



Helping people understand their local strength

Appreciate what they have

Learn how they can put these strengths to use

& Teach themselves and others what they learn

Developed by:  
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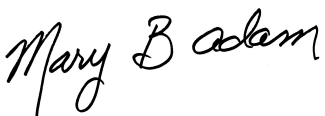


## Overview of SALT theory and methodology

### **SALT: Strengthen, Appreciate, Learn, Transform**

This workshop focuses on the community, helping local people understand their local strengths, appreciate what they have, learn how they can put these strengths to use, and teach themselves and others what they learn. It should have participants from the local health center (facility staff), community health volunteers (CHVs), as well as community leaders. It is tailored to and appropriate for adult and oral learners. SALT will bring people together to build teams of change agents who can bring the voice of the people into the decision making structures of the health system while at the same time bringing ways for households to accept personal responsibility for their own health. Experienced mentors/facilitators will coach these young teams in building ways to improve their health at both the household level and at the health center level. The curriculum is much more process focused than content focused. Special attention should be paid to the arc of the entire training. It begins by building group cohesion and dynamics and should end with the group implementing a community based program using resources identified as already existing in their communities. This process should bring the voice of the people and their community together with the health system at the local level to bridge the communication gap and build solutions that will work.

In the process the facilitators/research team will build and test tools for tracking progress in growing community engagement to bring positive health changes in their context as well as quality in health care at the local health center level and develop ways to measure the patient's experience, trust and confidence in their local health center.



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## **Proud to be Kenyan**

How to make our part of Kenya better.

I am proud to be Kenyan.

Kenya is known over the world for our superior athletes.

We are together. We have strength as individuals and communities.

You were invited to this workshop and are investing your precious time and energy.

Appreciate yourselves.

We want to see Kenya change and move forward, to be a happy and healthy place.

What do I have now, with my voice, my action and what I have and how we can build to grow together with what we have.

Sometimes we are blind to what is here, where we live.

We have an opportunity to help our great community move forward.

The way God intended it to be.

This is our community.

How can we make it a better place?

We all know that in Kenya we have relied on donors and when they go there is nothing left. We want to appreciate what we have and we want to see how to use what we have to make ourselves rich.

We want to identify the good things about living in this community

We want to identify good things God has given, and God has given us the ability to make this place even better.

A wonderful place can be even better.

How can we use this that we have to make it more better.

We know there are some GAPS, and we can use the good God has given to address the GAPS.

We can accomplish more when we pull together and grow together.

That's why we are here to give ideas and tools for how to grow strong.

SALT is a tool we can use to move beyond just looking at what we have to what we can do.

Do you think this is a good thing to come together and learn about how to use things?

Even after you are here and I am gone.

We hope you will take this example so you can come together again when we are gone to use what you have to make things better.

## Curriculum Resources and Reference List

IDEO Online Course Introduction to Human Centered Design available at <https://www.plusacumen.org/courses/introduction-human-centered-design>

Institute for Health Care Improvement Open School Course Leadership and Organizing for Change available at <http://www.ihl.org/education/IHIOpenSchool/ICAN/Pages/Course.aspx>

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## Session Overview:

**Preparation** – before the commencement of the training

Choosing a Venue, Choosing Participants, Invitation Letter, and Briefing Participants

### **Day 1**

Session 1: Creating a Desire for Change: Articulate SALT and provide overview of goals

Session 2: Community Mapping: Know your Assets: Participants will create a map of their community.

Session 3: Factors Influencing Health in the Community: Participants will explore definitions of health and factors in their community that influence health.

### **Day 2**

Session 4: Turning Learning into Opportunity: Participants will work together to identify ways to address factors influencing community health using locally identified resources. These ideas will be labeled GEM's, a coin with 2 sides.

Session 5: Examine the Gem: Articulating and Understanding the Shared Vision: Participants will explore their GEM ideas thoroughly.

Session 6: Digging Deep to Understand Using the 5 Why Technique: Participants will continue to explore their GEM ideas using the "5 Why" questioning model.

### **Day 3**

Session 7: How Might We.....Design and Build a Better Future: Participants will work together to design multiple options for building better, healthier options for their communities.

Session 8: Organizing Ideas: Participants will answer questions such as Easy vs Hard and identify locally available resources vs externally required resources for developing their GEM's.

Session 9: SALT Actions Plan: As a culminating project participants will develop their SALT action plans for their chosen GEMS, assigning roles and responsibilities.

Session 10: The End and Next Steps

## Choosing a location for the Training

This is a highly participatory training, with the facilitators guiding the community members through a series of exercises to reach community centered goals. Therefore, the training should be in the community where the participants originate from, or if several communities are being combined then it should be centrally located.

### Venue Priorities:

1. Centrally locate to all participants, or easily accessible using local transportation.
2. Power and internet access is not necessary as this is not electronically driven.
3. The space should allow for all participants to gather in a participatory manner, while allowing small groups of 3-8 to break off and work together without bothering the other groups.
4. Chairs and movable tables are necessary.
5. Tea and lunch should be provided, so accommodation should be made for those.
6. Transportation reimbursement for the participants should be organized.





## **Before the Training**

### **Participant Selection:**

The Facilitators should first approach the community-based healthcare centers to explain the training and request participants be selected. Workshop participants will be invited because they are Facility staff, Community Health Volunteers, or members of the health management team, or respected community leaders. Participants should represent the community broadly. This means they should not be from just one village or a relative of the chief. Participants should include religious leaders, youth representatives, disability representatives, local business people, (formal and informal), village elders, and women. A good number is 25-30 people.

### **Invitation Letter**

An invitation letter should be delivered to each participant and include the dates and location of the training and the pre-training briefing. The letter should detail; How long it will take; Attendee rights; Security and privacy; and contact details to provide the opportunity to ask for more information. There is a sample letter in the Appendix.

### **Briefing of Participants:**

An oral briefing for participants will take place both during recruitment as well as immediately before commencing a workshop. The briefing will cover the following topics: Explanation of the workshop; What your participation will involve; How long it will take; Your rights; Security and privacy; opportunity to ask for more information and feedback. Participants should also be informed there will be no sitting fee paid to the training participants and they should be told in advance of this as well as of the fact that this training will not result in moneys being donated to the communities by the facilitators and organizers of this workshop. If there is not time to arrange a briefing before the training begins the facilitator can provide the briefing at the start of Day 1. There is a sample consent form that must be signed by each participant in the Appendix.

## Facilitator Roles During the Workshop

The workshop requires one lead facilitator and then 4 or 5 supporting facilitators. The group of 30 will be divided geographically into smaller groups based on their proximity or local village. The result is that one facilitator will be sitting with each group through the entire training. For each session we have given the Facilitators a specific role to play. This role is indicated in the intro box at the top of the session. The definitions for each role are below.

- **Trainer** – For this role the facilitator lectures, in a participatory manner if possible. They will be teaching new information when in this role and providing guidance to the participants as they move through the program.
- **Coach** – In this role the facilitator will be coaxing participants in a direction based on the particular exercise. Always use positive prompts and focus on positives. Negatives will emerge which is normal but should not be reinforced by the facilitator.
- **Counselor** – In this role facilitators will be listening to participants and pulling their newfound knowledge from them. Guiding them through the SALT program and ensuring they continue to move forward.

## SALT Day One

### Supplies Needed:

Need	Have (check off here)
Flip charts	
Felt pens/Markers	
Blank papers	
tapes	
master matrix on flip chart	
materials that illustrate wealth(money), seeds/stones,	

### Prepare before Participants Arrive:

1. Place signup sheet at entrance to workshop space
2. Forms for the demographics (or done at intake briefing)
3. Fill out finance forms-reimburse transport via MPESA on last day (or done at intake briefing)
4. photo permission-consents (or done at intake briefing)
5. Name tags for all participants (can use masking tape with marker)
6. Ample chairs and table that can be moved to accommodate groups
7. Post the poem from page 5 up on the wall someplace centrally located

Strengthen  
Appreciate  
Learn  
Transform



**Welcome**  
**Invitation to Begin**  
Time: 40 minutes

**9:00: Devotion**

Invite a leading participant to provide an opening prayer

**9:15: Introductions**

- Welcome, brief overview “3 day workshop”, establish and post prominently the group norms. Allow the group to contribute significantly to establishing the group norms. (ex-cell phones on mute, all will listen and participate etc.), explain location of restrooms and emergency exits.
- Identify a timekeeper
- Identify a prayer chairman
- Read the poem on Page 5

**9:25 Introduction game**

- For five minutes; ask the participants to introduce themselves by saying their name and their favorite color
- In the second stage invite them to say another participant’s name and favorite color
- In the third stage invite the participants to say their fellow participant’s favorite color without saying their name
- In the final stage, invite the participants to say three names without colors



## Session 1: Creating a Desire for Change

Facilitator Role: **Trainer**

Time: 90 minutes

### 9:40 am – Start time

#### **Learning Objectives:**

- Participants will be able to clearly articulate what SALT stands for
- Participants will learn that they can create a movement to make change happen

**Session summary:** In this introductory session the facilitator will set the stage for positive view of opportunities starting with describing why one should be proud to be Kenyan. Explore how the dependency mindset with reliance on external solutions has been unhelpful in Kenya, and explain what SALT stands for (Strengthen-Appreciate-Learn-Transform) using participatory methods.

