 3 wells and placing rope pumps on them												
Etc.												

# 3 COMMUNITY COACH TASKS

In this part of the manual we present the tasks of a community coach in those activities of the Community Development Program in which the community coaches are involved (for a summary overview of all community development activities see par. 1.2).

## 3.1 Household surveys

A household survey is an investigation to obtain information about the social, health and economic situation in a number of households in the community. We define a household as ‘*a group of people sharing the same kitchen, cooking area or cooking pot*’.

The household surveys are executed by village health workers or by staff of the organization, depending on the situation. The surveyors are trained for properly executing the surveys.

In each community the household survey is done:

- Just before or at the start of the community development program to collect detailed information that can be used as a basis by the community to develop their development plans and as a baseline for later evaluation of the success of the program.
- Somewhere during the middle of the program the household survey will be done to assess progress of the program by both the community itself and by your organization.
- At the end of the program to evaluate the results and impact of the program.

### Tasks of the community coach:

- You may be involved in the household survey as a surveyor yourself or as a supervisor of the surveyors. In some cases you may also be involved in the training of the surveyors.
- As a start you will need to follow the household survey training course and then be instructed by your organization which of the above tasks you are to fulfil. It is important that for all these tasks you have very good knowledge of the household survey manual. Therefore make sure that you get this manual and read it each time before the start of a household survey!
- You may also be responsible for the collection of the filled household survey forms and submitting them to the organisation. This means that at the end of the household survey you need to make sure that all surveyors give their filled forms to you. Control in each form whether each question has been answered with a score 1, 2, 3, 4 or 5. There should be no questions that have not been given a score. Explain the surveyors before the survey that if people don't answer to a question they should fill in score 5. Therefore it is not possible to leave any question unanswered. They either fill in a score 1, 2, 3 or 4 and, in case of no answer, a score 5. If you find in filled survey forms that one or more questions have not been given a score, ask the surveyor about it. If the surveyor has not filled the answers he or she may have to go back to the household to pose the questions and get the answers. If no scores have been given to questions to which people did not answer you can together fill in scores 5 for those questions.

### 3.2 Program opening and community development planning

In a one-day meeting the household survey results are presented and an official opening of the program takes place. The household survey results will be presented by the CDO. During the same meeting, the community is also facilitated by the CDO and community coach to produce a development plan.

The Community Development Plan (CDP) will form the basis for the activities that the community will undertake in the coming years to improve the development and health of the community members. The plan is based on information about the priority problems of the community obtained through the Appreciative Inquiry, household surveys and possibly other surveys and other information.

Experienced community coaches may assist CDO's in facilitating the involved community members to make the plan.

The plan is made by filling a Community Development Plan Form. In this form the main problems of the village should be written down. These are the problems as defined by the community members themselves. After that the villagers should discuss what activities should be carried out to solve the problems, the people responsible for the activities, and the timing of these activities and also enter this information in the form.

Below you find an example of a partly filled Community Development Plan Form. The form may be changed or adapted according to the needs of the support organisation.

#### Example of a partly filled Community Development Plan

PROBLEM	DETAILS OF THE PROBLEM	ACTIVITIES PLANNED	WHO IS RESPONSIBLE?	TIMING (year and months)
Poor water situation	People get water from polluted ponds that are at 1 hour from the village and dry up in the dry season	<ul style="list-style-type: none"> <li>- Water survey by support organization to assess what can be done</li> <li>- Implement water system (pipeline, wells, boreholes?)</li> <li>- Manage the water system</li> </ul>	<ul style="list-style-type: none"> <li>- Water survey: support organization + water committee</li> <li>- Implementation: depends on outcome survey. Can be: water committee (organizing labour and other input), community members (provision of labour and possibly partly payment of the facilities), support organization (technical expertise and subsidy or provision of all or part of the required materials)</li> <li>- Management: households or water committee (depending on type of facilities implemented)</li> </ul>	<ul style="list-style-type: none"> <li>- Survey: CDO said this can be done next month in February 2008</li> <li>- Implementation: depends on funding for subsidy or whole system by the support organization, hopefully within 2008</li> <li>- Management: after the facilities are ready</li> </ul>
Poor school	Closest primary school is at a distance of 5 kilometers, in the neighbouring village. Therefore a lot of children in the village don't go to school at all. To improve this situation the community already started building a new school in the village, but they don't have enough money and materials to finish it.	<ul style="list-style-type: none"> <li>- Finish roof</li> <li>- Build teacher's house</li> <li>- Manage and monitor education quality</li> </ul>	<ul style="list-style-type: none"> <li>- Finish roof: community (provision of labour), with help of support organisation (who can contribute in materials and if necessary, knowledge)</li> <li>- Build teacher's house: community (labour and most of materials), support organisation (materials and knowledge).</li> <li>- Management: community committee.</li> </ul>	<ul style="list-style-type: none"> <li>- Construction: depends on funding; hopefully jan-july 2008</li> <li>- Management: after school is finished.</li> </ul>

