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# TRAINER'S GUIDE

for DWST TRAINING



COMMUNITY WATER *and* SANITATION  
AGENCY

202.6-97TR-14780



# Credits

The **TRAINER'S GUIDE** for DWST training is designed to be used by the RWST and consultants in training District Water & Sanitation Teams. The training is organised in the form of two courses - an initial course on basic tasks and a second course on monitoring and other tasks.

The Trainer's Guide is to be used along with the **DWST MANUAL**, the reference tool for DWST members.

The Guide was developed through a collaborative process involving CWSA staff, DWST members, Cowater, and TREND consultants.

The Trainer's Guide was written by Tony Batse and Peter Hawkins (Cowater), based on field research and a planning workshop with DWST members held in Kumasi in November 1996. The draft Trainer's Guide was then tested in the field in a series of trial workshops for DWST members.

The draft was also reviewed by members of an inter-agency materials working group made up of CWSA, COWATER, ISODEC, and TREND. Team members included: Bishop Akologo, Dela Amable, Tony Batse, Ross Kidd, Lucia Nass, Beatrice Sakyi, Vincent Tay, Betty Yankson, and Jemima Yelbert.

Special credits to Kofi Asamoah, Fay Ephrim, Benedict Kubabom, Yao Asante Sarkodie and Esinu Tsagbey for their help in the development of this guide.

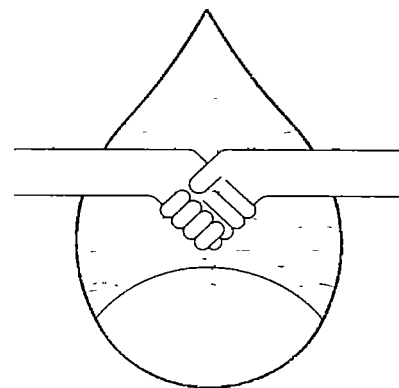
Graphics were produced by Ato de Graft-Johnson.

The Guide is one of a series of publications produced in support of the NCWSP.

The other publications in the series include:

CWSP Implementation Manual  
Partner Organisation Manual  
Trainer's Guide for PO Training  
Watsan Committee Member's Manual  
Trainer's Guide for Watsan Training  
Manual for DWST Members  
Technical Booklets on Water Supply  
Technical Booklets on Latrines  
Pictures for Use in Community Work  
Trainer's Guide for WSDB Training  
Manual for Water Board Members.

It is planned to revise this manual in a year or two. Please send your comments and suggestions to CWSA.



**COMMUNITY WATER AND  
SANITATION AGENCY  
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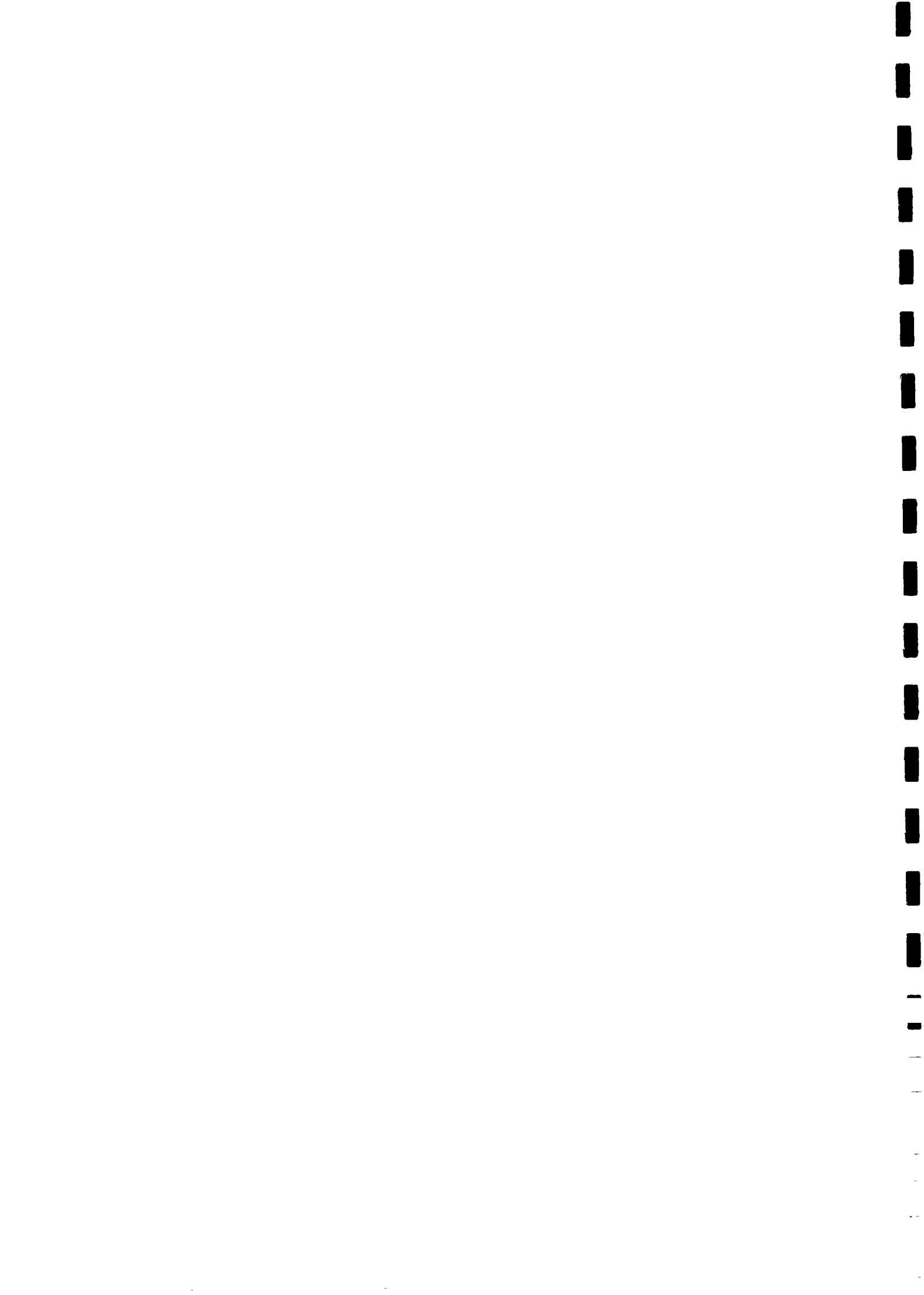
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## ABBREVIATIONS

AM	Area Mechanic
BH	Borehole
COM	Community Ownership and Management
CWSA	Community Water and Sanitation Agency
CWSP	Community Water and Sanitation Programme
DA	District Assembly
DMC	District Management Committee
DWST	District Water and Sanitation Team
DWSP	District Water and Sanitation Plan
FMP	Facilities and Management Plan
GWSC	Ghana Water and Sewerage Corporation
HDW	Hand Dug Well
HDWC	Hand Dug Well Contractor
HPC	Hand Pump Caretaker
NGO	Non Government Organisation
O&M	Operation and Maintenance
PO	Partner Organisation
RWST	Regional Water and Sanitation Team
SBDU	Small Business Development Unit
TNA	Training Needs Assessment
VDC	Village Development Committee
VIP	Ventilated Improved Pit
VLOM	Village Level Operation and Maintenance
WATSAN	Water and Sanitation (Committee)

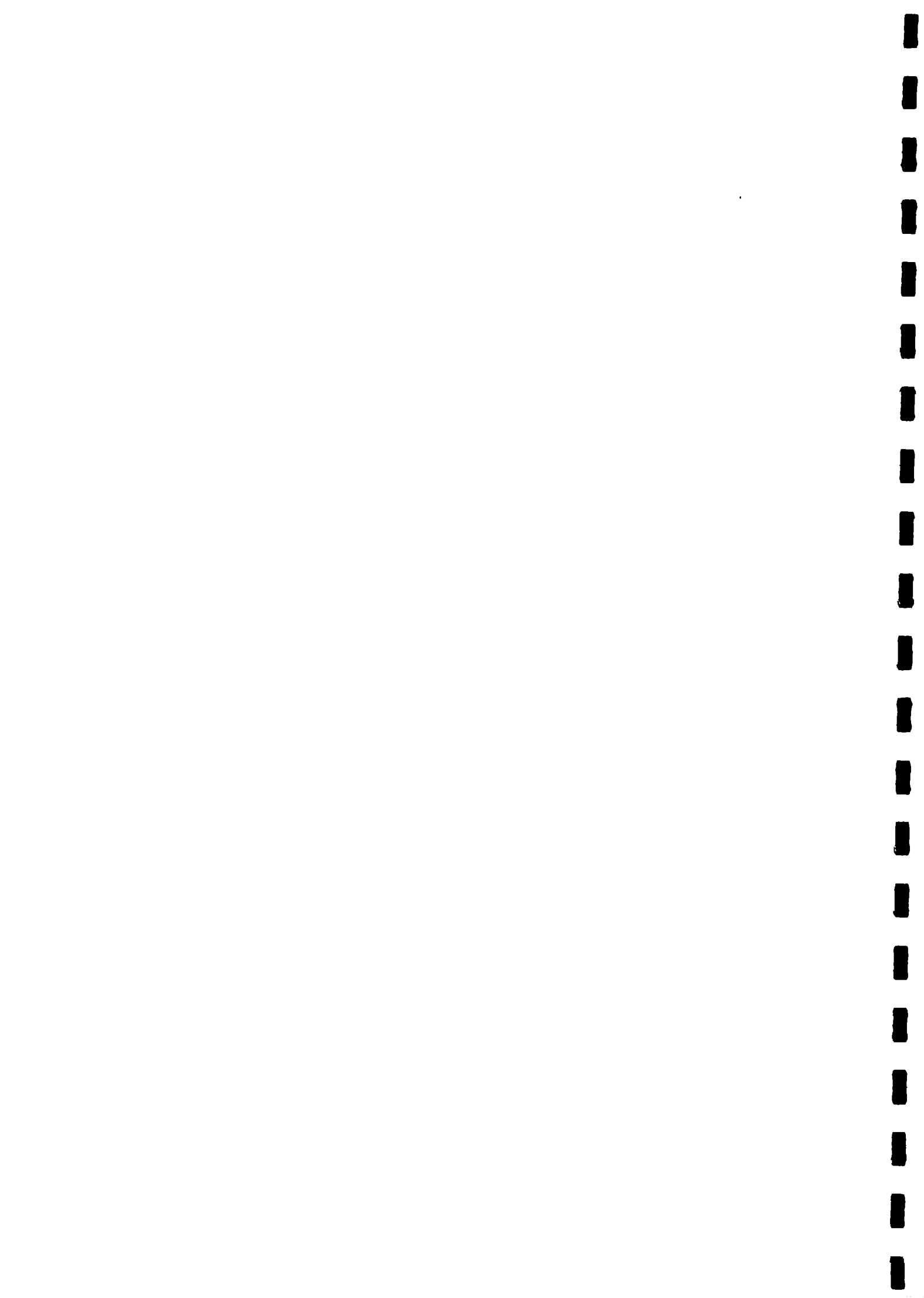




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# INTRODUCTION TO TRAINER'S GUIDE

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## OVERVIEW

This guide will tell you how to organise the training programme for DWSTs, including the organisation of two training workshops. This training is designed to help DWSTs learn their job during their first year on CWSP.

The aim of the training is to help the DWSTs learn how to do their job -

Promote the project at the community level

Collect data to help select communities to be assisted

Review community data and prioritise communities

Monitor the work of POs, LAs, and HDW contractors

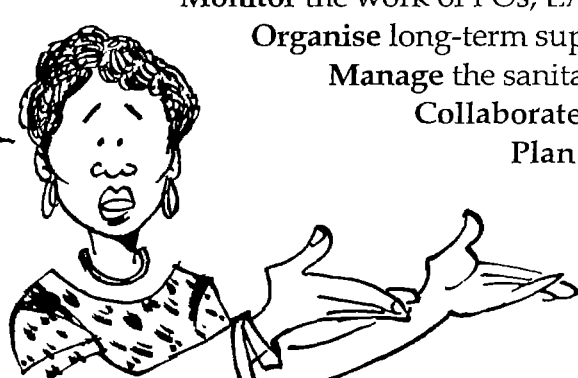
Organise long-term support for communities

Manage the sanitation subsidies

Collaborate with other players

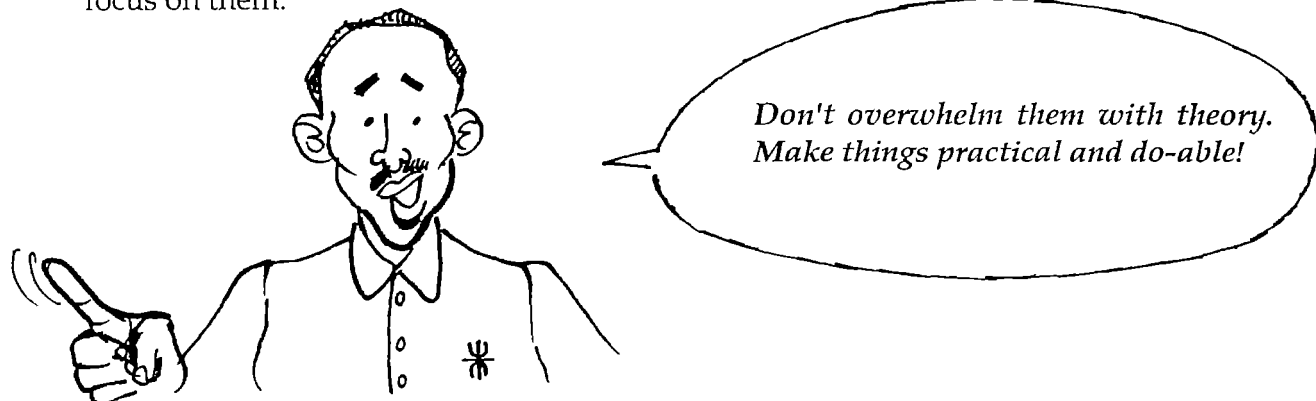
Plan and write field reports.

DO many other things.



We have to do ALL of these things?

These are the practical skills they need to do the job in the field - so the training will focus on them.

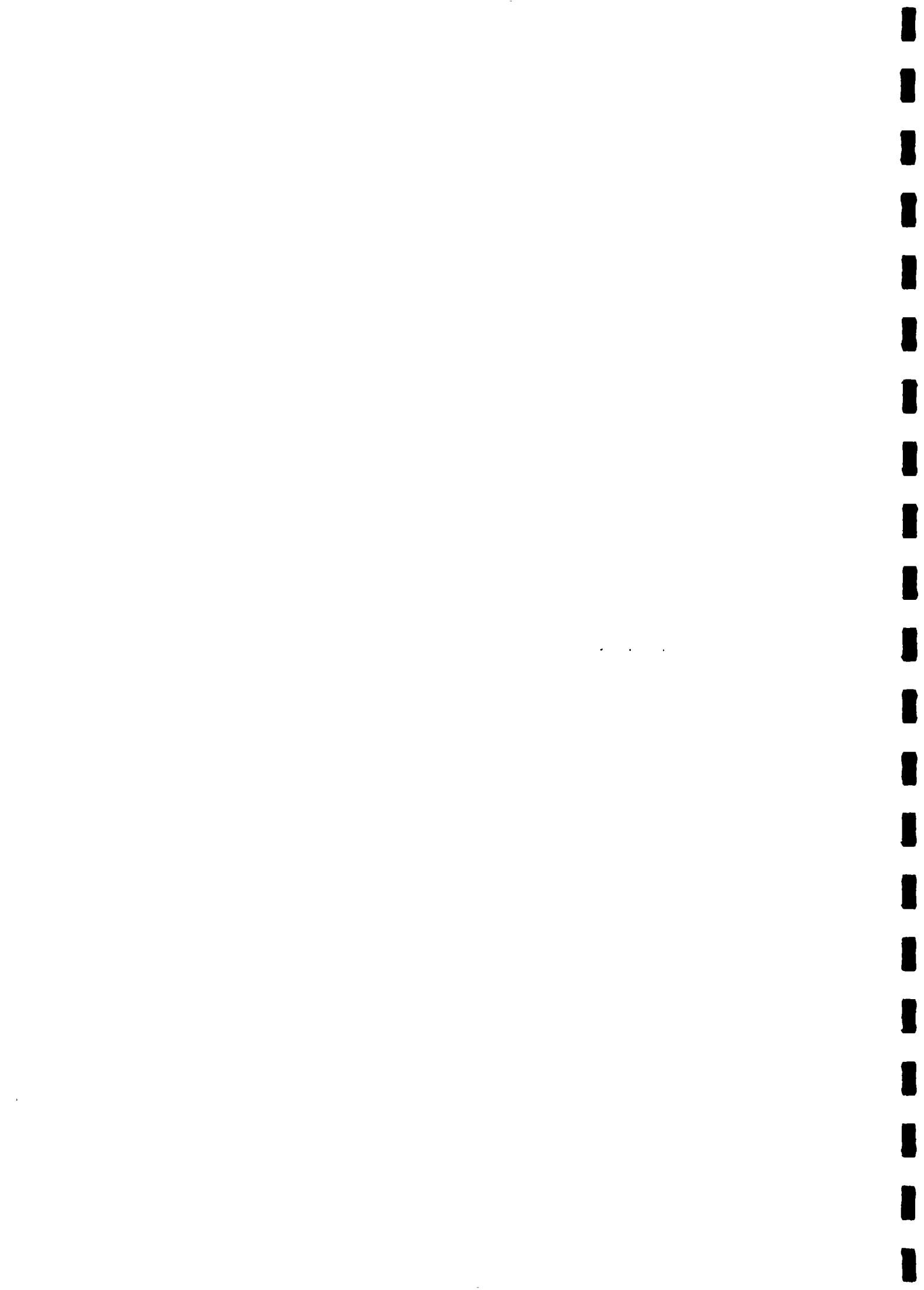


*Don't overwhelm them with theory.  
Make things practical and do-able!*

The guide is divided into THREE chapters. These chapters are:

- ☞ INTRODUCTION TO TRAINER'S GUIDE
- ☞ DWST TRAINING WORKSHOP 1 - BASIC TASKS
- ☞ DWST TRAINING WORKSHOP 2 - MONITORING AND OTHER TASKS

Chapter 1 is an introduction to the Trainer's Guide. The other two chapters are made up of session plans for each of the workshops - a detailed description of how to run each session.



## STEPS IN DWST TRAINING

The RWST is responsible for organising DWST training, which consists of both workshop training and on-the-job practice (with coaching). The total initial training for each DWST consists of seven steps:

### Step 1: Study Tour/Familiarisation (1 week)



The study tour is organised soon after the DWST has been formed. The idea is for the new team to meet and learn from a more experienced DWST. The RWST are responsible for organising and funding the tour as the first step in the training.

Here are some ideas on how to organise the tour:

- Select a district where the DWSTs have been performing well and ask them and the District Assembly to host the visit.
- For convenience you may organise the tour for 2 DWSTs at a time.
- One RWST member should join the tour to organise logistics and help answer questions.
- Before the tour ask the DWST trainees to write down all of the things they would like to learn during the trip; this will give them an agenda for discussions during the tour.
- The tour includes both meetings in the DWST office and field trips
- At the Assembly the host DWST can answer questions on how they manage their work e.g. how they set up their office, how they manage working relations within the Assembly, how they divide up the work, and so on
- During the field trip trainees can observe the host DWST carrying out their work e.g. managing sanitation subsidies or monitoring PO performance; on returning to the office they can see how the DWST writes up their reports.
- After the tour meet with the DWST in their home base to debrief them on the tour and answer any outstanding questions about their work.







## Step 2: Workshop 1 - Basic DWST Tasks (5 days)

This workshop is organised soon after the field trip. It is conducted by the RWST with the help of training consultants. It is designed to provide a general introduction to CWSP and a detailed exposure to some of the DWST's tasks, including validation and data collection, community selection, sanitation management, record-keeping, report writing, and workplanning. The details on this workshop are covered in the second section of this guide.



## Step 3: Follow-up Visits and Coaching

After the management systems workshop the DWSTs will be given time to try out these skills on the job. The RWST will provide on-the-job coaching, say one day a week in the initial period, to help them learn the job practically. At the same time the RWST will be doing training needs assessment in preparation for the second workshop, identifying skill areas in which the DWSTs need improvement.

Here are some ideas on how to conduct the follow-up visits:

- Give the DWST advance warning about each visit.
- Explain that the visit is meant to fit into the DWST's workplan, not to interrupt the workplan. You will join them for whatever activity was already planned for the 1-2 days you visit.
- Don't spend each visit focusing on the same DWST activity. Try to cover all areas of DWST responsibility over a series of visits. Help them with their office work, meetings with DA officials, and field work.
- You are not a policeman - you are a coach. Don't overcriticize or put people down. Try to get them to reflect on their own performance, identify problems, and come up with better ways of doing things. This way they will be more open to making changes in their work.
- When you return from a field trip, encourage them to meet and evaluate their performance. This way they can give each other helpful feedback on how well they've done.





#### **Step 4: Participation in PO Training**

During this step DWST members will be invited to attend the PO training courses. This will help them learn what is involved in doing the PO job - tasks, skills, approaches, and expected outputs - so that they can monitor the PO's performance and the outputs of their work. They will also learn facilitation skills which can be used in their own work with communities and other groups.

#### **Step 5: Participation in LA and HDW Contractor Training**

DWSTs will also need to learn basic skills in latrine and HDW construction in order to supervise the work of latrine artisans and HDW contractors. They will learn these skills by attending the training courses provided for latrine artisans and HDW contractors. After the course the Regional Water and Sanitation Engineers will provide on-the-job coaching on how to monitor construction.

#### **Step 6: Workshop 2 - Monitoring and Other Tasks**

This workshop will extend the set of skills learned in the first workshop. The workshop will review field experience since the first workshop and then focus on new skill areas, including monitoring, presentation, and meetings skills. The details on this workshop are covered in the third section of this guide.

#### **Step 7: Coaching for PO Monitoring**

Soon after the PO training the DWST will be expected to start monitoring the PO's work in the field. PO monitoring involves collecting data on PO and community/Watsan performance and then discussing this data with the POs. The RWST will demonstrate these skills to the DWST in the field and give the DWST a chance to practice these skills with supportive feedback.





## HOW TO USE THIS GUIDE - THE SESSION PLANS

**SESSION PLANS** are detailed step-by-step descriptions of how to run each part of the workshop. Each session plan is divided into the following parts:

- ◆ **LINKS TO DWST'S WORK** - how the DWST will apply these skills to the practical job situation
- ◆ **TRAINING OBJECTIVES** - what participants will be able to **DO** by the end of the training session
- ◆ **TRAINING MATERIALS** - a list of flipcharts, handouts, critical incidents, pictures, or other materials which need to be prepared in advance
- ◆ **TOPICS AND LEARNING ACTIVITIES** - a detailed description of a) the topics to be covered and b) the learning activities or training methods.