**Facilitator Note:** Let the participants to provide their ideas first and when they are stuck, share your idea with them to stimulate their thinking.

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**Introduction** (5 minutes) Begin by asking participants ‘Are you proud of Kenya?’ ‘Why?’ – make list as participants share their reasons.

**Sorting Into Groups** (5 minutes) Sort all participants into groups according to the villages/communities they came from. The supporting facilitators will now join their assigned groups as well for the remainder of the workshop.

**Group Activity** (10 minutes) In their new groups, using a big paper and marker, guess what the SALT letters stand for. Give them 5 minutes then have them share their suppositions.

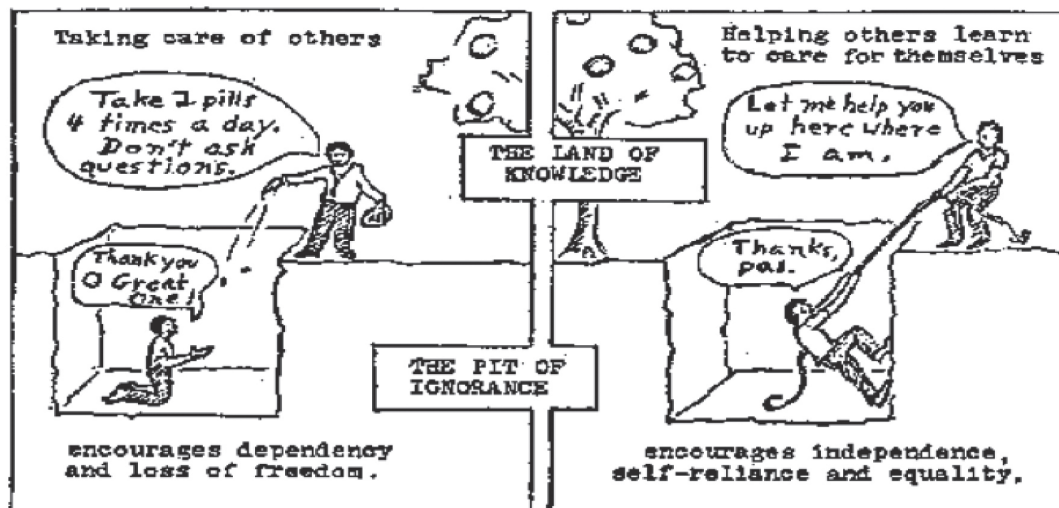
**Mini Lecture** (10 minutes) Explain growth mindset and dependency mindset

Growth Mindset: Individuals who believe their talents can be developed through hard work, good strategies, and input from others have a growth mindset. When entire communities and organizations embrace the Growth Mindset, their employees report feeling far more empowered and committed; they also receive far greater organizational support for collaboration and innovation.

Dependency Mindset: Individuals who believe their talents are innate gifts. People in primarily fixed-mindset communities and organizations report more of only one thing: cheating and deception among employees, presumably to gain an advantage in the talent race.

Lecture Prompt:

1. Show the participants the illustration below and let them interpret and describe who are the persons and what they are doing.



2. Explain to the participants, “the person throwing pills to the person in the pit in the left picture may think him/herself as the only expert who can give everything the other one needs. The person trying to help the one in the pit to climb up to his/her level can think him/herself as just a facilitator to support the one to get out from his/her problem.
3. Ask participants how many of them use salt for cooking? Why do we use salt? (e.g. to bring out the flavor of food). What happens when we add too much or too little salt? (Ruins the food, people don’t like it). When we have the right amount of salt how do people react to our food? (they like it, ask for more, etc.)
4. Explain to participants, that we are going to use the word SALT to help us remember how we should behave when we work with our communities.

### **SALT is a way of thinking and a way of behaving**

A participant is able to **STIMULATE** reflection and action by community members. This is done by looking for and appreciating **STRENGTHS** that people have and not just focusing on problems or weaknesses.

A participant can **APPRECIATE** what people in a community are already doing. So as a Community volunteer enters a community, the first attitude is not one of looking for all the problems and weaknesses, but rather one of appreciating what is already working.

**LEARN** and understand the strengths of people to manage their own lives. When people feel appreciated, and know that they have strengths to affect change in their own lives and in the community, then

**TRANSFER** begins to happen. **TRANSFER** happens when community members link to others to influence change. For example, as mothers begin to show the benefits of exclusive breastfeeding with healthy children, then other mothers in the community begin to practice the same behavior.

**Group Work** (20 minutes): Participants identify examples of both in their own lives

\*Important first step in group cohesion and creative partnership\*

- Have participants work in their designated groups based on location
- Group Facilitators asks “What did the instructor say?” “What is your understanding of what was said?”
- Group discusses growth mindset vs dependency mindset and comes up with some examples of each from their lives and communities

**Class Sharing** (20 minutes): facilitator leads discussion

- Each group shares their examples, and facilitator encourages questions and discussion

**Conclusion** (5 minutes): Facilitator recaps and ensures understanding of SALT and growth vs dependency mindset by asking participants to define each in a conversational manner

**11:00 - 11:15 Tea Break**

Strengthen  
Appreciate  
Learn  
Transform



## Session 2: Community Mapping: Know Your Assets

Facilitator Role: **Coach**

Time: 80 minutes

### 11:15 am – Start time

#### **Learning Objectives:**

- Participants will identify what their community resources are and where resources are located
- Participant will identify the ways in which they as individuals are a resource
- Participants will demonstrate to themselves they have the ability, skills and resources to drive change.

**Session summary:** In this session participants will be in their facilitator determined groups representing geographic areas. They will begin to function as a team thru an exercise in drawing maps of their local geographic community so they can visualize the resources present locally.

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**Energizer** (5 minutes): to regroup and refocus after tea

- Have each participant share the number of children they have or the number of children in their family and where they fall (for those without children of their own)
- Then ask them to arrange themselves in order based on the number of children starting with zero and growing from there

**Mini Lecture** (15 minutes):

Explain to the participants “In module 1, we discussed our strengths and concerns and we found a lot of strengths with us in our community. **Strengths, resources** and **assets** we have can be used to address some of concerns we also shared and to strengthen the community as a whole. To accomplish this, we first have to find out what those resources and assets which we can use for improving our situations are.”

Ask the participants, “**Why do you think it is important to identify our resource?**” and record Their responses on a flipchart paper.

As summarizing their responses, share the Key Points below and if there are other points the participants to think of, let them share and add.

#### Key Points on Importance of Resource Identification/Mapping

Resource identification and mapping is important because identified resources can be used as a foundation for community improvement;



External resources (e.g. government and donor funds/money, material and non-material supports, etc.) often just are not available, whether we like it or not. Therefore, the resources for change must come from within each community. Identifying and mobilizing our community resources enables community members to gain control over their lives.

