WATSAN TRAINING MANUAL

RURAL WATER SUPPLY & SANITATION • VOLTA REGION •

Volta Rural Water Supply and Sanitation Project
DANIDA - GWSC

TRAINERS GUIDE

TRAINING PROGRAMME FOR WATSAN COMMITTEES

MODULE 1

D R A F T

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Volta Rural Water Supply and Sanitation Project
GWSC
Ho

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0. FOREWORD

In the past many water projects have failed to involve communities in the planning and management of water and sanitation facilities. This is one of the major reasons why these projects did not succeed in providing water and sanitation systems that lasted for very long. The facilities broke down because there was nobody to maintain and repair them.

In the Volta Rural Water Supply and Sanitation Project, the involvement of the communities is very important. This should hopefully make people feel that they are the owners of the facilities and that they are responsible for the operation and maintenance after the project has handed the systems over to them.

In each community that is receiving assistance from the Project, a Water and Sanitation Committee is established. These committees are called WATSAN Committees. Through the WATSAN Committee, the community has to make sure that all water supply, sanitation and health work carried out is really what is wanted, that it is done properly, and at a reasonable cost and on time.

To do their work properly the members of the WATSAN Committees will need some training: for instance they may need more knowledge about the water system and about what it means to work in a committee; they may need skills in keeping the accounts and making decisions; and they may need some good attitudes in working with the community.

The Project has prepared a Community Management Handbook for the WATSAN Committees where all these things are explained. But sometimes it is difficult to learn new things just by reading on your own. That is why the WATSAN Committees will be invited to attend a training programme.

The people who will train the WATSAN Committees are working on the Project. They are Community Development Officers (CDOs) or Environmental Health Assistants (EHAs). This Trainers Guide has been prepared to make it easy for them to train the WATSAN Committees.

The Community Management Handbook and the Trainers Guide cover only what the WATSAN Committees are expected to do until the water system is constructed and starts operating.

Later on, another Handbook and Trainers Guide will be prepared, telling about what the WATSAN Committees are expected to do when the water system starts operating and needs to be maintained.

RPO - Ho
August 1994

1. INTRODUCTION

By now, you are convinced that the WATSAN Committee members need training. So you ask yourself: How do I go about it? To answer your question, this Trainer's Guide has been prepared. It explains how you can go about organizing and conducting a training programme for WATSAN Committees.

The reason why we have prepared this Guide for you are:

- To ensure that all WATSAN Committees get all the relevant information.
- To set a minimum standard on how the topics are presented.
- To help you use participatory methods in the training workshops.
- To ensure that enough time is given for practical exercises.
- To help you save time when preparing the training of WATSAN Committees. You should only make slight changes to the workshop programme in the guide.
- To help you evaluate what the WATSAN Committee members have learnt from you.

As a WATSAN trainer you are expected to be able to plan and implement training programmes for WATSAN Committees. This guide will answer these questions:

* What is **training** all about?
* What are the steps in carrying out a training programme, that is, what is the **training cycle** all about?
* What does **Training Needs Analysis** mean? And what do I need to do in order to train the WATSAN Committee members?
* What is a **curriculum**? How do I prepare a good workshop programme for WATSAN Committees?
* What is a **session plan** and how do I use it?
* How do I ensure **participation** from the people I train? Which **methods** can I use?
* Which **teaching aids** can I use when training WATSAN Committees, and how do I ensure that they will help people learn and not distract them?
* How do I become an **effective trainer**? How should I behave?
* How do I know if people have learnt what I wanted them to learn? How can I evaluate a training programme?
* What are the practical aspects of **organising a workshop**?

CAUTION!!!

It is important to note that this Guide does not answer all the questions you may possibly have about training. This Guide is meant to be a beginning to the training process, therefore read it diligently, keeping your eyes and ears open for more information from the many resources on adult learning and training.

At best, this Guide will be introduced to you in a Training of Trainers Programme so that you are guided more closely on how to use it. At the worst, you may have to train the WATSAN Committees with only this Guide in hand. Should it be the case, we wish you will be able to make the most out of this Trainer's Guide.

2. STRATEGY FOR VOLTA RURAL WATER AND SANITATION PROJECT

This Chapter will tell you in brief about the basic principles of the Volta Region Rural Water Supply and Sanitation Project.

If you would like to know more, you can read the Project Information Booklet and the Community Management Handbook.

Many diseases which people suffer from in the Volta Region of Ghana are associated with shortages of portable water, inadequate sanitation and poor personal hygiene. In recognition of the needs of the people in this regard, the Government of Ghana entered into an agreement with the Government of Denmark (Danida) for a 10 year aid package.

The purpose is to improve the general health and living conditions for the rural population in the Volta Region by assisting rural communities in improving their water supply and sanitation facilities.

The project which started its implementation in March 1993 in Ho and Hohoe Districts, plans to move to two new districts every year until all the twelve districts in the region are covered.

The project implementation activities will be shaped by the following strategies:

* **Community management of services**
  This means the ownership, control, management, financing, operation and maintenance will be the responsibility of the communities. The community management is necessary to sustain the benefit of projects and also reduce delays in system repairs.

* **Private sector involvement in implementation and maintenance activities**
  This means the private sector i.e. contractors, artisans, mechanics and caretakers will provide all goods and services for the communities that apply for project assistance. These groups of people will be identified and trained to carry out implementation activities even after Danida has withdrawn its assistance.

* **Government sector involvement in planning and monitoring**
  Government personnel within GWSC, MOH and DCD will be actively involved in the project. The government sector will play a facilitating role.

* **Integrated effort in water, sanitation and health education**
  The three components will be given equal promotional attention. For instance, health education will be an integral part of the programme so as to maximise health benefits of the water supply and sanitation elements.

* **Demand driven approach**
This thrives on self selection to participate and choice of technology. Project intervention will be undertaken only after application by the concerned community has been received at the project office. The tendency is to avoid a supply driven approach which does not ensure commitment and sustainability of the facility.

* **Flexible approach to service level of both water and sanitation**
The water and sanitation facilities will be designed to give the community a basic service level. If the community wants a higher service level, then higher contributions would have to be made.

* **Sustainable institutional development at district level**
This is in line with the decentralisation policy of the Government of Ghana. The project will work through the decentralised government structure with emphasis on building, planning, monitoring and community mobilisation capabilities at district levels.

3. THE TRAINING CYCLE

WHY TRAIN PEOPLE?

We train people because we want them to perform their jobs effectively. If they do not perform satisfactorily at present, we may decide to train them, if we believe that training will make them change their performance.

Training can be the solution, if people lack knowledge, skills or the right attitudes required to perform their role. If people do not perform, because they are not paid enough, training will not solve the problem, but be a waste of time and resources. Thus, we have to be sure that training will help people improve, before we invite them to attend a training programme.

So when we are convinced that people need training – like in this case the WATSAN Committee members – we can start the preparations. In any training programme, there are a number of steps you will have to go through in order to ensure that the training programme fits the needs of the people. These steps can be referred to as the Training Cycle:

TRAINING CYCLE

* ~~**Training Needs Analysis**~~

  It is important that we train people in what they **need now**, otherwise it will not help them. If we train WATSAN Committee members or an artisan in how to maintain a piped water system, and the community only gets handpumps, they will not use what they have learnt. In the same way, if we train them in maintenance now, but the water facilities will only be ready in a year, they will have forgotten everything again.

* ~~**Set Objectives**~~

  When you know the areas in which people need training, you can set the objectives; that is: What should the people be able to **do** after the training?

* ~~**Curriculum Development**~~

  At this stage, you know the needs of the people and the objectives of the training, which enable you to decide on the subject areas to cover in the programme. But you have to think about what to do first, how much time to allocate to each subject, etc.

* **Prepare session plans**

  Having prepared the workshop programme (the curriculum), you can start preparing for the individual sessions. This will include the selection of training methods and materials such as visual aids.

* **Implementation of the training**

  Next comes the actual workshop where you conduct all the sessions and use all your knowledge and skills in being an effective trainer.

* **Follow-up**

  When the WATSAN Committee members return to their communities, they may face some problems in transferring the newly acquired knowledge, skills and attitudes to their communities. It is always a different thing to discuss and do things in a classroom. Back home other community members may react differently, or the cashier in the bank may tell the accountant something different than what you did. Thus, it is important that either you or your colleagues in the District Office regularly visit the WATSAN Committee to answer questions and help in solving problems.

* **Evaluation**

  After some time, you should find out whether the people you have trained now do what you trained them to do. If they do not, you will have to find the reason: maybe something was left out in the training programme, or that they did not get enough time to practice their skills. In any case, you may then try to get them on the right track again, and in future, change your training programmes to cater for those problems.

4. TRAINING NEEDS ANALYSIS

The first step is how to identify and assess the training needs of the people you are going to train. Because resources are scarce and time is limited, you cannot train everyone in everything, all at once. You must therefore identify the areas in which the members will need training; that is, areas where they lack the knowledge, proper attitudes, or skills.

When we do a training needs analysis, we are able to concentrate on those areas; thus we are able to prepare a meaningful and relevant programme. This will also mean that you will not need to schedule very long training programmes. Remember, people are busy and cannot stay for too long away from their homes.

To help you with training needs analysis, we have done most of the work for you in this Guide.

When you analyze training needs, you try to find out two things:

* What the people are doing which they **SHOULD NOT BE** doing; and

* What they are not doing which they **SHOULD BE** doing.

In order to help you, we have made a list of what WATSAN Committee members should be doing. This Guide covers the period from confirmation of the Committee to the commissioning of the water facility. When the water facility has been commissioned and starts working, the WATSAN Committee will have additional tasks to do. But this will not be covered by this Guide. For the present, the members will only be trained in what they can put into practice immediately. When they need to learn more, they will be called for training again.

What should the WATSAN Committees be doing until the commissioning of the water facility?

From the confirmation of the WATSAN Committee to the commissioning of the water facility, members are expected to perform certain tasks:

1. They will represent their community and liaise with other organisations, keep community members informed on water, health and sanitation activities and progress;

2. They will prepare a constitution for the Committee, register the WATSAN Committee with the DA, the DMC or Unit committee, and prepare bye-laws. They should abide and enforce DA bye-laws, and if necessary, resolve conflicts.

3. They will have to raise funds for construction, keep accounts, and establish and operate a bank account; keep records of paying community members.

4. They will conduct meetings, and document proceedings and activities.

5. They should screen contractors, participate in opening of tenders, comment on outcome of evaluation of tenders; later on they will approve the design of the water system, and enter a contract with the contractor. They will also participate in preparation of a workplan with the contractor, assist in supervising the contractor, and select caretakers to be trained by the contractor;

6. They will enter into contracts with latrine artisans, supervise these, and select and supervise communal latrine caretakers;

7. They will also be expected to promote the proper use of sanitation facilities, to organise and conduct health education and give health education messages. They will also prepare and update health education plans, and assist in evaluating the impact of health education messages.

Task List and Task Analysis: Knowledge, Attitudes and Skills

It is important to find out what people need to **know**, what good **attitudes** they would be expected to show, and what **skills** will be necessary for them to have in order to perform all the tasks that we have just listed above. If they do not have this knowledge, attitudes and skills, then they will need training to acquire them.

That is why we have prepared the tables on the next pages.

Task List and Task Analysis for WATSAN Committees

Task no.	Description	Knowledge	Attitudes	Skills
THE COMMUNITY AND OTHERS				
1	Keep community members informed on water, health and sanitation activities and progress	Types of activities; Stages in construction process; Milestones;	Readiness to give information	Collect relevant information; Select mode of information dissemination;
2	Represent community and liaise	Roles of other bodies; Own authority	Democratic; Initiative; Accept responsibility;	Judge limits of own authority;

Task No.	Description	Knowledge	Attitudes	Skills
HOW YOUR WATSAN COMMITTEE WORKS				
3	Resolve conflicts	Different modes of conflict resolution	Neutral; Confidence;	Select appropriate method; Intervene;
4	Prepare constitution and bye–laws	Objective, content and format of constitutions, bye–laws Public Health Law, District Bye–laws	Compromising; Flexible;	Assess applicability and operationality
5	Register WATSAN with DA, DMC, Unit Committee	Criteria and requirements for registration	Perseverance	Fill in forms; Write letters;
6	Abide and enforce DA bye–laws	Content of bye–laws; Modes of enforcement; Division of responsibilities between District and WATSAN; Public Health Law; Local Government Act;	Law–abiding; Willing to act as role model;	
7	Enter into agreement with project	Standard project agreement; Legal implications;	Critical mind; Committed to obligations made;	Negotiation skills;

Task No.	Description	Knowledge	Attitudes	Skills
MONEY: FUND-RAISING AND RECORD-KEEPING				
8	Raise funds for construction	Ways of fund-raising	Trustworthy; Transparency; Accountability	Select appropriate model; Persuade to pay;
9	Establish and operate bank account	Procedures and rules; Signatories;	Honesty; Accuracy; Transparency; Accountability;	Fill in forms;
10	Keep records of paying community members	Format for payment register	Honesty; Accuracy; Accountability; Transparency;	Fill in register;
11	Keep accounts	Formats for accounts; Balancing; Documentation of expenditures (invoices);	Accountability; Honesty; Accuracy;	Keep accounts; Fill in account sheets;

Task No.	Description	Knowledge	Attitudes	Skills
MEETINGS AND DOCUMENTATION				
12	Conduct conclusive meetings	Protocol and formalities of meetings: Agenda and minutes; How to chair meetings;	Tolerance	Listen attentively; Select relevant items for discussion;
13	Document proceedings and activities	Format for minutes and activity reports; Filing systems; Safe storage;	Conscientious;	Select key conclusions and issues; Writing skills;

Task No.	Description	Knowledge	Attitudes	Skills
WATER SUPPLY SYSTEMS				
14	Select caretakers	Roles of caretakers and responsibilities; Remuneration; Criteria for selection	Objective	Screen and assess qualifications
15	Participate in preparation of workplan with contractor	Content of job; Elements of workplan; Milestones;	Cooperative	Decide on responsibilities; Delegate tasks;
16	Assist in supervision of contractor (progress only; quality by district engineer)	Division of tasks and responsibilities; Limitation of authority; Supervision;	Consistent; Neutral; Confident; Objective;	Intervene and report when necessary; Supervisory skills;
17	Enter into contract with contractor	Format for contract; Legal implications;	Critical mind; Committed to keep contractual obligations;	Negotiation skills;
18	Screen shortlisted contractors; Participate in opening of tenders; Comment on outcome of evaluation;	The different roles of WATSAN Committees, the project and the Tender Board in tendering; Tendering procedures; Criteria for evaluation;	Critical mind; Objective;	Screen contractors

19	Approve design (preliminary and final)	Feasibility study on own facilities; Relation between service level and costs;	Critical mind; Objective;	Evaluate technical options; Assess affordability; Negotiation skills;
Task No.	**Description**	**Knowledge**	**Attitudes**	**Skills**
SANITATION				
20	Supervise latrine artisans	Role of latrine artisans; Stages of construction; Standards and quality;	Consistent; Neutral; Confident; Objective;	Intervene and report to EHAs when necessary; Supervisory skills;
21	Enter into contract with latrine artisans	Technology of different latrine options (communal, household) and support from project; Format for contract; Legal implications;	Critical mind; Commitment to obligations made;	Negotiation skills
22	Select and supervise communal latrine caretakers	Roles & responsibilities of communal latrine caretakers; Criteria for selection; Remuneration;	Objective	Screen and assess qualifications; Supervisory skills;

Task No.	Description	Knowledge	Attitudes	Skills
HEALTH EDUCATION				
23	Organise health education activities with EHAs	Health & Hygiene issues; Relationship between water, sanitation and health; Target group, type & size; Resources (materials, manpower, venue, money/cost); Logistics; Protocol;	Readiness to give information; Cooperative; Approachable; Readiness to listen; Sharing and caring; Being on time;	Select relevant health issues to be discussed; Communication skills; Interpersonal skills; Group leadership skills; Democratic decision making; Problem solving skills;
24	Prepare and update health education plan	Format for Health education plan; Role of community in Health Education Planning; Target group; Resources;	Objective; Neutral; Democratic; Collaborative; Enquiring mind; Open minded;	Select areas that need updating; Group leadership skills; Present ideas logically;

25	Promote proper use of sanitation facilities	Health and hygiene (human waste disposal and management); Types of Water and Sanitation facilities; Health issues in operation and maintenance; What the community can do to reduce health hazards; Current health education messages; Resources available for getting Health Education messages;	Readiness to give information; Role model; Perseverance; Readiness to take responsibility; Openness and readiness to take directions;	Persuasion skills; Communication skills; Negotiation skills; Social marketing skills;
26	Conduct health education and give health education messages in specific areas	Characteristics of a good health education programme	Open; Patient; Orderly; Neutral; Objective; Time conscious; Positive; Flexible;	Use participatory tools such as role plays, discussions, demonstrations, story telling and songs;
27	Assist in evaluation of impact of health education messages	Reasons for evaluating; Behaviours to be changed; How change is to be measured and identified;	Positive; Objective; Accuracy; Honesty;	Counting (non-literate methods)

5. SETTING OBJECTIVES

Hopefully it is now clear to you, what the WATSAN Committee members are expected to do in their communities. In the foregoing, you saw what knowledge, attitudes and skills the WATSAN Committee members ideally should have in order to perform their specific tasks effectively. If they do not have these, then, you should include them in the workshop programme. If they already know parts of it or have some knowledge and skills, you can leave these elements out of the programme.

The next step in preparing the training programme for a WATSAN Committee is to set the objectives for the programme. The objectives should describe what you expect to achieve by training the people – that is, what they should be able to do after the training.

After the training, the WATSAN Committee members should be able to:

* represent their community, liaise with other organisations, and keep community members informed;

* prepare a constitution for the Committee, register the WATSAN Committee and prepare bye–laws;

* abide and enforce DA bye–laws, and if necessary, resolve conflicts;

* raise funds, keep accounts, operate a bank account and keep records of paying community members;

* organise effective meetings, and document proceedings and activities;

* enter into a contract with the contractor, participate in preparation of a workplan with the contractor, assist in supervising the contractor, and select caretakers;

* enter into contracts with latrine artisans, supervise these, and select and supervise communal latrine caretakers;

* organise and conduct health education and give health education messages.

6. CURRICULUM: THE WORKSHOP PROGRAMME

When you know the training needs of the people you are going to train, you can now prepare a programme for the workshop.