**TOPICS AND LEARNING ACTIVITIES** are the core of each session plan. This section is divided into a number of topics. For each topic there is a step-by-step description of how the session is run -

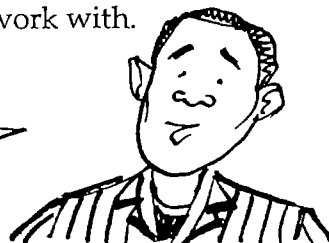
- use of **SMALL GROUPS**, including suggestions on size and group tasks
- **LEARNING ACTIVITIES** - discussion, brainstorming, practical exercises, etc
- use of **NEWSPRINT, FLIPCHARTS**, or "BRICKS" to record sessions
- **POSSIBLE RESPONSES** from discussions (which is presented in boxes)
- procedures for **REPORT BACK**
- **SUMMARIZING** and points to be emphasized
- **TRAINER'S TIPS** - how to facilitate certain techniques.

**MATERIALS** are given at the end of each session plan. These include handouts, pictures, critical incidents, or other materials needed for the session. Please modify them to suit your situation, or, if you wish, create your own materials.

A **SAMPLE TIMETABLE** is given at the start of each section. It is based on a 6-hour day made up of three 2-hour sessions. This timetable is only a guide: you should adjust it to suit the needs of the DWSTs you are working with.

The **Trainer's Guide** is **NOT** a Bible to be followed word-for-word! It is meant to give you some ideas on how to conduct each session, but you should **ADAPT** it. Every trainer is different: we each have our own style and will want to bring our own ideas to bear on the training. The trainees are also different: you will need to change the methods and materials to suit each group you work with.

**BE FLEXIBLE -  
AND ADAPT!**





**LOCAL LANGUAGES** will be used as much as possible in skill practice sessions to ensure DWSTs prepare themselves for the actual field situation.

**WARMUP GAMES AND SONGS** will be used to loosen people up and create a spirit for learning, build a feeling of community, and create energy for sessions.







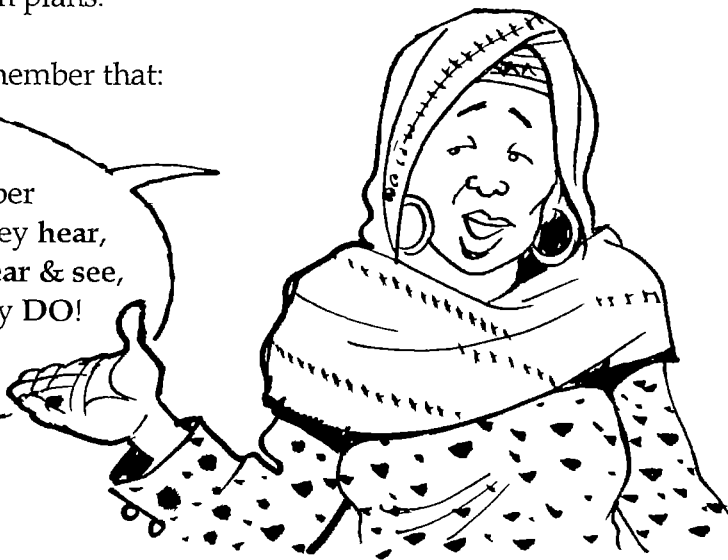
## LEARNING BY DOING

Your aim is to train DWSTs to DO things - how to explain CWSP, run meetings, collect data, and so on. It is not enough to give them information and theory on district water management; you have to help them learn practical skills which will allow them to do their job with confidence. To learn these skills and build this confidence DWSTs need a chance to **practice** the skills in the classroom. Every module will include skill practice e.g. giving a presentation, facilitating a discussion, or completing a data collection form. People learn by doing, so our job as trainers is not to tell them, but to let them DO.

Participants will learn through PARTICIPATORY METHODS - discussion, small group work, practical exercises, case studies, drama, pictures, and field visits. They will learn through DOING - discussing how they are to manage a task, analyzing their experience, identifying and solving problems, practicing skills in facilitation, and developing their own action plans.

As a trainer we have to remember that:

Participants remember  
only 20% of what they hear,  
50% of what they hear & see,  
but 90% of what they DO!



We hear people say:

*These DWSTs are doing a poor job. During the training I explained to them different methods for data collection, but when I visited them in the field they were mixing it all up.*

That is what happens when you only tell people. It would have made a difference if the DWSTs had done something with the information during the training, rather than just listening to a lecture. For example they could have done a practice session in data collection, interviewing each other in pairs using the local language. By trying things out, making mistakes, and analysing what went wrong and how to improve, DWSTs gain useful skills and confidence.

**When DWSTs can't do their job, we have not done our job!**



## PARTICIPATORY METHODS

**DISCUSSION** is the main method to be used in the training - the way of building a participatory learning environment. All of the sessions will be built around discussion. Discussion will ensure that participants learn actively through their own talk and analysis, rather than listening to a lecture by the trainer

**PRESENTATIONS** will be kept to a minimum. When they are used, they will be kept short and accompanied by visuals to keep things interesting.

**SMALL GROUPS** are another core method: they help to maximize participation in discussion. In small groups of 6-8 people things are more relaxed and everyone gets a chance to talk. Small groups also make it easier for people to share ideas and learn from each other.

**PARTICIPANT-LED GROUPS:** Most of the small group sessions will be organised in groups led by the participants themselves. They will choose their own chairperson and recorder and organise their own discussion.

**QUICK REACTION GROUPS** are groups that stay together throughout a session and are assigned a series of tasks or discussion questions. After each question is discussed, groups report back from where they are sitting (i.e. they stay together as a group).

**CRITICAL INCIDENTS and ROLE PLAYS** will be used to present problems to the trainees for **PROBLEM-SOLVING**. These mini-stories will fictionalise real incidents which have happened in the field as a focus for study and analysis

**PRACTICE SESSIONS** will be used to give participants a chance to try out the skills eg facilitating a discussion, giving a presentation, etc. This is an important part of the learning and should not be neglected. By trying things out, participants build up their confidence to do the job.

**STOP-START FACILITATION PRACTICE** is a technique for practicing facilitation skills. Participants take turns as the facilitator; other participants, who play the role of community members, are allowed to stop the practice at points to make comments or to take over the facilitation role.











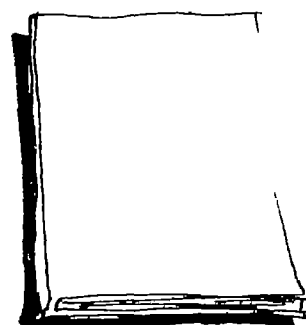


## MATERIALS AND HANDOUTS

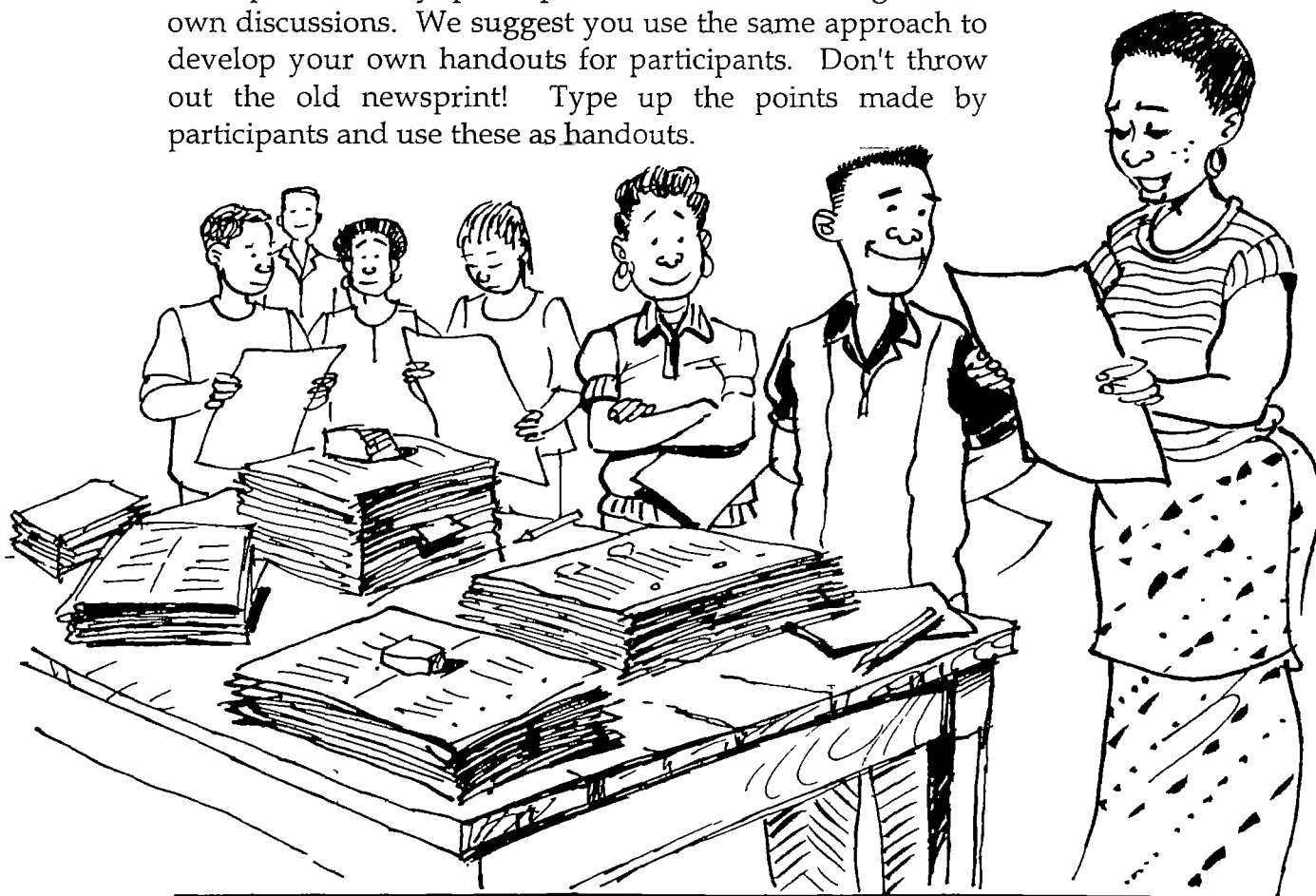
**MATERIALS:** The Trainer's Guide includes a number of materials to be used in the training. These are given at the end of each session and include: newsprint presentations, visuals, case studies, and critical incidents. Please modify them to suit your situation, or, if you wish, create your own materials.



**DWST MANUAL:** In addition to the materials and handouts, there is a DWST Manual which will be given to every DWST member. You will refer members to different sections of this manual as you go through the training programme. You should also encourage DWST members to read this manual on their own.



**HANDOUTS:** You will find a few prepared handouts for participants in this guide. Some of these handouts have been produced by participants themselves through their own discussions. We suggest you use the same approach to develop your own handouts for participants. Don't throw out the old newsprint! Type up the points made by participants and use these as handouts.





## REPORTING ON WORKSHOPS

Try to write up each workshop soon after the event while it is still fresh in your mind. The report will serve as an aid to the other workshops you are running.

If you follow the sessions in this manual, you need not write much about the training process. A short comment on what happened during each session is enough. You should report on major problems or issues which are raised by participants, some of which may require policy changes or action by the RWST.

A report should be as useful for its author as its readers. Don't write a report in a bureaucratic style, but use it as an opportunity to reflect and answer "*What did I learn?*" and "*What changes can I make to improve this next time?*"

### SUGGESTED FORMAT FOR A WORKSHOP REPORT:

- ◆ Programme overview - sessions covered in this guide.
- ◆ Adapted session plans.
- ◆ Brief comments on what happened during each of the sessions.
- ◆ Any policy issues or recommendations for RWST follow-up.
- ◆ Summary of daily and final evaluation.
- ◆ Annex A: List of trainees, facilitators and observers.
- ◆ Annex B: Handouts produced during the training.





## TIPS AND SKILLS FOR PARTICIPATORY TRAINERS

### KNOW YOUR PARTICIPANTS

- Get to know more about them - their occupation and interests.
- What do they want to learn?
- Make friends with them.



### PREPARE THE ROOM

- Remove tables to make room for 'doing' and make training more informal
- Set up chairs in a semi-circle - check that all can see the flipchart.
- Set up flipchart with paper or put newspaper sheets on the front wall.
- Set up a table for magic markers, masking tape, hand-outs, and bricks.

### MATCH OBJECTIVES AGAINST EXPECTATIONS

- Ask participants what they expect to learn.
- Adapt workshop objectives to participants' expectations.
- Record new issues on a flipchart "Parking Bay" - don't forget to treat them.
- Tell participants what they are going to do and how it relates to their work.



### ASK QUESTIONS AND LEAD DISCUSSION

- Ask clear, simple, open questions that allow people to give their opinions.
- Fish for contributions - use your hands and body to encourage participants.
- Wait for responses. Give people time to think and come up with an answer.
- Encourage everyone to talk. Buzz groups help to get everyone talking.
- Keep asking - "*What else? Who would like to add to that?*"
- If there is no response, restate or rephrase the questions.
- Show that you are listening and are interested to hear more.
- Praise responses to encourage participation - "*Thanks! Good!*"
- Rephrase responses to check that you and participants understand.
- Redirect to involve others - "*She said..... What do others think?*"
- Summarize and check agreement before moving to the next question/topic.



### **ORGANISE GROUP WORK**

- Use groups to get everyone involved and to allow more detailed discussion.
- Decide on the size of groups - pairs, trios, 4s and 5s, 6-10.
- Change the groups so that participants get to work with different people.
- Give a clear explanation of the group task, time, and reporting method.

### **RECORD ON FLIPCHART**

- Write large and clear enough for people to see at the back of the room.
- Write key words only - use participants' own words.
- Ask a co-facilitator to record, so you can concentrate on the facilitation.
- Use the flipchart notes to stimulate further discussion - and then summarize.
- Use the notes as the basis for a handout produced during the training.

### **OBSERVE AND TEST THE CLIMATE**

- Observe body language and ask people how they are feeling.
- Do they look interested? bored? sleepy?
- Are they doing most of the talking - or are they bored listening to you?
- Do they need a break or a wake-up exercise?

### **VARIETY**

- Don't use the same methods all the time. Keep things changing.
- Use different sizes of groups, change the meeting space (Why not go outside?), and take turns as trainers - so you don't bore people!

### **TIMING AND PACING**

- Don't underestimate time for participatory learning activities.
- Plan no more than 4 or 5 participatory sessions per day.
- Give groups enough time to do their work. Don't rush them.
- Go at a pace which is appropriate to the group.
- Do small group work in the afternoon when the energy level drops.
- Don't forget to take breaks to relax, get refreshments and talk informally.
- Don't go on for ever at the end of the day.....

### **PRESENTATION**

- Give a presentation only when you are sure people don't know your topic.
- Begin by asking what participants know and then build on this by filling in the gaps in their knowledge.
- Keep it short and simple. Don't talk longer than 10 minutes.
- Write out your main points in key words on a flipchart.



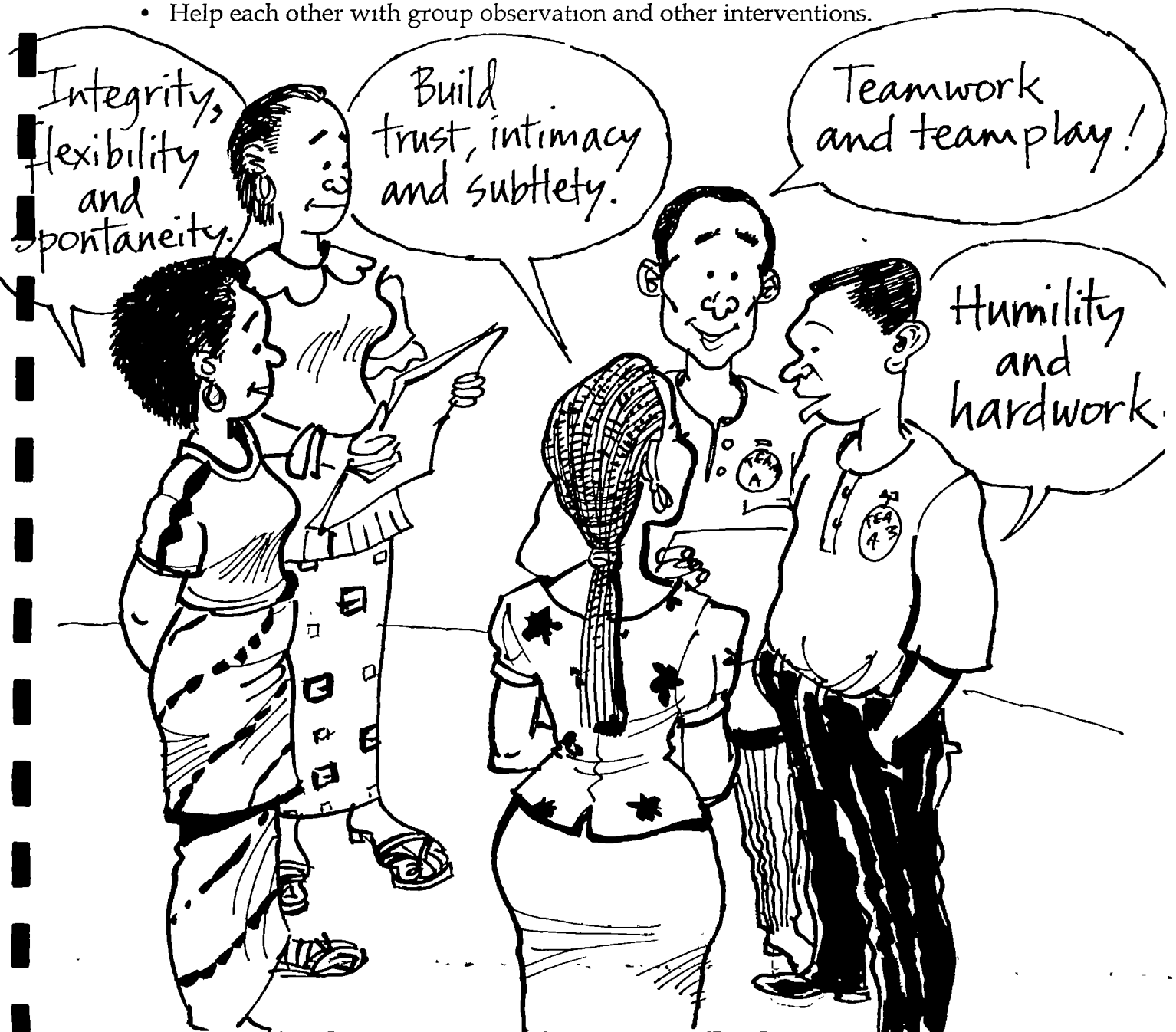


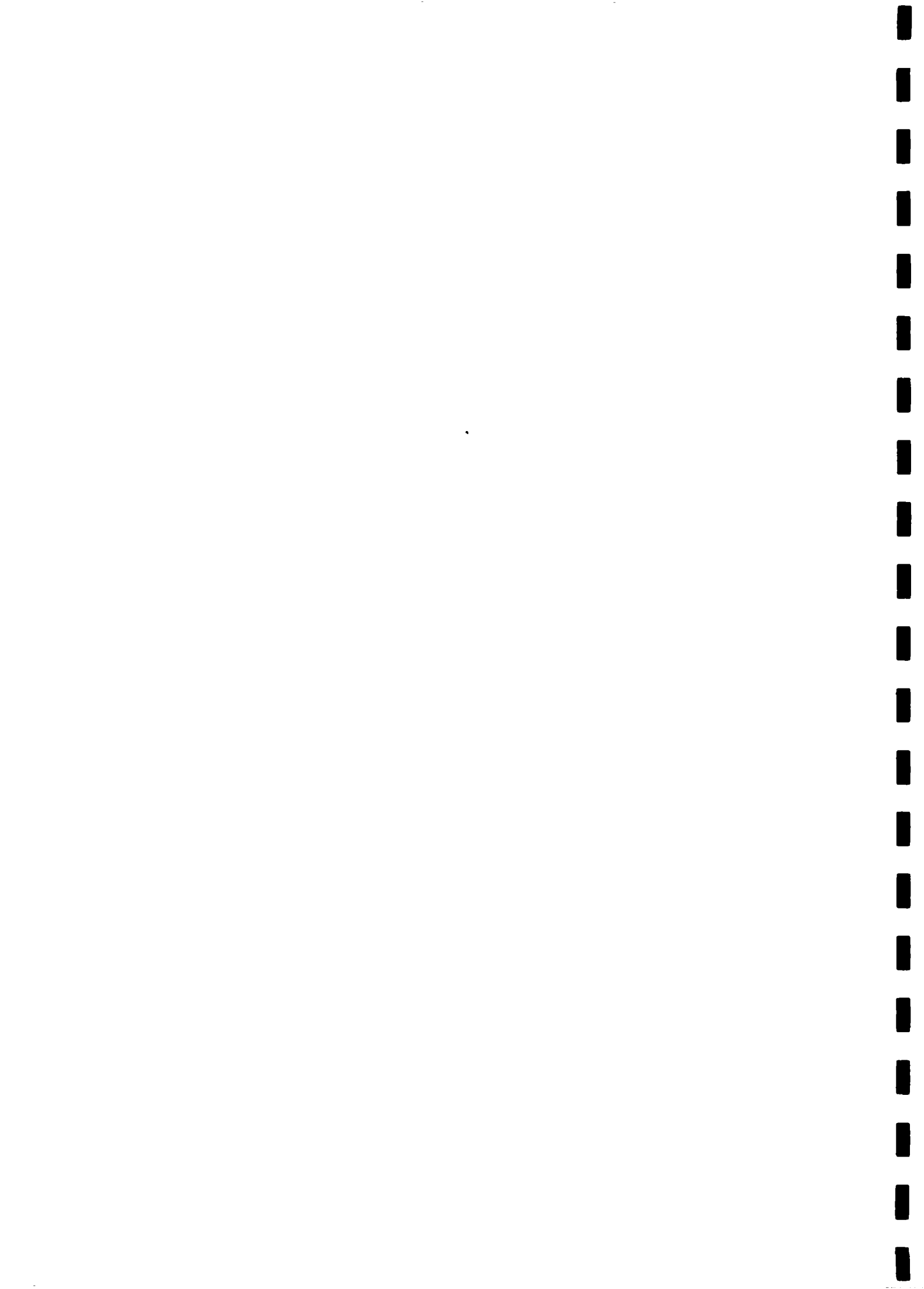
## EVALUATION

- An ongoing activity - not just at the end of the workshop.
- Assess what was learnt, trainees' participation, trainers' performance
- Meet with co-facilitators and some participants at end of the day.
- Use different methods for evaluation -
  - a) A short evaluation at the end of each day with participants.
  - b) A learning review at the start of a new day.
  - c) A written evaluation at the end of the workshop.