#### Key Points “What is Community Resource?”

Let’s define community resource as anything that can be used to improve the quality of community life. And this means:

- It can be a person: e.g. mechanic, a farmer, a carpenter. These are referred to as community own resource persons.
- It can be nature: without nature such as river, forest, land, spring and mountain, we can’t get water, food, firewood and any other things essential for our lives.
- It can be infrastructure: a road, borehole, electricity, network of mobile phone mean lot in our community lives today.
- It can be physical structure or place: a school, health facility, market, church, library, community center, etc. It could be a community landmark or symbol.
- It might also be an unused building that could house a nursing home, or a room ideal for community meetings. Or it might be a public place that already belongs to the community park, a wetland, or another open space
- It can be business: that provides jobs and supports the local economy.
- It can be you and everyone in the community: This is good news, because it suggests that everyone in the community can be a force for community improvement if only we knew what their talents are, and could put them to

#### ***\*Facilitator Resource Notes on Community Resource Mapping***

*It is ideal if community resource mapping can be done through transect walk and community dialogue, however, the mapping exercise in this training rely on the **participants’ memories and imaginations** due to time constraint. CHVs are going to go around their villages to conduct household registration after the training and it can be a great opportunity for them to explore their resources in their villages further and update on their resource map. Share this idea with the participants and if it is possible, put it as an activity in their action plan.*

**Group Work** (30 minutes): Participants create their maps in facilitator chosen groups

- Group Facilitators ask “What did the instructor say?” “What is your understanding of what was said?”
- Point to Learning Objectives and read briefly
- Each group is provided a space that is semi-private, given paper and pens to draw the map, chairs and table are provided as well
- Ask them to draw a map of their village first on the ground using chalk, charcoal, sticks etc showing all the households, social amenities i.e. roads, churches/mosques, schools, water points, health facilities, market place, chief’s camp
- Ask them to brainstorm on the symbols they want to use to mark various items. The table below shows possible symbols that can be used.

Discussion questions for Facilitator as you are walking around to help prompt group work:

\* Facilitator prompts and asks questions-but never provides answers.

1. What is the importance of a village map? (identify various social amenities and resources in the community, identify the various households and their location in the community)
2. How will you use the information from the village map in your daily work? (Locating various households for purpose of household registration, Planning community actions, identify features that can pose risk of disease to the community e.g. Stagnant water ponds, dams, waste fields)

**Sharing** (25 minutes-roughly 5 minutes per group):

Each group presents their map to the larger group



**1:00 – 2:00**      **Lunch Break**



**Session 3:**  
**Factors Influencing Health in the Community**  
Facilitator Role: **Trainer** then **Counselor**  
Time: 90 minutes

**2:00 pm – Start time**

**Learning Objectives:**

- Participants will demonstrate understanding that health is more than the absence of disease
- Participants will demonstrate their knowledge of local factors that positively and negatively influence health
- Participants will be introduced to the concept that they have tremendous opportunity to influence factors that impact their health and the health of their community

**Session summary:** In this session participants will be exposed to the idea that health is not the absence of disease but rather a much richer understanding of human flourishing. Participants will brainstorm in their smaller groups to identify the myriad of factors both positive and negative that influence health in their communities. Smaller group work will continue growing the team cohesion and ability work to work together, and they will exercise their ability to include all ideas and all perspectives from all members building a sense of inclusion regardless of their social status in the community.

**\*\*Note:** It is essential that facilitators focus on the positive. The negative will emerge and easily overtake the positive factors unless there is emphasis and redirection towards the positive.

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**Energizer (5 minutes):** to regroup and refocus after lunch

- Each participant will share one talent that they have that may surprise others.

**Mini Lecture (15 minutes):** **Trainer** Definition of Health \*focus on positives ONLY at first\*

- Start by asking participants to define 'health'-lead them to the idea that health is not the absence of disease but rather a much richer understanding of human flourishing.
- Ask what types of things might influence this broader definition of 'health' – they will begin to see 'outside' influences and 'internal' influences
- Explain the group project to them - they will brainstorm together with their smaller groups to identify the myriad of factors that influence health in their communities.

**Group Work (30 minutes):** **Counselor** Participants brainstorm in facilitator chosen groups

- Group Facilitators ask "What did the instructor say?" "What is your understanding of what was said?"

- Groups brainstorm POSITIVE influencers of health in their own communities.
- Each group is provided a space that is semi-private, given paper and pens to create their lists, chairs and table are provided as well.
- Facilitator prompts and asks questions-but never provides answers. Lead discussion towards more positive influencers, allow negative to emerge on their own

**Group Work (3 minutes):** Participants brainstorm in facilitator chosen groups

- Groups brainstorm NEGATIVE influencers of health in their own communities.

**Sharing (20 minutes):** Each group presents their lists to the larger group

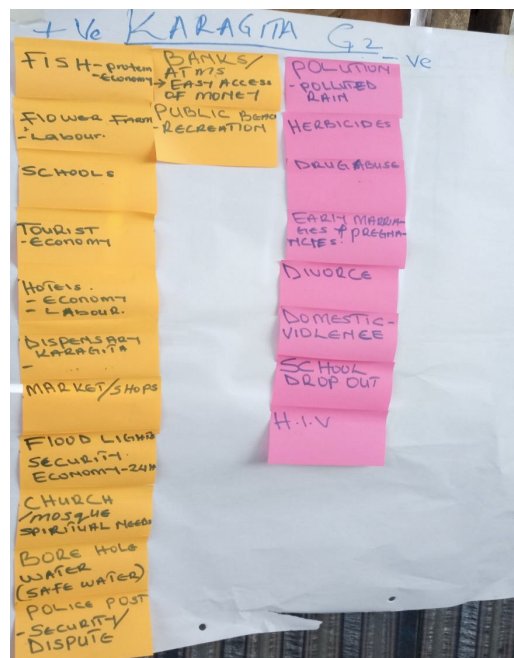
- Facilitator prompts questions and conversation – Participants do most of talking

**End of Day (5 minutes):**

- Remind all of start time tomorrow
- congratulate and briefly summarize accomplishments of group for the day
- Focus on team building, self-identifying of community resources, positive exchanges of ideas

### Appendix 3: Capture Informal Feedback Form

Facilitators can use this form to capture any informal feedback the hear as the participants are socializing and leaving for the day. This is useful to understand whether the correct tone of collaboration has been established and to know what surprised participants during the day. It is a place to record if the participants are starting to see themselves as an asset. It will document things that the facilitators need to debrief and improve for the next day.



## SALT Day Two

### Supplies Needed:

Need	Have (check off here)
Flip charts	
Felt pens/Markers	
Blank papers	
tapes	
master matrix on flip chart	
materials that illustrate wealth(money),seeds/stones,	
Wool/ ribbon	
chalk to draw a border	
Previous papers created by each group	
Ball for opening review of Day 1	

### Prepare before Participants Arrive:

1. Place signup sheet at entrance to workshop space

Strengthen  
Appreciate  
Learn  
Transform



**Welcome**  
**Invitation to Begin**  
Time: 20 minutes

**9:00: Devotion**

- Invite a leading participant to provide an opening prayer

**9:10: Overview**

- Brief review of the day before – ask participants to define SALT again, ask them to define growth mindset vs dependency mindset
- Holding a ball instruct the group that the ball will be passed and as they catch it each person should share one thing they learned about their own community from the day before that they had not known before.
- Give a time limit for each reflection, for example 1-2 minutes



**Session 4:**  
**Turning Learning into Opportunity**  
Facilitator Role: **Trainer** then **Counselor**  
Time: 95 minutes

**9:20 am – Start time**

**Learning Objectives:**

- Participants will demonstrate that they are able to generate creative ideas to bring change
- Participants will use positive reinforcement with each other to build confidence in their newly formed team
- Participants will use their own criteria to pick the MOST BRILLIANT GEM (idea/opportunity) to bring positive change.

**Session summary:** This session will start with a review of all the positives identified thru the community mapping and all the positive factors influencing health. Negative factors will also be mentioned. Thru a participatory activity each group will document things they learned and share them with both the small and large group. The facilitator will use guided imagery to help all imagine a better future in their community (and local villages). In their smaller groups these newly established teams will brainstorm (imagine opportunity) and draw or write down **all** the ideas they generate. Each idea for a better future will also be written on a sticky note in a complete sentence.

**Facilitator Note:** This session will utilize a diverge and converge process. Things will get really big and then will come together at a smaller point. That's what we want, big thinking at first.

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**Small Group Activity** (10 minutes): To emphasize that there is no right answer

- Each group will write the 5 steps to cook Uglai on own paper
- Each group will share what they determined were the steps
- Participants should understand and appreciate that there are many ways to reach a goal, using the known path then learning a new path and improving the path to become more efficient

**Recap Small Group Activity** (15 minutes): Regroup and ask entire group

- What did you learn? What will you do with the new knowledge?
- Highlight that there were lots of ideas and opinions that different. Different paths can get you the same good result, cooked ugali.

