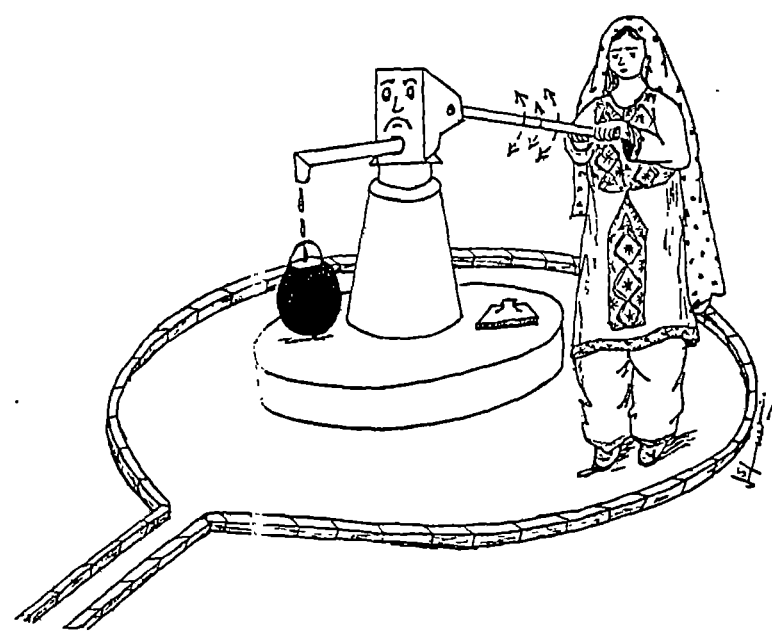




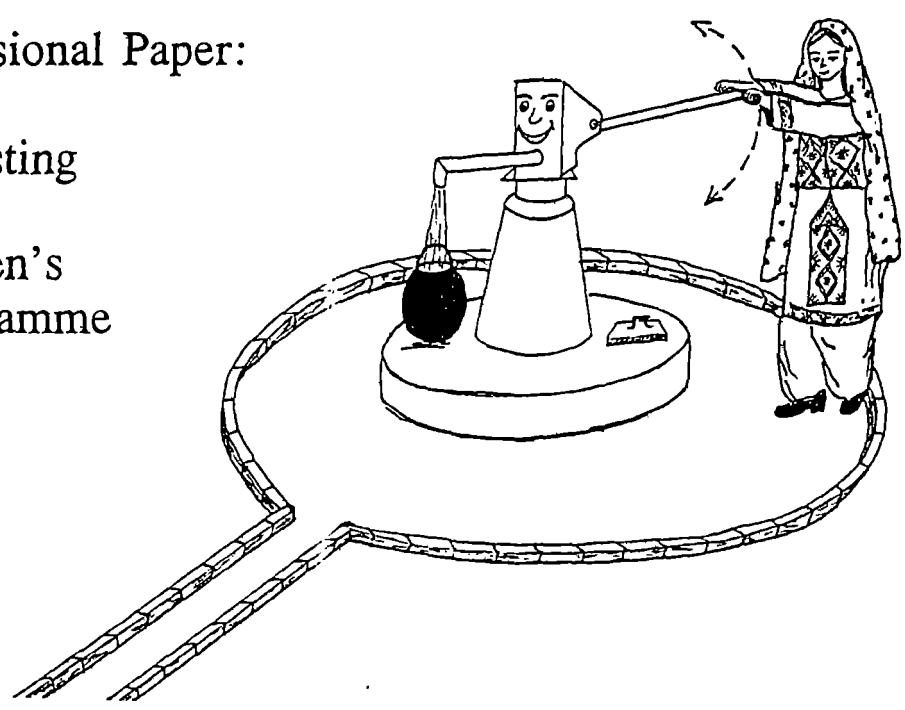
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Water and Sanitation Cell
Local Government and Rural Development Department
Quetta, Balochistan, Pakistan



Occasional Paper:

Adjusting
the
women's
programme



KLUIS EXEMPLAAR



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1 Introduction

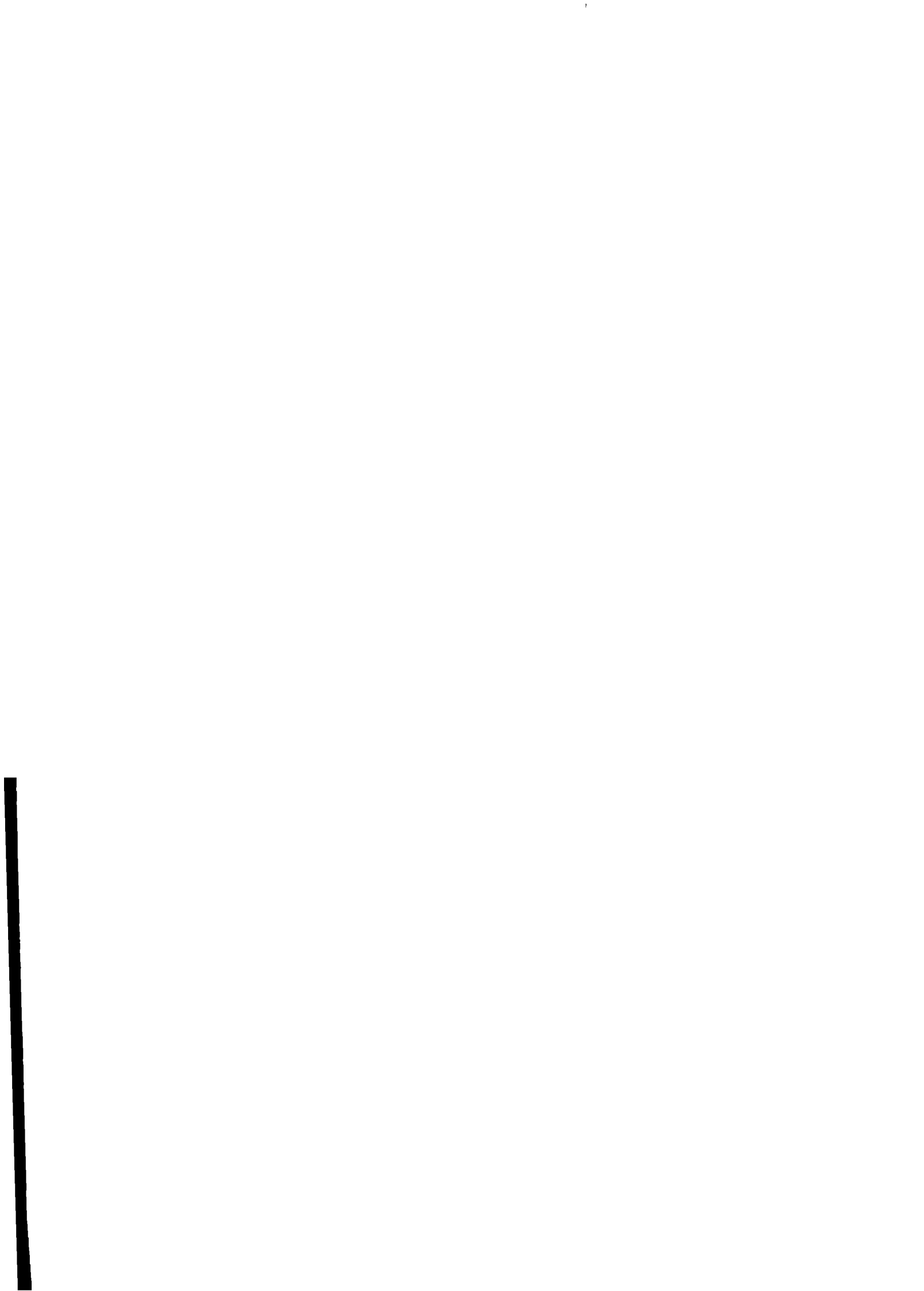
1.1 Project background

It is estimated that at present only 30% of the rural population of Balochistan have access to clean and reliable drinking water, while only 2% of all rural households have a safe latrine. The lack of facilities like handpump and latrines not only cause great discomfort to the women and men in rural households, it also leads to many infectious diseases amongst young children and adults alike.

Picture 1: Common practice in Balochistan; the multi purpose use of an irrigation channel



Federal and Provincial Governments in Pakistan give a high priority to the development of the water supply and sanitation sector, and have with support from various donor agencies initiated a number of programmes and projects to alleviate the immediate and future needs of the population. In Balochistan it is the Local Government and Rural Development Department (LGRDD) that is responsible for the water and sanitation development in the rural areas. In 1990 The Dutch Government expressed an interest in supporting the rural water supply and sanitation programme of the LGRDD in Balochistan. In order to accommodate the programme a Water and Sanitation Cell (W&S Cell) was established in 1991. The project will have a duration of three years (July 1992 to July 1995).



1.2 Project objectives

The aim of the project is to reach the following development objectives:

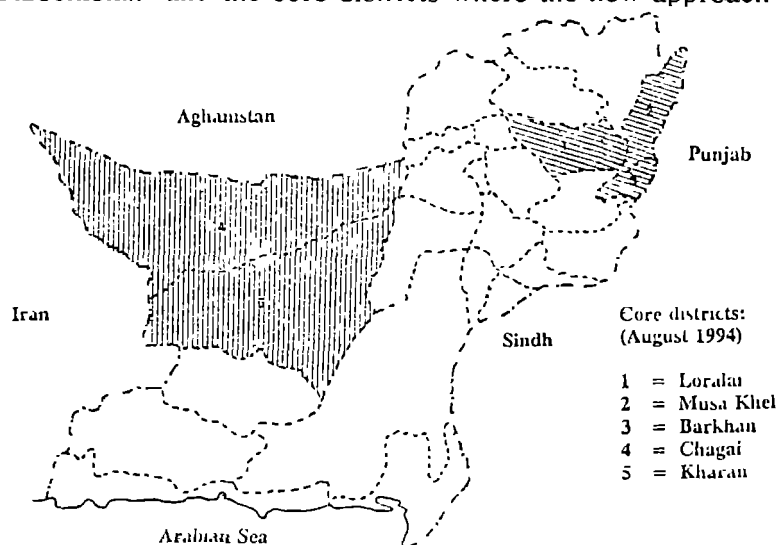
- institutional strengthening of LGRDD at provincial and district levels
- to establish a replicable approach to the implementation of community managed water supply and sanitation schemes in which a specific role will be assigned to women
- to identify and execute 1937 water supply and 9685 sanitation schemes in 13 selected districts.

1.3 The new approach in the core districts

The women's programme is part of the new developed approach which is based on community management. The W&S Cell will assist village communities in installing handpumps and latrines, but in the new approach the village men and women are the main decision makers, planners and implementors of local water and sanitation schemes. The self help potential of the communities is encouraged by the establishment of water user groups. Each group signs a contract with the W&S Cell in which responsibilities of both parties are clearly described.