## TEAM FACILITATION

- Plan, organise, and evaluate the workshop as a team.
- Take turns with the facilitation and recording roles.
- Help each other with group observation and other interventions.





# **WORKSHOP 1**

---

## **Basic DWST Tasks**

---

- DAY 1**    **INTRODUCTIONS (1 hr)**  
**CWSP AND THE NEW APPROACH (2 hrs)**  
**COM AND COM BUILDING (1 hr)**  
**DWST'S ROLE & ROLES OF OTHER PLAYERS (2 hrs)**
- DAY 2**    **NEED VALIDATION & DATA COLLECTION (3 hrs)**  
**SELECTION - SCORING AND WEIGHTING (3 hrs)**
- DAY 3**    **SANITATION MANAGEMENT (3 hrs)**  
**RECORD-KEEPING/INFORMATION FLOW (1 hr)**  
**REPORT WRITING (2 hrs)**
- DAY 4**    **WORK PLANNING (2 hrs)**  
**PARKING BAY - OTHER ISSUES (1 hr)**  
**WORKSHOP EVALUATION & CLOSING (1 hr)**



# Session 1: Introductions

TIME: 1½ hours

OBJECTIVES: This session is designed to:

- Break the ice and establish an open atmosphere for learning
- Identify participants' expectations and fears
- Explain objectives and programme to participants.

MATERIALS:

- PROGRAMME OVERVIEW

LEARNING ACTIVITIES:

## 1 WELCOME:

Welcome participants to the workshop. Introduce yourself and other members of the training team.

## 2 SELF-INTRODUCTIONS (Pairs):

Divide into pairs, mixing up participants from different DWSTs. Ask pairs to interview each other and find out the following information:

- a) Rhyming name - e.g. Able Abrefa, Bouncing Betty, Crazy Christopher
- b) Home area
- c) District they work in and position on DWST
- d) Expectations - "What I hope to learn from the workshop is....."
- e) Fears about the workshop

Then ask each participant to introduce his/her partner. Record the Expectations and Fears on newsprint.

## 3 PROGRAMME OVERVIEW (Large Group):

Briefly explain the topics in the programme overview (on flipchart) while linking them to the expectations or fears. Expectations or Fears which are not addressed by the topics should be written down in the "Parking Bay". The "Parking Bay" will be used for any topics that people would like to address that are not covered in the programme. Whenever possible, the programme can be adjusted to address these needs. Time should also be set aside on the final day to deal with these issues.

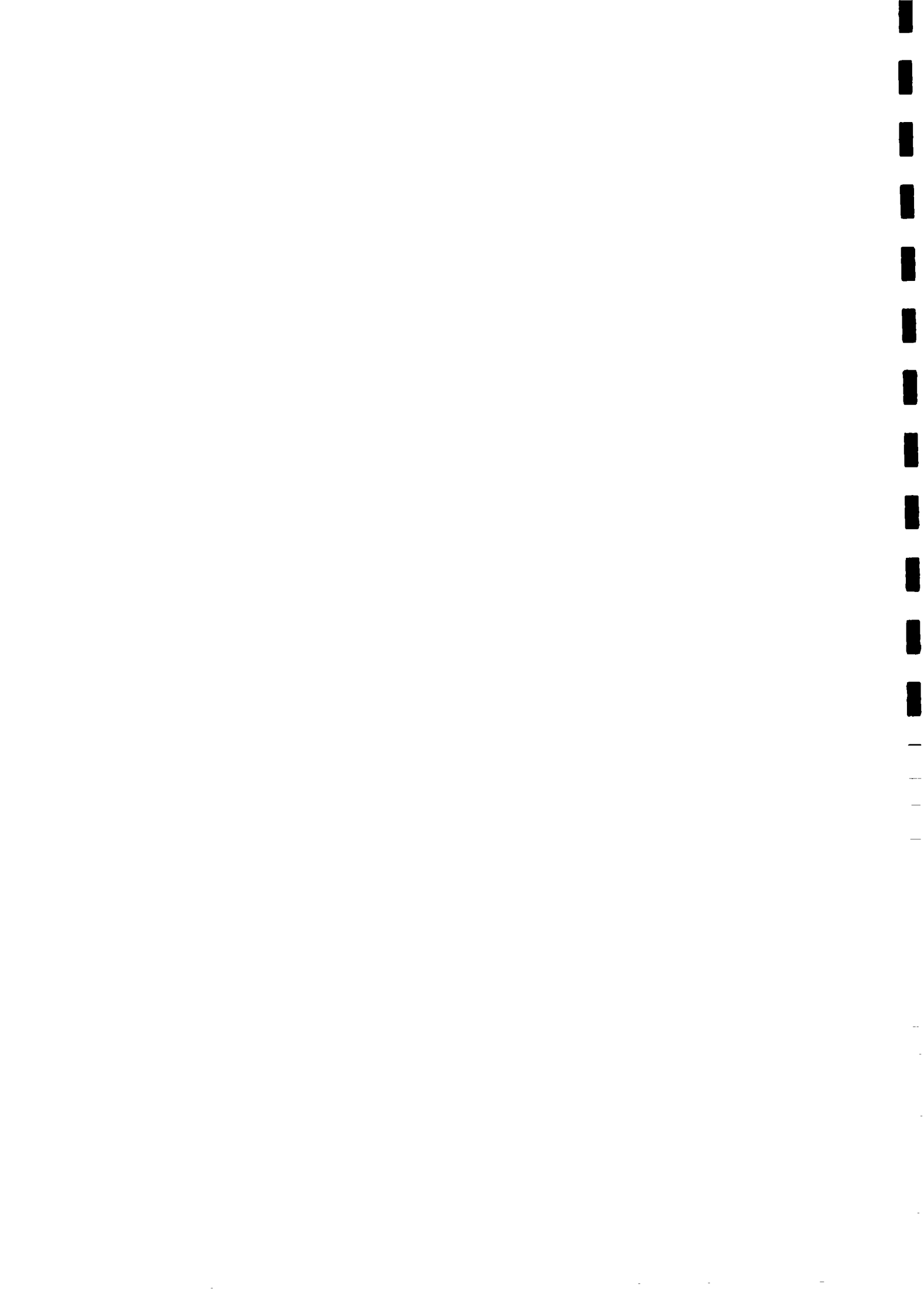




**Example of PARKING BAY:**

- ◆ *How will we divide up the work within the team?*
- ◆ *What POs have been selected in our district?*
- ◆ *How often do we need to submit reports?*
- ◆ *How can we get more support from the District Assembly?*
- ◆ *How can we improve working relations with the RWST?*







- 4 **TIMETABLE (Handout):** Hand out the programme overview. Discuss the proposed time schedule and agree on starting and stopping times. Point out that flexibility in the timing of sessions is needed; often the discussion and analysis may take longer than expected, so some sessions may need additional time.
- 5 **WORKSHOP NORMS:** Ask participants to brainstorm workshop rules. Record points on newsprint which can then be taped on the wall.

**Possible Responses:** start sessions on time, encourage everyone to contribute, speak loudly, respect each other's views, don't condemn any contribution, don't interrupt when a person is speaking, active listening, keep comments brief, give constructive criticism, no side meetings, etc.

6 **REVIEW OF DWST EXPERIENCE (Small Groups):**

Divide into small groups, mixing up participants from different DWSTs. Ask groups to discuss -

*What has been your experience so far as a DWST -*

- a) *What have been your SUCCESSES AND ACHIEVEMENTS?*
- b) *What have been your PROBLEMS AND FRUSTRATIONS?*

Encourage DWSTs to raise their feelings in relation to their new role/ position, working conditions, relations with the Assembly, etc.

Round robin report back. Record points under the two headings -

- a) SUCCESSES AND ACHIEVEMENTS, and
- b) PROBLEMS AND FRUSTRATIONS.

Identify key problems and discuss - or make sure they are covered during other sessions in the workshop.





## Session 2: CWSP and New Approach

### LINKS TO DWST'S WORK:

One of DWST's tasks is to promote the project at the community level. To do this they will need a full understanding of CWSP in order to explain it effectively.

**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- Explain the problems with the old approach to water supply
- Explain the basic strategies of the new approach - the CWSP

### MATERIALS:

- DWST MANUAL - pages 1 - 12

### LEARNING ACTIVITIES

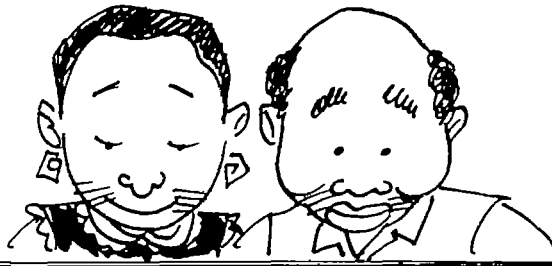
#### 1 EXISTING SITUATION (Walkabout and Buzz Group Discussion):

**Walkabout:** Give the following instructions to participants -

*Stand up and walk freely around the room on your own..... Stop! Close your eyes and think about water and sanitation in your own home village. Where do people get water? What problems do women face in collecting water? How is sanitation organised? Any problems? Now open your eyes - find a partner (BUZZ GROUPS) and sit down. Tell him/her about water and sanitation in your village and the problems faced by women."*







Round Robin Report Back.

**POSSIBLE RESPONSES:**

**Sources of Water:** streams, ponds, dams, dugouts, informal rainwater catchment, traditional wells, PAMSCAD wells, boreholes & pumps, etc.

**Women's Problems in Fetching Water:** long distance to fetch water - takes long time - limits time to do other chores; water points are muddy and weedy - difficult access; heavy containers and long distance makes women tired and weak - lowers productivity, river dries up in dry season - causes fights among women because of limited water available; surface water and water in traditional wells is contaminated - causes diarrhoea/guinea worm/bilharzia; no skills in pump repair - when pump spoils, women wait a long time for repairs; wells poorly constructed & dangerous.

**Sanitation:** many people use free range; few own individual toilets; some communal pit latrines; each house is responsible for its own refuse; rubbish thrown around.

**Sanitation problems:** communal latrines poorly built and maintained; no privacy for defecation, free range defecation causes health problems.

2 **THE OLD APPROACH (Role Play):** Organise a short role play showing:

- Scene 1: Government officials arrive to site borehole in a village. They meet the chief who tells them to drill it beside his house.
- Scene 2: Messenger from chief arrives to announce new rate of tariff and demand immediate payment.  
Women grumble about tariff and poor service by GWSC.
- Scene 3: Women at pump. Pump breaks down. Women say -  
*This pump keeps breaking down and we can't fix it.*  
*Government and the big men made all the decisions.*  
*They planned it and sited it so let them fix it!!*  
*In the meantime let's go back to the river.*

**Buzz groups:** "What happened? Why? What were the major problems with the old approach to rural water supply?"

Round Robin Report Back.

**Possible Responses:**

- ◆ Top-down - no community involvement in decision-making about water supply.
- ◆ All decisions made by government - or by big men in the village (eg chief).
- ◆ Decision on siting influenced by chief - serves only individual interest.
- ◆ Women and minority groups are excluded from planning and decision-making.
- ◆ No community education so no awareness or commitment by community.
- ◆ No sense of ownership or responsibility - "pump belongs to government".
- ◆ Outside officials impose things - no discussion or interaction.
- ◆ Tariff is regarded as an imposition - money is collected but villagers don't see how the money is used for maintenance of the pump.
- ◆ No involvement in maintenance - depend on outsiders (GWSC) for maintenance.
- ◆ Pumps break down and repairs take a long time - GWSC finds it difficult to maintain thousands of water points scattered across the country.
- ◆ No awareness of links between water and health.



**3 THE NEW APPROACH (Large Group):** Use the output from Step 2 (above) and participants' own knowledge of CWSP to develop points on the new approach. Discuss each of the points:

- ◆ Demand driven - community ask for a facility, it is not imposed on them.
- ◆ Community participation in planning and decision-making
- ◆ Community own and manage the new water supply - COM.
- ◆ Watsan Committee manages the new water supply on behalf of community.
- ◆ Cost sharing - community contribute to capital (5%) and pay 100% for repairs.
- ◆ Maintenance culture - community take care of and maintain their own facility.
- ◆ Sustainability - safe water is available to the community all year round.
- ◆ Water is WOMEN's business - women play a key role in decision-making.
- ◆ Government no longer implements directly - play a facilitative/supporting role.
- ◆ Private contractors (POs, latrine artisans, etc.) provide goods and services.
- ◆ Decentralisation - District Assembly plays a major role in the process.

Write key words on the flipchart - COMMUNITY, GOVERNMENT, PRIVATE SECTOR, WOMEN, HYGIENE & SANITATION - and discuss each in turn, using the discussion guide below. Use buzz groups for some questions. If time is short, use task groups and assign different questions to each group.







### COMMUNITY:

- **Planning** - *What will the community plan?*  
[Choose type of facility, siting, and how to maintain it.]
- **Financing** - *How much will they pay?*  
[Capital - 5% Maintenance - 100%]
- **Construction** - *What is their role in construction?*  
[supervision, materials and labour, access road, etc.]
- **Ownership** - *Why is it important that community own facilities?* [They will be more committed to maintenance of new facilities.]
- **Operation & maintenance** - *What is their role in O&M?*  
[Proper use and care of facility, caretakers, replacement of parts, repairs, and hiring Area Mechanic for major repairs.]

### GOVERNMENT:

- *What is government's role?*  
[funding - 95% of capital, coordination, and facilitation.]
- *What does "facilitation" mean?* [Government trains and supports others to do the work and provides the overall coordination.]

### PRIVATE SECTOR:

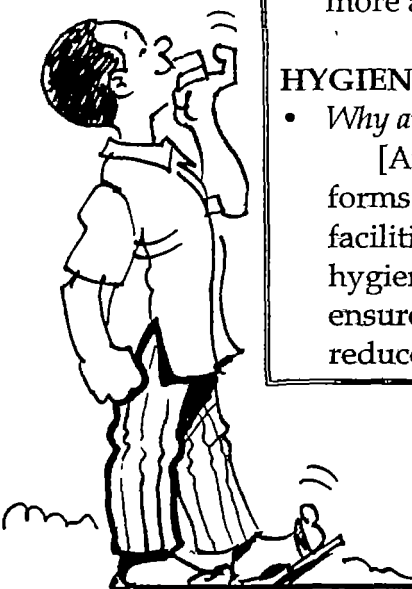
- *Who is the private sector?* [NGOs or private contractors who provide goods or services - POs, latrine artisans, area mechanics, borehole and hand dug well contractors, spare parts dealers.]
- *What is the role of the private sector?*  
[Animation, construction, repairs, provision of pumps and parts.]

### WOMEN:

- *Why should women play a major role in the programme?*  
[Women are the main users and managers of water. They will suffer most if the pump spoils so they will act more quickly. Women know more about water issues than men.]

### HYGIENE AND SANITATION:

- *Why are hygiene and sanitation an important part of CWSP?*  
[Awareness of health problems with old water sources and old forms of excreta disposal will help to generate demand for new facilities; clean water and improved toilets brings health; adding hygiene will maximize health benefits from new facilities - it will ensure that the new facilities are used safely; building toilets will reduce contamination of water.]





4 **PROMOTING CWSP (Paired Role-Playing and Stop-Start Practice):**

The aim of this session is to make things practical - to get participants practicing how to explain the new things they have just learned.

Divide into pairs. Ask each pair to practice how to introduce the CWSP - one partner plays the DWST, the other the "community member". After 5 minutes, ask the "community member" to give her partner (the "DWST") feedback. Then switch roles for more practice. After 5 minutes stop and give feedback.

**Note to Trainers:** The feedback should focus on incorrect information, gaps in information, or how to explain things more simply. Ask participants to give positive and helpful feedback.

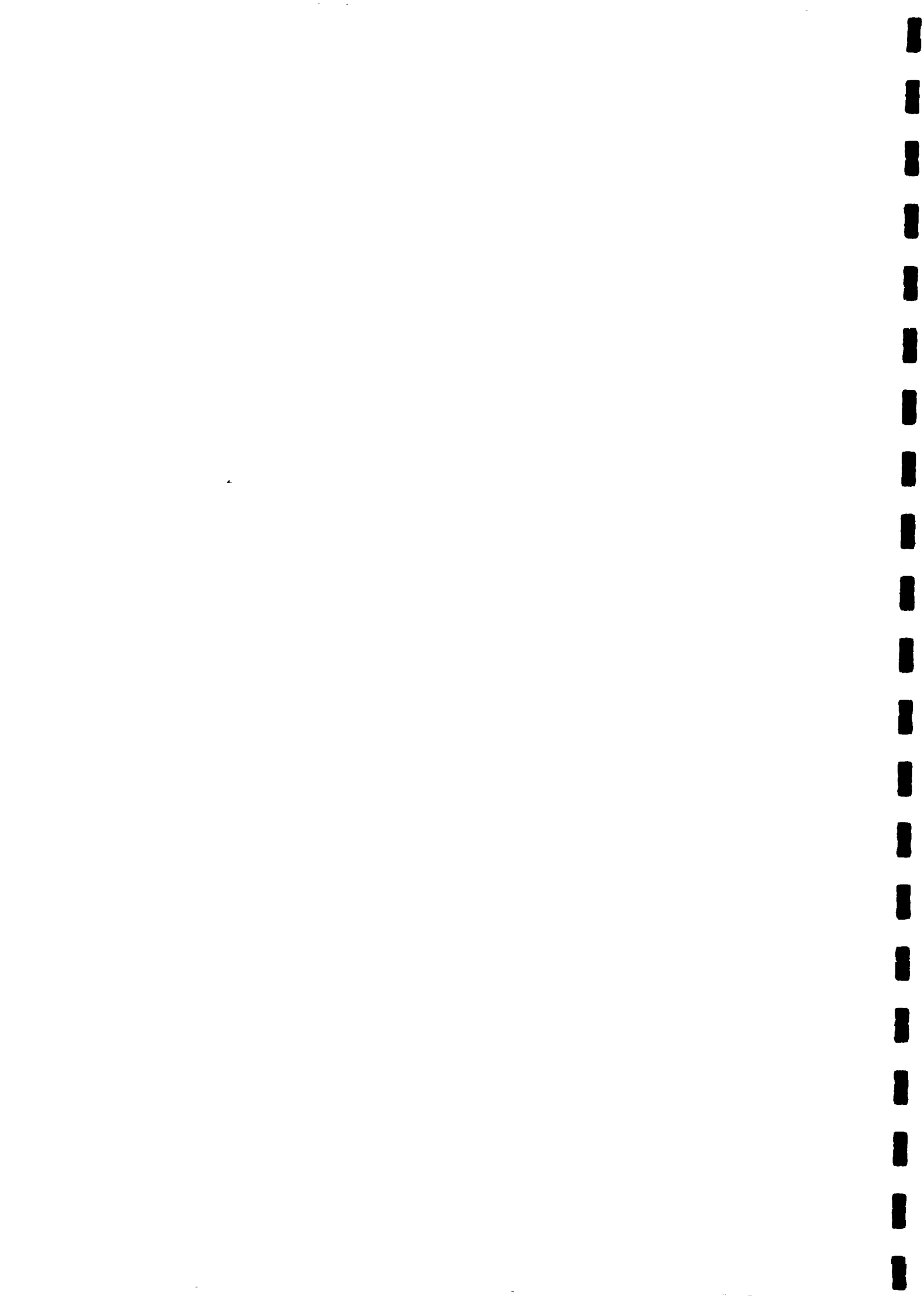
Then organise a **practice session with the whole group**. Ask one participant to start off as the "DWST". Her job is to explain CWSP to the "community" (other participants). After 2-3 minutes, stop and ask -

*What did you like about this presentation? Who would like to come and add information that was missing?*

Invite other participants to come up and take over the presentation. The idea is not to repeat what the first person has done, nor talk about what is missing, but to **improve the presentation while trying it out**. Repeat this process until participants' ideas are exhausted.

Then refer participants to the reading sections in the DWST Manual.





## Session 3: COM and COM-Building

### LINKS TO DWST'S WORK:

One of DWST's tasks is to support the development of Community Ownership & Management (COM). In order to work effectively with communities they need a good understanding of this concept and what it means in practical terms.

**TIME:** 1 hour

**OBJECTIVES:** By the end of the session participants will be able to:

- Explain the Community Ownership & Management (COM) concept.

### LEARNING ACTIVITIES:

- 1 **OLD APPROACH TO COMMUNITY WORK (Role Play and Discussion):**  
Organise a role play showing the "old" approach:

An extension worker enters a village. He scolds villagers, saying:  
*Your village is filthy - the smell is killing me! I can see faeces everywhere! Have you no shame??? You've got to start using toilets like other civilized people. That's why I've come to teach you....so you'd better listen to me. Remember, I'm the expert, I know everything and you know nothing, so you'd better follow my orders! What you need is a public latrine. This is your first priority. This is a "felt need"! You "feel" it, don't you? You'd better feel it or you're in trouble!* (Villagers object to criticism, but he cuts them off.)

*On this project we want everyone to participate. Every family has to contribute one goat. Go home and get your goats and come back here!* (People refuse but he pushes them to follow his orders.) *Now we need to get started. We'll need some volunteers to dig the pit. You (pointing), you, you, you, and you - come up here and dig this pit!* (shouts at them to go faster and faster until they collapse.)





### COMMUNITY OWNERSHIP AND MANAGEMENT (COM)

- ◆ Sense of commitment/responsibility/initiative
- ◆ Demand for new water supply comes from community
- ◆ Empowerment - the community control things
- ◆ Local decision-making - community decides what is to be done
- ◆ Self-reliance - no longer depend on outsiders
- ◆ Meetings and discussion to solve problems and make decisions
- ◆ Solving their own problems and making their own plans
- ◆ Maintaining their own facility and raising money for repairs

### HOW TO BUILD COM

- ◆ Allow villagers to do things - "let the community do the driving".
- ◆ Don't be the "expert" - stop telling villagers what to do.
- ◆ Don't talk - shut up and give villagers a chance to talk.
- ◆ Ask questions and pose problems to get villagers talking.
- ◆ Listen to what people say and use this to build further discussion.
- ◆ Praise contributions and show respect for their ideas.
- ◆ Allow community to do things on their own - make decisions, solve problems, hold their own meetings, organise activities.

### PROBLEMS WITH COMMUNITY ORGANISATION

- ⊗ Decision-making by a few people - women and minorities excluded
- ⊗ Poor management of money and committees not accountable
- ⊗ Power struggles and leadership conflicts

### HOW TO ADDRESS PROBLEMS?

- ☑ Equalize participation in meetings and encourage women's participation.
- ☑ Encourage villagers to hold Watsan accountable.
- ☑ Help develop record-keeping and reporting.