**Mini Lecture (15 minutes):** [Trainer](#)

- Facilitator shares a story that used guided imagery to discuss someone imagined a better future for their community and made it happen on their own.
- **The Story:** A thirsty Crow comes across a pitcher, which had been full of water. But when it puts beak into the mouth of the pitcher, he cannot reach the water. He keeps trying but then gives up. At last he comes up with an idea. He keeps dropping pebbles into the pitcher, soon the water rises up to the top and he is able to quench his thirst. **The Lesson:** Little by little does the trick. When at first you don't succeed, try, try again! Persistence is the key to solving any problem. If your first solution doesn't solve the problem, think of another solution. Keep trying until you get the answer. After all, it's better than doing nothing at all!

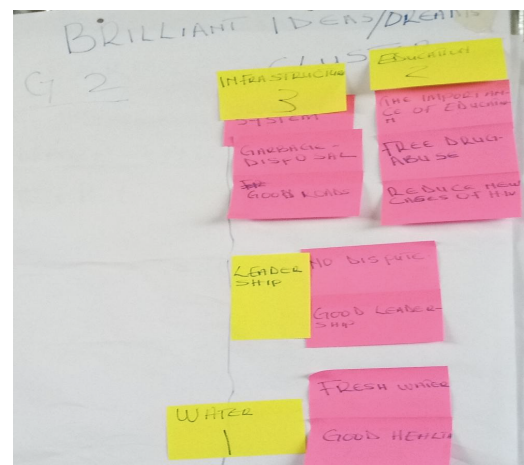
**Group Activity (30 minutes):** Facilitator switches to [Counselor](#) mode to encourage and capture their ideas and discussions.

- Group Facilitators asks "What did the instructor say?" "What is your understanding of what was said?"
- Using the sticky notes from Day 1 sort them into clusters or groups where they seem to overlap or have things in common – label these groupings (for example nutrition or sanitation etc. (20 minutes)
- Regroup and explain next step
- These clusters should result in 3-5 big idea or areas that could be improved- the groups should Examine these big idea areas and choose one cluster to focus on as a team. This will be their GEM idea (10 minutes)
- Explain what a GEM idea is. IE-the most brilliant, brightest idea they all come up with Explain the concept of a GEM – and amazing, multifaceted idea, that looks great from any angle etc.  
Also: GEM - Groups Excellent Mpingo (program)

**GEM Sharing (30 minutes):**

- Each team shares their most BRILLIANT idea with the larger group and explains why it's their GEM

**11:00 – 11:15 Tea Break**







**Session 5:**  
**Examine the Gem**  
Facilitator Role: [Coach](#)  
Time: 90 minutes

**11:15 am – Start time**

**Learning Objectives: Examine the Gem: Articulating and Understanding the Shared Vision (written at the front of the class on big paper)**

- Participants will practice asking and answering probing questions about their GEM (Big opportunity or idea for positive change)
- As participants identify what they do and do not know about the GEM they clarify their shared vision for a better future.
- By the end of this session participants will be able to clearly articulate their shared vision for a better future with other teams in the larger group.
- The shared vision will be expressed in a one sentence description.

**Session summary:** In this session participants will develop a richer understanding of their GEM (Big opportunity or idea for positive change). The facilitator (coaching mode) this is moving from idea mode to concept mode. It is less tangible and more abstract conceptual and a tough transition will help probe this understanding by clarifying questions designed to bring out multiple aspects of the GEM. The GEM will be described as a coin with two sides. The opportunity side and the problem side. Both are aspects of the GEM. Together in their team the smaller groups will explore the many facets of the GEM. Questions will include but are not limited to: What are the range of opportunities represented by this gem? What are our assumptions about this gem? What is the communities experience? What is the business or service providers experience? What is the problem this idea would solve? What are the constraints? Policy? Law? Budget? Time? What caused the issue in the first place? Why is it happening? Why have previous attempts not fixed this issue? Who is involved? Who are all the players? Users? Stakeholders? What are our assumptions about why the challenge exists? This is Who else is involved? These questions will reinforce that the participants know both the questions and the answers to issues in their own communities. They will discover what they do and do not know, allowing them to think deeply and articulate a shared understanding of their vision for the future.

**Facilitator Note:** This session will utilize a circular examination process. The group will look very closely at a single idea from all angles and repeatedly. Reexamine what they know and what they do not know about the GEM.

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**Energizer (10 minutes):** to regroup and refocus after tea

- Using two marbles, with eight conduits cut in approximately 6 inch lengths.
- Transport your gem as a team from point A to point B, transport the marble without touching it from the starting point to the end.
- Debrief – imagine the ball is your GEM idea. How can you move it? What do you need? How much did you need to work together? How do all the talents of the team matter?



**Group Work (45 minutes):**

Goal: Articulating and Understanding the Shared Vision –remind everyone that ideas and opportunities are precious just like a Gem is precious. Facilitators should use clarifying questions designed to bring out multiple aspects of the GEM.

- 1) Begin by writing the following points on the flip chart in front and discussing  
What do you know about your GEM? What are the opportunities? What are the gaps?  
What you don't know? Who are the stakeholders? What has happened before in your community related to this GEM?

In groups participants should Use these three headings on flip chart: Gap, Opportunity, Knowledge

- Participants will ask and answer probing questions about their GEM
- Together in their team the smaller groups will explore the many facets of the GEM. Questions are in the tools for recording data
- As participants identify what they do and do not know about the opportunity the GEM represents they clarify their shared vision for a better future.
- By the end of this session participants will be able to clearly articulate their shared vision for a better future with other teams in the larger group.

Group work (30 minutes): Each group shares with all participants their ideas and Gaps, opportunities, and knowledge. All groups can ask questions and provide feedback.

**12:45 – 1:45 Lunch Break \* Facilitators will use this time to identify the First 'Why' question for each group based on their previous work\***



Gap	Opportunity	Knowledge
■	■	■
■	■	■
	■	■
	■	



**Session 6:**  
**Digging Deep to Understand**  
Facilitator Role: Counselor  
Time: 120 minutes

**1:45 pm – Start time**

**Learning Objectives: Digging Deep to Understand Using the 5 Why Technique**

**Tools: Root Cause Analysis Tool**

- Participants will demonstrate and apply the 5 why technique on their GEM (Groups Excellent Mpanga)

**Session summary:** In this session participants will use the 5 Why technique to explore the root causes of the opportunity side and/or problem side of their GEM (BIG IDEA). Before we break into small groups The facilitator will show the participants how to apply the 5 Why technique to develop a solution or to solve a problem. in small groups Participants will practice using this technique look at the issue carefully. In the course of a root cause analysis deeper understanding of the issue develops and can be used as a spring board for developing a broad range of ideas for driving change.

**Key points to stress**

- Anyone can improve own life situation with existing resources at
- Any time.
- Better starting small. Small success can make difference. And accumulation of small success can change our community.
- Be creative. Think and act as a team.
- Be connected with other community members and partners and work collectively when it is possible.

**Facilitator Notes:** the GEM may change during this process. That is encouraged and acceptable, let it evolve naturally.

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**Energizer (15 minutes): Durability**

- Objectives: Problem solving skills, integrity, leadership skills and practicability.
- Using string and tape create a spider web on the backs of two chairs that are facing each other with 2 feet between them.
- Find a way for the team members to pass without touching the “poisonous web”

**Debrief (5 minutes) –** the teams created their own barriers and then had to overcome them. The goal wasn't to succeed in passing the web without breaking it. The goal was that when you

failed you started over again, you didn't give up. This should focus everyone's minds on the idea they must continue to try. They must continue to stand up again and move forward.

**Mini Lecture (15 minutes):** Explain the 5 Why technique

- Start by asking a participant a question, when they answer, respond with "why". An example would be "I was late for work this morning".
- As you ask 'Why?' the participant drill down to the details, and crystalize their answers
- Ask if everyone understands – explain the principles behind the 5 Why technique
- Give an example of using the 5 Why technique in a story.
  - Sam was late to class often. Why? he did not set his alarm. Why? it did not have a battery. Why? He spent his money on airtime. Why? He wanted to call his girlfriend? Why..... Take the story in several different directions.

Important Information Transfer and Key details for Facilitators:

Key Points on Analyzing Root Causes of a Problem: Root causes are the basic reasons behind the problem or issue you are seeing in your family or community. You don't want to address the symptoms of a problem, you do want to find the root cause.