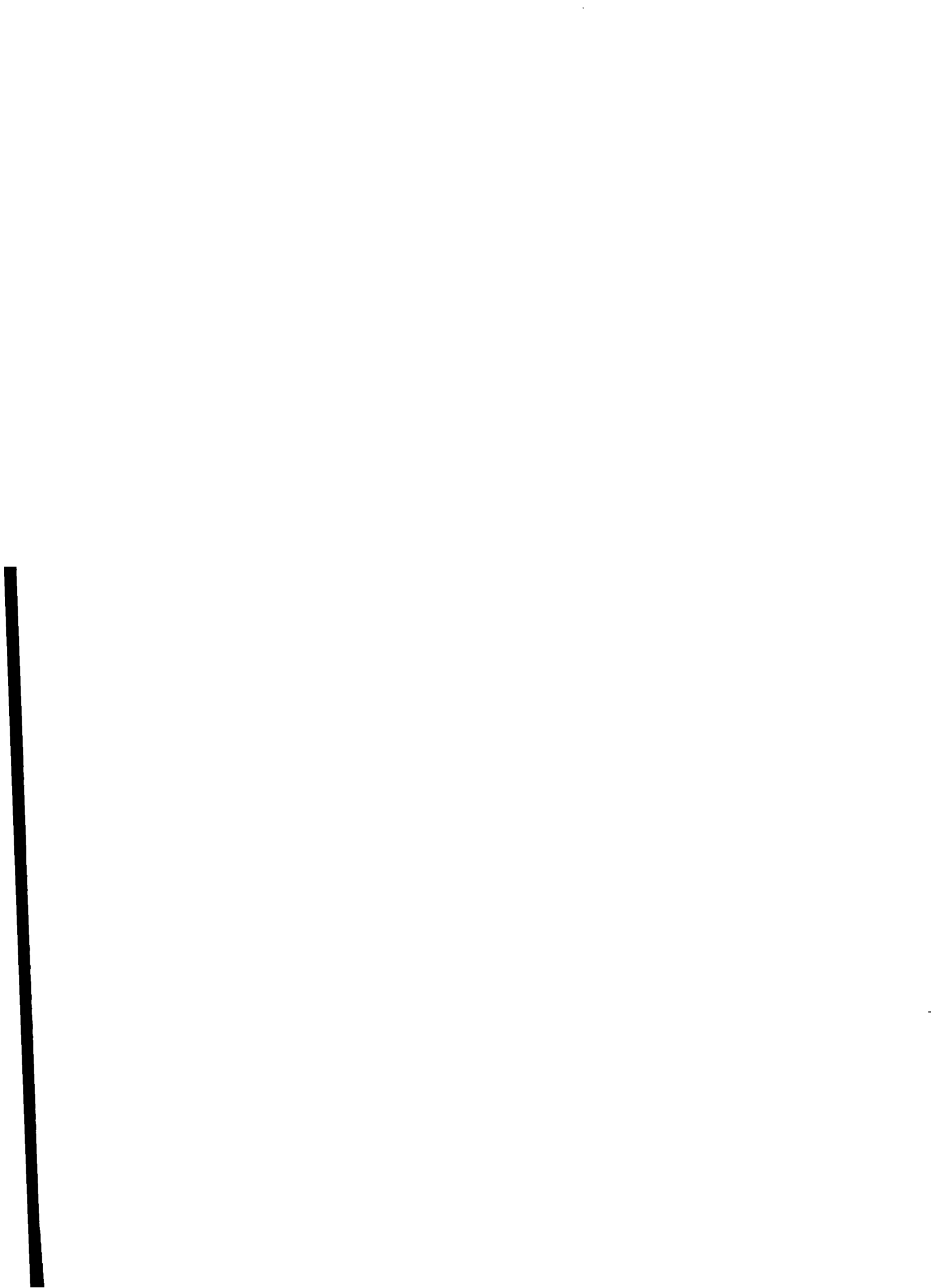
The new approach is already introduced in 5 core districts in Balochistan (Loralai, Musa Khel, Barkhan and Chagai). If the approach is successful, it will be expanded to the other districts of Balochistan.

Picture 2: Balochistan and the core districts where the new approach is already introduced



The women's programme is highly integrated in the entire programme of the project. However, it has specific priorities and objectives, methods and materials, trends and adjustments.

Because the role of women in a water and sanitation project is so essential, the project has put a lot of effort in reaching and dealing with women in the rural areas of Balochistan. The lessons learned from this effort are useful to be shared with other organizations and projects.



2 Formulation of the women's programme

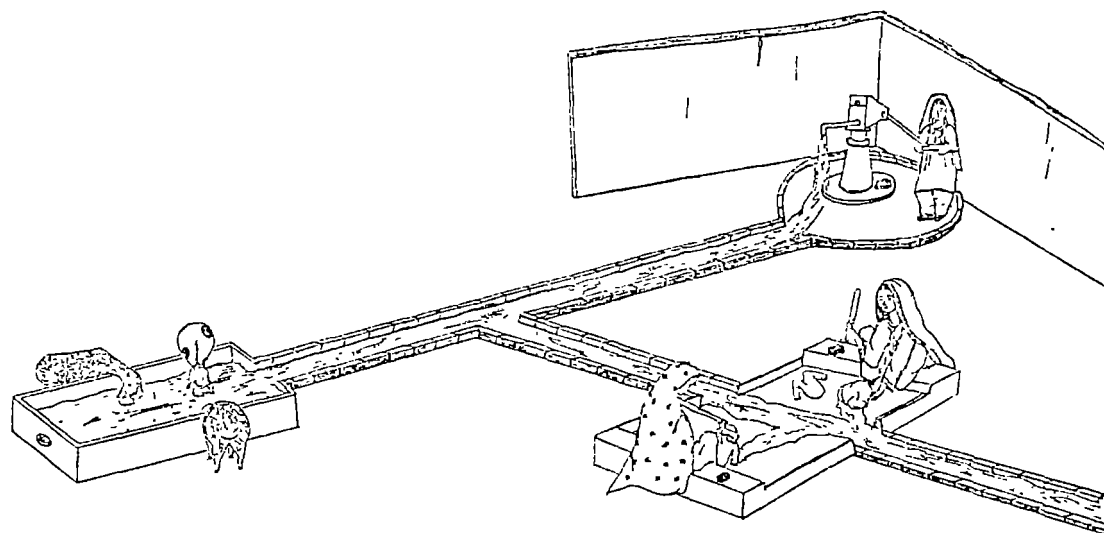
2.1 Priorities and objectives of women's programme

The women's programme follows the men's programme as much as possible. The women are not involved in the actual implementation activities, however, they actively participate in the site selection of the handpump and latrines. To assure that women at least will use the implemented facilities, they need to be involved in the site selection and maintenance of those facilities. For example, from experience in Balochistan is learned that if women are not involved in siting most probably the pump will be placed near the mosque and the latrine in the guest room. Both are public places and therefore inaccessible to women.

Objectives concerning the involvement of women in planning the facilities:

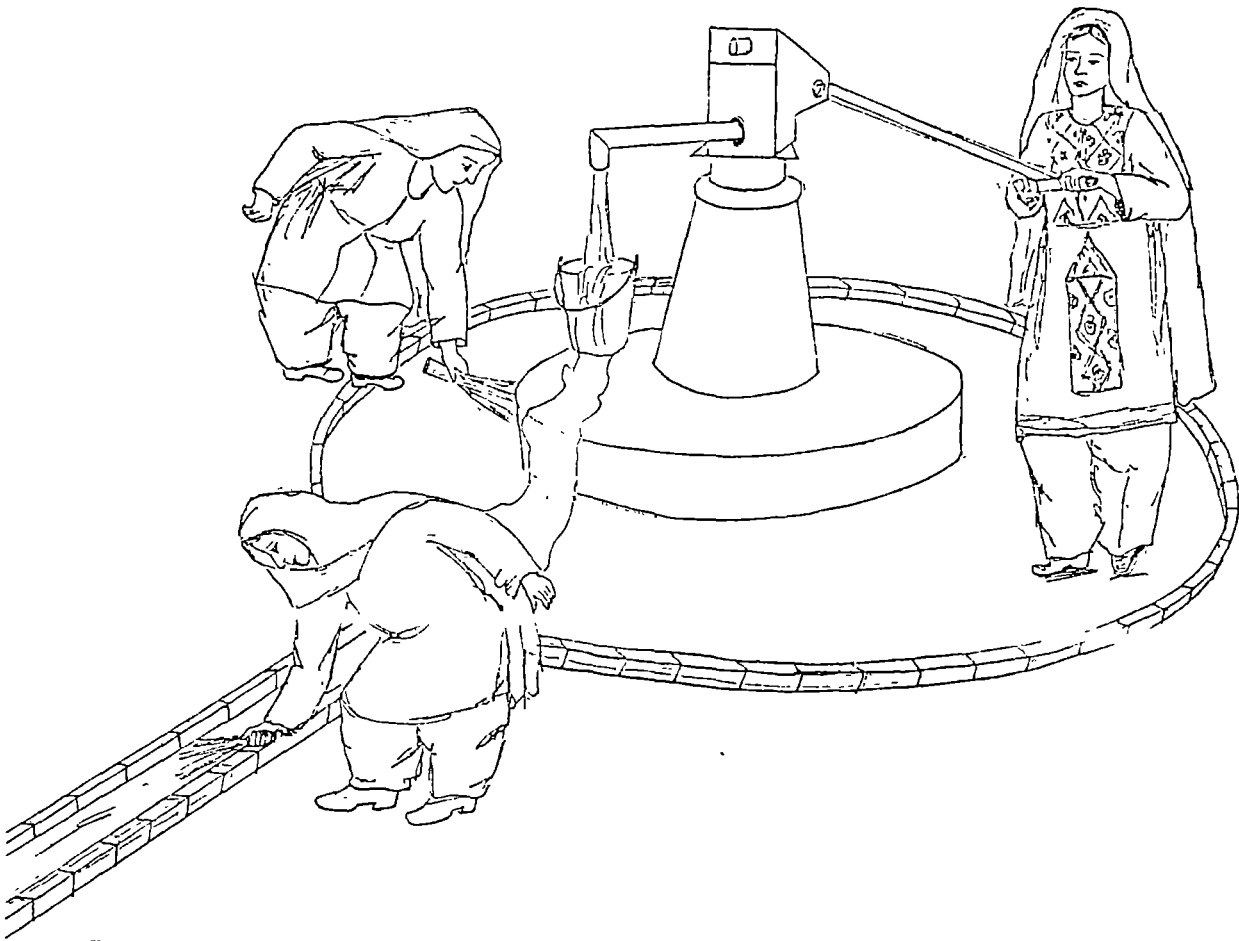
- women will know about project policies, package and activities
- women will be involved in site selection of the handpump and the latrine by asking their opinion about preferable sites, this will be conveyed to the men
- women will be involved in design by asking the women's needs of possible add-on facilities, but stress at the same time that their men have to pay for it.
- *operation and maintenance*

Figure 3: washing stand and animal trough as additional facilities:



The way the facilities are used is of equal importance. Benefits of safe water supply will easily be lost if water is not collected and handled in such a way as to prevent contamination before it is drunk. And latrines may become a source of diseases when they are not used and cleaned properly. Therefore, the women receive in addition a concentrated hygiene education package.

Picture 4: Women cleaning slab and drainage



- Implementation*
- 2 Objectives concerning female hygiene education programme:
- women will use the pump and the add-on facilities properly
 - women will know why and how one should keep the pump area clean (no washing on the slab, no stagnant water in the drain, no animal dung) and will actually do it
 - women will understand the difference between well/stream water and pump water and that they will only use pump water for drinking and cooking purposes
 - women will store drinking water in a separate container, if they use water from other sources in the compound

3 *Monitoring + evaluation*

- women and children will use the latrine during day and night, in summer and winter
- women nor children will throw stones in the latrines
- women and children will flush with enough water directly after defecation
- women will wash hands, preferable with soap, after defecation and after helping little children or babies

Figure 5: Woman teaching her child how to wash his hands



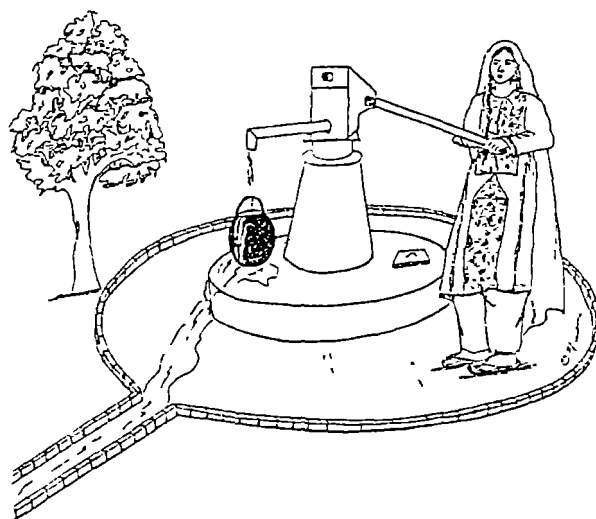
N.B.

Apart from the programme of hygiene education for women it is essential in this cultural context to execute a special programme dedicated to men. It is impossible for women to teach their husbands how to use a latrine or a pump in hygienic way.

Before and during construction of the pump and latrine the men receive some hygiene messages about proper usage of both facilities. The hygiene messages form an integrated part of the general group meetings organized by the male community organizer.

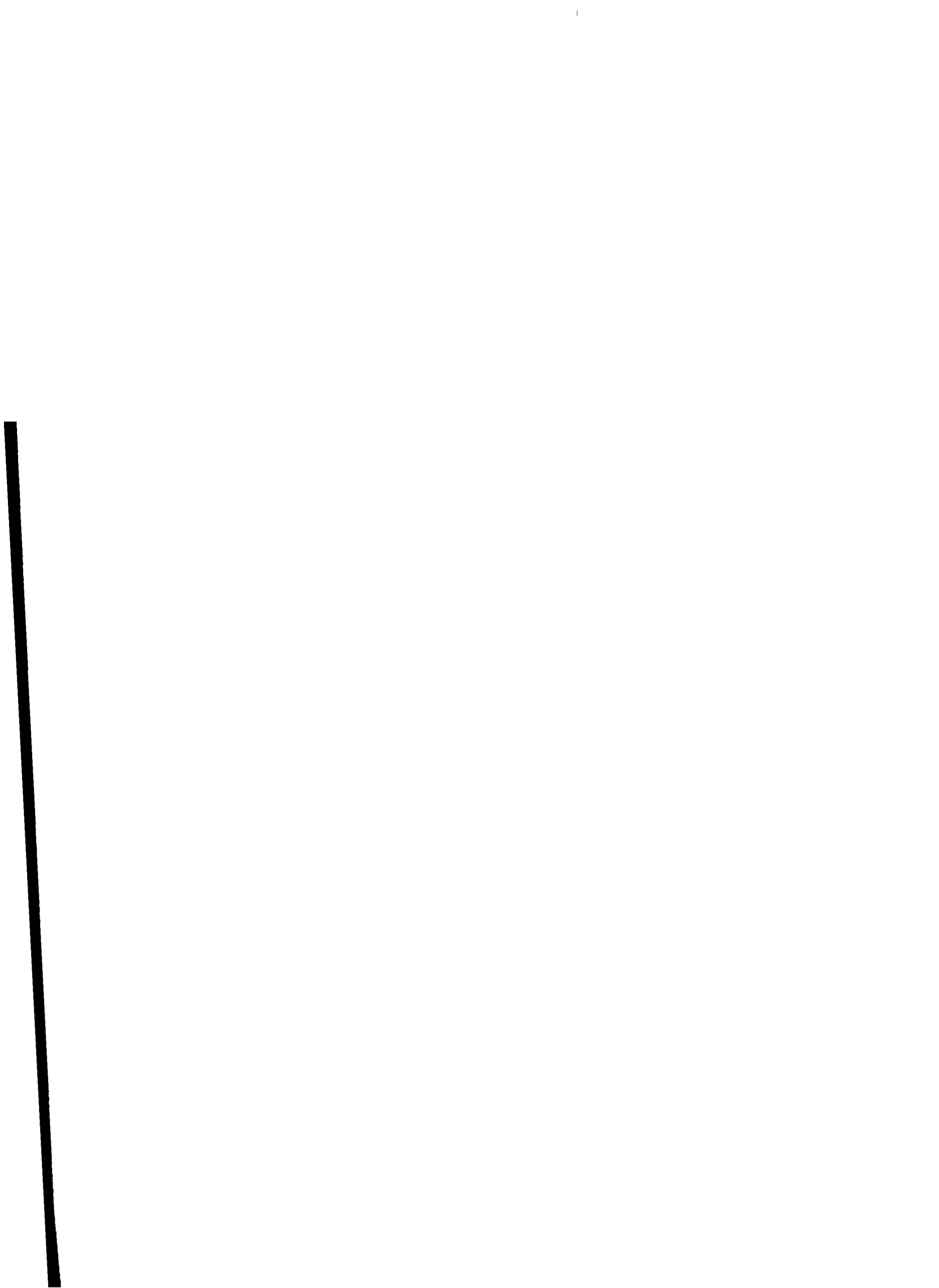
2.2 Developed methods and materials to support the programme

Picture 6. Introduction poster of handpump

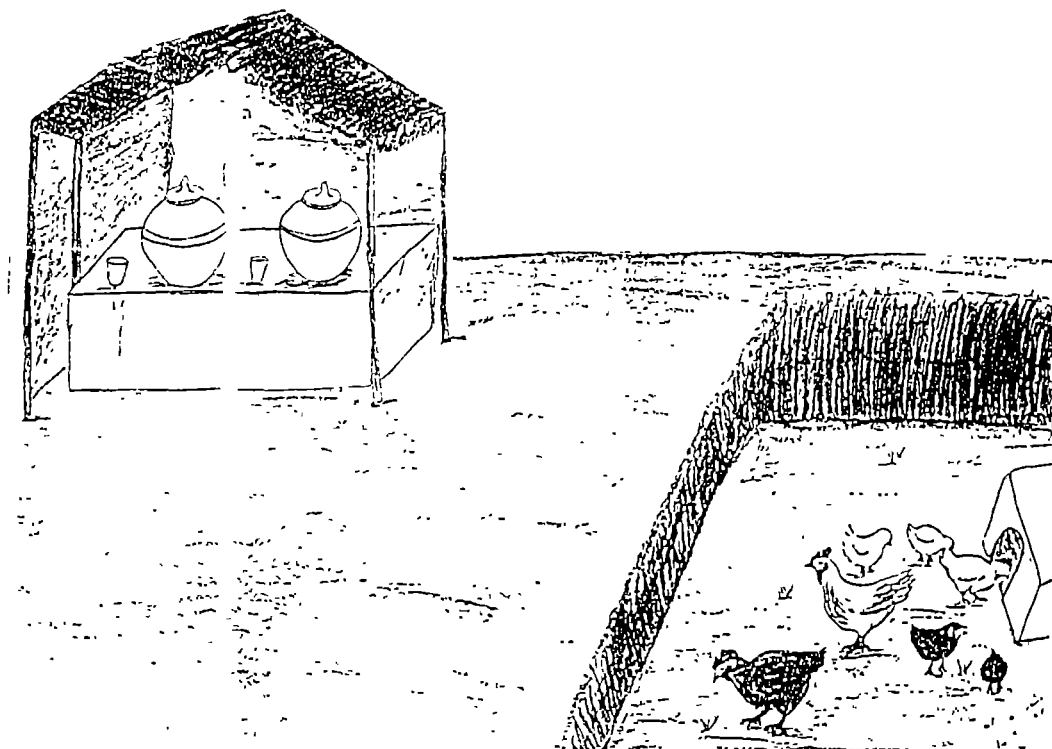


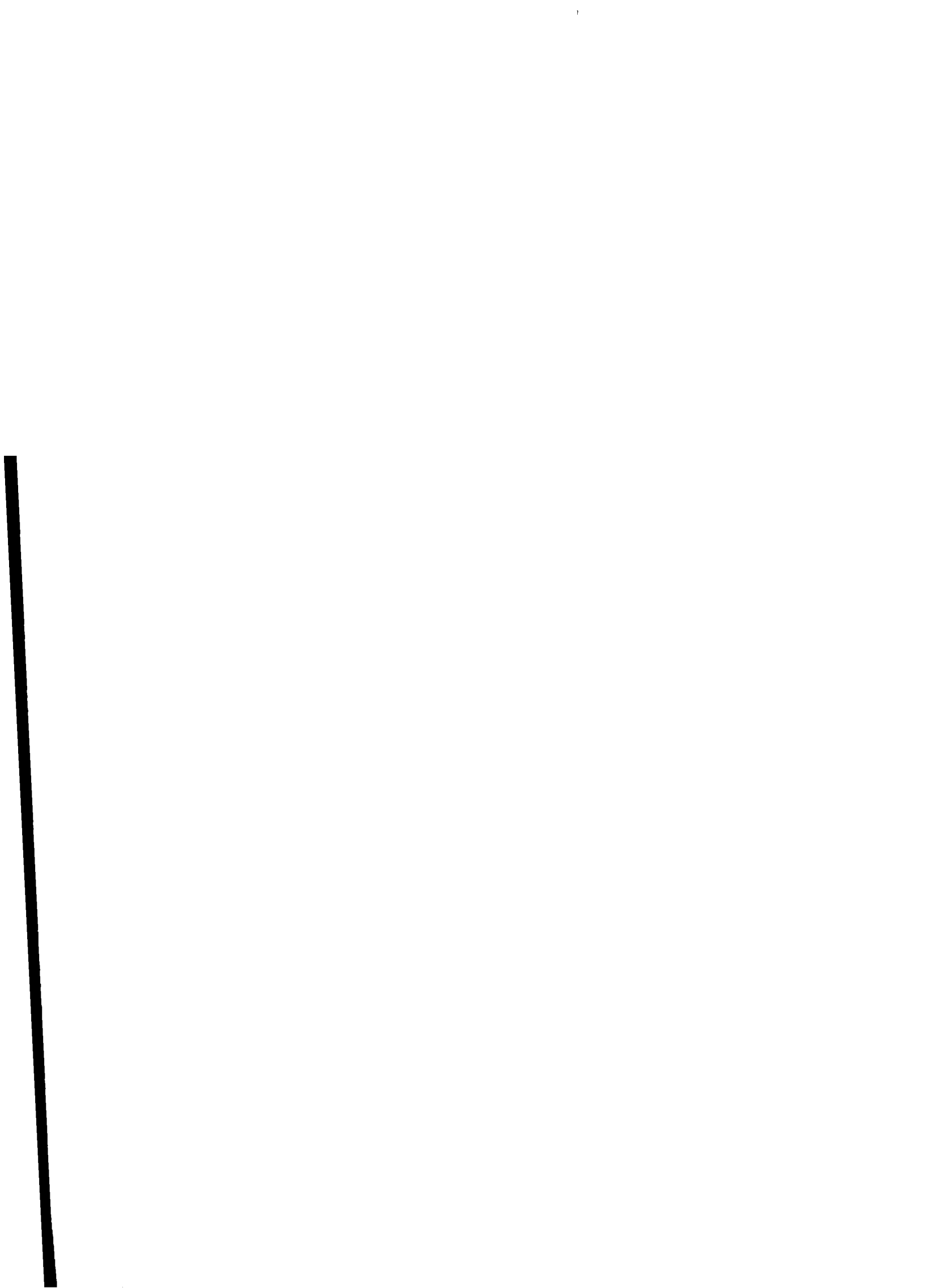
Message	Method	Materials
inform the women about project package	speech	<ul style="list-style-type: none"> - pictures of pump latrine and add-on facilities - plastic latrine models - cotton lay-out of latrine - hand out with project package
ask the opinion of the women about the sites selected by the men and inform the men about their opinion	discussion	<ul style="list-style-type: none"> - cards to make a map of the village
ask the needs of the women about possible add-on facilities, but stress at the same time that their men have to pay for it	discussion in sub-groups	<ul style="list-style-type: none"> - drawing with possible options
proper usage of the pump	demonstration at pump area	
keep the pump area clean (no stagnant water, no animal dung)	demonstration at pump area	

Message	Method	Materials
drink only water of the pump	two pile method: Discussion facilitated by cards, the cards show all kind of activities for which water is needed. The women are asked to make to piles; one for which you can only need handpump water and another for which any source can be used	<ul style="list-style-type: none"> - twelve cards with pictures of all possible activities for which water is needed - hand out: handpump with related activities
storage of drinking water	gap method: Discussion facilitated by two posters. Women are invited to give comments on both posters; which they like most. Than they are asked how they can change bad storage place into a good one.	<ul style="list-style-type: none"> - two pictures of a water storage place: a good place and a bad one
women and children should always (day and night, summer and winter) use the latrine	explanation by speech, asking questions and demonstration at a latrine site	<ul style="list-style-type: none"> - flip chart with drawings and trainer notes - hand out: cotton poster to hang on a wall with how to use the latrine
never throw stones in the latrine		<ul style="list-style-type: none"> - plastic models of the latrine
flushing with enough water directly after defecation		<ul style="list-style-type: none"> - the flip chart and demonstration
clean the latrine		<ul style="list-style-type: none"> - flip chart and demonstration
wash your hands and the hands of your children after defecation with soap		<ul style="list-style-type: none"> - local materials



Picture 7: Posters of safe water storage





2.3 Steps and activities of the women's programme

STEP 1 Introduction of the project

- Introduce the project and explain procedures
- Discuss Need to involve women
- Make a village map
- Discuss possible pump sites
- Discuss Safe water use
- Set up communication channels and select ♀ representatives

STEP 2 Group formation and commitment

- Ask Feedback on siting discussions
- Introduce add-on options
- Discuss safe water storage
- Inform about male decision pump site

STEP 3 Prepare for construction and introduce latrine programme

- Inform about construction activities
- Introduce latrine concept and policies, ask the women to discuss number of latrines and inform about survey
- Inform about male decision add on facilities

STEP 4 Handpump Construction

- Do latrine compound survey

STEP 5 Handpump installation

- Organise visit to pump to demonstrate correct use and site up-keep

STEP 6 Latrine construction

- Organise visit to latrine to demonstrate proper use of latrine

(see annex 5.1 for the overview of the three sections together)

2.4 Trends evolved during the formulation period

Originally female involvement in the project was (and for some of the LGRDD staff still is) considered synonymous to hygiene education. For two reasons the project has tried to change this attitude.

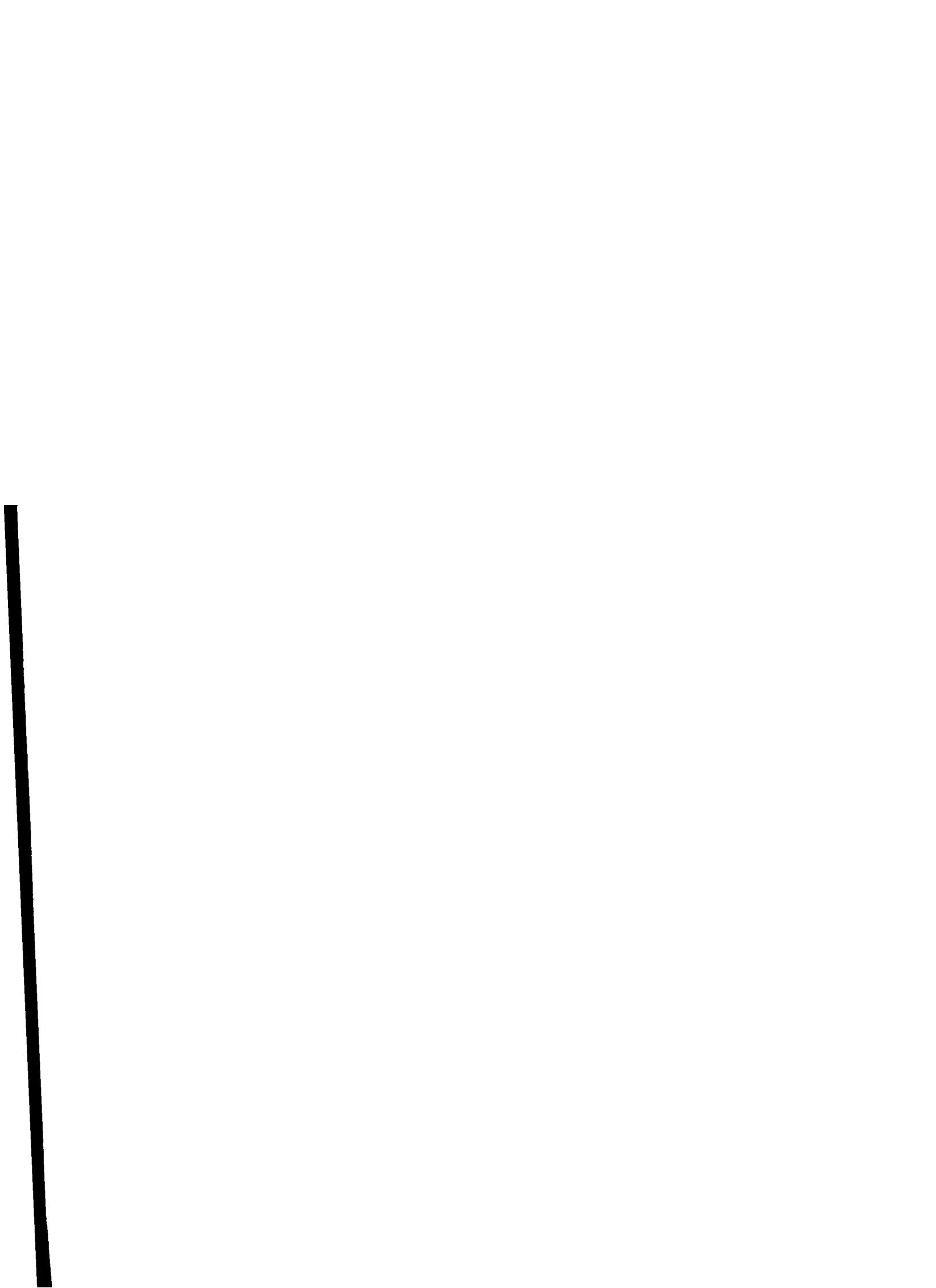
One point is that female involvement covers more than only hygiene education, it also deals with participation in the siting and design of the facilities. The other point is that hygiene education is not an exclusively female affair, as we explained before.



Another trend concerning hygiene education as such is a movement towards less subjects to be covered. Main intervention areas first selected were: personal hygiene, environmental hygiene, safe water use, safe latrine use and safe food handling. Very soon it appeared that it was impossible to cover all this subjects satisfactorily given the short and compact intervention of the LGRDD in the villages. As a result the number of topics has been brought down in order to concentrate on a certain amount of messages which are most important to get across. It was decided to select those key elements which are most directly related to the newly introduced facilities. The result was a straight forward programme, but at the same time it lost the flexibility to do any needs assessment with the women. As a compromise it had been decided to select four complementary topics, which are known to be popular in the district (dehydration, mother milk, weaning food and care of wounds).

Figure 8: Complementary topics: dehydration, mother milk, weaning food and care of wounds





3 Lessons learned from the first implementation phase

3.1 Quetta level

- Recruitment and continuity of female staff

Contracting of our first LGRDD female staff for the Master Trainer Teams (MTT) through the official channels took over a year. During this year the female consultancy staff worked very hard at all levels to fill in this gap.

After the final approval, it appeared not too difficult to find suitable women in Quetta. Nevertheless, already from the start it has been doubtful how long these women would continue working for the Water and Sanitation Cell. Most of them were used to earn three times as much wages as they actually receive in the Cell. Moreover, the posts are still on temporary basis, which implies that the job can not offer any security either.

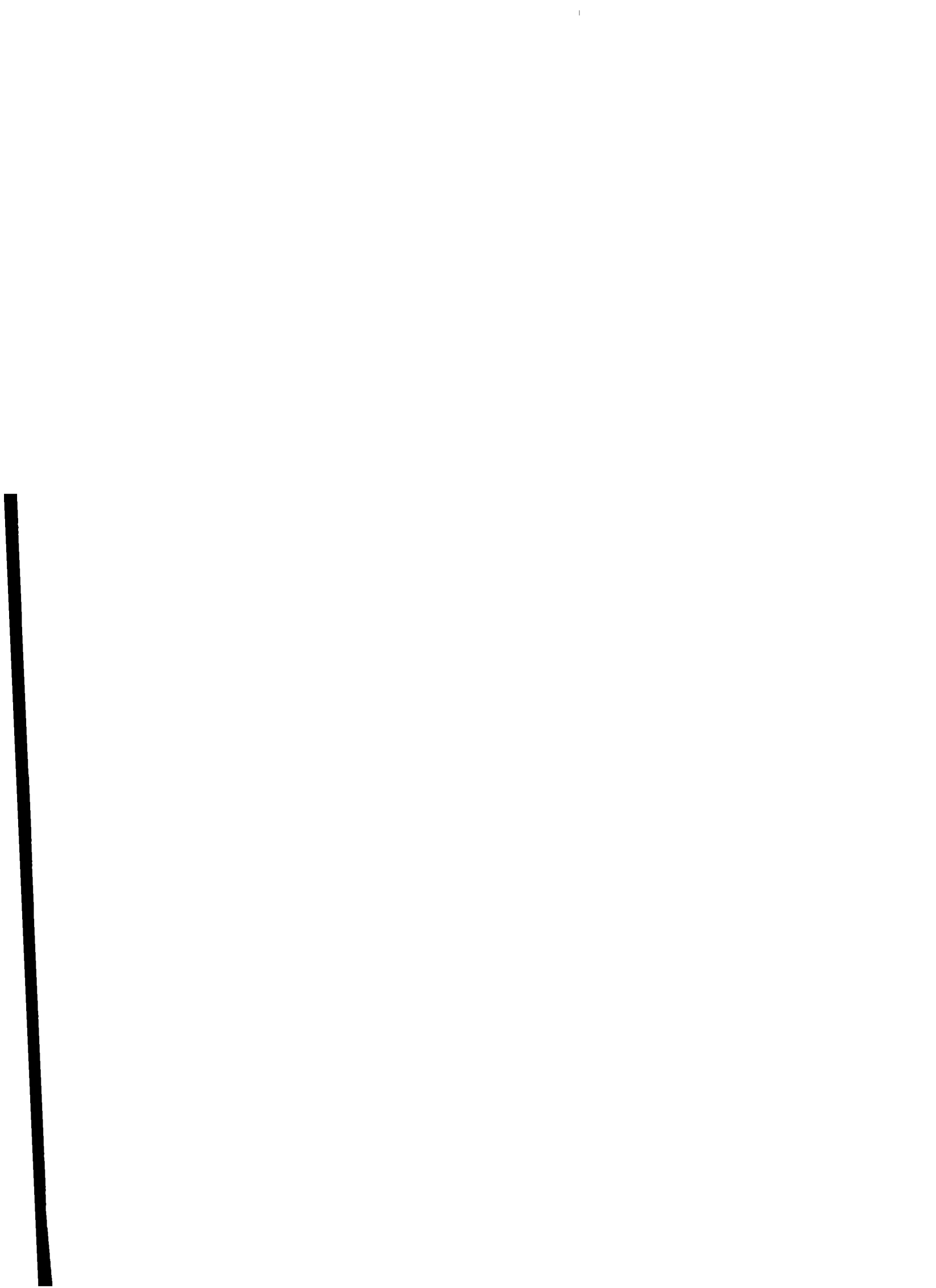
On the other hand is the job quite demanding. The women have to be prepared to go out in the districts and stay there overnight for about ten days in a row. For most women this is difficult to organize because they also have to look after children or parents at the same time. Although this organization of both tasks may be difficult, most women find a way to handle the situation. They face more difficulties with safeguarding their reputation while going out in the field accompanying male staff. Very soon it appeared that the set-up of one woman working in a male team and at the same time staying overnight in the district is unacceptable in Balochistan. It has been decided to add a female district planner to each MTT.

Unfortunately, the teams have never been complete yet. Some women already dropped out the first week, because their family in the end did not agree. Other women left later on because of better job opportunities or pregnancy.

Real solutions for the discontinuation of female staff within the LGRDD are hard to find. At least the jobs should have a permanent status, to give some advantage above a better paid project-based job.

- Training of the Master Trainer Teams

The training of the teams started just a few days after the women were contracted. Therefore the women were not all accepted yet by their male LGRDD colleagues, who never worked with women before. On the one hand the women were already used to work together with men during their former jobs. Moreover most of the women are elder, have had more education and working experience. This whole situation built up to a tense atmosphere during the training. Especially during the presentation of the women's programme by the female MTT members themselves, some men showed their disrespect quite openly (see annex 5.3 to 5.5 for more details).



3.2 District level

- Recruitment of the women at district level

At district level the same problems were encountered during recruitment of the female staff as at Quetta level; the salary is low, the job is temporary and the women have to work in a male team. At district level it appeared more difficult to find women who were willing and at the same time got permission from the family. From the women who were willing and allowed to work for the projects many dropped out because of various reasons. Some of them did not meet the required level of education, others were too old for government standards, were pregnant or had to look after small children.

Nevertheless in each district a women has been recruited at the end to join the LGRDD team, most of them being young and unmarried.

- DIT Training

The first activity for the newly recruited women has been a three day classroom training together with their male colleagues (see annex 5.6 and 5.6 for more details about the training). The change of living in a small village in a district always separated of men, to a training in town together with more than a dozen unknown men was far much to abrupt for them. As a result, the women could hardly follow what was going on during the first training day.

Apart from the shock, this was also due to the different levels of education and experience within the District Implementation Teams. Most of the female community organizers have had only 6 to 10 years of education and no working experience at all

The female community organizers of the MTTs tried to support them as much as possible during the training, but this sometimes irritated the trainers.

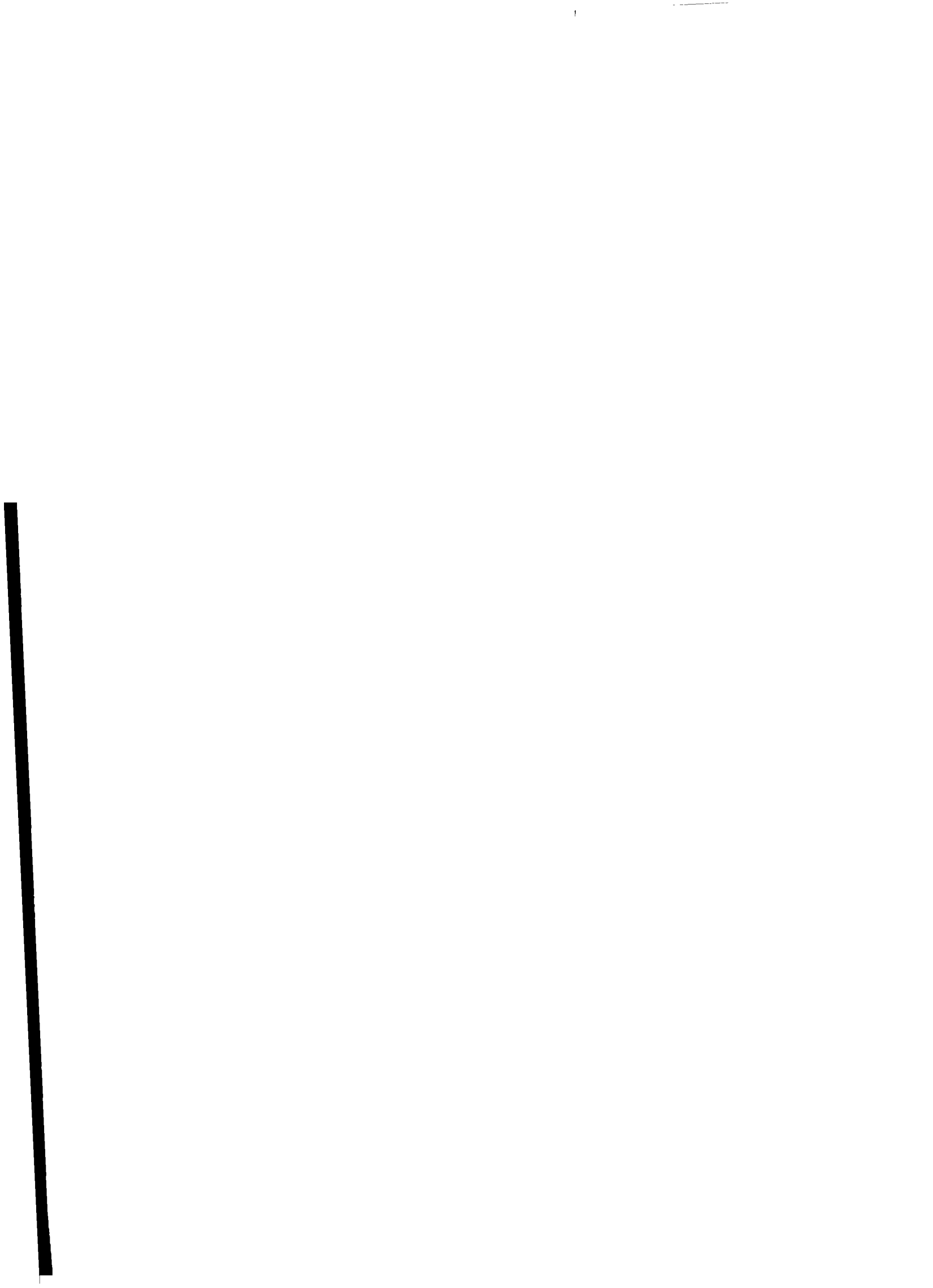
- DIT fieldwork

Most important part of the training for the DITs, were the six week in the field. In this period the district teams completed a full implementation cycle in 2 villages with the assistance of the MTTs. The following bottlenecks concerning the female component appeared most strongly.

During the implementation process a number of decisions need to be taken by the villagers. In theory it is the duty of the whole team to make sure that the opinion of the village women is taken into account. Nevertheless, in practice it is much more the female community organizer who has to make sure that this really happens. Therefore she needs quite some convincing power towards her male colleagues. Given her young age, low education level and being a women, these seemed very difficult to establish.

Another friction within the male and female activities is the timing. Working with women needs more time, especially in the beginning. The village women never attended meetings in their lives before, they are not used to outsiders talking with them which makes them very suspicious in the beginning, they need more explanation et cetera. The activities with the men can start up quite quickly. In general the men, both the team and the villagers, are eager to start the physical implementation activities. Again it will give the female community organizer a hard time to resist this implementation pressure.

A third point of concern were the hygiene education sessions in the annex. Because they are no part of the regular programme, it appeared that they tend to drop out. There is not



enough time nor opportunity to train the district women properly on these sessions. Especially for the prevention of diarrhoea this has been regretted.

- **Field manuals**

After this first round of training the MTTs were asked about the use of the manuals by the DIT during the classroom and field training. The major conclusion was that the manuals are mostly used during the classroom training. The participants can prepare themselves to read it as homework, and it serves as a guideline for the MTTs during the training. However in the field the manuals are not so often used, and after all it is a lot to read for people who are not used to it.

3.3 Village level

Most significant outcome of the women's programme on village level is the enormous difference between predominantly Baloch and Pashtun areas. Pashtun areas are more strict towards the segregation of women in society. This has several consequences for our programme. In these areas the mobility of most of the women is restricted to their compounds, which makes it very difficult to organise them to attend the female meetings. The system is mainly based on the very young and old women who in general are more likely to get permission to go out. These women are asked to tell the other women in their compound about everything they hear during the meetings. Communication between men and women in these villages is also highly restricted, only within the family. Because both communication channels need to be set-up by the DIT, it takes more time to get decisions taken.

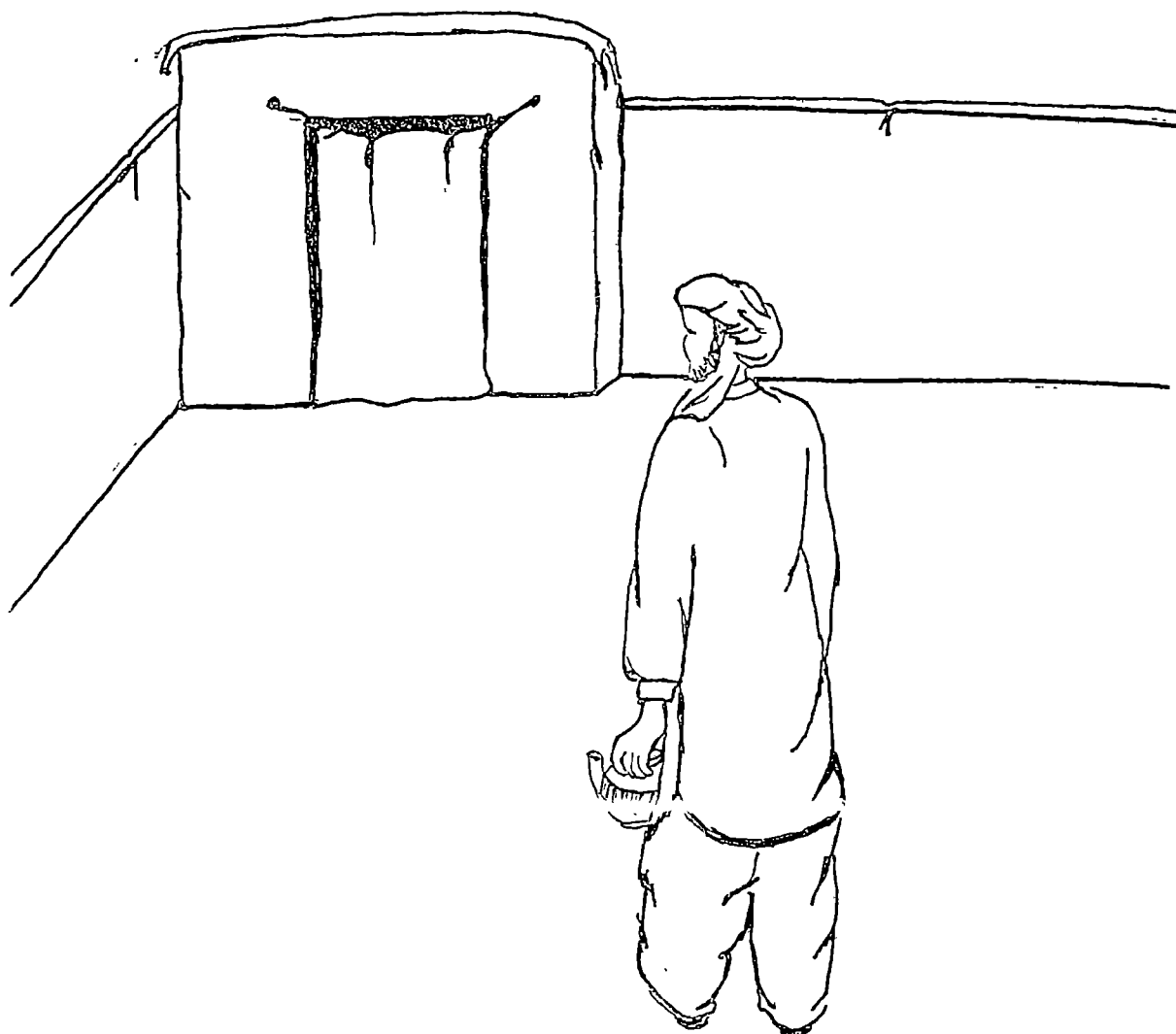
In Baloch areas women are much more free to move around in the villages. Therefore the attendance to the meetings is much higher, and decisions can be taken on the spot. Moreover, communication between village men and women appeared to be possible in some cases which makes the process even more easy.

Apart from communication, there is another aspect which makes it easier to run the programme in Baloch areas. It may be strange to state it in such a way, but the Baloch have more feeling for hygiene. Although the better availability of water in the Pashtun area's, the Pashtun are not used to bath or wash regularly. The messages of our hygiene education programme are therefore easier excepted in Baloch areas than in Pashtun areas.

Another remarkable outcome was the difference between male and female motivation for latrine programme. Men are in general very reluctant to invest effort and money in latrines. For them a latrine does not offer many advantages. Most of the time they are not in the compound, but outside in the fields where it is very easy to squat anywhere. Moreover, they admitted to be too shy to go to the latrine in the compounds because the women can watch them going there. Very illustrative in this context is the following story. A village man while visiting the district town felt the urge to relieve himself. Although he knew about the existence of a latrine in the building, he preferred to pay for a riksha to go out of town in order to relieve himself in the open.



Figure 9: A man using a latrine is a real innovation in most parts of Balochistan



For women on the other hand, the situation is totally opposite. A woman spends most of her live time between the four walls of her compound. During the day she is not allowed to go outside to relieve herself. Or they can wait until it is dark, or use a corner of the compound. Of course both options are very uncomfortable and unhealthy. No wonder that they are extremely motivated, but they do not have any money or decision power.



4 Modifications of the women's programme

4.1 Revised implementation steps and activities

STEP 1 Introduce project to community

- introduce yourself
- discuss project package
- discuss project approach, including communal handpumps, role of women and village contract
- discuss possible pump sites
- discuss need of add-on options
- discuss need of latrines and possible role of ♀ in building latrines
- stress the need for ♀ to discuss the above with ♀/♂ compound members

STEP 2 Obtain village commitment

- obtain feedback on compound discussions about:
 - preferred handpump siting
 - latrine volunteers and followers
 - add-on options
- convey above to ♂ meeting
- conduct latrine compound survey

STEP 3 Handpump construction

- inform ♀ about:
 - ♂ decisions in the contract
 - construction time-table handpump and household latrines
- provide hygiene education about water use and storage

STEP 4 Model Latrine construction

- inform ♀ about progress in handpump training and construction and planned model household latrine construction
- provide hygiene education about hand washing, diarrhoea, and ORS
- discuss weaning foods

STEP 5 Add-on and follow latrine construction

- inform ♀ about progress in follower household latrines and add-on construction
- visit latrine site to provide hygiene education about proper latrine use
- ask feedback on hygiene education session about hand washing, diarrhoea, ORS and weaning food

STEP 6 Handpump installation

- inform ♀ about handpump installation
- ask feedback on hygiene education session about safe water use and storage
- visit pump site to provide hygiene education about proper handpump use



The major change which influenced all the steps, is the shift of the latrine programme more earlier on in the programme (see annex 5.2 for the revised activities of the other sections). In this way the latrine programme has more time to develop. On the one hand this is needed to motivate the village men in an earlier stage. On the other hand more time is needed at the end from the technical viewpoint.

This change requires that in the first step not only the handpump is introduced to the women but also the latrine. Less time is left to focus on orientation (village map) and communication. In Baluch areas this will not cause any problems, but for Pashtun areas it may be critical.

Another adjustment concerns the hygiene education programme. Most of this is shifted to the later steps, because the former ones are already loaded with preparation for implementation. The session on the prevention and care of diarrhoea is included in the regular programme.

(step 3 and 4)

4.2 Training of MTT and DIT

● Training of MTT

The conclusion at the end of the former training was that it will be very hard to prevent these situations. Nevertheless it may help, instead of focusing the training on knowledge and skills, to spend more time on attitude building.

Very important is also that at least the men who already work for a longer time in the project are prepared to show the right attitude to the women. Next time also the planning will be done more accordingly to team building and creating the right atmosphere. In the beginning it is possible to focus more on knowledge. By the time the group knows each other better, more attention can be paid to skills (like presentations for the whole group) and attitude.

● Training of the DIT

For the second round of the DIT training, all the participants were asked to come to Quetta. In this way 5 women from 4 different district were together in the same training.

It was decided to organize a meeting only with women a day before the training started. The meeting had a very informal character, with the only purpose to give them a change to adjust already a little to each other and the female project staff. As a result they showed more confidence in expressing themselves during the training. At the same time it appeared to be easier for the trainers to involve the women more during the sessions.

4.3 Adapted Manuals for DIT and MTT

At the time the manuals were written, the outline of the DIT training was not set out yet. In order to support the DIT during their work in the field, the manuals consist not only what to do but also how to do it. To write such descriptions many pages are needed, which as a result makes the manual rather bulky and not easy to digest for people who are not used to

read at all.

However after the first training cycle had been finalized, it was realized that during the field days of the training all the three DIT members are first shown how the activities need to be carried out, and in another village they carry out the activities themselves with the assistance of the MTT. As a result the DIT is much more in need of a manual which is more a kind of checklist about what they have to do than a reference guide about how the activities need to be carried out.

It has been decided to write new manuals for the DIT, including less text and more pictures. The former manuals will be used by the MTTs as a reference guide during the training (see annex 5.8 and 5.9 an example of the former and the new manual).

4.4 Conclusion

To implement a women's programme in the rural areas of Baluchistan is in fact putting the world upside down, which makes it likely that it will encounter much resistance. First of all, women are not used to be approached by outsiders and do not consider themselves as valuable partners in the programme. In addition the men are very reluctant to give permission to outsiders, even female ones, to approach their ladies. In some regions men prefer to let their wives die, in stead of taking her to a public hospital. In this context it is understandable that arguments like; women are the main users of a handpump and latrine, or they are the most responsible persons concerning hygiene education, do not really count.


This resistance does not only holds true at village level. At district and provincial level the Local Government and Rural Development Department (LGRDD), has never been exposed to female colleagues, neither to a programme which is focused on women.

Given this social and cultural background, the programme made some remarkable achievements in the villages as well as within the LGRDD. All together nine LGRDD women work along with their male LGRDD colleagues, both at Quetta and district level. In addition, more and more villages accept that women are involved in the activities, because they hear the positive experiences of a neighbouring village, where the programme has been completed already.

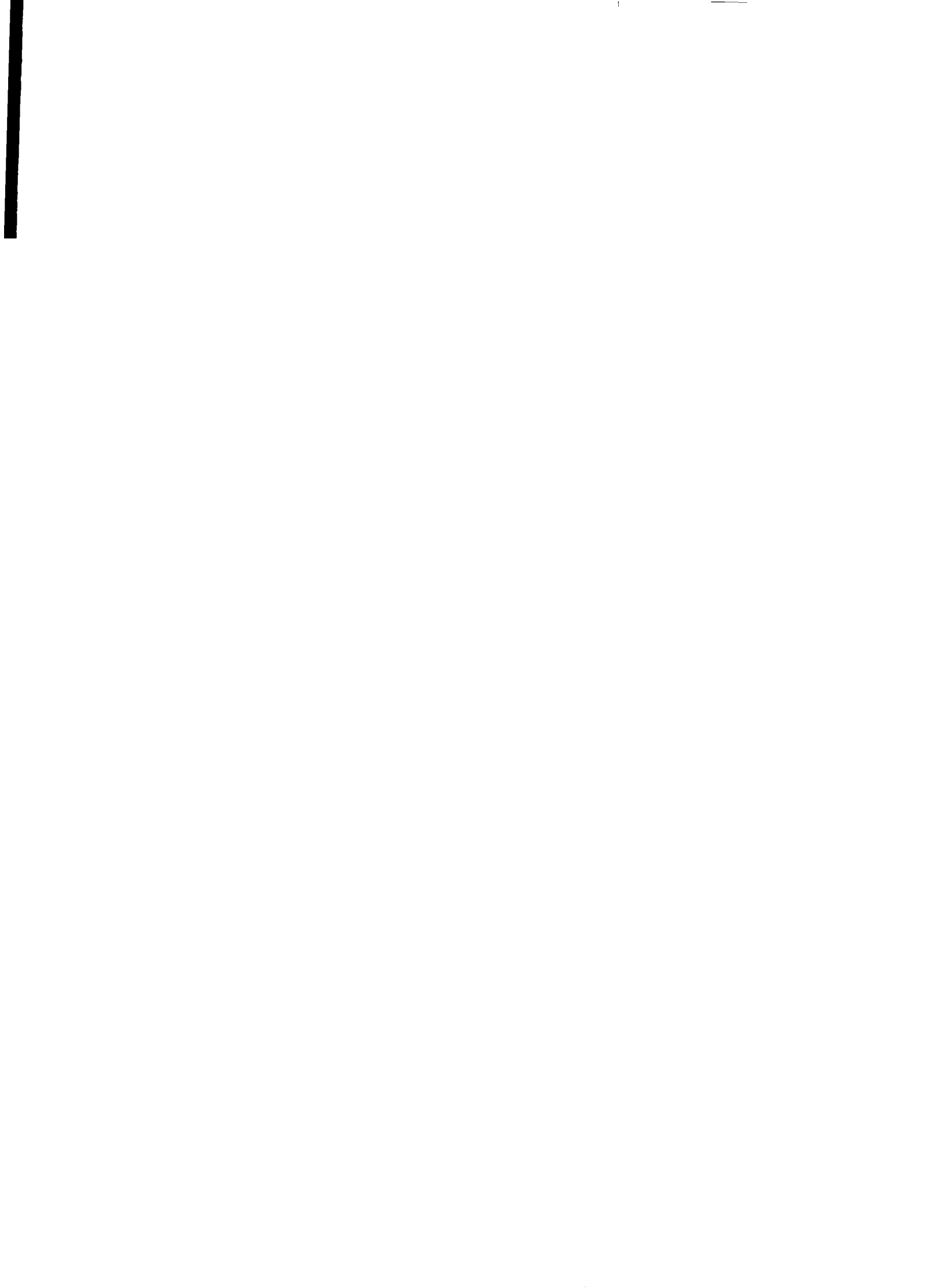
5 Annexes

5.1 Former implementation steps and activities for all three sections

STEP NO.	♂ INVOLVEMENT	♀ INVOLVEMENT	TECHNICAL ASSISTANCE
1 INTRODUCE PROJECT TO COMMUNITY	<ol style="list-style-type: none"> 1. introduce project and explain procedures 2. assess commitment to procedures, including ♀ involvement and select pump caretaker 3. discuss HP siting, user groups/numbers 4. conduct village walk & mapping 	<ol style="list-style-type: none"> 1. introduce project and explain procedures 2. explain need to involve women 3. assess existing W&S situation 4. discuss possible communal sites: introduce ♂ list and ask ♀ to discuss this with compound ♀ 5. hygiene ed: safe water use 6. set up communication channels and select ♀ representatives 	<ol style="list-style-type: none"> 1. assess locally available skills and materials 2. village walk: assess number and location of possible handpumps 3. technical survey: existing wells (potential sites)
2 OBTAIN VILLAGE COMMITMENT	<ol style="list-style-type: none"> 1. inform about ♀ for pump siting, design and improvements for pump 2. hygiene ed: safe water source 3. introduce add-on options with costs 4. finalise user group, CP and caretaker; sign group contract and hand over pump 	<ol style="list-style-type: none"> 1. obtain feedback on siting discussions 2. introduce add-on options 3. hygiene ed. safe water storage 4. inform about ♂ decision for pump site 	<ol style="list-style-type: none"> 1. finalise site selection, design, quantity and cost estimates 2. hand over pump hardware, ensure correct storage 3. assess feasibility of latrine programme
3 PREPARE FOR HANDPUMP CONSTRUCTION	<ol style="list-style-type: none"> 1. discuss finalised design and inform of exact costs; give go-ahead to M for well preparation work 2. inform about ♀ input and finalise add-on options 3. introduce latrine concept and policy 	<ol style="list-style-type: none"> 1. inform ♀ about construction activities 2. introduce latrine concept and policy, ask ♂ to discuss number of latrines with compound ♀ and prepare for survey 3. inform about ♂ decision for add-on facilities 	<ol style="list-style-type: none"> 1. specify preparation work, materials and set construction time table with ♂ 2. finalise add-on design and specify quantities
4 HANDPUMP CONSTRUCTION	<ol style="list-style-type: none"> 1. organize community for construction training and activities 2. carry out construction with community 3. prepare for ♀ visit to handpump 	<ol style="list-style-type: none"> 1. start latrine compound survey 	<ol style="list-style-type: none"> 1. conduct brief training session for ♂ 2. headworks construction 3. add-on facility construction



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<p>5</p> <p>INSTALL HANDPUMP</p>	<ol style="list-style-type: none"> 1. install pump with M, organize get-together to hand over facility to user group and demonstrate proper use and O&M of the pump 2. finalize latrine survey with ♂ input. give go-ahead for preparation work 3. hygiene ed; safe latrine topic 	<ol style="list-style-type: none"> 1. organise ♀ visit to pump, demonstrate correct use and site up-keep 	<ol style="list-style-type: none"> 1. install handpump with on-job training for caretaker 2. demonstrate O&M for pump; indicate site improvements 3. disinfect well 4. specify latrine design, materials and preparation work
<p>6</p> <p>LATRINE CONSTRUCTION</p>	<ol style="list-style-type: none"> 1. organize community for training and carry out construction of model latrines with compound ♂ 2. establish latrine building programme with compound ♂ 	<ol style="list-style-type: none"> 1. organise ♀ visit to latrine, demonstrate safe use and O&M of latrines 	<ol style="list-style-type: none"> 1. demonstrate latrine construction with compound ♂ 2. train latrine mistry and establish village latrine construction programme
<p>7</p> <p>FOLLOW-UP MONITORING</p>	<ol style="list-style-type: none"> 1. monitor pump/latrine use by members of user group, including add-on facilities 2. LGRDD staff responsible for maintaining contact with village for monitoring and back-up 	<ol style="list-style-type: none"> 1. monitor ♀ use of pump and add-on facilities 2. monitor ♀ use of latrine 3. monitor safe water use by ♀ 4. monitor safe water storage by ♀ 	<ol style="list-style-type: none"> 1. monitor use/condition of pump 2. monitor latrine programme 3. monitor water quality at selected sites

5.2 Revised implementation steps and activities for all three sections

STEP NO.	♂ INVOLVEMENT	♀ INVOLVEMENT	TECHNICAL ASSISTANCE
1 INTRODUCE PROJECT TO COMMUNITY	<ol style="list-style-type: none"> 1. introduce yourself 2. discuss project package 3. discuss project approach 4. assess commitment to approach, including ♀ involvement (explain programme for ♀) and self-help 5. discuss HP siting procedure, HP caretaker and HHL mistry 6. promote latrine concept 7. discuss latrine volunteers 8. discuss add-on options 9. conduct village walk & mapping 10. discuss possible user groups 	<ol style="list-style-type: none"> 1. introduce yourself 2. discuss project package 3. discuss project approach, including communal handpumps, role of women and village contract 4. discuss possible pump sites 5. discuss need of add-on options 6. discuss need of latrines and possible role of ♀ in building latrines 8. stress the need for ♀ to discuss the above with ♀ and ♂ compound members 	<ol style="list-style-type: none"> 1. explain HP design and provide quantity and cost estimates 2. select HHL option and provide quantity and cost estimates 3. show and explain "quantity and price menu" 4. assess available skills and materials 5. conduct village walk and mapping
2 OBTAIN VILLAGE COMMITMENT	<ol style="list-style-type: none"> 1. inform about ♀ programme: expected feedback and compound survey 2. convey ♀ preference for HP siting, add-on options, and latrines 3. finalize HP siting and add-on options 4. finalize latrine volunteers 5. select HP caretaker and HHL mistry 6. sign community contract 7. inform community males to organize themselves for HP preparation work and materials 	<ol style="list-style-type: none"> 1. obtain feedback on compound discussions re.: - preferred HP siting - latrine volunteers and followers - add-on options 2. convey above to ♂ meeting 3. conduct latrine compound survey 	<ol style="list-style-type: none"> 1. finalize HP site selection 2. conduct compound survey for latrines 3. set-up: - construction time-table headworks - construction time-table model HHL - supply time-table follower HHL
3 HP CONSTRUCTION	<ol style="list-style-type: none"> 1. inform about ♀ programme: hyg.educ. safe water use and storage 2. organize community participation for HP construction 3. carry out construction with community 4. plan model HHL construction in step 4 	<ol style="list-style-type: none"> 1. inform ♀ about - ♂ decisions in the contract - construction time-table HP and HHL 2. provide hygiene education about water use and storage 	<ol style="list-style-type: none"> 1. hand over HP 2. provide construction training for HP headworks 3. construct HP headworks 4. specify preparation work for model HHL construction

<p>4</p> <p>MODEL HHL CONSTRUCTION</p>	<ol style="list-style-type: none"> 1. inform about ♀ programme: hyg. educ. about diarrhoea and ORS 2. organize community for model HHL construction 3. check follower HHL pits for possible delivery of hardware (see steps 2 and 5) 4. discuss progress of follower HHL in group 	<ol style="list-style-type: none"> 1. inform ♀ about progress in HP training HP construction and planned model HHL construction 2. provide hyg. educ. about hand washing, diarrhoea, and ORS 3. discuss weaning foods 	<ol style="list-style-type: none"> 1. construct model HHL 2. train latrine mistry 3. check follower HHL pits for possible delivery of hardware (see steps 2 and 5)
<p>5</p> <p>ADD-ON AND FOLLOWER HHL CONSTRUCTION</p>	<ol style="list-style-type: none"> 1. inform about ♀ programme: latrine visit and prepare for visit of ♀ to pump site during next visit 2. inform ♂ about progress in follower HHL and add-on construction 3. discuss hygienic latrine use and latrine maintenance/cleaning 4. further plan HHL followers construction 	<ol style="list-style-type: none"> 1. inform ♀ about progress in follower HHL and add-on construction 2. visit latrine site to provide hyg.educ. about proper latrine use 3. ask feedback on hyg.educ. session about hand washing, diarrhoea, ORS and weaning food 	<ol style="list-style-type: none"> 1. supply latrine hardware to those households with proper pits 2. construct selected add-on options 3. assist in constructing follower HHL
<p>6</p> <p>HP INSTALLATION</p>	<ol style="list-style-type: none"> 1. organize community for HP installation 2. prepare for visit of ♀ to pump site 	<ol style="list-style-type: none"> 1. inform ♀ about HP installation 2. ask feedback on hug.educ. session about safe water use and storage 3. visit pump site to provide hyg.educ. about proper handpump use 	<ol style="list-style-type: none"> 1. install HP and demonstrate O&M 2. train HP caretaker 3. do post-installation check
<p>7</p> <p>FOLLOW-UP MONITORING</p>			<ol style="list-style-type: none"> 1. do biological well test 2. disinfect well if necessary

5.3 Outline of the entire MTT training

week no.	training	subjects and activities covered
three weeks of pre-service training		
1	classroom training in Quetta	<ol style="list-style-type: none"> 1. welcome 2. origin and backgrounds of the W&S Cell 3. Cell organization and staffing 4. learning the Cell's approach: <ul style="list-style-type: none"> - implementation steps - implementation activities 5. learning to work with the field manuals 6. section wise training (technicians, male and female community organizers) 7. presentation of discussed section topics 8. discussion of field assignments for the week in Loralai
2	Field week in Loralai	<ol style="list-style-type: none"> 1. familiarization with field procedures for male and female community involvement and mobilization 2. hygiene education practice 3. installation of handpumps 4. installation of latrines
3	classroom training in Quetta	<ol style="list-style-type: none"> 1. evaluation of field training week 2. communication and training skills 3. village selection procedures 4. planning of DIT activities in the district 5. monitoring theory and exercises 6. section wise training subjects 7. group integration and team building
three weeks of in-service training		
4	classroom training in Quetta	<ol style="list-style-type: none"> 1. feedback on DIT classroom training 2. feedback on DIT step 1&2 training day 3. feedback on implementation of step 1&2 4. preparation for step 3&4 training day
5	classroom training in Quetta	<ol style="list-style-type: none"> 1. feedback on DIT step 3&4 training day 2. feedback on implementation of step 3&4 3. preparation for step 5&6 training day
6	classroom training in Quetta	<ol style="list-style-type: none"> 1. feedback on DIT step 5&6 training day 2. feedback on implementation of step 5&6 3. revise activities in step 1 to 6



5.4 Outline of the female programme during the first week of the MTT Training *punt 6*

Training Programme Part I
Subject: Female Involvement

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Time	Topic	Method	Requirements
9.00 - 9.30	1. Why and in what ♀ involvement in a WS&S project in general and in ours specifically?	brainstorm	white board with markers conclusions (transparency/hand out 1 A)
9.30 - 10.00		lecture about the need to explain why we need the help of the village women and demonstration of how we do this	field manual exercise
10.30 - 11.30	2. importance of site selection of pump and latrine	case study	case study with questions (hand out 1 B, 2 p.) and answers
11.30 - 12.30	3. methods of involving ♀ in site selection	lecture about map making and the compound survey	field manual
13.30 - 14.00	4. organization of women	role play about first meeting with men to get their agreement	role play with instructions (hand out 1 C, 2 p.)
14.00 - 14.30		lecture about communication channel	communication channel (transparency/hand out 1 D) field manual
14.30 - 15.00		role play about communication channel	role play with instructions (hand out 1 E, 2 p.)
15.00 - 15.15	closure		



Training Programme Part 2
Subject: Hygiene Education

Time	Topic	Methods	Requirements
9.00 - 10.20	1. What is hygiene education? Why is it important? For whom is it important?	Brainstorm	<ul style="list-style-type: none"> - white board - summary sheet (transparency/ hand out 2 A) - sheet with interventions to improve health (transparency/ hand out 2 B) - disease cycles hand out 2 C, 6 p.)
10.20 - 10.40	2. Relation between water, sanitation and health	Exercise relating the mouth to fingers/food/flies etc.	<ul style="list-style-type: none"> - transmission routes and possible interventions (transparency/ hand out 2 D, 2 p.)
11.00 - 13.00	3. Difficulties of changing hygiene behaviour	role play between village woman and female community organizer	<ul style="list-style-type: none"> - role play with instructions (hand out 2 E, 2 p.) - changing behaviour (hand out 2 F)
13.30 - 14.00	4. Focus of our own hygiene education programme: priorities, messages and target groups	lecture about our choices in the programme	<ul style="list-style-type: none"> - hand out D, page 2 - programme interventions and messages (transparency/ hand out 2 G, 3 p.)
14.00 - 15.10	5. Methods of hygiene education in our approach	exercise, relating the common traps in hygiene education with the two pile and the gap method	<ul style="list-style-type: none"> - field manual - common traps in hygiene education (transparency/ hand out 2 H, p 1) - exercise (hand out H, p.2) - overview of methods of male and female hygiene education (hand out 2 I, 2 p.)
15.10 - 15.20	closure		



Training Programme Part 3

Subject: Cross sectional teaching preparation *punt 7*

Time	Topic	Methods	Requirements
9.00 - 9.30	1. introduction to teaching set up	lecture/brainstorm	white board
9.30 - 10.00	2. introduction and distribution of topics	lecture	hand out 3 A hand out 3 B
10.00 - 10.30	3. participants read the training notes and will ask questions clarify the notes	individual reading and individually briefing by one of the trainers as resource person	needed transparency sheets and copies of hand outs
11.00 - 14.30	4. participants prepare themselves	individual preparation with possibility to ask questions to resource person	
11.00 - 15.30	5. individual try-out of presentation of the participants	individually presentation to resource person who observes and gives feedback	feedback rules

Cross sectional training topics from female community organizers to other team members:

Topics	Methods
1. introduction: overview of female activities in the first 6 steps	lecture
2. Why is women involvement important in site selection of hand pump and latrine?	Case study with questions about why it is important, lecture about how:option list and compound survey
3. Why does hygiene education play an important role in our programme?	Exercise about the relation between project interventions and the impact on health
4. Why is changing hygiene behaviour so difficult?	Brainstorm about what is needed to change hygiene behaviour
5. Some examples of hygiene education methods	Demonstration and explanation of the gap method and two pile method



Training programme part 4

Subject: field assignments

On-going implementation activities:

- introduce yourself to village men in a first meeting
- do a hygiene education session about safe water: two pile method
- observe hand pump installation by your male team members
- prepare and execute a visit to pump area with village women
- go to a few compounds, as an example, to gather data for the compound survey
- observe a latrine installation by your male team members
- prepare and execute a demonstration of proper latrine use and hand washing

Specific assignments: more related to your final task being a master trainer

- go to a caretaker and ask him to show his spare parts, skills and knowledge
- observe a pump area
- observe a compound
- organise a women's meeting to interview them about users satisfaction of hand pump and latrine



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5.5 Monitoring outcome concerning the female programme of MTT training, February 1994

The ladies of the MTTs were asked to give their comments on the training components discussed during the days they were taught about female involvement and hygiene education, the day they presented to the other team members and the activities during the field trip.

The outcome of this exercise is presented at the next page. Most of the sessions were regarded as very useful and useful, 15 out of 21. Sessions which were commented on as too easy, were mainly the field implementation activities. The participants explained that these activities went very smooth because of several reasons:

- they were very well guided by the trainers
- they themselves had already experience with working with village women
- the team was already well known in the villages.

The two sessions which were regarded as not so useful were the explanation about the teaching set up and the presentation to the male members of the team. The information of the teaching set up was already well known. The presentation to the male members was not seen as useful because it was not in their job description to do so. By further asking it appeared that they did not like this session because the men did not take the ladies serious, which made them feel very uneasy.

The participants want to know more about installation of hand pump and latrine. Both activities did not get enough attention because of time constraints during the field trip. The two other activities which the participants missed in the field are the first meeting with the village men and signing of the agreement with the village men. Both activities were not scheduled because none of the villages were in this stage of the implementation process.

Conclusions and possible improvements:

The days about female involvement and hygiene education do not need much changes. The field trip implementation activities were may be a little too easy, but in other villages this can be different. To mix these implementation activities, which are originally DITs activities, with some activities who are designed for the MTT themselves seems to be successful.

The teaching skills deserve more attention, and should be integrated in the programme in a better way. The presentation in the first week to the other team members seems to be too early. They need to have a better understanding with their male team members. One possibility is do this cross training about the concepts of each section by our consultancy staff. In the week after the field trip first some attention should be given to teaching skills. After this is done we can ask the participants to present their experiences from the field trip.



Table 1: monitoring outcome about the days with female organizers of the MTT only

Training day	Training session	very useful	useful	not so useful	want to know more about	need more experience	too easy	too difficult	missed in the training
female involvement	brainstorm: what/why women involvement		✓						
	case study: importance of women in site selection	✓							
	explanation: village map making with women		✓						
	explanation: compound survey	✓							
	role play introduction to village men		✓						
	role play drawing compound card		✓						
	explanation: communication channel		✓						
hygiene education	brainstorm: what/why hygiene education	✓							
	mouth exercise: linkages water-sanitation-health		✓						
	explanation 2 pile method and gap method						✓		



Training day	Training session	very useful	useful	not so useful	want to know more about	need more experience about	too easy	too difficult	missed in the training
teaching	teaching session set up			✓					
	<u>presentation to male members</u>			✓					
	teaching methods: discussion		✓						
field trip	observation handpump installation				✓				
	observation latrine installation								✓
	first meeting with village men to introduce female activities								✓
	<u>signing of agreement with village men</u>								✓
	interview with hand pump care taker	✓							
	implementation 2 pile method and gap method						✓		
	implementation safe latrine demonstration						✓		
	implementation safe site up keep pump area						✓		
	implementation compound survey	✓							
	observation pump area	✓							
	observation compound	✓							
	feedback of field trip		✓						

5.6 Outline of the entire DIT training

week no.	training element	training topics and activities
1	three day classroom training	<p>First Day</p> <ol style="list-style-type: none"> 1. explanation of project background, policies and approach 3. discussion about the need of female involvement 4. slide show about implementation steps and activities 5. explanation and distribution of the field manuals <p>Second Day: section wise training</p> <ol style="list-style-type: none"> 1. for the male community organizers: <ul style="list-style-type: none"> - need of hygiene education for men - the village contract 2. for the female community organizers: <ul style="list-style-type: none"> - introduction to handpump and latrine - need of hygiene education - why and how village women are involved 3. for the technicians: <ul style="list-style-type: none"> - water and soil testing - site selection <p>Third day:</p> <ol style="list-style-type: none"> 1. monitoring theory and exercises 2. planning of district level activities 3. communication skill exercises
2	classroom and on the job training about implementation step 1&2	<ol style="list-style-type: none"> 1. classroom day: explanation about activities in step 1&2 1. first field day: DIT observes how MTT executes step 1 in first village 2. second field day: DIT executes step 1 in second village with assistance of MTT 3. third field day: DIT observes how MTT executes step 2 in first village 4. fourth field day: DIT executes step 2 in second village with assistance of MTT
3	idem for step 3&4	idem for step 3&4
4	idem for step 5&6	idem for step 5&6



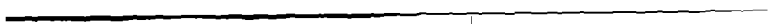
5.7 Outline of female programme of DIT training

First week, second day

Subject: background information about

- female involvement
- hygiene education
- W&S facilities

time	topic	method
9.00 - 10.00	need to involve women in W&S project in general	brainstorm
	how to explain to village women that they are needed	drama with extension materials
10.00 - 10.30	project policy concerning communal handpumps	demonstration with help of village map cards
	project policy concerning compound latrines	demonstration with help of village map cards
10.30 - 11.00	how to mobilize the women in the villages	explanation with the help of white board
	drawing of a compound card	drama
11.00 - 12.00	what is hygiene education	definition
	why is hygiene education needed	mouth exercise
12.00 - 12.30	introduction to handpump	explanation with help of posters
12.30 - 13.00	introduction to different latrine options	demonstration with help of latrine models and cotton lay-out



Second week, first day

Subject: explanation of activities in step 1&2, integration with other sections

Activity in manual	Topic	Method	Time
Step 1			
introduce the project	introduce handpump; parts and functions	Handpump excursion (if possible)	40 min.
	introduce latrines: <ul style="list-style-type: none"> • parts and functions • advantages and disadvantages 	demonstration with help of cotton lay-out and latrine models	30 min.
make a village map	introduction of possible handpump sites in the village	demonstration of how to make a village map with the help of the cards	20 min.
safe water use	which water should be used for which activities	drama with two pile method	30 min.
Step 2			
introduce add-on options	Introduction of washing stand, animal trough and contamination of a well by infiltration of water in the ground.	explanation with help of section poster of the hand pump and white board	45 min.
safe water storage	risk of contamination of water during storage	drama with gap method	45 min.
Preparation for afternoon session			
all activities of step 1 and 2	preparation of DIT for presentation of step 1 and 2 activities	try-out with cards with steps and activities	30 min.

5.8 Outline of one activity in former DIT manual

STEP 1	Safe water use
<p data-bbox="225 521 943 557">What do you need before you can start the activity</p> <p data-bbox="225 598 352 629">Materials</p> <ul data-bbox="225 633 1107 745" style="list-style-type: none">● notes on where the women fetch water for which activities● 12 cards showing all kind of activities related to water● 25 hand outs with activities one can only use pump water for <p data-bbox="225 857 619 893">Checklist of main messages:</p> <ul data-bbox="225 898 1294 1005" style="list-style-type: none">● take water for drinking and cooking purposes only from pump● take water for washing/bathing/cleaning from a water source which is most convenient for you	

STEP 1**Safe water use****How to carry out the activity?****Introduction**

- ask women difference between water from a pump, well or stream
- ask women which source is (will be) nearest, which one is most convenient (to fetch water from a stream is easier than from a handpump)
- tell them that it is easy to say; "use only pump water for all purposes." Because if a woman has to walk 15 minutes to the pump and she to wash very heavy clothes and the stream is next to her house it will be easier to use the stream, but is it safe?
- tell the women that today you want to think together which water you can use for which activities, like cooking, drinking, cleaning and bathing.

Execution

- show the cards one by one to the women and ask which activity is on the picture, explain if necessary
- ask the women to divide the cards in two piles. One pile for which you can only use pump water and one pile for which you also can use stream or well water (15 minutes).
- ask the women to present and explain the outcome card by card, if they put the card on the wrong pile start discussion and explain right outcome:
 - use only water from the handpump for drinking, cleaning fruit, washing mud pot, washing mud pot, making sugar/salt solution
 - for other activities like washing clothes, bathing child, cleaning and flushing latrine you can use any water
- ask the women of one compound to sit together and discuss their situation:
 - how far is my compound from well/stream/pump
 - how much water do I need for the different activities
 - what water will I use for bathing/cleaning/drinking/cooking
- ask one women of each compound to tell to the others for which activities they will use which water

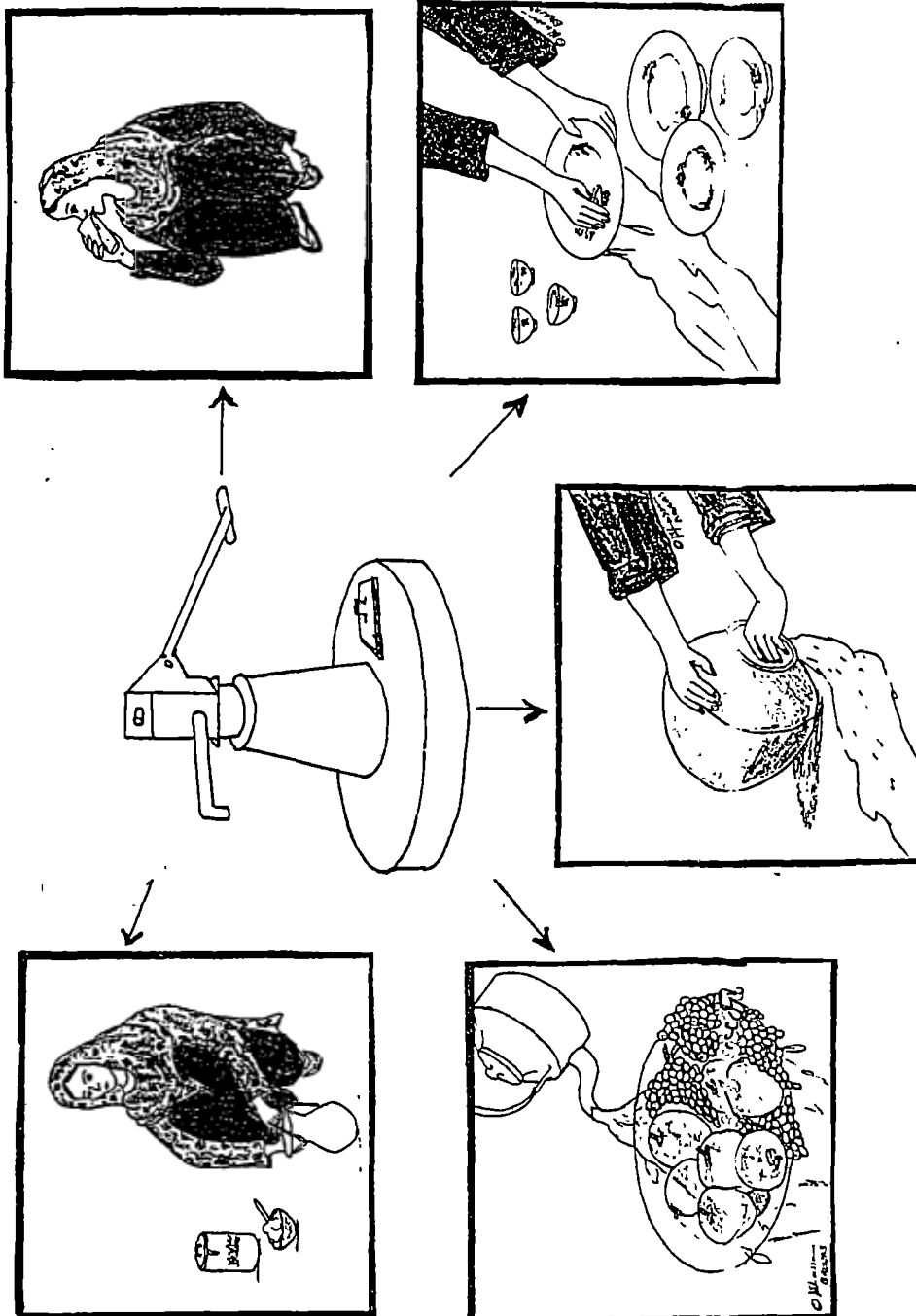
Closure

- show hand out and explain the message: use pump water for all drinking and cooking purposes
- distribute the hand outs: for each compound one
- ask the women to hang the hand out in the compound, to remind them and the other people in the compound.

STEP 1

Safe water use

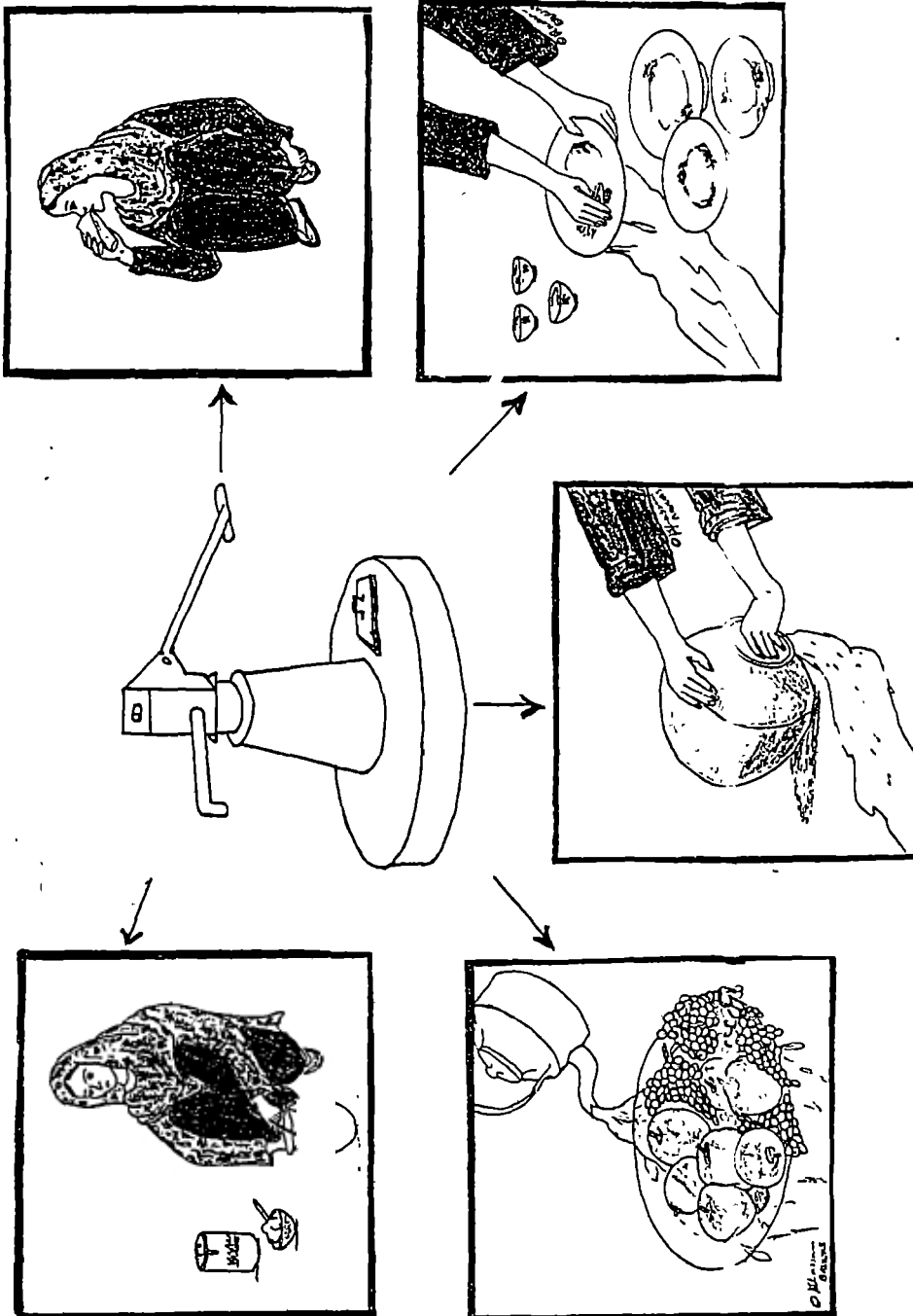
Hand out showing for which activities only handpump water should be used:



STEP 1

Safe water use

Hand out showing for which activities only handpump water should be used:



5.9 Outline of one activity in new DIT manual

STEP 1

Discuss safe water use



Instructions:

- explain the difference water from the handpump and from other sources
- show the 12 cards one by one to the women
- ask the women to make two piles
- check the piles and explain for which activities they should ONLY use water from the handpump
- discuss possible water use in this village
- distribute the hand outs

Outputs:

- women understand that they should only use water from the handpump for:
 - drinking
 - cleaning food
 - cleaning dishes
 - cleaning mud pot
 - preparation sugar/salt solution
- women discuss the feasibility and come to an agreement per compound for which activities they will use the water from the handpump