# Session 4: DWST's Role and Roles of Other Players

## LINKS TO DWST'S WORK:

DWST members need to have a clear understanding of their own roles and tasks so that they can do their job effectively. They also need to know the roles of other players so they can work with them.

**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- Explain their own roles and activities.
- Name the other key players and explain their roles.

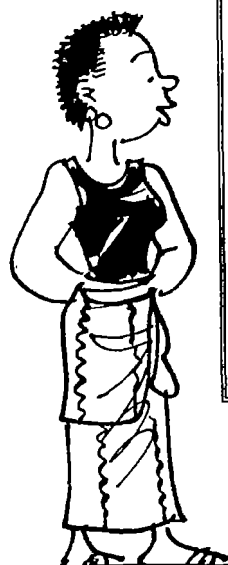
## MATERIALS

- Establish **NEWSPRINT STATIONS** for each of the key players - Community, PO, RWST, District Assembly, Latrine Artisan, Contractor
- **DWST MANUAL** - pages 9 - 12

## LEARNING ACTIVITIES

### 1 WHAT IS YOUR OWN ROLE? (Buzz Trios):

Divide into trios. Ask each trio to brainstorm the roles of a DWST, write them on "bricks", and tape on the wall. Then group common roles, discuss and clarify each role.



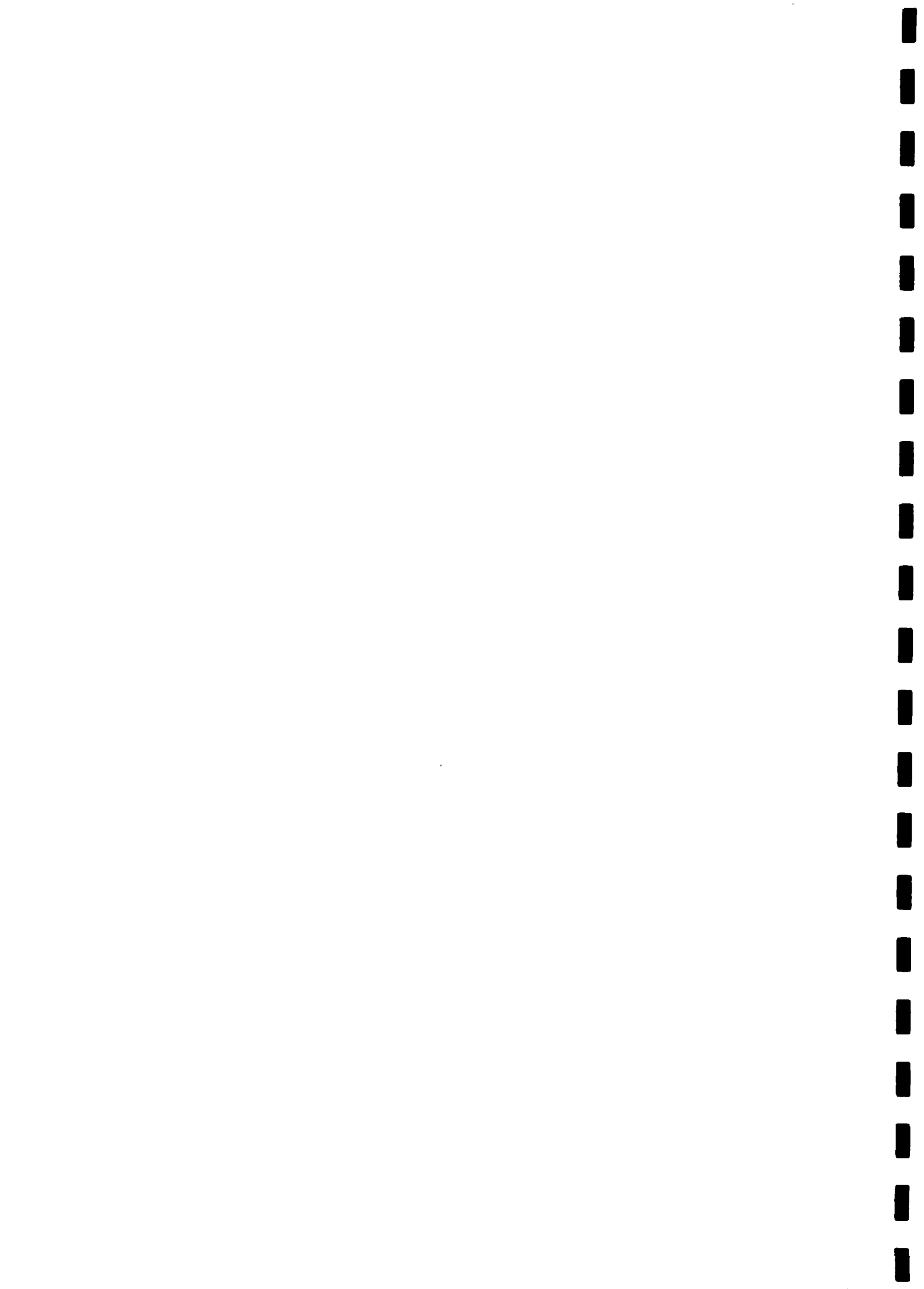
#### List of DWST Roles:

- ✓ Present information on CWSP to the community and encourage responses.
- ✓ Validate the demand for new water facilities made by the community.
- ✓ Collect basic data on the community.
- ✓ Make a prioritised list of communities to be assisted by the programme.
- ✓ Monitor the work of POs, Latrine Artisans, and HDW Contractors.
- ✓ Facilitate the processing of Facility Management Plans.
- ✓ Provide long-term support to Watsan communities once the PO is finished.
- ✓ Manage the sanitation programme, including the sanitation subsidies.
- ✓ Organise district support to the Schools Hygiene & Sanitation Programme.
- ✓ Monitor the performance of Water Boards in the small towns project.
- ✓ Develop work plans, write reports, and evaluate.
- ✓ Coordinate activities with other players.



**Summarize:** Explain that the DWST have a big job. They will need to have a clear understanding of each of their roles in order to manage this job effectively. The remaining sessions in the course will focus on each of these tasks - and then in the final session (workplanning) participants will look at how to put the whole job together.





2 **KEY PLAYERS - ROLES AND RELATIONSHIPS (Brainstorming):**

Write on the flipchart the three categories - COMMUNITY, GOVERNMENT, and PRIVATE SECTOR - and ask participants to brainstorm the players under each category:

<b>COMMUNITY:</b>	community members, Watsan, WSDDB, caretakers
<b>GOVERNMENT:</b>	CWSA, RWST, District Assembly, DMC, DWST
<b>PRIVATE SECTOR:</b>	POs, Latrine Artisans, Borehole/Hand Dug Well Contractors, Area Mechanics, Spare Parts Dealers, Small Towns Consultants

Then divide into 6 mini-groups for **rotational brainstorming**. Assign each group one of the following players - Community, RWST, District Assembly, PO, Latrine Artisan, HDW Contractor. Ask each group to write the roles of its player on the newsprint. After 2 minutes ask groups to rotate. Continue until groups have contributed to the role description for each of the 9 players. Then ask each group to return to its original player and prepare a presentation. Report back.

Then discuss relationships between DWST and other players, using the Network Diagram given on p. 31. Focus on the following relationships -

a) DWST-DA b) DWST-RWST c) DWST-PO d) DWST-Community. Assign each relationship to one group. Ask each group to discuss -

- What are the potential problems in relations with .... ?*
- What support is expected from ..... ?*
- What would you do to build a strong relationship with.....?*

**Report back:** Ask each group to give its report. Then identify major problems and discuss.





## ROLES OF KEY PLAYERS

### COMMUNITY

- Apply for assistance
- Provide information to PO/DWST
- Establish Watsan committee
- Technology choice and siting
- Contribute to capital costs
- Contribute to maintenance funds
- Provide communal labour
- Supervise construction
- Sign certificate of completion
- Maintenance, repairs, finance
- Hygiene education and action
- Assume ownership

### PARTNER ORGANISATION

- Facilitate active participation
- Organise women's involvement
- Facilitate Watsan formation
- Train Watsan committee
- Advise on fund-raising
- User/hygiene education
- Promote toilet construction
- Facilitate technology choice
- Facilitate site selection
- Assist with preparation of FMP
- Supervise construction
- Monitoring and evaluation
- Report to RWST/DWST

### LATRINE ARTISAN

- Promote latrines
- Site selection
- Offer choices
- Construction
- User education

### RWST

- Disseminate information
- Coordination and supervision
- Monitoring and evaluation
- Planning and budgeting
- Coordinate training
- Identify and select contractors
- Contract management
- Liaise with District Assemblies
- Sourcing of funds

### DISTRICT ASSEMBLY

- Develop district W & S plan
- Establish and support DWST
- Coordinate W&S activities
- Identify resources for W&S
- Establish sanitation funds
- Implement sanitation programme
- Inform communities about CWSP
- Select/prioritise communities
- Help select contractors
- Award HDW contractor contracts
- Monitoring and evaluation
- Provide feedback to RWST

### DWST

- Disseminate information on CWSP
- Collect baseline data
- Introduce POs to communities
- Help select latrine artisans & POs
- Help train latrine artisans
- Monitor PO activities
- Verify community applications
- Recommend communities to help
- Monitoring after PO phaseout
- Maintain data on projects
- Advise District Assembly on W&S
- Support schools programme

### SBDU

- Help identify & select contractors
- Train and support POs in field
- Business development for POs
- Develop training materials
- Develop regional profile

### CONTRACTORS

- Rehabilitate b/holes and HD wells
- Site boreholes and hand dug wells
- Construct b/holes and h/dug wells
- Train community caretakers

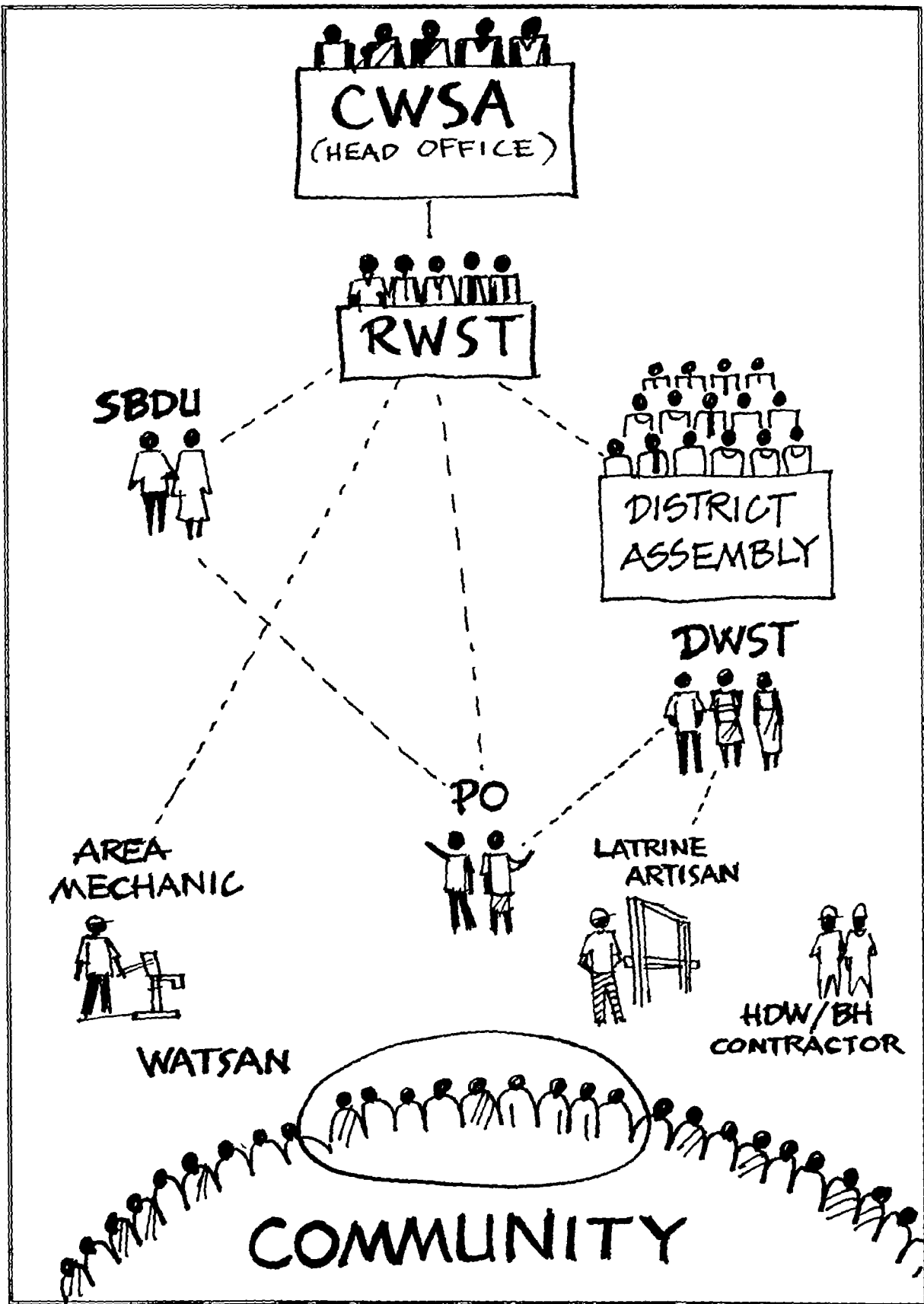
### AREA MECHANICS

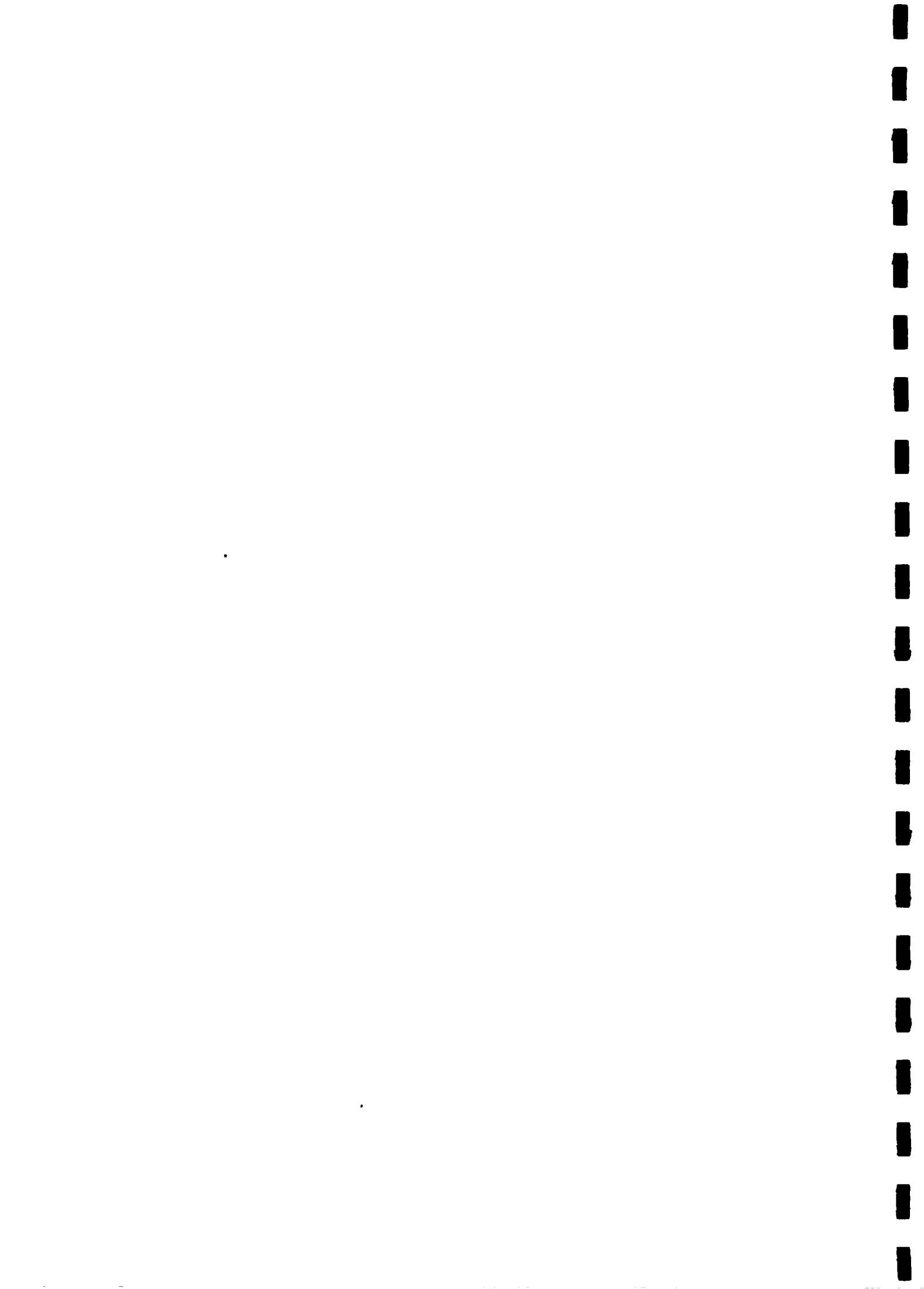
- Identify spare parts needed
- Repair broken pumps
- Train community caretakers





# CWSP NETWORK DIAGRAM





# Session 5: Need Validation and Data Collection

## LINKS TO DWST'S WORK:

One of the DWST's tasks is to check that there is a strong community demand for new water facilities, strong enough that community members are willing to contribute resources and time to manage the new system. In order to verify the demand, the DWST needs to collect accurate data about the community and their interest in new water facilities.

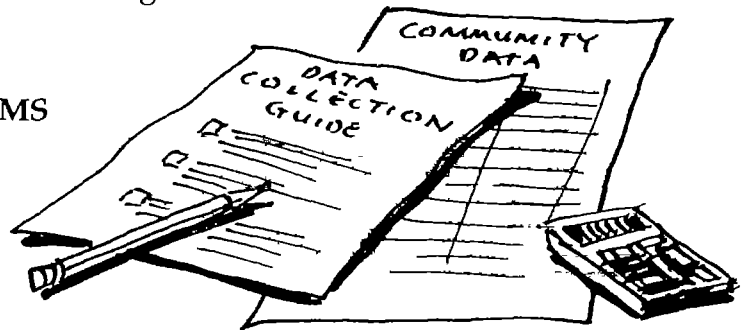
**TIME:** 3 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- Describe the procedures involved in need validation and data collection.
- Use the forms designed for need validation and data collection.
- Facilitate community discussion on the ranking of needs.

## MATERIALS:

- BASIC COMMUNITY DATA FORMS
- DATA COLLECTION GUIDE



## LEARNING ACTIVITIES:

### 1 TECHNIQUES FOR NEED VALIDATION (Role Playing):

Divide into small groups of about 8 people. Ask each group to role play the following scenario -

*Two of you are DWST members. You have received letters from several communities asking for new water facilities? You are now meeting with one of the communities to discuss their request. Find out more about the community and assess the level of demand so that you can prioritise communities to be assisted by the project.*

After 10 minutes, ask each group to stop and discuss:

- What information did the DWST try to find out?*
- What was the level of participation in discussion?*
- What did the DWSTs do to get everyone involved?*

**Round Robin Report Back.** Then ask participants to brainstorm other information which needs to be collected to help prioritise communities. Then hand out the Basic Community Data Form and compare with the list on newsprint. Then review the techniques to be used in getting participation from community members during the data collection.



**Information to be collected:**  
population; accessibility; type, distance, and yield of existing sources; water-related diseases; level of commitment; potential for community management

**Facilitation techniques to get everyone involved:**

- ◆ Ask open questions.
- ◆ Establish rapport - informal, friendly, relaxed.
- ◆ Encourage everyone to contribute.
- ◆ Careful listening to what people say.
- ◆ Rephrasing - "What I hear you saying is....."
- ◆ Minimal encouragers - "Yes" "Tell me more"

- 2 **DATA COLLECTION (Practice Using Data Collection Forms):**  
Divide into pairs. Ask each pair to complete the form for two different communities they are familiar with. Move around the room and assist pairs when they get stuck. Refer people to the Data Collection Guide.

**Trainer's Note:** This information will be used in the next step for scoring and weighting - so encourage participants to do this as a serious exercise.

- 3 **HOW TO USE THE FORM TO COLLECT DATA (Role Play):**  
Organise a role play to demonstrate how NOT to collect data. Ask one trainer to play the role of a DWST and participants to play the role of community members. The "DWST" walks up to the "community" and without any introduction starts reading out the questions in the Basic Community Data Form in a mechanical and bullying way. He takes a long time to record each response. Eventually community members get angry and walk out on him.





Discuss - "What happened? Why? What would have been a better approach for data collection?"

**Data Collection Approach:**

- ◆ Clear introduction at the beginning.
- ◆ Explain why you need to collect the information ie to support the community's application for a new water facility.
- ◆ Get the interviewees' permission to ask the questions.
- ◆ Don't use the form as a questionnaire. Collect data through discussions with individuals or small groups and afterwards record it on the form.
- ◆ Get information through discussion and observation.
- ◆ Treat the data as confidential

**4 GUIDED WALK (Paired Role Playing):**

Explain that one data collection method is a GUIDED WALK. Ask - "What is a 'Guided Walk'?" [A walk around the community guided by a few local residents. The DWST finds out more about the community by asking questions of the guide and by her own observations.]

Then divide into pairs and ask each pair to agree on roles - one to play the DWST, another to play a villager. Then set the task -

*Imagine that this room is the village. Organise your own Guided Walk. Visit the water sources or other important landmarks and ask questions about the village. Now - play!"*

Then debrief this activity:

*DWSTs: What did you learn about the village?*

*Villagers: How did you feel about the DWST's questions?*

**5 SECTOR GROUP DISCUSSION (Practice Facilitation):**

Explain that another method for collecting data is to meet with SECTOR GROUPS - groups of men, or women, or youth, or specific sections.

Divide into groups of about 8 people. Make each group a different type of sector group: Group A - women, Group B - youth, Group C - an isolated section of the village (or settlers). Ask one person in each group to play the "DWST". Explain that his/her task is to ask questions on **only part** of the Community Data Form. [Ask Group A to focus on the information on page 1, Group B - page 2, and Group C - page 3.]

Debrief first in groups. Ask each group to explain what information was discovered through the sector group discussion.







## 6 COMMUNITY MEETING ON THE RANKING OF NEEDS (Stop-Start Drama)

Explain that after collecting information from groups or individuals, the DWSTs are expected to organise a community meeting to assess the level of need/demand for water. With participants' help, role play how this meeting could be facilitated. Stop at points to allow new people to take over the facilitation - or to discuss the techniques or questions used.