Facilitator notes: Use of why technique

**Why technique** is a method used to identify root causes of the community problem. The "Why?" technique examines a problem by asking questions to find out what caused it. Each time an answer is given, a follow-up "But Why?" is asked. For example, if you say that too many community members have problems with alcoholism, you should ask yourself "But Why?". Once you come up with an answer to the question, probe the answer with another "But Why?" question until you reach the root cause of the problem. The "But Why" technique can be used to discover root causes either in individuals or the community  
\*Individual factors include level of knowledge, awareness, attitude and behavior.

Community factors are divided into three groups:

1. Cultural factor such as customs, beliefs, and values
2. Economic factor such as money, land and resources
3. Political factor such as decision-making power

The why technique uncovers multiple solutions for a certain problem and allow people to see alternatives that he/she might not have seen before. It increases chances to choose right solution

**Group Work (30 minutes):** Participants use the 5 Why technique in facilitator chosen groups

- Group Facilitators asks "What did the instructor say?" "What is your understanding of what was said?"
- Each group is provided a space that is semi-private, given paper and pens to chart their answers, chairs and table are provided as well
- The First 'Why' question has already been identified by the facilitator and will be provided for each group

- Facilitator prompts and asks questions-but never provides answers. Lead discussion towards more positive influencers, allow negative to emerge on their own

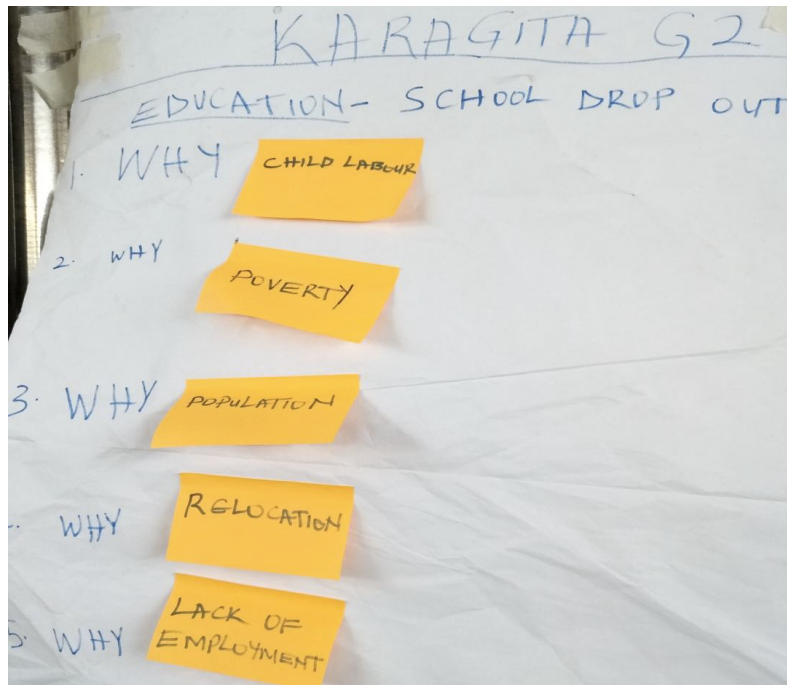
**Sharing** (30 minutes): Each group presents their lists to the larger group

- Have group say their GEM (which may be different from before this process)
- Facilitator prompts questions and conversation – Participants do most of talking

**End of Day** (10 minutes):

- Remind all of start time tomorrow
- Emphasize “It’s not about my neighbor it’s about me”

**Appendix 3: Capture Informal Feedback Form – from entire day**



## SALT Day Three

### Supplies Needed:

Need	Have (check off here)
Flip charts	
Felt pens/Markers	
Blank papers	
tapes	
master matrix on flip chart	
materials that illustrate wealth(money),seeds/stones,	
Wool/ ribbon	
chalk to draw a border	
Word cards: Basic Needs, Morning Schedule, Rites of Passage, Holistic Development (one set for each participant)	
One deck of playing cards per group	
Previous papers created by each group	

### Prepare before Participants Arrive:

1. Place signup sheet at entrance to workshop space
2. Evaluation Forms to be filled out at the end and exchanged for...
3. Transport Reimbursement

Strengthen  
Appreciate  
Learn  
Transform



**Welcome**  
**Invitation to Begin**  
Time: 25 minutes

**9:00: Devotion**

- Invite a leading participant to provide an opening prayer

**9:10: Overview**

- Invite the participants to share one thing they learned about themselves or their families by going through the training
- Brief review of the day before – ask participants to define SALT again, ask them to recall their GEM ideas





**Session 7:**  
**How Might We.....**  
**Design and Build a Better Future**  
Facilitator Role: [Trainer](#) then [Counselor](#)  
Time: 95 minutes

**9:25 am – Start time**

**Learning Objectives:**

- Participants will brain storm and develop multiple ideas intervention points to co-design a better future

**Session summary:** Participants will be reminded that taking a dream and turning it into a reality requires deep understanding. The facilitator will review the strengths and assets identified in previous sessions 2, 3 and 4 as well as assets from session 6 and 7. Participant will be thinking hard and generate ideas to make change happen, to build a better future using the “How might we probe.” An extensive list will be generated, written on sticky notes and displayed for each smaller team. Each sticky note should use a drawing or a sentence to describe the idea.

---

**Energizer (10 minutes):**

Objective: This is to set the stage that everyone has good ideas and that the ideas are valuable to the group.

- Give each group one card set:
  - 1) Basic needs – Food, Clothes, Shelter, Education
  - 2) Morning schedule – Wash up, Brush Teeth, Pray, Breakfast, Make your Bed
  - 3) Rites of passage – Marriage, Children, College, Career
  - 4) Holistic development – Food, Clothes, Shelter, Education
- The groups should arrange their sets of cards according to priority of the group
- The groups will have to discuss and compromise as they come to a consensus

**Debrief (5 minutes):** Everyone has good ideas but everyone will have to compromise in order to work well as a group

**Mini Lecture (10 minutes):** To encourage free brainstorming to develop multiple ideas

- Give an overview of [Brainstorming](#)
- [Facilitator Notes](#): explain the idea of brainstorming, free flow of ideas, all ideas are accepted and recorded, go first for quantity, be imaginative and even unrealistic
- Choose a discarded GEM from a group and demonstrate brainstorming: Draw an image of a tree at the top of the paper, on the tree write the discarded root cause, then draw roots below the tree and begin to create ‘termites’ (the brain stormed ideas that can topple the ‘Root Cause Tree’).

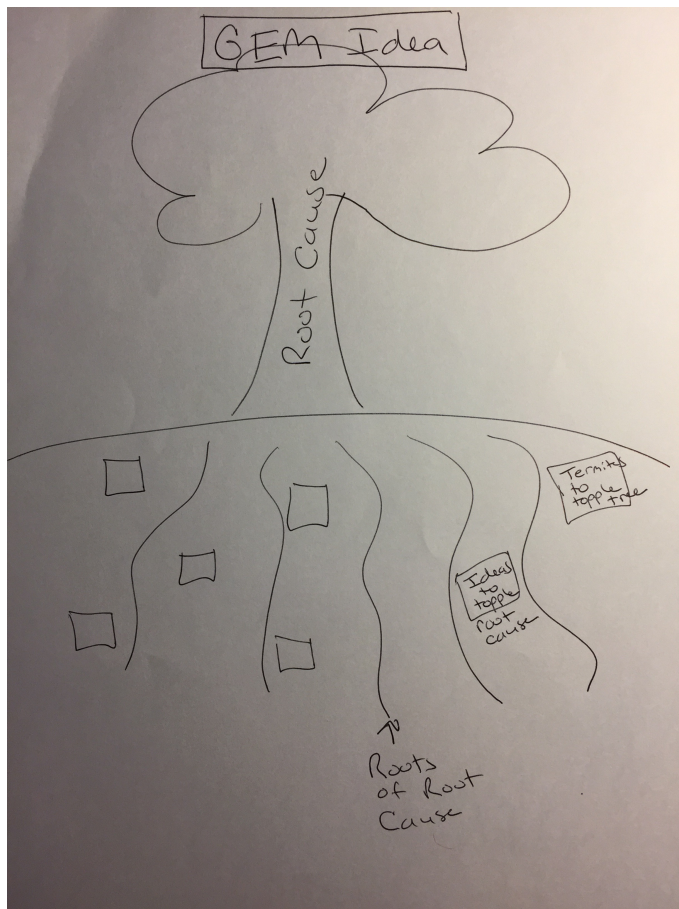
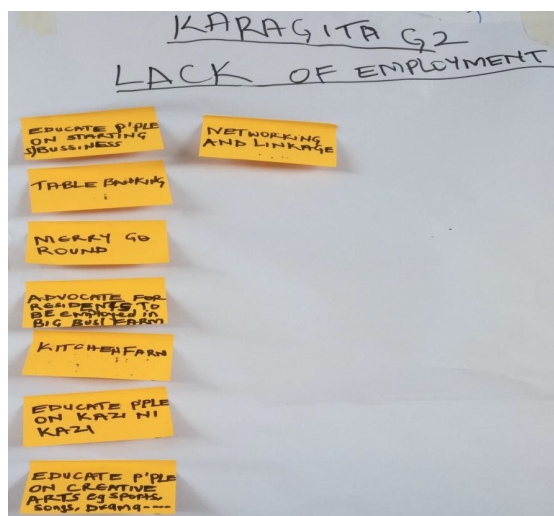
**Group Activity** (30 minutes): What are the termites that can topple this tree? A tree has many roots, what termites can eat them?

