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MINISTRY OF WATER DEVELOPMENT, KENYA  
MINISTRY FOR FOREIGN AFFAIRS, FINLAND

# KENYA-FINLAND WESTERN WATER SUPPLY PROGRAMME

SYLLABUS FOR LOCATIONAL LEADERS' SEMINAR

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## INTRODUCTION

On behalf of the Training Section of the KFWWSP, I introduce this syllabus for locational leaders' seminar. As should be expected, the syllabus will often be reviewed from time to time by the team concerned and changes will be done from time to time as found appropriate.

It is my humble submission that trainers of locational leaders' will find this syllabus a necessary guide in their daily operations in order to achieve specific goals during the training which will contribute to the entire success of the programme.

The first part has been devoted to definition and brief guidance to trainers/facilitators of the seminar. The second part has the suggested complementary training material that could be used during each topic

For the success of community training, let us direct our efforts to a specific goal. This syllabus is for your use.

Chrysanthus Wanjala.

**ACKNOWLEDGEMENT**

Many people have contributed to the production of this syllabus of locational leaders' seminar and so they deserve special thanks. Those who have contributed have ranged from the Training Section of the Programme to various other sections within the Programme. Also facilitators/presenters in the locational leaders' seminar gave quite valuable information through their lectures and guidance to participants.

Notably, however, are regards for Mrs. J. A. Kunguru, Mr. Logan Busolo, Mr. Reijo Hakkinen and Mr. Maurice Muleshe for reading through it and giving quite valuable guidance. Continuous co-ordination and co-operation will be enhanced for more future productions.

Last but not least my thanks go to Miss Zipporah Magomere for typing this material.

### 3.0 IMPORTANT ASPECTS IN TRAINING

#### 3.1 Participative Training

Participative training aims at helping people to acquire the knowledge, skills, attitudes, habits of thought and qualities of character that will enable them to self evaluate their roles within the community and perform them efficiently and with satisfaction. It also enables people to identify their problems and lay strategy in solving them.

#### 3.2 When Preparing the Training:-

Ensure that you have analysed the situation with the participants to establish;

- the nature of training required
- the syllabus to be followed
- the academic and practical requirements
- the time, space and machines required for the training in order to achieve a satisfactory and generally required standard.
- the standard to be achieved and the nature of the tests to be passed for certification of the participants.

#### 3.3 When Training

- Know your subject/topic well.
- Know your audience well by understanding their needs and desires.
- Choose your objective.
- Select your method and correct space.
- Motivate the class and show interest.
- Proceed from the known to unknown.
- Prepare a script or outline with enthusiasm.
- Ensure good communication.
- Encourage participation.
- Let participants know their successes and mistakes without delay.
- Summarise the main points.
- Allow time for questions.
- Evaluate the presentation.

### 3.4 After Training

#### Evaluate & Monitor

Monitor so that the work plan is followed with proper time schedule and implementation procedure. Evaluate the impact of training to the learners.

### 3.5 Evaluation Methods

- Oral question and answer
- Questionnaires
- Written short tests
- Observation at sites and home visits
- Discussions with participants

### 3.6 Indicators

- Awareness of communities.
- Initiations of Socio-economic activities and self-help projects.
- Use of protected water points.
- Improved health.
- Improved environmental sanitation.
- Funds collection for Operational and Maintenance.
- Construction & use of V. I. P. latrines.

## 4.0 COMMUNITY TRAINING IN THE PROGRAMME

Community Training can, therefore be defined as coaching the community to improve their attitudes, skills, knowledge and techniques that can enable them obtain safe water points. Through this training the programme aims to help the communities to:-

- a) Acquire, operate and maintain a clean source of water effectively to be self-reliant.
- b) Acquire proper sanitation and hygiene education standards.
- c) Engage in water related developmental projects to improve their economic status thus optimizing the use of water.

The programme's training encourage:

- i) Importance of community participation and self-reliance in a water programme.