Then debrief the techniques used to assess the level of priority.

### Possible techniques:

- Find out who made the initial request for the water supply - the whole community or a few individuals.
- Ask the community to identify their most important needs. This could be done in small groups followed by a report back.
- Ask one person to talk about each of the most pressing needs.
- Then ask - "*If you have a limited amount of money, which problem do you want to solve first?..... After that, what else?..... After that, what again?.....*"
- Check for agreement or disagreement among those at the meeting.
- If people choose water as their first priority, emphasize they will need to make a contribution to pay for it - 10% of the capital cost and 100% for maintenance.





# Session 6: Scoring and Weighting

## LINKS TO DWST'S WORK:

Once the DWST have collected data on different communities, they will use this data to choose those communities to be assisted by the project, based on an objective process.

**TIME:** 3 hours

**OBJECTIVES:** By the end of the session participants will be able to.

- Explain the importance of setting criteria for the selection process
- Use the scoring and weighting techniques to select priority communities.

## MATERIALS:

- COMMUNITY SCORING SHEET
- COMMUNITY RANKING AND SELECTION SHEET
- DWST MANUAL - pages 21- 26



## LEARNING ACTIVITIES:

### 1 INTRODUCTION AND REVIEW OF EXPERIENCE (Small Group Discussion):

Explain that the objective of this session is to show participants how to use an objective process for selecting communities to be assisted by the project. The project has limited resources so it cannot help all communities who apply - the project will need to select a number of communities to be assisted.

Divide into district groups. Ask each group to discuss - "*How have you been selecting communities to be assisted?*"

Report back and then summarize.

### 2 IMPORTANCE OF AGREEING ON SELECTION CRITERIA (Cow Exercise):

Divide participants into small groups. Hand out 11 cow tokens to each group. Then explain the exercise -

*You have 5 minutes to share the cows within the group. You have to agree on sharing criteria. If you fail to share the cows within 5 minutes, everyone in the group loses the cows. Each individual should aim for the highest share of the cows.*

After 5 minutes stop and ask participants to debrief within their groups. Ask - "*What happened? Why? How could you have been more successful in sharing out the cattle?*" Then organise a report back.

**Summarize:** Emphasize that to share resources you need to agree on and then apply criteria.



- 3 **COMMUNITY SELECTION (Practical Exercise):**
- a) Brainstorm criteria to be used for community selection.
  - b) Then introduce the Community Scoring Sheet - and discuss. Make sure trainees understand each of the criteria in the form.
  - c) Then divide into the same pairs used in the form-filling exercise in Session 5. Ask each pair to score the two Community Data forms they completed, using the Community Scoring Sheet. Move around the room and assist pairs when they get stuck.
  - d) Then introduce the concept of **WEIGHTING**. Explain that each District Assembly will decide on how much weighting to give to each factor on the Community Scoring Sheet.
  - e) Then provide sample weightings for each factor (on a scale of 1-3) and ask each pair to complete the Community Scoring Sheet.
  - f) Then ask each pair to record their results on a master sheet (Community Ranking and Selection Sheet) written out on newsprint on the front wall of the room.

4 **SUMMARIZE (Large Group):**

Review the results from the practical exercise. Show how this gives the District Assembly a transparent and consistent process to select those communities to be assisted. Then summarize the steps in the total selection process. Point out that this technique can be used by the District Assembly to select projects in other sectors.

**Steps in Selection Process:**

1. Ask the District Assembly to agree on the weightings for each factor in the scoring sheet.
2. Collect data on each community who apply for new water facilities. The data collection would include discussions with individuals, groups, and the whole community.
3. Record this information on the Basic Community Data form.
4. Transfer this information to the Community Scoring Sheet, add the weights for each factor, and then complete the Community Scoring Sheet.
5. Record the scores of all communities on the Community Ranking and Selection Sheet.
6. Submit this form to the District Assembly to make the final selection.





# Session 7: Sanitation Management

## LINKS TO DWST'S WORK:

One of the main roles of the DWST is to manage the sanitation programme - to promote latrine construction and use, help recruit and train latrine artisans, manage the CWSP latrine subsidy programme, and monitor latrine construction.

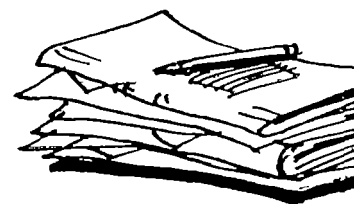
**TIME:** 3 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- Describe the new approach to sanitation
- Describe the sanitation programme and their role in it.
- Describe the procedures and use the forms for subsidy management.
- Recognize problems in the handling of funds and how to solve them.

## MATERIALS:

- HANDOUT - SANITATION PROJECT CYCLE
- CRITICAL INCIDENTS
- LATRINE CONSTRUCTION CONTRACT FORM
- LATRINE SUMMARY INFORMATION FORM
- REQUEST FOR RELEASE OF FUNDS FOR LATRINE CONSTRUCTION
- CERTIFICATE OF LATRINE COMPLETION
- DWST MANUAL - pages 34 - 41



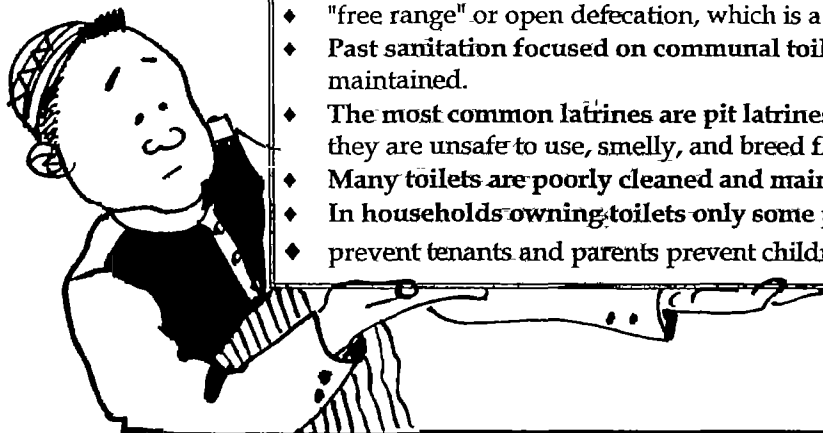
## LEARNING ACTIVITIES:

### 1 INTRODUCTION TO SANITATION:

Explain that DWSTs are expected to promote latrines as part of their job.

*Buzz Groups - "What are problems with the old approach to sanitation?"*

- ◆ Few families own latrines - only 1 out of 10 households. The rest use
- ◆ "free range" or open defecation, which is a health hazard.
- ◆ Past sanitation focused on communal toilets. These toilets were poorly cleaned & maintained.
- ◆ The most common latrines are pit latrines. Pit latrines are often poorly constructed: they are unsafe to use, smelly, and breed flies.
- ◆ Many toilets are poorly cleaned and maintained.
- ◆ In households owning toilets only some people use latrine. Landlords
- ◆ prevent tenants and parents prevent children from using latrine.







**Buzz Groups** - "What is the new approach to sanitation?"

- ◆ **Construction of individual household latrines, not communal latrines**
- ◆ **Developing local skills for latrine building** - through training local artisans
- ◆ **Using affordable and appropriate designs** - the latrines will be designed to be low-cost, safe, minimize smell and flies, and provide privacy.
- ◆ **Promoting use of the latrines by the whole family and proper maintenance.**
- ◆ **Steps:** Family completes application form for subsidy; decides on type of latrine - Rectangular or Mozambique Slab; receives subsidy; makes contract with artisan and makes contribution in the form of money, labour (digging pit), or materials.

**Facilitation Practice (Small Groups):** Divide into small groups. In each group ask participants to practice how to promote interest in latrines, using the questions below (written on flipchart):

- a) Why is 'free range' (open defecation) a health problem?
- b) Why do people need latrines? What are the benefits?
- c) What has been your experience with latrines?
- d) What fears or concerns do you have about latrines?
- e) What can you do to build your own latrine?



**2 OVERVIEW ON SANITATION MANAGEMENT (Buzz Groups):**

Ask participants to brainstorm the steps in the sanitation project cycle and the role of DWST. Then organise a report back and discuss, using the handout on pages 40 - 42.

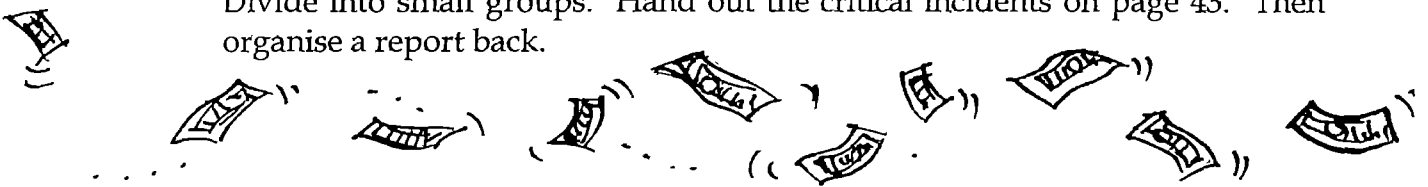
**3 SUBSIDY MANAGEMENT (Practical Exercise and Small Groups):**

Review the steps in the Subsidy Management process (Steps 9-17) and explain each of the forms. Make this practical by getting participants to complete the forms.

Then divide into small groups. Ask each group - "What are potential problems in the subsidy management process (Steps 9-17)? How could you help to overcome bottlenecks?"

**4 HANDLING MONEY (Critical Incident):**

Divide into small groups. Hand out the critical incidents on page 43. Then organise a report back.





# SANITATION PROJECT CYCLE

1. **Sanitation Fund:** District Assembly sets up Sanitation Fund.
2. **Promotion:** DWST and DA members inform communities about sanitation programme and the need for latrine artisans. Artisans complete application forms and submit to District Assembly.
3. **Selection of Zones:** District is divided into 10 zones. The objective is to train at least one artisan for each zone.
4. **Shortlisting of Applicants:** DWST screen applicants for the artisan position. The following criteria are used - a) resident in zone; b) not too old; c) trustworthy; d) building skills (mason); e) literate; f) able to read technical drawings. Out of those who apply, 40 latrine artisans are selected for a formal interview.
5. **Interviews:** DWST conduct interviews on a zonal basis with RWST support. 20 applicants are selected for training.
6. **Classroom training:** 20 artisans attend a 3-day formal training course conducted by TREND and RWST. DWST attend the course to learn the skills. DWST also organise logistics for the course, including accommodation, training room, and food.
7. **Practical training:** DWST and RWST select the 10 best artisans (one per zone) to attend a practical training programme, which takes place a few weeks later. DWST select sites for demonstration latrines, to be constructed before the training.
8. **Promotion:** Artisans organise their own promotion at community level. (They are assisted by POs and Watsan committees.)
9. **Application:** Artisan fills in the first part of the Latrine Construction Contract form for each household who want to build a latrine. Forms are signed by beneficiary and artisan and submitted to the DWST. Usually the artisan submits about 5 forms at a time.



10. **Documentation:** DWST open a file for each artisan, put 3 copies of each Contract Form in the file, complete a Latrine Summary Information form, and mark the location of applicants on a map.
11. **Verification:** DWST verify the following details on the form:
  - a) Applicant needs a latrine and is willing to contribute to cost.
  - b) Siting is appropriate and there is no dispute with neighbours.
  - c) The right type of latrine has been chosen.If everything is okay, DWST sign the form - otherwise it is filed in the Rejected Applications File (with a note explaining why).
12. **Approval and Contract:** DWST pass the verified application to the Assembly's W&S subcommittee for final approval. A designated DA officer signs the form and it becomes a contract.
13. **Release of First Half of Subsidy:** Once a number of contracts have been signed, DWST apply for the first half of the subsidy, using the Request for Release of Funds for Latrine Construction form. DWST pay the artisans in the presence of beneficiaries. They hand out copies of contract to beneficiaries and artisans.
14. **Construction:** The beneficiary provides its agreed cash or in-kind contribution. Then the artisan starts construction.
15. **Monitoring:** DWST are given coaching by the RWST on how to monitor construction - and then start monitoring. Monitoring is done on a selective basis.
16. **Completion:** When the latrine is completed, DWST check that the work is complete and properly constructed. Then they issue a certificate of completion.
17. **Release of Second Half of Subsidy:** DWST then apply for the second half of the subsidy and pay the artisans in the presence of the beneficiaries.
18. **Reimbursement from RWST:** Once the payments have been made, the District Assembly applies to the RWST for reimbursement.



19. **User Education:** The artisans conduct user education. User education is also done by the POs and Watsan committees.
20. **Phasing out Subsidy:** The subsidy is withdrawn/reduced after every 200 latrines.





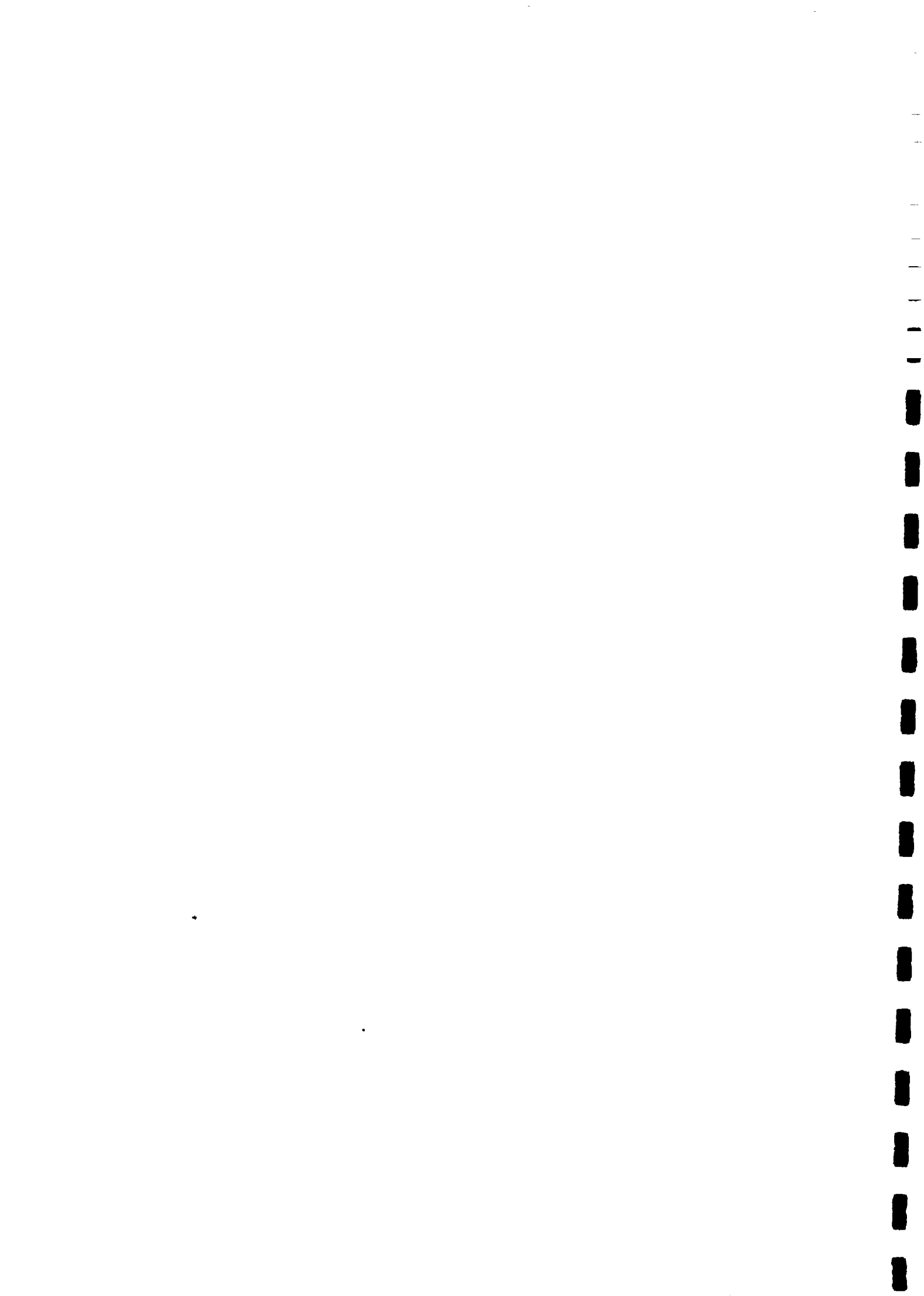
## CRITICAL INCIDENTS ON MONEY

1. You collect one million cedis in latrine subsidies from the DA to be distributed to the latrine artisans. Instead of doing it on Monday, you delay the delivery until Wednesday. On Tuesday your child is sick and you have to buy medicine. You are forced to use some of the money for this purpose. When you deliver the money, you are short so you keep delaying the payment to one of the artisans.
2. One latrine artisan comes to the DWST office after waiting for payment of the subsidy for over three weeks. He bursts into the office and confronts the DWST members - "*Where is my money?*" Two of the DWST members give excuses, saying that the money has been delayed by the Finance Section of the Assembly. The third member takes the artisan aside and says - "*Why are you on our backs? We told you the money is coming. If you HELP us, we will HELP you!*"



## Questions:

- A. What is happening in each story? Why?
- B. How can the DWST avoid this problem?



# Session 8: Record-Keeping and Information Flow

## LINKS TO DWST'S WORK:

One of DWST's office-based roles is to share information within the team and organism an effective filing system so that the information they need is accessible to do their work

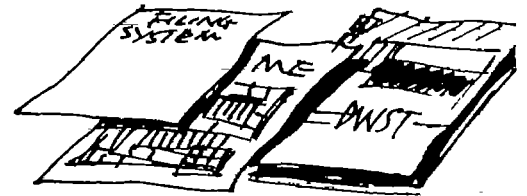
**TIME:** 1 hour

**OBJECTIVES:** By the end of the session participants will be able to:

- Establish a system for sharing information within the team.
- Set up an efficient and effective filing system.

## MATERIALS:

- FILING SYSTEM
- FILING SYSTEM GAME
- DWST MANUAL - pages 44 - 47



## LEARNING ACTIVITIES:

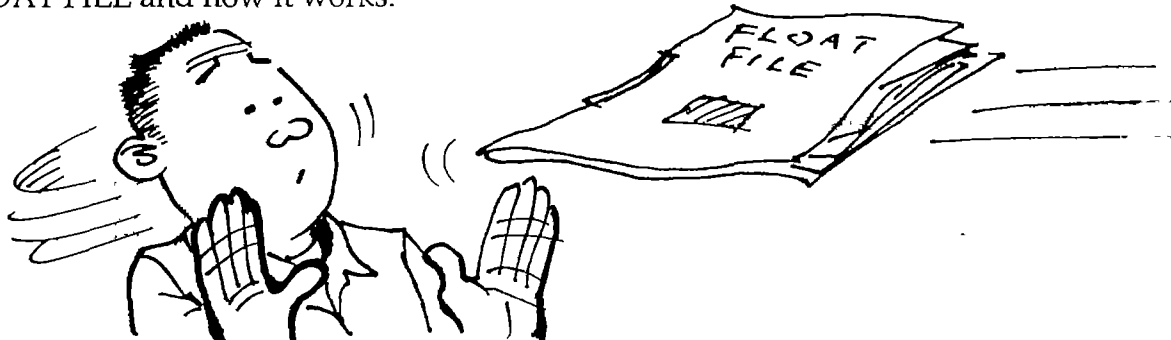
### 1 INFORMATION FLOW (Role Play and Discussion):

Organise the following role play:

*DWST members Kwesi and Stells are in the field. Wisdom, who is in the office, opens a letter from the RWST inviting the team to attend a workshop next week. He reads it and files it. When Kwesi and Stella return to the office he forgets to tell them about the workshop. A few days later the RWST phones to check on the DWST's participation. Wisdom is in the field. Kwesi, who answers the phone, says he knows nothing about the workshop.*

**Buzz groups** - "What happened in the drama? Why? How could this problem be avoided?"

**Round robin report back** - and summarize. If necessary, explain the idea of a FLOAT FILE and how it works.





2 **FILING SYSTEM (Filing Game):**

Hand out a copy of the filing system and explain it. Then divide into pairs and hand out the list of items in the Filing Game to be filed. Offer free beers (one each) to the team which finishes first (all filed correctly).

Afterwards hand out the coding sheet and ask each pair to mark their own paper. Then discuss any disagreements.

Trainers Note: Some items may be filed in more than one file. Allow for discussion.





## FILING SYSTEM

- A. Administrative Correspondence with the DA
- B. Correspondence with the RWST
- C. Correspondence with Other Organisations
- D. Community Applications for Water Supply - Pending Validation
- E. Response to Community Applications
- E. Community Applications for Water Supply - Validated for the Committee
- G. Selected Communities (Community Data)
- H. Community Data Summary and Progress File
- I. Latrine Applications.
- J. Latrine Artisan File
- K. Latrine Subsidies
- L. "Request for Funds" forms
- M. Reports and Workplans
- N. POs
- O. Hand Dug Well and Borehole Contractors
- P. Schools Programme
- Q. Training



# FILING GAME

Write the letter of the correct file beside each of the following items.

1. DWST monthly report
2. Report on the schools survey.
3. Approved latrine contracts
4. Community Scoring Sheet - just after it has been completed.
5. Invitation to attend a PO workshop from the RWST.
6. Phone message saying that the RWST is coming for a visit.
7. Raw community applications for facilities when they are first received.
8. Invitation to attend the hand dug well contractor training course.
9. Monthly workplan submitted by the PO.
10. Raw community applications - after they have been selected for a construction grant by the DA.
11. Letter to contractor complaining about the speed of construction.
12. Letter to community acknowledging receipt of their "raw application".
13. Letter to DWST from the Catholic rural water programme.
14. Letter to DCD complaining about the delay in getting night allowances.
15. Raw applications from individuals for latrines.
16. Report of field visit by DWST.
17. Report on Watsan training course jointly organised by PO and DWST.
18. Verified latrine applications.
19. Completed monitoring form on latrine construction.
20. Letter from one of the decentralised departments within DA.



# Session 9: Report Writing

## LINKS TO DWST'S WORK:

Another of the DWST's office-based roles is to produce a monthly report for submission to the District Assembly and RWST

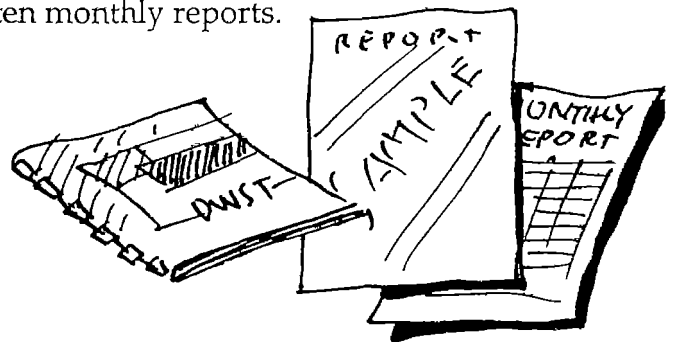
**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- Make use of a format for monthly reports
- Recognise the importance of well-written monthly reports.