No toilets	Most of the households in the village have no toilets at all. Those who have, count with toilets of very poor quality and in bad condition.	<ul style="list-style-type: none"> <li>- Dig latrine holes for every household</li> <li>- Build latrine slabs for every household</li> <li>- Manage and monitor quality of slabs</li> <li>- Hygiene promotion</li> </ul>	<ul style="list-style-type: none"> <li>- Latrine holes: individual households (provision of labour)</li> <li>- Latrine slabs: individual households (labour and materials; sand, water, soil), support organisation (cement, and technical expertise)</li> <li>- Management: hygiene/watsan committee and individual households</li> <li>- Hygiene promotion: support organisation and hygiene/watsan committee</li> </ul>	<ul style="list-style-type: none"> <li>- Digging and construction: 2008</li> <li>- Management: After finishing slabs</li> <li>- Hygiene promotion: throughout latrine construction project</li> </ul>
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#### Tasks of the community coach:

- Assist the CDO in facilitating the meeting as far as requested by him or her.
- When the CDP is ready and approved by the CDO ask the community to copy it to a second form (or forms).
- Make sure you get these copies and give them to the CDO.
- Ensure that the involved community committees copy the parts of the plan that fall under their responsibility and work it out further as far as possible. Give this follow up, also to signal to the support organization when the CDP needs to be adapted.
- Ensure that with regular intervals the committees report in a community meeting the progress with the parts of the plan falling under their responsibility and that the CDP is adapted in accordance with the developments once in a while. Whenever the CDP has been changed ask the community to copy it and bring this copy to the CDO.

### **3.3 Erection of Village Action Groups (VAG's)**

A Village Action Group (VAG) is a group of community members coming from 10 to 30 households in one area. Each household sends one person to the VAG so that each household is represented in the VAG. For small villages a VAG could cover all households, but for villages with more than 30 households we recommend to form more VAG's, so that a VAG never represents more than 30 households. Otherwise the groups become too large to be effective. If a household chooses not to become member of a VAG, meaning that no one from this household will take part in the VAG, this is of course their right. Important is though that households who are in the VAG area but are not a member of the VAG are considered a part of the VAG in that sense that the VAG will monitor also their progress with developments such as the realization of health facilities (e.g. a latrine) and other health related improvements. The VAG will also always be open for these households to join if they change their mind.

The Village Action Groups (VAG's) should be formed somewhere at the start of the program in the community. The moment of erection of the VAG's is flexible, but the support organisation will stimulate the formation of the VAG's from the start of the program on. During the formation the VAG discusses with its members what a VAG is and why it is good to be a member of a VAG. Also the VAG members elect two VAG leaders somewhere during the first period.

After the formation of the VAG's you will keep in close contact with the VAG leaders to help and guide them in their tasks.