- ii) Water and health education covering proper water collection at source, transportation from source and storage at home.
- iii) Home hygiene and sanitation covering construction and use of toilets and dish racks.
- iv) Improved water sources including boreholes, wells, springs, piped schemes and to some extent roof catchment.

To achieve these results, the programme has organised a series of community training seminars through identified target groups as below:

1. Locational leaders.
2. Well/spring/tap committees.
3. Pump attendants.
4. Spring attendants.
5. Iron removal attendants.
6. Tap attendants.

The programme values and encourages collective participation with communities, and other Government and Non-Government Organizations working within the community. The success of the programme will be seen in self-reliance of the communities in operation and maintenance of their improved water supplies coupled with improved health and economic status of the people.

#### 4.10 Target Group

Locational Leaders' Seminar

#### 4.11 Participants

Participants of this seminar comprise of:-

- Chief
- Assistant Chiefs
- Government extension workers
- NGOs (Extension officers)
- Opinion leaders at sub-locational and location
- Councillors
- KANU youth leaders & KANU chairmen.
- Head teacher (A. P. S. I)
- Church leaders
- KANU Maendeleo ya wanawake leaders



#### 4.12 Identification of Training Needs

The simplified programme of training the leaders will therefore cover;

##### I General Awareness

- (a) Identification of community problems and problem solving.
- (b) Clean water, health and proper sanitation.
- (c) Programme participation in the development of a community managed water supply.

##### II Economic Awareness

- (a) Leading needs of the community.
- (b) Water related income generating projects.
- (c) Benefits to be reached by community participation.

##### III Technical Awareness

- (a) Technical alternatives for improved water supply.
- (b) Possibilities for technical advice in water projects and facilities required.
- (c) Technical advice on proper sanitary facilities.

#### Locational Leaders' Seminar Objectives

The seminar comes normally before programme activities commence in a particular location.

#### Aims and Objectives of this seminar

The training seminar aims to provoke participants to enable them to formulate their needs, acquire the knowledge, develop the right attitudes and practical knowledge that are necessary in the community participation.

Leaders are:-

- (a) Enlightened on activities in the programme and the leaders' roles.
- (b) Sensitized on the activities of KFWWSP and its sister KFPHCP.
- (c) Couched on management skills of small water projects.
- (d) Couched in hygiene education which includes.-
  - i) Defining disease transmission routes and
  - ii) The role of women and children in hygiene education.

- (e) Couched in training skills for the communities in seeing the importance of using a safe water source, methods of acquiring such a source, operating and maintaining the source for self reliance.
- (f) Used in community mobilization in future programme activities.
- (g) Able to guide the communities in prioritization of their needs and self-evaluation in their own project implementation.
- (h) Capable of disseminating information acquired to various community members.

#### 5.0 SUMMARY OF TOPICS

##### General Awareness

	<u>Presenter/Facilitator</u>
1. Identification, analysis and solving of community problems.	Training team
2. The role of leaders in development of community water supplies in relation to the District Focus for Rural Development strategy.	District Officer
3. Kenya-Finland Western Water Supply Programme participation in community water supplies	Project Manager/ Representative.
4. Kenya-Finland Primary Health Care Programme participation in construction of proper sanitary facilities.	Project Manager/ Representative.
5. Domestic water supply and environmental sanitation.	P. H. O./P. H. T.
6. Maternal child health and family planning.	Community Health Nurse/FPFE
7. Self-help projects in community development.	D. C. D. O.

Economic Awareness

8. Well committee management, funds collection, control, use and maximum utilization of water supplies.
9. Investment in operation and maintenance costs of different improved water supplies.

Training Team/  
Agricultural Home  
Economics

Training Team

Technical Awareness

10. Ground water survey, construction of water points and related law.
11. Community participation in their water projects
12. Hand pumps, use and care.
13. Water quality issues and sanitary inspection.

Ground water  
Technologist/  
Geologist/  
Water Bailiff.

District co-or-  
dinator/Community  
surveyor.

Hand Pumps  
Training Assistant/  
Pump Attendants/  
Pump Repairman

Water quality  
technician.

6. DETAILED SYLLABUS1. Identification, Analysis and Solving of Community ProblemsAims and Objectives

Participants to be able to:-

- (a) Identify major problems among the community.
- (b) Analyse the problems step by step.
- (c) Lay strategy in solving their problems.
- (d) Demonstrate methods of solving a particular problem.

Suggested Training Methods:

1. Small group discussions and presentation.

Participants to be given an identified problem in small group to analyse and present solutions. Participants can also visit a nearby water source and identify a major problem and analyse the causes and remedies.

2. Question and Answer

Test Questions:

1. Practical analysis of a given problem e.g.

- (a) Poor funds collection for maintenance
- (b) Frequent breakdown of a hand pump.
- (c) Land easement problems.

2. The Role of Leaders in the Development of Community Water Supplies in Relationship to the District

Aims and Objectives

Participants to be able to:-

- (a) Explain the District Focus for Rural Development Strategy in relation to decision making and implementation.
- (b) State reasons that prompted the initiation of this policy.
- (c) Determine how projects are sanctioned.
- (d) Name the development committees at various levels and their relationship with the locational water committee.
- (e) Relate the programme's community involvement procedure to the district focus strategy.
- (f) Explain briefly the leaders' participation in community water supplies.
- (g) Demonstrate how the leaders would help the communities in siting of their water points.
- (h) Explain the procedure for getting proper information concerning land ownership for legal community use.

Suggested Training Methods:

1. Small group discussions  
Participants to be divided in small groups and discuss (f), (g) and (h) mainly.
2. Question and answer method should be used to achieve the first objectives.

Test Questions

1. Who are the ultimate decision makers in the district focus for rural development strategy?
2. Give 3 roles of the leaders in this policy in relation to development of water projects.
3. KFWWSP Participation in Community Water Supplies

Aims and Objectives

Participants to be able to:-

- (a) Explain briefly the programme's aims and objectives.
- (b) Explain what Kefinco is in relation to the programme.
- (c) State the phase under coverage.
- (d) Name the area covered at the moment (District/Division).
- (e) State the population being served and types of water points constructed.
- (f) Name the main sectors of the programme during this period.
- (g) State briefly the development objectives of each sector.
- (h) Explain the meaning of 10% given to each district.

Suggested Training Aids:

1. Question and answer method, use of a map and appropriate hand-out.
2. Newsletter information.
3. Lecture/video tape on programme activities or slides.

Test Questions

1. What is Kefinco in relation to the KFWWSP?
2. From the programme area map given, which divisions in your district are covered?

4. KFFHCP Participation in Consturction of Proper Sanitary Facilities

Aims and Objectives

Participants to be able to:-

- (a) Explain briefly the programme's aims and objectives.
- (b) State the mode of operation of the programme.
- (c) State the importance of proper sanitary facilities within communities.
- (d) Relate the traditional methods of child faecal disposal to the present.
- (e) Relate the traditional methods of adult faecal disposal to the present.
- (f) Name the present types of sanitary facilities.
- (g) State the advantages of a ventilated improved pit latrine (V. I. P.) over the traditional type.
- (h) List some locally available material that can be used in construction of a proper toilet.
- (i) Demonstrate good sanitation by water source and at home.

Suggested Training Aids

1. Small group discussions and presentation.
2. Practical construction of a dish rack and a composit pit at training venue by participants.
3. Question and answer by use of charts and poster or slides.

Test Questions

1. Name 2 types of sanitary facilities
2. State two advantages of a V. I. P. latrine over the traditional type.

## 5. Domestic Water Supply and Environment Sanitation

### Aims and Objectives

Participants to be able to:-

- (a) State the transmission routes of specific common water related diseases.
- (b) Explain the importance of proper sanitation at the water source.
- (c) Explain the importance of proper vessels for collection, transportation and storage of water before use.
- (d) Explain the importance of good home sanitary environment.
- (e) state preventive measures to be undertaken to curb diseases.
- (f) Demonstrate good sanitation by water source and at home.
- (g) Explain the importance of clean hands of women in breaking disease transmission routes.
- (h) Analyse the importance of hygiene education to women and children.

### Suggested Training Aids

1. Question and answer using charts and posters.
2. Film (prescription for health I.D.R.C.)
3. Visit to a home to study the water and health facilities.

### Test Questions

1. State 3 possible methods of transmission of diarrhoeal diseases and for each method list 3 preventive measures.
2. Name 3 practical preventive measures in curbing malaria transmission.

## 6. Maternal Child Health and Family Planning

### Aims and Objectives

Participants to be able to:-

- (a) Define maternal child health.
- (b) Define family planning.

- (c) State factors that determine good health of pregnant mothers.
- (d) List advantages of well spaced births to the health and general life of the family.
- (e) Explain the problems caused by rapid population increases to water programmes in this country.
- (f) Name centres where family planning and maternal child health services are provided.
- (g) State the importance of breast feeding in proper child health.
- (h) Name specific family planning methods.

#### Suggested Training Aids

1. Visit to the nearest health centre for FP early arrangements are pre-requisite. Real situation.
2. Small group discussion and presentation.
3. Use of posters and charts for discussion.
4. Role play - large family problems.

#### Test Questions

1. What 2 problems is caused by rapid population increases?
2. What are the causes of rapid population increases and what remedies can be applied?

#### 7. Self-Help Projects in Community Development

##### Aims and Objectives

Participants to be able to:-

- (a) Name a specific type of successful self-help project (e.g. vegetable farming, fruit, poultry, water, tree nursery, sewing, shop keeping, housing e.t.c.).
- (b) State how a self help water project can be started.
- (c) State the importance of starting such activities in the community.
- (d) Explain the leadership of the water project and its effectiveness.
- (e) State the source of funds and material for the water projects.



- (f) State the type of records kept by the group and their importance.
- (g) Explain the importance of groups registered with the Ministry of Culture and Social Services.

#### Suggested Training Aids

1. Visit to a group and discussion with members using questionnaire.
2. Small group discussions and presentations.

#### Test Questions

1. Write down 3 important functions of a water project.
2. How much money is paid for group registration?  
Name the stages involved?
8. Well Committee Management, Funds Collection, Control, Use and Maximum Utilization of Water Supplies

#### Aims and Objectives

Participants to be able to:-

- (a) Define the well committee structure.
- (b) Define the roles of the various members of the committee.
- (c) State the importance of funds collection in sustainability of water projects.
- (d) Name various methods through which funds can be collected.
- (e) Demonstrate how funds can be raised in a particular method.
- (f) State the control measures to be taken in the collection, care and proper use of funds.
- (g) Describe the 3 types of funds records to be kept by the well committee.
- (h) Explain the importance of regularly checking of the well committee funds records.
- (i) Explain steps in acquiring space for developments by well site.

- (j) Name the sources of technical information for initiating a particular type of development project.

#### Suggested Training

1. Small group discussions and presentation.
2. Use of charts and discussion in class.
3. Role play - safe collection and use of funds.

#### Test Questions

1. What 3 control measures can be applied in safe guarding funds collected?
2. Name signatories to well committee funds

#### 9. Investment in Operation and Maintenance Costs of Different Improved Water Supplies:

Participants to be able to:

- (a) Analyse the cost of developing the different types of water points for the community.
- (b) Equate the monetary value of each improved water supply to the local farm produce.
- (c) Establish the yearly maintenance cost for each type of water supply.
- (d) Discuss the appropriate guidelines for achieving the correct investment, operation and maintenance costs.

#### Suggested Training Aids

1. Discussions using charts and posters.

#### Test Questions

1. How many sheep, goats or cattle have the value of investments in the three different water points?
2. How many have the value to yearly operation and maintenance costs?

#### 10. Ground Water Survey and Construction of Water Points

#### Aims and Objectives

Participants to be able to:-

- (a) Explain the occurrence of ground water.

- (b) Differentiate between springs, H. D. wells, and boreholes.
- (c) Name the methods used in investigation of ground water .
- (d) State briefly how HD wells and springs are constructed.
- (e) State the cost estimates of construction of either of the water points.
- (f) State how ground water may be conserved.
- (g) Describe how pollution of ground water may occur.

#### Suggested Training Aids

- 1. Discussion using charts and hand-outs.
- 2. Use of models to demonstrate construction stages.

#### Test Questions

- 1. State 2 ways in which ground water may be polluted.

#### 11. Ground Water Sources and the Law

##### Aims and Objectives

Participants to be able to:-

- (a) Name the three types of ground water sources the programme assists the community in their construction.
- (b) Explain the sections of the law governing construction and use of such sources.
- (c) Explain precisely the procedure for land easement.
- (d) Explain the procedure for construction of private wells.
- (e) State the approximate distance recommended from one bore-hole to another.
- (f) State the importance of by-laws by the well site.
- (g) List some by-laws to be instituted by the well/spring site.

Suggested Training Aids

1. Discussion and presentation.
2. Lecture/role play - land easement.

Test Questions

1. Write down any three important by-laws to be instituted by the well site.

12. Community Participation in their Water SuppliesAims and Objectives

Participants to be able to:-

- (a) Explain the importance of consumers participating in choosing, construction and maintenance of their own water points.
- (b) Explain the sequential procedure for programme involvement in community water projects.
- (c) Explain the importance of constant community education in the success of the programme.
- (d) Demonstrate how consumers can prioritize their sites in the community water projects.
- (e) State the importance of economically viable projects in sustaining water projects within the community.
- (f) Explain the steps in registration of water projects constructed and its importance.
- (g) State the procedure for well committee formation.

Suggested Training Aids

1. Drama/role play - results of community participation as opposed to the projects imposed by foreigners.
  - Everyday example of family members destroying property, due to lack previous involvements from the start .
2. Discussions.

Test Questions

1. Write down 7 steps involving the community in the KFWWSP.
13. Hand Pumps, Use and Care

Aims and Objectives

Participants to be able to:-

- (a) Name the four main types of hand pumps used within the programme.
- (b) Explain the basic principles of how hand pumps work.
- (c) Explain why the users need to care for the hand pumps and to monitor their performance.
- (d) Name some of the hand pump parts and their average cost.
- (e) State the rules/strategies to be laid down in the care of the hand pumps.
- (f) Explain the maintenance procedure of the hand pumps.
- (g) List the common faults and remedies in the use of hand pumps.
- (h) State the importance of a strong well committee in the use and care of hand pumps.

Suggested Training Aids

1. Demonstrations by skilled pump attendants or pump repairman
2. Drama/role play - in proper use and care of the hand pumps.
3. Discussion.

Test Questions

1. Write down 3 types of hand pumps commonly in use in the programme.
2. List three levels of maintenance of hand pumps.

14. Water Quality and Iron Removal

Aims and Objectives

Participants to be able to:-

- (a) State how pollution of water may occur.
- (b) Demonstrate the presence of microbes in the water.
- (c) Demonstrate simple methods of water purification.
- (d) List practical preventive measures to ensure safe upkeep of the source of water supply.
- (e) State the type of chemical components common in ground water and their importance.
- (f) Explain how an iron removal plant works and why it is important to frequently clean an iron removal plant with due reference to iron-bacteria.

Suggested Training Aids

- 1. List 3 practical preventive measures to ensure a safe source of water supply.
- 2. What are iron-bacteria and of what importance in the iron removal plant?