## MATERIALS:

- MONTHLY REPORT FORMAT
- SAMPLE REPORT - pages 51 - 52
- DWST MANUAL - pages 51 - 52



## LEARNING ACTIVITIES:

### 1 WHY REPORT WRITING? (Buzz Groups):

**Buzz Groups** - "Why is it important to write monthly reports? How will your monthly reports be used?" Round robin report back.

- ◆ A guide to your team in seeing how well you are doing.
- ◆ Helps you plan better and more realistically.
- ◆ Helps the DA W&S subcommittee monitor and support your work.
- ◆ Allows for a regular period of reflection on the work - what was done and was achieved.

### 2 HOW REPORT WRITING (Practical Exercise):

Introduce the MONTHLY REPORT FORMAT. Explain and discuss each section and analyse the example provided.

Then ask each participant to write a report on what they have done over the last month (or quarter), using the format. Explain that we are not marking their reports, but looking for any difficulties they may be having.

Once they have finished, ask participants to exchange reports and give each other comments.



**Report back:** Ask participants - "*What did you learn from this exercise?*"  
**Summarize.**

**Trainer's Note:** During the follow-up period check on the DWST reports as a regular part of your visits.





## DWST MONTHLY REPORT: example

### 1. Activities Planned for the Period

The activities planned for the period were:

- Carry out validation in 15 communities which applied for water
- Monitor HDW construction in 7 communities New Bekwai, Odumase, Domeabra, Kojokope, Wellemebele, Balewoshie and Praso
- Review data on twenty communities and develop Community Scoring sheets for the water and Sanitation sub-committee
- Monitor the construction of 17 latrines in 13 communities

### 2. Activities carried out

The team met with the chiefs and people of 6 communities to find out about the need for water and their preparedness to contribute towards the cost of providing the facilities. Data was collected on all 6 communities and it will be used for scoring and selection.

All HDW construction sites in the 7 communities were visited in the company of the RWST Water Engineer. Generally, work was progressing well. However in some communities, there were complaints that



Workers of some of the contractors insisted on being fed by the community. The issue has since been discussed with the affected contractors and the matter has been resolved.

The team also attended a one week management training course in Kumasi from 21<sup>st</sup> - 26<sup>th</sup>.

### **3. Problems and recommendations**

Validation could not be completed in 7 communities because of limited fuel. We suggest that enough fuel should be given to the team so that targets can be met on time.

The management training in Kumasi was useful but the short notice meant that the team had to abandon the latrine construction monitoring which was scheduled for that week. We suggest the RWST should make every effort to inform the DA and DWST. This will enable us to work it into the District's programme.

### **4. Activities planned for the next period**

For July, the following activities were planned:

- Complete the validation planned for June and visit 7 other communities which have applied for water,
- Monitor latrine construction in 13 communities,
- Monitor PO activities in 10 communities and
- Attend management skills workshop in Wa.



# Session 10: Work Planning

## LINKS TO DWST'S WORK:

Another of the DWST's office-based roles is to produce a monthly workplan as a guide for their work.

TIME: 2 hours

OBJECTIVES: By the end of the session participants will be able to:

- Prepare a monthly workplan
- Produce long-term workplans (quarterly and half-yearly)

## MATERIALS:

- DWST MANUAL - pages 49 - 50
- POSTER - "Plan Ahead"
- WORKPLANNING FORMAT



## LEARNING ACTIVITIES:

- 1 **WHY WORKPLANNING IS IMPORTANT (Poster and Discussion):**  
Put up the poster and ask buzz groups to discuss -  
*What is happening? What is the problem? Is it real? (Give examples)*  
*What can we do to resolve the problem?*

### Importance of workplanning:

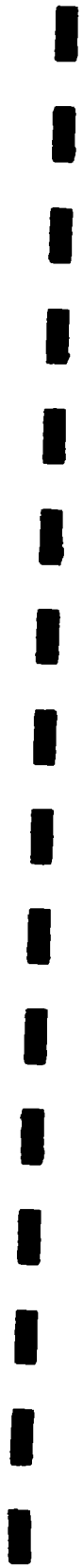
- ◆ Allows DWST to sequence activities in a way that optimizes resources.
- ◆ Helps DWST to monitor progress on work.
- ◆ Allows DWST to focus on priority goals and activities.
- ◆ Gives an impression to outsiders that the team is well organised.
- ◆ Helps the DA W&S subcommittee monitor and support DWST's work.

- 2 **HOW TO DO WORKPLANNING (Practical Exercise in District Groups)**  
Ask participants - *"What questions do you need to answer in making a workplan?"*

### Workplanning Questions:

- ◆ **WHAT** is to be done?
- ◆ **HOW** will it be done?
- ◆ **WHO** is responsible?
- ◆ **WHEN** should it be done?
- ◆ **WHAT RESOURCES** are needed to do the task?

Hand out the Workplan format and explain it.



Then ask DWSTs from the same district to meet as a group and write a workplan for the next month. Move from group to group to help them with their planning. Ask groups to write their workplan for the next month/quarter on newsprint and tape on the wall.

**Report back** - organise a gallery walk, stopping at each group's workplan to make comments.

Summarize, using some of the points below.

**Work Planning:**

1. In allocating your time take account of the need to cover
  - ◆ Field-based work and office work (meetings, filing, report-writing)
  - ◆ Different villages in the project area
  - ◆ Different target groups to be contacted - e.g. village leaders, latrine artisans, POs, contractors, etc.
  - ◆ Different tasks - validation/data collection, latrine subsidy management, monitoring of artisans/POs, etc.
2. Be selective and realistic - decide what can be achieved in the next month.
3. Be specific - focus on specific and practical activities.
4. Keep careful notes on your field trips and meetings. Your notes will be useful for future planning.







POSTER

# Plan Ahead



# Session 11: Workshop Evaluation and Closing

**TIME:** 1 hour

**OBJECTIVES:** By the end of the session participants will have evaluated the workshop.

**MATERIALS:**

- EVALUATION FORM

**ACTIVITIES:**

- 1 **INDIVIDUAL EVALUATION (Individual Work):**  
Ask participants to complete the Evaluation Form on the following pages.
- 2 **PRAISE:**  
Thank everyone for their hard work on the course and encourage them to use their new skills on the job.
- 3 **FOLLOWUP:**  
Explain arrangements for follow-up visits to the districts by the RWST.
- 4 **CLOSING:**  
Organise a closing song.





# EVALUATION FORM

HOW WELL CAN YOU:

Circle one of the five possible answers.  
A = with ease; B = very well; C = well;  
D = with difficulty; E = not yet

- |     |  |   |   |   |   |   |
|-----|--|---|---|---|---|---|
| 1.  | Explain the CWSP to the community.         | A | B | C | D | E |
| 2.  | Explain your own activities as a DWST.     | A | B | C | D | E |
| 3.  | Describe the roles of the other players.   | A | B | C | D | E |
| 4.  | Explain the concept of COM.                | A | B | C | D | E |
| 5.  | Organise data collection in the community. | A | B | C | D | E |
| 6.  | Organise a Guided Walk.                    | A | B | C | D | E |
| 7.  | Conduct a meeting to rank needs.           | A | B | C | D | E |
| 8.  | Complete the Community Data Form.          | A | B | C | D | E |
| 9.  | Complete the Community Scoring Sheet.      | A | B | C | D | E |
| 10. | Describe the sanitation project cycle.     | A | B | C | D | E |
| 11. | Explain the new approach to sanitation.    | A | B | C | D | E |
| 12. | Promote the building of latrines.          | A | B | C | D | E |
| 13. | Explain procedures for sanitation subsidy. | A | B | C | D | E |
| 14. | Explain the procedures of a float file.    | A | B | C | D | E |
| 15. | Organise filing systematically.            | A | B | C | D | E |
| 16. | Write monthly reports.                     | A | B | C | D | E |
| 17. | Write work plans.                          | A | B | C | D | E |
| 18. | Work well with other DWST members.         | A | B | C | D | E |
| 19. | Work effectively with other players.       | A | B | C | D | E |
| 20. | Do your DWST job with confidence           | A | B | C | D | E |



Please rate the following parts of the workshop. Five is the highest possible score and 1 is very poor. Circle the number.

SESSIONS	Very Poor	Excellent			
21. CWSP and the New Approach	1	2	3	4	5
22. COM and COM Building	1	2	3	4	5
23. DWST's Role and Roles of Other Players	1	2	3	4	5
24. Need Validation & Data Collection	1	2	3	4	5
25. Community Selection - Scoring & Weighting	1	2	3	4	5
26. Sanitation Management	1	2	3	4	5
27. Record-Keeping and Information Flow	1	2	3	4	5
28. Report Writing	1	2	3	4	5
29. Work Planning	1	2	3	4	5
30. Workshop Evaluation	1	2	3	4	5

31. How did you feel about YOUR OWN PARTICIPATION in the workshop and YOUR INTERACTION WITH OTHER PARTICIPANTS?

.....

.....

.....

.....

32. What were the MOST IMPORTANT LEARNINGS for you at this workshop?

.....

.....

.....





How would you rate:

- |     |                              |   |   |   |   |   |
|-----|------------------------------|---|---|---|---|---|
| 33. | THE OVERALL WORKSHOP         | 1 | 2 | 3 | 4 | 5 |
| 34. | THE FACILITATORS             | 1 | 2 | 3 | 4 | 5 |
| 35. | WORKSHOP APPROACH/METHODS    | 1 | 2 | 3 | 4 | 5 |
| 36. | FOOD/ACCOMMODATION/LOGISTICS | 1 | 2 | 3 | 4 | 5 |

Additional comments on any of the above:

.....  
.....  
.....

37. What did you like about this workshop? What were the GOOD THINGS?

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38. What were the WEAK POINTS or PROBLEMS with this workshop?

What things got left out?

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.....  
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# **WORKSHOP 2**

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## **Monitoring and Other Tasks**

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- DAY 1**    **REVIEW OF EXPERIENCE (2 hours)**  
**COMMUNITY ANIMATION (2 hours)**  
**PO MONITORING (2 hours)**
- DAY 2**    **FMP VERIFICATION (1.5 hours)**  
**FACILITATION SKILLS (2.5 hours)**  
**LATRINE CONSTRUCTION MONITORING (2 hours)**
- DAY 3**    **PRESENTATION SKILLS (2 hours)**  
**SCHOOLS PROGRAMME (1 hour)**  
**SMALL TOWNS PROGRAMME (1 hour)**  
**HAND DUG WELL MONITORING (2 hours)**
- DAY 4**    **ACTION PLANNING (1 hours)**  
**WORKSHOP EVALUATION & CLOSING (1 hour)**



# Session 1: Review of Experience

## LINKS TO DWST'S WORK:

This session is designed to help DWSTs share and analyse their experiences and problems since the first workshop.

**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Identify key problems they are facing in their work.
- ✓ Identify expectations and objectives for the course.
- ✓ Analyse and solve some of the problems they have faced on the job.

## MATERIALS:

- **NEWSPRINT STATIONS** for different categories of DWST work -
  - a) data collection/community selection;
  - b) artisan selection and training;
  - c) management of sanitation subsidy;
  - d) monitoring latrine construction;
  - e) FMP processing;
  - f) PO monitoring;
  - g) monitoring HDW construction

## LEARNING ACTIVITIES:

### 1 **PROBLEM IDENTIFICATION (Rotational Brainstorming):**

As soon as participants arrive, put them into 7 mini-groups and assign each group to one of the Newsprint Stations (see above). Ask each group to brainstorm problems and record them on newsprint -

*Think of your work since the first training. What problems have you faced in doing this task?*

Ask the group to write their problems on newsprint. After 10 minutes ask groups to rotate. Continue until groups have contributed to the problems under each topic.

**Report Back (Gallery Walk):** Visit each of the newsprint stations and review the problems. During this report back, ask participants to identify the most critical problems.

### 2 **EXPECTATIONS (Buzz Trios):** Explain that the workshop will try to address the above problems as well as preparing the DWSTs for monitoring and other tasks.

**Buzz Trios:** *"What are your expectations for the workshop?"*

**Round robin report back.**

### 3 **PROGRAMME:** Present the programme overview given on page 60. Explain how the sessions will prepare the DWSTs for new tasks and skills and at the same time address participants' expectations. Add any topics which are not covered to the **PARKING BAY**.



- 4 **PROBLEM ANALYSIS AND PROBLEM SOLVING (Task Groups):**  
Divide into 7 groups. Assign each group one of the problem lists developed in Session 1.

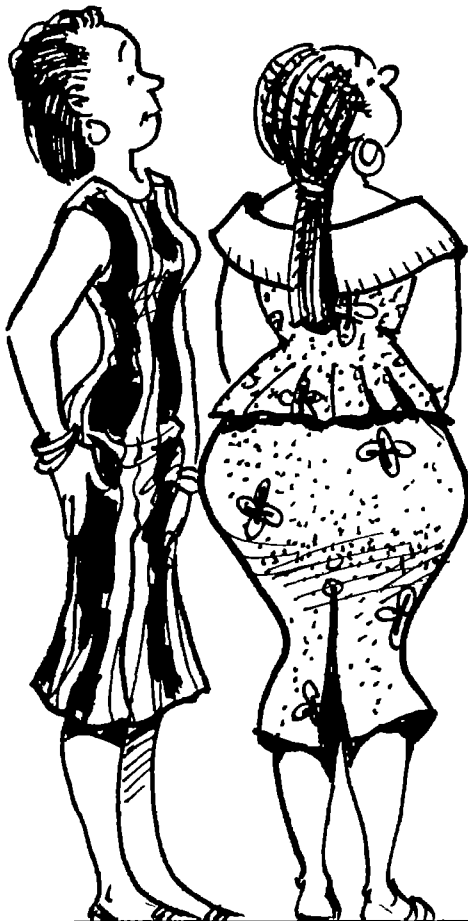
**Group Task:**

- a) *Put common problems together.*
- b) *Select 3-4 of the most important problems.*
- c) *For each problem identify causes and solutions.*
- d) *Prepare yourself to show how you would solve the problem.*

**Report back:** Each group presents its report. (See example below)

**Example of Output: PO MONITORING**

PROBLEMS	CAUSES	SOLUTIONS
Unclear DWST role in PO monitoring	<ul style="list-style-type: none"> <li>◆ Roles may not be well defined</li> <li>◆ There may be different perspectives or understanding of the roles</li> </ul>	<ul style="list-style-type: none"> <li>◆ A clearer definition of roles</li> <li>◆ Increase interaction between the DWST and the PO for them to understand and value each other's roles.</li> </ul>
Poor communication between DWST and PO	<ul style="list-style-type: none"> <li>◆ DWST and PO do not meet often</li> <li>◆ The roles of DWST and PO may not be clear</li> </ul>	<ul style="list-style-type: none"> <li>◆ DWST and PO to agree on a system of interaction, say meetings</li> <li>◆ Information exchange should be encouraged</li> </ul>







## Session 2: Community Animation

### LINKS TO DWST'S WORK:

One of DWST's tasks is to monitor the community animation work being done by the POs. In order to monitor this work they need to understand what is involved in doing this work - goals, activities, project cycle, approaches, and expected outputs.

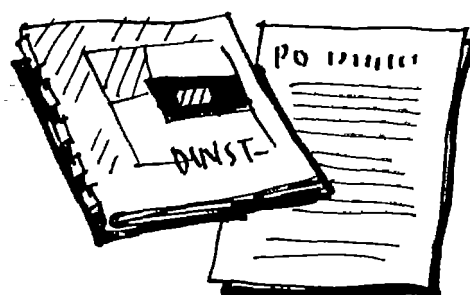
**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Explain the goals and activities involved in doing animation work and the expected indicators
- ✓ Describe the approach needed to foster community management.

### MATERIALS:

- DWST MANUAL - pages 53 - 54
- HANDOUT - PO's PROJECT CYCLE



### LEARNING ACTIVITIES

#### 1 GOALS AND INDICATORS

Explain that one of the DWST's tasks is to monitor the work of the POs. In order to do this, they need to have a good understanding of how this work is done - activities, approaches, and expected outputs.

Ask trainees to brainstorm the major GOALS of PO animation work - and record on newsprint.

- |    |   |
|----|---|
| A. | BUILD STRONG COMMUNITY ORGANISATION (WATSAN)    |
| B. | PLAN, BUILD, AND MAINTAIN NEW WATER FACILITIES. |
| C. | DEVELOP FINANCIAL MANAGEMENT BY THE COMMUNITY.  |
| D. | HYGIENE ACTION AND LATRINE PROMOTION.           |

Divide into four groups, assign one goal to each group, and ask each group to brainstorm indicators for its goal.

Report back: Ask each group to present its report on newsprint. After each presentation ask the other groups to add other indicators.





### SAMPLE INDICATORS

#### A. ORGANISATION:

- ◆ Watsan was elected by whole community, not just a few people.
- ◆ Watsan is representative of all sections of the community.
- ◆ Women are effectively involved in Watsan committee.
- ◆ Watsan holds its own meetings on a regular basis.
- ◆ Watsan meets regularly with community to solve W/S/H problems.
- ◆ Good attendance at Watsan and community meetings.
- ◆ Work within Watsan is well shared among members.
- ◆ Community members know who is on the W&S management committee.
- ◆ Community members take part in actions organised by Watsan.

#### B. PLANNING/TECHNICAL:

- ◆ Watsan has introduced rules for pump use by community.
- ◆ Community members stop children from damaging the pump.
- ◆ Watsan acts quickly on WS maintenance problems.
- ◆ Caretakers inspect pump and do preventive maintenance.
- ◆ Store of spare parts ready to be used in repairs.

#### C. MONEY:

- ◆ Community members contribute money regularly for O&M.
- ◆ Watsan raises and manages money effectively.
- ◆ Good book-keeping system.
- ◆ Watsan gives regular reports to community on money.

#### D. HYGIENE AND SANITATION

- ◆ Reduction in water-related and diarrhoea diseases.
- ◆ Community members can explain the link between water and health.
- ◆ Community members use the new water facility for drinking water.
- ◆ Community members have stopped using surface water.
- ◆ Community members are building and using latrines.
- ◆ Community members wash their hands after using the latrine.
- ◆ Water containers are cleaned regularly and covered.
- ◆ The pump site is regularly cleaned and maintained.
- ◆ Community members take part in environmental action.

## 2 PO's PROJECT CYCLE (Rotational Brainstorming):

Divide into four groups and assign each group to one starting station - MOBILIZATION, PLANNING, CONSTRUCTION, and O&M/FOLLOWUP.

Ask each group to brainstorm PO and community activities during the phase. Then after 3-4 minutes, ask groups to rotate. Continue until groups have contributed to the activities' list for each phase. Then ask each group to return to its original station and prepare a presentation.



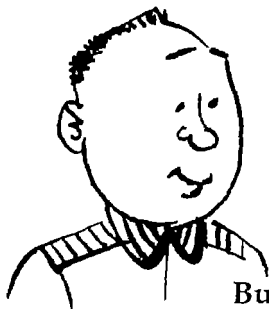
Report back. Add activities which are left out. Use this as an opportunity to explain things which are not clear.

Then give out the handout on the PO's Project Cycle.



### 3 APPROACH FOR COMMUNITY ANIMATION (Role Play and Discussion):

Organise a role play:



*Two actors - a field worker and "the community". The field worker tries to show the community how to drive a car (COMMUNITY MANAGEMENT) by telling the community what to do, but not giving the community a chance to take over the wheel and drive the car. Each time the community asks to be allowed to take the wheel and start to drive, the field worker stops the community and instead does all the talking and driving himself.*

Buzz groups - "What happened? What should have happened?"

#### What Happened?

- ◆ The field worker told the community what to do.
- ◆ One-way communication and no discussion.
- ◆ Community had no opportunity to say or do anything.
- ◆ Made the community feel they know nothing - felt insulted.
- ◆ No attempt to find out the community's own ideas or if they already had their own organisation.
- ◆ Stopped the community's own initiative.
- ◆ No patience - the field worker was in a big hurry.

#### What Should Have Happened?

- ◆ Allow the villagers to manage - ie to get in the car and actually drive (to think, discuss, decide, plan, and act).
- ◆ Sit in the "back seat" and let the community do the driving.
- ◆ Don't be the "expert" - stop telling villagers what to do.
- ◆ Shut up and give the villagers a chance to talk.
- ◆ Ask questions to get the villagers talking.
- ◆ Listen to what they say - and use this to build further discussion.
- ◆ Praise and respect their ideas and build up their confidence.
- ◆ Build on their experience and organisation.
- ◆ Allow them to solve problems and make decisions on their own.
- ◆ Change your attitude towards villagers - villagers CAN manage.
- ◆ Encourage them to take responsibility.

Summarize in the form of two circle diagrams - one with COMMUNITY OWNERSHIP & MANAGEMENT (COM) at the centre, the other with COM BUILDING at the centre. Then record participants' points on each sheet of paper, writing them on the outer edge of the circle.

**Trainer's Note:** Make sure that trainees understand that community animation work involves asking questions and listening to community members, not telling them what to do.





# PO'S PROJECT CYCLE

## MOBILIZATION

- ❖ **Community Entry:** Meet chief, elders, and contact persons.
- ❖ **Build Participation:** Get everyone involved, especially women.
- ❖ **Build Awareness:** Help the community analyse existing situation (water, sanitation, health/hygiene).
- ❖ **CWSP Introduction:** Explain CWSP - the idea of community management and what the community has to do.
- ❖ **Build Commitment:** Discussion on changes, benefits, & responsibilities.
- ❖ **Watsan Formation:** Form committee to plan and manage facilities.
- ❖ **Money Collection:** Community starts collecting commitment fees.
- ❖ **Hygiene & Sanitation:** Community to discuss and act on priority hygiene or environmental sanitation problems.

## PLANNING

- ❖ **Watsan Training:** 1st of 3 courses. Watsan to learn management roles and how to plan new water facilities.
- ❖ **Technical Options:** Community discussion and decision-making to select type of facilities.
- ❖ **Siting:** Discussions and site visits to decide on siting of new facilities.
- ❖ **Management:** Discussion on how the community wants to manage the new facilities - ie money and maintenance.
- ❖ **Hygiene & Sanitation:** Discuss hygiene implications of technical options/siting.
- ❖ **Facilities and Management Plan (FMP):** Document decisions on options, costs, siting, management, and hygiene.
- ❖ **Money Collection/Banking:** Collect capital contribution and open bank account.