Tasks of community coach:

- **If required have preliminary meetings with village leaders.** If village leaders are not yet properly informed it is important to introduce the idea of forming VAG's to them first and ask whether they agree with it. If not you should not start to form the VAG's yet. Contact your CDO in that case to discuss what should be done.
- **Invite the community to form VAG's.** Announce in community meetings that it is good and important to form VAG's in the community and explain what a VAG is and how they can form a VAG. They can form VAG's by dividing the village in small areas that each have between 10 to 30 households. Each of these areas can then form a VAG by inviting each household in the area to send one person to take place in the VAG as a member. Also explain that a VAG will come together in a meeting once a week or once every two weeks, depending on how active a VAG wishes to be.
- **Assist the community to form the VAG's.** Make appointments for the first VAG meetings. In each first VAG meeting facilitate the VAG members to discuss about the role of a VAG. Then facilitate the VAG members to discuss about the need of a chair person, secretary and treasurer, and 2 group leaders (one man and one woman) to spearhead the activities in the group. Ask the members to formulate for each function the criteria that these persons should fulfill, write these down and then facilitate the members to elect the most preferred candidates for these functions (see Box 1 for more information on how you can do this). After this you will give the VAG leaders the VAG manual, explain about the training courses they will get and you will give an explanation about the VAG program for the first year. After this, discuss with the members at which day and which time they will meet every week (or every two weeks, although we recommend especially for the first few months that the group meets every week). Explain that the VAG will work in close cooperation with the Village Headmen and other key players in development in their respective community.

In some community development programs things are organized in such a way that VAG's can also choose representatives among their members to become member of the community committees such as community WASHE committees, community orphan committees, etc. If so this should be explained by the community coach to the VAG members as well after which they can elect the members for these committees.

Later you will visit meetings of each VAG now and then and you will also try your best to assist VAG leaders with advice or other assistance when they ask you to do so. How this functions is explained in paragraph 3.7.

**Box 1: Facilitating a group to elect candidates for a certain function – example of election of VAG leaders**

Timing: 20 minutes.

1. Discuss the need of VAG leaders. Ask the participants: '*Why are VAG leaders needed?*' Ask the participants to speak up what they think VAG leaders are needed. Write down on a large paper, on a black board or otherwise in a notebook what their answers are. Their answers may include things like:
  - The VAG leaders will help us to discuss about things we find important.
  - The VAG leaders can contact the community coach or other staff of the support organization when we have a problem or need advice.
  - The VAG leaders can talk to the village leaders when we feel we need contact with

them.

- The VAG leaders can report about the achievements we made. They can also check whether we do things in a proper way.

At the end repeat their answers by reading up what you have written down. If the above things are not mentioned you can mention them yourself and ask whether the participants agree. It is also possible that participants mention other important reasons that we have not included here.

2. Ask ‘*What kind of person should a VAG leader be?*’ Write down the answers again. Answers may include:

- The person is trusted and respected,
- The person is able to read and write,
- The person has sufficient time available to be a VAG leader.
- The person will not leave the village in the coming years.
- The person is able to communicate well with others.

Read up the answers of the participants again and add from the above list the things that were not mentioned, asking each time whether people agree that these things are also important.

3. Ask the people to nominate 2 men and 2 women (altogether 4 candidates). The 4 candidates should stand in front of the group with their backs towards the group so that they can’t see the people. The people can then vote per two candidates by raising hands when the facilitator points his/her finger to the candidate. However, raising hands is a method in which people can cheat easily and it may be difficult to count all raised hands if the group is large. For this reason often another method is used, in which people stand in line behind the candidate of their choice; you can then count the number of people in each line. So first the people vote which of the two men they want to elect and then they vote which of the 2 women they want to elect as VAG leader.
4. Let the 2 VAG leaders present themselves in the end.

Remarks:

- Choose the way of voting that is accepted in your region, but try to make it as democratic as possible and remember the gender balance.
- Other way of voting: each candidate has a symbol. All people get a piece of paper and write the symbol of the person they support. All papers are collected and the votes per symbol are counted.

### **3.4 Monthly Activity Report**

As a Community Coach you need to keep a record of all the activities that you carry out every month. In the Monthly Activity Report (Annex 3) you will report all the activities that you have carried out during the month.

Tasks of community coach:

- Fill in the district, area, and village name, your own name and the month and year you are reporting about.
- In the first column fill in the date on which you are reporting.
- In the second column fill in the name of the meeting you attended (e.g. VAG meeting or Quarterly Community Review Meeting), or a description of the field visit you carried out (e.g. field visit to .....