- Group Facilitators ask “What did the instructor say?” “What is your understanding of what was said?”
- Direct the groups to use the brainstorming model and their root cause from the day before to generate and co-design a better future

**Group Sharing** (30 minutes):

- Each team shares their brainstorming and describes the process their team went through. Teams can offer feedback and contribute other ideas (termites).

### 10:55 – 11:15 Tea Break



Strengthen  
Appreciate  
Learn  
Transform



**Session 8:**  
**Organizing Ideas**  
Facilitator Role: Coach  
Time: 60 minutes

**11:15 am – Start time**

**Learning Objectives: Organizing Ideas: Easy vs Hard AND locally available resources vs externally required resources**

- Participants will develop a simple decision matrix to help prioritize solutions and determine what solutions to implement first.

**Session summary:** Participants will draw a set of lines on a new piece of flip chart paper. The labels of one line are Easy vs hard and locally available resources vs externally needed resources. This exercise will help each teams to prioritize what ideas for change they could implement with their own locally available resources and be realistic about what they can accomplish. Choosing from the easy and locally available quadrant allows the team to drive toward measurable success.

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**Energizer (5 minutes):**

- Instruction for each team to build the tallest tower in the class, each table is given a portion of a deck of cards

**Debrief (5 minutes):**

- What did they use to build the tower? Did they just use the cards? Did they use other items they had in their group like chairs and books?
- Highlight the idea that they DO have more resources than they might realize. They need to broaden their minds when it comes to building their communities too.

**Group Work (40 minutes):** Refer group to written questions at the front

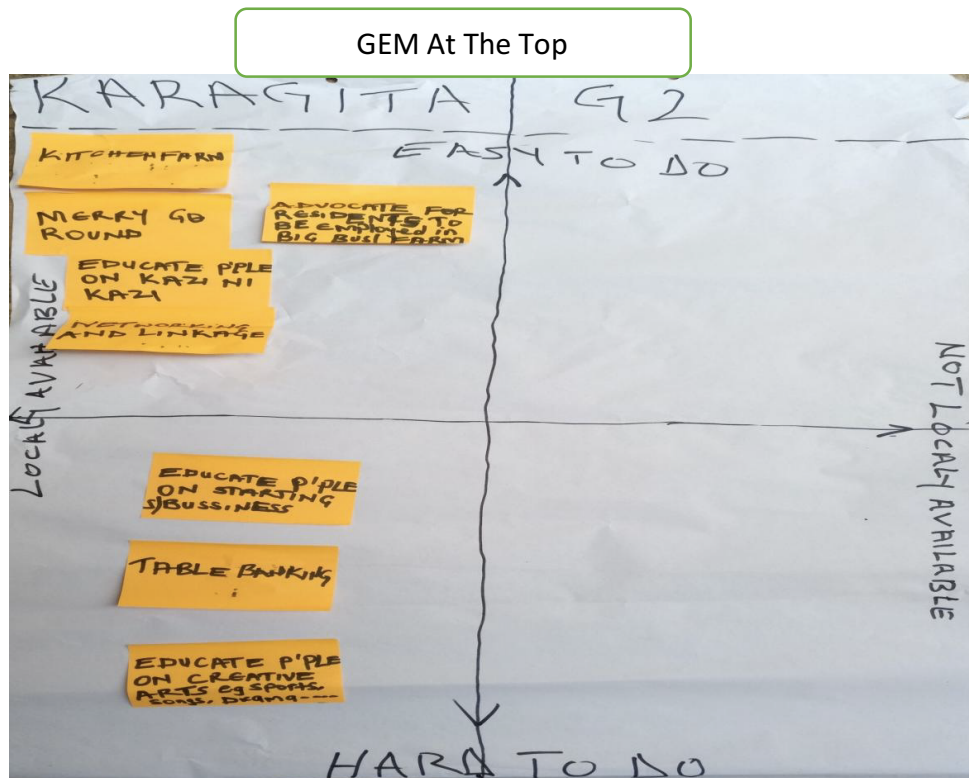
**Tool: Decision Grid (take photo) and also write in data collection tool.**

**Recording of session: with facilitator using counselling skills and observation to highlight the groups' decision-making process-Facilitator should encourage groups to spread answers all over the grid**

- Instruct participants to draw a set of lines on a new piece of flip chart paper. They place their GEM (big idea) at the top of the graph. The labels of one line are Easy vs hard and locally available resources vs externally needed resources.
- Go through some examples to ensure the participants understand the task and how to allocate their 'termites' from the previous session.
- This exercise will help each team to prioritize what ideas for change they could implement with their own locally available resources and be realistic about what they

can accomplish. Choosing from the easy and locally available quadrant allows the team to drive toward measurable success.

**Debrief (20 minutes):** groups will share their graphs





**Session 9:  
Action Plan**  
Facilitator Role: Counselor  
Time: 60 minutes

**12:25 pm – Start time**

**Learning Objectives: SALT Action Plan (voice recording the session)**

- Each team will demonstrate its ability to develop a comprehensive action plan with SMART objectives. (Specific, Measurable, Achievable, Realistic, Time)
- Each team will demonstrate a positive approach to bringing change to their community/villages

**Session summary:** Participants will exercise the teamwork skills they have been developing to build a plan for action to implement their best idea for driving positive change. As a result of the processes we anticipate they will assign roles to team members, build an accountability system, identify specific targets or goals to accomplish by a certain date, and have a plan of community engagement and stakeholder alignment.

**How the Data will be collected for this session:**

Recording of session: with facilitator using counselling skills and observation to highlight the groups’ decision making process and how they set goals and targets

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**Energizer (10 minutes):** Play human knots

- Each group will create the human knot together. The group will stand shoulder to shoulder, reach into the center and grab two hands of two different people. Then holding these hands firmly the group will untangle to form a circle. They must not let go of hands and they must work together.

**Debrief (5 minutes):** Turn on Recorder

- Reinforce the point that we are all in this together, it’s important to follow instructions, sometimes someone else sees something that you don’t and you should listen, leaders will emerge in group dynamics, and all opinions should be heard.

**Group Work (45 minutes):** Turn on Recorder - Refer group to SMART action plan principles

- Group organization to assign roles and responsibilities data capture
- Create an Action Plan with clear details and a clear path forward

**1:25 – 2:00      *Lunch Break***

Strengthen  
Appreciate  
Learn  
Transform



**Session 10:**  
**The End and Next Steps**  
Facilitator Role: Counselor  
Time: 55 minutes

**2:00 pm – Start time – Be sure to give each group two different color pens for this session**

**Share Action Plans (40 minutes):** Turn on Recorder - One color pen

- Have each group briefly share their plans

**Peer to peer (15 minutes):** Turn on Recorder - Change color of pen (this allows all to see growth and change of plans)

- Groups **use different color pens** to add notes to other groups action plans. Provide positive feedback and ask for clarification as needed. \*Good opportunity to get a fresh set of eyes and ideas on the developed plans\*

**Review Action Plans (10 minutes):** Turn on Recorder

- Have each group meet to review their action plans

**Share Action Plans Again with the new feedback and time to Reassess (20 minutes):**

Turn on Recorder AND Take a Photo of Each Action Plan

- Have each group briefly share their revised plans
- Be sure to take photos of the action plans!