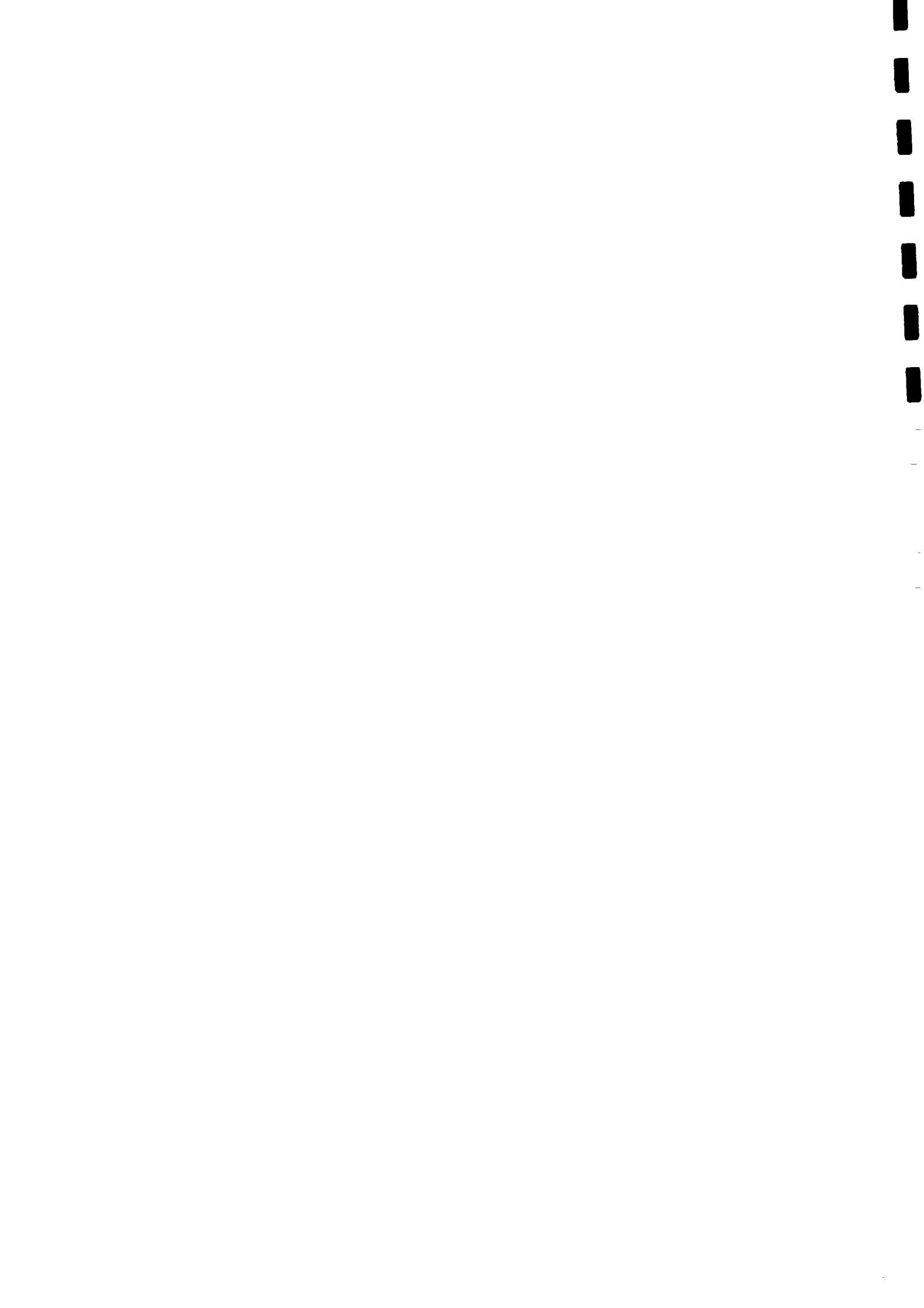
## CONSTRUCTION

- ❖ **Watsan Training:** Learn about supervision, fund-raising, record-keeping, and hygiene education.
- ❖ **Community Inputs:** Organise access road, accommodation, materials, storage, and labour (as required).
- ❖ **Supervision:** Watsan and PO supervise construction.
- ❖ **Maintenance Fund:** Collect funds for maintenance.
- ❖ **Hygiene & Sanitation:** Community education and action on hygiene + latrine promotion.
- ❖ **Caretakers:** Caretakers start to be trained.
- ❖ **Certification:** Facilities are tested and commissioned. Then Watsan, DWST and RWST sign certificate of completion.

## FOLLOWUP

- ❖ **Watsan Training:** Strengthen Watsan's management skills.
- ❖ **Maintenance:** Help Watsan with managing money, buying spare parts.
- ❖ **Hygiene & Sanitation:** Hygiene/user education and latrine promotion.
- ❖ **Network Building:** Links with other Watsans and other players.
- ❖ **Monitoring & Evaluation:** Help to identify and solve problems.
- ❖ **Handover:** PO hands over community support role to the DWST





# COMMUNITY OWNERSHIP AND MANAGEMENT

**ACTION**  
We repair pump, sweep site, and keep our water clean.

**EMPOWERMENT**  
We are in control.

**SELF-RELIANCE**  
We are no longer dependent on outsiders to do things.

**COLLECTION AND MANAGEMENT OF MONEY**  
We raise our own money to repair the pump.

**COMMITMENT AND RESPONSIBILITY**  
It's own well, so we have to take care of it.

**MAKING DECISIONS**  
We decide on type of water supply and where we want to site it.



**DEMAND DRIVEN**  
We decided to improve our water supply - it was not imposed on us from the outside.

**PLANNING**  
We plan our own activities.

**DISCUSSION AND MEETINGS**  
We meet to solve problems and plan for action.

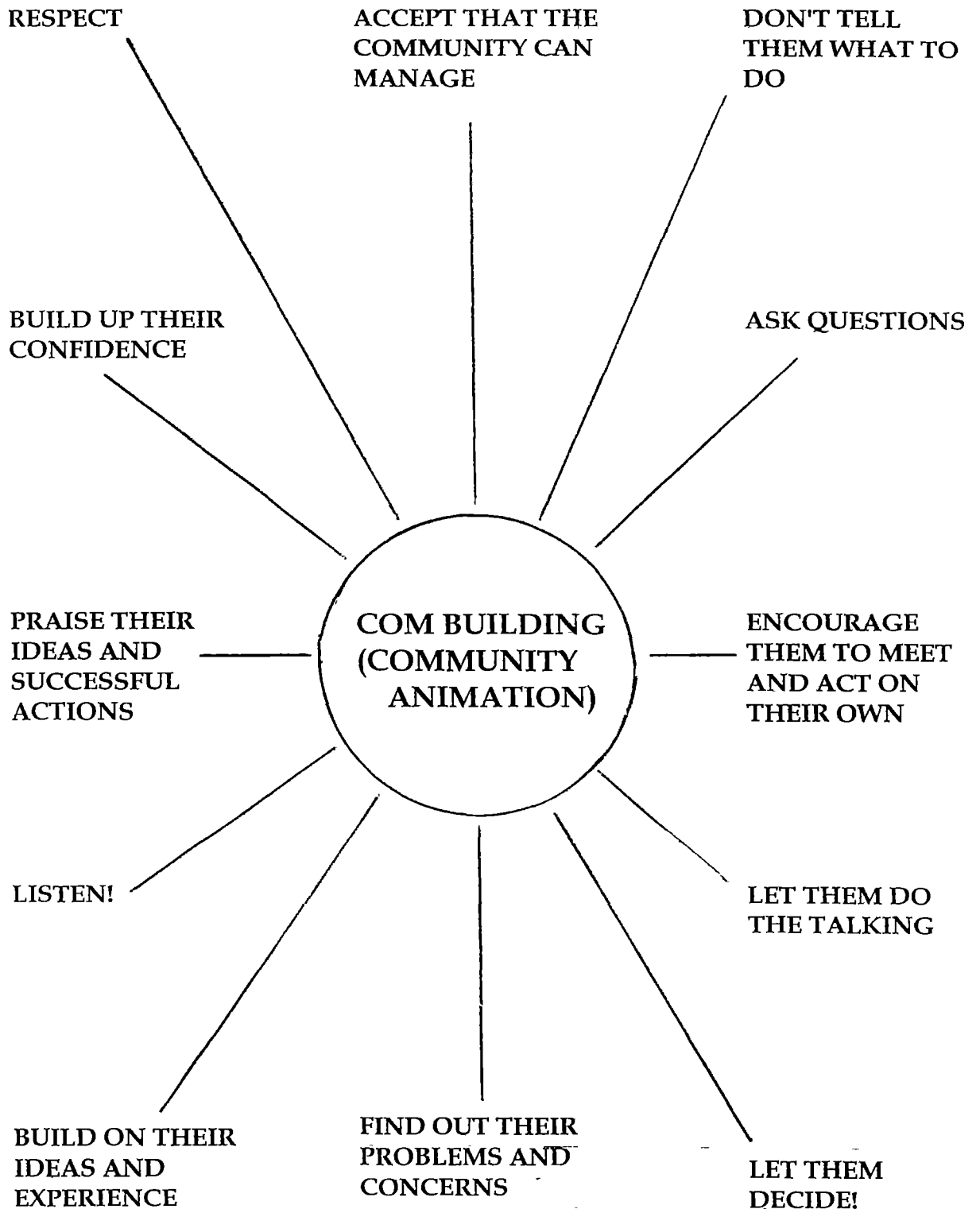
**ORGANISATION**  
We are organised to manage our own water supply.

**PROBLEM SOLVING**  
We identify and solve our own problems.

**INITIATIVE**  
We start things ourselves without waiting for others.



# COM BUILDING (COMMUNITY ANIMATION)





# Session 3: PO Monitoring

## LINKS TO DWST'S WORK:

One of DWST's tasks is to monitor the work of the POs.

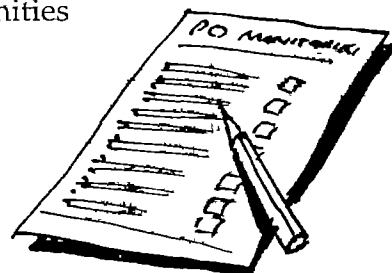
**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Identify monitoring questions and issues
- ✓ Use a standardised approach to PO monitoring
- ✓ Identify potential problems facing POs or communities

## MATERIALS:

- PO MONITORING CHECKLIST



## LEARNING ACTIVITIES:

### 1 WHAT IS "MONITORING"? (Discussion):

Ask participants - "*What is monitoring?*"

- ◆ To check that the job is being done as well as possible.
- ◆ To see if what actually happens corresponds to what was planned.
- ◆ To find out why planned activities were not carried out.
- ◆ To suggest ways to solve identified problems.

### 2 WHAT WILL YOU MONITOR? (Rotational Brainstorming):

Set up 6 newsprint stations - PO-COMMUNITY RELATIONS, WATSAN COMMITTEE, COMMUNITY MEETINGS/ACTION, MANAGING MONEY, HYGIENE & SANITATION, TECHNICAL CHOICE & SITING.

Divide into 6 groups and ask groups to cycle around the 6 stations, writing monitoring questions. Then review the list and compare with the questions on the PO MONITORING CHECKLIST.

### 3 HOW TO MONITOR? (Discussion):

Ask participants -

*How do you monitor? What methods will you use?*

- ◆ Meet with individuals, groups, and the whole community.
- ◆ Ask questions and listen carefully to what people say.
- ◆ Use probing questions to find out more about problems.
- ◆ Observe what is happening eg level of participation in meetings.
- ◆ Look at the records - Watsan minutes, account book, etc.





- 4 **POTENTIAL PROBLEMS TO BE IDENTIFIED (Brainstorming):**  
Ask participants to brainstorm potential problems facing POs or communities which their monitoring might identify.

**Potential problems affecting POs:**

- ⊗ POs demanding gifts from communities
- ⊗ POs not spending enough time in communities
- ⊗ POs rushing through the process
- ⊗ Conflicts between the PO and Watsan
- ⊗ Low motivation due to payment delays
- ⊗ Conflicts among PO field workers or with the field manager
- ⊗ Transport constraints

**Potential problems affecting communities:**

- ⊗ Chiefs or elders impose their decisions.
- ⊗ Women or minorities are left out of decision-making.
- ⊗ Chieftaincy disputes disrupt community participation.
- ⊗ Communities are overloaded with projects and meetings.
- ⊗ Watsan members lose interest and drop out.
- ⊗ Conflict between Watsan and community leaders.

Then divide into small groups and assign one problem to each group. Ask the group - "What would you do if you found this problem?"

**Report back:** Ask each group to "show" (dramatize) how they would solve the problem.

- 5 **MONITORING RELATIONSHIPS (Role Play and Discussion):**  
Organise a role play in which the DWST gives negative comments on a POs' performance, resulting in a fight. Discuss. Emphasize the importance of giving supportive feedback.

- ◆ You are not a policeman. Your job is to provide supportive feedback.
- ◆ Give positive feedback, as well as points for improvement.
- ◆ Make points specific. Don't say "You did a lousy job!" Say instead "You talked for a long time and didn't let others talk."
- ◆ Give practical suggestions on how to make improvements.
- ◆ Don't criticize the PO in public. If you do, you may damage his relationship with the community.
- ◆ If you are unable to solve the problem, ask the RWST or SBDU for help.





# Session 4: FMP Verification

## LINKS TO DWST'S WORK:

Once the FMP is completed at the community level, the DWST is expected to verify that it has been correctly completed.

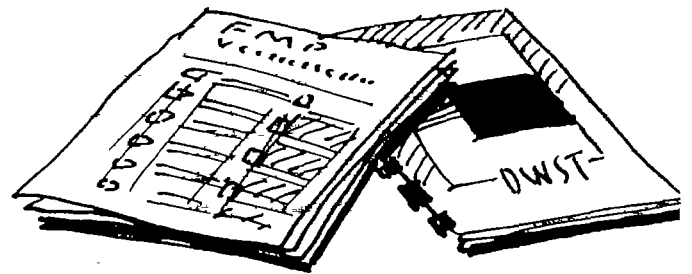
**TIME:** 1½ hours

**OBJECTIVES:** By the end of the session participants will be able to.

- ✓ Describe the procedures involved in verifying FMPs
- ✓ Explain potential problems in the way in which FMPs are completed

## MATERIALS

- ◆ FMP FORMS
- ◆ DWST MANUAL - pages 29 - 30



## LEARNING ACTIVITIES

### 1 CRITICAL LOOK AT FACILITY MANAGEMENT PLAN (Buzz Trios):

Explain that one of the DWST's roles is to check that FMPs have been correctly completed.

Divide into trios. Hand out FMP forms. Ask trios to fill; exchange the completed FMPs among the trios and ask them to look for errors in the way it has been completed.

Round robin report back. Then clarify the issues raised.

#### Problems:

- ⊗ Some parts have not been filled in.
- ⊗ Not signed by the PO
- ⊗ Population is 1500 but the community is asking for 6 water points.
- ⊗ Community wants only boreholes - no indication of whether hand dug wells are feasible.
- ⊗ Using fines as a source of maintenance funds is not realistic.
- ⊗ Name of the bank has been omitted.

**Summarize:** Explain that FMP verification involves the following:

- a) Have all parts of the form been filled in?
- b) Have the community and PO signed the FMP?
- c) Does the information fit into CWSP guidelines?
- d) Are the proposals realistic? eg will the fund-raising mechanism create enough money for O&M?



## 2 FIELD VERIFICATION (Brainstorming):

Explain that FMP verification also involves getting out of the office and checking the information in the field. Ask trios to brainstorm what should be checked during a field visit. Then organise a round robin report back.

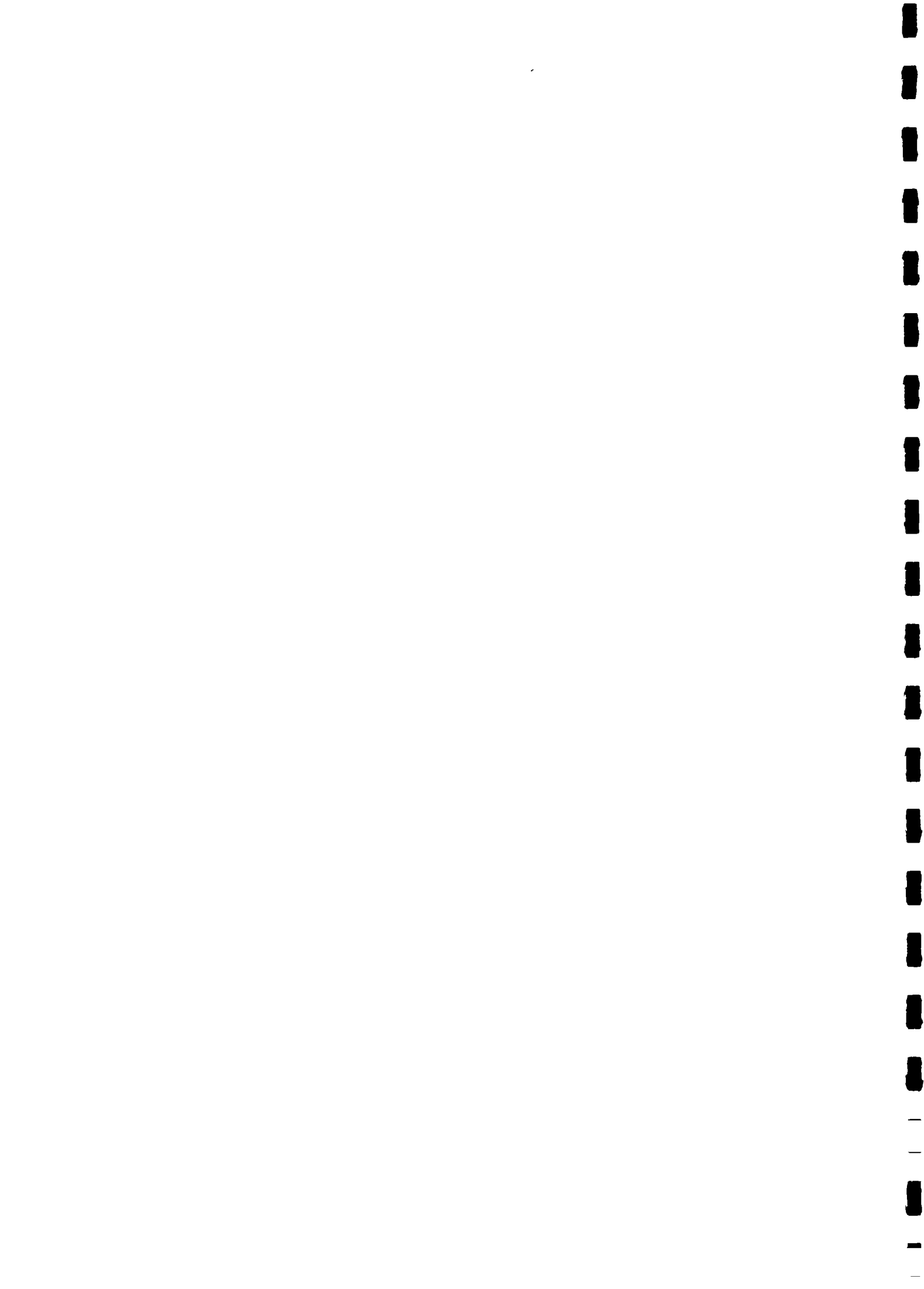
### Points for verification:

- ◆ Community is fully aware of and agree with the proposed plans.
- ◆ Community are committed to paying for and managing the facilities.
- ◆ Watsan is in place and functioning effectively.
- ◆ Self-help activities on hygiene/environmental action have been carried out
- ◆ The community's cash contribution is complete.
- ◆ The community have deposited this money in a bank account.
- ◆ The community have a realistic plan to raise the O&M funds.
- ◆ Caretakers have been selected by the community.

Then ask participants - "How would you collect this data?"  
[individual interviews and sector group discussions]

Then explain that if the FMP is found to be satisfactory, they send it to the RWST. If the FMP is not satisfactory, they return it to the PO (with specific comments) for further work with the community.





## Session 5: Facilitation Skills

### LINKS TO DWST'S WORK:

To do their tasks of promotion, data collection, and monitoring, DWST members need basic facilitation skills - how to ask effective questions and lead discussions.

**TIME:** 2½ hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Facilitate effective discussion
- ✓ Ask good, open-ended questions.

### MATERIALS:

- HANDOUT - TEN STEPS TO GOOD FACILITATION



### LEARNING ACTIVITIES:

#### 1 FACILITATION TECHNIQUES (Role Play):

Organise a role play in which a DWST gives a long, boring lecture to a community on the need for new water facilities.

**Buzz groups:** "What happened?" Report back and summarize.

- ◆ The DWST did all the talking.
- ◆ He did not allow the community members to say anything.
- ◆ He insulted the community and treated them like children.
- ◆ He used threatening body language - hand gestures.
- ◆ He ordered the community what to do - no discussion or consultation.
- ◆ Result - people lost interest and walked out of the meeting.

**Buzz groups:** "How do you build participation in a discussion? What techniques should you use to get everyone talking?"

#### Possible responses:

- Ask open questions
- Careful listening
- Buzz groups
- Summarizing
- Invite everyone to contribute - "What do you think?"
- Eye contact, move close to people, body language
- Minimal encouragers, rephrasing, follow-up questions
- Redirecting - "What do others think?"

When people mention specific techniques (e.g. minimal encouragers), ask them to clarify the technique or demonstrate how it is done.

[Example: Minimal encouragers = "Yes" "I see" "Tell me more"]





## 2 HOW TO ASK OPEN QUESTIONS (Plenary Discussion):

Then focus on the QUESTIONS used to facilitate discussion. Write the following two questions on the flipchart and ask participants to compare:

*Is your stream dirty?  
What are your main problems with water?*

Ask - "Which question is open and which is closed? What are possible answers to these questions?"

The first one (closed) asks for facts (only one answer), the second one (open) asks for opinions (many possible answers, all answers are good).

Write the two examples below on flipchart. Ask - "What are possible answers to these questions? Does this make them open or closed?"

*How do you think we should raise money for maintenance?  
How often should Watsan collect money from the community?*

Ask participants to **brainstorm** a description of an open question. Summarize using participants' own words.

An OPEN QUESTION is a question with many answers. It gets people to give their opinions, rather than a "yes/no" or single response. It makes people reflect and usually invites discussion.

## 3 FACILITATION PRACTICE (Small Groups):

Divide into groups of about 8 people. Ask one person in each group to play the "DWST". His/her task is to ask questions and lead a discussion on one of the topics given below:

- ◆ The community are used to communal latrines. They don't see why they have to build household latrines. Get them to discuss the benefits of individual household latrines.
- ◆ You have heard that part of the community is not participating in community meetings on water. Ask questions to find out more about this problem.
- ◆ You suspect that the Watsan committee is only a token committee, formed by the chief to get the water supply. Ask questions at a community meeting to find out more about this problem.