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- In the third column fill in the subjects that have been discussed during the meeting or field visit
- In the fourth column fill in the number of people present during the meeting.
- In the fifth column fill in the problems encountered
- In the last column fill in the plans that have been made to solve the problems.
- Hand in the completed Monthly Activity Report form to the support organization every month.

### 3.5 Community review meetings

In each community a review meeting is held at certain times. This can be once a month, but also once every quarter, depending on how experienced the community is and what the community wants but also what your organizations wants. The meeting is with VAG leaders, committee members and village leaders. You should attend these meetings as often as possible (especially in communities that are not making much progress) and see to it that each community has a review meeting at least once every quarter.

#### Your tasks:

- Make sure that you know for each village when they have a community review meeting and try to be there (write the dates, times and places in your agenda so you can't forget). Especially if a community is not experienced with these meetings yet it is important that you take part. Possibly you will be asked by the community to facilitate the meeting, especially if it is the first or second review meeting of the community.
- Look in the VAG leader manual how to facilitate this meeting and follow this if you are the one to facilitate the meeting! If not, part of your task is to observe if the meeting is properly facilitated. If not, discuss this after the meeting (don't interrupt during the meeting!) with the person who was the facilitator and possibly also with others in the community.
- If you have the feeling the community is not doing the review meetings properly report this to the CDO who is supervising you and undertake appropriate action in coordination with the CDO.
- It is good to copy the figures from the community review report forms so you have the figures yourself as well.
- Fill in the 'Monitoring form for community coaches' for the activity *Community review meeting* for that community. Do this also if you have not attended the meeting (in that case copy the figures from the form later and ask the person who chaired the meeting and other persons how it was).

### 3.6 Monitoring Community Development

In order to monitor the progress of the communities with regard to community development, you need to monitor the development activities that are going on in these communities. The information has to be written down in Community Development Monitoring forms (annex 4). You will fill in these forms together with the CDO of the support organization. Separate forms exist for each year (year 1 to 3) of the Community Development Program.

#### Tasks of the community coach:

- Fill in the Community Development Monitoring Form every quarter together with the CDO of the support organisation. You can fill in the form in the same meeting with the CDO in which you discuss the Monthly Activity Reports and Community Quarterly Report. Don't

worry if you don't understand the form at once, the CDO of the support organisation will help you and explain how to fill in the form.

- Fill in the form as follows:
  - o Fill in your name and the quarterly period
  - o Take a look at the indicators and fill in a rating for those activities that were actually executed at the time of monitoring. It is not necessary that all indicators are answered. The indicators that are answered should always have a number between 0 and 1, with 0 meaning 'No' or indicating a bad situation and 1 meaning 'Yes' or indicating a good situation. Any number between 0 and 1 means that the answer is something between bad and good or No and Yes, with the closer the number is to 0 the worse the situation is and the closer the number is to 1 the better the situation is. → Misschien beter om hier ook gewoon met ja en nee te laten antwoorden, i.p.v. 0 en 1, net als bij VAG formulier.
  - o In the row where you have to fill in a *quantitative* indicator, fill in the number corresponding to what quantity has been found.
  - o In case something is not in order, write down a short explanation about why it is not good, and what has been, or will be, done to correct things.

### 3.7 Training and coaching of VAG leaders

You are, together with the CDOs, responsible for the training of VAG leaders.

The Village Action Groups consist of interested members in one village. Each member represents one household. The Village Action Groups should preferably contain between 10 and 35 members. The VAG leaders will be trained on average once a month, each time on a different health subject.

#### Your tasks to train VAG leaders are:

- Agree with the VAG leaders on the date and location for the training.
- Make sure you have enough copies of the VAG manual or of the fact sheet on the subject you are going to address.
- Either the (experienced) Community Coach or the CDO opens the meeting by welcoming the participants, and writing down the names of the participants.
- The Community Coach should preferably lead the training, introduce the themes and lead the discussion. The CDOs observe and where necessary add comments or pose questions.
- Encourage the leaders of the Village Action Groups to actively participate in the meeting and ask for their own experiences regarding the subject.
- At the end of the meeting the Village Action Groups should decide on concrete actions as a follow-up. The leaders of the Village Action Groups have to set a date for the meeting with their VAG.