**Closing Remarks (10 minutes)**

- Handout course review and feedback form
- Handout certificates
- When they are done with it, they can turn it in and receive their travel allowance







TAKE A PICTURE OF THE BEST IDEA  
DOCUMENT THE BEST IDEA IN THE TABLE BELOW

Select the best brilliant idea

**Session 6: Examine the Gem: Articulating and Understanding the Shared Vision**

What is the solution and opportunity you have identified (i.e. what problem this idea would solve)? What caused the GAP in the first place? Why is it happening? Why have previous attempts not fixed this issue?


What are the opportunities presented by the challenge?


What are the problems presented by the challenge?


What do I know and not know about the problem?


What is the communities' experience? What is the business or service providers experience?  
Who is involved? Who are all the players? Users? Stakeholders? Who else is involved? What are the constraints? Policy? Law? Budget? Time?

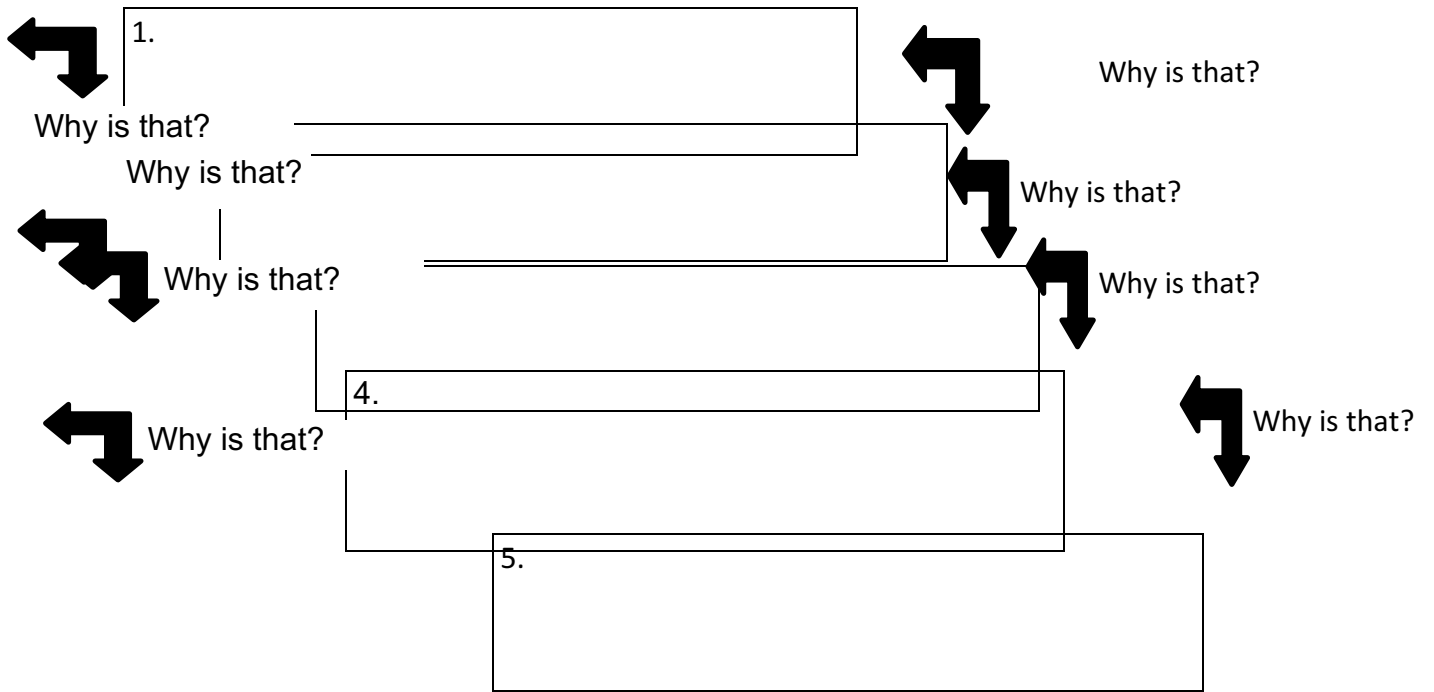

**Session 7: Digging Deep to Understand Using the 5 Why Technique**

*Once you understand the underlying structure of the problem, brainstorm your solution(s) and who will help you implement them.*

**EVENT. What happened?** Define the problem as an *event*:

--

**STRUCTURE. Why is it happening?** What are the tangible and intangible structures determining the results we see?



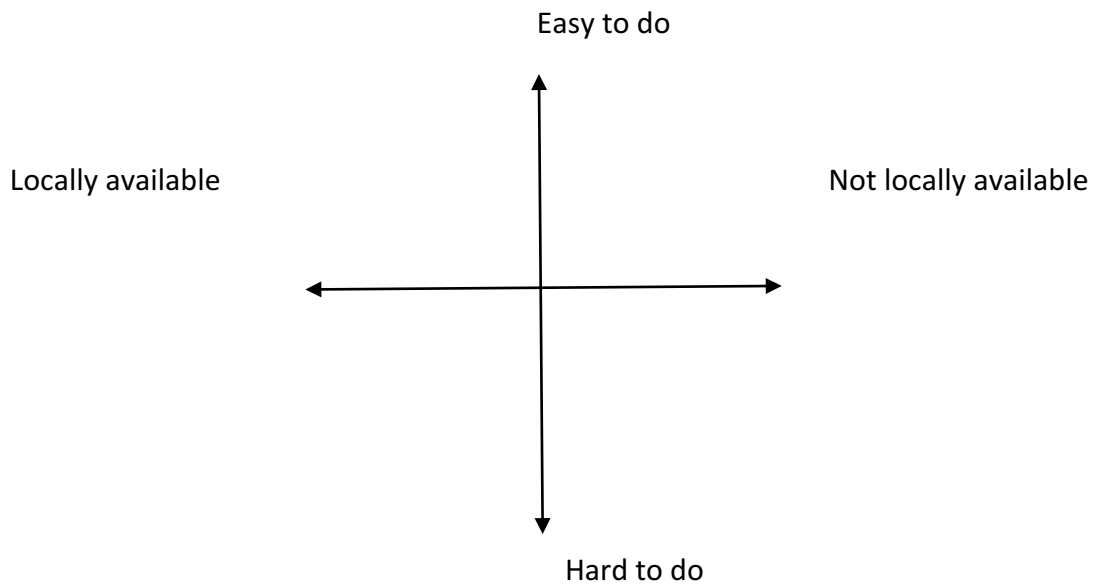
**Session 8: How Might We.....Design and Build a Better Future**

Given what we know about the causes of the problem, what are your ideas to build a better future?

TAKE A PICTURE OF THE POST ITS THE GROUP GENERATES TO BUILD A BETTER FUTURE  
LIST THE IDEAS THE GROUP GENERATES BELOW


**Session 9: Organizing Ideas: Easy vs Hard AND locally available resources vs externally required resources**

Classify the above ideas (from how might we) using easy to do, hard to do, locally available resources and not locally available resources.(each insight in its cross)



TAKE A PICTURE OF THE DIAGRAM WITH THE PARTICIPANTS' POST IT NOTES

**Session 10: SALT Action Plan**

**What is your action plan?**

The sentence below is what you look for: you do not show them this-

**“I am organizing (WHO — leadership & constituency) to do (WHAT — measurable aim) by (HOW — tactics) because (WHY — motivating vision) by (WHEN — timeline).”**


**Review your tape recording and fill in the information below.**

**Post-Workshop Facilitator Reflections:**

How was the leader selected?


How did groups assign roles to team members?


How did the group build an accountability system?


How did the group identify specific targets and goals?


What was their group communication strategy? How did they keep each other informed of progress?


How did the group create a plan of community engagement?


## Appendix 2: Snapshots of each Session

These can be used by experienced facilitators once they are comfortable delivering the curriculum and have experienced the workshop several times. These snapshots will aid the facilitators in ensuring the arc of the workshop is continuous and brings the participants on the SALT journey, hitting every important step from start to finish.

### Snapshot of Key Learning Points for Session 1 – **Creating a Desire for Change**

#### Key Objectives:

- Teams are formed and beginning to work together.
- Participants understand SALT.
- Participants understand Growth and Dependency mindsets.

### Snapshot of Key Learning Points for Session 2 – **Community Mapping**

#### Key Objectives:

- Identify strengths, resources, and assets in their own communities.
- Draw a map of their communities highlighting the above.