After 5 minutes, stop the groups and ask them to debrief within the group. Then organise a round robin report back on what was learned during the practice session.

Then ask a new person in each group to become the facilitator and assign a new topic. After 5 minutes do another debriefing. Then organise a round robin report back. Summarize, using the points on the following page.



## Ten Steps to Good Facilitation

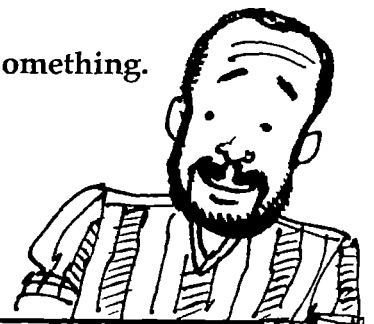
1. **ASK QUESTION** - simple, clear, and "OPEN". (One "OPEN" question can generate more discussion than thirty "CLOSED" questions.)
2. **WAIT** for a response - give people time to collect their thoughts and come up with an answer. Don't bombard them with more questions.
3. **ENCOURAGE** everyone to contribute - how? fish for responses with your eyes, hands, and body; look at those who are shy; use names

When someone responds -

4. **LISTEN ACTIVELY** - eye contact and body language; praise and encourage - but don't overpraise.
5. **USE MINIMAL ENCOURAGERS** - "Yes" "I see" "Tell me more"
6. **REPHRASE** - to clarify, to make sure you (and others) have heard and understood.
7. **REDIRECT** - to pull others into the discussion - "She said..... Do you agree? What do others think?"
8. **PROBE**. Ask followup questions to explore issue and make it clearer.
9. **OBSERVE**. Check on who is participating, energy level and interest.
10. **SUMMARIZE**. Restate what people have said in a simple, brief form. This will make it easier for people to contribute.

### EXTRA TECHNIQUES TO GET EVERYONE TALKING:

- ♣ **BUZZ GROUPS** - ask pairs ("neighbours") to talk together.
- ♣ **ROUND THE CIRCLE** - ask each person in the group to say something.





# Session 6: Latrine Construction Monitoring

## LINKS TO DWST'S WORK:

One of DWST's tasks is to check on the quality of latrine construction.

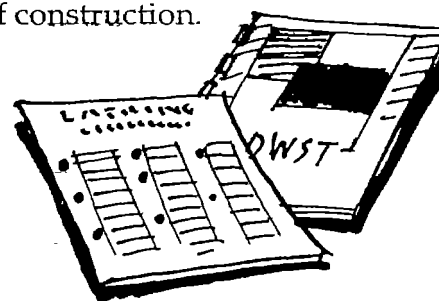
**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Name technical details to be checked at different stages of construction.
- ✓ Use the Latrine Monitoring Checklist.

## MATERIALS:

- LATRINE MONITORING CHECKLIST
- DWST MANUAL - pages 39 - 41



## PREPARATION:

- Trainers should identify latrines at different stages of construction -  
a) siting and setting out; b) ring beam, pit, and slab; c) completed latrine

## LEARNING ACTIVITIES:

### 1 INTRODUCTION TO LATRINE CONSTRUCTION MONITORING:

Explain that a major part of sanitation management is to check on latrine construction. This is done selectively - the DWST cannot check on all latrines; he checks on the work of each artisan and once he is satisfied that the artisan's work is satisfactory (at each of the stages), he then checks on a random basis.

Hand out the checklist and go through it quickly with participants.

### 2 PRACTICAL TRAINING (Field Trip):

Organise a visit to latrines at three different stages of construction. At each site ask participants to do their own assessment of construction quality and complete the section of the checklist. Then review participants' responses and move to the next site.

### 3 GIVING ADVICE TO THE ARTISAN (Role Play and Discussion):

Ask participants to demonstrate in a role play how they would advise an artisan whose work is faulty. Then discuss. Emphasize the importance of getting the work right without harshly criticizing the artisan.



# Session 7: Presentation Skills

## LINKS TO DWST'S WORK:

DWST members need to be effective communicators. As part of their work they will make presentations on various topics in the community and at DA meetings.

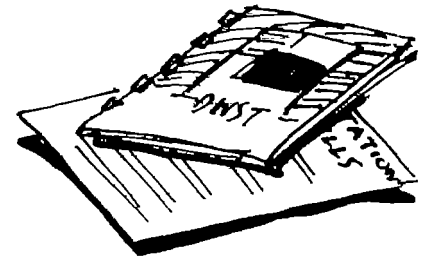
**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Prepare and give effective presentations.
- ✓ Respond to questions.

## MATERIALS:

- HANDOUT - PRESENTATION SKILLS
- DWST MANUAL - pages 55 - 56



## LEARNING ACTIVITIES:

### 1 HOW TO GIVE AN EFFECTIVE PRESENTATION (Model Talk):

Give a model talk as an example. After the presentation ask participants to comment on its good and bad points.

- ◆ Be friendly and confident - relax and smile!
- ◆ Introduction - explain your purpose and link to participants' concerns.
- ◆ Capture participants' interest from the start.
- ◆ Explain things simply and clearly - use examples to clarify points.
- ◆ Point to your visuals to reinforce what you are saying.
- ◆ Speak clearly, loud enough, and not too quickly.
- ◆ Vary your tone of voice. Don't drone on and on!
- ◆ Use simple words.
- ◆ Maintain good eye contact with everyone.
- ◆ Body language - use effective gestures and avoid distracting mannerisms.
- ◆ Finish on time.
- ◆ Give a clear conclusion.

### 2 PRACTICE PRESENTATIONS (Individual Presentations with Feedback):

Ask each DWST member to prepare a talk on one of the following topics:

- How to select communities
- Talk to DA members on the weighting technique
- Quarterly presentation to the DMC/DA Subcommittee
- Introducing CWSP to the community.
- Introducing the PO to the community.
- Explaining the difference between a borehole and a hand dug well to DA members.





Give participants about half an hour to prepare. Then organise a series of practice talks. If the group is large, divide it into two and assign one trainer to each group. Organise feedback at the end of each presentation.

Introduce the following rules on "how to give feedback".

**Feedback Rules:**

- ◆ Give positive feedback as well as points for improvement.
- ◆ Make points specific, not general. Don't say "He was good". Say "He used questions and redirecting to get everyone talking."
- ◆ Give practical suggestions on how to make improvements.

**Report back:** Go around the circle asking each participant one thing they learned from the practice session.





# EFFECTIVE PRESENTATIONS

- ❖ **Be your normal, friendly, and confident self!** Look at people, relax, and smile! Use a joke or question to get people's immediate attention.
- ❖ **Use eye contact and body language.** Look at people as in normal conversation and remember to look at everyone. Don't stay rooted in one place - move around. Use gestures, but don't overdo it.
- ❖ **Speak clearly and loud enough.** Take it slowly - some points will be new to people so don't rush. Vary tone of voice. Don't drone on and on!
- ❖ **Keep it short!** Limit your talk to a few key points. People have a short attention span (7 minutes) so don't waste time on unnecessary facts.
- ❖ **Explain one idea at a time and summarize** at various points.
- ❖ **Use simple words and avoid technical jargon.** Talk to the community as if you are having a conversation with them. Don't sound too formal.

**It is difficult to translate certain concepts (eg agenda or maintenance) into the local language. It helps to describe the concept first in simple English - then translate. For example the word 'AGENDA' simply means "what we are going to talk about during a meeting". This is easy to translate!**

- ❖ **Respect your audience.** Don't talk to them as if they are children. They have experience and ideas too, so don't talk down to them.
- ❖ **Relate what you say to people's lives.** Find out what people know already and build on it. Don't assume they know nothing
- ❖ **Use examples, stories, or proverbs drawn from their own experience.** For example when talking about community management, ask people to describe their own experience in managing the grinding mill. Or use a proverb to get people thinking - eg "*The person who goes to the well first drinks good water.*" (*Good things come your way if you take initiative.*)
- ❖ **Include questions** as part of your talk. This will keep people involved and encourage people to ask their own questions.
- ❖ **Don't talk too long!** Finish quickly to allow time for questions and discussion.



# Session 8: Schools Programme

## LINKS TO DWST'S WORK:

The DWST is expected to support the development of the schools hygiene/sanitation programme - providing coordination between the RWST and district education authorities, organising logistics for teacher training sessions, and supervising schools latrine construction.

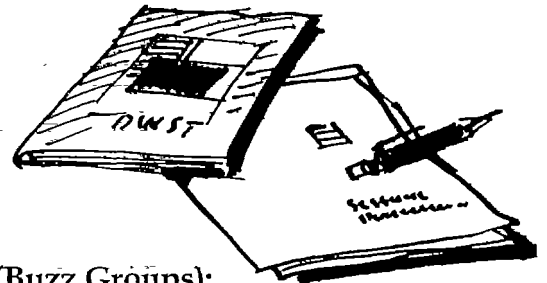
**TIME:** 1 hour

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Describe the key features of the schools programme
- ✓ Describe their own role in relation to the schools programme

## MATERIALS:

- HANDOUT - SCHOOLS PROGRAMME
- DWST MANUAL - pages 42 - 43



## LEARNING ACTIVITIES:

- 1 **WHAT IS THE SCHOOLS PROGRAMME? (Buzz Groups):**  
Ask - "Why does the CWSP include a schools programme?"  
Ask - "What are the key features of the schools programme?"  
Record points on newsprint. Then add points that are missing from the handout.
  
- 2 **WHAT IS YOUR ROLE IN THE SCHOOLS PROGRAMME?**  
Explain to participants their roles in the schools programme. Then discuss each role to make it clear. DWST roles in the Schools Programme are:

- Conduct sanitary survey in all the schools in the district -- this will assess the water and sanitation situation in all the schools in the district;
- Assist in the selection of schools in the district based on the survey results;
- Set up/strengthen School Health Committees in all selected schools;
- Assist in carrying out training needs assessment for the selected teachers;
- Help the schools fill in construction grant applications;
- Assist in the pre-testing of appropriate hygiene education materials for schools;
- Assist the schools to develop their Facilities Management Plans; and
- Supervise the construction of urinals and toilets in the schools.



# SCHOOLS PROGRAMME

## Why?

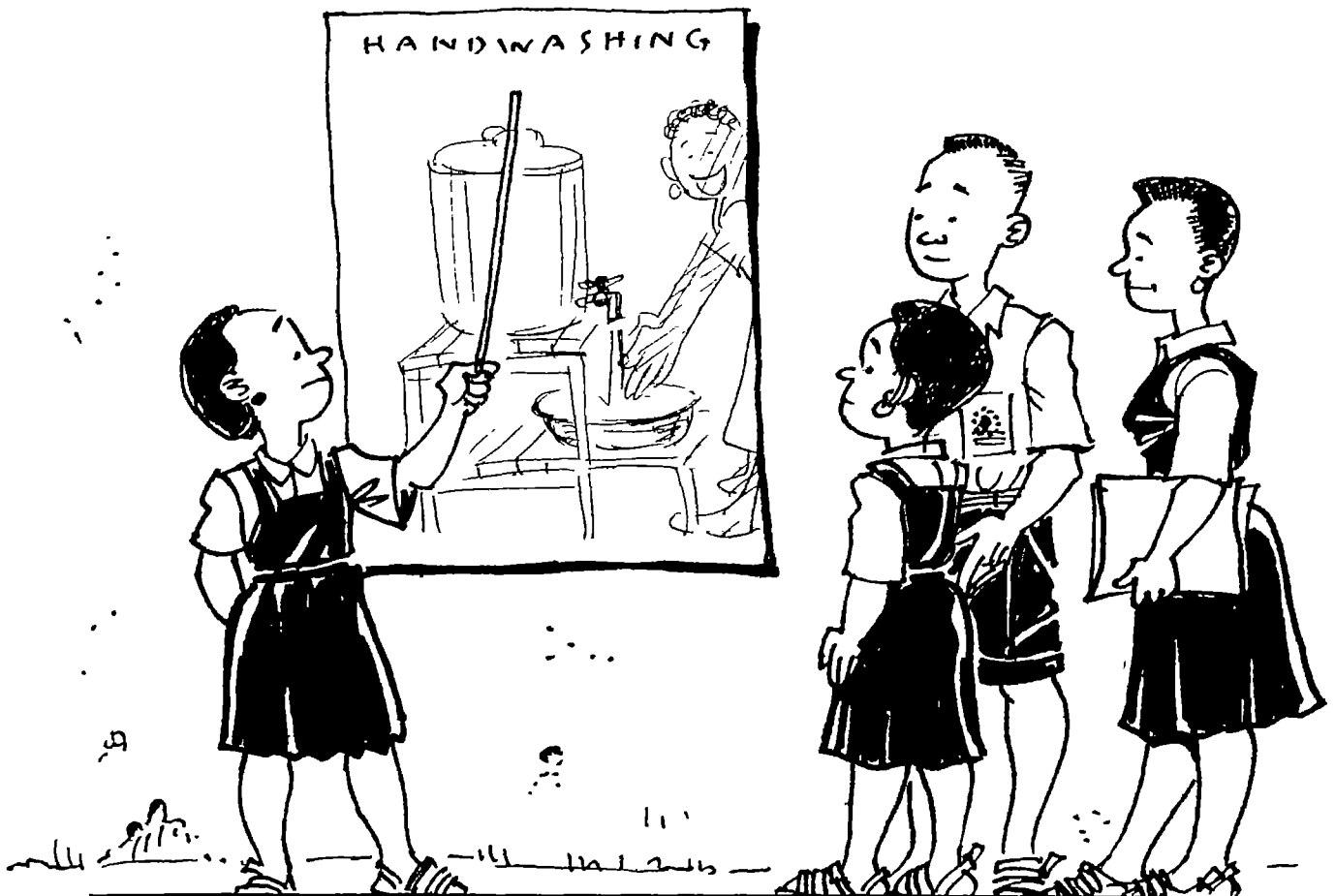
- ◇ To involve children in the changes taking place.
- ◇ To take advantage of the fact that children change faster.
- ◇ To involve children and through them their parents.

## Objectives:

- ✓ To educate schoolchildren on hygiene and sanitation
- ✓ To construct water and sanitation facilities in the schools for their own use and for demonstration purposes

## Activities:

- ◇ Active involvement of Ghana Education Service. They are involved in planning the programme.
- ◇ Demand driven approach - schools compete to be selected.
- ◇ Training programmes for head teachers and one contact teacher in each school. These teachers would then pass the ideas on to other teachers.
- ◇ Production of materials to be used by the teachers - guide and visuals for use in sessions on hygiene.
- ◇ Promotion of a participatory approach to hygiene education.







# Session 9: Small Towns Programme

## LINKS TO DWST'S WORK:

The DWST is expected to help with the development of the small towns programme - monitoring the work of the Small Towns Consultants and providing support to the Water & Sanitation Development Boards.

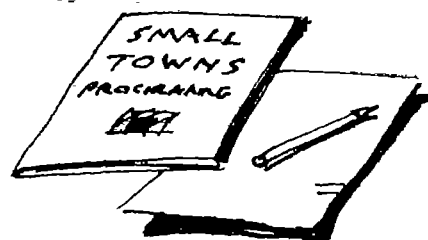
**TIME:** 1 hour

**OBJECTIVES:** By the end of the session participants will be able to,

- ✓ Describe the key features of the small towns programme
- ✓ Describe their own role in relation to the small towns programme

## MATERIALS:

- HANDOUT - SMALL TOWNS PROGRAMME



## LEARNING ACTIVITIES:

- 1 **WHAT IS THE SMALL TOWNS PROGRAMME? (Discussion):**  
Ask - "What are the key features of the small towns programme?"  
Record points on newsprint. Then add points that are missing from the handout.
  
- 2 **WHAT IS YOUR ROLE IN THE SMALL TOWNS PROGRAMME?**  
Explain to participants their role in the Small Towns Programme. Then discuss each role to make it clear.





# SMALL TOWNS PROGRAMME

- Definition: Communities between 2,000 and 15,000
- Option: Pipe system
- Management: Community Ownership and Management
- Organisation: 2 tier structure -  
a) Water and Sanitation Development Board - central body;  
b) Watsan - committee formed in each section or ward  
each has different roles and responsibilities
- Once the pipe system is constructed, there is a need for full-time staff to operate the system.
- Funding: Community contribution: 5% of capital cost  
O&M cost - 100%
- Sanitation: Individual household latrines. There are problems in constructing latrines in towns because the size and physical layout of plot does not allow digging a series of holes - KVIP option would be preferable.
- Monitoring: DWSTs expected to monitor STP - money, organisation & administration, technical, hygiene and sanitation, linkages  
Indicators:  
⇒ Use of accounts books  
⇒ Revenue collection  
⇒ Supervision of collectors  
⇒ Preparation of financial statements  
⇒ Auditing  
⇒ Controls in metering and billing  
⇒ Penalties and charges  
⇒ Deposits for replacement fund
- Special Problems:  
⊗ Disputes over land ownership  
⊗ Need more community participation



# Session 10: Hand Dug Well Monitoring

## LINKS TO DWST'S WORK:

One of DWST's tasks is to check on the quality of hand dug well construction.

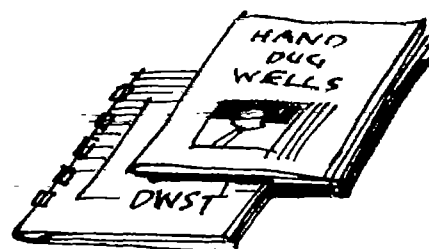
**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Name technical details to be checked at different stages of construction
- ✓ Use the Hand Dug Well Monitoring Checklist.

## MATERIALS:

- HAND DUG WELL SUPERVISION CHECKLIST
- DWST MANUAL - pages 30 - 33



## PREPARATION:

- Trainers should identify HD wells at different stages of construction -  
a) site selection; b) excavation and well lining; c) construction of headworks

## LEARNING ACTIVITIES:

### 1 INTRODUCTION TO HAND DUG WELL CONSTRUCTION MONITORING:

Explain that the DWST is expected to check on hand dug wells at various stages of their construction. This is done selectively (as in the case of latrine monitoring).

Hand out the checklist and go through it quickly with participants

### 2 PRACTICAL TRAINING (Field Trip):

Organise a visit to hand dug wells at three different stages of construction. At each site ask participants to do their own assessment of construction quality and complete the section of the checklist. Then review participants' responses and move to the next site.

### 3 GIVING ADVICE TO THE HDW CONTRACTOR (Role Play and Discussion):

Ask participants to demonstrate in a role play how they would advise an artisan whose work is faulty. Then discuss. Emphasize the importance of getting the work right without harshly criticizing the artisan.



# Session 11: Action Planning and Evaluation

## LINKS TO DWST'S WORK:

At the end of the course participants should get an opportunity to plan do an action plan for their work on returning to the field.

**TIME:** 2 hours

**OBJECTIVES:** By the end of the session participants will be able to:

- ✓ Prepare an action plan
- ✓ Evaluate their performance in the workshop

## MATERIALS:

- ACTION PLAN FORMS
- EVALUATION FORMS



## LEARNING ACTIVITIES:

### 1 ACTION PLANNING (Individual Work):

Ask each person to work on his own to make a list of things they would like to improve, based on what they have learned at the workshop. Get them to record these proposed actions on an action plan.

Report back: Ask each person to stand up and explain one of the things they would like to improve and how they propose to implement it

### 2 INDIVIDUAL EVALUATION (Individual Work):

Ask participants to complete the Evaluation Form on the following pages.

### 3 PRAISE:

Thank everyone for their hard work on the course and encourage them to use their new skills on the job.

### 4 FOLLOWUP:

Explain arrangements for follow-up visits to the districts by the RWST.

### 5 CLOSING:

Organise a closing song.







# EVALUATION FORM

HOW WELL CAN YOU:

Circle one of the five possible answers.  
 A = with ease; B = very well; C = well;  
 D = with difficulty; E = not yet

- |     |   |   |   |   |   |   |
|-----|---|---|---|---|---|---|
| 1.  | Explain the goals and indicators for POs.   | A | B | C | D | E |
| 2.  | Explain the PO's Project Cycle.             | A | B | C | D | E |
| 3.  | Explain the meaning of COM.                 | A | B | C | D | E |
| 4.  | Explain the approach for COM building.      | A | B | C | D | E |
| 5.  | Explain the meaning of PO monitoring.       | A | B | C | D | E |
| 6.  | Name questions for PO monitoring.           | A | B | C | D | E |
| 7.  | Identify potential problems facing POs.     | A | B | C | D | E |
| 8.  | Give advice to POs in a supportive way.     | A | B | C | D | E |
| 9.  | Identify problems in FMP completion.        | A | B | C | D | E |
| 10. | Do field verification on the FMP.           | A | B | C | D | E |
| 11. | Ask effective questions.                    | A | B | C | D | E |
| 12. | Lead an effective discussion.               | A | B | C | D | E |
| 13. | Monitor latrine construction.               | A | B | C | D | E |
| 14. | Give a presentation to the Assembly.        | A | B | C | D | E |
| 15. | Explain your role in the Schools Programme. | A | B | C | D | E |
| 16. | Explain the Small Towns Programme.          | A | B | C | D | E |
| 17. | Organise hand dug well monitoring.          | A | B | C | D | E |
| 18. | Give POs helpful advice.                    | A | B | C | D | E |
| 19. | Write monthly reports.                      | A | B | C | D | E |
| 20. | Write monthly work plans.                   | A | B | C | D | E |



Please rate the following parts of the workshop. Five is the highest possible score and 1 is very poor. Circle the number.

SESSIONS	Very Poor			Excellent	
21. Review of Experience	1	2	3	4	5
22. Community Animation	1	2	3	4	5
23. PO Monitoring	1	2	3	4	5
24. FMP Verification	1	2	3	4	5
25. Facilitation Skills	1	2	3	4	5
26. Latrine Construction Monitoring	1	2	3	4	5
27. Presentation Skills	1	2	3	4	5
28. Schools Programme	1	2	3	4	5
29. Small Towns Programme	1	2	3	4	5
30. Hand Dug Well Monitoring	1	2	3	4	5

31. How did you feel about YOUR OWN PARTICIPATION in the workshop and YOUR INTERACTION WITH OTHER PARTICIPANTS?

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.....

32. What were the MOST IMPORTANT LEARNINGS for you at this workshop?

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How would you rate:

33.	THE OVERALL WORKSHOP	1	2	3	4	5
34.	THE FACILITATORS	1	2	3	4	5
35.	WORKSHOP APPROACH/METHODS	1	2	3	4	5
36.	FOOD/ ACCOMMODATION/LOGISTICS	1	2	3	4	5

Additional comments on any of the above:

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37. What did you like about this workshop? What were the GOOD THINGS?

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38. What were the WEAK POINTS or PROBLEMS with this workshop?

What things got left out?

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