#### Your tasks to coach VAG leaders are:

- Attend VAG meetings on a regular basis
- To monitor the functioning of the VAGs and contact the support organisation in case of difficulties.
- Teach, together with the CDOs, the VAG leaders how to fill the Weekly VAG reports and Quarterly VAG Report forms.
- Gather the weekly VAG reports and hand them over to the support organisation.
- Produce a Community Quarterly Report on basis of the VAG quarterly report forms.

### **3.8 Training and coaching of the community committees**

As a community coach you are, together with the CDOs, responsible for the guidance, training and coaching of the community committees in your area. During your regular field visits you talk to the community committees and check if they need any help or advice. In case of problems, inform the support organisation on this. Depending on your own experience and knowledge, you might also have a task in training the community committees on certain subjects.

#### Tasks of the community coach:

- Attend meetings of community committees on a regular basis
- Monitor the functioning of the community committees and contact the support organisation in case of difficulties.
- Assist the CDO's in training of the committees

### **3.9 Inter community meetings**

Every 6 to 12 months representatives of several communities come together to discuss the progress in their communities and share experiences. Participants in these inter community meetings include VAG leaders, village leaders and representatives of the community committees. Also representatives of the authorities are present. The meetings are headed by a staff member of the support organization and aim to get feedback from the communities about progress, bottlenecks and to formulate actions to solve the bottlenecks. Also new developments of importance for all communities are discussed.

#### Tasks of the community coach:

- Attend the inter community meetings
- Assist the CDO's in facilitating the meetings

### **3.10 Micro projects**

Micro projects are small projects the community executes to improve the development and health of the community members. These can be projects at household level (e.g. making a household toilet), by small groups of households, (e.g. the realization of a borehole with rope pump by a group of households, setting up a revolving fund for small investments, etc.) or by the whole community (e.g. implementing a pipeline water system or constructing and/or improving a primary school). This can be anything from implementing a borehole with a hand pump to get cleaner and more nearby water point to the production by households of improved cooking stoves or the construction and improvement of a primary school.

The community coach should visit the micro projects in the community on a regular basis and monitor how well they are implemented (for certain micro projects your presence may even be required more intensively during some periods). Discuss any problems found with the CDO, the Community Development Committee and if necessary also with the village leadership. Assist the community as much as possible to solve all problems.

Steps in micro project implementation are:

- Election of project committee
- Project application by the community to the support organisation
- Agreement with (district) authorities
- Project proposal preparation by the community and support organisation

- Acquisition for funding
- Collection of local materials by the community
- Signing of contract with the community and other involved parties
- Training of project committee and project professionals
- Construction of project facilities
- Monitoring by support organisation
- Development of a maintenance plan by the community
- Evaluation
- Handing over of the project facilities to the community
- Training of O&I committee and/or caretakers and developing O&I plans

For several micro projects separate manuals have been developed. In these manuals more detailed information can be found on the steps to be taken to carry out a micro-project successfully. Right now manuals exist on the following subjects (but note that some of them haven't been finished yet):

- School projects
- Construction projects in general (manual with technical details)
- Spring protection
- Gravity drinkwater systems
- Boreholes and ropepumps
- Water filters
- Pit latrines

You can ask the support organization to provide you with a copy of these manuals.

#### Monitoring of micro-projects:

The monitoring of micro-projects is done by many different actors. You can be responsible for parts of a micro project, as well as CDOs of the support organisation, community committees, and village leaders. For each micro-project a separate monitoring form has been developed. An example of a monitoring form can be found in Annex 3. For an overview of all monitoring forms for all types of micro projects, ask the support organisation for the Monitoring Form Manual. In order to use the monitoring form correctly you receive a short training from the support organisation.