In this Chapter you will find a standard workshop programme for the WATSAN Committee members. Sometimes you will have to change it a bit. How you can go about this is also explained in this Chapter.

A workshop programme is also called a curriculum. It is an outline of the topics which you would like to cover in the workshop. It will only be interesting to your participants if it addresses their needs and problems. They will also appreciate it if the topics are logically arranged in a sequence. A curriculum that does not live up to the participants' expectations will not contribute to their development.

A curriculum contains:

* WHAT should be learnt – the topics
* WHEN each topic will be learnt – the timing
* HOW LONG each topic will take – the duration

WHY SHOULD WE DESIGN A CURRICULUM?

We prepare a workshop programme (design a curriculum) because it will improve both teaching and learning:

* Time given to various topics can be balanced to avoid the situation where insufficient time is left for learning all the necessary tasks;

* Topics can be arranged in a logical sequence which makes learning easier;

* Individual lessons can be planned ahead of time; and

* If the participants have a course programme, they will experience a sense of progress as they learn.

WHAT TO CONSIDER:

When preparing a curriculum or workshop programme it is important to consider:

* **Scope of each topic**
  To give an example: when teaching WATSAN Committees about water facilities, should we cover all available water systems or only the ones they have in their own community? This is the scope of the topic: Water Systems.

* **Depth of each topic**
  Here you decide on the level of details you want to teach the participants: If you want to teach people how a handpump works, then, will they only need to know how water is pumped from the ground, or will they in addition need to know the names of all the parts of the pump? This is the depth of the topic.

* **Flow of topics**
  It is important to put topics in an order that makes it easy for participants to learn and follow. This can be done according to various principles:

  * in a logical order
  * in chronological order
  * from simple to complex
  * from easy to difficult
  * from known to unknown
  * from beginning to end of a process

Also, it is good to put similar topics together so that for instance, everything about money is covered together.

You should also remember that some topics are more important than others:

Some topics are
* a **MUST** and should always be included

Other topics are
* **GOOD** to include

Other topics could be
* **NICE** to include, if you had more time and money.

On the next page you will find the standard workshop programme which you can use when training WATSAN Committees. But remember that it is important to adjust the programme to the specific group of participants you have invited for a workshop. If for instance, all the members have a relatively higher educational background, you may not need that much time to explain things. If not, you may have to expand the programme by one more day or so. Younger people may learn faster than older ones. If there are special problems in the community which need to be discussed, you may have to allow some more time for this.

As you may notice, there are no topics on "How to resolve conflicts" and "How to keep communities informed". This is because we would like you to include these two aspects in each and every session. For example, when you conduct a session on how to keep accounts, you should encourage discussion on possible conflicts that may arise if it is not done properly; or in the session on how to conduct meetings, you should ask participants to reflect and discuss about the best ways to keep community members informed.

Standard workshop programme for WATSAN Committee Members: One full week

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	* Opening and Introduction 1.0 hour **Review of project strategy** * Community Management Handbook 1.5 hours **The Community and others** 1.5 hours	**How your WATSAN Committee works,** continued 1.5 hours **Money: Fund-raising** 1.5 hours **Money: Record-keeping** 1.0 hour	**Meetings** 2.0 hours **Filing** 1.0 hour **Introduction to Water Systems** 1.0 hour	**Selection of caretakers** 1.0 hour **Working with contractors** 2.0 hours **Sanitation** * Latrines 1.0 hour	**Constructing a communal latrine and selection of caretakers** 3.0 hours **Health Education** 1.0 hour
Afternoon	**The Community and others**, continued 1.5 hours **How your WATSAN Committee works** 1.5 hours	**Money: Record-keeping,** continued 0.5 hours **Money: Bank accounts** 2.0 hours	**Water Supply Systems in the community** 2.0 hours	**Sanitation** * Latrines, continued 1.0 hour * VIP latrines 2.0 hours	**Health Education,** continued 3.0 hours **Evaluation** 0.5 hour **Closing** 0.5 hour

HOW TO ADAPT THE CURRICULUM

As a trainer, you will have to find out if the people you are going to train already know some of these things. What you may want to know by way of more information about the Committee include the following:

* Did the WATSAN Committee exist before the Project started? If yes, what kind of experience do the members have? What did they do before?
* Have some members been active in other development activities or been members of other Committees?
* Does the community or the Committee have special problems that need to be addressed during the workshop?
* Are there any conflicts in the community that need to be discussed or that will surface during the programme?
* What has the Committee been doing since it was confirmed?

It is also important that you know more about each of the members of the WATSAN Committee such as:

* What is their educational background?
* Do they all know how to read and write?
* What is their age and status in the community?

On the next few pages, we have prepared a check-list or questionnaire which may help you get the necessary information about the community and the WATSAN Committee.

If you do not know or work in the community yourself, you can get the information by:

* talking to the ES and the EHA who work in the community;
* reading the Community Profile and other documents on the community and the Committee, which you can find in the District Office;
* having a meeting with the WATSAN Committee.

After the checklist, you will find three examples on workshop programmes that have been adapted:

* In the first case, the WATSAN Committee members already operate a bank account and know a bit about the water supply system they will get from the project. Therefore, the topic on bank accounts has been left out, and that on water supply systems has been made shorter.

* In the second case, the WATSAN Committee members have already had a proper session with project engineers on the water supply system. Therefore, this topic has been completely left out.

* In the third case, the WATSAN Committee members are only available for training on Mondays. Therefore, the programme has been arranged in a way that one topic will be covered every Monday in 7 weeks.

CHECKLIST FOR ADAPTATION OF STANDARD CURRICULUM

Training of WATSAN Committee members

Name of Community: ____________________

The WATSAN Committee

1. When was the WATSAN Committee established? ________

2. Did it exist before the Project started? Yes [ ] No [ ]
   If yes, for how long? ________

3. Does the WATSAN Committee organise meetings? Yes [ ] No [ ]
   How often? ________
   What issues are discussed?
   ____
   What are some of the problems encountered with the organisation of the meetings?
   ____
   How has the Committee attempted to solve the problems?
   ____

4. Does the WATSAN Committee organise fund-raising activities? Yes [ ] No [ ]
   In what way?
   [ ] appeal for funds
   [ ] contributions/levies
   [ ] surcharging of farm produce
   [ ] harvest
   [ ] deduction from funeral contributions
   [ ] income-generating activities
   [ ] others (specify)
   What are some of the problems encountered?
   ____

How has the Committee attempted to solve the problems?

____

5. Does the WATSAN Committee operate a bank account? Yes [ ] No [ ]
If yes, are the signatories member of the WATSAN Committee? Yes [ ] No [ ]
Do members know the procedures and rules
about the operation? Yes [ ] No [ ]

6. Does the WATSAN Committee keep accounts? Yes [ ] No [ ]
If yes, are the books kept properly? Yes [ ] No [ ]
Who is in charge of book-keeping? ________________

7. Does the WATSAN Committee have a workplan for
its activities? Yes [ ] No [ ]
Is the Committee able to follow the workplan,
that is, complete activities on time? Yes [ ] No [ ]
If no, what are the reasons?

____

8. What type of water system will be provided for the community by the Project?

____

Has construction work started? Yes [ ] No [ ]
Has the system been explained to them? Can they explain how it will work?

____

Have they selected a caretaker to be trained? Yes [ ] No [ ]
Are there any problems with the contractor or the caretaker?

____

How have they attempted to solve these?

____

9. Does the community have any other improved water supply system?

[ ] hand dug wells

[ ] borehole

[ ] protected springs

[ ] others (specify)

What are the problems with these systems?

___

How has the community or the WATSAN Committee attempted to solve these?

___

Are there any caretakers for these systems? Yes [ ] No [ ]

Does the WATSAN Committee supervise the activities of the caretakers? Yes [ ] No [ ]

10. Does the WATSAN Committee or any other organisation conduct health education in the community?

___

What are some of the problems encountered?

___

How have they attempted to solve these problems?

___

11. What other activities has the WATSAN Committee been doing since it was established?

___

What are some of the problems encountered with these activities?

___

How has the WATSAN Committee attempted to solve these problems?

___

The members of the WATSAN Committee

12. How many members are there in the WATSAN Committee?

Men ______ Women ______

13. What is the educational background of the members? Write the number:

_____	Illiterate	_____	Middle school
_____	O'level/A'level	_____	Commercial/vocational
_____	Adult literacy	_____	Others (specify)

14. What is the main occupation of the members?

____

15. What is the age group of the members? Write the number:

_____ Below 20 years

_____ 20 – 30 years

_____ 30 – 40 years

_____ Above 40 years

16. What is the main language spoken by the WATSAN Committee members?

____

17. When are the members available for training? Which month, days, hours?

____

18. Have some members been active in other development activities or members of other committees? Which activities or committees?

____

The Community

19. What are the major sanitation problems in the community?
    - [ ] refuse disposal
    - [ ] drainage
    - [ ] latrines
    - [ ] dirty surroundings
    - [ ] food handling
    - [ ] personal hygiene
    - [ ] others (specify)

20. Are there any conflicts in the community concerning the following?
    - [ ] land
    - [ ] chieftaincy
    - [ ] ethnic groups
    - [ ] community–based organisations
    - [ ] development project
    - [ ] others (specify)

    What efforts have been made to resolve the conflicts?

    ____

    What are some of the problems encountered?

    ____

21. Are there other community–based organisations in the community? Which organisations?
    - [ ] 31st December Women's Movement
    - [ ] Christian Mothers
    - [ ] Welfare association
    - [ ] Town development group
    - [ ] others (specify)

    How does the WATSAN Committee collaborate with these organisations?

    ____

I. Example on adapted workshop programme for WATSAN Committee members: One full week

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	* Opening and Introduction 1.0 hour **Review of project strategy** * Community Management Handbook 1.5 hours **The Community and others** 1.5 hours	**How your WATSAN Committee works,** continued 1.5 hours **Money: Fund-raising** 1.5 hours **Money: Record-keeping** 1.0 hour	**Introduction to Water Supply Systems in the Community** 2.0 hour **Working with the Contractor** 2.0 hours	**VIP latrines** 2.0 hours **Constructing communal latrines** 2.0 hours	**Health Education,** continued 2.0 hours **Evaluation** 0.5 hour **Closing** 0.5 hour
Afternoon	**The Community and others,** continued 1.5 hours **How your WATSAN Committee works** 1.5 hours	**Meetings** 2.0 hours **Filing** 1.0 hour	**Sanitation, Latrines** 2.0 hours	**Constructing communal latrines,** continued 1.0 hour **Health Education** 1.5 hours	

II. Example on adapted workshop programme for WATSAN Committee members: One full week or 5 separate days

	Day 1	Day 2	Day 3	Day 4	Day 5
Morning	* Opening and Introduction 1.0 hour **Review of project strategy** * Community Management Handbook 3.0 hours	**How your WATSAN Committee works** 3.0 hours	**Money: Record-keeping** 3.0 hours	**Sanitation: Latrines** 3.0 hours	**Constructing a communal latrine and selection of caretakers** 1.5 hours **Health Education** 1.5 hours
Afternoon	**The Community and others** 2.0 hours **Recap** 1.0 hour	**Money: Fund-raising** 2.0 hours **Recap** 1.0 hour	**Money: Bank accounts** 2.0 hours **Recap** 1.0 hour	**Sanitation: VIP Latrines** 2.0 hours **Recap** 1.0 hour	**Health Education,** continued 2.0 hours **Evaluation and Closing** 1.0 hour

III. Example on adapted workshop programme for WATSAN Committee members: Seven separate days

Day 1: Monday __________	Day 2: Monday __________	Day 3: Monday __________	Day 4: Monday __________
Review of Project Strategy * Community Management Handbook 1.5 hours **The Community and Others** 3.0 hours	**How Your WATSAN Committee works** 3-4 hours	**Money: Fund-raising** 1.5 hours **Money: Record-keeping** 1.5 hours **Money: Bank accounts** 2.0 hours	**Meetings** 2.0 hours **Documentation of activities** 2.0 hours **Filing** 1.0 hour

Day 5: Monday __________	Day 6: Monday __________	Day 7: Monday __________
Introduction to Water Supply Systems 1.0 hour **Water Supply Systems in the Community** 2.0 hours **Selection of Caretakers** 1.0 hour **Working with Contractors** 2.0 hours	**Sanitation:** * **Latrines** 2.0 hours **Sanitation:** * **VIP Latrines** 2.0 hours **Constructing a Communal Latrine and Selection of Caretakers** 3.0 hours	**Health Education** 4.0 hours

7. SESSION PLANNING

A session plan is a tool for you as a trainer. It is a checklist that helps you to remember the structure of the session. The main purpose of the session plan is to guide and support the trainer, while colleagues can also use it in the event of any mishaps. But remember that a plan is not a guarantee for good training. It simply ensures that you do the necessary work before the session.

In this Trainers Guide, we have prepared standard session plans for all the topics that should be included in a training programme for WATSAN Committee members. Therefore, you will not have to prepare your own session plans; that means that you can use the session plans in this Guide for your own sessions.

The only thing you will have to do, is to read them thoroughly, learn by heart the content and the structure, and maybe practise a bit at home. Make sure that you are well versed with the content in all the topics, since you should be able to answer questions from the participants in the workshop.

WHAT IS A SESSION PLAN?

A session plan is basically a plan of what you and the participants will do in course of the session. It consists of:

* Introduction
* Mainbody
* Summary
* Assessment
* Follow–up

INTRODUCTION - I N T R O

The introduction should cover:

* **I**ntroduction of yourself
  Introduce yourself if this is the first time you meet the participants.

* **N**eeds
  Explain to participants why they need to know about the topic. Emphasize the relevance and usefulness of the topic and explain which problems it can help them solve.

* **T**opic
  Inform the participants about the topic and what you are going to discuss under the topic – content.

* **R**elate/review
  Relate the topic to other sessions in the overall programme. Relate to what has preceded the session and what will follow.

* **O**bjective
  Define the objectives of the session, that is,
  * What the participants should be able to do at the end of the session.

In short: in the introduction you

TELL PEOPLE WHAT YOU ARE GOING TO TELL THEM

A LEARNING OBJECTIVE SHOULD BE S M A R T

Standard
Measurable
Achievable
Relevant
Time bound

* **Standard**
  Your participants should be able to do what is stated in the objective within a given **time** or to a certain **extent**, like:
  – solve a problem within 5 minutes
  – mention 3 causes of cholera

  If they use 1 hour to solve the problem in the first case, and only are able to mention 1 or 2 causes of cholera in the second case, it is not satisfactory, and you will have to explain more.

* **Measurable**
  You should be able to **see** people doing it, or **hear** them explaining something.

* **Achievable**
  You should be able to achieve the objective at the **place** where you conduct your session.

If the workshop takes place in a classroom setting, an objective like this is achievable:

- explain the steps in construction of a latrine,

because you can give the necessary information to the participants in the classroom and ask them to explain it afterwards.

But an objective like this is not achievable:

- construct a latrine,

because you cannot see participants construct a latrine in the middle of the classroom.

* **Relevant**
  The objective of your session should be relevant to the whole programme.

* **Time bound**
  You should be able to achieve your objective within the time available for your session.

MAIN BODY OF THE SESSION

In the main body of the session plan, the content of the session is listed and explained, and it is also indicated in which sequence you should treat the different elements of the topic when you conduct the session.

It will also state the training methods that would be suitable to use for the topic covered. The next Chapter of this Guide will tell you more about the various training methods which you can use.

In the session plan, it is also stated when you should make use of visual aids such as the board or a flip chart, posters, etc. and other teaching materials such as the Community Management Handbook and the Sanitation Catalogue.

In short: in the main body of the session you

NOW TELL THEM

ASSESSMENT - CHECK THE LEARNING

After the main body, you should check if your participants have understood what you have taught them, and whether you have achieved your objective. This is where you ask participants to do what you stated in your objective. If they can do it to your satisfaction, your session has been good. If not, you will have to either explain more, or repeat the session some other time.

You can check the learning by giving the participants practical exercises – either individually or in groups – which you can correct.

You can also ask questions so that you will be able to hear, if they can explain everything properly. Remember to ask open questions beginning with:

* What
* Why
* How
* When
* Where

Such questions will prompt explanatory answers from your participants.

SUMMARY

The summary comes at the end of the session. Here you will review the main points of your session, and you can ask participants what they have learnt.

In short, this is where you

TELL THEM WHAT YOU HAVE TOLD THEM

8. ADULT LEARNING AND PARTICIPATION

ADULT LEARNING

* Adults learn best when they want to learn, when they are interested, and when they are motivated.
* Adults learn best when information is given to them in logical order consisting of small units within a clear framework.
* Adults learn best when they are treated like adults.
* Adults learn best when they do something.
* Adult learn best when they get opportunity to practice what they are learning.
* Adults learn best when they know how well they are doing and when they get some feeling of success.
* Adults learn best when the teaching and topic are of real use in their daily lives.
* Adults learn best when there is repetition and revision.
* Adults learn best when the trainer recognizes that they have experience and makes use of this experience in teaching.
* Adults learn best when the new learning is related to something they already know.
* Adults learn best when they feel free to ask questions and there is some discussion between them and the trainer.

PARTICIPATION

When you prepare sessions for a workshop, it is important that you think about how you will invite people to contribute and take active part in every activity. Adults learn best when they are involved in what is going on. There is an old saying that:

* To hear is to forget
* To see is to remember
* To do is to understand

It is also a good idea to spice the programme up with ice breakers, energizers, visual aids, and other means to keep the interest level high. Remember, many WATSAN Committee members have been missing out on training because the interest level in usual training programmes is low and the processes used by some trainers are difficult, complicated, dull, or unimaginative. There are a number of participatory methodologies and techniques you can use.

Using participatory methodologies is very much like riding a bicycle. You may read all about bicycles, know all about their specifications, types, advantages, and disadvantages but unless you ride on one and personally experience how it is to be on one and ride it, you will still not know what riding a bicycle is all about. With training and participation the situation is the same: if you don't try it out and practise it, you may not really know what it is all about.

ICE BREAKERS AND ENERGIZERS

These are short and brief exercises used to establish an informal and relaxed atmosphere in the training programme. Ice Breakers are also called **mixers** because they allow the participants to mingle freely and feel at home with one another. Mixers usually help to release tension when people meet each other for the first time. Ice breakers or mixers are useful to "warm up" a group.

Energizers, on the other hand, are opportunities for the participants to "pick up" their energies when they start getting tired. Energizers can range from a one–minute visual illustration or a short story or joke to physical exercises which will get people to think, react, or laugh.

You can learn ice breakers and energizers from observing children at play, listening to speakers, watching other trainers, and from reading jokes and anecdotes from magazines and books. You can compile your own ice breakers, energizers, jokes, stories, etc. in a small notebook. This becomes very handy when you prepare your session plans and need to choose appropriate ice breakers and energizers.

Dancing, drumming, and clapping hands, as well as singing folk songs are very popular ice breakers and energizers. You can even bring a drum or and other musical instrument(s) along for this purpose.

Ice breakers and energizers, however, can be misused if done for no real purpose; for example, merely to kill time or fill in spaces when the trainer comes unprepared for a session. A joke or anecdote becomes improper if used at the expense of other people. Humorous stories can be adapted and fitted to any situation. If used indiscriminately (like when telling too many jokes at one time), they become time–wasters and are distracting.

Here we will give you some examples on ice breakers and energizers.

Round Robin

Form a circle with chairs around the room and have each participant introduce herself, repeating information given by each person who preceded her, and then adding her own personal information. This helps everyone to remember something about each person present.

Non–verbal Introduction

Divide the class into groups of no more than ten people each. Ask participants to introduce themselves by demonstrating something about themselves without using words. After everyone has introduced herself in the group, let everyone say what she thinks she learnt about each member of the group. Additional data can be supplied verbally and explanations given if the participants did not get the non– verbal introductions properly. This causes a lot of laughter and breaks the ice very easily among strangers.

Paired Interviews

Divide the group into pairs. Each participant interviews her partner for three minutes. Then, gather the group into a circle. Each member then introduces her partner to the whole group.

Build A Heart

Cut several cardboard hearts and divide them further into five smaller segments. If you want four people to belong to one group, cut each heart into four segments. In other words, cut the hearts into as many segments as the number of people you want to be in a group. Distribute the segments at random. Give the participants fifteen to twenty minutes to look for the other "pieces" which fit to theirs. The first group that forms a heart wins. Then, when all the groups are formed, you could conduct any ice breaker which they can use to introduce themselves to each other.

The Farmhouse

This is good for making the participants meet in smaller groups. Write the name of an animal for one group, another for another group, etc. on small pieces of paper. For example, assign one group to be dogs, another to be chickens, another to be lions, etc. Choose animals which make large noises. Distribute the pieces of paper at random. Instruct the participants not to show their pieces of paper to one another. At your signal, the participants should close their eyes and make the sound of the animal written on their piece of paper. Each one now goes around the room listening for similar sounds. Each group must "find" each other within fifteen minutes. The activity does not end until all participants have found their "family" and have formed one group: dogs together, chickens together, lions together, etc.

Find your Tribe

This is the variation of the Farmhouse. Instead of animal sounds, identify drum beats or clappings on the small pieces of paper. For example:

. . .	(three short beats) – for Group 1
____ . ____ .	(long, short, long, short beats) – Group 2
.. ____	(two short, one long beat) – Group 3

Each person starts clapping her/his hands, beating the drum, and dancing to her/his beat until she/he finds the other members of the "tribe." This time, the participants do not close their eyes as they do in **Farmhouse.**

The Knot

Have the participants cluster together in the centre of the room or outdoors. With their eyes closed, ask them to raise their hands up and grasp two other hands (one with their right hand and one with the left hand; and not of the same person). When everyone has held hands in this manner, ask them to open their eyes and make them proceed to "undo" the "knot" without letting go, until they form a circle.

LECTURES

The lecture is used, when the trainer primarily needs to present the participants with new knowledge and information. It can be supplemented by visual aids such as pictures, drawings, and writings on a chart or chalkboard. The lecture is a passive experience for the participants. When you give lectures, you need plenty of interesting examples to illustrate your presentation, and you should aim at being very persuasive and organize your ideas in a well-structured manner to make it easy for participants to follow you.

To be effective, you must:

* speak loudly and clearly enough to be heard;
* organise each lecture around a single theme or topic;
* explain each step of the lecture thoroughly and assure yourself that participants have understood, before you continue to the next step;
* prepare your lecture with a lot of examples, concrete incidents, illustrations, statistics, and if possible physical objects to display.

Whenever possible, a lecture should be followed by practical exercises or small group discussions to allow participants to process and digest what was covered in the lecture.

DISCUSSIONS

Discussions can be useful when participants already have some knowledge, experience or opinions about the topic. You can use it throughout the session, or after a lecture.

To be effective, you must:

* Let the group have the freedom to express their own thinking and not be dominated by the leader.
* Allow participants to express their thoughts fully.
* Refrain from passing judgement on any contribution given by an individual. Let the group decide what is right.
* Maintain overall control of the discussion.
* State the basis of the discussion so that participants may follow.
* Allow individuals to retain their self-respect in the eyes of the group.
* Be co-operative.
* Remain impartial.
* Keep humour at an acceptable level and keep discussion moving.
* Master the use of questions.

It is important for the trainer to summarise the main points by

* reviewing the highlights of the discussion.
* reviewing the conclusions which have been reached.
* making clear what has been accomplished by the discussion.
* restating any minority viewpoint.
* getting agreement for any action proposed.
* ending on a positive note.

GROUP WORK

Because training is usually done in groups, the ability of the trainer to handle group work and make group dynamics a positive factor is also important. Most often, the trainer becomes a guide and a facilitator whenever he/she works with groups.

Three basic activity levels are always going on in any group:

* **The individual level**
  This is what the person wants out of being with the group.

* **The task level**
  This is what the group as a whole has to accomplish within a given time, place and situation.

* **The relationship level**
  This concerns the group's harmony within itself, the members' friendly feelings or warmth shown to one another as members of the group.

When a group is able to behave appropriately so that all three aspects are considered, then it can be said the group dynamics are adequately met and effective for that particular group.

The trainer should be able to spot members of the group who may be locked-in on one level. For example, the individual-oriented member of the group is always thinking of himself and herself and is not ready to do anything which goes against his/her personal gain or satisfaction, be it material, emotional, or spiritual. When such a person has a headache, for example, he or she wants everyone else to have a headache and abandon the task on hand because it is "difficult to work with a headache" and also behaves negatively to everyone because he or she "has a headache" and has the "right" to be nasty at that particular time.

The second type of locked-in group behaviour is that of members who are totally task-oriented. This member does not care whether everyone else is ill or depressed; he or she wants to get on with the task on hand and accomplish it, no matter what. The task-oriented member may be able to achieve group goals, but this is usually done at the cost of individual or group goals. Sometimes, these members are called "slave-drivers" or "workaholics."

The third type of group members may be locked-in on relationships level. These members only want to maintain the warm feelings of friendship and goodwill in the group and therefore forgets about the task or the individual goals within the group. These members feel that having a "good time" is the only reason for being in the group and therefore, it is very seldom that the trainer is able to have them accomplish anything worthwhile or difficult. In a classroom, this kind of member will do everything possible for serious learning <u>not</u> to occur, but only to exchange jokes and stories all day.

At best, a trainer should be able to succeed in bringing about a balance of the three behaviourial levels for a training group to be effective, efficient, and productive. Two levels are very important: what it takes to do the job or accomplish the goal and what it takes to keep the group going and strengthen harmonious relationships.

Work in Small Groups

When you give the participants assignments to be done in small groups, you should always ensure the following:

* Give clear instructions; do not let the participants split into groups until you are sure that everybody understands what is going to happen;

* Give clear information about how much time is available and how the groups are to report after the group work;
* Circulate among the groups to ensure that they are on the right track; if there are problems, then offer you assistance by explaining or giving ideas on how to solve the problem or how to proceed with the exercise.

ROLE PLAYS

In a role play, some problem or situation is presented and participants are asked to act out that problem or situation. They enact a certain situation through assigned "roles." As they enact their assigned role, the participants are able to define the problems involved, their causes and backgrounds, and the views of other relevant persons in the situation.

Role plays are useful for various objectives such as:

* To make the participants practice certain principles, rules, methods, or techniques.
* To develop the ability of the participants to solve problems in the "here–and–now."
* To develop communication skills of the players.
* To understand how another party feels in a certain situation.
* To be a starting point for the discussion by the whole class regarding issues and problems raised by the role play.
* To allow participants to practise new skills in the safety of the training room where mistakes can be corrected.
* To allow participants to learn by imitating the behaviour of others.
* To allow those acting to gain insight into their performance when comments are given.
* To allow actors and observers to learn from the play.

How to use the role play

* Design a play with clearly defined objectives and clear instructions. Both objectives and instructions should be written down.

* The play should allow the participants to interact and react with each other; thus, it should not be detailed out like a drama, where you decide on the ending, before it is acted out. A role play should be open ended, so that the people acting it out create their own story. What you will define as a trainer, is merely the characters and the problem situation.

* Enough information to act on should be given.

* A typical role play follows these stages:

    * introduction
    * explaining the task
    * preparation by participants
    * action
    * feedback
    * conclusion

Your Role as Trainer

There are many situations in real life that can be role-played and you only have to be observant to be able to create interesting and meaningful role plays for your participants. For the role plays to be effective, however, you must be able to bring the participants over from role-playing to real-life situations; hence, the processing must be carefully and thoroughly done. The scenes should not be so totally unrealistic as to make the participants feel that they are merely dealing with make-believe. Also, there is the danger that participants feel that role-playing is simply making fun and they may start clowning rather than playing the roles. Hence, role plays may be difficult to handle if you and your group are unprepared for it.

* It is crucial to prepare and ensure that the room is big enough, and that any other implements needed are available.

* Explain adequately the task and the roles.

* Design a play that is appropriate for the target group and objectives.

* Reassure participants who are unfamiliar with method.

* Skilfully handle the evaluation and ensure key points are brought up. The conclusion should be properly handled by the trainer. The trainer should allow evaluation when observers actively participate.

9. VISUAL AIDS

WHY USE VISUAL AIDS?

Visual aids are anything that helps people learn through seeing. Visual aids can show words, pictures, or numbers. Sometimes they show only one of these things; other times they show all three. Visual aids should be used whenever you want to help people learn and remember important information.

* Visual aids can help make instructions clearer.
* Visual aids can make something small look larger. Because pictures can be made much larger than real life, learners can study them carefully.
* Visual aids are an excellent way to show the steps to follow in doing a task.
* Pictures can show how something changes or grows.
* Visual aids can help learning by providing a basis for discussion.
* Visual aids can be used to review or test your learners to see if they really understand.
* Visual aids can bring participants to places they cannot be physically present.

Visual aids should add, not distract, from the learning process. They are meant to complement and support the trainer, not to replace. The abuse of aids detracts immensely from effective training; therefore, it is very important to make proper use of visual aids.

THINGS TO REMEMBER WHEN YOU PREPARE

* Use as many senses as possible. Learners learn better when they use more than one sense.
* Pictures are closer to real–life than letters on a board.
* Choose your aid according to the effectiveness of the message. A simple aid may be more effective than an expensive, sophisticated piece of equipment.
* Use familiar objects or models to represent complex ideas so that the trainees can easily relate to them.

* Be sure you can explain your pictures or models so that the trainees can learn from them in a most effective way. Some trainers tend to become as confused about their circles and arrows as their trainees; make sure it doesn't happen to you.

* Is it large enough for the whole group to see?

When you use the visual aid

* Make sure everyone can see the visual aid.

* Are you standing in front of the visual aid? Or is anything blocking the view of anyone?

* Show the visual aid at the same time you are talking about what it shows. If you hold it with your hands, then hold the visual aid still.

* Show it long enough for people to understand it. Remember, you have seen it before, but this is the first time they see it.

* Point to parts of it while you explain it.

* Explain any picture or item or words which may be unfamiliar.

* When you have finished talking about it, put it aside.

As a WATSAN trainer you will be expected to train the WATSAN Committee members in their communities. In the communities, only a limited number of visual aids will be suitable and available to you; therefore, we will only explain the visual aids which are relevant to you.

Chalkboard

* Write legibly.

* Keep part of the board free for summarising and for spontaneous ideas and questions.

* Have sufficient chalk available.

* Have duster available. Do not use your hands to rub out what you want to erase.

* Use pointer, not your fingers.

* Write only main points, not sentences.
* Underline key points.
* Do not talk while writing.
* Erase what's on the board when not needed.
* It may be a problem that the surface (space for writing) is limited.

Flip Chart

The rules for effective use of chalk boards also apply when using flip charts. In addition, you should consider the following:

*

* It may be helpful to prepare your flip charts in advance. This will allow you to use more time on writing legibly.

* Have sufficient felt pens available. Always protect the felt pens with the cap, when not writing – otherwise, they will dry up very soon.

* Use colours to emphasize important points.

* Conceal any written material with a clean sheet of newsprint until you are ready to show it or until the topic calls for it.

* Flip charts can be stuck to the walls or windows with small strips of masking tape as a reminder to the participants of what has gone on in previous sessions.

* Use only when dealing with small groups with a maximum of 15–20 participants. A large assembly will not be able to read what's on a flip chart because it is too small for the size of the group.

* You can re–use your flip charts in other workshops; however, the storage may be a problem.

Handouts: The Community Management Handbook

It is usually a good idea to give participants in a training programme handouts (written material) on the topics that you are covering in the workshop. In the training programme for WATSAN Committee members, this has already been prepared for you: that is the Community Management Handbook.

The Handbook should be distributed to participants at the beginning of the training programme, and throughout your sessions you should refer to it. Also tell participants on which pages to read more about the topic you present.

10. THE EFFECTIVE TRAINER

In this chapter, it's **YOU** we will be talking about. Indeed, much is placed on your shoulders to ensure the success of the training programme. Much is expected of you. The rewards of being an effective trainer are not always material or tangible. They are more the feeling of fulfilment, of having done your share in the development process of your trainees.

What, then, are the Expectations from YOU?

As a trainer, the first expectation is that, you must have a working knowledge of what you are teaching. When you train people, you must know what they will be up against, who, and what they can count on to assist them. And you will be in the frontline.

In effect, you cannot teach what you do not know and have information on. It will, therefore, be necessary for you to have a keen interest in and knowledge of Community Management issues. Somehow, you should know the Community Management Handbook by heart!

Knowledge and Practice of Effective Training Methodology

Undoubtedly, you should be very familiar with the training methods and techniques which are applicable to adult learning. You must be able to apply the principles and conditions of effective learning among adults. Furthermore, you should be able to guide them in learning by making use of a lot participation. Here are a few more tips which you can make use of:

Planning the Activities

Your first task as a trainer is to consider the nature of the group and the circumstances under which the activities will be undertaken. You should therefore, consider the totality of the training programme and the modules to be covered; these should tell you what kind of activities to select.

You should be thoroughly familiar with the pertinent details of the chosen activity well in advance. You should review the steps by yourself or with a small pilot group so that you can practice ahead of time. There is nothing more embarrassing than for you to begin the activity only to find out that you are not familiar with the rules, if there are any; or the sequence; or how it develops after a certain point. It is like telling a joke and forgetting the punch line. If equipment or materials are needed, or the room set up in a special way, prepare these before the start of the activity.

Preparing the Participants

Before actually presenting the activity itself, it is good for you to let the participants take whatever formation they like – such as getting a partner, being divided into teams, sitting on chairs in a circle, or having people volunteer for a role play. This is useful because, you won't have to break the explanation of the activity itself in order to form the partners, teams, or whatever. Once the stage is set, the activity should be introduced in a manner that will arouse keen interest and anticipation.

Generally, participants should not be asked if they would like to do an activity because someone is very likely to say "no" or to suggest another activity, resulting in confusion. You should always go ahead in a positive way to explain the activity you have selected and bring everyone into the swing of things as quickly as possible.

Activities that are too emotionally involving, and sensitive topics such as concrete conflicts, may hurt people psychologically. Therefore, these should be considered and planned very carefully. You should make sure that participants are adequately prepared if you choose a sensitive issue to tackle. You should plan the curriculum so that the objectives are reached and the needs of the participants are answered and met without pain or injury to anyone, yourself or your trainees, physically or psychologically.

Explaining the Activity

You should make every effort to cut down on long-winding explanations. You should make sure that everyone understands the basic point or purpose of the activity without boring them with too many explanations. The basic action of a more or less complicated activity may be demonstrated by having one group go through the motions while you explain the actions.

What About Your Other Personal Characteristics?

The basic characteristics expected of you are that you are a warm and outgoing personality and that you have knowledge and skills in group leadership. An effective trainer's personality is usually open and friendly, and easy to get along with. If you take the lead in accepting people and being open to them, then the other participants will follow suit. Moreover, you must have drive, enthusiasm, and optimism so that the atmosphere you create will be conducive to learning. Remember that if people feel threatened, they will avoid taking risks in changing their behaviours and attitudes and therefore, they will not benefit from the training. You must be prepared to work for long hours, and mostly, standing up! Physical energy and good health, therefore, are musts!

As for leadership of the group, it is important that you strike the balance between being excessively passive and overtly domineering. It is the democratic leader who can best handle participants through a healthy and enjoyable group experience. You would then be able to bring out the highest level of participation, interest and instructive behaviour from your trainees. You should be able to help the participants with advice, information, and ideas; and you should always be ready to assist the group whenever necessary.

PRESENTATION TECHNIQUES

How should we behave as trainers?

The ability of the trainer to maintain two-way communication with the participants is a crucial factor in successful training. The trainer spends a great deal of time giving:

- information
- instructions
- feedback
- advice and counsel
- praise
- opinions
- evaluation, etc.

and also, asking questions! All these call for skill and competence in two-way communication!

And then, even when we talk, we also transmit plenty of silent messages which play an important role:

* only 7 % of our impact comes from the words that we speak;

* 38 % actually comes from our voice; and

* 55 % comes from how we look to others.

Thus, our voice and body make up as much as 93 % of our communication impact on others! There are several important factors:

The way we speak - our voice

Some sounds such as sighing, giggling, throat clearing, coughing, and sniffing are among many signals which communicate something to whoever we happen to be speaking to.

It also affects our communication the way we intonate words; the duration of words and syllables; the rate of speaking; and the length of pauses. It is important that we speak with enough volume so that people can hear what we say.

All these vocal characteristics affect the participants' response to a trainer. A monotonous pitch or rate or volume of voice can give the impression of tiredness, lack of interest or boredom. Therefore, it is important that you try to vary your voice so as to get as much positive response as possible from the people you train.

Body Language

This includes all movements we do with our body such as minor shifts in posture, gestures, facial expressions and eye movements or larger body movements such as walking and gesticulating.

Some body movements such as shifting from one foot to another, swaying, bouncing up and down may distract the listeners when someone is speaking. On the other hand, body language can be used positively to enhance one's non-verbal communication, to produce a special effect, and so on.

Eye Contact

Much of our ways to communicate is culturally influenced. Hence, eye contact to some cultures may be offensive, while lack of it may be considered impolite to other cultures.

There is, however, some amount of truth to the fact that maintaining eye contact is seen as a mark of attention. Try as much as possible to have a regular eye contact with everybody – it will tell your participants that you care about them, that they "belong" to the group and that you really want to teach them something. But be careful not to have prolonged eye contact with a single person in an entire class. It can cause considerable discomfort or embarrassment and should be avoided.

Posture and Stance

How we carry our bodies, how we consciously or unconsciously feel about our bodies, and the strength and stamina we show – all have a significant effect on the people we train. It influences their level of interest, their trust, and their identification with a trainer's message.

A hunched figure, listless body, rigid or military posture, restless stance, and nervous pacing, tapping of hands and feet, etc., do not give positive support to a trainer's words. You should therefore suit your body movements to the idea, emotion, or topic you are teaching. No matter how well-prepared or well-organised a trainer is, if the body movements are uncoordinated and insecure, our participants catch on very quickly and react negatively.

General Appearance and Dress

Consciously or unconsciously, the participants classify a trainer not only by the way one looks, or one's body moves, but also by what one wears to the classroom.

Because the way we dress can be altered, taken on and off, it can be used by the trainer to project himself or herself positively to the rest of the world.

Verbal Communication

The actual words that we speak must also be given significance. Each of us use a language we are familiar with and which is familiar to our audience.

As we know, however, even if we use the same language, we may speak in a different manner to a relative or to a friend, or to a formal class. Our audience dictates the choice of words and expressions we use. The choice of words will therefore depend on the level of experience and understanding of the people in front of us. In any case, definitely, sarcasm, irony, and other insulting words should be avoided by all trainers.

When a participant expresses himself/herself, it tends to stimulate others. The way you encourage responses will affect the willingness or enthusiasm of the other members to participate throughout the subsequent sessions. Accordingly, you should support your participants by handling questions in both directions, in such a way that all participants will feel able to express themselves and are encouraged to do so.

Listening skills

If any trainer thinks that participatory methods mean less work, the reality may come as a shock. While stimulating discussions and asking questions and encouraging involvement from the participants, the trainer has <u>to listen</u> not only to what everyone is saying but also to what they are <u>not saying</u> and also to what they are <u>feeling</u> at the moment. As simple as it may sound, listening is a difficult skill to master. Perhaps that is why we have two ears and only one mouth! We may be able to hear very well, but listening is a different thing altogether.

It is important that both you as a trainer and the participants listen to each other. Often people have poor listening skills because:

* People think much faster than a person can talk. On average we can say about 125 words per minute, but we can think about 500 words per minute; that is, we think four times faster than we speak. Therefore, people have a lot of time to think of all kind of matters, while we speak.

* People do not listen to words they don't want to hear.

* We listen to people who we like or who we identify with. The sex of the speaker, religion, social status, or the organisation which the speaker represents, can determine whether we listen or not.

* While hearing what is being said, people may be preparing responses, or are busy formulating questions or thinking of answers to questions the speaker may ask.

Some of the benefits we will gain from proper listening are:

* Learn new ideas that are not written down;

* Hear objections to our opinions and illustrations and thus, sharpen our own thinking;

* Learn from the experiences of others;

* Understand unsaid or unspoken messages;

* Broaden our knowledge;

* Promote rapport between us and the participants.

11. EVALUATION AND FOLLOW-UP

EVALUATION

In any training programme, evaluation must be consistent and on-going. It is only from evaluation that you know whether your training is successful and has achieved the objectives. There are several levels of evaluation which you must be aware of, these include:

The Reaction Level

This gives you an indication of the "pulse" of your training programme vis-a-vis the reactions of your participants. If the participants feel positive and are at ease with the programme, then you can be assured that they will, at least, find it a pleasurable and happy event in their lives. You may test the "pulse" of their reactions at given periods; some trainers want to have their participants evaluate every session or every day of the programme. If it is a short programme, you may wait until the end to ask the participants how they felt about it.

The reaction level evaluation should include participants' feelings on how much of the objectives and their expectations were fulfilled; how they felt about the sessions, the methodologies you used, the materials they received, the visual aids, and the other events during the training programme. You may also ask them to react to the timing, duration, venue, and physical arrangements made for the programme. The premise is that, if the participants have positive reactions at this level, there will be positive results in the next level which is the **Learning or Knowledge Level.**

The Learning Level

This is one step beyond reactions. The evaluations at this level should be aimed at how much the participants have internalized of the contents of your programme. At the end of every session, you should build in an evaluation tool for the learning level of your participants. It does not have to be a written test or something formal all the time. Oral questions are sometimes enough.

Case studies, role plays or demonstrations are valid evaluation tools at the learning or job behaviour levels. If you use them, you will have the advantage of the participants not feeling as though they are being judged or "tested". You should make the knowledge level evaluation as non-threatening as possible.

Job Behaviour Level

On this level, you evaluate the performance, skills, or job behaviour expected of your participants. Behaviour level evaluation may be done during and after the training programme. Be sure that you have prepared the indicators that will tell you that, indeed, people's behaviour has been upgraded or improved. Demonstrations by the participants during practical sessions are good tools for assessing their improvements on the behaviour level.

On-the-job behaviour evaluation will also be conducted after the training programme is over. In this case, it will be the responsibility of the ESs, EHOs and EHAs working in the community.

AFTER TRAINING, WHAT NEXT? FOLLOW-UP!

Follow-up of the trainees is essential. Your strategy for helping them after the training programme should be well spelt out so that you will not give empty promises to them. Be very clear on what you and the Project can and cannot offer them. Make the follow-up programme known to them right away. This will save a lot of disappointments at a later stage.

Some of the possible assistance you can offer are:

1. After-training counselling, either by you or by some other members of your team.

2. Moral support, informal visits.

3. Networking with other participants from other training programmes through informal get-togethers or gatherings sponsored by the Project.

4. Assistance from professionals such as engineers, artisans, mechanics, etc.

Make a list of the possible assistance your participants can expect from you after the course. Get their ideas on your plan and then finalize it with them so that they are most aware of the future activities.

12. ORGANISATION OF WORKSHOPS

As a trainer, you will be expected to organize a number of workshops for WATSAN Committee members. This involves deciding on the dates, venue, selecting which Committees to train and when to train them, making sure that other trainers are available, etc. This Chapter gives you hints on how best to do this.

All members of a WATSAN Committee will be offered training under the Project; that is, the group of participants will usually consist of 5–8 participants. In case, you train more committees in the same workshop, you should invite a maximum of 15–20 participants. If the group is larger, it will be difficult to allow for enough participation in discussions etc.

Team of trainers

When you organize workshops for WATSAN Committee members, it is advisable that you work in **teams**, at least for the first period. In this way, you may be able to assist each other, share the sessions, and help in answering questions from the participants. However, it is also advisable that one of you are the main **coordinator**. This person should be the Community Development Officer working in the District where the training will take place. The coordinator will be responsible for ensuring that the workshop programme is prepared well in advance; that the Committee members are notified; that all equipment and materials are ready; etc.

You can also assign one person to take care of all the administrative matters during the workshop. Then, the participants will know who to go to for needs like paper, materials, and other requirements. This person can also take care of checking the attendance, monitoring the schedule, and arranging for lunch and physical arrangements. This will free the trainers to concentrate on their teaching and the activities in the sessions.

Preparation

When you start planning a workshop for a WATSAN Committee, the coordinator should call a meeting for all the trainers who will be involved, and for the ES and EHA working in that particular community. You should also inform the Training Unit about the meeting.

Issues to be discussed could be:

* Information collection on the community
  (see the checklist on page 26–30)
* Dates, time and venue for the training
* Adaptation of curriculum
* Allocation of sessions to each trainer
* Logistical arrangements:

- lunches
- training materials
- transport
- money.

Scheduling

The schedule of the training programme will vary according to the needs of your participants. You should find out when is the most convenient time for them. Then, you have to decide on the schedule, taking into consideration their needs, their available times, and your available times. Remember that it is very important to train the WATSAN Committee members as soon as possible after the Committee has been confirmed so that they will know exactly what they are expected to be doing. Otherwise, they may develop "bad" habits which may be difficult to change later on.

Women are often unable to attend training programmes because of the time factor. They have too much to take care of, on the farm and in their homes. You should be alert to these needs by matching the programme schedule to the times most convenient to the majority of the group. Once the timing has been agreed upon, it should be adhered to as closely as possible.

Location, Venue and Meals

Getting the best location and venue is another task for the trainer. You should not take the people too far away from their communities. Women may keep away from training programmes which are organised far from the community. The venue should therefore be both **accessible** to the trainees and **adequate** to their needs.

You may find community centres, chapels, vacant schoolrooms or clubhouses convenient venues for your training programme. If the weather is good, a flip chart and a portable chalkboard set up under shady trees will do very well. Participants and trainers could bring along low stools or sit on the grass. In any case, you should try to find a suitable place which you can use free of charge.

The Project will pay for lunches for the participants. The best way to do it, is to identify a community member to prepare the lunches, agree on a price, and then, request the Training Unit for the funds to be released to you.

Observers and external visitors

You have to be tactful with people who do not belong to the programme, but who wish to know what's going on. Some of them are programme officers from other projects, interested officials, and perhaps, Assembly Members. Your participants may feel uncomfortable with being "watched" by outsiders as they go through the planned activities, and it may disturb the whole learning process. Participants will be more

conscious about the "Observers" than about what is being said by the trainer or fellow participants.

Do not accept observers or visitors in a mere desire to have good public relations. They will understand, when you politely explain the reasons for "protecting" your participants.

If many outsiders are really that interested, set aside an "open day" or a "visitor's afternoon" for them during which your participants can present and explain about what is going on. Afternoon tea and snacks could be served. This will be a boost to the morale of both sides. There can be an open discussion at this point to include all interested guests and observers.

However, what may be a good idea is to invite external resource persons such as representatives of other WATSAN Committees. If their committee has functioned for some time, they probably would be willing and interested in sharing their experiences with another committee. This should a well-planned activity in the way that you explore the situation in the other community, before inviting the committee, and that you should agree with them about the main objective and focus for their presentation and discussion. If they will incur some transport costs, you can request the amount from the Training Unit.

Training Materials

You must have all the needed materials and equipment ready before the start of the workshop. The following materials you can request from the Training Unit at the Regional Project Office. Remember to send your request well in advance.

Materials available for the trainer:

* Flip charts
* Felt pens, markers
* Portable chalk boards
* Chalk
* Pens and pencils
* Writing paper
* Flat files
* Arch files

Also remember to bring posters and other visual material that you will need during the workshop, from the District office. This could be:

* Posters on Technology Options
* Posters on health topics
* Set of flip overs for health education

Materials available for each participant:

* Community Management Handbook
* Flat file
* Arch file
* Pen and pencil
* Eraser
* Writing paper
* Project T-shirts
* Project caps
* Certificates on participation

Evaluation

After the workshop has ended, the coordinator should again call a meeting for the trainers, the ES and the EHA to evaluate the training. Again, you should also notify the Training Unit about the meeting.

Issues to be discussed could be:

* Was the adapted curriculum relevant to the participants?
* Were the dates, the time and the venue suitable for them?
* Was enough time allocated to each topic?
* Did some of the trainers face problems in conducting the sessions? How can these problems be solved in future?
* Were the objectives of the programme achieved? Will the participants be able to perform as expected?
* What kind of follow-up will be needed?

13. STANDARD SESSION PLANS

This Chapter is the most important part of the Trainers Guide:

Here you will find the standard session plans for all sessions in the workshop programme for WATSAN Committee members.

The standard session plans are meant to be used as a flexible tool by you when preparing and conducting sessions for WATSAN Committee members.

In any case, you should feel free to adapt the standard session plans to the needs of your participants in a particular community, and to your own skills as a trainer.

GOOD LUCK!

13.1 Opening and Introduction

OBJECTIVE

At the end of the session, everybody present should be able to

- call each other by name;
- express their expectations from the workshop
- express their expectations from each other
- agree upon the objectives of the whole programme.

METHODOLOGY Energizer, discussion

DURATION 30 minutes to 1 hour

1. Introduction
   Introduce yourself and your colleagues present.
   Some of you may be familiar with each other but others may not know the rest of the group. Tell them that this session is going to be the time for them to get to know each other.

2. Activity: Get to know each other
   You can use any of the energizers described in Chapter 8. The activity should aim at introducing the participants to one another and to you in a relatively harmless way at the beginning of the training programme.

3. Activity: Programme and expectations
   Explain the objectives of the workshop; write the main points on a flip chart; go through the programme with the participants by briefly explaining a little bit about each topic to be covered.

   Let the participants discuss their own expectations (hopes and fears) vis-a-vis the programme's objectives.
   - Expectations from the training in general
   - Expectations from the trainers
   - Expectations from fellow participants
   - Any problems which they foresee might happen during the course of the training programme.

   Write the hopes on one flip chart; the fears on another. Leave the flip charts hanging on the walls for the rest of the programme. Let the participants discuss all their questions, problems and fears about the programme. Clarify any doubts and remove as many of the participants' fears as possible.

13.2 Review of Project Strategy

METHODOLOGY: Interactive lectures, group discussions

DURATION: Approximately 1.5 hours

I. INTRODUCTION

Start the session with an i

ntroduction of the topic to the participants and set the objectives.

Session Objectives:

(Note down boldly on blackboard or flip chart and read out)

By the end of the session participants should be able to:

a. identify and explain Project principles
b. list and explain the main elements in the Project strategy for rural water and sanitation

Main Body for this Session.

1. Begin the session by distributing the Community Management Handbook to the participants. Everybody should have a copy. Briefly go through the content of the Handbook, and explain that everything will be covered in detail in due course.

2. Tell participants that it is important to know something about the Volta RWSS Project and how it works. To be able to do this exercise effectively, refer to page 2, item 1.1, of the CM HB for more information.

3. Next, in a lecturette, tell participants about the Projects strategy for rural water and sanitation. Refer to page 2, item 1.3 of the CM HB for more information.

Summary/Conclusion

In order to summarise what has been learnt during the session, ask participants to tell their colleagues what knowledge they have gained.

Summarise the session by asking the following questions:

1. Mention and explain any two project principles you remember learning about today

2. What are some of the strategies the Project employs in the provision of rural water supply and sanitation.

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

13.3 The Community and Others

METHODOLOGY: Interactive lectures, group discussions

DURATION: Approximately 1 - 1.5 hours

I. INTRODUCTION
start the session with an introduction of the topic to the participants and set the objectives.

Session Objectives: *(Note down boldly on blackboard or flip chart and read out)*

By the end of the session participants should be able to:

- Explain the need for the formation of a WATSAN Committee which should include women members.
- Emphasize the importance of women's role in water and sanitation projects.
- Identify the roles and responsibilities of WATSAN Committees
- Identify the main sources of outside assistance for WATSAN Committees
- Explain the main functions of Environmental Health Assistants (EHAs)
- List the job and functions of the District RWSS Office.
- List the job and functions of the District Management Committee.

II. MAIN BODY

EXPLAIN THE NEED FOR THE SESSION

- The Volta RWSS is making available to communities a number of water and sanitation facilities
- The Volta RWSS realises that the successful implementation of the Project will depend largely on community representation on committees.
- Consequently, the Volta RWSS Project will, with the assistance of the community set up committees and assign clearly defined roles and responsibilities.

WATSAN COMMITTEES

- The Water and Sanitation Committee (WATSAN Committee) is the committee that the Project will establish at the community.
- The Committee which should include women will assist the Volta RWSS Project in:
  - disseminating health and hygiene messages
  - ensuring that facilities are always operative
  - providing caretakers to carry out routine maintenance of systems

- ensuring women play a leading role in matters affecting water and sanitation
- handling complaints and other issues affecting the smooth running of water and sanitation facilities provided
- contacting Volta RWSS on matters of mutual interests such as payment of loans, tariffs and fixing of price levels.

IMPORTANCE OF THE ROLE OF WOMEN

- Participants should be well informed on why women should play a major role in RWSS programme.

  - they are in charge of household water
  - they collect, transport, store and manage water in the house
  - they are the moulders of hygiene in the home

DISTRICT RWSS PROJECT OFFICE ASSISTANCE TO WATSAN COMMITTEES

Inform participants that apart from providing physical installations the District RWSS Project Office will:

- help in the formation of WATSAN Committees.
- train and give help to WATSAN Committees to increase their efficiency.
- provide basic information to WATSAN Committee members to help them deal with community issues.
- work through WATSAN Committees for the organisation and receipt of registration fees.
- with the help of WATSAN Committees and other relevant community committees plan and supervise construction activities.
- ensure that there is good working relations between EHAs and WATSAN Committee.

FUNCTIONS OF THE ENVIRONMENTAL HEALTH ASSISTANTS

Tell participants about the Environmental Health Assistants and the important role they are to play in the Project. Participants should be informed about the functions of the EHAs.

- The functions of the EHAs include:
  - act as the liaison officers between the project and the communities.
  - deal with questions and problems arising from the daily operations of the Project in the community.
  - work closely with WATSAN Committees and bring the problems of WATSAN Committees up to the District RWSS Project Office for attention and solutions.

- educate the community on how to get help from the District RWSS Project Office.
- plan and carry out health and sanitation activities.

* For information on the functions of the District RWSS Office and the District Management Committee, refer to page 5 of the CM HB, items 2.3 and 2.4 respectively for more information

III. SUMMARY AND CONCLUSION

Summarise the session by asking individuals to mention what knowledge they had gained during the session.

Summarise the session by bringing up the following points:

- the knowledge participants have gained should help them determine and pinpoint the functions of WATSAN Committee,
- the need for the formation of WATSAN Committee,
- the functions of Environmental Health Assistants,
- the importance of the role of women in the project,
- the importance of Environmental Health Assistants playing the role of Liaison Officers between the project and the community
- the functions of the District RWSS Office
- The functions of the District Management Committee

Finally allow participants to ask questions about any points needing clarification. Stress and emphasised that questions must be related to the issues raised during the session.

13.4 How Your Watsan Committee Works

Task : Prepare Constitution and Bye–laws

The session addresses the above task which requires for its achievement, the following knowledge, attitude and skills.

*** Knowledge:**	Objective, content and format of Constitution, Bye–laws, Public Health Law, District Bye–laws.
*** Attitude :**	Compromising, Flexible.
*** Skill:**	Assess applicability and operationality of WATSAN Constitution and Bye–Laws.
Duration:	Approximately, 2.5 – 3 hours
Methodology:	Interactive lectures, small group exercise.

Introduction:

Begin the session by mentioning the topic for discussion and defining the session objectives.

Session Objectives: *(Note down boldly on blackboard or flip chart and read out)*

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

a. Explain how the WATSAN Committee works.
b. Identify the various bodies that will help the WATSAN Committee do its work well.
c. Explain the functions of each of these bodies.
d. Understand and explain the various areas under the WATSAN Constitution
e. Draft a sample constitution for their respective Committees.
f. State what the public Health Laws are and identify those which are applicable to their communities.
g. Prepare Bye–Laws on subjects which affect or are applicable to their Committees.
h. State how they will ensure that community bye–laws are followed.

Main Body for this Session.

Begin the session by explaining to participants, the importance of WATSAN Committees, their roles, and functions within the Community. (Interactive lectures). Refer to page 43 following of the CM HB for this information.

1. Functions/role of the bodies that will help the WATSAN Committee to do its work well, namely; the Area Council and Unit Committees. (This exercise should be achieved through interactive lectures. Refer to page 5, item 3 of the CM HB for information on this issue.
2. The WATSAN Constitution. Begin by looking at and explaining to participants, the various levels of the WATSAN Constitution as provided at the back of this handbook. But, do not forget to state the importance of the WATSAN Committee. This information is made available on page 5, item 3.2 of the CM HB.

2b. Components of the WATSAN Constitution. This includes the following:
* Introduction
* Name and Address of Committee
* Purpose
* Membership
* Organisation and management
* Meetings
* Voting
* Caretakers Selection
* Records and Documents
* Dissolution
* Conflicts
* Amendment of Constitution.

Refer to the back of the CM HB for information on these issues. After you have looked at what a sample WATSAN Constitution looks like, break participants into groups, according to the Communities they represent and ask them to draft a sample Constitution for their Communities. Give them 15 minutes to do this exercise after which each group will present to all participants what it has done).

**To make your work easy, copy out boldly on a clean sheet of paper, the given WATSAN Constitution, and give a copy to each group. This will serve as a guide for participants.*

3. Public Health Law. Begin by discussing with participants, what they understand by Public Health Law. Some of the answers you should be looking out for include the following;

i. Public Health Laws can be used by the WATSAN Committee to make sure that the Community enjoys the full benefits of improved water and sanitation facilities.

ii. Public Health Laws, tell what is dangerous to the health of a Community.

iii. What should be done to solve health problems.

iv. How those responsible for health problems can correct them.

v. What can be done if those responsible for health problems do not take action to remove them.

Under Public Health Law, look at the following issues:

I. ***Infectious Diseases Ordinance.*** (Using interactive lectures, try to get from participants, what they think comes under this Ordinance. The answers they give must relate among others to those provided on page 6, item 3.3 under "Infectious Diseases Ordinance" of the CM HB).

II. ***Mosquitos Ordinance.*** (Using interactive lectures, try to get from participants, what they think comes under this Ordinance. The answers they come up with should relate among others, to those provided on page 7 of the CM HB under the heading "Mosquitoes Ordinance").

III. ***Public Health Nuisances.*** (Tell participants what a Bye-Law is. Say it is a law for an area or group which is part of a larger area or Unit. Give them examples of a Bye-Law. This will make your definition of a bye-law more clear to them. You may refer to the Area Council bye-laws for area councils and the District Assembly bye-laws for the area under the District Assembly and so on. In addition, tell participants that because bye-laws are made for smaller groups, they are a good way to meet the needs of those affected by the law. However, do not forget to tell participants that all bye-laws which pertain to a district have to be approved by the District Assembly before they can come into effect.
You may refer to the back of this HB for some bye-laws which are important for the work of the WATSAN Committee, which have been made by various district Assemblies.

4. How to prepare WATSAN Bye-Laws.(Inform participants that in trying to prepare a draft WATSAN bye-law, there are certain important things to be considered which include the following;

A. Need:-
- Is there a serious problem in the Community related to water, sanitation or health, is this a general problem in the Community?

- Is the problem one which are not likely to correct by themselves?

- Is there already a district Assembly bye-law which covers the same subject?

B. Approval:-

– Under approval, state that, if there ever arises a need for a byelaw,then it should first be drafted and sent to the District Assembly for approval, for, it is only when a draft bye-law is approved by the District Assembly that it can come into effect.

* Remind participants that in this case, it will be the WATSAN Committee chairman who will be responsible for seeing to it that the draft bye-law is sent to the District Assembly for approval or ratification. Again, remind participants that, to come up with a draft bye-law, the chairman of the WATSAN Committee should choose a few people, maybe, 2 -3 members of the Committee, to meet and talk about how to write the bye-law, bearing in mind the words which describe exactly, the subject they want the bye-law to deal with. Through out the process, the group sitting on the preparation of the draft bye-law will also have to think of what the Committee should do if the bye-law is not followed.Some questions that should be answered include the following:

- should there be a written or spoken warning to the person or persons responsible?

- should there be fines? If yes, how much?

- Who should collect the fines?

- How should the money be used?

After discussing the above, divide participants into two groups. Ask them to act out a play on the points that should be taken into consideration when preparing a draft bye-law. This will serve as a tool which will help you.assess and find out if participants have understood the points they have to consider when drafting a bye-law for their communities in relation to the functions and roles of the WATSAN, should the need arise.

5. Enforcement of Bye-Laws. Start with a dialogue with participants asking them how they think bye-laws in general and WATSAN Committee bye-laws in particular can be enforced.

A suggestion may include (Note whatever participants say on a blackboard or flip chart).

a. court fines.

Summary/Conclusion

In order to summarise what has been learnt during the session, ask participants to tell their colleagues what knowledge they have gained.

Summarise the session by asking the following questions:

a. How does the WATSAN Committee work?
b. Name the 2 bodies that will help the WATSAN Committee do its work well.
c. What functions do these bodies perform?
d. what are some of the factors that you will take into consideration when preparing a draft bye-law for your Community?

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

13.5 Money

Task : Fund – raising

The session addresses the above task which requires for its achievement, the following knowledge, attitude and skills.

* **Knowledge** : Ways of fund raising

* **Attitude:** Trustworthiness, transparency and accountability.

* **Skill:** Ability to select appropriate fund–raising model, and persuade users to pay.

Duration: 1 – 1.5 hours

Methodology : Interactive lectures

Introduction

Begin the session by mentioning the topic for discussion and defining the session objectives.

Session Objectives: ***(Note down boldly on blackboard or flip chart and read out)***

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

a. Explain why Community's raise funds.
b. Describe the type of fund–raising activity existent in their Community.
c. State how useful or problematic this method is.
d. State whether or not they wish to abandon this method for another. If yes, which one do they propose?
e. Describe and fill in a Community Payment Register.

Main Body for this Session.

1. Inform participants that Community's have to pay registration fees /capital costs of about 10–50% as regards construction costs, based on the type of technology option they select. As such, it is very necessary and important for Community's to have/develop a way of mobilising funds to meet such situations. Remind participants that the final responsibility falls on them, as WATSAN Committee members to discuss with Community members and come up with a fund raising type that will enable the Community pay its contribution towards

the provision of a water or sanitation facility. Emphasize that, it is this function of theirs that gives basis for the topic to be discussed. Next, talk about the importance and essence of fund- raising. Refer to page 11, item 4.1 of the CM HB for this information.

2. Get a participant from each of the Community's present to describe to the hearing of the whole class, the type of fund-raising activity his community is involved in. Get him to spell out the advantages and disadvantages of that system. Do not forget to note down on a blackboard or flip chart all they say. Based on this exercise, you will be a position to know the type of fund-raising activity they pursue in their communities and on the basis of that, help them decide on what to do next.

3. Tell participants that, since the WATSAN Committee, especially the treasurer will be handling money, and making sure money is kept and used properly, it is very important for the treasurer to record monies received from individual Community members or families in the Community. For this purpose and for transparency, a Payment Register should be used. Continue the session with a discussion on the importance of the Payment Register. Refer to page 11, item 4.1 for this information.

4. Conduct a practical session on how to fill in the Payment Register. To do this, break the group up into small units, with each unit comprising people from the same community. Refer to page 12, item 4.1 of the CM HB for the Payment Register sample form. Next, copy out neatly onto pieces of paper a sample Payment Register form and give to each unit. Give participants about 10 minutes to do this exercise after which each group will present in plenary what it did. During this session, take the opportunity to correct mistakes and things people did not seem to understand.

* *Please note that the various fund-raising types plus their advantages and disadvantages have not been provided in this session. For information on this, i.e when it comes to helping certain communities select another or additional mode of raising funds, refer to the appendix at the back of this Guide. It is however, important that problems relating to fund-raising be discussed in the classroom and possible solutions arrived at, than depending solely on the disadvantages and advantages at the back of this Guide.*

Summary/Conclusion

In order to summarise what has been learnt during the session, ask participants to tell their colleagues what knowledge they have gained.

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

Task : Keeping Accounts/ recording money

The session addresses the above task which requires for its achievement, the following knowledge, attitude and skills.

*** Knowledge:** Format for accounts, balancing

***Attitude :** Accountability, honesty and accuracy

*** Skill :** Keep accounts, fill in account sheets

Duration : Approximately 1 –1.5 hours

Methodology : open discussions, group exercise and interactive lectures.

Introduction

Begin the session by mentioning the topic for discussion and defining the session objectives.

Session Objectives: *(Note down boldly on blackboard or flip chart)*

By the end of this session, participants will be able to

a Explain the importance of keeping accounts
b. List 2 elements that go into a financial statement/cash book.
c. Fill in a cash book.
d. List 3 rules that can help in the control of their monies.

Main Body for this Session

USE THE FIRST 10 TO 15 MINUTES RECAP WHAT WAS DISCUSSED IN THE PREVIOUS SESSION.

Involve the participants by asking questions. Allow participants/trainees to tell their colleagues the important points they remember. Some suggested questions you may ask include the following:

1. Why does your Community raise funds?
2. What type of fund -raising activity is your community involved in?
3. How useful/operational/problematic is this method?
4. Do you wish to abandon this method for another. If yes, which one do you propose.

HAVING RECAPPED WHAT YOU DID IN THE PREVIOUS SESSION, FOCUS ON THE CURRENT SESSION - KEEPING ACCOUNTS.

1. Importance of keeping accounts - refer to page 12, item 4.2 of the CM HB for more information on this issue. Ask participants why they think it is important to keep accounts. List on a clean sheet of paper or blackboard they can see, all the points they come up with. Next, check these points against what you have in page 12 not forgetting to mention those they have left out.
(Open discussion/interactive lecture)

2. Explanation of the various elements that make up the cash book
Refer to page 13, item 4.3 of CM HB for information on this topic.
Carry out a practical session with participants on how to fill in the cash book by providing them with sample forms. Do this by breaking them into small groups. Allow them a maximum of 10 minutes to do this after which every group will present in plenary what it did.This will enable the trainer find out which parts of the form have not been properly understood by participants and thereby call for more explanation.

FIND BELOW AN EXERCISE ON HOW TO FILL IN THE CASH BOOK.

Lets suppose that on the 20th of May, 1994, the Vodome WATSAN Committee realised an amount of ¢40,000.00 from funeral contributions. The next day, the community used an amount of ¢15,000.00 to purchase cement for the super structure of the community latrine. Based on this information, fill in the cash book form not forgetting to strike the balance.

*** To make this exercise easy for you, copy the assignment out onto pieces of paper and give one to each group.**

The end result should look like this:

Cash Book Form

DATE	MONIES RECEIVED (¢)	EXPENDITURE (¢)	BALANCE(¢)
20th May,1994	40,000.00	-	40,000.00
21st May,1994	-	15,000.00	25,000.00

3. Rules that can help you keep your money safe. Refer to page 13, item 4.4 of the CM HB for more information.
   Begin this discussion by asking participants what they think are the best ways of keeping their money. Write out whatever they say on a big clean sheet of paper or blackboard they can see. Check this against what you have in the CM HB not forgetting to list out to participants what the other points are.

Summary and Conclusion

Evaluate the extent to which learning has taken place.

* Ask participants to explain to the group, the relevance of keeping accounts
* Ask participants to list the elements that go into a cash book
* Ask participants to describe how they would go about filling in a cash book form given some information.

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

Task: Establish and Operate Bank Account

The session addresses the above task which requires for its achievement, the following knowledge, attitude and skills.

***Knowledge:**	Procedures and rules of establishing bank accounts and signatories to bank accounts
***Attitude**:	Honesty, accuracy, transparency and accountability.
***Skill:**	Filling in of bank forms
Duration:	Approximately 1.5 – 2 hours.
Methodology:	Interactive lectures and group exercise.

Introduction

Begin the session by mentioning the topic for discussion and defining the session objectives.

Session Objectives: *(Note down boldly on blackboard or flip chart and read out)*

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

a. Explain why Communities need to establish a bank account to finance the construction of a chosen facility.
b. Fill blank forms that are applicable to them, for opening accounts, savings and withdrawal.
c. Distinguish between the different kinds of accounts.
d. Select an accounting type which they would like to operate that is, for those communities which do not yet have bank accounts in their name.

Main Body for this session.

1. Start with a dialogue with participants, asking them why they think it is important for the WATSAN Committee to open a bank account. Note down boldly on a blackboard or flip chart all the points that come up. Some of the answers to expect from participants should include or relate to the following:

   - it is a safe way to keep the Community's money
   - it helps prevent misuse of the Community's money

- it shows that the Community has collected money (for example, for the payment of the contractor)
- It is one of the requirements of the Project for Communities which wish to benefit from its services, that is, either with the provision of a water or sanitation facility.

2. Types of accounts. Discuss the various kinds of accounts that exist, namely: the current, deposit and saving accounts. Refer to page 14, item 4.5 under the heading "Types of Accounts" for information on this subject.

3. Next, look at sample forms of the bank they already or intend to save or open accounts with. (This should be a practical session where you must make available to participants and encourage the filling in of the opening, withdrawal and saving forms of banks the Committee would wish to open accounts with or already have accounts with. In the performance of this exercise, break the group up into groups based on the communities they represent .
Find below sample forms for the opening, withdrawal and saving of money with 3 different banks, namely the commercial, Co-operative and a Rural bank.

Summary/Conclusion

In order to summarise what has been learnt during the session, ask participants to tell their colleagues what knowledge they have gained.

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

13.6 Conduct Meetings

Task : Conduct Meetings

The session addresses the above task which requires for its achievement, the following knowledge , attitude and skills.

*** Knowledge:**	protocol and formalities of meetings (agenda, chairmanship)
*** Attitude:**	tolerance
*** Skill:**	the ability to listen attentively and select items for discussion.

Duration: Approximately 2 hours

Methodology : Interactive lectures, open discussions, small group exercises and role play.

Introduction

Begin the session by mentioning the topic for discussion and defining the session objectives.

Session Objectives: *(Note down boldly on blackboard or flip chart and read out)*

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

a. Explain the reasons why WATSAN Committee members should conduct meetings.
b. list and differentiate between the kinds of meetings a WATSAN Committee may have.
c. Identify and explain the factors that WATSAN Committee members should take into consideration when planning a meeting.
d. Identify and explain the factors that will help WATSAN Committees conduct successful meetings.
e. Record meetings and other activities
f. Identify some possible problems that can arise from the conduction of meetings.

Introduce session objectives in a way which will explain the direction, goal and meaning of the lesson.

Main Body for this Session.

Begin the session by explaining to participants, the reason why WATSAN Committee members should conduct meetings. Refer to page 16, item 5 of the WATSAN Handbook for this information.

1. Types of meetings that WATSAN Committees may have.
   (lecturette / open discussion)

PASS AROUND ATTACHED ILLUSTRATIONS AS VISUAL AIDS, TO SHOW DIFFERENCE. Next, ask participants to differentiate between the 2 pictures. What they say or list will be the differences between the 2 meeting types. Categorise these ideas/suggestions/points into Community Meetings and Committee Meetings, boldly on a blackboard or flip chart. At the end of the discussion, summarise by emphasizing properly, the differences between the 2 types of meetings. Refer to page 16, item 5 of the CM HB for this information.

2. Points to consider when planning meetings.
   (open discussion / interactive lectures)

ASK PARTICIPANTS THE FOLLOWING QUESTIONS TO ENCOURAGE PARTICIPATION IN THIS AREA.

* Have you attended a meeting before? – be it a Community or Committee meeting

* If yes, what type of meeting was it?

* What were some of the things you noticed at the meeting?

* Did the meeting have a plan or structure? – why do you say so.

* Do you think meetings should be planned? Why?

* If yes, what points do you think should be taken into consideration when planning meetings. Write points down on blackboard or flip chart. (Refer to page 15, item 5.1 of the Community Management Handbook for more information).

3. Ideas which promote good meetings – refer to page 17, item 5.2 of CM HB.
   (Role play/discussion in plenary)
   Divide participants into 2 groups. Present each group with different instructions on a short role play illustrating aspects of a situation, both positive and negative, which after being acted out, will become the basis for discussions on the promotion of good meetings.

FIND BELOW, 2 SHORT ROLE PLAYS TO BE USED FOR DISCUSSION.

Role Play 1:

It is Monday 2nd May, 1994 and a working day in Atsukope when everybody would otherwise be working on their farms but for an impromptu meeting the WATSAN Committee has decided to hold – saying it is very urgent, seeing Project Management would be visiting the community tomorrow to find out from them, the type of technology option they have decided upon for their community as regards water supply.
With great reluctance, community members attend this meeting, though some still go to tend their farms. The turn out is not so encouraging but nevertheless, the chairman decides to go on with the meeting.

The chairman begins the meeting by telling community members why they are holding the meeting but does this with so much inconsistency and incoherence. Apparently, he had had a quarrel with all but 1 of the WATSAN Committee members of which he is the chairman and therefore did not previously sit down with the group to decide on an agenda for the meeting. Due to the lack of an agenda for the meeting, there is so much confusion – people talking almost at the same time, meeting drags on and on, no consensus is arrived at, and so at the end of the day, he imposes his views and brings the meeting to an end.

Role Play 2:

It is Tuesday the 3rd of May, 1994 and a resting day in Atsukope, so the WATSAN Committee decides to have a ,meeting with community members to decide on what technology option they should choose for the provision of water for the whole community.
The previous day, the WATSAN Committee members met after the usual days work to decide on what issues should be raised/discussed under the broad heading Technology Option Selection and came out with the following by way of an agenda for the meeting:

– the various technology options the Project can provide us with include

a. a bore–hole with or without a hand pump
b. a hand–dug well with or without a hand pump
c. rain water catchment system
d. spring catchment system and
e. gravity system

The selection of any of these options depend on a number of factors such as;

i. feasibility studies
ii. our ability to pay for both construction and future maintenance costs and
iii. the size of our community, number wise.

Thus, based on this agenda, community members made aware of the impending meeting 5 days ago. Because of this, everybody remembers and comes to the meeting that Tuesday morning.
The meeting begins with chairman introducing the agenda. He makes sure everything on the agenda is discussed but does this within a reasonable time frame of 1 hour approximately. During the meeting, he keeps order and does not allow people to start speaking while others are talking, although he makes sure that everybody takes part in the meeting, because to him, this is an important issue which affects everyone in the community. He makes a special effort to encourage the women to talk.
At the end of the meeting, he summarises all that has been discussed and makes sure that community members understand and agree with the technology option that has been chosen.

After both plays have been acted out, ask participants to compare and comment on the two role plays. As has already been mentioned this will form the basis for discussion on the topic Points to consider in order to conduct good meetings.

Summary and Conclusion

In order to summarise what has been learnt during the session, ask participants to tell their colleagues what knowledge they have gained.

Summarise the session by asking the following questions:

- Why should WATSAN Committees conduct meetings?
- List the various types of meetings we have looked at during the session
- What points should WATSAN Committees consider when planning a meeting be it amongst themselves or with the community.
- What factors will help WATSAN Committees to have successful meetings.

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

Task: Document Proceedings and Activities

* **Knowledge**: Format for Minutes and Activity Reports

* **Attitude**: Conscientious

* **Skill**: Ability to select conclusions and issues

Duration: Approximately 1 hour

Methodology: Interactive lectures, open discussions, group exercise.

Introduction

Begin the session by mentioning the topic for discussion and defining the session objectives.

Session Objectives: (*Note down boldly on blackboard or flipchart and read out)*

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

a. explain why its important for WATSAN Committees to document proceedings and activities they engage in.

b. record meetings and other activities.

Main Body for this Session

1. Begin the session by asking participants to explain why they think its important for WATSAN Committees to document proceedings and activities they engage in. (Write their responses on a flip chart and at the end summarise all that was said. This should be in line with the information you have on page 18, of the Community Management Handbook.)

2. Recording meetings and other activities – refer to page 17, item 5.3 and page 18 of CM HB.
(conduct a practical session on how to fill this form. Do this by breaking your target group into small groups. Provide each group with a copy of the form. Give them about 10 minutes to do this exercise. Next, get each group to present what it did to the whole group for their comments. This exercise will allow for further discussions and will help correct areas of the form that are not clear to participants.

BELOW IS SOME INFORMATION THAT WILL HELP PARTICIPANTS FILL IN THE SAMPLE WATSAN ACTIVITY RECORD.

On Tuesday, 3rd May, 1994, WATSAN Committee members held a meeting with community members to decide on a technology option for the provision of water for the community. But a day before this meeting, the Committee had met to decide on the various matters that should be discussed at the meeting. At the meeting, all 7 WATSAN Committee members were present as well as all community members totalling 450 people.
At the meeting, it was decided upon that Ama Mansa the treasurer, should go round collecting an amount of ¢100.00 from every community member to save towards the communities contribution towards the capital cost of a bore-hole with a hand pump.
Using this information, fill in the WATSAN Activity Record

** To make this exercise easy for you,copy this assignment out onto pieces of paper and give one to each group.*

Summary and Conclusion

In order to summarise what has been learnt during the session, ask participants to tell their colleagues what knowledge they have gained.

Summarise the session by asking the following questions:

- Why should WATSAN Committees document meetings and activities they engage in.

- How should WATSAN Committees record activities and or meetings that take place within the Community or Committee?

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

Task: Filing

* **Knowledge**: Filing Sytems, Safe Storage

* **Attitude**: Conscientious

* **Skill**: Writing Skills

Duration: Approximately 1 hour

Methodology: Interactive lectures, group exercise, open discussions

Introduction

Begin the session by mentioning the topic for discussion and defining the session objectives.

Session Objectives: *(Note down boldly on blackboard or flipchart and read out)*

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

a. State at least two reasons why WATSAN Committees should keep good filing systems.

b. State at least two factors WATSAN Committees should consider when filing.

c. Identify some possible problems that can arise from filing.

Main Body for this Session

1. Begin the session by asking participants to explain why they think WATSAN committees should keep good files. (Write their responses on a flip chart and at the end summarise all that was said. This should be in line with the information you have on page 20, item 5.3 of the Community Management Handbook.)

2. Next, get participants to list and explain those factors that should be remembered when filing. (Write their responses on a flip chart and at the end summarise all that was said. This should be in line with the information you have on page 20, item 5.3 of the Community Management Handbook.)

3. File Keeping (refer to page 19, item 5.3 of the CM HB).
(conduct a practical session on how to do simple filing. Split participants into convenient group sizes according to their own WATSAN Committee representation. Provide flat files for both groups. Give both groups sample letters,documents and ask them to file them according to subject areas.

Tell them not to forget to label each subject, in order to differentiate them from one another.Explain to participants that in cases where flat files are not available, such records, letters can be kept in a book with separate pieces of paper between the subject areas to with the name of the new subject written on it to allow for differentiation and easy retrieval and documentation.

Below are sample sheets of letters, documents that need filing.

Community Payment Register

District: ....

Area Council Zone :................................

Community:...

NAME	AMOUNT (¢)	DATE	SIGNATURE
1. Kojo Mawulee	700.00	20th January, 1994	
2. Esinam Dzeble	250.00	5th February, 1994	
3. Kwesi Boateng	500.00	16th February, 1994	
4. Akuvie Kaledzie	100.00	21st May, 1994	

Cash Book Form

DATE	MONIES RECEIVED (¢)	EXPENDITURE(¢)	BALANCE (¢)
20th May, 1994	40,000.00	–	40,000.00
21st May,1994	–	15,000.00	25,000.00

VRWSS
P.O. Box 90
HO.

4th May, 1994

Dear Community,

RE: APPLICATION FOR A BORE-HOLE

We have received your application letter and will be with you to do the feasibility studies soon. It is good to hear that you have opened a bank account in preparation for the facility you have chosen.

Yours faithfully,

Mr. de- Nero
(Project Manager)

Summary and Conclusion

In order to summarise what has been learnt during the session, ask participants to tell their colleagues what knowledge they have gained.

Summarise the session by asking the following questions:

- Why is it important to have a good filing system?
- What are some of the things you should remember when filing documents/records?

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

13.7 Working With the Contractor

METHODOLOGY: Lecturette, Discussions

DURATIONS

INTRODUCTION

Begin the session by informing participants that the topic for the session is WORKING WITH THE CONTRACTOR (write this on the board/flip chart).

Put up a flip chart with the objectives written on it and read out.

Objectives:

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

- explain what a contract is
- enter into a contract with a contractor
- carry out their responsibilities within the frame work of a contract.

MAIN BODY

CONTRACTS AND CONTRACTORS

- Ask participants who is a contractor. (Write their contributions on the board/flip chart)

- Summarise by stating that:
  - A contractor is a person who does some work for another person based on an agreement that is usually written down.
  - The other person for whom the work is done is known as the CLIENT.

- Explain further that:
  - The agreement that is written is what is called a CONTRACT.
  - The contract specifies the duties to be carried out by the contractor in other to achieve what the client wants.
  - For some contracts, there are duties to be carried out by the client also and these are specified in the contract.
  - The obligations of the client, which includes payment for work done by the contractor, are also specified in the contract.
  - The contract therefore becomes the reference book in case there is any misunderstanding or problems in the course of the work.

- Explain to participants that:

- It is very important to enter into a contract for any job or service that involves a large amount of money so that the work is done according to your specifications and you get what you have paid for.
- Contracts are used when there is some work to be done such as building of a house, a road, a school or water and sanitation facilities.
- Contracts are also used when a service is provided such as taking a loan from a bank, renting accommodation or land etc.

I Inform participants that:

- The community will make a contract with the Project District Office for the construction of water and/or sanitation facilities in the community.
- Before work starts in the community, the community will make another contract with the private contractor(s) to construct the water and /or sanitation facilities.
- The contract between the community and the contractor contains information about:
  - what the contractor and the community should do in the construction
  - the dates for payment of the community's contribution to the contractor
  - the date for the completion of the construction work in the community.
- It is important that the WATSAN Committee keeps copies of the contracts with the Project District Office and with the contractor. These contacts are legal documents and are to be used as reference books in determining what is to be done and by whom (contractor, Project or community).

I Explain to participants:

- the community will be allowed to comment on the list of contractors before they are asked to make bids.
- the community can object to any contractor it considers not suitable for the job based on past experiences.
- the purpose of seeking the community's opinion on the contractors chosen is to ensure that the community will cooperate with the contractor to avoid problems and conflicts.

Distribute copies of the contract to participants (see page 21 of the WATSAN Handbook). Read through the contract and explain how to fill in the spaces.

PLANNING THE WORK WITH THE CONTRACTOR.

Explain to participants that:

I The construction of the water and/or sanitation facilities is done in stages over a period of time.

I

It is important for the community to know about the construction work and when each stage will be done. This will help the community to know when to carry out their responsibilities as specified in the contract.

In order to carry out his work effectively , the contractor will prepare a workplan for the job to be done. The workplan will indicate the following:

- what work is to be done
- when it is to be done (start and end)
- who will do the work.

Inform the participants that the contractor will discuss the workplan with the WATSAN Committee so that they can:

- agree on the timing of the various activities especially those that are the responsibility of the community e.g. provision of labour to dig communal latrine pit. This will ensure that the community members will be available at the time they are required to carry out their duties.
- check on the progress of the work, whether it is on schedule or behind schedule.

- Distribute copies of the workplan to participants (see page 23 of WATSAN Handbook).
- Explain how to prepare the workplan to the participants by carrying out the following exercise. You may use for an example the construction of an improved trench latrine (see session 3 of the chapter on Sanitation)

Either Ask participants to list activities that will be involved in the construction of improved trench latrine if they already have knowledge about the facility, and who will be responsible for each activity

Or Write out the sample workplan below on a flip chart/board and explain it to them :

WORKPLAN FOR *Construction of Improved Trench Latrine*

WORK TO BE DONE	DATE		PARTY RESPONSIBLE
	START	END	
1. Siting of latrine			WC[1]/Contractor
2. Setting out of latrine			Contractor
3. Dig out the foundation trench			WC
4. Mix and pour concrete for foundation beam			WC/Contractor
5. Prepare the formwork for squat slabs			Contractor
6. Mix concrete and cast squat slabs			Contractor/WC
7. Dig out the latrine pit			WC
8. Install the squat slabs			Contractor
9. Raise the superstructure			WC/Contractor
10. Prepare the drainage around the latrine			WC

SUMMARY

- Summarise the session by asking individuals to mention what knowledge they had gained during the session.
- Summarise the session by bringing the following points:
  - who a contractor is
  - the meaning of a contract
  - the need for a contract
  - the contents of a contract
  - the importance of workplan for any construction works
- Finally allow participants to ask questions about any points needing clarification. It should be stressed and emphasised that questions must be related to the issues raised during the session.

[1] WC – WATSAN Committee

13.8 Introduction to Community Water Supply Systems

METHODOLOGY: Lecturette, discussions.

DURATION: Approximately 1 – 1.5 hours

1. Introduction:

Begin the session by informing participants that the topic for discussion is INTRODUCTION TO COMMUNITY WATER SUPPLY SYSTEMS (write this on the board or flip chart) and state the objectives. Write the objectives boldly on a flip chart and read out).

Objectives:

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

- explain the suitability of the various sources of water for rural water supply.

2. Main Body

Explain to participants that:

- You are going to discuss the various sources of water supply and determine the suitability of each source for rural water supply.
- The discussion will enable them make a choice on the type of water system to be provided which will depend on the most suitable source in the community.

Ask participants to mention the sources of water that are available.

Write their contributions on the board/flip chart – this may include :
- rivers
- streams
- springs
- rain
- wells
- bore holes
- pipes

Summarise by stating that:

- The three main sources of water are rain water, surface water, such as rivers, lakes, streams etc and ground water and that wells, boreholes, pipes etc. are systems that are put in place to supply water from these sources.

Ask them to comment on each of the sources with respect to cleanliness, odour, taste, availability, cost etc.

Write their contributions on the board/ flip chart.

Explain that:

- rivers, streams and other surface water bodies are the main sources of water for some rural communities

- the water from these sources is usually available in sufficient amounts

- the water obtained from these sources are usually not safe (clean) for consumption (the water is usually dirty and may have some taste and odour and contain agents that cause disease); this is because the sources are exposed to pollution from human activities and other agents.

Ask participants to mention some of the sources of pollution of surface waters.

Write their contributions on the board/ flip chart

Contributions may include:

- washing around the source
- rainwater washing dirt into the source
- people defecating into the source
- animals polluting the water
- discharge of poisonous wastes from industries.

Summarise by emphasizing that:

- pollution occurs in almost all surface waters and that even if the source in the community is not exposed to any pollution, it could be polluted from communities upstream who may not be using it as a source of water supply.

- the best way by which a surface water can be made clean for human consumption is by the use of chemicals and machines as is done in the cities and big towns.

Discuss the problems associated with using surface water as the source of water supply with the participants. You can ask the participants the following questions:

- do you know of any community which has a pipe–borne water system?
- do you know how much the community members pay for the system?
- why does GWSC charge for the water supplied?
- are there any pipe systems in your communities or other communities that have broken down for a long time?

Explain to participants that:

- Surface water treatment is usually very expensive and consumers are charged for the clean water provided but rural communities cannot afford the high cost of such systems.

- Apart from the cost of treating surface water, the systems are usually complex and very difficult to operate and maintain so there is frequent breakdown causing interruptions in water supply.

- Because of the high cost of treatment and problems with operation and maintenance, rivers, streams, lakes and other surface waters are not appropriate sources for rural communities.

- However, if the surface water does not flow through any community where it is polluted before it reaches your community, then the water will be clean and simple systems such as gravity-flow systems can be used to supply the water from the source.

Advice participants that:

- Where surface water is the only source of water, the water must be filtered or boiled before consumption to avoid diseases like diarrhoea, guinea worm, cholera and others.

- Community members should make efforts to get a good system of water supply.

Explain to participants that:

- Rainwater and ground water are clean sources because they are not exposed to pollution.

- Rainwater is clean as it falls from the sky, but the means by which it maybe collected could make it unclean for human consumption.

- Rain falling on dirty roofs collects dirt, bird dropping, leaves etc and this makes it unclean. The best way to collect rain water from roofs is to allow the rain to wash the roof before collecting the water for use.

- There are properly designed systems that are appropriate for collecting clean rainwater.

- Groundwater that is obtained at low levels in the ground is clean because, the water flows downwards through the soil and any dirt in the water is removed by the soil through natural filtration (removal of dirt and impurities).

- The clean water in the ground is not available for supply unless a system such as borehole or well is put in place to supply the water.

Explain to participants that:

- Dug–outs and shallow wells do not provide clean water because the water does not flow through a great depth of soil to allow for adequate filtration. The water from these sources are therefore not clean for human consumption since they may still contain some of the agents that cause disease.

3. SUMMARY

Summarise by asking participants the following questions:

- What are the three main sources of water supply?
- Which of the sources is most suitable for water supply? Why?
- Which of the sources is least suitable for rural water supply? Why?
- Which water supply technologies are appropriate for rural water supply?

Ask participants whether they have any questions or whether there are any issues that were not well understood during the lecture and discussions.

13.9 Hand dug well

METHODOLOGY: Lecturette, Discussions

DURATION: 1.5 - 2 hours

1. Introduction:

Begin the session by informing participants that the topic for discussion is HAND DUG WELLS (write on the board or flip chart) and state the objectives. Write the objectives boldly on a flip chart and read out).

Objectives:

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

- explain the principles of operation of a hand dug well
- describe the main features (components) of a hand dug well
- supervise maintenance of a hand dug well

Explain to participants that:

- It is important for them to know about the main features of the water supply system that will be provided for the community, the principles of operation and the maintenance requirements.

- Understanding the principles of operation and maintenance requirements of the hand dug well will enable them to operate the system efficiently and supervise maintenance of the system to ensure continuous supply of water to the community.

2. Main features of a hand dug well:

Explain to participants that:

- The hand dug well is made up of various components as shown in the diagram.

Put up the diagram and explain to participants as follows:

- The WELL SHAFT is the portion of the well below the ground that stores water. It consists of the WELL LINING and the WELL INTAKE.

- The function of the WELL LINING is to;

    - Prevent the walls of the well from collapsing
    - Provide a seal against pollution; the water in the surrounding soil is prevented from entering the well at the top and it therefore flows downwards towards the intake. As the water flows through the soil, the dirt and other impurities are removed by the soil so that the water that flows to the intake is clean.

- The function of the WELL INTAKE is to;
- Allow in water flowing from the top part of the well and the surrounding soil. Holes are made in the walls at the intake so that water enters the well through the holes.

- The bottom of the well is not cemented and this is to allow some water to enter the well through the bottom. Stones are placed at the bottom of the well so that the water that enters the well is filtered through the stones.

- The HEADWALL or PARAPET WALL is that portion of the well above the ground. The headwall is fitted with a COVER SLAB.

- The function of the headwall and cover slab are to;
  - Protect the well water from contamination from runoff, dirt and human activities.
  - Provide a safety barrier against the risk of human beings or animals falling into the well
  - The cover slab has a small ACCESS HOLE which allows only one bucket to be used for fetching water from the well. This ensures that a clean bucket can be kept at the well site so that everyone uses that bucket.

Emphasise that if people are allowed to use different buckets, some will use dirty buckets that will contaminate the well water.

Inform to participants that:

- Instead of using a bucket for fetching the water, a HANDPUMP could be installed on the cover slab. The handpump provides complete protection of the well water from contamination since it does not allow any access to the well water. The water is drawn from the well through the handpump.
- The cover slab is usually constructed with both an access hole and a smaller hole for a handpump. If a handpump cannot be installed a bucket is used for fetching water through the access hole and the hole for the handpump is sealed. When the community can afford it, a handpump can be installed over the smaller hole and the access hole is sealed. Then when the handpump breaks down the access hole can be opened so that a bucket is used to fetch water until the handpump is repaired. This ensures continuous supply of water.

- The area surrounding the well is cemented to form the APRON.
- A GUTTER is connected to the apron.
- The function of the apron and gutter is to;

- Collect water falling around the well. This is to prevent pools of water from collecting around the well. The aim is to keep the area around the well clean.

- A SOAKAWAY is constructed at the end of the gutter to collect the water flowing.

- A soakaway is a pit that is filled with big stones to prevent mosquitoes from breeding in it.

- In communities where there are animals, an ANIMAL WATERING TROUGH is provided instead of a soakaway. The animal watering trough is a shallow pit that is cemented to allow water to collect in it so that animals can drink from it.

3. Advantages and Disadvantages

Explain to participants that:

- Hand-dug wells have numerous advantages which make them appropriate systems for water supply.

- Hand-dug wells provide clean water for consumption.

- The well water is generally free from disease-causing agents because it is naturally filtered as it passes through the soil profile. Treatment is therefore not required if the well is protected from surface pollution.

- Hand-dug wells are cheap to construct and maintained and can therefore be provided for poor communities.

- Hand-dug wells can be constructed and maintained by the community, thus reducing the likelihood of breakdowns and dependence on outsiders for maintenance.

Explain further that:

There may be problems with the hand-dug well if it is not properly operated and maintained or as a result of poor construction.

Problems that may arise include the following:

- The water in the well can be contaminated as a result of;

  - water seeping from a latrine near the well;
  - water seeping from a refuse dump near the well;
  - water seeping from a pool of dirty water around the well;

  The contaminated water may seep into the well through any cracks in the lining of the well, the head-wall or the apron. For this reason, it is important to ensure that the lining is properly sealed and any cracks should be repaired immediately.

- The well may dry up in the dry season if it is not dug very deep – far below the dry season water table.
  - The dry season water table is the level of the water in the ground during the dry season.
  - This is usually the lowest level to which the water level will fall so that if the well is dug below this level, there will always be water in the well.
  - It is advisable to dig the well during the dry season so that the dry season water table can be determined and the well can be dug to a level below it.

Emphasise that these problems can be prevented through proper construction and maintenance of the well.

4. Operation and Maintenance of Hand dug wells

Explain to participants that it is important to operate the well properly and maintain it. That a well can last for many years and provide clean water if it is properly operated and maintained by the community.

Inform participants that:

- The community will be responsible for the maintenance of the water supply system because if the community has to rely on an outside agent for maintenance, it may lead to interruptions in water supply when there is a breakdown and the community has to wait for an outside agent to come and repair the system.
- A community member may be chosen to act as the caretaker who will be responsible for the proper operation and maintenance of the system. The WATSAN committee will supervise the person.
- The operation and maintenance requirements for a hand dug well with a bucket include the following:
  - educate users on the use of only one bucket for fetching water from the well.
  - keep the bucket clean; the rope on the bucket may be tied to the cover of the access hole or hung on a tree near the well.
  - ensure that repairs are made to the headwall, apron and gutter when they develop cracks
  - prevent washing around the well
  - sweep around the well regularly and keep it clear of weeds.
  - prevent formation of pools of water around the well

Explain to participants that if a pump is installed on the hand dug well, the essential maintenance requirements on the pump will be to:

- tighten loose nuts, bolts or screws regularly
- grease the moving parts above the ground when necessary

Inform participants that there will be a team of pump mechanics for the communities and that any major fault that cannot be repaired by the caretaker should be reported to the mechanic.

5. SUMMARY

Summarise the session by asking participants the following questions:

- Why is the hand dug well a suitable system for rural water supply?
- Does hand dug well provide clean water for consumption? Why?
- Why is it necessary for a well to be covered and if possible, a pump installed?
- Why is it necessary for only one bucket to be used for fetching water from the well?
- What are some of the operation and maintenance requirements for a hand dug well?

Ask participants whether they have any questions or whether there are any issues that were not well understood during the lecture and discussions.

13.10 Borehole and Handpump System

METHODOLOGY: Lecturette, discussions

DURATION: 1.5 – 2 hours

1. Introduction:

Begin the session by informing participants that the topic for discussion is BOREHOLE AND HANDPUMP SYSTEM (write this on the board or flip chart) and state the objectives. Write the objectives boldly on a flip chart and read out).

Objectives:

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

- explain the principles of operation of a borehole system
- describe the main features (components) of a borehole system
- supervise the maintenance of a borehole system

Explain to participants that:

- It is important for them to know about the main features of the water supply system that will be provided for the community, the principles of operation and the maintenance requirements.

- Understanding the principles of operation and maintenance requirements of the borehole system will enable them to operate the system efficiently and carry out maintenance of the system with little or no outside support.

2. The Main Features of a Borehole

Explain to participants that:

- A borehole is a type of well with a small diameter and it goes very deep into the ground. When the ground water is very far below the ground (more than 10 m) it is difficult to use a hand dug well to supply the ground water to consumers. In such situations a borehole is used because boreholes can go very deep down.

- Because boreholes are made to go deep into the ground, there is no problem of the borehole drying up in the dry season. Also, the groundwater travels through a great depth of soil and the dirt and impurities in the water are removed by the soil. As a result of this natural filtration (removing dirt and impurities from water) a borehole provides clean, safe water for consumption.

Explain to participants that the borehole is made up of various components as shown in the picture.

Put up the diagram and explain to participants as follows:

- The casing and the well screen form the underground part of the borehole which stores water.

- The CASING is the lining at the top of the borehole below the ground.

- The Function of the CASING is to:

  - prevent the walls of the well from collapsing

  - provide a seal against pollution; the water in the surrounding soil is prevented from entering the well at the top and it therefore flows downwards towards the well screen. As the water flows through the soil, the dirt and other impurities are removed by the soil so that the water that flows to the well screen is clean.

- The casing is made of plastic (PVC) pipes which are put in the holes after drilling.

- The function of the WELL SCREEN is to;

  - allow in water flowing from the top part of the well and the surrounding soil.

- The well screen is made up of plastic pipe with slots cut across it to allow in water. The size of the slots are made such that soil particles do not enter the well to damage the pump.

- The part of the borehole that is above the ground is made up of a pump, a pedestal.

Explain to participants that:

- The PUMP is used to draw water from the borehole. Because the borehole has a small diameter (about 200 mm or 8 inches) it is not possible to fetch water from the borehole with a bucket. A pump has to be installed to draw the water from the borehole.

- There are different types of pumps that can be installed on a borehole. These include handpumps, solar pumps and electric pumps but the most commonly used ones are handpumps which are operated manually.

- A handpump is made up of the pump stand which is above the ground and the component below the ground as shown in the picture <u>(put up a picture of a handpump).</u>

- The pump stand has a handle for drawing the water through the pump and a spout through which the water is delivered.

- The parts below the ground include;
  - The RISING MAIN through which the water rises to the top
  - The CYLINDER into which the water flows from the well screen before flowing through the rising main.
  - The FOOT VALVE which opens to allow in water into the cylinder and then closes so that the water is prevented from flowing out of the cylinder.
  - The STRAINER which filters the water entering the pump so that soil particles do not get into the pump; the soil particles can damage some of the pump parts if they get into it.

3. Advantages and Disadvantages

Explain to participants that:

- Boreholes have numerous advantages which make them appropriate systems for water supply.
- Boreholes provide clean water for consumption.
- The well water is generally free from disease-causing agents because it is naturally filtered as it passes through the soil. Treatment is therefore not required if the well is protected from surface pollution.
- Boreholes are relatively cheap to construct and maintained, compared to piped water systems, and can therefore be provided for poor communities.
- If a handpump is installed on the borehole, the construction and maintenance cost is much cheaper, as compared to other types of pumps .
- Boreholes with handpumps can be maintained by the community, thus reducing the likelihood of breakdowns and dependence on outsiders for maintenance.

Explain further that:

There may be problems with the borehole if it is not properly operated and maintained or as result of poor construction.

Problems that may arise include the following:

- The water in the borehole can be contaminated as a result of water seeping from a pool of dirty water around the borehole.
- The contaminated water may seep into the borehole through any cracks in the platform or the joints in the well casing, if not properly sealed.

- When the pump breaks down there is interruption in water supply until the pump is repaired. Repair of the pump may take a long time if the community has to rely on an external agency for repair of the pump.

Emphasise that these problems can be prevented through proper construction and maintenance of the borehole system.

4. Operation and Maintenance of Borehole system

Explain to participants that it is important to operate the well properly and maintain it. A borehole can last for many years and provide clean water if it is properly operated and maintained by the community.

Inform participants that:

- The community will be responsible for the maintenance of the water supply system because if the community has to rely on an outside agent for maintenance, it may lead to interruptions in supply when there is a breakdown and the community is waiting for the outside agent to come and repair the system.
- A community member may be chosen to act as the caretaker who will be responsible for the proper operation and maintenance of the system and the WATSAN committee will supervise the person.
- The essential maintenance requirements for a borehole with handpump are to:
  - tighten loose nuts, bolts or screws regularly
  - grease the moving parts above the ground when necessary
  - check flow of water for signs of a leak in the foot valve or less water in the borehole;
  - ensure cleanliness and proper drainage around the borehole
  - repair any cracks that may develop on the pedestal

Inform participants that there will be a team of pump mechanics for the communities and any major fault that cannot be repaired by the caretaker should be reported to the mechanic.

5. SUMMARY

Summarise the session by asking participants the following questions:

- Why is the borehole system a suitable system for rural water supply?
- Does the system provide clean water for consumption? How?

- What are some of the operation and maintenance requirements for a borehole system?

Ask participants whether they have any questions or whether there are any issues that were not well understood during the lecture and discussions.

13.11 Gravity-flow Water Supply System

METHODOLOGY: Lecturette, discussions.

DURATION : 1.5 - 2 hours

1. Introduction:

Begin the session by informing participants that the topic for discussion is GRAVITY-FLOW WATER SUPPLY SYSTEM (write this on the board or flip chart) and state the objectives. Write the objectives boldly on a flip chart and read out).

Objectives:

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

- explain the principles of operation of a gravity-flow water supply system
- describe the main features (components) of a gravity-flow water supply system
- supervise maintenance of a gravity-flow water supply system

Explain to participants that:

- It is important for them to know about the main features of the water supply system that will be provided for the community, the principles of operation and the maintenance requirements.

- Understanding the principles of operation and maintenance requirements of the system will enable them to operate the system efficiently and supervise maintenance of the system to ensure continuous supply of water to the community.

- A gravity-flow water supply system is a system that conveys water from its source by means of pipelines, through which the water flows under gravity, to where the water is to be used. Gravity is the force which causes things to fall or flow down naturally from a higher point to a lower point.

- Springs are ideal sources for gravity-flow water systems because they are usually located up on the hill-side above the community to allow the system to operate under gravity. Also, the water flowing out of a spring is filtered through the ground and is of high quality and usually, no treatment is required.

- Streams may be used as the source for a gravity-flow water system if the stream can be tapped at a high elevation on the hill-side above settlement or farming activities. The water is then relatively clean and simple treatment processes can be used to treat the water before supply.

2. The main components of a gravity-flow water supply system

Explain to participants that the gravity-flow water supply system is made up of various components as shown in the diagram.

Put up the diagram and explain to participants as follows:

- The SOURCE of water should be sufficiently above the community so that the water flows through the pipeline by gravity.
  - The source should be a spring or a clean stream which is not contaminated.
  - The source should be protected to prevent contamination so that the water will require little or no treatment.
  - If a spring is used as the source a spring box is built to collect the water and to protect the source from contamination.
  - A spring box is a concrete tank that is built around the spring and small stones are used to filter the water entering the box.
  - Clay, or polythene is used to cover the protected area so that when it rains the dirty water does not contaminate the spring source.
  - If the source is a stream, a dam is often built to collect the water and the source is fenced to prevent dirt from washing into the area and to keep animals and people out.
- If the water is not safe for consumption, a water treatment system is required to treat the water before it is supplied.
- A SLOW-SAND FILTER unit is a low-cost system that is effective in removing disease-causing agents and other impurities in the water.
- A SILT CHAMBER (or sedimentation tank) may be included in the system if there is sand and other particles in the water, especially if the source is a stream.
  - The silt chamber allows the particles to settle out of the water and prevents dirt from flowing into pipes of the water.
  - The silt chamber is a concrete tank which is built near the source. The top of the tank may be left open to allow the sun's rays to kill any disease-causing agents that might be in the water and also to allow aeration to prevent odour in the water.
- The MAIN PIPELINE conveys the water from the source to the community. The pipes are laid in trenches at very good slopes to allow the water in the pipes to flow under gravity so that there is no need for pumping.

- Pumping makes a water supply system very costly to operate and maintain and there is usually problems with spare parts when the pump breaks down. Because of this, it is not advisable to include any pumping unit in a community water supply system.

- A RESERVOIR is built in the community to store the water that is conveyed from the source through the main pipeline.

  - The reservoir is a concrete tank that is covered at the top. Water is stored in the reservoir during the night for use during the day time.

  Explain to participants the detail components of the reservoir as follows; (refer to the detail diagram)

  - The inlet pipe through which water enters the reservoir

  - The outlet (or delivery pipe) through which the water in the tank can be obtained directly or from which a network of smaller pipes are connected to distribute the water

  - The overflow pipe which allows water to flow out when the reservoir full so that the pressure of the water does not break the reservoir.

  - The wash-out pipe which allows dirty water to drain when the reservoir is being washed.

  - The aeration (or ventilation) pipe which allows air into the reservoir to aerate the water so that it does not smell.

  - A value is located before the reservoir so that the water flowing into it can be stopped when the reservoir is being washed.

- A NETWORK OF SMALLER PIPES are put in place, from the delivery pipe on the reservoir, to distribute the water to different parts of the community. This is necessary if the community is large so that the water is brought nearer to the people. If it is a small community, the reservoir is located at the centre of the community and a tap is connected to the delivery pipe so that the people fetch the water directly from the reservoir.

- STANDPIPES are provided at the ends of the pipe network where the people can fetch the water. The standpipes can be located in common areas to serve a large number of households or in yards to serve a few households.

3. Advantages and Disadvantages

Explain to participants that:

- Gravity-flow water supply systems have numerous advantages which make them appropriate systems for water supply.

- Gravity–flow water supply systems provide clean water for consumption.

- A gravity–flow water supply system supplies water close to the user's home and so saves time and allows adequate water to be carried to the house for hygiene purposes.

- A gravity–flow water supply system requires no energy to operate it and is therefore cheap to maintain.

- No pumps are needed and there are very few moving parts, therefore maintenance is simple and can be done by the community.

- Gravity–flow water systems can be built and maintained by the community, with little supervision.

Explain to the participants there are some disadvantages of the gravity–flow water system which include the following:

- The construction cost is high.

- Where surface water is used as the source, the water may not be sufficiently clean and additional treatment facilities may have to be built at additional cost.

- Gravity–flow water supply systems require regular maintenance and if this is not done, the system will eventually fail.

- Operation and Maintenance of Gravity–flow water systems

Explain to participants that the operation and maintenance of the system is important. With proper maintenance, a gravity–flow water system will operate continuously for many years without problems.

Inform participants that:

- The community will be responsible for the maintenance of the system so that the community does not have to rely on an outside agency when there is a breakdown since that could lead to interruptions in water supply.

- A community member may be chosen to be the caretaker who will be responsible for the proper operation maintenance of the system with the WATSAN committee supervising the person.

Explain to participants that the essential maintenance requirements for a gravity–flow water system include the following:

- Ensure that the source is always protected to keep dirt from washing into the source.
- If the source is a spring, check for leaks from the spring catchment and the spring box and seal with clay or concrete.
- Disinfect the spring box at least once a year

- If there is a silt chamber, check for signs of cracks, erosion of foundations or other faults and repair if necessary.
- Clean the silt chamber regularly.
- If there is a slow-sand filter in the system, check regularly for clogging of the filter medium and clean if necessary.

  Explain that the filter medium requires cleaning when the water flowing from the filter is dirty or when the rate of flow is low.

- Check pipeline for exposed pipes or leaks and repair if necessary.
- Clean the pipelines to remove dirt at least once a year.
- Check reservoir for leaks, cracks and other faults and repair if necessary.
- Ensure that all covers fit well and are always in place
- Check that inlet, outlet, overflow, washout and aeration pipes are clear of any blockage.
- Replace the screens on the overflow pipe when necessary.
- Clean the reservoir regularly.

  Explain that some dirt may settle out in the reservoir and if this is not removed regularly, it will accumulate to a level where the dirt will pass into the water being supplied.

- Check that taps are working properly and repair or replace if necessary.
- Keep the area around the standpipe clean
- Report any major faults on the system to the WATSAN committee.

5. Summary

Summarise the session by asking participants the following questions:

- Why is the gravity-flow water supply system a suitable system for rural water supply?

- Does the system provide clean water for consumption? How?

- How do you determine whether a slow-sand filter requires cleaning?

- Why is it necessary to clean the reservoir regularly?

- What are some of the operation and maintenance requirements for a gravity-flow water supply system?

Ask participants whether they have any questions or whether there are any issues that were not well understood during the lecture and discussions.

13.12 Sanitation

5.8.1 INTRODUCTION TO EXCRETA DISPOSAL FACILITIES AND REQUIREMENTS FOR A GOOD RURAL LATRINE

METHODOLOGY: Interactive lectures, group discussions

DURATION: 1.5 – 2 hours

I. INTRODUCTION

Start the session by mentioning the topic for the session and defining session objectives.
By the end of the session, participants will be able to:

- list the whole range of excreta disposal facilities being promoted by the Volta Rural Water Supply and Sanitation Project;
- determine the requirements for a good latrine for rural communities.

II. MAIN BODY

EXPLAIN THE NEED FOR THE SESSION.

- The WATSAN Committee should know about ALL the excreta disposal facilities or latrines being promoted by the Volta RWSS Project.
- This knowledge will help the WATSAN Committee to keep their community well informed about the sanitation component of the Volta RWSS Project.
- The WATSAN Committee needs to know about the requirements for a good rural latrine to be in the position to explain to community members why the Volta RWSS Project is promoting some types of latrines considered appropriate for rural communities.

ASK PARTICIPANTS TO MENTION EXCRETA DISPOSAL FACILITIES WHICH ARE COMMON IN THEIR RURAL COMMUNITIES

The list may include the following:

- open defecation
- traditional pit latrine for a household
- traditional trench latrine for the community
- removal bucket latrine
- communal KVIP latrine

Use flip chart posters as visual aids to show each of the above excreta disposal facility.

FOR EACH MENTIONED EXCRETA DISPOSAL FACILITY, LEAD THE PARTICIPANTS IN A DISCUSSION TO IDENTIFY THEIR SHORTFALLS.

Below are some **disadvantages** for the various facilities.

- Open Defecation
  - leads to spread of diseases
  - encourages fly breeding
  - contamination of water sources when it rains
  - food contamination through flies
  - easy access of faeces for animals e.g. fowls, pigs, etc.
  - bad smells from exposed excreta
- Traditional Pit Latrine
  - bad smells
  - breed flies
  - mosquitoes breed in pit if wet
  - poorly constructed superstructure
  - frequent collapse of pit walls
- Traditional Long Trench Latrine
  - dirty floors that easily lead to spread of diseases especially worm infections
  - bad smells
  - breed flies
  - mosquitoes breed in wet pits
  - frequent collapse of trench walls and timber used for squatting arrangement
  - children can fall into pits through gaps in the timber beams
  - poor shelter and no privacy for the user
  - located far from houses
- Removable Bucket Latrine
  - breeding of flies and mosquitoes at collection and disposal sites
  - bad smell in latrine
  - excreta most of the time is exposed to domestic animals
  - conservancy labourers are exposed to diseases
  - successful operation demands a highly organized labour force with competent vehicle maintenance, which makes it very expensive
  - presents a continuous health hazard from spillage and direct contact with excreta
  - collected excreta is often dumped at unauthorised sites which leads to the pollution of the environment.
- Communal KVIP latrines
  - very expensive to construct and requires very skilled labour
  - operation and maintenance requirements are high
  - pit emptying problem when full
  - if not well operated and maintained, the facility becomes a health hazard:
    - breed flies
    - dirty floors lead to spread of worm infections
    - offensive odour from latrine

IN VIEW OF THE DISADVANTAGES LISTED FOR THE VARIOUS LATRINES HELP PARTICIPANTS TO COME UP WITH THE REQUIREMENTS FOR A GOOD LATRINE SUITABLE FOR RURAL COMMUNITIES

The requirements for a good rural latrine must include:

- eliminate odour
- prevent the spread of excreta related diseases

excreta should not be accessible to domestic animals, flies and other insects
- construction materials should be relatively cheap and easily available within the community
- cost of operation and maintenance should be low
- should be easy to maintain
- must eliminate direct contact between people and excreta
- squatting arrangement must be strong and feel safe to use
- must have a longer life span
- use of locally based human and material resources for its construction
- must be able to stand abuse, e.g., use of any material for anal cleansing.

INTRODUCE PARTICIPANTS TO THE EXCRETA DISPOSAL FACILITIES BEING PROMOTED BY THE VOLTA RWSS PROJECT

The latrine types must be listed, using flip chart posters (contained in the Volta RWSS Project latrine catalog). The list of latrines are:

- Household latrines
  - Sanplat Type
  - Mozambique slab-type VIP - unlined
  - Mozambique slab-type VIP - lined
  - Rectangular single pit VIP
  - One-seater KVIP
  - Conversion of household bucket latrine into VIPs/KVIPs
- Communal latrines
  - Improved trench latrine
  - KVIP latrines (2,4,6,8 and 10 seater)

Participants should be informed that the above latrines are various types of improved latrines that have been found to meet most of the requirements for a good latrine for rural communities.

FOR EACH OF THE LATRINES LISTED IN THE PREVIOUS PARAGRAPH, DISCUSS THEIR ADVANTAGES AND DISADVANTAGES AS CONTAINED IN THE LATRINE CATALOG

The discussion must relate to the requirements for a good rural latrine.

III. SUMMARY AND CONCLUSION

- Before summarising ask participants to individually tell their colleagues what knowledge they have gained during the session.
- Summarize session by pointing out the following:
  - knowledge gained should help them as WATSAN Committee to keep their community well informed about the excreta disposal systems being promoted by the Volta RWSS Project.
  - requirements for a good latrine for rural communities
  - list of household and communal latrines promoted by the Project

- finally allow participants to ask questions about any points with which they are unclear. Stress that the questions should be related to the issues raised up during the presentation.

13.13 The VIP Latrine: Design and Functions of Components

METHODOLOGY: Interactive lectures, group discussions

DURATION: 1.5 - 2 hours

I. INTRODUCTION

Start the session by mentioning the topic for the session and defining session objectives.
By the end of the session, participants will be able to:

- explain the design of the VIP latrine
- identify the major components of the VIP latrine and their functions

II. MAIN BODY

SPEND THE FIRST 10 TO 15 MINUTES RECAPPING WHAT WAS DISCUSSED IN THE PREVIOUS SESSION.

Involve the participants by asking questions and allowing individuals to tell other participants the important points they remember. Some suggested questions are:

- As WATSAN Committee, why is it necessary to know about all excreta disposal facilities being promoted by the Volta RWSS Project?
- What are the requirements for a good rural latrine.
- Mention one of the name of one latrine being promoted by the Project.

REMIND PARTICIPANTS THAT THE VARIOUS HOUSEHOLD AND COMMUNAL LATRINES BEING PROMOTED BY THE PROJECT ARE ALL FORMS OF IMPROVED LATRINES

- the VIP latrine is an improvement of our traditional pit latrine
- improvements include:
  - vent pipe with fly screen to control flies and offensive odour
  - properly designed concrete cover slabs to make the latrine more safe for users and allow the use of water for cleaning of latrine
  - properly constructed superstructure to provide privacy for the user, protection from poor weather conditions
  - foundation (ring) beam for the stability of pit walls and superstructure.

TELL PARTICIPANTS ABOUT ALL THE ESSENTIAL COMPONENTS AND MODE OF OPERATION OF THE VIP LATRINE

- Use a flip chart poster with the VIP latrine clearly drawn showing all the major components listed below. The flow of air must be indicated on the diagram to illustrate how odour is removed from the superstructure.

  - superstructure with a door
  - cover slab
  - foundation (ring beam)

- pit
- vent pipe with fly screen

I For each of the above components mention its function. Functions of the latrine components are listed below.

- Superstructure
  - provides privacy for the user
  - protects user from poor weather conditions
  - keeps the interior shaded for effective fly control
  - help channel air through squat–hole and up vent–pipe to control odour
- Cover slab
  - isolates pit from atmosphere when bedded onto the foundation with cement mortar to prevent the escape of flies and odours
  - supports weight of user, superstructure and vent pipe.
- Foundation (Ring Beam)
  - supports the cover slab
  - provides effective seal between the pit and the cover slab
  - prevents the stormwater from entering the pit which might otherwise erode the upper part of pit wall, so endangering the structural stability of the latrine.
- Pit
  - receptacle for the excreta
  - the liquid fraction of the excreta (mainly urine) together with the small amount of water that enters the pit from cleaning the cover slab soaks into the soil
  - solids in the excreta are broken down into simpler compounds by bacterial activity producing gases which are removed by the vent and soluble compounds which are carried into the soil
- Vent pipe with fly screen
  - the vent pipe controls odours by creating a strong draught of air that carries all foul–smelling gases from the faecal material in the pit up the vent pipe
  - the fly screen prevent flies attracted by faecal odours coming out of the vent pipe from entering the pit
  - they allow light into the dark pit attracting and trapping flies that find their into the pit through the squat hole and newly hatched flies.

I Explain clearly how odour is eliminated form the superstructure and how flies are prevented from entering into or escaping from the latrine pit due to the presence of the fly screen.

INFORM PARTICIPANTS ABOUT THE THREE MAIN TYPES OF VIP LATRINES

Use facilities being promoted by the Volta RWSS Project for examples. Illustrate each example with a flip chart poster.

I the Single–pit VIP latrine
- Sanplat type latrine

- Mozambique slab-type latrine
- Rectangular single-pit latrine
- the Alternating double-pit VIP latrine have two pits which are used alternately and have permanent superstructure
  - One-seater KVIP
- the Multiple-pit VIP latrine
  - 2,4,6,8 and 10 seater KVIP latrine

FOR EACH TYPE ELABORATE ON THE CONDITIONS THAT MAKE THEM APPLICABLE

- Single-pit VIP latrine
  - suitable for rural areas where land may easily be available for relocation when latrine pit is full
- Alternating double-pit VIP latrine
  - more appropriate for urban areas where land may not be available for relocation when the latrine pit is full
- Multiple-pit VIP latrine has more than one cubicle
  - suitable for communal use

III. SUMMARY AND CONCLUSION

EVALUATE THE EXTENT TO WHICH LEARNING HAS TAKEN PLACE

- Ask participants to name the components of an improved latrine
- For each component named ask participants about its functions
- Ask participants to explain how the VIP latrine controls
  - flies
  - odour
- Ask participants to name the latrines being promoted by the Volta RWSS Project and place it into one of the three categories of VIP latrines.

Wrap up the session by recapping the key issues that had been addressed in order to achieve the stated session objectives.

13.14 Construction Procedures for Communal Latrines

METHODOLOGY: Interactive lectures, group discussions

DURATION: 2.5 – 3 hours

I. INTRODUCTION

Start the session by mentioning the topic for the session and defining session objectives.
By the end of the session, participants will be able to:

- list the steps involved in building a latrine.

II. MAIN BODY

SPEND THE FIRST 15 TO 20 MINUTES RECAPPING WITH PARTICIPANTS THE KEY ISSUES RAISED

This could be done by asking the participants questions. Some suggested questions are:

- Mention any improved feature in the improved latrines
- Name the major components of an improved latrine
- What are the three main types of the VIP latrine, giving examples.

EXPLAIN THE NEED FOR THE SESSION

- One of the roles of the WATSAN Committee will be to supervise the building of communal latrines to make sure that they are built properly and on time.
- Before the WATSAN Committee can fulfil this role, the Committee needs to have basic knowledge about the construction procedures and steps involved.
- This session hopes to provide the required knowledge.

NOTE: There are two main types of communal latrine being offered by the PROJECT. These are the *Improved Trench Latrine* and the *2,4,6,8 and 10 seater KVIP.* Construction procedures have therefore been separately for each type of latrine.

The Trainer must therefore select which construction procedures are applicable to the particular workshop situation.

CONSTRUCTION PROCEDURES FOR IMPROVED TRENCH LATRINE

STEP 1: SITE THE LATRINE.

- Explain to the WATSAN Committee that the latrine, being a communal facility, should be sited after consultations with the community.

- Inform the WATSAN Committee that the following must be taken into consideration when deciding on the location of the latrine.
  - the latrine must not be sited too far from the community else not many community members will used it especially at night.
  - the latrine must be sited downstream of any groundwater source and at least at a distance of 100 ft (33 m) from the source to prevent the pollution of the groundwater.
  - the latrine must be sited to avoid obstruction to wind movements so that the odour from the latrine can removed easily.
  - the latrine must be sited on a slightly raised ground so that rain water can drain away fast and easily from the latrine site.
  - a site with firm soil must be selected so that the pit walls do not collapse.

STEP 2: SET OUT THE LATRINE AND MAKE THE FOUNDATION BEAM

- Explain to participants that the next step is to mark out the shape of the trench latrine and the foundation (ring) beam, dig out the trench for the foundation beam which is then filled with the right concrete mix design.
- The concrete is then allowed to set.

STEP 3: PREPARE FORMWORK FOR SQUAT SLABS AND CAST SQUAT SLABS

- While allowing the foundation beam to set, the formwork for the squat slabs can be prepared and then the squat slabs cast with the right concrete mix design.
- The squat slabs are then allowed to set and cured.

STEP 4: DIG THE LONG TRENCH FOR THE LATRINE

- After allowing the ring beam to set and cure for at least 3 days, the long trench that forms the pit can now be dug.
- If no lining is to be provided, the trench will have to be dug to bucket shape.

STEP 5: INSTALL THE SQUAT SLABS

- After digging out the trench, the next step is to install the squat slabs.
- The slabs should have been allowed to cure for at least 7 days.

STEP 6: RAISE THE SUPERSTRUCTURE

- Finally the superstructure of the latrine can be raised.
- Explain that local building material and techniques may be used in raising the superstructure.

- In order to improve drainage around the latrine, explain to the WATSAN Committee that the dug out soil should be spread out and compacted around the latrine, such that it slopes from the latrine.

CONSTRUCTION PROCEDURES FOR COMMUNAL KVIP LATRINE

STEP 1: SITE THE LATRINE.

- Explain to the WATSAN Committee that the latrine, being a communal facility, should be sited after consultations with the community.
- Inform the WATSAN Committee that the following must be taken into consideration when deciding on the location of the latrine.
  - the latrine must not be sited too far from the community else not many community members will used it especially at night.
  - the latrine must be sited downstream of any groundwater source and at least at a distance of 100 ft (33 m) from the source to prevent the pollution of the groundwater.
  - the latrine must be sited to avoid obstruction to wind movements so that the odour from the latrine can removed easily.
  - the latrine must be sited on a slightly raised ground so that rain water can drain away fast and easily from the latrine site.

STEP 2: SET OUT THE LATRINE AND DIG THE PIT FOR THE LATRINE.

- Explain to participants that the next step is to mark out the shape of the latrine pit and dig out the pit.

STEP 3: PREPARE FORMWORK FOR SLABS AND CAST SLABS

- The formwork for the slabs can be prepared and the slabs cast with the right concrete mix while the pit for the latrine is being dug.
- The squat slabs are then allowed to set and cure for at least 7 days.

STEP 4: LINE LATRINE PIT

- After the latrine pit has been dug, cast the foundation for the lining walls using the specified concrete mix and allow it to set.
- Laying of blocks for the pit walls can begin once the foundation concrete is set.

STEP 5: INSTALL THE SLABS

- When the pit walls have been laid to the ground level, the next step is to place the slabs in position.

STEP 6: RAISE THE SUPERSTRUCTURE

- Finally the superstructure of the latrine can be raised.
- In order to improve drainage around the latrine, explain to the WATSAN Committee that the dug out soil should be spread out and compacted around the latrine, such that it slopes from the latrine.

III. SUMMARY AND CONCLUSION

- Before summarising ask participants to individually tell their colleagues what knowledge they have gained during the session.

- Each participant should be able to list the steps involved in the building of a latrine.

Wrap up the session by summarizing the steps involved in the building of a latrine.

13.15 Health Education

Task: Conduct health education and give health education messages in specific areas

The session addresses the above task which requires for its achievement, the following knowledge, attitude and skills.

***Knowledge:** characteristics of a good health education programme; health education messages; water and sanitation related diseases common to the Volta Region

*** Attitude:** open, patient, orderly, neutral/objective, time conscious, positive, flexible.

*** Skill:** ability to use participatory tools such as role plays, discussions, story telling, songs.

Duration Approximately 4 hours

Methodology Interactive lectures, role play, songs/demonstrations

Introduction

Begin the session by mentioning the topic for discussion and defining the session objectives. Explain to participants that:

– you are going to discuss with them, the importance of Health Education in the Community through they the WATSAN Committee members

– the discussion will enable them know how to plan and carry out health education within the community and what messages they should put across if they want to achieve maximum health benefits in their communities.

Session Objectives: ***(Note down boldly on blackboard or flip chart)***

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

a. Assist with the planning and the carrying out of health education
b. list and explain what the committee should know and things it can do to help solve health problems caused by water and sanitation in the community.
c. list and explain important health messages related to water and sanitation, malaria, bilharzia, cholera and diarrhoea.

Main Body for this session.

1. Begin by asking participants if they know what health education is; whether they think it is important and why.

2. Ask participants what points they think should be considered when they have to plan and carry out health education in the community. Note whatever they say on boldly on a blackboard or flip chart for all to see.

3. Summarize and add any key points which they have omitted or which you think should be emphasized.

Main point s to be considered in the definition/discussion on what is health education

* The aim is to help individuals or communities to carry out those activities which will assist them to remain healthy through their own efforts.

* It is a process, not a one time activity and should result in a ~~change~~ in behaviour.

* Before Health Education can be considered successfully there must be a change in behaviour e.g. better personal hygiene, clean environment, water sources kept clean etc.

Below is a list among others, of the points to be considered when making plans to carry out health education:

* Information about water and sanitation-related health problems in the community. This has already been collected by the EHA. The EHA will discuss this information with the Committee as the first step in making the Health and Sanitation Plan for the Community.

* A meeting with the EHA and people from important groups in the Community to talk about the problems, the causes, what can be done to solve the problems, and what people and other things the Community has which can be used to solve the problems.

* The first part of the Community Health and Sanitation Plan is the GENERAL plan. This plan is made first, before a more detailed plan is made. The EHA will help the Committee to make the plan.

Refer to page 36 of the CM HB for an example of the General Plan.

4. Important actions. It is important for the Community to know about things it can do to help solve the important health problems caused by water and sanitation in the Community. Refer to page 40, item 10.2 of the CM HB for information on what some of these possible things the Community can do are.

5. Important health messages. Ask participants the following questions to serve as a basis for discussion on this issue:

i. What do you understand and therefore, know about health?
ii. Do you think health as an issue, should be promoted at the Community level?
iii. If yes, by what means?
iv. Would you recommend the usage of health messages?
v. If yes, why and in what areas

Page 41, item 10.3 of the CM HB has information on some important messages on health which cover certain areas. Thus to be able to conduct this session properly, refer to this page.

Summary/Conclusion

In order to summarise what has been learnt during the session, divide participants into two groups. Ask them to conduct a short role play on the importance of health education in the community, taking into consideration the factors they would bear in mind when doing this exercise. Also, tell them to include in the role play, some health messages they would like to share with Community members.

After both groups have acted out their versions, allow participants to point out some of the things they found with whichever sketch. Note on a blackboard or flip chart, the points as they come up. At the end of it all, do well to summarise by emphasising what they should actually do by way of health education in their Communities
Based on the role play, you will be able to know the extent to which participants have understood the session.

Finally, allow participants to ask questions about any points which they are unclear about. Stress that the questions should be related to the issues raised during the presentation.

13.16 EVALUATION

REFERENCE MATERIAL

Other reference materials in Trainer's Guide
All bank forms and regulations
Full Public Health Law
Sample written agreement between community and project
Commented constitution
Theories on conflict management
Full Local Government Establishment Law, 1991
DMC guidelines