Snapshot of Key Learning Points for Session 3 – **Factors Influencing Health in the Community**

Key Objectives:

- Identify positive factors influencing health in their communities.
- OK to list a few negative factors as well.

Snapshot of Key Learning Points for Session 4 – **Turning Learning into Opportunity**

Key Objectives:

- Use an asset based approach to identify opportunities for positive change.
- Develop a GEM idea.
- Remind the group to value multiple ideas and listen to divergent opinions in order to get the best result.
- Developing team work and relationships matters

Snapshot of Key Learning Points for Session 5 – **Examine the GEM**

Key Objectives:

- Using a circular examination method look at the GEM from ALL sides.



Snapshot of Key Learning Points for Session 6 – **Digging Deep to Understand**

Key Objectives:

- The 5 Why's to result in a root cause.
- People create their own barriers, by working together and not giving up they can be overcome.

Snapshot of Key Learning Points for Session 7 – **How Might We...Design and Build A Better Future**

Key Objectives:

- Everyone has different priorities, we need to listen and understand each other and work together.
- Many termites together can topple a tree.
- Identify all the ways to destroy the harmful root cause we have identified previously, generate lots of ideas.
- Use ALL the tools at your disposal, all the assets in your community.

Snapshot of Key Learning Points for Session 8 – **Organizing Ideas**

Key Objectives:

- Create a Decision Grid for your current GEM.

### Snapshot of Key Learning Points for Session 9 – **Action Plan**

#### Key Objectives:

- Everyone working together and listening to each other can solve problems. Leaders will emerge as groups work together more often.
- Create an action plan.
- Tape record this session.
- Watch for ‘How was the leader selected?’ ‘How were roles assigned?’ ‘How were specific targets and goals set?’

### Snapshot of Key Learning Points for Session 10 – **Next Steps**

#### Key Objectives:

- Tape record this session.
- Using Peer Learning the groups give positive constructive feedback to colleagues and their action plans.
- Consider revisions, assign roles and responsibilities, determine next steps.
- Write the revisions with different color marker.

### Appendix 3: Informal Feedback Forms

These notes would be from what you observed happening in the groups. The notes should be written on this form each day. Can be used to 'take the temperature' of the participants and ensure they are following the path that will lead to the desired conclusion. These notes may be useful in your daily debrief session and will be part of the formal research record.

Name of Facilitator/Data Collector: \_\_\_\_\_

Name of Person	Context of Comment	What was overheard

## Appendix 4: Follow Up Documents for Field Visits

### Monitoring the implementation of the action plan

Name of Facilitator/Data Collector: \_\_\_\_\_

### SALT WORKSHOP OUTCOME

Group Area:		No. of CHVs Present:		Absent:		Facilitators:	
<b>FOLLOW UP 1 (DATE)</b>							
<b>Challenge Design: Themes</b>							
<b>Agreed activity</b>		<b>Achieved activities</b>		<b>Remarks– iteration/ proceed as planned</b>		<b>Others interest stories /activities</b>	
<b>ACTIVITIES (objectives)</b>							
<b>Spiritual impacts</b>	<b>Short falls and Getting ups</b>	<b>Emotions</b>	<b>Celebration</b>	<b>Innovation/ creativity</b>	<b>Insights</b>	<b>Team cohesiveness</b>	

After completing follow up 1, facilitator reconvenes the group and asks team:

How are things going? (open ended questions) Facilitators to Look for: How is organization of the group proceeding?


Facilitators examine reflect on and record your impressions: Did you see evidence of replication or scale? If so, what?


Facilitators examine reflect on and record your impressions: Did you see evidence of a new PDSA cycle? If so, what?


Facilitators examine reflect on and record your impressions:: How well did the group create a plan of community engagement?


Facilitators examine reflect on and record your impressions: How well were all members of the team engaged (attendance and regrets)? For those with regrets, what did they do instead?


Facilitators examine reflect on and record your impressions: Did the group follow through on their commitments? How so or not?


Facilitators examine reflect on and record your impressions: How did action plans change as they were implemented over time?


Group Area:		No. of CHVs Present: Absent:		Facilitators:		
<b>FOLLOW UP 2 (DATE)</b>						
<b>Challenge Design: Themes</b>						
Agreed activity		Achieved activities		Remarks– iteration/ proceed as planned		Others interest stories /activities
ACTIVITIES (objectives)						
Spiritual impacts	Short falls and Getting ups	Emotions	Celebration	Innovation/ creativity	Insights	Team cohesiveness

After completing follow up 2, facilitator reconvenes the group and asks team:  
How are things going? (open ended questions) Facilitators to Look for: How is organization of the group proceeding?


Facilitators examine reflect on and record your impressions: Did you see evidence of replication or scale? If so, what?


Facilitators examine reflect on and record your impressions: Did you see evidence of a new PDSA cycle? If so, what?


Facilitators examine reflect on and record your impressions:: How well did the group create a plan of community engagement?


Facilitators examine reflect on and record your impressions: How well were all members of the team engaged (attendance and regrets)? For those with regrets, what did they do instead?


Facilitators examine reflect on and record your impressions: Did the group follow through on their commitments? How so or not?


Group Area:		No. of CHVs Present: Absent 2 with apology		Facilitators:		
<b>FOLLOW UP 3 (DATE)</b>						
<b>Challenge Design: Themes</b>						
Agreed activity		Achieved activities		Remarks– iteration/ proceed as planned		Others interest stories /activities
ACTIVITIES (objectives)						
Spiritual impacts	Short falls and Getting ups	Emotions	Celebration	Innovation/ creativity	Insights	Team cohesiveness

Facilitators examine reflect on and record your impressions: How did action plans change as they were implemented over time?


After completing follow up 3, facilitator reconvenes the group and asks team:  
How are things going? (open ended questions) Facilitators to Look for: How is organization of the group proceeding?




Facilitators examine reflect on and record your impressions: Did you see evidence of replication or scale? If so, what?


Facilitators examine reflect on and record your impressions: Did you see evidence of a new PDSA cycle? If so, what?


Facilitators examine reflect on and record your impressions: How well did the group create a plan of community engagement?


Facilitators examine reflect on and record your impressions: How well were all members of the team engaged (attendance and regrets)? For those with regrets, what did they do instead?


Facilitators examine reflect on and record your impressions: Did the group follow through on their commitments? How so or not?


Facilitators examine reflect on and record your impressions: How did action plans change as they were implemented over time?


Appendix 5: Sample Invitation Letter

Dear Sir, Madam

SALT WORKSHOPS are an extension of Kenya’s Community Health Strategy. These workshops are developed to help grow and improve collaboration between communities and the health local system, drawing on these stakeholders mutual strengths, and building new opportunity to work together.

We are partnering with sub county health management team in implementation of SALT WORKSHOPS. You have been nominated to participate because of your role as a community leader by your local administration and/or chief. Your attendance and participation in the workshop is strictly voluntary, however lunch will be provided. There will be no sitting allowance. Your volunteer work will be a benefit and support in your local community, as this opportunity will facilitate developing promoting good ideas for your community. During the workshop you will be asked to sign attendance forms and to fill out some information about who you are and your thoughts about the health system. In addition the SALT workshop team will be staying in touch see how your group is making progress on the new ideas you develop.

You are hereby invited to attend the above workshop that will take 3 consecutive days. Venue and dates will be communicated later.

Thanks as you prepare to attend.  
Yours faithfully.

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Mary B Adam, MD, MA, PhD, Director AIC Kijabe MNCHP.  
(For any query call-xxxxxxxxxx)

**Appendix 6: Participant Information and Consent**

Dear Sir, Madam

SALT WORKSHOPS are an extension of Kenya’s Community Health Strategy. These workshops are developed to help grow and improve collaboration between communities and the health local system, drawing on these stakeholders mutual strengths, and building new opportunity to work together.

We are partnering with sub county health management team in implementation of SALT WORKSHOPS. You have asked to participate because of your role as a community leader by your local administration and/or chief. Your attendance and participation in the workshop is strictly voluntary, however lunch will be provided. There will be no sitting allowance. Your volunteer work will be a benefit and support in your local community, as this opportunity will facilitate developing promoting good ideas for your community. During the workshop you will be asked to sign attendance forms and to fill out some information about who you are and your thoughts about the health system. In addition the SALT workshop team will be staying in touch see how your group is making progress on the new ideas you develop.

I voluntarily agree to participate the above workshop and survey

PHOTO YES \_\_\_\_\_ NO \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