#### Tasks of the community coach:

- Agree with the CDO of the support organisation, the community committee and other involved actors who is responsible for the monitoring of which part of the micro project.
- Fill in the monitoring form for the micro project as follows:
  - Take a copy of the monitoring form into the field
  - Fill in the district name, and area and village name on the top of the form.
  - Fill in the date
  - Fill in the name of the VAG
  - Fill in the name of the household you are monitoring
  - Try to answer all the questions mentioned in the form. Do this by answering with **1** (meaning 'good' or 'yes') or **0** (meaning 'bad' or 'no'). → **Misschien beter om hier ook gewoon met ja en nee te laten antwoorden, i.p.v. 0 en 1, net als bij VAG formulier.**
  - If you answer one of the questions with 0 (or 'no'), stop the work and improve things first. Then write on the back what the problem was, what measures you have taken to improve things and add any other comments.

# 4 TRAINING COURSES FOR COMMUNITY COACHES

You will have to follow the training courses listed below:

Training course name	Description	When will the training course be provided	Remarks
Community coach basic skills training: - Teaching skills - Facilitation skills - Investigation skills - Planning skills (e.g. with roleplay: coach has to plan activities for 4 communities).			
Household survey training			
Training on facilitation CDP			
VAG formation training			
Training on Monitoring and use of monitoring forms			





## Annex 2 Monitoring form - Community Development Year 1

District:	Name monitor:					<b><u>To be filled by the Area Leader (and copied by Project Leader)</u></b> <i>For each rating of 0,5 or lower explain on the back why it is poor, what measures you have taken to improve things and any other comments.</i>
School area:	Quarterly period:					

Activity	No.	Indicator	Rating				Explanations + actions required when rating is not good
<b>Production of the community development plan (CDP) and committee action plans</b>	8.1	Village health workers, VAG leaders, community leaders and committee members are facilitated at least once a year to discuss the outcome of household surveys, dialogue meeting, subject surveys, etc. and make or adapt the CDP and fit it to their circumstances and priorities.					
	8.2	The CDP also has an overview of the subjects from the VAG manual and other subjects that need to be covered by the VAG's each month.					
	8.3	The community committees develop and each year also adapt action plans that further detail and plan the subjects in the CDP.					
	8.4	The plans are provided to the Area Leader before the end of the first quarter of the year, follow the SHIPO formats and are of sufficient detail and quality.					
<b>Quarterly review meetings</b>	9.1	During each quarterly review meeting the community quarterly report form is filled by the Area Leader with data from the VAG quarterly report forms.					
	9.2	Planning next quarter is realistic, based on what VAG's and committees feel is really feasible and fits also to the CDP and committee action plans.					
	9.3	Each VAG has written down the planning per product for their VAG area in the VAG quarterly report form for the next quarter.					
	9.4	During year 1 at least 3 quarterly review meetings were held.					If the last quarterly review meeting is held within 1 month after the finalization of that year count this as one of the quarterly review meetings of year 1.

Product indicator type	No.	Indicator	Rating				Explanations + actions required when rating is not good
<b>Qualitative indicators</b>	1	Community committees involved in the program meet at least once a month with 80% of the members present and the members are capable to plan actions and have knowledge and awareness regarding at least two subjects covered by their committee.					
	2	More than 75% of the people are member of a VAG.					
	3	VAG's meet at least once every two weeks with at least 75% of the members present. They cover the Child Aid manual in line with planning, monitor their actions and are aware of the progress they make.					

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<b>Utilization indicators</b>	1	The results of household surveys, dialogue meeting and subject surveys were used by the community to further plan and improve their development efforts.					Assess community development plan and committee action plans.
	2	VAG's and committees are involved in different activities in the community in accordance with their planning. Committees monitor <u>the products being realized</u> properly using the DAPP product monitoring forms, resulting in good quality products and progress.					Assess Community quarterly reports and product monitoring forms filled by the committees.
	3	Community members have improved their household status and health behaviours.					Obtain information from Community quarterly report (VAG Status).

<b>Product indicator type</b>	<b>No.</b>	<b>Indicator</b>	<b>Number</b>				<b>Explanations + actions required when rating is not good</b>
<b>Quantitative indicators</b>	1	Number of household surveys executed					
	2	No. of inhabitants in the school area who participated in the process					
	3	No. of active VAG's					
	4	No. of active committees					

Date:

Name and signature monitor:



