

TRAINER'S GUIDE FOR WATER BOARD TRAINING

Small Towns Water Supply & Sanitation Project



COMMUNITY WATER & SANITATION AGENCY, GHANA

Credits

The **TRAINER'S GUIDE** is to be used in training Water & Sanitation Development Boards (WSDBs) and Water & Sanitation Committees in the Small Towns Projects. It is one of a series of publications produced by the CWSA. Its companion volume is the **WATER BOARD MANUAL**.

The Guide was developed by the Small Towns Consultants (STCs), CWSA staff, and other consultants through a series of meetings in 1997. At the first meeting in February 1997 the STCs agreed on the project cycle and produced a list of training topics. At the second meeting - a workshop at Aburi on 9-11 April 1997 - participants developed a detailed curriculum and a few session plans. At the third meeting in Accra (13-15 May) a small group worked on the full session plans. At the National Software Forum in Kumasi (19-23 May) the STCs developed additional materials. Then Ross Kidd (Cowater) worked with these outputs to produce a draft Trainer's Guide, which was reviewed by STCs during a TOT workshop held at Aburi in October 1997.

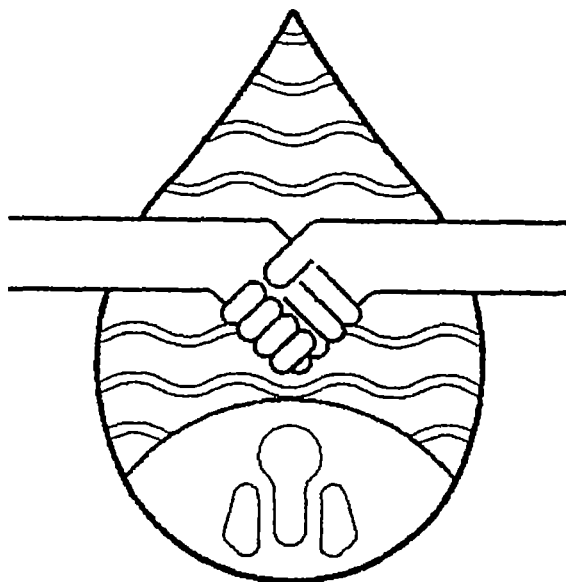
Contributors to the development of this Guide include: Charlotte Engmann and Jemima Yelbert (CWSA National); Mike Adjei, George Agyeman, Beatrice Sakyi (Ashanti RWST); J. O. Appiah, Divine Dugbartey, and Kwame Frempah-Yeboah (Brong Ahafo RWST); E. K. Sam (Central RWST); James Ayukade, Abdulai Salifu (Northern RWST); Gilbert Amoah (Upper East RWST); Louisa Dayang and Mary Hamidu (Upper West RWST); E. D. K. Fiagbey, Festus Kwadzokpo, Albertha Nyaku (Volta RWSSP); Abrefa Mensa (Western RWST); Kolly Dorcoo, John Dunyo, Sulley Gariba, Joseph Weguri (Afrowood/GAS); Grace Ave, Clement Larbi, Bashir Manu, and Akobrika Martin (Colan Consult); Ross Kidd (Cowater); Nancy Cosway and Edward Kapile (GAP); Dela Afenyadu (ICEADS); Lucia Nass (ISODEC); Thomas Peprah Manu, Comfort Tetteh, Kweku Tweneboa (TABCON/AESL); Theodora Gbena, Solomon Panford, Betty Yankson (TREND).

Graphics were developed by Ato de Graft-Johnson and Petra Rohr-Rouendaal.

The Trainer's Guide is an evolving guide. STCs will use it in their own training and adapt it to suit their own context. In the process they will see topics which need to be added or sessions which need to be redesigned. These changes will be recorded and an updated version of the guide will be produced at the end of the three year cycle. Through this process the guide will be gradually improved by the users themselves.

The Trainer's Guide is one of a series of manuals produced by CWSA to support the National Community Water and Sanitation Programme. The other publications include:

- Water Board/Watsan Manual (STP)
- Visuals for Use in WSDB Training (STP)
- Trainer's Guide for PO Training
- Partner Organisation Manual
- Trainer's Guide for Watsan Training
- Watsan Committee Member's Manual
- Trainer's Guide for DWST Training
- Manual for DWST Members



**COMMUNITY WATER AND
SANITATION AGENCY
P/Bag Kotoka International
Accra, GHANA**

CONTENTS

INTRODUCTION	1
OVERVIEW	2
TYPES OF TRAINING	3
HOW TO USE THIS GUIDE - THE SESSION PLANS	5
LEARNING BY DOING	6
WHAT WSDB AND WATSAN HAVE TO DO AT EACH PHASE	7
PARTICIPATORY METHODS	8
STEPS IN EACH WORKSHOP	9
MATERIALS AND HANDOUTS	10
REPORTING ON WORKSHOPS	11
TIPS FOR TRAINERS	12
WORKSHOP 1 - MANAGEMENT TRAINING FOR MOBILISATION	15
INTRODUCTIONS	16
CWSP AND THE NEW APPROACH	17
WHO ARE THE PLAYERS?	20
PROJECT CYCLE	27
WHY A NEW WATER SYSTEM?	30
HYGIENE EDUCATION 1	36
ASSESSING EXISTING WATER SITUATION	39
TECHNICAL OPTIONS 1	41
MONEY MANAGEMENT 1	43
DATA COLLECTION	47
INVOLVING WOMEN 1	51
SANITATION 1	54
MEETINGS SKILLS	56
COMMUNITY MEETING (FIELD PRACTICE)	59
ACTION PLANNING AND EVALUATION	61
WSDB MEMBERS ONLY	62
WORKSHOP 2 - MANAGEMENT TRAINING FOR PLANNING & DESIGN	66
INTRODUCTIONS	67
PROBLEM SOLVING	68
INTRODUCTION TO PLANNING	69
TECHNICAL OPTIONS 2	70
MONEY MANAGEMENT 2	78
INVOLVING WOMEN 2	82
HYGIENE AND SANITATION 2	85
COMMUNITY MEETING (FIELD PRACTICE)	88
ACTION PLANNING AND EVALUATION	90
WSDB MEMBERS ONLY	91
WORKSHOP 3 - MANAGEMENT TRAINING FOR CONSTRUCTION	95
INTRODUCTIONS	96
PROBLEM SOLVING	97
MANAGING CONSTRUCTION	98
MONEY MANAGEMENT 3	100
INVOLVING WOMEN 3	102
HYGIENE AND SANITATION 3	103
BYE-LAWS AND CONSTITUTION	108
COMMUNITY MEETING (FIELD PRACTICE)	109
ACTION PLANNING AND EVALUATION	110
WSDB MEMBERS ONLY	111

LIBRARY IRC
 Box 93190, 2509 AD THE HAGUE
 Tel.: +31 70 30 689 80
 Fax: +31 70 35 899 64

RCODE: 14782

10: 202.6 97TR

WORKSHOP 4 - MANAGEMENT TRAINING FOR O&M AND FOLLOWUP	112
INTRODUCTIONS	113
PROBLEM SOLVING	114
OPERATION AND MAINTENANCE	115
MANAGEMENT OF STAFF	120
MONEY MANAGEMENT 4	122
COMPLAINTS MANAGEMENT	125
HYGIENE AND SANITATION 4	129
WATER POINT MAINTENANCE	131
UNACCOUNTED FOR WATER	133
ACTION PLANNING AND EVALUATION	134
WSDB MEMBERS ONLY	135

ABBREVIATIONS

BH	Borehole
COM	Community Ownership and Management
CWSA	Community Water and Sanitation Agency
CWSP	Community Water and Sanitation Programme
DA	District Assembly
DMC	District Management Committee
DWST	District Water and Sanitation Team
FMP	Facilities and Management Plan
GAP	Ghana Assistance Project (Northern & Upper Regions)
GWSC	Ghana Water and Sewerage Corporation
O&M	Operation and Maintenance
RWST	Regional Water and Sanitation Team
STC	Small Towns Consultant
TDC	Town Development Committee
VIP	Ventilated Improved Pit
WATSAN	Water and Sanitation (Committee)
WSDB	Water and Sanitation Development Board

Introduction to Trainer's Guide



OVERVIEW

This guide will tell you how to run a series of four training workshops for Water Boards and Watsans over the four phases of the Project Cycle.

The aim of the training is to help the Water Board and Watsan members learn how to do their job -

- Organise their own meetings and meetings with the community
- Build participation by all community members, especially women
- Plan and supervise the construction of the new water facilities
- Collect and manage money to keep the system operating
- Manage the operation and maintenance of the system
- Keep records of money, meetings & maintenance
- Foster action on hygiene and sanitation
- Hire and supervise operating staff
- Collaborate with other players
- Identify and solve problems
- Monitor and evaluate
- Plan and report
- ACT!**



This long list describes what they have to do in their job - so the training will prepare them to DO these activities.



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

The manual is divided into FIVE chapters. These chapters are:

- ◆ INTRODUCTION TO TRAINER'S GUIDE
- ◆ WORKSHOP 1 - MOBILISATION PHASE
- ◆ WORKSHOP 2 - PLANNING/DESIGN PHASE
- ◆ WORKSHOP 3 - CONSTRUCTION PHASE
- ◆ WORKSHOP 4 - O&M/FOLLOWUP PHASE

TYPES OF TRAINING AND HOW THE TRAINING FITS INTO THE PROJECT CYCLE

Training for Water Boards and Watsans consists of:

a) Workshop Based Training

You will conduct four training workshops in each town, one at the start of each phase. The training will be organised on a joint basis - attended by the Water Board and Watsan members in each town.

b) On-the-Job Training

You will also provide on-the-job coaching for WSDB and Watsan members while they are doing their job. The aim is to observe how they are doing and give them positive feedback to strengthen their performance. For example you will attend some of their meetings, help them improve problem-solving skills, and give them feedback on how they run their meetings or write their minutes. During site visits you will show them various technical and design features.

c) Networking Workshops

During Phases 3 and 4, in addition to the training described above, you will organise an annual networking workshop for all the WSDBs within the region. This will give them a chance to share experience, do joint problem-solving, and discuss how they can support each other. The workshops will be linked to the development of an Association of Water and Sanitation Development Boards.

This guide will focus on BASIC MANAGEMENT TRAINING. This consists of four workshops given at different phases of the Project Cycle:

LEVEL	TIMING	TOPICS TO BE COVERED
MANAGEMENT TRAINING 1 (Mobilisation)	6 days	CWSP and the New Approach, WSDB/Watsan Roles, Roles of Other Players, Project Cycle, Why a New Water System, Hygiene/Sanitation, Technical Options, Managing Money, Data Collection, Involving Women, Meetings Skills, Record Keeping
MANAGEMENT TRAINING 2 (Planning)	5 days	Review of Experience, Technical Options and Siting, Managing Money, Involving Women, Hygiene and Sanitation, Working with Other Players, Developing a Staffing Plan, Keeping Minutes and Financial Records
MANAGEMENT TRAINING 3 (Construction)	5 days	Review of Experience, Managing Construction, Managing Money, Involving Women, Hygiene and Sanitation, Bye-Laws and Constitution, Field Practice, Action Planning, and Evaluation
MANAGEMENT TRAINING 4 (Followup)	5 days	Review of Experience, Operation and Maintenance, Management of Staff, Managing Money, Complaints Management, Hygiene and Sanitation, Water Point Maintenance, Unaccounted for Water, and Evaluation

Phasing and Timing of Management Training

Management Training 1 will be conducted in the middle of Phase I - after the WSDB and Watsans have been formed. Management Training 2, 3, and 4 will be conducted at the start of the other phases (Planning, Construction, and Followup). Each workshop will prepare the Water Board and Watsans for the management tasks they need to do during that phase.

This phased approach to the training will help WSDB and Watsan members learn their new skills on a gradual basis and at the "teachable moment" - the time when they need these skills to do the activities required during that phase of the Project Cycle. After the course they will put their new skills immediately into practice - so WSDB and Watsan members will be highly motivated to learn.

Each phase of training is roughly 5 days in length. This can be broken into mini-workshops of 2-3 days, which will be easier for participants.

Joint Training for Water Board and Watsan Committees

The Water Board and Watsans in each town will be trained at the same time in courses conducted jointly for both parties. Most of the training modules will be taught to both the Water Board and Watsans; however, a few specialist training sessions will be organised for Water Board members on their own.

This combined approach will ensure that both parties learn the necessary skills and at the same time learn how to work together in managing the new system. The joint workshops will give them a chance to plan and solve problems together and build a close working relationship.

Who are the Trainers?

The Small Towns Consultants are the main trainers. Training the WSDBs and Watsans is one part of your job. Ideally all STC team members should be involved in the training: this would allow sessions to be divided into small groups where each trainer works with a group of about 8 people.

For some of the workshops you will invite DWSTs from the relevant district to help you - as a way of orienting them to the Small Towns Projects.

Summary

- 4 management skill training workshops in each town
- conducted on a joint basis for the WSDB and Watsans in each town
- on a phased basis over the 3-year project cycle, one for each phase
- reinforced with on-the-job training and coaching
- plus "networkshops" to exchange experience on a regional level
- organised by the Small Towns Consultants
- with the occasional involvement of the DWST and RWST

HOW TO USE THIS GUIDE - THE SESSION PLANS

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

- ◆ **LINKS TO PROJECT CYCLE** - how the WSDB and Watsans will apply these skills to their management job during that phase of the project cycle
- ◆ **TIME** - a rough estimate of the time needed to conduct the session
- ◆ **OBJECTIVES** - what participants will be able to DO by the end of the training session
- ◆ **MATERIALS** - a list of flipcharts, handouts, critical incidents, pictures, or other materials which need to be prepared in advance
- ◆ **TOPICS AND LEARNING ACTIVITIES** - a detailed description of a) the topics to be covered and b) the learning activities or training methods.

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

- **SMALL GROUPS** - how to use small groups, including size and tasks
- **LEARNING ACTIVITIES** - discussion, brainstorming, practical exercises, role playing, critical incidents, etc
- **NEWSPRINT, FLIPCHARTS, or "BRICKS"** - how to record sessions
- **POSSIBLE RESPONSES** from discussions - these are presented in boxes
- **REPORT BACK** - how to organise the report back by small groups
- **SUMMARIZING** - a list of points to be emphasized
- **TRAINER'S NOTES** - advice on how to facilitate certain activities.

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

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

THE TRAINER'S GUIDE IS NOT A BIBLE TO BE FOLLOWED WORD-FOR-WORD!

It is meant to give you some ideas on how to conduct each session, but you should **ADAPT** it. Every trainer is different: we each have our own style and will want to bring our own ideas to bear on the training. The trainees are also different: you will need to change the methods and materials to suit each group you work with.




LEARNING BY DOING

Your aim is to train WSDBs to DO things - organise meetings, plan the water supply, raise and manage money, hire and supervise staff, work with other players, and so on. It is not enough to give them information and theory on management; you have to help them learn practical skills which will allow them to do their job with confidence. To learn these skills and build this confidence they need a chance to **practice** the skills in the classroom. People learn by doing, so our job as trainers is not to tell them, but to let them **DO**.

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

As a trainer we have to recognise that:



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

We hear trainers say:

These WSDBs are doing a poor job. During the training I told them how to run their meetings, but when I went to visit them, they don't seem to have applied any of my ideas.

That is what happens when you only TELL people. It would have made a difference if the WSDBs had tried out the meetings skills themselves, rather than listening to a lecture. For example they could have done a mock meeting and at the end discussed how the meeting went and how it could be improved. By trying things out, making mistakes, and analysing what went wrong and how to improve, WSDBs gain useful skills and confidence.

When WSDBs and Watsans can't do their job, we have not done our job!

WHAT THE WATER BOARD (AND WATSAN) HAVE TO DO AT EACH PHASE

PHASE	MONEY	TECHNICAL/PLANNING	HYGIENE/SANITATION	ORGANISATION/ADMIN
MOBILIZATION	<ul style="list-style-type: none"> ● Get community to decide on how to raise funds for capital cost contribution ● Start collecting funds ● Open bank account ● Keep records ● Establish imprest 	<ul style="list-style-type: none"> ● Assess the condition of existing water sources ● Collect and analyse data to help design WS system ● Discuss basic technical options with community ● Answer their questions 	<ul style="list-style-type: none"> ● Discuss the old sources - problems and what to do ● Discuss the new system - health and other benefits ● Collect H & S data ● Organise hygiene action ● Promote h/hold latrines 	<ul style="list-style-type: none"> ● Know their own roles ● Know roles of all players ● Build working relations between WSDB-Watsan ● Organise own meetings ● Organise comm meetings ● Get women involved
PLANNING	<ul style="list-style-type: none"> ● Continue fund-raising for capital cost contribution ● Keep records/render accts ● Finalise payment ● Agree with community on plan for O&M fund-raising 	<ul style="list-style-type: none"> ● Discuss options, designs, and siting with community ● Get agreement on design ● Manage conflicting interests and build consensus ● Prepare Facility Mgt Plan 	<ul style="list-style-type: none"> ● Discuss hyg. implications of options and siting ● Discuss and agree on what to do with the old water sources ● Promote h/hold latrines 	<ul style="list-style-type: none"> ● Get community to agree on options, siting, etc. ● Hire technical operators ● Agree on management and staffing plan ● Keep records and reports
CONSTRUCTION	<ul style="list-style-type: none"> ● Collect for O&M fund ● Solve money problems ● Account for monies raised to community and DA ● Prepare and present financial reports 	<ul style="list-style-type: none"> ● Support construction - organise labour, assess progress, and discuss problems with contractor ● O&M (labour & materials) ● Water quality testing 	<ul style="list-style-type: none"> ● Discuss maintenance and waste management ● Start user education ● Develop indicators for hygiene monitoring ● Promote h/hold latrines 	<ul style="list-style-type: none"> ● Mobilize labour for communal work ● Initiate bye-laws on water use & sanitation ● Finalise constitution
FOLLOW-UP	<ul style="list-style-type: none"> ● Assess production cost ● Tariff setting ● Billing and collection ● Investment planning ● Monitoring ● Render accounts to community and DA ● Mobilize outside financial assistance 	<p>O&M: supervise operators to:</p> <ul style="list-style-type: none"> ● Keep system operating ● Organise repairs ● Procure/store spare parts ● Keep technical records <p>Followup:</p> <ul style="list-style-type: none"> ● Evaluate tech. operations ● Efficiency of procurement ● Plan future rehabilitation or expansion of system 	<ul style="list-style-type: none"> ● Conduct user education (methods and strategies) ● Hygiene education ● Promote h/hold latrines ● Monitor impact of hygiene and sanitation 	<ul style="list-style-type: none"> ● Hire other operators ● Train new staff ● Evaluate performance of full-time operators ● Networking ● Complaints management ● Renewal of WSDB and Watsan (fresh elections)

PARTICIPATORY METHODS

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

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

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

TRAINER-LED GROUPS: Most of the small group sessions will be organised in groups led by the trainers themselves. In these groups trainers can guide the discussions as well as add their own input.

PARTICIPANT-LED GROUPS: In some small group sessions participants will work on their own without a trainer. Often these groups will be organised as **Quick Reaction Groups** - groups that stay together throughout a session and are assigned a series of tasks or discussion questions. After each question is discussed, groups report back from where they are sitting (ie they stay together as a group).

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

PRACTICE SESSIONS will be used to give participants a chance to try out the skills eg conducting a meeting, facilitating a community discussion, writing minutes, recording accounts, etc. This is an important part of the learning and should not be neglected. By trying things out, participants get a sense of what works and what doesn't. They develop the confidence to do it in their job.

PRINTED MATERIALS and WRITING ON NEWSPRINT will be kept to a minimum since many of the Water Board and Watsan members are illiterate. This will also affect note-taking in small groups. You will have to ensure that there is one literate person in each group to take notes and then report for the group.

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



STEPS IN EACH WORKSHOP

Each workshop is designed to include the following steps:

1. **INTRODUCTORY SESSION:** Warmup activities, expectation setting, and matching with objectives.
2. **REVIEW EXERCISE:** A review of what the WSDBs and Watsan have been doing "on the job", identifying any problems, and problem-solving. This will give WSDB and Watsan members a chance to talk about some of their major problems or questions - and get them sorted out.
3. **NEW SKILLS SESSIONS:** This is the core of the workshop - a series of sessions to introduce and give participants practice in using new skills.
4. **FIELD PRACTICE:** Usually each workshop will culminate in a field exercise in which participants practise what they have learned in their own community eg running a community meeting to discuss the method of collecting money or facilitating a hygiene discussion.
5. **ACTION PLANNING:** At the end of each workshop participants will get a chance to meet in their functional groupings (each Watsan on its own and the WSDB) to talk about applying what they have learned. Each group will plan how they are to implement their new ideas on the job.
6. **EVALUATION** - Each workshop will include evaluation on a daily basis (to guide the trainers) and an assessment at the end of the training course.



MATERIALS AND HANDOUTS

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

WATER BOARD MANUAL: In addition to the materials and handouts, there is a Water Board Manual which will be given to every WSDB and Watsan member. As you go through the training course refer participants to the relevant section of the manual - and encourage them to read it on their own.

PICTURES AND MODELS: TREND has produced a set of pictures and models to be used in the training. They can best be used as a trigger for discussion. The pictures and models could also be used in conducting community meetings.

HANDOUTS: You will find a few prepared handouts for participants in this guide. You can also produce your own handouts. Don't throw out the old newsprint! Type up the points made by participants and give these out as handouts. Try to use the words which participants have used themselves. This will help them recognise and remember what they learned in the workshop.



A trainer's experience: The other day I came across the handouts of a workshop which I had attended some years ago. I read over them and tried to remember what I had learned. Although it made interesting reading, I could not remember having ever learned this before. It must have been one of those lecturing events. I compared them with the handouts of a participatory training of trainers which I attended a year later. It was like I was back in the workshop. I could remember the discussions and had applied many of the lessons we learned. The handouts were prepared during the training and covered what we had said and done.

REPORTING ON WORKSHOPS



Try to write up each workshop soon after the event while it is still fresh in your mind. The report will serve as an aid to the other workshops you are running. It will also be useful in making revisions and additions to this guide.

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

Suggested Format for a Workshop Report:

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

TIPS FOR TRAINERS



KNOW YOUR PARTICIPANTS

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

PREPARE THE ROOM

- Remove tables to make room for 'doing' and make training more informal.
- Set up chairs in a tight circle so that everyone can see and hear each other.
- Set up a table for magic markers, masking tape, hand-outs, and bricks.
- Set up flipchart with paper or put newsprint sheets on the front wall.
(If the majority of participants are illiterate, don't record the discussions on newsprint. Instead ask the WSDB secretary to take notes.)

MATCH OBJECTIVES AGAINST EXPECTATIONS

- What knowledge, skills and attitudes are expected to be put into practice?
- Adapt workshop objectives to participants' expectations.
- Record new issues on a flipchart "Parking Bay" - don't forget to treat them.
- Tell participants what they are going to do and how it relates to their work.

ASK QUESTIONS AND LEAD DISCUSSION

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

ORGANISE GROUP WORK

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

RECORD ON FLIPCHART - only if the majority are literate!

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

OBSERVE AND TEST THE CLIMATE

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

VARIETY

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

TIMING AND PACING

- Agree on flexible break times - remember to inform kitchen staff.
- Don't underestimate time for participatory learning activities.
- Give small groups enough time to do their work. Don't rush them.
- Don't go too fast! Go at a pace which is appropriate to the group.
- Do small group work in the afternoon when the energy level drops.
- Don't forget to take breaks to relax, get drinks and talk informally.
- Don't go on and on and on and on..... at the end of the day.



PRESENTATION

- Give a lecture only when you are sure people don't know your topic.
- Keep it short and simple. Don't talk longer than 10 minutes.
- Introduce, explain, and conclude.
- Write out your main points in key words on a flipchart.
- Use local examples to explain points eg corn mill to explain concept of operation and management.

EVALUATION

- An ongoing activity - not just at the end of the workshop.
- Assess a) what was learned and b) how it was done.
- Meet with co-facilitators and some participants at end of the day:
- *How did it go? What about tomorrow?*
- Use different methods for evaluation -
At the end of the day organise a short evaluation - or
At the beginning of the day ask participants to review what they learned.





WORKSHOP 1

Management Training for Mobilization

MINI-WORKSHOP 1:

- | | |
|-------|---|
| DAY 1 | INTRODUCTIONS
CWSP AND THE NEW APPROACH
WHO ARE THE PLAYERS?
PROJECT CYCLE |
| DAY 2 | WHY A NEW WATER SYSTEM?
HYGIENE EDUCATION
ASSESSING EXISTING WATER SITUATION |
| DAY 3 | TECHNICAL OPTIONS
MANAGING MONEY
DATA COLLECTION |

MINI-WORKSHOP 2:

- | | |
|-------|---|
| DAY 1 | INVOLVING WOMEN
SANITATION
MEETINGS SKILLS
COMMUNITY MEETING (EVENING) |
| DAY 2 | REVIEW ON COMMUNITY MEETING
ACTION PLANNING & EVALUATION |

MINI-WORKSHOP 3:

- | | |
|-------|--------------------|
| DAY 1 | WSDB MEMBERS ONLY! |
|-------|--------------------|
-

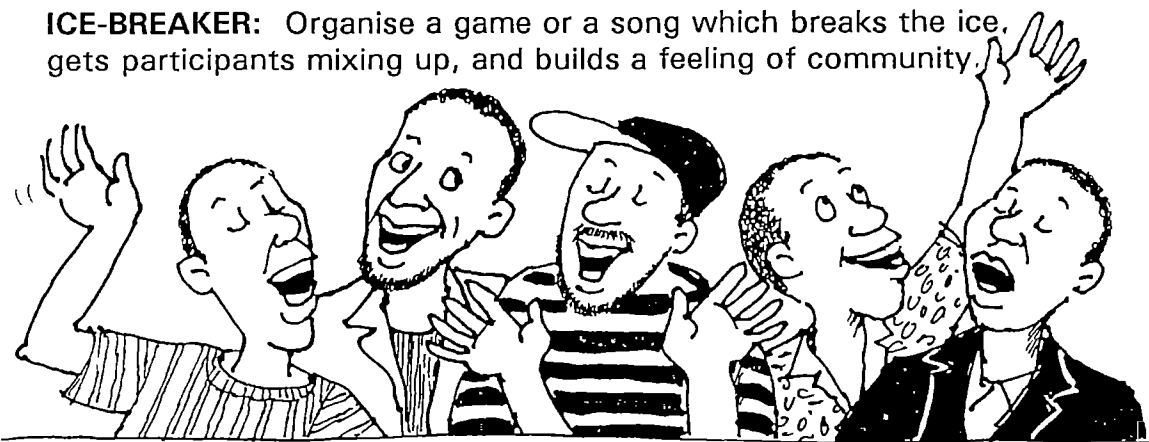
Session 1: Introductions

TIME: 2 hours

OBJECTIVES: This session is designed to:

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

LEARNING ACTIVITIES:

- 1 **PRAYER:** Ask someone in the group to say a prayer.
 - 2 **ICE-BREAKER:** Organise a game or a song which breaks the ice, gets participants mixing up, and builds a feeling of community.
- 
- 3 **SELF-INTRODUCTIONS:** Ask participants to introduce their names. Use a Name Game (eg Rhyming Names) to make the activity more interesting.
 - 4 **EXPECTATIONS & FEARS (Trios):** Divide into trios and ask trios to discuss their expectations and fears about the workshop. Then organise round robin reporting and record points on flipchart.
 - 5 **PROGRAM OVERVIEW (Large Group):** Explain the topics in the program overview (on flipchart) while linking them to the expectations. Expectations which are not addressed by the topics should be written down in the "Parking Bay". Explain that the "Parking Bay" will be used for any topics that people would like to address that are not covered in the programme. Time will be set aside to deal with these issues.
 - 6 **TIMETABLE (Handout):** Hand out the timetable on page 15. Discuss the proposed schedule and agree on starting and stopping times.
 - 7 **WORKSHOP NORMS:** Ask participants to brainstorm workshop rules. Record points on newsprint which can then be taped on the wall.

Possible Responses: start sessions on time, encourage everyone to contribute, keep contributions brief, speak clearly & loudly, respect each other's views, don't interrupt when a person is speaking, no side meetings, etc.

Session 2: CWSP and New Approach

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Mobilisation phase WSDB and Watsan members need to be able to explain the CWSP to the community.

TIME: 2 hours

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

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

LEARNING ACTIVITIES

1 **THE OLD APPROACH (Role Play):** Organise a role play:

Scene 1: Government officials arrive to site borehole in a small town. They meet chief who tells them to drill it beside his house.

Scene 2: Messenger from chief arrives to announce the new rate of tariff and demand immediate payment. Women grumble about tariff and poor service by GWSC.

Scene 3: Women at pump. Pump breaks down. Women say - *This pump keeps breaking down and we can't fix it. Government and the big men made all the decisions. They planned it and they sited it so let them fix it!! In the meantime let's go back to the river.*



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

Round Robin Report Back.

Possible Responses:

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

2 **THE NEW APPROACH (Large Group):** Draw out participants' ideas on the new approach, building on the first output.

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

Write key words on flipchart - COMMUNITY, GOVERNMENT, PRIVATE SECTOR, WOMEN, HYGIENE, SANITATION - and discuss each in turn.

COMMUNITY:

- Planning - *What will the community plan?*
[Choose and design facility, select siting, plan how to finance & maintain it]
- Financing - *How much will they pay?* [Capital - 5%; Maintenance - 100%]
- Construction - *What is their role in construction?* [supervision, materials, help find land for construction office, labour to clear land and dig trenches]
- Ownership - *Why is it important that the community own the new facilities?*
[They will be more committed to maintenance.]
- Operation & maintenance - *What is their role in Operation & Maintenance?*
[proper use and care of facility, hiring operators, repairs, spare parts]

GOVERNMENT:

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

PRIVATE SECTOR:

- *Who is the private sector?* [Private contractors who provide goods or services - STCs, construction contractors, latrine artisans, spare parts dealers]
- *What is their role?* [animation, construction, repairs, provision of parts]
- *Why is the private sector involved in CWSP?* [Government can't do all the work involved in developing small towns water supply, so they hire services from the private sector.]

WOMEN:

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

HYGIENE AND SANITATION:

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

3 INTRODUCING CWSP (Paired Role-Playing and Stop-Start Practice):

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

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

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

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

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

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



Session 3: Who are The Players?



HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

WSDB and Watsan members need to have a clear understanding of their own roles and the roles of other players in the CWSP system so that they can do their own job and work effectively with other players.

TIME: 2 hours

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

- Explain their own roles and activities.
- Name the other key players and explain their roles.
- Describe how to work effectively with other players.

MATERIALS:

- **HANDOUT** - "Roles of Key Players"
- **VISUALS** showing each of the key players and the Network Diagram

LEARNING ACTIVITIES

1 KEY PLAYERS (Brainstorming):

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

COMMUNITY:	community members, Watsan, WSDB
GOVERNMENT:	CWSA, RWST, District Assembly, DWST
PRIVATE SECTOR:	STCs, construction contractors, latrine artisans

2 WHAT IS YOUR ROLE? (Group Discussion):

Divide into 3 or 4 groups, each group with a trainer. In each group ask:

- What are the roles of the WSDB, Watsan, and the community?*
- What is the difference between the Water Board and Watsan?*
- How can the WSDB and the Watsans work together effectively?*

Then organise a brief report back.

Roles of WSDB, Watsan, and Community - see Handout on page 23

Differences between WSDB and Watsan:

- **WSDB** - central manager and operator of water system - organisation of central community meetings; responsibility for money collection and management (collects money from each Watsan, banks the money, and uses it for O&M); controls water distribution to each section; hires and supervises staff
- **WATSAN** - sectional manager - organisation of sectional meetings; collects money from section and gives to WSDB; cleaning of area around standpipes within section; education at the sectional level on hygiene and latrine promotion

How WSDB and Watsan can work together effectively?

- Keep each other informed - communications should be two-way.
- Watsan representatives on WSDB should regularly report back to Watsan.
- Careful accounting of funds collected at both levels.
- Both groups should use a common agenda and common forms of reporting.
- WSDB should deal with each section/Watsan in an equal way.

3. RELATIONSHIP WITH THE COMMUNITY (Role Play and Discussion):
Organise the following role play:

Women are collecting water at the standpipe. A Watsan member arrives and shouts at the women - "*You shouldn't be fetching water at this time of the day. Haven't you heard this is wrong?*" He orders them to leave.

Buzz groups - "*What happened in the drama? Why?*"

Round robin report back. Then discuss with the whole group "*How should WSDB/Watsan members relate to community members?*"

What happened?

- He was a "Samasama", giving orders to people and shouting at them.
- One-way communication - he did all the talking - no listening.
- He didn't respect people. He insulted them and treated them like children.
- People felt angry. This is not a good way of getting people to do things.

How should WSDB/Watsan members relate to the community?

- Respect - WSDB and Watsan members should treat people as equals.
- They should not assume the role of "Samasama" giving people orders.
- They should discuss with the community how to manage water distribution.
- They should set good examples themselves.

Summarize. Emphasize that WSDB/Watsan are not "Samasama". Their job is not to use threats and force to get community members to do things the way the WSDB/Watsan wants. Their job is to get the community to agree on a basic set of rules on water use and encourage them to follow them.

4. **RELATIONSHIPS WITH OTHER PLAYERS (Task Group Discussion):**
 Divide into 5 task groups. Ask each group to look at the roles of one of the following players - CHIEF, TOWN DEVELOPMENT COMMITTEE, STCs, DISTRICT ASSEMBLY, and EXTENSION WORKERS.

In each group discuss:

- a) *What is the role of the player?*
- b) *What support does WSDB/Watsan expect to get from the player?*
- c) *How can WSDB/Watsan build an effective relationship with player?*
- d) *What are some potential problems and how to avoid them?*

Roles of Other Players - see Handout on page 23

Support Expected From Other Players:

Chief: Help in organising community meetings
 TDC: Help in organising community meetings
 STC: Advise on each step in development of water system; actual designs; help in training operators and establishing O&M system
 DA: Help to recruit suitable staff for WSDB eg accountants; monitor WSDB finances; financial contribution for expansion of system
 EWs: Help with hygiene education and latrine promotion; has the authority to enforce bye-laws

How to Build Effective Relationships:

- Keep people informed - through verbal and written reports.
- Consult people and get their advice on issues/problems.
- Treat all players as equals.
- Avoid power plays and personality conflicts.
- Transparency in all dealings.

Potential Problems and How to Solve Them:

- Chief or DA member wants to impose decisions: explain that the new system requires democratic decision-making.
- TDC wants to control funds of the Water Board. Emphasize that the Water Board funds need to be separate for effective accounting.
- District Assembly wants to control who is on the Water Board. Explain to the Assembly the importance of democratic decision-making.
- Lack of respect for WSDB - people insult and refuse to listen to them.
- Lack of understanding of WSDB roles by other community leaders.

Report back and Summarize: Ask each player to play the role of one of the players and to describe his/her role:

I am the Assembly Member. My role is to



HANDOUT: ROLES OF KEY PLAYERS

WSDB

- Organise their own (WSDB) meetings and community (town) meetings.
- Promote active participation by women.
- Collect and manage money (for capital contribution and O&M).
- Keep records and report all revenues received from the community.
- Coordinate and monitor activities of Watsans.
- Lead discussions/decision-making on design and siting of new water system.
- Determine community financial contributions and tariff setting.
- Write the Facilities Management Plan with the assistance of the STCs.
- Monitor construction and organise labour and other inputs.
- Manage the operation and maintenance of the completed system.
- Hire and supervise operational staff.
- Public education on use, protection, and sound hygiene and sanitation practices.
- Promote construction of household toilets.
- Formulate bye-laws on use, protection, health and hygiene practices.
- Make links with and access resources/support from outside agencies.
- Plan for the expansion or rehabilitation of the system.

WATSAN

- Organise their own (Watsan) meetings and community (sectional) meetings.
- Promote active participation by women.
- Collect contributions within the section and hand over to WSDB.
- Keep records of contributions and account to community (section).
- Send Watsan representative to WSDB meetings and give reports to WSDB.
- Help to decide on the design and siting of the new water system.
- Help to decide on the strategy for raising O&M funds.
- Organise labour and other inputs for construction as required.
- Check on use, care and maintenance of standpipes.
- File reports on leaks, bursts, valve problems in standpipes and lines.
- Organise water point cleaning and maintenance.
- Organise hygiene and user education at the sectional level.
- Promote construction of household toilets.
- Help to initiate and enforce bye-laws.

COMMUNITY

- Apply for construction grant for new facility.
- Attend community and sectional meetings.
- Elect Watsans and WSDB.
- Contribute to capital and O&M costs.
- Help to decide on design and siting of new water system.
- Decide on arrangements for O & M.
- Use facility and agree on rules governing use of facility.
- Take care of facility.
- Clean and maintain water collection points.
- Take part in discussions and action on hygiene.
- Build household toilets.
- Call on the WSDB and Watsan for regular accounting of monies.
- Encourage women's participation.



SMALL TOWNS CONSULTANTS

- Organise initial awareness-raising on project.
- Mobilize the formation of Watsan and WSDB.
- Promote women's participation.
- Organise data collection and write community profile.
- Educate community on financial obligations and monitor collection of funds.
- Train WSDB and Watsans for their management tasks.
- Work with the community to design and site the new water system.
- Assist in compiling the Facilities Management Plan.
- Determine the costs for building and maintaining the facility.
- Conduct layout surveys.
- Facilitate the choice of contractor.
- Help to establish an O&M system.
- Monitor and evaluate activities throughout project cycle.

DISTRICT ASSEMBLY

- Develop policies and plans for water and sanitation development within the district.
- Establish and support District Water and Sanitation Team (DWST).
- Select and prioritize communities to be assisted.
- Establish the legal framework for the WSDB.
- Support the development of WSDB's management capacity.
- Monitor the financial management and audit the accounts of the WSDB.
- Facilitate the acquisition of land and other property needed by WSDB.
- Sign Memorandum of Understanding indicating assumption of ownership.
- Contribute to financing of projects (especially expansion of system).
- Approve FMP designs.
- Approve bye-laws.

DISTRICT WATER & SANITATION TEAM (DWST)

- Draw up plans for water & sanitation.
- Help in community animation.
- Registration of WSDB.
- Monitor and report on WSDB activities.
- Review the FMPs produced by WSDBs.



TOWN DEVELOPMENT COMMITTEE

- Overall responsibility for development activities within the town.
- Set bye-laws for the town.
- Organise community meetings.
- Represent the community in meetings with outside agencies.

EXTENSION WORKERS

- Help with hygiene education and latrine promotion.
- Help with community and sectional meetings.
- Advise on contacts who can help WSDB/Watsan.

VISUALS: KEY PLAYERS

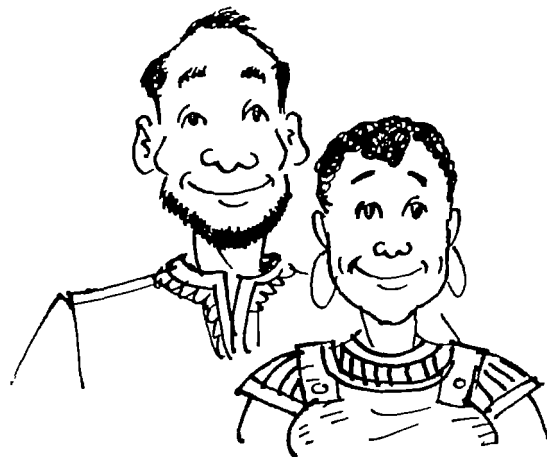
Blow up the visuals given below or make your own pictures.



COMMUNITY



WATER BOARD

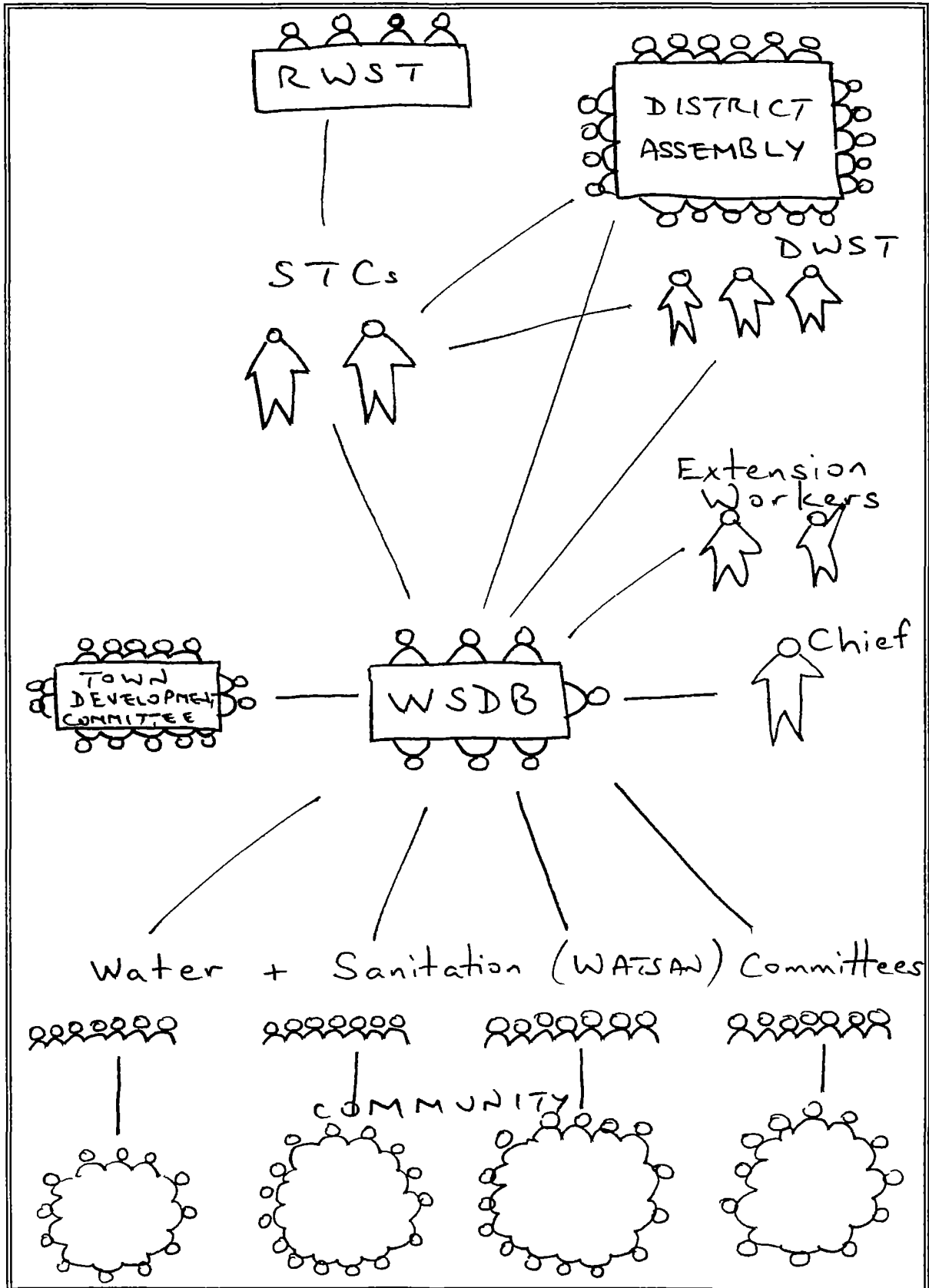


SMALL TOWNS
CONSULTANTS



WATSAN COMMITTEE

VISUALS: NETWORK DIAGRAM



Session 4: Project Cycle

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This session looks at the Project Cycle - what the WSDB and Watsan do at each phase of the cycle.

TIME: 2 hours

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

- Describe what they have to do during each phase of the project cycle.

MATERIALS:

- FLIPCHART and HANDOUT showing activities in each phase.

TOPICS AND LEARNING ACTIVITIES:

- 1 **INTRODUCTION (Talk and Drama/Demonstration):** Explain the activities in each phase of the Project Cycle, using a list written up on newsprint. The aim is to give participants an overview of what will happen at each phase. To make it more interesting, have one of the trainers act out each step as it is being explained (briefly) - for example:

Trainer A (Narrator): *"In the Mobilisation stage you will discuss with the community what method they want to use to raise the commitment fees for the new system."*

Trainer B (playing WSDB/Watsan member): *"Let's pretend this is a community meeting. I am the WSDB/Watsan and you are community members. You have heard that we need to contribute to paying for the new system. What are your ideas on how we can raise this money?"* He solicits a few responses.....

Trainer A (cutting in and taking over): *"That's right. Your first job is to get the community to decide on how to collect money. Another job during the Mobilisation Phase is to COLLECT DATA....."*

Trainer B (form in hand): Walks up to one individual in the group and asks her about the number of people living in the house, sources used, etc.

Trainer A cuts in (before the interview is over) and describes the next step in the Mobilisation Phase..... and so on.....

Trainer's Note: The idea is to "walk through the Project Cycle" in an interesting way by acting it out as one trainer describes it. The narrator should "cut in to the drama" in order to save time and keep things lively.

- 2 TRYING IT OUT - EXPLAINING THE PROJECT CYCLE (Practice):**
Divide into four groups, each group with a trainer. Assign each group one of the phases in the Project Cycle. Ask each group to prepare a short presentation on its phase to be given to the community. The presentation should explain what happens in the phase briefly and be done in the local language.

Practice: Then ask each group to give its presentation. At the end ask other participants to comment.

- 3 SUMMARY:** Briefly review the project cycle, pointing out the four agenda items that run through the whole project cycle - **MONEY, TECHNICAL, ORGANISATION, and HYGIENE & SANITATION.** Summarize lessons learned from the presentations.



FLIPCHART AND HANDOUT: PROJECT CYCLE

MOBILIZATION

Before WSDB & Watsan Formation:

- **Build Participation:** Get everyone involved, especially women.
- **Build Commitment:** Discuss benefits of new system and responsibilities.
- **Watsan & WSDB Formation:** Form both committees to plan & manage facilities.

After WSDB and Watsan Formation:

- **Money Collection:** Decide on how to collect money and start collecting. Keep records and open bank account.
- **Data Collection:** Collect data to be used in designing water system.
- **Hygiene & Sanitation:** Get community to discuss and act on priority hygiene and sanitation problems.

PLANNING

- **Technical Options:** Make decisions on options and designs.
- **Siting:** Decide on siting of water sources and standpipes.
- **Money:** Decide on how to raise funds to operate and maintain facilities. Continue collections for commitment fees.
- **Staffing Plan:** Decide on the operational staff needed to run the system.
- **Hygiene & Sanitation:** Discuss hygiene implications of technical options and siting. Promote household latrines.
- **Facilities and Management Plan (FMP):** Document decisions on options, costs, siting, management, and hygiene.
- **Hiring:** Hire technical operators (to be trained during construction phase).

CONSTRUCTION

- **Community Inputs:** Organise labour and materials (where required) to support construction eg digging of trench.
- **Monitoring:** Meet with contractor on a regular basis to monitor construction.
- **Money:** Collect funds for O&M. Keep records and render accounts. Identify and solve money problems.
- **Hygiene & Sanitation:** Organise community education and action on hygiene and latrine promotion.
- **Bye-laws:** Decide with community on bye-laws governing use of facilities.
- **Operators and Caretakers:** Arrange for training of operators & s/pipe caretakers.
- **Commissioning and Certification:** Facilities are tested and commissioned.

FOLLOWUP

- **Hiring:** Hire staff to run the system.
- **O&M:** Supervise operational staff.
- **Money:** Collect money for O&M fund. Render accounts to community and DA.
- **Administration:** Establish system for records - money, maintenance, meetings.
- **Complaints management:** Receive complaints and take action.
- **Hygiene & Sanitation:** Hygiene/user education and latrine promotion.
- **Networking:** Links with other WSDBs, District Assembly, and other players.
- **Monitoring & Evaluation:** Identify and solve problems.
- **Renewal:** Ensure regular elections.
- **Handover:** STC hands over community support role to the DWST.



Session 5: Why a New Water System

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization phase the WSDB and Watsan need to lead meetings with the community to build awareness of and commitment to a new water system and a new way of managing the system (COM).

TIME: 2 hours

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

- Identify benefits from the new system, including health benefits.
- Describe the community's responsibilities in implementing COM.
- Identify potential forms of resistance and how to overcome them.
- Facilitate discussion with the community on these points of resistance.

MATERIALS:

- VISUALS showing the old source (eg river) and the new water system.

TOPICS AND LEARNING ACTIVITIES:

1 PROBLEMS, BENEFITS, AND RESPONSIBILITIES (Quick Reaction Groups):

Divide participants into 4 groups (each group with a trainer). Give out the visuals to each group. Ask groups to discuss the following questions:

- What **problems** do you have with the old sources of water?*
- What **benefits** do you expect to get from the new water system?*
- What will be **community responsibilities** in managing the system?*
- From your experience of managing other things (eg grinding mills), what makes community management successful? What are the **key ingredients**? What are things to **avoid** or **guard against**?*

Trainer's Note: Assign one question at a time and then debrief (round robin). Then assign the next question. The groups remain together.

Problems with Old Sources:

- Long distance to source
- Not enough water
- Water dries up in the dry season
- Unsafe water - diarrhoea or guinea worm
- Children spend a lot of time fetching water - neglect school.

Benefits from New System:

- Safe water will avoid disease (eg guinea worm) and improve our health.
- Shorter distance and less time and effort to fetch water.
- More reliable water supply - water will be available year round.
- Community will be able to fix pump quickly. No waiting for GWSC.
- No tariff - community controls money spent on maintenance.
- Children will spend much less time fetching water.

Community Responsibilities in Managing New System:

- Pay for new water supply (5%) and its maintenance (100%).
- Choose the type of facility and where it should be sited.
- Help with construction - provide materials and labour.
- Set up a representative and accountable WSDB and Watsans.
- Collect and manage money and use it to pay for maintenance.
- Hire full-time operating staff.
- Organise hygiene action and promote latrine construction.

Community Management - How To Make It Work:

- Stay accountable - keep good records and report regularly to community.
- Avoid "one man show" where one person dominates WSDB decision-making.
- Good communications within WSDB - members keep each other well briefed.
- Women are actively involved in decision-making on WSDB and Watsan - and not just left to do the work (eg cooking for visitors).
- Effective supervision of full-time operational staff.
- Community members accept responsibilities - they take an active part in meetings, fund-raising, and communal labour.
- Leaders accept their responsibilities and don't exploit their positions.
- WSDB and Watsans meet regularly to plan and solve problems.
- Good procedures for running WSDB - accounts, minutes, maintenance records.

2 DEALING WITH RESISTANCE (Practice Facilitation in Small Groups):

Explain that some people in the communities may not accept the new system. Ask groups to discuss - "*Why are some people not accepting the new system?*" Round robin report back - and summarize.

Possible reasons:

- People have no problems with the old sources. They see no reasons to change.
- People don't want to pay for new system - they feel government should pay.
- People are skeptical - feel that outsiders may cheat them as happened in past.
- People are doubtful about the community's ability to manage the scheme.
- People feel they are too poor to pay for the new water system.

Then ask each group to select one of the reasons identified in the first step. Ask each group to discuss how to deal with this form of resistance. Ask one person to play a WSDB/Watsan member; others will play community members who are refusing to accept the new system. The role of the WSDB member is to ask questions to get the group to clarify why they are unhappy and to facilitate a discussion on these reasons.

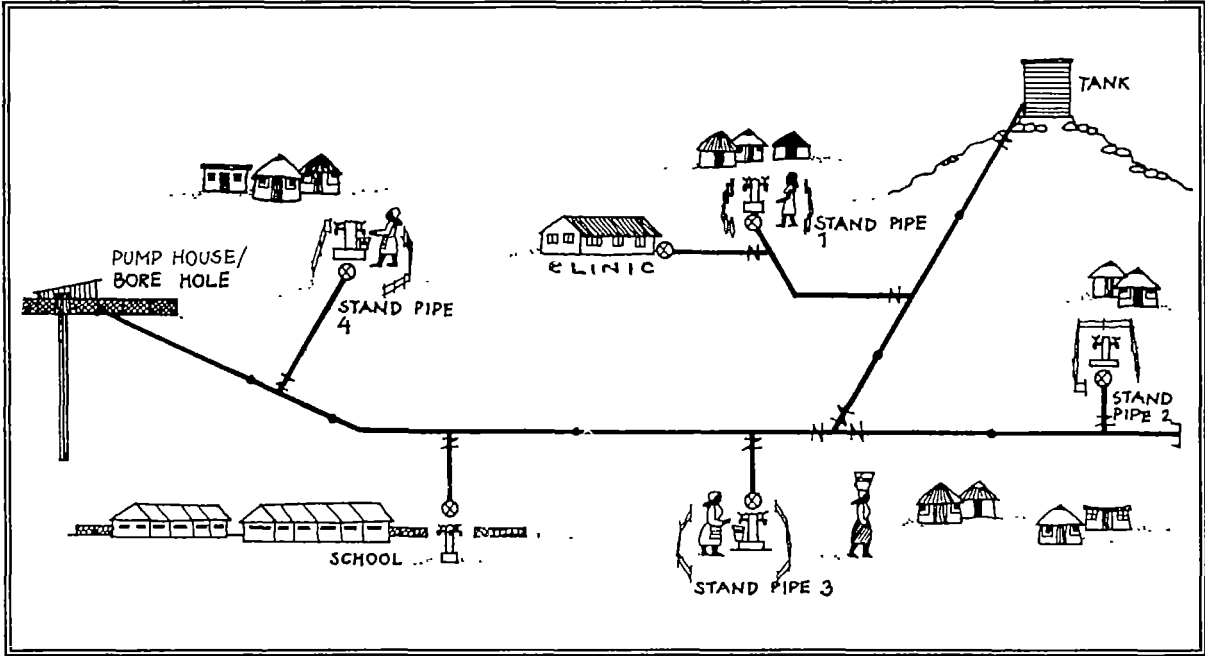
At the end of the practice session ask each group to give the WSDB member feedback on his facilitation. Then summarize these techniques. (See list of points in the handout on page 35.) Then ask each group to report on the strategy used by the facilitator to overcome resistance.

VISUALS - OLD SOURCES AND NEW SYSTEM

Blow up these visuals or make your own.




THE OLD SOURCES




THE NEW SYSTEM


HANDOUT: RESISTANCE TO CHANGE



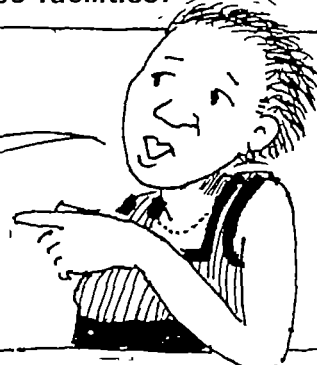
Our stream is okay. It has always given us enough water. Why should we change?




Other communities have received free facilities. Why can't government give us free facilities?




Water people came before to help, but they never came back. Maybe you will disappoint us too!



We contributed money in the past, but we never got water. Give us the water first - and then we'll pay.



We tried to work together on other projects, but people chopped the money. Why don't you do it for us?



Our leaders cannot agree. The chief and VDC are fighting. Who will be responsible for the project?

We are poor. We won't be able to afford the new system.

HANDOUT: HOW TO DEAL WITH RESISTANCE

People usually have good reasons for not accepting change. Deal with them seriously. Don't ignore them. Acknowledge that problems do exist. Then....

- **Find out if it is one person's concern or the concern of many.** If it is a concern to many people, organise a full discussion.
- **Get the community to discuss among themselves** and find their own answers. They will be more committed if they find their own solutions.
- **Provide more information** where necessary. People often need more facts to make a decision.
- **Use examples of other communities who have been successful** - or make a visit to these communities to learn from them.

Each of these concerns is different so they will need different responses.

Concern: *People don't see surface water (streams or ponds) as dangerous.*

Solution: Get people to talk about their own experience in using surface water and help them recognise that surface water makes people sick. Discuss the health and other benefits of the new system.

Concern: *People feel government should provide everything.*

Solution: Explain that government cannot build and maintain water facilities for all communities in Ghana on an adequate basis. If the community want a regular supply of safe water, they will have to take some responsibility for developing and maintaining it.

Concern: *People fear they will be cheated by outsiders.*

Solution: Some communities have paid out money for new facilities and nothing happened. Ask the District Assembly to reassure them that the project is genuine. Explain that construction will begin soon.

Concern: *People question the ability of the community to manage things.*

Solution: Emphasise positive experiences. Tell them that they are in control - they will choose the Watsan committee, so they should choose responsible people and hold them accountable.

Concern: *People are concerned about their ability to raise the funds.*

Solution: Remind them that a safe water supply will prevent disease and save on medical bills. Show them how to divide the total cost into contributions by households. This will make it easier to understand.

HANDOUT: FACILITATION TECHNIQUES

- Establish rapport - be informal, friendly, relaxed.
- Use open questions - help to get everyone talking.
- Ask for contributions - "*What are your ideas on this?*"
- Listen carefully - give people your full attention.
- Don't do all the talking. Your job is to ask questions and get the community members to do the talking.
- Rephrasing - "*What I hear you saying is.....*" This helps ensure that everyone has heard/understood the point.



- Encourage people to talk - eye contact and hands.
- Don't condemn any responses. Accept and build on them.
- Praise responses but don't overdo it!
- Probing - use questions to find out more and clarify.
- Encourage everyone in the group to say something.
- Redirect - use responses to get other people involved - "*He said What do others think? Do you agree?*"
- Keep your language simple.

Session 6: Hygiene Education

LINKS WITH THE PROJECT CYCLE:

In Phase I and II of the project cycle WSDB and Watsans are expected to:

- build awareness by the community about the problems of existing water sources and the benefits (health and economic) of new facilities;
- organise community action to do something to solve these problems.

Their aim is to help community members see that water and sanitation have health benefits and their W&S practices have health implications.

TIME: 3 hours.

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

- Identify health problems related to existing facilities.
- Describe the health benefits to be gained from the new facilities.

MATERIALS:

- PICTURES - "STORY WITH A GAP"

TOPICS AND LEARNING ACTIVITIES:

- 1 **PROBLEMS OF EXISTING SOURCES (Role Play and Discussion):**
Organise a role play to introduce the topic -

<p>Scene 1: Two women meet on their way to the stream. They chat and part company. One woman washes her clothes upstream. The other woman fetches water downstream.</p> <p>Scene 2: Husband of second woman returns from work feeling thirsty and asks wife for water to drink.</p> <p>Scene 3: 24 hours later - Husband complains about stomach pains and diarrhoea. He asks - "<i>What is happening to me?</i>"</p>
--

Discuss:

- *What did you see? What happened?*
- *Why did the husband get sick?*
- *What other diseases can people get from unsafe water?*

- | |
|---|
| <ul style="list-style-type: none">• One woman polluted the river by washing clothes upstream.• The husband got sick by drinking dirty water from the river.• Other diseases - guinea worm, bilharzia, cholera |
|---|

Trainer's Note: This activity could be introduced with a Guided Walk to examine the sources in the community.

Buzz Groups - "What other activities affect our sources of water?"

Possible Responses:

- Swimming in stream.
- Washing clothes/bathing in stream.
- Animals defecating in stream.
- Use of different fetching containers in the case of a hand dug well.
- Open defecation near water sources.
- Toilets sited close to sources of water.
- Use of chemicals for fishing.
- Washing gold bearing sand in stream.
- Mining or manufacturing waste.

2 BENEFITS FROM NEW FACILITIES (Role Play and Discussion):

Organise a short role play:

Two women meet at the standpipe and find that it is locked:

Woman A: *I know that pump water is good and stream water is bad, but I can't wait for the operator to open the standpipe. I'm in a hurry to go to the market, so I'll fetch some stream water.*

Woman B: *No, I'll go and collect the key from the caretaker. Since I started fetching water from this standpipe, my children hardly get diarrhoea.*



Buzz groups: "What will be the advantages of the new system over the old sources?" (Use the "Story with a Gap" pictures)

Possible responses:

- Standpipe will be near our houses so children will no longer be late for school.
- The new pump will give us clean water all year round.
- We don't have to step in the water to fetch.
- We don't have to put all kinds of containers to draw it out.
- It is protected from weeds and rubbish.
- It is protected from faeces.
- We will not get diarrhoea or guinea worm.
- We can still get enough water during the dry season.

OPTION: THE OLD VS THE NEW (ADVANTAGES AND DISADVANTAGES)

Buzz groups - "What are the advantages and disadvantages of the new facilities versus the old sources?"

Round robin report back.

Summary: focus on the health benefits.

OLD SOURCES	NEW FACILITIES
<ul style="list-style-type: none"> ● People defecate near old source. ● People wash clothes in it. ● Use of chemicals in water for fishing. ● People walk in water before fetching. ● People swim in the water. ● People bathe in the water. ● It gives diseases such as bilharzia, diarrhoea, and guinea worm. ● It dries up in the dry season. ● People use different containers to fetch water - water → contaminated. 	<ul style="list-style-type: none"> ● It is protected from faeces. ● People cannot wash clothes in it. ● Not contaminated with chemicals. ● People don't walk in before fetching. ● People don't swim in the water. ● People don't bathe in the water. ● It has no dirt particles that will cause disease. ● It has water all year round. ● Containers are not dipped into water for fetching - no contamination.



Session 7: Assessing Existing Water Situation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization phase the WSDB and Watsan will analyse data collected on the existing water situation to determine: a) whether anything can be done on a short term basis to improve the existing water supply; and b) what potential sources can be used for new water supply.

TIME: 2 hours

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

- Determine possible interim measures for discussion with the community.
- Agree on likely sources and alternatives for the new water supply.

MATERIALS:

- PICTURES OF DIFFERENT SOURCES

TOPICS AND LEARNING ACTIVITIES:

1 CRITICAL ASSESSMENT OF EXISTING SOURCES (Task Groups):

Divide into 3-4 groups, depending on number of existing water sources eg Group A - surface water; Group B - ground water (b/hole or HD well); Group C - springs. Assign one trainer to each group.

In each group discuss:

- *Quantity at different times of the year?*
- *Quality? Taste? Good for drinking? washing? bathing?*
- *Smell?*
- *Appearance?*
- *Problems - health, accessibility, maintenance, cleanliness, etc.*

Report Back - each group presents its findings to the large group.

2 IDENTIFYING POTENTIAL SOURCES (Large Group Discussion):

Then discuss the potential of the sources for use in the new system - *Which of these sources has a high potential to produce good quality water year round?*

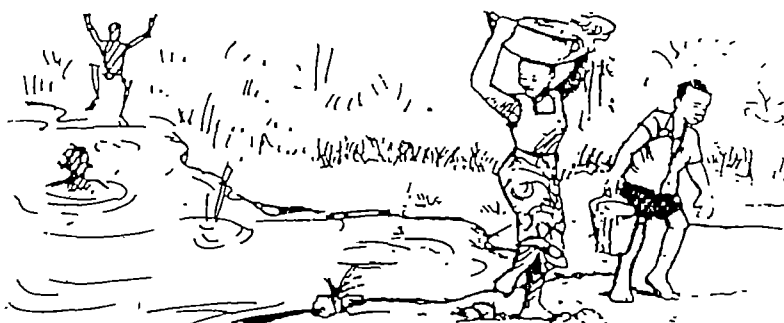
Out of this discussion produce a short list of high potential sources. If there are none, discuss alternatives - *"What can we do to get water year-round?"*

3 HOW TO IMPROVE EXISTING SOURCES - COMMUNITY ACTION:

Large group discussion: "What problems do you have with existing sources, which might be addressed through community action?"

Possible Problems:

- Free range defecation near water source.
- Application of fertiliser on farms close to river.
- Washing of clothes in stream or close to water point.
- Using different containers to fetch water from hand dug well.
- Use of chemicals in water for fishing.
- People with guinea worm on legs stepping into water sources.



Large group discussion: "What forms of action can be taken to improve the existing sources?"

Possible Actions:

- Stop free range defecation near water source.
- Stop farming along river banks.
- Stop washing of clothes in stream or close to water point.
- Use one container to draw water out of hand dug well.
- Stop the use of chemicals for fishing in stream.
- Discourage the fetching of water by people with guinea worm.
- Make a platform for people to stand on to fetch water from source.
- Clean the area around the water point.

Task Groups: Divide into task groups. Assign each group one of the suggested actions. Discuss in each group -

- HOW* would you carry out the action - *WHAT* is to be done? *WHO* is to do it? *WHEN* to do it? *WHY* to do it?
- What *QUESTIONS* would you use to discuss issue with community?

Report back.

Practice Facilitation: Ask each group to demonstrate (dramatise) how they would discuss the issue with the "community" (other participants).

Feedback at the end of each demonstration -

- Will the approach work?*
- Was everyone involved in the discussion?*
- Was agreement reached to take action?*

Session 8: Technical Options

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization phase the WSDB and Watsan will have to know the options for water supply so that they can guide the community in selecting appropriate options. Only a few options will be relevant.

TIME: 2 hours

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

- List the options available and describe the systems involved - cost and health implications, layout, advantages and disadvantages, service levels. (Note: O&M and design principles are only relevant at the planning stage.)
- Explain why only a few options will be suitable for the community.

MATERIALS:

- MODEL of piped water system

TOPICS AND LEARNING ACTIVITIES:

1 GETTING TO KNOW THE TECHNICAL OPTIONS (Small Groups):

Divide into small groups, each with a trainer. Lead a discussion on the different technical options, using the visuals of the different systems.

- a) First ask people to talk about the options they know about already.

*What water systems do you know already?
Which would work for your community? Why?*

- b) Then explain the unknown options.

- c) Then review the information on each option - how it is built and operates, population served, depth of water table, capital and O&M costs, maintenance. Explain that not all options will be relevant.

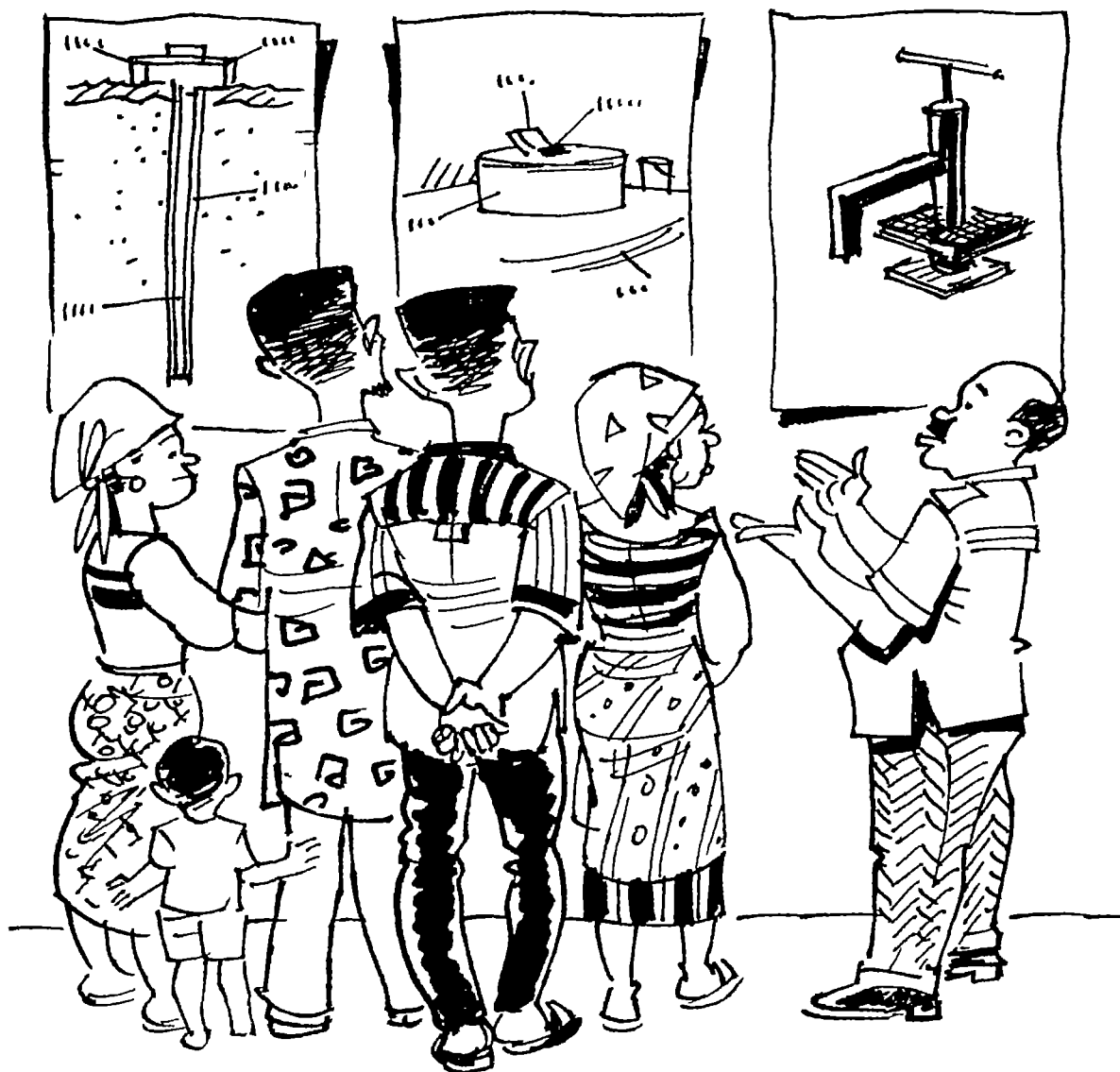
WATER SUPPLY SYSTEMS AVAILABLE IN GHANA:

- Hand dug (or hand drilled) well with pump
- Borehole with pump
- Spring catchment
- Rainwater harvesting - a) surface tanks b) underground tanks
- Gravity water supply from springs or upland rivers
- Slow sand filtration with roughing filters - a) rivers b) dams
- Borehole based pipe systems
- Conventional treatment systems
- Package treatment and plant system - rehabilitation
- Infiltration galleries - a) rivers b) dams

2 PRESENTING THE TECHNICAL OPTIONS (Practice):

In each group ask participants to take turns presenting one of the options eg piped system based on 1 or 2 boreholes (using the visuals). Ask one person to start - after a few minutes stop and give him/her feedback. Then ask another person to continue and after a few minutes give feedback. During the presentation ask the other members to ask questions (playing the role of community members who want to know more about the option).

At the end of the practice ask the group - "*What questions might community members ask? How can you answer them?*"



Session 9: Managing Money

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During this phase WSDB organises meetings at the town level and Watsans at the sectional level to inform the community about the need to pay commitment fees and discuss with them how to raise these funds.

TIME: 4-6 hours

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

- Identify potential methods to raise money for commitment fees
- Facilitate community discussion on how to raise the money.

TRAINER'S NOTE:

Divide this module into two separate sessions of 2-3 hours each - one covering topics 1-3, the other covering topics 4-6

TOPICS AND LEARNING ACTIVITIES:

1 WHY RAISE FUNDS? (Buzz Groups):

Buzz group discussion - "*Why do communities have to raise funds under the CWSP? How will the money be used?*" Round robin report back.
[5% contribution to capital cost (commitment fee); O&M costs - operators, spare parts, repairs; future expansion]

2 HOW MUCH MONEY FOR CAPITAL CONTRIBUTION? (Costing Exercise)

Explain the costs involved in constructing the piped water system. Use the model of the piped system as a visual aid.

Example of Costing Exercise:

a)	Source - no. of boreholes x C15 million	_____
b)	Water Treatment Tank - if necessary	_____
c)	Storage Tank	_____
d)	Pump and its power source (eg diesel generator)	_____
e)	Pumphouse construction	_____
f)	Main Pipeline: source → storage tank (100 mm pipe)	_____
g)	Branch pipeline (75mm pipe)	_____
h)	Service pipelines (50 mm pipe)	_____
i)	Standpipes - no. of standpipes x C_____	_____
j)	Valves and fittings	_____
k)	Culverts and concrete reinforcements	_____
	SUBTOTAL	_____
	+ construction fees and contingency: 25% of subtotal	_____
	TOTAL = _____ x 5% (community contribution) =	_____

Then show amount to be paid a) per adult, b) per household, and c) per section.

3 HOW TO RAISE FUNDS? (Group Discussion): Divide into small groups, each with a trainer. In each group discuss the following issues:

- a) **Potential sources:** *How could the community raise funds for the capital contribution? Which sources will help the most? Why?*

Cash contributions (paid by individual adults or households); harvest contributions; in-kind ("kilo kilo") contributions; community farms or businesses; communal labour; royalties from stool/skin lands or mining rights; funeral donations; fines and levies

- b) **Amount to be collected per adult/household:** *Will you use a common rate or a differentiated rate? [eg different levy rates for indigenous people, settlers, men/women, chief & elders, etc.]*
- c) **Target for each section:** *How much money needs to be collected from each section?*
- d) **Mechanism for collection:** *How will the money be collected? Will it be collected in each section or at a central point?*
[Example: sectional collection team made up of one man and one woman to collect on a house-to-house basis and hand over to the Water Board]
- e) **Sanctions against defaulters:** *What will you do if some people refuse to contribute?*
- f) **Exclusions:** *Will there be any exclusions for elders or handicapped people or?*
- g) **Problems:** *What problems might you face in raising funds?*
[Possible responses - People may refuse to pay because of past experience; poverty; settlers refuse to pay - "lack of loyalty"; misuse of funds]
- h) **Approaches:** *How will you organize the collection of contributions so that people are encouraged to pay on a regular basis?*
[Possible responses - Discuss collections beforehand at community meeting; collect in each section; receipts to payees; record of payees; report to meeting]
- i) **Banking:** *How will you keep your money safe?* Discuss what is involved in setting up a bank account.

Report back - then summarize. Comment on the different answers coming from different groups. Explain that once the Watsans have discussed this issue with the community, the WSDB will need to reconcile the different views so that a common approach for the whole town is adopted.

- 4 **HOW TO DISCUSS WITH THE COMMUNITY (Practice Facilitation):**
Explain that WSDB/Watsan will have to meet the community to explain the need to raise money for their capital contribution and get community input on how to do this. Community members will be more willing to contribute if they are consulted beforehand on how to raise the funds.

Ask two people in each group to lead a mock meeting with the "community" on the issue of fund-raising. The aim of the simulated meeting is to get the ideas of the "community" on the method of collection and then to get agreement on which methods will be used.



- 5 **HOW TO ENSURE ACCOUNTABILITY (Role Play and Discussion):**
Organise a role play:
WSDB and Watsan members try to raise funds for the capital contribution. People refuse to contribute, saying that they have no trust in the fund-raising. They cite examples of money being "chopped" by committees in the past.

Divide into small groups. Ask each group to discuss:

- a) *What happened? Why?*
- b) *What can you do to build trust and accountability?*

How to build trust and accountability:

- Agree beforehand at a community meeting how money is to be collected.
- Give receipts to payees and receipts to each Watsan collector.
- Make sure money goes into the bank immediately after collection.
- Announce the money collected at a meeting held immediately after each collection period.
- Have several members check on record-keeping.
- Get the accounts regularly checked by the District Assembly.

Round robin report back.

Summarize. Emphasize the importance of accountability - otherwise community members may stop contributing.

6 WHEN THINGS GO WRONG (Critical Incidents):

Explain that the WSDB and Watsan will need to prepare themselves to deal with lots of money problems. Then divide into groups of 4 people. Give each group 2-3 critical incidents.

Report back: Each group will present its proposed solutions.

CRITICAL INCIDENTS: WHAT WILL YOU DO IF

1. Community members refuse to contribute because of their past experience of monies being misused by local leaders.
2. One section of the community refuses to pay. They say that they have contributed too much in the past.
3. The chief says he already does so much for the community. This time he feels he should be rewarded by not having to pay.
4. The community are willing to pay but they say that the youth association in Accra has always paid for their projects. They want to approach the association to pay for the new system.
5. Some households with commercial activities consume large amounts of water and people insist they pay more.
6. The Town Development Committee offers to pay for the new pump from their own funds. What will you do?



Session 10: Data Collection

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Mobilisation Phase the WSDB and Watsans will collect and analyse data on the community. This information will be used to help make decisions on the design of the new water system.

TIME: 2 hours

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

- Describe the data to be collected and why it is needed
- Conduct interviews to collect the data
- Use the data collection forms to record the data
- Make an action plan for the data collection exercise.

MATERIALS:

- **DATA COLLECTION FORMS** (community profile, condition of existing water and sanitation facilities, baseline data on hygiene conditions)

TOPICS AND LEARNING ACTIVITIES:

1 INTRODUCTION TO DATA COLLECTION (Buzz Group Discussion):

Explain that it is important to collect basic data on the community to help with planning and designing the new water system.

Buzz groups: "*What kind of information do you think we should collect?*"

Round Robin Report Back.

- Water sources - types and numbers of each and distance to sources
- Availability - available year round? how much water at different times of year?
- How is water collected?
- Quality of water - taste/colour? is it contaminated?
- Do community pay for water or is it free?
- Maintenance of water sources
- Women's views about water sources
- Water and sanitation-related diseases
- Latrines - types and numbers of each and ownership (household or communal)
- Condition of latrines - inside and outside
- Maintenance of latrines - who maintains them?
- Environmental conditions - soakaways, weeds, open defecation
- Population - to determine water demand
- Mapping of town - to determine number of standpipes
- Major economic activities - to determine funding base for new system

- 2 **DATA COLLECTION FORM (Practice Interviewing in Small Groups):**
Divide into 3 or 4 groups, each with a trainer. Give each participant a copy of the form to be used in collecting the data. Ask two participants to play the role of data collectors (one interviewer, one recorder) and to interview other members of the group. After a while change roles so that others get a chance to practise the interviewing and recording skills. Continue with this process of replacement until everyone has been the "interviewer" or "recorder".

Then review the process. Ask those interviewed "*How did you feel about answering the questions?*" Draw out the sensitivities in collecting information ie people will be hesitant to reveal information.

Then review the completed forms and make corrections.

Then discuss - "*What problems might arise during these interviews? How can you avoid them - or deal with them when they arise?*"

- 3 **"WALK AND LOOK" (Field Practice):**
If there is enough time, divide into trios and ask trios to walk around part of the community and take mental notes on what they see. Ask trios to walk in different directions and look at different features - eg water points, communal latrines, disposal of waste water (eg soakaways), open defecation, rubbish disposal.

Report back and make a list of what was observed.

Then discuss with the group:

- a) *What needs to change?*
- b) *What would be the benefits?*
- c) *How can we organise these changes? Push for realistic actions.*

- 4 **WHY IS IT IMPORTANT TO COLLECT ACCURATE DATA? (Case Study):**
Present the following case study:

In one town the Small Town Consultants asked the Water Board and Watsans to give them information on population. The Water Board went to see the chief to get his advice. He told them - "*Be careful! This information will be used to justify an increase in taxation. Don't tell them the real figure!*" So they told the consultants that the population is 3500, when in fact there were 6000 people in the town.

The consultants went ahead and designed a system suited to a population of 3500 people. What happened? Soon after it was completed, the system started to run into problems. Women were fighting over the little bit of water produced by the system and the system kept breaking down, due to the heavy use of the pump and diesel engine.

The Water Board then complained to the consultants that they had done a bad job in designing the system!

Group Discussion:

- a) *What happened in the story? Why?*
- b) *What should the consultants have done?*
- c) *What can you say about the Water Board and the chief?*

Report back and summarize. Conclude that accurate data collection is crucial to design a system which can satisfy the needs of everyone in the community.

5 ACTION PLANNING

Make a planning table on the flipchart and ask participants to discuss and complete it.

WHAT DATA to be collected	WHO will collect the information	WHEN to collect data	FROM WHOM to get data
Population			
Water Situation			
Sanitation Status			
Hygiene			



HANDOUT: DATA COLLECTION GUIDE

1. Population

- No. of households
- No. of people - sex, age, occupation
- Settlement pattern

2. Water Sources

- Present water sources
- Location of water sources
- Quality of water sources
- Reliability of water sources
- Abandoned water sources and why

3. Water Use

- How is water used?
- Who are the major users?
- How is water paid for?
- Who collects the fee?

4. Economic Activities

- Sources of income
- Major Activities

5. Social Structure

- Traditional leadership
- Decision-making process
- Involvement of women
- Involvement of youth
- Sectional divisions
- Influential groups

6. Hygiene and Sanitation

- Hygiene practices - eg handwashing (when & how)
- Toilet facilities (private and public) - type/no./condition
- Refuse disposal - no. sites, method of disposal, condition
- Waste water disposal - source, how dispose of, condition of catchpit/soakaway
- Health problems - most common diseases and why

7. Resources and Strengths

- Successful projects
- Technical expertise
- Financial expertise
- Organisational capabilities



Session 11: Involving Women

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization and other phases one of the tasks of WSDB and Watsans is to ensure that women attend meetings and take an active part in discussions and decision-making. This session looks at why women should be actively involved in water and sanitation and how to involve them.

TIME: 2 hours

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

- Identify the role of women in managing water, sanitation, and health
- Explain the importance of involving women in managing the new system.
- Take practical steps to involve women actively in decision-making.

MATERIALS:

- **PICTURE** - women left out of discussion
- **CRITICAL INCIDENTS**



TOPICS AND LEARNING ACTIVITIES:

- 1 **WHY AND HOW TO INVOLVE WOMEN (Picture-Discussion or Role Play):** Show participants the picture on page 53. [Alternatively, organise a role play showing a community meeting where women are sitting at the back. When they raise their hands to say something, they are not recognised - or their ideas are made fun of. Eventually they walk out of the meeting.]

Divide into four groups, each with a trainer. In each group discuss the following questions:

- a) *What is happening in the picture (or role play)? Why do you think women are left out of the meeting/decision-making?*
- b) *Why should women be actively involved in discussions and decision-making on water, sanitation, and health?*
- c) *What is the situation in your community? What role do women play in meetings and decision-making at present?*
- d) *What can you do practically to ensure that women attend meetings and take an active part in discussions and decision-making?*

WHY ARE WOMEN EXCLUDED FROM MEETINGS AND DECISION-MAKING?

- **Men's attitudes:** Some men don't see women as equals in decision-making. They feel that men should do the talking and women should listen. Men don't want to lose their authority at home or in the community. They also fear that if women are actively involved, they will neglect their housework.
- **Women's Attitudes:** Some women accept the idea of men making the decisions. Others are afraid to speak out in meetings, especially in the presence of their husbands. *"It is a taboo to talk in front of the husband."*
- **Meeting Organisers' Attitudes:** Meeting organisers often focus their attention on men. They don't look at women or encourage them to give their ideas.
- **Workload Pressures:** Women are so busy with work that they have little time to attend meetings. Meetings are often held at times when they are the most busy.

WHY SHOULD WOMEN BE INVOLVED IN MEETINGS AND DECISION-MAKING?

- **Women are the most affected by water problems.** They collect water every day and suffer most from the health hazards in collecting water (eg bilharzia) or from walking long distances during water shortages. As the most affected, they are the most concerned about a constant supply of water.
- **Women are the most likely to act quickly on water problems.** Since water is of greater concern to them, they will ensure that new facilities are used sensibly and will act quickly when a pump spoils. Women can identify faults before they become a big problem and help to get them repaired.
- **Women know the water situation better than men** because they collect water every day. They have good ideas on how to improve the water situation.
- **Women take care of the family's health and sanitation.** If they learn more about hygiene and sanitation, the health of the whole household will improve.
- **Women are an integral part of the community** and can contribute many things to the development of a water supply. If they are left out, half the community is excluded and you lose their good ideas and commitment.

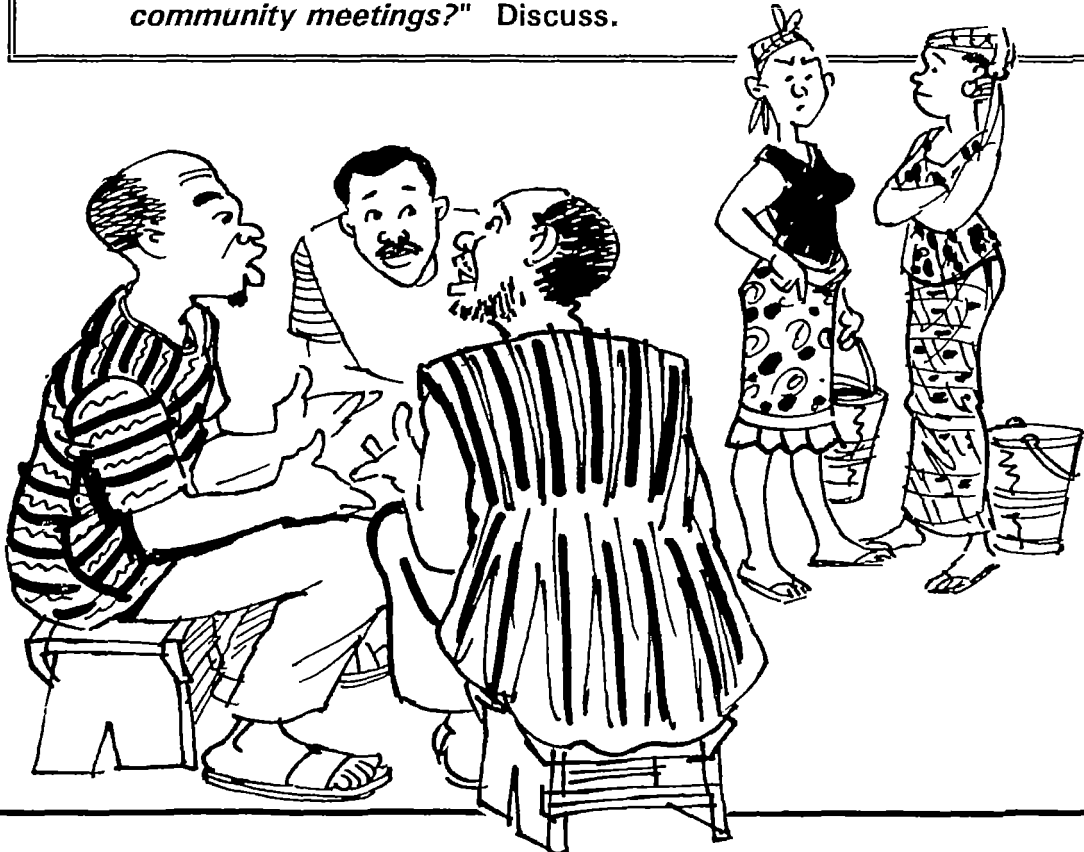
HOW TO GET WOMEN ACTIVELY INVOLVED IN DECISION-MAKING?

- **Meet women on their own** (using existing women's groups or informal women's groups) where it will be easier for them to talk. Use these meetings to build their confidence to talk in the community meetings.
- **Encourage women** by getting them to see the importance of their contribution to the development of the new water supply.
- **Emphasize the importance of women's participation** in all activities (planning fund-raising, data collection, community meetings, facility design and siting, etc).
- **Meet the men on their own to educate them** about the importance of women's active involvement. Use the above arguments to convince them about the value of women's ideas in decision-making on the new water system.
- **Hold community meetings at convenient times for women** when they are not overloaded with chores. Don't let the meetings drag on too long.
- **At meetings encourage women to sit in the front row along with men.** Don't seat them at the back where they are left out of the discussion.
- **Involve women right from the beginning.** Don't focus all the attention on the men! Encourage the women to speak. When they talk, make sure people listen and their views are taken seriously.
- **If they are silent, use buzz groups or small groups to get them talking.** If women meet on their own, they can express their ideas without interference from men. It helps them get their ideas together and build up their confidence.
- **Help to reduce women's workload.** This will make it easier for them to participate more actively - as well as improving water use and hygiene.

2 WHEN THINGS GO WRONG (Critical Incidents):

Critical Incidents:

1. One powerful local opinion leader approaches individual Water Board members to complain about one of the Board members who is a woman. He says - "*Justina is doing a poor job and should not have been elected in the first place. I should have been on the Board. Now that she is pregnant, I should take her place.*" What should the WSDB do?
2. In one community some opinion leaders complain that there are too many women on the Board. (In fact there are 3 women and 4 men.) They say: "*We don't understand why there are so many women. The Board should be made up of men. We won't give the Board any support until the membership of the Board is changed.*" What should the Board do?
3. In one Water Board there is only one female member on the Board. She rarely attends meetings and her only role seems to be to cook for the Board during special functions. What should the Board do to change this situation?
4. In one Watsan committee the women who were nominated to the committee refuse to serve on the committee. What should the Watsan committee do?
5. One man observed - "*Why is it that women participate very actively in church meetings, but seem to play little role in community meetings?*" Discuss.



Session 12: Sanitation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Mobilisation and other phases the WSDB and Watsans will promote the construction of household latrines.

TIME: 2 hours

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

- Explain the need for latrines.
- Explain the process of acquiring household and institutional latrines.
- Describe how to promote household latrines.

MATERIALS:

- **PICTURES** - a) open defecation; b) poorly built and poorly maintained latrine; c) well built and maintained VIP latrine

LEARNING ACTIVITIES:

- 1 **WHY DO WE NEED LATRINES? (Picture-Discussion in Small Groups):**
Divide into small groups, each with a trainer. In each group show the open defecation picture and discuss the following questions -
 - a) *Why is "free-range" or open defecation a health problem?*
 - b) *Why do people need latrines? What are the benefits?*
 - c) *What has been your experience with latrines?*
 - d) *What fears or concerns do you have about latrines?*

Possible responses:

Why is free-range a problem?

- Faeces are often washed into water sources.
- There is no privacy.

Why do people need latrines?

- To get rid of human waste in a safe way.
- It is easier than going to the bush.
- Privacy for users - it is convenient.
- It will reduce the spread of disease and the contamination of water sources.
- It enhances the social status of latrine owners.

Fears/Concerns:

- Smell of some latrines.
- Poor maintenance of some latrines, especially communal latrines.
- The fear of latrines collapsing.
- The fear of children falling into the pit.



- 2 **WHAT IS THE NEW SANITATION PROGRAMME? (Small Groups):**
 Ask the group - "*What do you know about the sanitation programme?*"
 Discuss and add details where needed.

- Construction of individual household latrines, not communal latrines.
- Developing local skills for latrine building - through training local artisans.
- Using affordable and appropriate designs - the latrines will be designed to be low-cost, safe, minimize smell and flies, and provide privacy.
- Promoting use of the latrines by the whole family and proper maintenance.
- How to participate? Family completes application form for a latrine subsidy; decides on type of latrine (Rectangular or Mozambique Slab); receives subsidy (roughly 50% of cost); enters into contract with artisan and makes contribution in the form of money, labour (digging pit), or materials.
- Information on latrine artisan in their locality - how to contact him.
- Information on application form and where to send it.

- 3 **HOW TO PROMOTE HOUSEHOLD LATRINES (Buzz Groups):**
 Buzz groups: "*What can you do to promote household latrines?*"



- Introduce the latrine artisan at community meetings. Help artisans promote customers in the community.
- Deal with people's concerns - eg worries about safety of latrines or concerns about bad smell or poor maintenance of communal latrines. Explain that the new latrines will be individually maintained; and will be stronger and not smelly.
- Explain the health benefits of latrines, but don't limit yourself to health arguments. Also mention convenience, privacy, and social status.
- Discuss the practical steps to build a toilet and how families can reduce costs by digging their own pit and using local building materials.
- WSDB and Watsan members can set a good example by building latrines.
- Encourage other opinion leaders (eg chief, DA member) to set an example.

Practice: Divide into pairs and ask participants to take turns explaining how an individual family can participate in the programme.

1. A family approaches a latrine artisan and completes an application form.
2. The family decides on the type of latrine - Rectangular or Mozambique Slab.
3. The family receives a subsidy from the District Assembly covering roughly half the cost of the toilet. The family uses the subsidy and its own contribution to pay for labour and materials. Often their own contribution consists of in-kind inputs (eg labour for digging the pit and locally obtained materials).
4. The family enters into a contract with the artisan, who then constructs the toilet. The artisan advises the family where to get materials.

Session 13: Meetings Skills

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Mobilisation and other phases the WSDB and Watsans will have to organise meetings - their own meetings and meetings with the community.

TIME: 2 hours

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

- Plan and organise effective meetings.
- Facilitate meetings effectively.

MATERIALS:

- **AGENDA** for Mock Meeting
- **PICTURE** - Community Meeting



TOPICS AND LEARNING ACTIVITIES:

1 **PLANNING AND ORGANISING COMMUNITY MEETINGS (Small Groups):** Divide into small groups, each with a trainer. In each group discuss how the WSDB and Watsan would like to organise their meetings - both committee meetings and community meetings:

- **Why** are meetings important?
- **How often** will you meet? (Get the group to agree on a minimum number of meetings per month for each type of meeting)
- What is the **best time** (of week/day) for meetings?
- What is the **best venue** for meetings?

- How will you **plan and prepare** for an effective meeting?

- | |
|---|
| <ul style="list-style-type: none">● Decide on AGENDA for meeting - what problems need to be discussed.● Decide on DATE, TIME, and VENUE - arrange a time suitable for women.● INFORM EVERYONE ahead of time - and then remind them closer to the time.● Meet as a committee before meeting the whole community. |
|---|

- What will be your agenda?
- How will you ensure good attendance?

Critical incidents: *What would you do if.....*

- *Only the men come to the meeting?*
- *A minority group does not attend the meetings?*
- *Your meeting coincides with market day and everyone is busy?*

2 HOW TO FACILITATE EFFECTIVE MEETINGS (Discussion):

In the same groups discuss what makes a successful meeting -

What has been your experience of meetings?

What has worked well? Why?

What has not worked well? Why?

Then draw out a list of features of what makes a successful meeting.

- | | |
|---|--|
| <ul style="list-style-type: none">● Every member gets a chance to speak.● Sensitive issues are avoided/well handled.● No interruptions - one speaker at a time.● No one dominates the speaking.● Shy people are encouraged to contribute. | <ul style="list-style-type: none">● All views are respected.● One agenda item at a time.● Good summarizing.● Good/clear decisions.● Action plan. |
|---|--|

Ask - "*What is the role of the chairman in running an effective meeting?*"

- | |
|---|
| <ul style="list-style-type: none">● Take one agenda item at a time and ask people to give their ideas.● Encourage everyone to talk and stop anyone who is dominating.● Follow the agenda and keep the discussion on topic.● Keep to time - don't let the discussion drag on too long.● After people have talked for a while, ask for a DECISION.● Make sure decisions are clear and that everyone agrees.● Assign someone to do each task - WHO is to do WHAT and WHEN.● Make sure that the secretary records each decision. |
|---|

3 PRACTICE CONDUCTING MEETINGS (Mock Meetings):

Get the group to practise these skills in a meeting, using the agenda below. Ask one Watsan chairperson to lead a discussion of the first agenda item. After 5-10 minutes stop the "role play" and ask for feedback. Then ask another chairperson to take over and lead discussion of the second agenda item. After 5-10 minutes stop the "role play" and ask for feedback.....and so on. Ask the secretaries to take turns writing the minutes.

Use the following AGENDA for the practice meeting:

- | | |
|-----------------------|---|
| MEETING AGENDA | |
| A. | MONEY: Many people are refusing to contribute. |
| B. | MEETINGS: How to get people to attend meetings. |
| C. | TECHNICAL: Technical options and siting. |
| D. | HYGIENE: Agree on action to improve the old sources. |

Use the practice sessions to demonstrate and discuss the following points on chairing meetings:

- KEEP FOCUS:** Explain what is to be discussed and keep members on topic.
- ENCOURAGE PARTICIPATION:** Ask people to talk and contribute.
- OBSERVE:** See who is not talking and try to get them to talk.
- SUMMARIZE:** State clearly what has been said and what has been agreed.
- GET CLEAR DECISIONS:** Ensure that for each item a decision is made which can be clearly implemented:
 - **WHAT** needs to be done
 - **WHO** will do it
 - **WHEN** will it be done

Trainer's Note: Here are a few suggestions on giving **FEEDBACK**:

- Make sure that feedback is **NOT OVERLY CRITICAL** and hurts people.
- Show people what they can do to **IMPROVE** their chairing skills.
- Show participants how to give **POSITIVE** and negative feedback.

4 WRITING MINUTES:

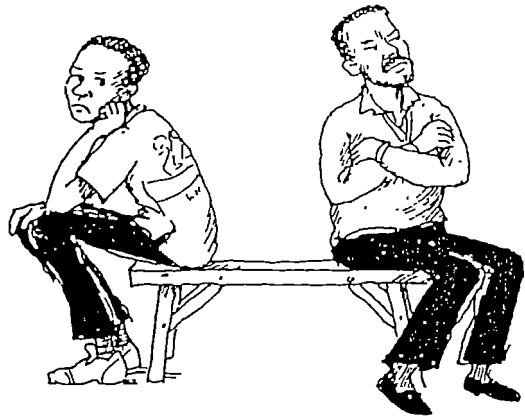
At the end of the meeting review the minutes. Ask each secretary to read them out, ask for any omissions, and check on what was decided (What will be done? Who will do it? When will it be done?).

5 WHEN THINGS GO WRONG:

Divide into trios and assign each trio 2-3 critical incidents:

What would you do if there is a conflict

- a) *between elders and youth?*
- b) *between men and women?*
- c) *between indigenous and settlers?*



6 SUMMARY: At the end of the session ask the group - "*How can we improve our meetings?*" Go round the circle asking for one point from each person. Ask participants to be specific.

Session 14: Community Meeting (Field Practice)

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

Participants will practice how to organise a community meeting.

TIME: planning - 2 hours; community meeting - 2 hours; review - 2 hours

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

- Plan, facilitate, and evaluate a community meeting.
- Learn practical skills from the field experience.

TOPICS AND LEARNING ACTIVITIES:

- 1 INTRODUCTION:** Explain that participants will prepare themselves for a community meeting to be conducted that evening. Meetings will be organised simultaneously in each of the sections (lead by the Watsans). Each Watsan will work in its own section. The meeting will focus on one of the major themes - fund-raising for commitment fees, hygiene & sanitation, or technical options. The aim of each meeting will be to present the topic, organise discussion, and get agreement.
- 2 PLANNING (Watsan Groupings):**
Divide into Watsan groups, each with a trainer. In each group work out an agenda or plan for the meeting:

SAMPLE AGENDA

- A. "Breaking the Ice" (songs - to put people at ease)
- B. Prayer and Introductions (objectives of meeting)
- C. Explain the idea of the new water facility. Ask - "*What will be the benefits from the new water supply?*" Summarize.
- D. Present topic - eg Raising Funds for Commitment Fees. Explain why there is a need for community contribution to the capital cost. Explain that the community will pay 5% of the cost. Give them an estimate of the total cost and how this breaks down to contributions per section and adult/household.
- E. Discuss - "*How can we raise these funds?*" [Possible responses - cash contributions (paid by individual adults or households); harvest contributions; in-kind ("kilo kilo") contributions; community farms or businesses; communal labour; royalties from mineral rights; funeral donations; fines and levies]
- F. Get agreement on the method to be used and how the money is to be collected. They may decide on more than one method.
- G. Action planning - how to implement the fund-raising.
- H. Closing.

Decide in each group who is to take the lead on each item.

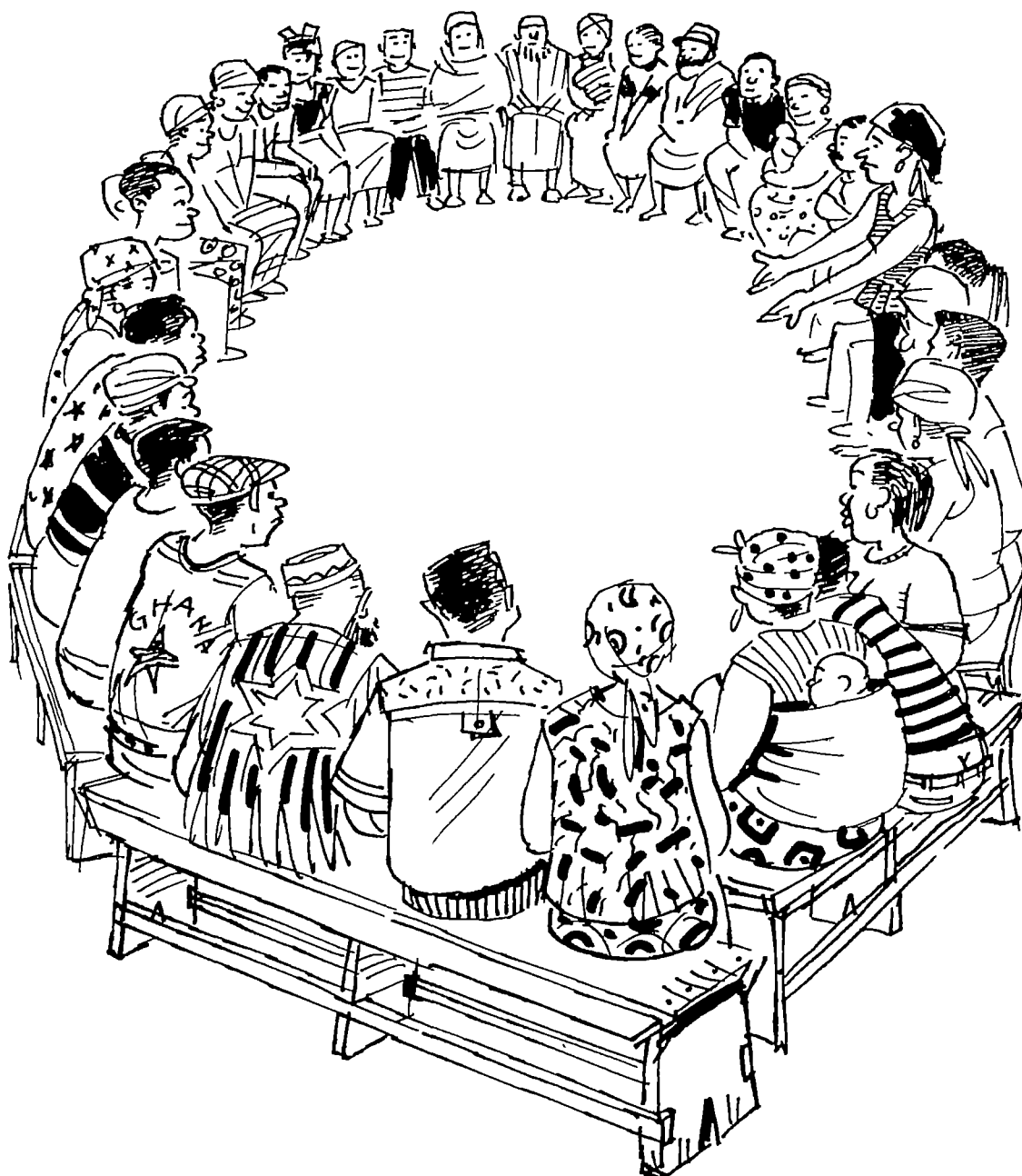
3 REVIEW (morning session after the community meeting)

Each trainer conducts the following review session with his/her group:

- a) *What was achieved? What decisions were agreed on?*
- b) *How was the discussion? Did community members have a good chance to talk? Level of participation? Women's involvement?*
- c) *How was the teamwork within the group? Were roles shared?*
- d) *What did you learn about conducting effective meetings?*
- e) *What did you learn about approaches to fund-raising?*

Report back: Ask each group to give a short report.

Buzz groups: "How will you improve your performance at your next community meeting? Be specific." Round robin report back.



Session 15: Action Planning/Evaluation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

The Water Board needs to do joint action planning with the Watsan committees so they have a common strategy and a clear guide about what they are going to do over the next month.

TIME: 2 hours

OBJECTIVES:

By the end of the session participants will have developed their own action plan.

TOPICS AND LEARNING ACTIVITIES:

1 ACTION PLANNING (Watsan Groupings):

Explain the importance of developing a joint Action Plan, one agreed by the WSDB and Watsans.

Divide into Watsan groups, each with a trainer. Review the activities to be carried out during the remainder of the Mobilization Phase -

- a) Start Fund-Raising for Capital Contribution (Commitment Fee)
- b) Discuss Technical Options with Community
- c) Data Collection (Household Survey)
- d) Hygiene Education (Community Meetings)
- e) Promote Household Latrines

Take one activity at a time and develop an Action Plan -

- *WHAT is going to be done?*
- *WHO is going to do it?*
- *WHEN will it be done?*

Report back: Ask Watsan groups to report and get agreement on what is to be done.

Explain that at your next visit you will review with them progress on their action plan.

2 EVALUATION (Large Group):

Discuss with the whole group -

- a) *What did you LIKE about the workshop?*
- b) *What did you NOT LIKE about the workshop?*
- c) *How could the next workshop be IMPROVED?*

Session 16: WSDB Members Only

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This session focuses on the specialised roles of the WSDB, with special attention to financial management.

TIME: 2 hours

OBJECTIVES: By the end of the session WSDB members will be able to:

- Describe the individual roles of each board member.
- Explain the basic requirements of good record-keeping.
- Describe how they are to open and operate a bank account.
- Describe how they are to establish and run an imprest system.

TOPICS AND LEARNING ACTIVITIES:

- 1 **COLLECTIVE ROLES OF WATER BOARD MEMBERS (Review):**
Ask participants to brainstorm the "collective" roles of WSDB members.
- 2 **INDIVIDUAL ROLES OF BOARD MEMBERS (Discussion):**
Ask each board member to explain how s/he sees his/her role. Then ask other members to add other points.

Chairperson

- Call, plan and chair meetings
- Assign tasks and check they are done
- Resolve disputes between members
- Sign all letters/signatory to account
- Represent WSDB at official meetings
- Monitor performance of all members

Treasurer

- Propose tariffs for WSDB approval
- Receive money & issue receipts
- Safekeeping of all cash assets
- Keep all financial records
- Prepare monthly bank acct reconciliation
- Prepare monthly financial reports
- Report on money to community

Hygiene/Sanitation Officer

- Organise hygiene meetings
- Assist Watsans in promoting new hygiene practices
- Organise hygiene monitoring
- Keep records of people who want to build household toilets

Financial Secretary

- Supervise revenue collection
- Provide monthly rev. summaries

Secretary

- Help plan and organise meetings
- Record minutes of meetings
- Post minutes on notice board
- Receive and send correspondence
- Maintain a filing system
- Ensure sufficient stationery supplies

Technical Coordinator

- Monitor work of WS operators
- Draw up maintenance schedules
- Supervise maintenance & repairs
- Supervise stores
- Monitor procurement
- Followup training for artisans
- Leadership on expansion plans

Public Relations Officer

- Organise community meetings
- Inform residents about new policies
- Notice of shutdowns to public
- Complaints & conflict management
- Conduct public awareness
- Promote good relations with leaders

- Submit all cash to treasurer
- Prepare annual financial statement

Then discuss the following issues:

- a) How will you support each other in carrying out these tasks?
- b) How will you work together effectively as a Board?
- c) How to ensure that work gets done and everyone is involved?
- d) How will you relay information back to the Watsan?

3 RECORD KEEPING (Discussion, Demonstration and Practice)



Ask - "WHY do we need to keep financial records?"

- To know what happens to our money - how much money was collected, how much was spent, how much is left.
- To know who has paid their contribution and who has not paid.
- To show what we are doing with the community's money so that we can explain what is happening and avoid suspicion.
- To motivate individual contributors to pay (by giving them receipt).

Then ask - "What experience do you have with record-keeping? How have you kept financial records for other projects in the past?"

Types of Financial Records: Then explain that there are three types of financial records that the WSDB will need to use:

- a) Register of Potential Contributors
- b) Payments Book (Record of Contributions Made)
- c) Cash Book (Income and Expenses)

Then explain each form, giving examples of how to complete each form.

REGISTER OF POTENTIAL CONTRIBUTORS

NAME	SEX (M/F)	AGE	HOUSE NO.
Aba Mensah	F	33	B.C. 32/L
Kofi Annan	M	25	B.C. 54/C
Ama Atta	F	41	B.C. 27/D
Yaa Manu	M	37	B.C. 33/F
Sam Asare	M	29	B.C. 12/A
Akva Tay	F	35	B.C. 29/G

PAYMENTS BOOK

DATE	NAME	HOUSE NO.	AMOUNT	SIGNATURE
23/9/97	Araba Atta	BC 65/N	2,000	<i>Araba</i>
23/9/97	Kofi Ansah	BC 4/L	2,000	<i>Kofi</i>
23/9/97	Kofi Manu	BC 14/N	2,000	<i>Kofi</i>
25/9/97	Zach Doku	BC 33/B	2,000	<i>Zach</i>
25/9/97	Edna Annan	BC 36/T	2,000	<i>Edna</i>
26/9/97	Ama Aidoo	BC 13/E	2,000	<i>Ama</i>

Trainer's Note: Explain that the book-keeper should draw a line at the end of each day's entries.

CASH BOOK

DATE	DESCRIPTION	MONEY IN	MONEY OUT	BALANCE	SIGN
20/9/97	Contribution towards KVIP Project	50,000	—	50,000	<i>J</i>
20/9/97	Sale of Water	10,000	—	60,000	<i>J</i>
22/9/97	Purchase - Stop Valve	—	30,000	30,000	<i>J</i>
22/9/97	T&T to bank	—	2,500	27,500	<i>J</i>
23/9/97	Harvest collection	80,000	—	107,500	<i>J</i>
25/9/97	Spare Parts	—	40,000	67,500	<i>J</i>

Make the following points in describing the cash book:

- This book records what happens to your money - how much money is collected, how much is spent, how much is left.
- Every time a section pays it should be recorded.
- Every time you buy spare parts it should be recorded.
- This way you will know how much money you have collected, how much money you have spent - and how much money is left.

Practice: Organise a practice session on how to use the Cash Book. Divide into pairs and ask each pair to complete the Accounts form as you call out the items to be recorded. Read out each item and give groups time to record it and work out the balance. Let them work out the calculations. Move from group to group to help.

EXAMPLE TO BE USED IN PRACTICE SESSION:

- A. At the beginning of the year you have C350,000 on hand.
- B. On 20 February people from Gamboa Section pay C30,000.
- C. On 1 March people from Agyana Section pay C25,000.
- D. On 15 March you buy spare parts for C150,000.
- E. On 20 March you sell the cocoa contributed for C60,000.
- F. On 1 April Youth Association contributes C80,000.
- G. On 27 April you buy cement for C30,000 to fix the standpipes.

At the end of these transactions, what is your balance?

4 OPENING AND OPERATING A BANK ACCOUNT (Discussion):

Discuss with the group:

- a) *How do you keep your money at present? If it is not banked, what problems do you have with this way of keeping money?*
- b) *Why do you need to open a bank account?*
[Keep your money safe from theft, termites, fire, etc. Your money will also earn interest in some cases.]
- c) *What type of bank account do you want to open?*
[Ask them to choose one from those listed below.]
- d) *How will you open this account?* [Explain what is involved in opening an account eg signatories, initial deposit, etc.]
- e) *How will you operate this account? Who will be the signatories?*

Types of Bank Accounts:

◆ **Current Account:** With this type of account, you pay money in and write cheques to make payments as often as you like (as long as there is money in the account). You will pay a charge to the bank and receive no interest on the money you have saved.

◆ **Deposit Account:** If you do not need your money for some time, you can keep it in a deposit account. You receive interest on your deposit, but you have to inform the bank before you withdraw your money.

◆ **Savings Account:** With this type of account, you are paid interest for the money saved and there is a limit on how often or how much you can withdraw from the account. You use a passbook to deposit and withdraw money.

The Water Board should establish at least two bank accounts, one operating account and one reserve account.

5 ESTABLISH AND RUN AN IMPREST SYSTEM (Discussion):

Help the WSDB develop a budget for its operational costs eg office supplies, WSDB members' allowances, members' travel, etc.

Explain that this budget will need to be discussed with the community - and regularly accounted to the community.



WORKSHOP 2

Management Training for Planning & Design

MINI-WORKSHOP 1:

DAY 1 INTRODUCTIONS
 PROBLEM SOLVING
 INTRODUCTION TO PLANNING
 TECHNICAL OPTIONS & SITING

DAY 2 TECHNICAL OPTIONS & SITING (CONTINUED)
 MONEY MANAGEMENT
 INVOLVING WOMEN

MINI-WORKSHOP 2:

DAY 1 HYGIENE EDUCATION
 SANITATION
 COMMUNITY MEETING (EVENING)

DAY 2 REVIEW ON COMMUNITY MEETING
 ACTION PLANNING & EVALUATION

MINI-WORKSHOP 3: WSDB ONLY

DAY 1 EXPERIENCE AS A WATER BOARD
 WORKING WITH OTHER PLAYERS
 KEEPING MINUTES AND FINANCIAL RECORDS
 STAFFING PLAN

Session 1: Introductions

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

The WSDB and Watsan members have been ON THE JOB since the last workshop, doing all of the Phase I activities they were trained for. This session is designed to help them review their "on-the-job" experience and problems and to identify their expectations for the workshop.

TIME: 2 hours

OBJECTIVES:

- To identify problems faced by WSDB and Watsans in their work.
- To identify their expectations about the workshop.

MATERIALS:

- Establish newsprint stations for different categories of activity -
a) meetings b) community relations c) WSDB-Watsan relations
d) money collection e) hygiene f) sanitation g) women

TOPICS AND LEARNING ACTIVITIES:

- 1 **PROBLEM IDENTIFICATION (Rotational Brainstorming):** As soon as participants arrive, put them into small groups of 4 people and assign them to a station. Ask each group to brainstorm problems for its topic and record them on the newsprint. After a few minutes ask groups to rotate. Continue until groups have contributed to all 7 newsprint lists.

Trainer's Note: The trainers should sit with some of the groups to help them get started. Make sure there is one literate person in each group to record the problems.

Report Back (Gallery Walk): Bring the whole group together and review the problems under each topic, moving around the room. During this report back ask participants to identify the most critical problems.

- 2 **EXPECTATIONS (Buzz Trios):** Explain that the training will try to address these problems as well as preparing WSDB and Watsan for Phase II.
Buzz Trios: "*What are your expectations for the workshop?*"
Round robin report back.
- 3 **PROGRAMME:** Present the programme overview given on page 66. Explain how the sessions address the tasks in Phase II (Planning), the problems identified earlier, and participants' expectations. Add any topics which are not covered to the **PARKING BAY**.

Session 2: Problem Solving

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the first phase the WSDB and Watsans will face a number of problems in their work in the community. This session provides an opportunity to analyse some of these problems in depth and come up with solutions. The session builds on the problems identified in the first exercise.

TIME: 2 hours

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

- Analyse and solve some of the problems they have faced on the job.

TOPICS AND LEARNING ACTIVITIES:

- 1 PROBLEM ANALYSIS AND PROBLEM SOLVING (Task Groups):**
Divide into seven groups - one group for each of the above topic areas. Assign each group one of the problem lists developed in Session 1.

Group Task:

- Put common problems together.*
- Select 3-4 of the most important problems.*
- For each problem identify causes and solutions.*

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

Example of Output: COMMUNITY RELATIONS

PROBLEMS	CAUSES	SOLUTIONS
Some minority groups are left out	Minority groups asked to contribute financially to projects, but excluded from decision-making about these projects; tribal discrimination	Involve minority groups in decision-making and ensure that they are represented in Watsan; encourage respect for all views
Conflict between WSDB and com. leaders	Power struggle - old committees fear WSDB will take their job; lack of understanding of each other's roles and responsibilities	Involve all existing committees and explain the roles of WSDB; clarify each other's roles and responsibilities
Watsans inactive - poor meeting attendance.	No appreciation of importance of meetings; meetings drag on too long; other commitments eg farming; no incentives for membership	Educate everyone on importance of meetings; keep meetings short and focused.

Session 3: Introduction to Planning

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the Water Board and Watsans will develop a detailed plan for the new water system with input from the community and assistance from the STCs. They will need to be able to explain what is involved in this planning process.

TIME: 2 hours.

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

- List the steps involved in developing a Facility Management Plan

MATERIALS:

- SAMPLE FACILITY MANAGEMENT PLAN

LEARNING ACTIVITIES:

1 INTRO TO PLANNING (Discussion in Large Group):

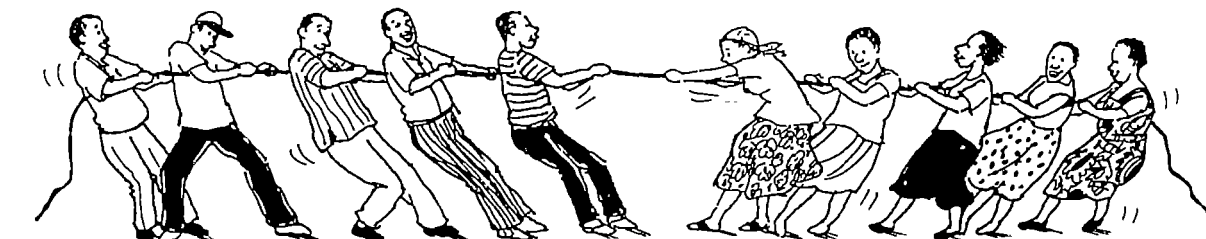
Explain that the main objective of this phase is to develop a detailed plan for the new water system. **Buzz groups:** Brainstorm the elements involved in making a plan.

Organise a report back and make a list. Then add missing items to help produce a complete list of things needed in developing a plan.

Possible responses:

- Context - population, ethnicity, trad. leadership, political administration, etc.
- Present water situation - available water sources and their condition
- Design of new system - source of water, power source, no. of standpipes
- Costs - capital costs, operation and maintenance costs
- Water tariff setting
- Operation of bank accounts
- Plans for system expansion
- Staffing Plan - different tasks, required skills, salaries
- Role of and links with District Assembly
- Training of staff and WSDB
- Plans for hygiene education and sanitation

Summarize: Explain that all of the above elements will be covered in the following sessions.



Session 4: Technical Options

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the Water Board and Watsans will involve the whole community in making an informed choice about the design and siting of the new system. With the help of the consultants they will explain each option to the community, facilitate discussion, and get the community to make a choice and give reasons for their choice. In case of conflicting interests they will help to build consensus.

TIME: 4 hours.

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

- Explain to the community those options which are feasible - system, layout, and implications (cost, health, O&M, advantages/disadvantages)
- Facilitate community discussion on the feasible options and decision-making to agree on a single option.
- Facilitate consensus in situations where there are conflicting interests.

MATERIALS:

- **PICTURES** or **MODELS** of the technical options.
- **HANDOUTS** on implications for each feasible option.
- **CRITICAL INCIDENTS**

TOPICS AND LEARNING ACTIVITIES:

1 FEASIBLE TECHNICAL OPTIONS (Discussion in Large Group):

a) Explain the **OBJECTIVES**, stressing the importance of the community making an informed decision with appropriate technical advice. The aim of this session is to prepare WSDB and Watsan members to explain the options (with the help of the consultants) and to answer questions.

b) Review **OPTIONS AVAILABLE IN GHANA** (brainstorming/large group). [Hand dug well, borehole, spring catchment, rainwater harvesting, gravity water supply, borehole based systems, slow sand filtration, conventional treatment systems, package treatment/plant system, infiltration galleries]

c) Review **POSSIBLE SOURCES** (borehole, spring catchment, surface water) and the data on each source.

d) Discuss **POSSIBLE OPTIONS** from their point of view (**buzz groups**). Round robin report back. If participants' wishes are not feasible, explain why. If a feasible option has not been mentioned, suggest it.

e) **Conclude** - These are the **FEASIBLE OPTIONS** from which the community will choose one.

2 INFORMATION ON OPTIONS (Small Group Discussion and Practice):

a) **Large Group Discussion:** Review the feasible technical options and add new information on O&M implications and costs.

b) **Small Group Discussion:** Divide into groups, each group with a trainer. Assign one option to each group. Give handout on implications. Ask people to read and if they have questions, they can ask the trainer.

c) **Practice:** In each group ask participants to prepare a short presentation on its option to be given to the other two groups. When groups are ready, ask them to give their presentations. Ask those watching to ask questions as if it is a community meeting. After each presentation organise feedback on the presentation.

3 WHY INVOLVE THE WHOLE COMMUNITY (Case Study/Discussion):

Read the following case study and then discuss the questions below.

In one town the WSDB had a choice of three options - a borehole, piped system, or a dam. The WSDB members agreed that the piped system was the best option - it would bring lots of status to the community. So they informed the chief that the consultants had proposed the piped system. The chief said he was very happy about this choice.

The WSDB then organised a meeting to inform the community. At the meeting someone asked - "*Why can't we have a dam? It would give us drinking water and at the same time would provide opportunities for vegetable gardening.*" The WSDB chairman replied - "*The chief has already agreed to the idea of the piped system, so I don't see why we are still talking about the dam. You should be grateful that we are getting water!*" Everyone clapped and the meeting was closed.

After the meeting some women complained among themselves that the new piped system was going to be very expensive. "*How will we pay for the water?*" they asked.

During the construction phase the contractor had difficulties hiring local labour. They ended up hiring labourers from outside.

When the system was ready, the money collectors had a lot of fights with the women, who refused to pay for the water.

Six months later the system spoiled and there was no money for repairs.

Discuss:

- a) *What happened? Why did it happen?*
- b) *How can we avoid this happening in our community?*

- 4 ACTION PLANNING - HOW TO INVOLVE COMMUNITY (Watsan Groups):**
Divide into Watsan groupings. Discuss the following questions:
- In your section of the community which groups need to be involved in decision-making on the new facilities?*
 - How will you organise meetings with them?*
 - How will the final decision be made?*
 - What problems might come up in these meetings?*

Report Back: Ask each group to give its report. Discuss what might be done to avoid the above problems. Then adopt the final strategy.

Summary: Emphasize the importance of the whole community making the decision on the design and siting. Explain that if only a few people are involved, at a later stage people may say they were not consulted and withdraw their support from the project. Emphasize the importance of all interest groups being involved (including women and settlers).

- 5 CONFLICTING INTERESTS (Critical Incidents):**
Divide into groups and assign each group 2-3 critical incidents for problem-solving (see page 76.) Encourage the WSDB to adopt a policy of no compensation on land issues. (No one was compensated for the road/school, so no one should be compensated for the pipeline.)

- 6 PRINCIPLES OF DESIGN (Presentation and Discussion):**
Get the group to make their own sketch map of the community, showing existing water points and other major features.

Review the data on each source. Then explain and discuss how this data affects the design of the system. (Use the sketch map to explain things.)

- **POPULATION** (*What is growth rate? In what direction is the town moving? What other factors will affect population increases?*)
- **WATER DEMAND** - factor in water losses and growth rates (*What industries or commercial activities will affect demand? How many gallons of water per day are used by..... chop bars? etc?*)
- **BOREHOLE YIELD** (minimum yield needed for a mechanised borehole; yield will determine the number of boreholes needed)
- **SERVICE LEVELS** - public standpipes, yard taps, house connections (*Which service levels are the community asking for? What are the cost implications of different service levels?*)

Then explain the other issues on design layout:

- **STORAGE TANK** - location, capacity, height of tank and tower
- **PRINCIPLES OF LAYOUT** eg street obstructions; need to avoid shrines, cemeteries; reduce pipe length by using straight routes
- **NO. STANDPIPES** - population ratio (33 per s/p), other factors
- **STANDPIPE LOCATIONS** - decided through community discussion; aim to site standpipes so that no one has to walk further than 500 metres - get average walking distance to site standpipes

- VALVE POSITIONS and why
- METERING
- PIPE DIAMETERS AND PRESSURES - usually 3 sizes of pipe:
 - a) main line - 100 mm pipe
 - b) branch line - 75 mm pipe
 - c) service line - 50 mm pipe

7 PRINCIPLES OF LAYOUT/DISTRIBUTION (Discussion):

Discuss the following questions with the whole group:

- a) *Where do you want to locate the storage tank? Why?*
- b) *Where do you want the pipelines to pass? Why?*
- c) *Where do you want the standpipes to be located? Why?*
- d) *How can you discuss the layout further with the community?*

8 DECISION-MAKING ON SITING (Field Visit and Discussion):

Explain that siting of the new system will be done jointly by the community and the hydrogeologist.

Questions in buzz groups:

- a) *What places should be avoided in siting the boreholes and pipeline?*
[Avoid cemeteries, refuse dumps, latrines, septic tanks, etc.]
- b) *Where can we find sufficient quantities of underground water? Are there places where the wells produce lots of water?*

Field Visit to Sources:

Discuss potentials and add information from geophysical survey.

[vegetation as indicators eg mango tree, dead grasses, ant hills, bamboo]

Analyse Field Visit:

- a) *What did you see during the field visit?*
- b) *How do these things help you make decisions on siting?*

Summarize main observations and findings to be shared with community.

Critical Incident: Ask the group to discuss the following critical incident -

The WSDB decided to make their own decision on siting without consulting the community. When the site was completed, people refused to pay user fees because they were not consulted. What happened? Why?

Action Planning:

- a) *How can you discuss siting with the community?*
- b) *What groups will you meet with? Who will be involved? When?*

DESIGN (EXAMPLE)

1. POPULATION PROJECTION:

Population: 2800 with a growth rate of 3%

Year	1997	2000	2003	2006	2009	2012	2015
Population	2800	3060	3343	3763	4112	4493	4910

2. WATER DEMAND PROJECTION:

Projected water demand is based on consumption rate of 45 litres per day including 20% losses.

Water Demand (Year 2000) = $3060 \times 45 \div 1000 = 137.7$ cubic metres/day

Year	1997	2000	2003	2006	2009	2012	2015
M3/day	126	137.7	150.4	169.0	185.0	202.0	221.0

3. SYSTEM LAYOUT:

- one borehole of 152 mm diameter
- mechanised using a submersible pump
- water pumped to a high level storage tank
- distribution to 13 standpipes (9 public standpipes, 3 schools, 1 clinic)

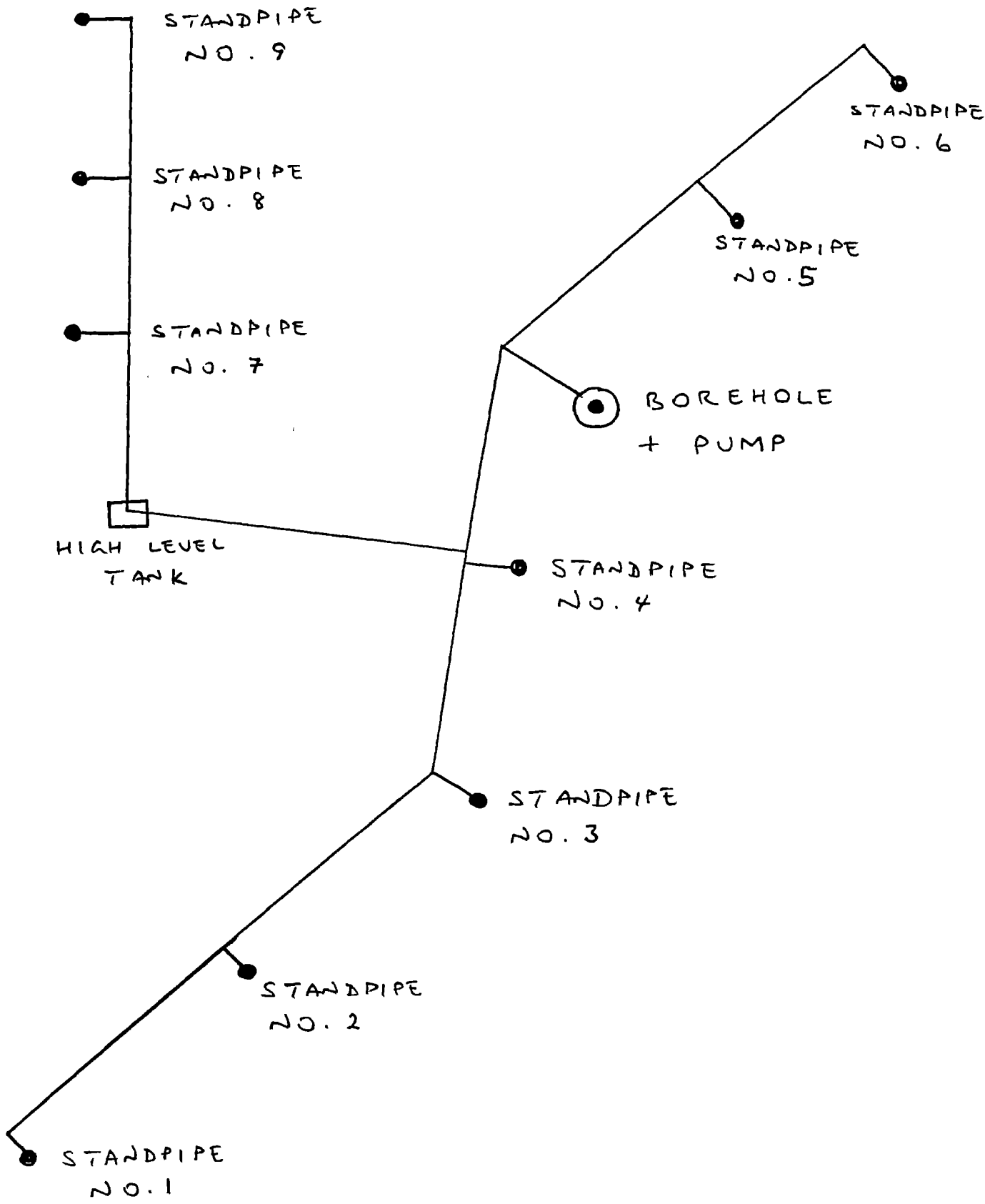
Storage Tank:

- storage tank constructed at highest point in town
- capacity - cubic metres
- placed on top of a concrete tower of 10 metres
- height of tank - 3 metres

Distribution:

- main line (100mm diameter pipe): metres
- branch line (75 mm diameter pipe): metres
- service line (50 mm diameter pipe): metres

DISTRIBUTION LAYOUT (EXAMPLE)



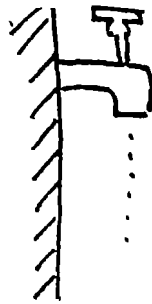
CRITICAL INCIDENTS

- A.** During the Planning Phase the WSDB and STCs visit different potential sites for the borehole to be drilled and mechanised for the pipe system. The community strongly support a location on high ground. The STCs explain that this site will be okay for hand pumps but will not produce enough water for a mechanised system. They suggest that the borehole should be sited on lower ground, which they explain will produce enough water for mechanization. The site they propose is located in the settlers' area, so the indigenous people refuse to accept this site. They want the borehole to be sited in their own area. What would you do?
- B.** The proposed pipeline will pass through the properties of several individuals. They come to the meeting and make aggressive demands for compensation. What would you do?
- C.** A local shop owner stands up in the sectional meeting and insists that the standpipe be located in front of his shop. What would you do?
- D.** One community is very concerned about the cost of the new water system. They are worried that a mechanized borehole (without electricity) will be too expensive. However, this is the only feasible source. What can you do in this situation?
- E.** A piece of land was acquired by the Ministry of Agriculture to construct a dam for irrigation. Twenty years later the Mafi-Kumase community decided to use the dam as a source for a piped water supply. After the completion of the project a group of people who claimed to be the original owners of the land made demands for compensation. The Water Board had to turn to the archives to come up with proof about the land acquisition. Based on this experience the Water Board decided to work through the District Assembly on land issues. When a parcel of land is earmarked for a community project, the DA is informed. The DA negotiates with the land owners and agrees on terms of compensation. The agreement is documented and kept for reference. What do you think of this approach?

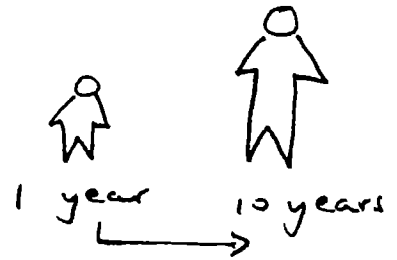
BASIC PRINCIPLES OF DESIGN



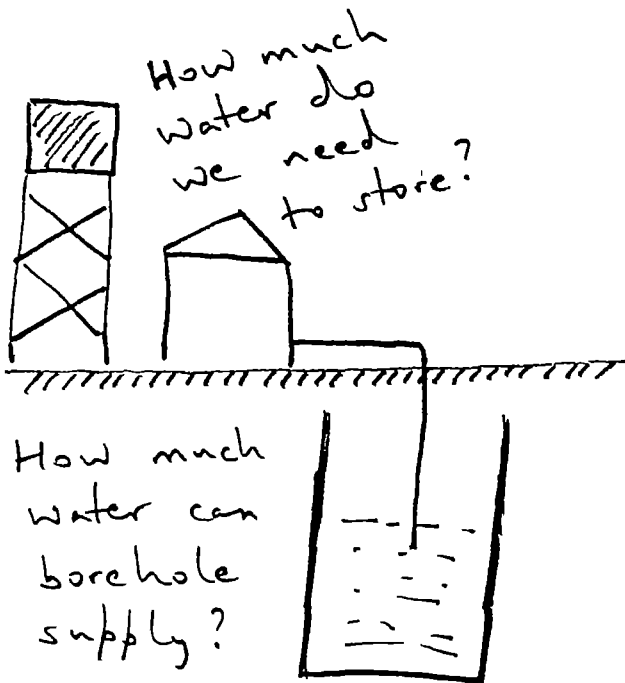
population size
+ growth rate



losses in
the system



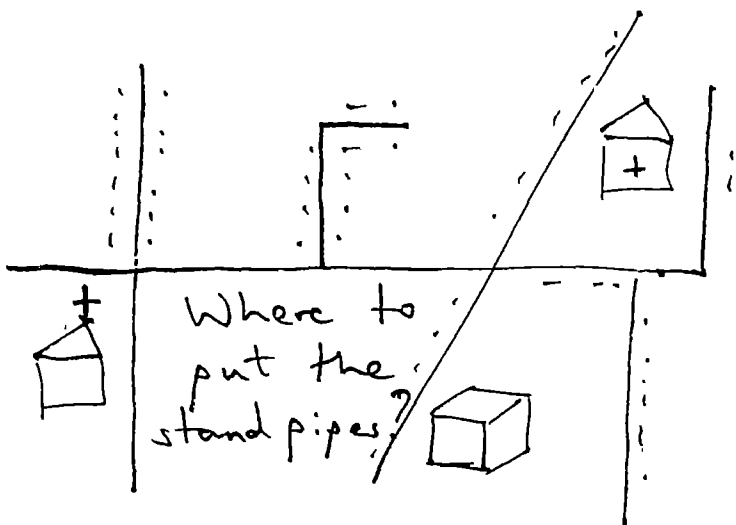
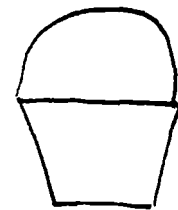
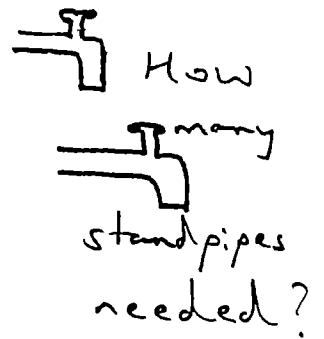
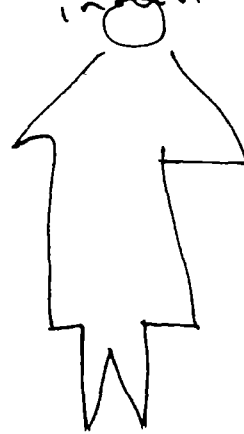
designed for
period of...



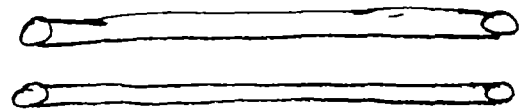
How much
water do
we need
to store?

How much
water can
borehole
supply?

How much
water per
individual?



Where to
put the
stand pipes?



We can calculate

- how many pipes?
- how big (pressure)?
- how many valves?

Session 5: Managing Money

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the Water Board and Watsans have two major tasks - to continue fund-raising for the community's capital contribution and to plan the system (with community input) for raising funds for O&M. They will hold meetings with the community to decide on how to raise the funds for O&M.

TIME: 2 hours

OBJECTIVES: By end of session participants will be able to develop strategies to:

- Solve fund-raising problems
- Be accountable to community
- Consult the community on method of raising O&M funds.



MATERIALS:

- **CRITICAL INCIDENTS**
- **PICTURE** - People refusing to pay money.

TOPICS AND LEARNING ACTIVITIES:

- 1 **REVIEW ON MONEY COLLECTION AND MANAGEMENT (Small Groups):**
Divide into small groups, each with a trainer. In each group discuss what has happened in terms of money collection and management since the last workshop - community meetings to agree on method of collection, collection of funds, record keeping, opening bank account, setting up an imprest system, rendering accounts to community, etc. Ask participants to describe what is happening and any problems.

Round robin report back. Make a list of the major problems to date.

Task Groups: Divide into task groups and assign one problem to each group for problem-solving.

Report back: Ask each group to present its solutions - and get agreement from the whole group on what is to be done. (**Output - Action Plan**)

Summary: Emphasize the importance of accountability - good record keeping, regular rendering of accounts at both sectional and community levels, etc. Explain that community members will stop contributing to fund-raising if they have no trust in the safe management of the money.

2 PLANNING FOR FUND-RAISING FOR O&M

Explain that this session is to agree on a strategy for consulting the community on the method to be used in raising funds for O&M.

a) COSTING: Do a costing exercise with the group to give everyone an idea of how much money needs to be available to run the new system. Use actual costs to make things real and easier to understand.

COSTING EXERCISE:	
<ul style="list-style-type: none"> ● Salaries (manager, operators, accts clerk) ● Administrative Costs - office supplies ● Travel and transport ● Rent - office and storeroom ● WSDB Expenses ● Contingencies 	<ul style="list-style-type: none"> ● Maintenance and repairs ● Replacements ● Power - electricity, diesel, etc. ● Water quality tests ● Expansion fund

b) FUND-RAISING METHODS: Ask the group to brainstorm methods to be used in raising funds for O&M.

<p>Cash contributions (paid by individual adults or households); bucket levy; harvest contributions; in-kind ("kilo kilo") contributions; community farms or businesses; communal labour; royalties from lands or mining rights; funeral donations; fines.</p>
--

Then divide into groups and ask each group to discuss the advantages and disadvantages of each collection method. Then organise a report back and get the group to agree on 2 or 3 methods they would like to present to the community for discussion and decision-making. Promote the bucket levy as the most equitable and efficient method.

METHOD	ADVANTAGES	DISADVANTAGES
Bucket Levy	<ul style="list-style-type: none"> ● Easy to collect. ● Equitable and fair - you pay on basis of what you consume. ● Generate income on a daily basis ● Vendor can enforce bye-laws on facility use and minimise misuse. ● Encourages wise use of water. 	<ul style="list-style-type: none"> ● Some people may return to use of non-potable sources. ● Consumption of potable water will decline because some people will purchase water only for key domestic uses such as drinking.
Individual/ Household Levy	<ul style="list-style-type: none"> ● Familiar and easily understood. ● Allows time for funds to be mobilized by individuals or households at their own pace. ● May be cheaper to consumer. ● People have access to water whether or not they have money 	<ul style="list-style-type: none"> ● Difficult to collect and difficult to sustain collection. ● Creates friction between collectors and consumers → conflicts. ● High default rate → low returns ● Not equitable - amount paid not related to consumption ● Encourages misuse of water/facility.
Harvest or Kilo kilo	<ul style="list-style-type: none"> ● Can yield lots of money. ● Involves residents and non-residents in fund-raising. 	<ul style="list-style-type: none"> ● Organisation can be expensive. ● Returns may not match expenditure. ● Yields money only occasionally. ● Only cocoa farmers would contribute.

3 COMMUNITY DECISION-MAKING ON FUND-RAISING (Stop-Start Drama):
Explain that the WSDB and Watsans will have to meet with the community to decide on the fund-raising methods.

Ask one person to lead a mock session with the "community" (the other participants) on how they want to raise funds for O&M costs. This person should present the 2-3 fund-raising methods agreed on above. After a while give feedback - and then ask another person to take over. Continue until people have a clear strategy on how they want to run these meetings.

4 WHEN THINGS GO WRONG (Critical Incidents):

If there is time, ask the group to discuss the following critical incidents:

- A.** The treasurer of a Watsan committee collects the monthly levy from households on a gradual basis. He keeps this money until he has collected all of the payments for each month. This system makes him open to temptation. When there is financial pressure, he borrows the money, planning to repay it at a later date - but, once the money is used, he never replaces it. He simply changes the records to conceal the loss.
- B.** One WSDB secretary organised the collection of monies from different sections on his own. He held onto all of the monies, rather than giving the money to the treasurer or putting it in the bank. Then he authorized purchases of stationery and other supplies without telling other members. The money that was left over he "chopped". Nobody on the WSDB had any idea what was happening. It took six months before they discovered what the secretary was doing.
- C.** One Board member complained: "*We collected 300,000 cedis at our last collection. Two members went to town to deposit this money in our bank account. They deposited 250,000 and claimed the other 50,000 as expenses. How can you make one trip to Gamkrasi and claim 50,000!*"
- D.** The WSDB organised a meal for two visitors from the District Assembly. At the next community meeting the treasurer gave a report on expenses that month. She reported that 500 cedis was used for maggi cubes. One woman stood up and questioned this - she said: "*500 cedis is too high for maggi cubes. Someone is cooking the books!*" The treasurer was forced to explain that the 500 cedis was used for maggi cubes, salt petre, and other spices.

SAMPLE BUDGET FOR O & M COSTS

SALARIES

Manager:	200,000 x 12 months	2,400,000	
Operator:	100,000 x 12 months	1,200,000	
Assistant:	80,000 x 12 months	960,000	
Accountant:	100,000 x 12 months	1,200,000	
Watchman:	50,000 x 12 months	600,000	
			6,360,000

MAINTENANCE AND REPAIRS

B/hole/Tank/Pumphouse - 1% cost		678,000	
Pump - 3% cost		360,000	
Pipes/valves/meters - 3% cost		1,600,000	
Electric panels and consumables		72,000	
			2,710,000

REPLACEMENTS

Pump to be replaced in 10 years		1,200,000	
Other mechanical components		720,000	
Borehole components		600,000	
			2,520,000

OFFICE SUPPLIES	@	10,000/month	120,000
TRAVEL/TRANSPORT	@	25,000/month	300,000
RENT (OFFICE/STORE)	@	5,000/month	60,000
WSDB EXPENSES	@	20,000/month	240,000
ELECTRICITY	@	200,000/month	2,400,000
WATER QUALITY TESTS	@	120,000 per test x 4	480,000

SUBTOTAL 15,190,000

EXPANSION FUND 10% of Subtotal 1,519,000

CONTINGENCY 10% of Subtotal 1,519,000

TOTAL 18,228,000

Session 6: Involving Women

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This is the second session on women's participation in decision-making. It focuses on attitudes which may block women's participation.

TIME: 2 hours

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

- Recognise their own assumptions about gender roles and responsibilities and examine how true these are.
- Recognise women's workload and how this affects their participation in community management.

TOPICS AND LEARNING ACTIVITIES:

1 OUR OWN EXPERIENCE WITH GENDER (Large Group Discussion):

Ask participants about a gender specific behaviour that you have observed in the classroom - eg "*Why did the women sit at the back of the training room, even though they came in earlier than all of the men?*" [Possible responses - men are the leaders, men are very important, men are the ones to do the talking, men are household heads, women are shy] This brings out some first notions about women's and men's roles. Ask - "*Why does this happen? Are these things true - or is it because of the way we are brought up?*" Allow for discussion. Help people see that society forms our beliefs of what women and men are supposed to do.

2 LEARNING ABOUT GENDER ROLES:

Tell the following story:

A married couple went to see the fetish priest because they wanted a child. The priest said he could help them, but they would first have to choose the sex of the child and give one reason why they made this choice.

Buzz groups: "*Imagine you are the couple. What would you choose - a boy or girl - and why? Make your choice and give one good reason.*"

Record the responses on the flipchart.



REASONS FOR A GIRL	REASONS FOR A BOY
<ul style="list-style-type: none"> ● To wash and cook ● To help me in the house ● To reproduce the family ● To bring up children ● To enlarge my family ● To get cows and become rich 	<ul style="list-style-type: none"> ● To farm and feed me when I am old. ● To take care of everything. ● To take over household when I die. ● To continue the family. ● Only boys inherit father's property. ● Males never leave the family.

Analyze the results of the exercise:

- A. Number of boy and girls
- B. Reasons for choosing: *Are they realistic and honest?*
- C. *Are the assumptions true? Example: Is it true that men feed the family and take care of everything? Do they "continue" the family?*

- | |
|---|
| <ul style="list-style-type: none"> ● Who "feeds" the family? The women farm and contribute to the meals. ● Who "takes care" of the family? Women feed and care for the children. ● <i>"Many men do not make a household unless there is a woman!"</i> ● A man will "continue" the family, but he can't do it without a woman. |
|---|

Summarize: Explain that people tend to undervalue the roles women play, even though women play a major role in the household and in managing traditional water sources.

- 3 HOW WOMEN AND MEN SPEND THEIR DAY (Daily Activity Analysis):**
 Explain that this exercise will look at the roles of men and women in day-to-day life. Divide into groups and assign the following task -
Think of our own community. Imagine a wife and husband in a particular season. List the activities of the wife and the husband over one day on the Daily Activity Form.
 (See example on next page.)

Report back: Post the flipcharts on the wall in front of the room and ask participants to compare them. Help to draw out common points and differences. Ask - *"What can we learn from this exercise?"*

- | |
|--|
| <ul style="list-style-type: none"> ● Women are solely responsible for water and household management. ● Women have a much heavier workload than men. They work longer hours. Their workload needs to be reduced if they are to play an active role in both water and household management. ● Women have to organise themselves well to get everything done. This organisational ability can help the community organise themselves for community management, if women's contribution is valued. |
|--|

HOW WOMEN AND MEN SPEND THEIR DAY



TIME	WOMEN	MEN
04.00 - 04.30	Wake up	Sleeping
04.30 - 06.00	Sweep, fetch water, wash	Sleeping
06.30 - 08.00	Prepare breakfast Feed children and send to school Breakfast Clean up and wash utensils Grind flour to send to farm	Wake up Open gates for animals Feed animals Breakfast Go to farm
08.00 - 11.30	Join husband at farm → farming	Farming
11.30 - 02.00	Prepare lunch Take lunch to farm	Lunch break
02.00 - 05.00	Farming Collect firewood Return home Fetch water Start preparing supper	Farming
05.00 - 06.00	Bathe children Cook supper	Go home Collect animals
06.00 - 07.00	Serve and eat supper	Supper
07.00 - 09.00	Clean up and wash utensils Get children ready for bed	Visit friends/drink
09.00 - 10.00	Go to bed	Go to bed

Session 7: Hygiene and Sanitation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the WSDBs will continue the discussions on hygiene and sanitation which were started in the Mobilization Phase. More specifically they will make the community more aware of the health implications of the technical choice and siting (eg proximity to latrines, cemeteries, and exposure of water facilities to contamination.)

TIME: 2 hours

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

- Identify health risks with different types of facilities and siting
- Organise a meeting to decide on what to do with the old sources

MATERIALS:

- PICTURES - Story with a Gap

TOPICS AND LEARNING ACTIVITIES:

1 HEALTH IMPLICATIONS OF TECHNICAL OPTIONS AND SITING:

Explain that one of the WSDB's tasks during this phase is to make the community aware of the health implications of technical choices and to promote community action to do something about the old sources.

Small groups - Brainstorm a list of different technical options. Then discuss the health risks of each technology. **Round robin report back.**

OPTION	HEALTH RISKS
Hand Dug Well with bucket	Well can be easily contaminated by dirty buckets or ropes or dirt falling into the open well.
Hand Dug Well with a pump	The well is sealed so water can only be contaminated when pump breaks down and people have to use a bucket.
Borehole with a pump	There is some contamination during drilling. The completed borehole is chlorinated to eliminate this contamination.
Spring Development	The water source is protected (by a spring box) so there is no contamination.
Piped Water System	If the piped water system uses surface water as the source, water will need to be treated (using a sand filter).

Buzz groups - "*What sources of contamination need to be avoided in siting a new water facility?*" **Round robin report back.**

[latrines, septic tanks, refuse dumps, cattle kraals, cemeteries, mining dumps, etc.]

2 OLD SOURCES AND WHAT CAN BE DONE (Demonstration Lesson):

Explain that it is important to get the community to discuss what they are going to do with the old sources. Otherwise they may continue to use these sources for drinking water after the new facilities are built.

Explain that you will demonstrate how to conduct a community meeting on this topic. Then facilitate a discussion, using the following questions:

- *What are the main problems with the old sources?*

Possible responses: unsafe water - source of diarrhoea/guinea worm/cholera; people defecate near source; chemicals polluting water; water point is full of weeds and dirt; long distance to get water - women are very tired

- *What will make people go back to using the old sources?*
[eg production of palm oil, washing clothes, bathing, water for livestock, etc]
- *What are the health hazards in continuing to use the old sources?*
[eg water brought home for making palm oil may get used for drinking water.]
- *What can we do to minimize the problems in using the old sources?*

Possible responses:

- Filter the water (using a clean cloth) before drinking.
- Clean and weed the water point so it is easier for women to fetch water.
- Discourage people from defecating near the water points.
- Discourage people from washing near the source or bathing in the river.
- Discourage wading into the water by building a platform.

Then discuss with the group how they will discuss this issue with the community. Help the group develop its own **ACTION PLAN** (Who will organise meeting? When? What will be discussed?)

Option - Case Study: If there is enough time, ask the group to discuss the case study below:

One small town had lots of problems with its old sources. Its only source was a river and it was badly contaminated. During the planning phase community members became very impatient with the planning process. They said: "*Help us dig a hand dug well now. We can't wait for a piped system. It will take too long.*" The STCs explained to them that a hand dug well would not produce enough water to supply a piped system. They would need to drill a borehole to get the water needed to meet the town demands.

3 LATRINE PROMOTION PROBLEMS (Practice Facilitation in Groups):
Ask participants to describe what problems they are having in promoting toilet construction - or review the list of problems identified in Session 1.

- The list of problems might look like this:
- People are used to communal toilets - they don't understand why we are promoting household toilets.
 - Many people are too poor to afford toilets.
 - Illiterate households feel they will be cheated if they complete application form.
 - The small constrained yard space makes it difficult to use the VIP design.

Divide into groups. In each group select the problem to be addressed and ask one person to play the "Watsan". His/her task is to facilitate a discussion with the group aimed at overcoming the problem. After a while give him/her feedback. Then let another person take over.

Report back: Ask each group to describe the problem they tackled and the strategies used to overcome the problem.

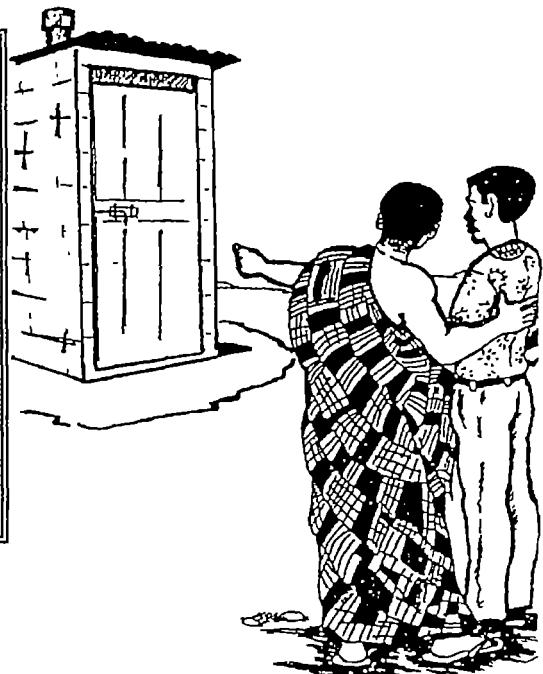
4 HOW TO PROMOTE LATRINE CONSTRUCTION (Buzz Groups):

Buzz groups:

What can you do as a Water Board or Watsan to support and promote latrine construction?

Round robin report back.

- Possible responses:
- Find the local latrine artisan and introduce him to the community.
 - Promote latrine construction during discussions with the community.
 - Educate people on the hazards and disadvantages of "free range".
 - Be good models - get all WSDB members to put up a toilet.
 - Get those who already own toilets to help with promotion.
 - Ask Watsan hygiene volunteers to do promotion.
 - Promote the use of local materials and digging your own pit to reduce costs.



Session 8: Community Meeting (Field Practice)

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

WSDB and Watsan members will practice how to organise a community meeting on the choice of technical option.

TIME: planning - 2 hours; community meeting - 2 hours; review - 2 hours

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

- Plan, facilitate, and evaluate a community meeting.
- Learn practical skills from the field experience.

MATERIALS:

- **PICTURES** - different technical options

TOPICS AND LEARNING ACTIVITIES:

- 1 INTRODUCTION:** Explain that participants will prepare themselves for a community meeting on technical options to be conducted that evening. Meetings will be organised simultaneously in each of the sections (lead by the Watsans). Each Watsan will work in its own section. The aim of each meeting will be to present the topic, organise discussion, and get agreement. Each group will be given a set of visuals.
- 2 PLANNING (Watsan Groupings):**
Divide into Watsan groups, each with a trainer. In each group work out an agenda or plan for the meeting:

SAMPLE AGENDA

- A. "Breaking the Ice" (songs - to put people at ease)
- B. Prayer and Introductions (objectives of meeting)
- C. Explain the idea of different technical options and the need for the community to make a choice.
- D. Ask community members - "*What benefits do you expect to get from the new water supply?*" [eg shorter distance, safe water/less disease, easier/less risky to collect, more water available year-round]. Explain that these ideas will be helpful in deciding the type of technical option.
- E. Give people information on the feasible options.
- F. Discuss - "*Which of these options do you think we should choose?*" Get people to look at the costs involved (capital and maintenance), health implications, distribution points, etc.
- G. Get agreement on the option to be selected.
- H. Closing.

3 REVIEW (morning session after the community meeting)

Each trainer conducts the following review session with his/her group:

- a) *What was achieved? What decisions were agreed on?*
- b) *How was the discussion? Did community members have a good chance to talk? Level of participation? Women's involvement?*
- c) *How was the teamwork within the group? Were roles shared?*
- d) *What did you learn about conducting effective meetings?*
- e) *What did you learn about approaches to fund-raising?*

Report back: Ask each group to give a short report.

Buzz groups: "How will you improve your performance at your next community meeting? Be specific." Round robin report back.



Session 9: Action Planning/Evaluation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

Just before Watsan members depart they will take part in an action planning exercise with the WSDB members. This will give them a clear guide about what they are going to do over the next month.

TIME: 2 hours

OBJECTIVES:

By the end of the session participants will have prepared their own action plan.

TOPICS AND LEARNING ACTIVITIES:

1 ACTION PLANNING (Watsan Groupings)

Divide into Watsan groups, each with a trainer. Review the activities to be carried out during the remainder of the Planning Phase -

- a) Finalise Fund-Raising for Capital Contribution
- b) Decide on Fund-Raising Method for O&M Costs
- c) Decide on Technical Options and Siting
- d) Decide on Management Plan and Staffing
- e) Complete Facility Management Plan
- f) Community Meeting and Action on Old Sources
- g) Promote Household Latrines

Take one activity at a time and develop an Action Plan -

- *WHAT is going to be done?*
- *WHO is going to do it?*
- *WHEN will it be done?*

Record on Action Plan.

Explain that at your next visit you will review with them progress on their action plan.

2 EVALUATION (Large Group):

Discuss with the whole group -

- a) *What did you LIKE about the workshop?*
- b) *What did you NOT LIKE about the workshop?*
- c) *How could the next workshop be IMPROVED?*

Session 10: WSDB Members Only!

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This session focuses on the specialised roles and skills of the WSDB.

TIME: 1 1/2 days

OBJECTIVES: By the end of the session WSDB members will be able to:

- Identify key problems and decide on solutions
- Identify the features needed by an effective Water Board.
- Make improvements in record-keeping (minutes and financial records)
- Finalise a staffing plan
- Complete the writing of the Facility Management Plan

TOPICS AND LEARNING ACTIVITIES:

1 YOUR EXPERIENCE AS A WATER BOARD (Group Discussion):

Buzz Groups:

- What are your achievements so far as a Board?*
- What are your major problems so far as a Board?*

Round robin report back. Then get the group to discuss each of the problems in turn and decide on solutions.

Round-the-Circle: Ask each person to talk about how s/he has been doing his/her job. [chairman, secretary, treasurer, financial secretary, etc] Encourage people to be open about aspects of the job that are difficult. Get comments from other members. Then take each of the key problems identified and do some problem-solving.

2 WHAT MAKES AN EFFECTIVE WATER BOARD? (Buzz Groups):

Buzz Groups - "What makes an effective Water Board?"

Round robin report back.

- Unity - members like, trust, and help each other.
- Everyone is involved - work is shared among members.
- Women participate actively as equals - they are not sidelined.
- Regular meetings which produce decisions and action.
- Participatory meetings - everyone gets a chance to talk - no one dominates.
- Accountability - regular meetings to report to the community.
- Full recognition and support from the community.
- Regular action - the Board not only meets, it also takes action.
- Good financial management - good record-keeping
- Good relations with other players eg chief, Watsans, District Assembly, etc.

3 WORKING WITH OTHER PLAYERS (Critical Incidents):

Ask the group to talk about their relations with other players - community members, Watsans, chief, District Assembly member, Town Development Committee. Identify any problems and agree on solutions.

Divide into two groups and assign each group 2 critical incidents:

A. A WSDB consults the community extensively on the design of the new piped system. During the community meetings no one raises concerns about the siting of the pipeline. When the WSDB is finalising the FMP, a Board member notices a community member putting up a new building on the path of the proposed pipeline. He says to the man - *"Sorry, my friend. Did you know that a pipeline is being planned along this route? Could you site your building 3 metres that way so it does not interfere with this project which will bring you better water?"*

B. In 1992 the town built a communal KVIP toilet. When the Water Board was elected, they asked the Watsan in that section to manage the toilet. A few months later the Water Board heard that the Watsan was preventing people from other sections from using the toilet. What should the Water Board have done?

C. The member who was elected secretary wanted to be chairman. As a result, he refused to cooperate with the chairman: when the chairman asked him to issue invitations for meetings, he refused. During meetings he always opposed the ideas of the chairman, even if he agreed with him. After a while other members began to lose interest in board meetings because of this ongoing conflict. What should the Board do?

D. Agya Koo, the WSDB chairman, was angry he had to write the minutes. *"That no-good secretary is always missing the meetings"*, he grumbled to himself. His neighbour came to pay the water levy, which Agya Koo had imposed on the residents. He took the money from her, pushed it into his pocket, and said: *"Go and come later for your receipt. Can't you see I'm busy. I'll have to get the receipt book from that lazy, good-for-nothing treasurer!"* He then remembered he had promised to meet the Unit 6 Watsan that night to discuss the problem of defaulters. He was just about to leave, when he heard another knock on the door. Someone dropped off a letter from the DWST: the letter explained that they would come for a visit the following day. He grumbled to the visitor - *"I'll now have to get this message to those lazy board members."* He put the minutes under his bed and set off to deliver the information about the DWST visit. On his way two young men stopped him to ask for clarification on how the pipe system would work.

- a) What did Agya Koo do wrong?
- b) What are the likely consequences of his actions?
- c) Why do you think Agya Koo is behaving this way?

4 KEEPING MINUTES AND FINANCIAL RECORDS

Discuss: *How are you keeping records? (minutes, financial records)
Do you have any problems?*

Minute Book: Review the minute book. Emphasize the importance of recording clear decisions - WHAT will be done? WHO will do it? WHEN will it be done? Explain that the minutes can be helpful in monitoring action.

Financial Management: Ask - "*How are you dividing up the work between treasurer and financial secretary?*" Get agreement on how they are to do the work and help each other. [One way of dividing up the work is: treasurer is the banker and monitor; financial secretary collects all monies, does record-keeping, and gives money to treasurer for banking.]

Being Accountable: Ask the group - "*How are you reporting your financial situation to the community?*" Get the group to talk about how they will report to the community if they have not yet done so.

Monitoring Records: Explain that financial accountability is the biggest problem faced by Water Boards. If they want residents to continue their contributions, they will have to be honest, keep good records, and be accountable. Explain that you would like to see how they are doing with the record-keeping each time you visit. Ask them to bring the records when you come for the next visit.

5 STAFFING PLAN (Group Discussion):

Explain that as part of the Facility Management Plan the Water Board will need to develop a Staffing Plan.

Discuss the following issues:

- a) *What tasks need to be done once the facilities are built?*
- b) *What is involved in each task? How much work? What skills?*
- c) *Which of these tasks can be done by Board members?*
- d) *Which of these tasks need to be done by staff/operators?*
- e) *What categories of personnel are needed to run the new system?*
- f) *What skills and experience are needed for each of these positions?*
- g) *How will you organise the staffing - hiring a private contractor or full-time (or part-time) employees?*
- h) *How much money is needed to pay each category of personnel?*
- i) *How will you hire staff? What criteria to be used in selection?*
- j) *How will you train the staff?*
- k) *How will you supervise the staff?*

HANDOUT ON STAFFING

TASKS/PERSONNEL CATEGORIES:

- Manager
- Technical operators
- Book-keeper
- Watchman
- Bucket levy collectors

MANAGER:

Overall direction and administration; draw up work plans and maintenance schedules and check that work gets done; monitor staff attendance and organise staff appraisals; report to WSDB; prepare budget; check accounts; manage property, procurement, inventory controls; provide technical advice to the WSDB; serve as link person between Board and consumers; ensure that Board's policies and directives are carried out; conduct correspondence and write reports on behalf of WSDB

TECHNICAL OPERATOR:

Maintenance - check civil works and equipment according to maintenance schedule; identify faults and make repairs (or hire repairman); switch generator on and off; lubrication and fueling of equipment; periodic visits to water works to check that production is running smoothly and equipment is functioning properly; test water quality; keep technical records; meter reading for billing.

BOOK-KEEPER:

Keep records of accounts, receipts, and stores

The Technical Operators should be hired at the beginning of the Construction Phase so that they can be trained on the job by the construction contractor. The book-keeper should be hired in Phase IV.

Staff should be hired from people living within the town or the immediate neighbouring area.

SUGGESTED PROCESS OF HIRING:

- WSDB discusses Staffing Plan with the community and gets their agreement.
- WSDB decides on qualifications expected for each position.
- WSDB advertises full-time positions.
- Candidates are interviewed by the WSDB.
- WSDB gives shortlist to STCs for their comments.
- Final selection at right time (eg technical operators at start of construction).

WORKSHOP 3

Management Training for Construction

MINI-WORKSHOP 1:

DAY 1 INTRODUCTIONS
 PROBLEM SOLVING
 MANAGING CONSTRUCTION

DAY 2 MONEY MANAGEMENT
 INVOLVING WOMEN

MINI-WORKSHOP 2:

DAY 1 HYGIENE AND SANITATION
 BYELAWS AND CONSTITUTION
 COMMUNITY MEETING (EVENING)

DAY 2 REVIEW ON MEETING
 ACTION PLANNING
 WSDB MEMBERS ONLY!



Session 1: Introductions

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

The WSDB and Watsan members have been ON THE JOB since the last workshop, doing all of the Phase II activities they were trained for. This session is designed to help them review their "on-the-job" experience and problems and to identify their expectations for the workshop.

TIME: 1 1/2 hours

OBJECTIVES:

- To identify problems faced by WSDB and Watsans in their work.
- To identify their expectations about the workshop.

TOPICS AND LEARNING ACTIVITIES:

- 1 **PROBLEM IDENTIFICATION (Small Group Discussion):**
Divide into groups of 4 people. Ask each group to discuss:
 - a) *What have been your achievements so far?*
 - b) *What things have been particularly difficult?*

Trainer's Note: The trainers should sit with some of the groups to help them get started. Make sure there is one literate person in each group to record the problems.

Round robin report back: Record the problems on bricks. Then review the list and decide which problems are common and which affect only a few people. With the help of a co-facilitator organize the bricks into the following categories - "Money", "Technical", "Hygiene & Sanitation", "Organisation". If a category stays empty, probe to find out if there were any problems in this area of activity. If people raise any problems, add these to the list.

- 2 **EXPECTATIONS (Small Groups):** Explain that the training will try to address these problems as well as preparing participants for Phase III.
Small Groups: *"What are your expectations for the workshop?"*
Round robin report back.
- 3 **PROGRAMME:** Present the programme overview given on page 95. Explain how the sessions address the tasks in Phase III (Construction), the problems identified earlier, and participants' expectations. Add any topics which are not covered to the **PARKING BAY**.

Session 2: Problem Solving

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning phase the WSDB and Watsans will have faced a number of problems in their work in the community. This session provides an opportunity to analyse some of these problems in depth and come up with solutions. The session builds on the problems identified in the first exercise.

TIME: 2 hours

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

- Analyse and solve some of the problems they have faced on the job.

TOPICS AND LEARNING ACTIVITIES:

- 1 **PROBLEM ANALYSIS AND PROBLEM SOLVING (Task Groups):**
Divide into groups and assign each group one of the key problems identified in Session 1.

Group Task:

- a) *Identify causes and solutions.*
- b) *Propose an action plan to solve the problem.*

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

Example of Output: SITING OF PIPELINE

PROBLEMS	CAUSES	SOLUTIONS
Claims for compensation	Many people who did not attend the community meetings and the siting discussions are now asking for compensation.	Organise a community meeting to inform everyone about the policy on compensation.
Conflict with one section over siting	One section wants individual yard connections - WSDB feels this will be very expensive.	Meet first with the Watsan and then together with them organise a meeting in that section.
Defaulting on contributions	Some people who say they have not been consulted on the siting are refusing to contribute.	Organise a community meeting to explain the decisions on siting and how this will affect the town.

Session 3: Managing Construction

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During this phase, the WSDB will be responsible for monitoring construction and providing certain forms of assistance to the contractor. The Water Board needs to understand all the major components of the system, how it is constructed, and how they can intervene if they feel there is something wrong.

TIME: 2 hours

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

- Explain how to organise community support to the construction process.
- Explain the key components - tank, pipes, valves, standposts, materials
- Take action in case there are any problems.
- Explain how to coordinate the training of technical operators.

TOPICS AND LEARNING ACTIVITIES:

1 WHAT HAPPENS DURING CONSTRUCTION (Buzz Groups/Brainstorming):

Buzz groups: "*What will happen when construction starts?*"

Help participants to brainstorm a list of all construction activities.

Buzz groups: "*What will be the roles of the community in construction?*"

Make notes on flipchart and add anything missing.

Roles of Water Board, Watsan, and Community in supporting construction:

- **Schedule:** WSDB should be given a copy of the schedule by the contractor.
- **Pathway for Pipeline:** The community should clear a pathway for the pipeline.
- **Food and Accommodation:** The community is not responsible for providing free food or accommodation for the construction crew.
- **Site for Construction Office:** The WSDB may be asked to help find a site for the construction office and/or a warehouse for storing equipment.
- **Materials:** The community may provide materials (eg sand and stone) for the construction as part of its in-kind contribution to the capital cost. The contractor will decide if the materials are an acceptable standard and negotiate the price.
- **Labour:** Some community members may be hired by the contractor as paid labourers. The wages would be set by the contractor.
- **Quality Control:** The STC engineer is responsible for checking on quality control. If the WSDB suspects there is anything wrong with the materials used or the quality of construction, they should state their complaints to the engineer.

- 2 CONSTRUCTION MONITORING (Demonstration, Drama, and Discussion):**
Display the model of the piped system. Explain each of the components - source (eg borehole), pump and source of power, water reservoir, main pipeline, pipe network, standposts. Explain how each is constructed.

Organise a role play showing a WSDB member finding a problem with the layout of the pipeline. Instead of raising it with the STC engineer, he goes directly to the contractor to complain. This leads to a big fight.

Buzz Groups:

What happened? Why? How should the WSDB member have dealt with the problem?

Explain that the role of the WSDB is to check that the work is on schedule and to check that the contractors are following the agreed layout. If they suspect there is any problem (eg divergence from layout, poor quality materials, poor construction, materials going missing) they should raise their concern with the STC engineer, not complain directly to the contractor.

- 3 WORKING WITH THE CONTRACTOR (Critical Incidents):**

Explain that some contractors will cut corners to cut costs. The WSDB needs to be alert. If they see any problems, they should notify the STC.

Critical Incidents: Ask the group to discuss the following:

- | |
|---|
| <p>A. The WSDB observes that the contractor is using an aggregate much lower than the amounts stipulated in the contract for the construction of the reservoir. The contract stipulates 12 bags but the contractor is only using 8. What should the WSDB do?</p> <p>B. During the construction the contractor finds a real obstacle - a hard rock which is blocking the digging of the trench. At his own initiative he diverts the line to make it easier for digging. The Board discovers what has happened and complains to the STCs. What should have happened?</p> <p>C. The project got off to a good start. The whole community was supportive. No one raised any problem about the land, even though this was raised in several community meetings. The planning process went smoothly. But when the construction started, the troubles began. People did not realise their land would be affected during the planning phase, but when the construction crew arrived and started to dig the trench, people saw that their property would be affected and appealed for compensation. What should the Water Board do?
(Decide on a policy on compensation.)</p> |
|---|

Session 4: Managing Money

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Construction Phase the WSDB and Watsans will start collecting funds for O&M. They will keep records and render accounts to the community. They will also solve any problems related to the collection and management of money.

TIME: 2 hours

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

- Develop a plan for the collection of money for O&M
- Develop strategies for ensuring accountability to the community
- Develop strategies for solving fund-raising problems

MATERIALS:

- CRITICAL INCIDENTS

LEARNING ACTIVITIES:

- 1 **REVIEW ON MONEY COLLECTION AND MANAGEMENT (Small Groups):**
Divide into small groups, each with a trainer. In each group discuss what has happened in terms of money collection and management since the last workshop - collection of funds for capital contribution, record keeping, bank account, imprest system, reporting to community, etc. Ask participants to describe what is happening and any problems.



Round robin report back. Make a list of the major problems to date.

Task Groups: Assign one problem to each group for problem-solving.

Report back: Ask each group to present its solutions - and get agreement from the whole group on what is to be done. (**Output - Action Plan**)

2 ACTION PLANNING FOR O&M FUND-RAISING

- a) Explain that during this phase the WSDB and Watsans should start collecting funds for O&M.
- b) Review the operational and maintenance costs (which were discussed in the last workshop).
- c) Review the fund-raising methods that were agreed on during the planning phase and recorded in the FMP.

Develop an action plan to start collecting these funds.

3 MONTHLY FINANCIAL REPORTS

Hand out a copy of a monthly financial report and go over each item with the group.

Emphasize that the full-time staff should produce this type of report on a monthly basis and it is up to the Board to scrutinize this report carefully.



Session 5: Involving Women

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

It is important to keep the gender issue alive within WSDB and Watsan discussions. This session is a form of evaluation on women's involvement in WSDB and Watsan activities.

TIME: 2 hours

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

- Assess the level of women's participation in WSDB/Watsan activities
- Determine how to increase women's participation.

TOPICS AND LEARNING ACTIVITIES:

1 ASSESSMENT OF WOMEN'S PARTICIPATION (Discussion):

Explain that this session will attempt to evaluate women's participation in WSDB/Watsan affairs.

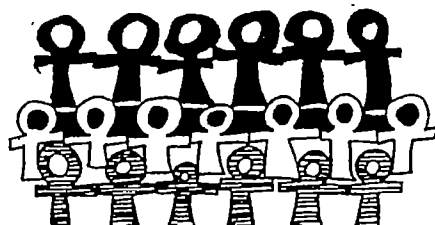
Divide into small groups, each with a trainer. Ask the group to look at each of the activities (below) and apply the following questions:

- Do women and men have equal access?*
- Have men and women been conscientised? How?*
- How is control shared? What evidence is there of this?*
- How has the overburdening of women been avoided/minimized?*

WSDB/WATSAN ACTIVITIES:

- Membership of Watsan and WSDB
- Community meetings
- Design and siting of new water system
- Hygiene education sessions with the community
- Collection and management of money
- Hiring staff for WSDB

Report back. Then ask the group to discuss what they can do to improve women's participation.



Session 6: Hygiene and Sanitation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the last two phases the WSDB and Watsan will organise hygiene/ user education to ensure people benefit from the new facilities. They will promote new practices - a) using new facilities for drinking, b) hygienic collection/use of water, c) handwashing, d) proper use of latrines, e) leak detection and repair, and f) standpipe site cleanliness.

TIME: 4 hours

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

- Describe/demonstrate safe water fetching and transportation practices.
- Describe and demonstrate proper storage and use of water in the home.
- Explain the benefits of using new/improved latrines.
- Mention hazards caused by improper disposal of anal cleansing materials.
- Describe and demonstrate proper use and maintenance of latrines.
- Explain why handwashing is important.
- Describe and demonstrate how and when handwashing should be done.

MATERIALS:

- PICTURES

TOPICS AND LEARNING ACTIVITIES:

1 COLLECTING WATER (Role Play and Discussion):

Organise the following role play:

A woman carries a bucket to the pump site and hurriedly fetches water to take home. Another woman arrives and takes time to wash her container very well.

Buzz groups - "What did you see? Compare the two actions."
Report back.

Possible Responses:

- The first woman did not wash the bucket. The dirty bucket may have contaminated the water. When her family drinks the water, they may get sick.
- The second woman took time to clean her bucket so safe water was collected. Her family will not get sick from this water. Time and money will be saved because this family is healthy.

Discuss:

- Why are people not washing their water containers?*
- How can we encourage more women to clean their containers?*
- What are the advantages of washing containers before fetching?*

2 TRANSPORTING WATER (Picture/Discussion):

Show two contrasting pictures:

- A - woman carrying a container of water with leaves in the water.
- B - woman carrying a container of water which has a lid.

Discuss:

- What do you see in the two pictures?*
- What are the advantages and disadvantages of the two approaches?*
- What can we do to encourage women to use the hygienic approach?*

3 STORAGE AND USE OF WATER (Role Play/Discussion):

Organise the following role play -

A woman pours water into a storage container and does not close the container. A child walks in to pick a cup from the ground to collect the water from the container to drink.

Discuss -

- What happened? What may happen as a result?*
- How can we encourage people to store and use water safely?*

Possible responses:

- The storage container was not covered.
- The container was not washed so it may have contaminated the water.
- The cup picked from the ground was dirty and would have contaminated the water.
- The boy and other people drinking from the container may get sick.

4 WASTE WATER DISPOSAL (Site Visit and Buzz Groups):

Organise a site visit to look at how waste water and garbage are disposed in the community. Use the observations from the site visit as the focus for a discussion:

- What are the sources of waste water?*
- Why is water standing in a pool a problem?*
- What can you do?*

Sources of waste water:

bathroom, kitchen, surface runoffs, and waste water from water collection points

Why is stagnant water a problem?

- Breeding ground for mosquitoes
- Muddy - makes it difficult for women to fetch water
- Bad smell and eye-sore

What can you do?

- Construct soakaway pits behind bathrooms
- When a soakaway is not appropriate because of clay soil, construct catchpit. (Dig a hole - cement the hole - water from bathroom drains into hole - scoop it out and throw it away)
- Surface drains - to drain water away from the standpipe.

5 **PROPER DISPOSAL OF REFUSE (Picture-Discussion):**

Show a picture of a person littering. Then ask:

- a) *Why is this a problem?*
b) *What can be done to solve this problem?*

Why is littering a problem?

- Source of disease
- Bad smell - attracts flies and reptiles
- May contaminate water sources

What can be done?

- Develop a centralised/authorised garbage disposal site in low-lying areas, large useless land, or disused pits - avoid siting near water sources
- Organise weekly communal labour to rake and level refuse and cover it with sand to reduce the flies.

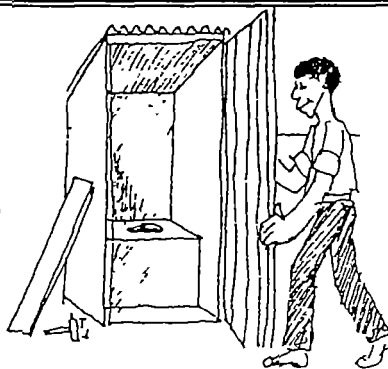
6 **SANITATION (Picture/Discussion):**

Show 2 contrasting pictures -

- A: Man is squatting under tree defecating.
- B: Man is walking towards a latrine.

Discuss:

- a) *What do you see in the two pictures?*
b) *How can we encourage more people to build their own latrines?*



Possible responses:

- The man is openly defecating. Flies may settle on faeces and transfer it to food.
- Faeces could be washed into community water sources and contaminate it.
- Contaminated water can give people diarrhoea.
- The man does not want to use a latrine on religious grounds.
- The man does not have enough money to build his own latrine.

In the 2nd picture, the man looks healthy because he is using an improved latrine -

- He knows the benefits in using an improved latrine.
- He has privacy and it is more convenient. He does not need to go to the bush.

7 **ANAL CLEANSING MATERIALS (Critical Incident):**

Ask groups to discuss the following critical incident -

Anal cleansing materials are heaped in a basket. Flies are hovering around the basket. A woman near the latrine is selling "Wakye". What do you think might happen?

Possible responses:

- The bucket contains faeces because the anal cleansing material contains faeces.
- Faeces attract flies.
- Flies carry faeces and may settle on the "Wakye" and contaminate it.
- Anyone eating the "Wakye" may fall sick.

Ask - "What are the benefits of using a toilet?"

Possible responses:

- Diseases are kept at a minimum.
- The community is safe against outbreak of water and sanitation related diseases.
- People have privacy.
- It is more convenient than going to the bush, especially at night.

8 HANDWASHING (Discussion):

Divide into small groups, each with a trainer.

In each group discuss the following questions:

- Why is it important to wash hands?*
- What are the critical times?*
- What prevents people from washing hands?*
- What can we do to promote handwashing as a regular habit?*

Critical Times for Handwashing:

- Before preparing food and before eating.
- After defecation and handling children's faeces.
- After returning from farm or funerals.

Blocks to Handwashing:

- Lack of water and soap
- No perception of the risks.



9 ACTION PLANNING:

Divide into Watsan groupings. Ask each Watsan group to discuss how they want to promote the new practices discussed above - What should be done? Who will organise it? When? How?

Ask each group to make a list of the key indicators for monitoring hygiene practices in the community.



INDICATORS FOR MONITORING HYGIENE

1. **HYGIENE HABITS:** Increased percentage of people who are
 - Using new water facilities on a regular basis
 - Avoiding the use of surface water for drinking
 - Washing hands before meals and after defecation
 - Cleaning fetching containers
 - Covering storage containers
2. **COMMUNITY ACTION:** Number and frequency of actions to clean water point, compounds, and environment.
3. **SITE MAINTENANCE:** Standpipe site is regularly maintained:
 - Regular cleaning and weeding of area around standpipe
 - Drainage of water away from standpipe and backfilling
 - Repair of cracks in cement structures
4. **ENVIRONMENTAL SANITATION:**
 - Number of completed latrines
 - Number of latrines constructed without subsidy
 - Increased percentage of people using latrines
 - Latrines are clean/absence of anal cleaning materials
 - Provision of water and soap/ash at latrine
 - Reduced number of stagnant pools.
 - Soakaway for each bath house.
 - Weeded and swept compounds and surroundings.
 - Communal refuse dump established and maintained.



Session 7: Bye-Laws & Constitution

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Construction phase the WSDB and Watsan are expected to develop their own bye-laws regulating the use and protection of the new facilities and a WSDB constitution.

TIME: 4 hours

OBJECTIVES: By the end of the session participants will have:

- Developed proposals for bye-laws to be discussed with the community
- Discussed the basic issues to be included in the constitution

TOPICS AND LEARNING ACTIVITIES:

1 BYE-LAWS (Small Group Discussion):

Explain that one of the WSDB jobs is to develop local rules and regulations governing the use of the standpipe, its cleaning and maintenance, and hygiene & sanitation practices. The aim of this session is to develop a set of draft rules which would then be discussed with the community. Invite the Environmental Health Officer to join this session.

Divide into 4 small groups, each with a trainer. Assign each group one of the following topics - a) use of the standpipe and reporting on leaks, b) cleaning of the standpipe area, c) hygiene practices, and d) environmental sanitation. Ask each group to brainstorm basic rules for its category.

Report back: Ask each group to give its report. Then ask for comments. Discuss how WSDB can work with the EHO in enforcing the bye-laws.

Summarize: Explain the importance of discussing these bye-laws with the community. Encourage Watsan members to try to get community input to making the bye-laws. The more people are involved in making the bye-laws, the more likely they are to follow them. After the community meetings, Watsan should report back to the WSDB.

2 CONSTITUTION

Explain that the WSDB will be putting together a constitution for the WSDB, but they would like some input from the Watsans. Then hand out a sample constitution and go through each of the sections with the group, asking for comments and additions. Focus on:

- a) WSDB composition and mandate
- b) relationship between WSDB and District Assembly
- c) jurisdiction and authority
- d) financial management arrangements
- e) meetings and reporting

Session 8: Community Meeting (Field Practice)

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

WSDB and Watsan members will practice how to organise a community meeting on hygiene education.

TIME: planning - 2 hours; community meeting - 2 hours; review - 2 hours

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

- Plan, facilitate, and evaluate a hygiene education session.
- Learn practical skills from the field experience.

MATERIALS:

- PICTURES FOR HYGIENE EDUCATION

TOPICS AND LEARNING ACTIVITIES:

1 **INTRODUCTION:** Explain that participants will prepare themselves for a community meeting on hygiene education to be conducted that evening. Meetings will be organised simultaneously in each of the sections (lead by the Watsans). Each Watsan will work in its own section. The aim of each meeting will be to present the topic, organise discussion, and get agreement. Each group will be given a set of visuals.

2 **PLANNING (Watsan Groupings):**
Divide into Watsan groups, each with a trainer. In each group work out an agenda or plan for the meeting.

3 **REVIEW (morning session after the community meeting)**

Each trainer conducts the following review session with his/her group:

- What was achieved? What decisions were agreed on?*
- How was the discussion? Did community members have a good chance to talk? Level of participation? Women's involvement?*
- How was the teamwork within the group? Were roles shared?*
- What did you learn about conducting effective meetings?*
- What did you learn about approaches to fund-raising?*

Report back: Ask each group to give a short report.

Buzz groups: "How will you improve your performance at your next community meeting? Be specific." Round robin report back.

Session 9: Action Planning/Evaluation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

Just before Watsan members depart they will take part in an action planning exercise with the WSDB members. This will give them a clear guide about what they are going to do over the next month.

TIME: 2 hours

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

- Develop their own action plans.

LEARNING ACTIVITIES:

1 ACTION PLANNING (Watsan Groupings)

Divide into Watsan groups, each with a trainer. Review the activities to be carried out during the remainder of the Construction Phase -

- a) Start Fund-raising for O&M
- b) Monitor construction
- c) Organise labour and materials as required
- d) Organise hygiene education and latrine promotion.
- e) Develop bye-laws on water use and sanitation

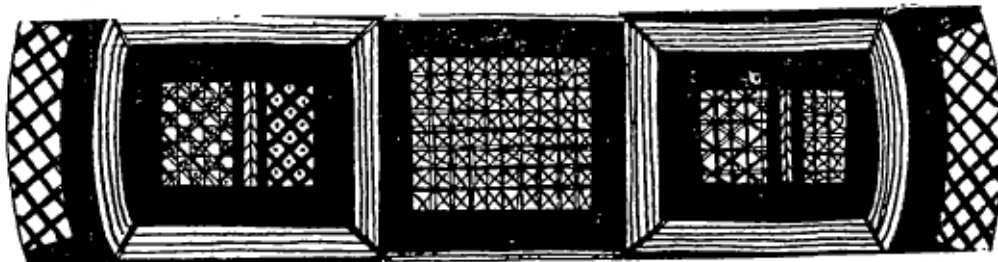
Take one activity at a time and agree on what is to be done - WHAT is going to be done, WHO is going to do it, and WHEN it will be done. Record on Action Plan.

Explain that at your next visit you will review with them progress on their action plan.

2 EVALUATION (Large Group):

Discuss with the whole group -

- a) *What did you LIKE about the workshop?*
- b) *What did you NOT LIKE about the workshop?*
- c) *How could the next workshop be IMPROVED?*



Session 10: WSDB Members Only!

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This session focuses on the specialised roles and skills of the WSDB.

TIME: 2 hours

OBJECTIVES: By the end of the session WSDB members will be able to:

- Identify key problems and decide on solutions
- Make improvements in record-keeping (minutes and financial records)

TOPICS AND LEARNING ACTIVITIES:

1 YOUR EXPERIENCE AS A WATER BOARD (Group Discussion):

Discuss:

*What are some of the **problems** you have been facing?*

Round-the-Circle: Ask each person to talk about how s/he has been doing his/her job. [chairman, secretary, treasurer, financial secretary, etc] Encourage people to be open about aspects of the job that are difficult. Get comments from other members. Then take each of the key problems identified and do some problem-solving.

2 FINANCIAL MANAGEMENT

Review the system of financial management -

- receipts for all income
- pay-out vouchers for all disbursements
- cash book
- monthly summaries and reports to WSDB
- periodic financial performance summaries for the public
- projected income - weekly, monthly, quarterly, annually
- petty cash account and monthly petty cash reconciliation
- monthly financial report - income from all sources, expenditures by category, monthly surplus/deficit
- summary quarterly and annual reports
- budgets - projecting income and expenditures (salaries, administrative overhead, fuel/energy, spares, supplies, etc)
- size of the petty cash account
- approval of expenditure - limit of each person's authority
- documentation by person making disbursements.

WORKSHOP 4

Management Training for O&M/Followup

MINI-WORKSHOP 1:

DAY 1 **INTRODUCTIONS
PROBLEM SOLVING
OPERATION AND MAINTENANCE**

DAY 2 **MANAGEMENT OF STAFF
MONEY MANAGEMENT
COMPLAINTS MANAGEMENT**

MINI-WORKSHOP 2:

DAY 1 **HYGIENE AND SANITATION
WATER POINT MAINTENANCE
UNACCOUNTED FOR WATER
ACTION PLANNING & EVALUATION**

DAY 2 **WSDB ONLY!**



Session 1: Introductions

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

The WSDB and Watsan members have been ON THE JOB since the last workshop, doing all of the Phase III activities they were trained for. This session is designed to help them review their "on-the-job" experience and problems and to identify their expectations for the workshop.

TIME: 1 1/2 hours

OBJECTIVES:

- To identify problems faced by WSDB and Watsans in their work.
- To identify their expectations about the workshop.

TOPICS AND LEARNING ACTIVITIES:

- 1 **PROBLEM IDENTIFICATION (Small Group Discussion):**
Divide into groups of 4 people. Ask each group to discuss:
 - a) *What have been your achievements so far?*
 - b) *What things have been particularly difficult?*

Trainer's Note: The trainers should sit with some of the groups to help them get started. Make sure there is one literate person in each group to record the problems.

Round robin report back: Record the problems on bricks. Then review the list and decide which problems are common and which affect only a few people. With the help of a co-facilitator organize the bricks into the following categories - "**Money**", "**Technical**", "**Hygiene & Sanitation**", "**Organisation**". If a category stays empty, probe to find out if there were any problems in this area of activity. If people raise any problems, add these to the list.

- 2 **EXPECTATIONS (Small Groups):** Explain that the training will try to address these problems as well as preparing participants for Phase III.
Small Groups: "*What are your expectations for the workshop?*"
Round robin report back.
- 3 **PROGRAMME:** Present the programme overview given on page 112. Explain how the sessions address the tasks in Phase III (Construction), the problems identified earlier, and participants' expectations. Add any topics which are not covered to the **PARKING BAY**.

Session 2: Problem Solving

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Construction phase the WSDB and Watsans will have faced a number of problems in their work in the community. This session provides an opportunity to analyse some of these problems in depth and come up with solutions. The session builds on the problems identified in the first exercise.

TIME: 2 hours

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

- Analyse and solve some of the problems they have faced on the job.

LEARNING ACTIVITIES:

- 1 **PROBLEM ANALYSIS AND PROBLEM SOLVING (Task Groups):**
Divide into groups and assign each group one of the key problems identified in Session 1.

Group Task:

- a) *Identify causes and solutions.*
- b) *Propose an action plan to solve the problem.*

Report back: Each group presents its report.



Session 3: Operation and Maintenance

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the O&M phase, the WSDB will be responsible for managing the operation and maintenance of the new facilities. In order to do this they will need to understand how the system operates and is maintained and how they can supervise staff. They will need to educate the community on how to use the standpipes carefully and how to report any leakages. They will also need to assess the need for expansion of the system as well as evaluating how effectively they are operating.

TIME: 4 hours

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

- Educate the community on proper use of standpipes to avoid breakdowns
- Set procedures for reporting breakdowns, leakages, and other problems
- Monitor the procurement, storage, use, and recording of spare parts
- Detect and control leaks and other forms of water loss
- Read maintenance schedules and check if the work is being done
- Assess the need for expansion of the system in the future
- Evaluate the performance of the system and operating staff
- Monitor water quality assessment

MATERIALS:

- **HANDOUT** - List of spare parts and current costs
- **SAMPLES** of some fast-wearing parts (for demonstration purposes)
- **FORMS** used in keeping records of spare parts
- **MAINTENANCE SCHEDULE** - example
- **MONITORING CHECKLIST** - example

TOPICS AND LEARNING ACTIVITIES:

- 1 **AVOIDING AND DEALING WITH BREAKDOWNS (Role Play/Discussion):**
Organise a short role play:

Two kids are playing with the tap at the standpipe. It breaks and water pours out. They run away. Two women come along and see the problem. They talk about the waste of water. Soon after the standpipe collector arrives and begins to shout at the women.

Discuss:

- a) *What happened in the drama?*
- b) *How can we avoid damage to the standpipes?*
- c) *How should we organise the reporting of breakdowns & leakages? (roles of community members, s/pipe collectors, Watsans, etc)*
- d) *How can we educate the community on proper use of standpipes?*
- e) *What will happen if there is no regular maintenance?*

Things to watch out for:

- Children playing with the tap.
- People hanging bucket on tap.
- People playing with the meter.
- Cracks in the cement or leaking pipes.

What to do:

- Teach people how to operate the tap without breaking it.
- Stop kids playing with tap and people interfering with meter.
- Encourage people to report leaks to Watsan/WSDB.
- Repair cracks in cement immediately.



- 2 **PROCUREMENT AND STORAGE OF SPARE PARTS (Small Groups):**
Divide into small groups, each with a trainer. In each group hand out the list of spare parts and go through the list with the group. Discuss:
- Which spare parts do you need to keep in stock?*
 - Where will you get them?*
 - How will you store them to ensure safekeeping and avoid rust?*
 - If procurement is poorly managed, what will be the effect?*

Then read out the following critical incident:

The Water Board discovers that the operator is selling spare parts to a neighbouring Water Board.

Discuss:

- How can you avoid this kind of problem?*
- What would you do if you discover this problem?*

Explain that this problem can be avoided with good record-keeping. Then hand out each of the records used in tracking the procurement and use of spare parts:

- Tally cards
- Store procurement vouchers
- Local purchase orders
- Job sheet verification

Demonstrate how to use each form.

3 WATER LOSSES - DETECTION AND CONTROL (Guided Walk):
Explain that one of the WSDB's jobs is to minimise water losses.
Discuss:

- a) *How can your new system lose water?*
[leaks in standpipes or in pipes underground, illegal connections]
- b) *How can you avoid or minimise water losses?*
- c) *What will you do if you discover an illegal connection?*

Explain that one way to check is to compare the central meter reading at the storage tank and the readings at the standpipe meters. If there is a 10% difference, they should locate the problem.

Explain that the operators should make a regular inspection tour to check on all valves, standpipes, and the tank itself.

Organise a **Guided Walk** to inspect the valves, the tank, and a few of the standpipes. Use the walk to point out the features of each component.



4 INSPECTION AND MAINTENANCE (Guided Walk):

Explain that it is the job of the WSDB to check that regular inspection and maintenance are being undertaken (weekly, monthly, annually).

As part of the Guided Walk (above), visit each part of the system which requires maintenance and explain what type of maintenance is needed.

Then return to the classroom and discuss the regularity of each maintenance activity. Hand out the **Maintenance Schedule** and go over it with the group.

Then discuss - "*How can you ensure that maintenance is being done?*"

- Checking on regular maintenance is the responsibility of the Technical Coordinator on the WSDB (who has been given some additional training).
- Check on expenditures.
- Check on the frequency of breakdowns.

- 5 **NEED TO EXPAND THE SYSTEM? (Critical Incident and Discussion):**
Explain that the system may need to be expanded to take into account:
a) increased population, b) increase in commercial water use activities, and c) new settlement/buildings too far from the original pipeline.

Ask the group to discuss the following critical incident:

As a result of the new system many new chop bars and hairdressers are established. This puts pressure on the system which has trouble coping with the increased demand.

Discuss:

- a) *Are there new settlements that need to be served with water?*
- b) *Do we need to extend the pipeline - or add more standpipes?*
- c) *Will the existing pump be able to meet the demand?*
- d) *What data do we have (records) that show we need to expand?*

Explain that one of the WSDB's roles is to plan for expansion. They will need to a) collect data on water use, b) get technical advice, c) inform the District Assembly, and d) look for funds to cover cost of expansion.

6 **MONITORING AND EVALUATION**

Discuss:

How would you evaluate your performance as a WSDB?

- All costs - production, operation, maintenance, and breakdowns
 - a) compared with the WSDB income
 - b) in a month/quarter/year - do they go up or down?
- How much time is taken to do repairs? This costs money - if the WSDB does not deliver water, they don't get income.

Then work with the group to develop their own Monitoring Checklist.
(See example on the following page.)



MONITORING CHECKLIST

- Organisation and Administration:**
 - a) Goals and Mission Statement
 - b) Members elected by and accountable to community
 - c) Women's involvement in WSDB and Watsan
 - d) Clearly defined roles and responsibilities
 - e) Regular meetings - WSDB/Watsan/community
 - f) Periodic review of bye-laws

- Money:**
 - a) Funds collected on a systematic basis to pay for O&M
 - b) Supervision of revenue staff
 - c) Keeping of financial records
 - d) Opening and use of bank accounts
 - e) Controls in meter reading, billing, revenue collection
 - f) Financial statements
 - g) Auditing
 - h) Deposits in reserve funds

- Operation and Maintenance:**
 - a) Competent operators in place
 - b) Repair and maintenance guidelines
 - c) Stocks of spare parts and stock-keeping system
 - d) Identification of operational problems and prompt action
 - e) Records of breakdowns and repairs
 - f) Relations with suppliers and contractors
 - g) Notice to community on major breakdowns, hours of service
 - h) Water quality testing

- Institutional Linkages:**
 - a) Submission of reports
 - b) Advice received
 - c) Attendance at outside meetings

- Hygiene and Sanitation:**

Increased percentage of people who are:

 - a) Using new water facilities on a regular basis
 - b) Avoiding the use of surface water for drinking and bathing
 - c) Washing hands with soap/ash before meals and after defecation
 - d) Cleaning fetching containers and covering storage containers.
 - e) Constructing and using latrines



Session 4: Management of Staff

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During this phase, the Water Board will be responsible for managing a number of full-time staff - manager, technical operator, and book-keeper.

TIME: 2 hours

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

- Explain the work of each full-time employee
- Use basic procedures for supervision.

MATERIALS:

- **HANDOUT** - Job Descriptions and Work Schedules
- **HANDOUT** - Organisational Chart
- **HANDOUT** - Time Sheet, Payroll
- **HANDOUT** - Administrative Procedures
- **HANDOUT** - Performance Appraisal
- **HANDOUT** - Basic Procedures for Monitoring



TRAINER'S NOTE:

Invite the Operational Manager to attend this session.

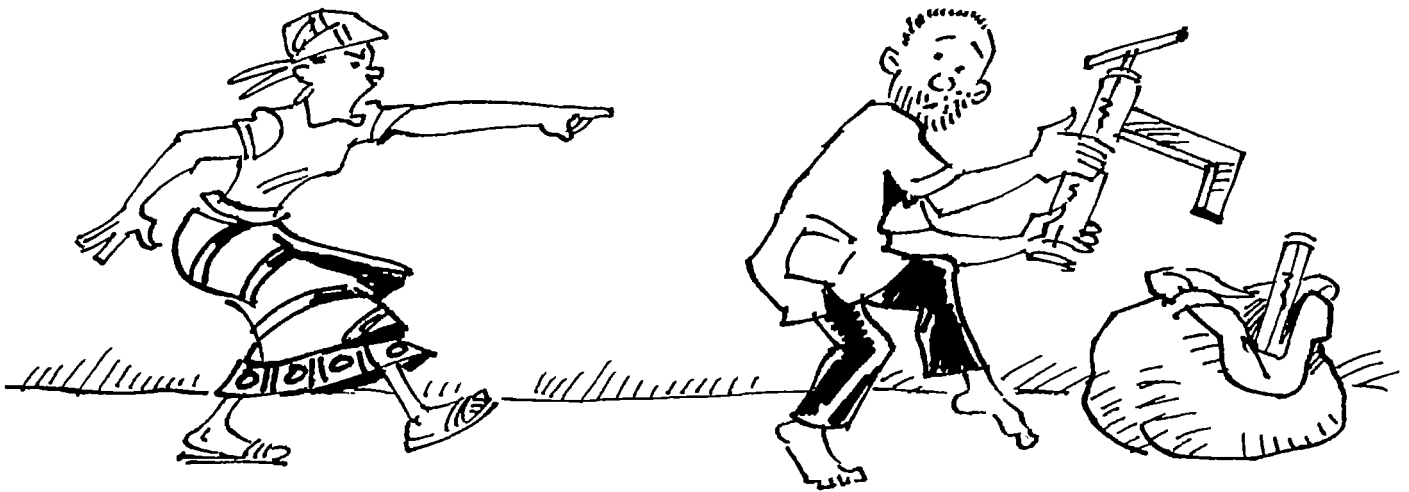
TOPICS AND LEARNING ACTIVITIES:

- 1 **MANAGING THE STAFF (Presentation and Discussion):**
Explain that the WSDB have hired full-time staff to do the day-to-day work of operating and maintaining the system. The role of the WSDB is to check that the staff are doing their job.
 - a) Review the **JOB DESCRIPTIONS** and **WORK SCHEDULES** for each staff member. Discuss the boundaries and overlaps between different positions.
 - b) Then discuss **SUPERVISION ARRANGEMENTS** within the staff, using the Organisational Chart as a focus:
 - Manager supervises the other staff
 - Book-keeper supervises revenue collectors
 - c) Then discuss how the Board would **MONITOR** the staff.
 - d) Then discuss **REPORTING**:
"Who should report? To whom? When?"
Agree on one person on WSDB who the manager would report to.
 - e) Then explain the **TIME SHEETS** and **PERFORMANCE APPRAISAL**.

2 DEALING WITH PROBLEMS (Critical Incidents):

Divide into groups and ask each group to read and discuss two critical incidents.

- A.** The WSDB discovers that one of the operators is selling spare parts from the store. What should the WSDB do?
- B.** The operator is caught selling fuel. He is punished by the Water Supply Manager, but he feels he has been unfairly treated. He complains to the WSDB. What should the WSDB do?
- C.** WSDB members discover that the Water Supply Manager is reporting directly to the District Assembly without letting them know. What should the WSDB do?
- D.** Staff members report directly to the Water Board without informing the Water Supply Manager. The Manager complains to the Water Board. What should the WSDB do?



Session 5: Money Management

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the O&M Phase the WSDB and Watsans need to ensure that there is an efficient and effective system for collecting funds - and that funds are managed safely. They will also need to scrutinize the accounts carefully so that there is no misappropriation and solve any problems related to the collection and management of money. They will also need to invest the O&M fund carefully so that their funds at least keep pace with inflation.

TIME: 2 hours

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

- Identify potential problems in money management and a strategy for dealing with them
- Explain how to invest their money.

MATERIALS:

- **CRITICAL INCIDENTS**
- **CASH BOOK** filled in - bad and good example
- **PICTURE** showing broken standpipes

TRAINER'S NOTE:

Invite the full-time book-keeper to attend this session.

TOPICS AND LEARNING ACTIVITIES:

1 **REVIEW ON MONEY MANAGEMENT (Picture and Discussion):**

Show the picture of the broken standpipes and ask:

What happens if the piped system breaks down? How are you organised to keep the system properly maintained?

Summarize: Explain the importance of raising sufficient funds to keep the system operating.

Divide into small groups, each with a trainer. In each group discuss what has happened in terms of money collection and management since the last workshop - money collection, record keeping, bank account, imprest system, reporting to community, etc. Ask participants to describe what is happening and any problems.

Round robin report back. Make a list of the major problems to date.

Task Groups: Assign one problem to each group for problem-solving.

Report back: Ask each group to present its solutions - and get agreement from the whole group on what is to be done. (**Output - Action Plan**)

2 GETTING PEOPLE TO PAY (Role Play and Discussion):

Organise the following role play:

A Watsan member goes to a house to collect money for maintenance. The owner confronts him and complains - "*We have already paid for the system. Why are we still paying for water?*"

Buzz groups: "*What would you do if someone challenged you like this?*"

Report back: Help the group develop arguments for dealing with this kind of challenge.

- Untreated water is free, but treated water is not free.
- After buying a bicycle, you still need to pay for maintenance.
- Your money is needed to pay for the pumping and for the full-time operators.

3 STRATEGIES FOR GENERATING INCOME (Critical Incident):

Read out and discuss the following critical incident -

You have been collecting money for O&M. You need 18,228,000 to run the system. You are currently only getting 16 million in collections because of defaulting by individuals in each section - so you are running at a loss. What would you do?

- a) *Increase the rate per individual?*
- b) *Focus on defaulters?*
- c) *Change to a new system - the bucket levy?*

Summarize: Explain the importance of adopting a strategy which raises sufficient funds on an ongoing basis to keep the system operating.

Trainer's Note: If the WSDB has already adopted a bucket system, change the critical incident to fit their situation.

4 CONTROLS ON MONEY (Critical Incidents):

Divide into small groups, each with a trainer. Ask each group to read and discuss one or two case studies given on the following page. Ask them to prepare themselves to present their solution on one of the critical incidents.

Report back: Ask each group to present its critical incident in the form of a role play - and then explain their proposed solution.

CRITICAL INCIDENTS

- A. One Water Board raises its money through a monthly levy which is collected in each section. They have been collecting C15,000 per section, but they now realise that this is not enough to cover their costs. They decide to change to a bucket levy system, which they think will be more efficient. This proposed change is opposed by the headman of one section, who has been collecting the monthly levy in his section. He usually collects about 30,000, pays the Water Board 15,000, and then pockets the difference. He stands up at the community meeting and argues fiercely against the change. What should the Water Board do?

- B. One Watsan chairman goes to see the operator to tell him there will be a big funeral in their section with visitors coming from outside. He explains they will need extra water during this event. The operator threatens to close the pipe to that section unless they pay him some money in advance. What should the WSDB do if it hears that this is happening?

- C. The WSDB orders the operator to shut the standpipe in one section because they have not received the monthly contributions from that section. Community members in that section are very angry. They don't understand why they are being deprived of water, because they all contributed. Eventually they discover that the money that was collected from their section was chopped by the Watsan treasurer. What should the WSDB do?

- D. The WSDB starts to wonder about the fuel costs for running their diesel generator. They seem to be very high. The books seem to be in perfect order and everything seems okay. But there is a rumour that the operator (who makes out the purchase orders, does the purchasing, and enters the purchase into the books) is selling diesel. What should the WSDB do?

- E. One old lady comes to the bucket attendant and asks for credit. She says - *"I have no money today. I'll pay you tomorrow."* What should the bucket attendant do?

- F. The chief's household refuse to contribute to maintenance. When community members hear about this, they refuse to pay. What should the Water Board do?

Session 6: Complaints Management

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the O&M Phase the WSDB and Watsans will need to deal effectively with complaints from the community about the services provided. They will have to resolve conflicts and solve any problems raised by community members. They will also need to maintain public support for and confidence in their actions.

TIME: 2 hours

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

- Identify potential complaints and how to deal with them.
- Describe how to sustain public interest and support.

MATERIALS:

- **CRITICAL INCIDENTS**
- **HANDOUT - PUBLIC SPEAKING**

TOPICS AND LEARNING ACTIVITIES:

1 COMPLAINTS MANAGEMENT (Critical Incidents/Small Groups):

Explain that the WSDB and Watsans will need to be able to deal effectively with complaints from the community.

Buzz groups:

- What complaints are you getting from the public?*
- What other complaints would you expect to get?*

Report back. Make a list of different categories of complaints.

Task groups: Divide into small groups and assign one major problem to each group. Ask them to do problem-solving.

Report back: Ask each group to give its report. Draw out from the group basic strategies for dealing with complaints.

Basic Strategies for Dealing with Complaints:

- Listen carefully to the person who is making the complaint.
- Treat the complainant with respect.
- Investigate all complaints carefully.
- Report the issue to the manager and get a quick response.
- Let people know what is happening.
- Never take hasty, unilateral action. Consult first and then act.

If there is time, discuss the critical incidents on page 127.

2 WINNING AND MAINTAINING PUBLIC SUPPORT (Role Play/Discussion):

Organise a role play:

The Water Board have not reported to the public for a long time. A rumour is passed around the community that Water Board members are "chopping" the money.

Buzz Groups:

- a) *What happened and why?*
- b) *How could the WSDB have avoided this problem?*
- c) *How can you keep people informed and maintain community support?*

Round Robin Report Back.

Summarize: Explain that community support for WSDB actions is crucial. The WSDB need to establish and maintain an effective relationship with the public. If people feel they are informed about what the WSDB are doing, they will be more patient when there are problems.

Ideas on How to Build/Maintain Public Support:

- Use of a community notice board for regular communication of WSDB meetings and decisions.
- Regular reporting of WSDB financial management, income and expenditure, by means of the same community notice board.
- Regular community meetings to keep people informed, especially about financial aspects.
- Rapid notification when water supply is shut down - an explanation of why this has happened and detailed steps being taken to correct the problem.
- Regular briefing of community leaders - chief, DA member, TDC members
- Informed and approachable WSDB staff.
- Use of local media (eg gong gong beating) to inform people.
- Use of sector groups as focus for briefings eg church groups, women's groups, pito brewers' groups, etc.

3 PUBLIC SPEAKING (Practical Exercise):

Divide into two groups. In each group ask one person (playing a Board member) to give a short speech to the others (who would play community members). The speaker would explain the need for a change in the price of water, using real data on costs from the WSDB budget.

Give the speaker a few minutes to explain his/her case. Then invite other members to take over the talk and add other arguments.

At the end discuss techniques in giving an effective talk. (See points in handout on page 128.)

CRITICAL INCIDENTS

- A. The WSDB is planning a shutdown of its operations while it is doing some routine maintenance. It does not tell the community beforehand that it will shut the system down. As a result the shutdown comes as a big shock to the community, who become very angry and blame the WSDB members for lack of concern.
- B. A Watsan member goes off to his farm, after locking the standpipe. While he is away, women are kept waiting and they become angry. When he returns, the women ask him to open the standpipe, but he refuses, saying: "*You will just have to wait. After I've eaten, I'll come and unlock the pipe.*" What would you do in this situation?
- C. Someone complains to the WSDB that the operator always serves one section first. When they investigate they discover it is true: the operator has a girlfriend in that section and he wants to give her royal treatment. What should the WSDB do?
- D. One Watsan member used toxic chemicals to do fishing in the community's water source (a dam). He was caught and brought to a community meeting. He was not dismissed. Instead he was asked to guard against other people polluting the dam water.



PUBLIC SPEAKING

Your presentations must be clear. Community members must be able to hear and understand what you say. Here are a few hints on how to give effective talks:

- ◆ **Be your normal, friendly, and confident self!** Look at people, relax, and smile! Use a joke or question to get people's immediate attention.
- ◆ **Use eye contact and body language.** Look at people as in normal conversation and remember to look at everyone. Don't stay rooted in one place - move around. Use gestures, but don't overdo it.
- ◆ **Speak clearly and loud enough.** Take it slowly - some points will be new to people so don't rush. Vary tone of voice. Don't drone on and on!
- ◆ **Keep it short!** Limit your talk to a few key points. People have a short attention span (7 minutes) so don't waste time on unnecessary facts.
- ◆ **Explain one idea at a time and summarize** at various points.
- ◆ **Use simple words.** Talk to the community as if you are having a conversation with them. Don't sound too formal.
- ◆ **Respect your audience.** Don't talk to them as if they are children. They have experience and ideas too, so don't talk down to them.
- ◆ **Relate what you say to people's lives.** Find out what people know already and build on it. Don't assume they know nothing.
- ◆ **Include questions** as part of your talk. This will keep people involved and encourage people to ask their own questions.
- ◆ **Don't talk too long!** Finish quickly to allow time for questions and discussion.

Session 7: Hygiene and Sanitation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During this phase the WSDB and Watsan will organise hygiene/user education to ensure people benefit from the new facilities. To do this they need basic training on methods and materials of hygiene education.

TIME: 4 hours

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

- Organise a problem solving and action planning process
- Use pictures, drama, songs, and guided walks as educational tools
- Organise monitoring of hygiene behavioural changes.

MATERIALS:

- PICTURES

TOPICS AND LEARNING ACTIVITIES:

1 REVIEW OF HYGIENE WORK TO DATE:

Ask participants to describe the hygiene sessions they have conducted to date - target groups, topics, methods or materials used, and outcomes.

Use this experience to talk about the OLD AND NEW APPROACH to hygiene education. In the old approach health workers told the community what to do and made all the decisions. This made people feel they knew nothing and destroyed their confidence. The new approach is to "stop telling people what to do" - instead the Watsans will guide the community to come up with their own solutions and action plans.

2 PROBLEM-SOLVING AND ACTION PLANNING PROCESS (Role Play):

Organise the following role play:

Watsan member conducts hygiene/sanitation activities with a group of women:

- a) A guided walk to look at the old sources and other environmental problems [defecation and dumping of refuse at stream, children swimming in stream]
- b) Problem-solving [Focus on refuse problem → possible solutions: new site for refuse disposal, communal labour to clear refuse, educate community members]
- c) Action planning [solution - find a new site; activity - meet chief to discuss and find suitable site; who responsible? 3 group members; when to start and finish?]
- d) Implementation [3 representatives meet chief to discuss problem; they are shown a suitable piece of land; they organise communal labour to clear site]

Discuss:

- a) *What happened in the drama?*
- b) *What process was followed?*
- c) *What approach was taken by the Watsan member?*

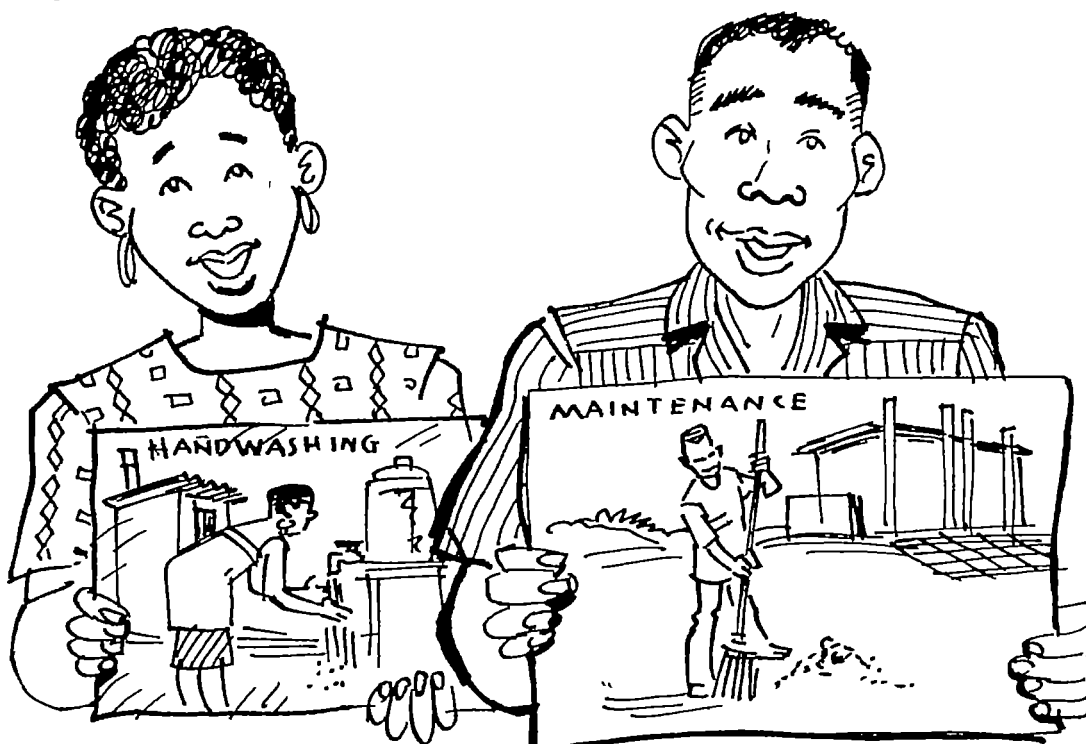
3 USING PICTURES, DRAMA AND SONGS (Facilitation Practice):

Divide into small groups, each with a trainer. In each group ask one person to play the role of facilitator and the other members to play "community members". Give the "facilitator" 2 or 3 hygiene pictures and show them how to use the pictures. Then ask the facilitator to lead a picture-discussion. Stop after a while and ask for feedback. Then ask another person to take over the facilitation role. Continue until everyone has had a try.

Review - ask the group:

- a) *Did the pictures help to get people talking about problems?*
- b) *How did you feel in using the pictures and leading the discussion?*
- c) *How could we have done better?*

Then get the group to compose its own drama and song on one of the hygiene topics. Get all of the groups to share their dramas and songs.



4 MONITORING HYGIENE BEHAVIOURAL CHANGE (Small Groups):

Explain that monitoring is needed to assess whether you are making any progress; to identify any problems and find appropriate solutions; to check if the work is producing the required results; and to check to see if there is any behavioural changes.

Divide into small groups, each with a trainer. In each group brainstorm indicators or new behaviours expected in relation to: a) water points; b) water storage containers; c) use of water; d) handwashing.

Report back. Ask each group to report back on one of these topics - and then ask the other groups to add points. Then get the group to agree on priority indicators for each topic.

Session 8: Water Point Maintenance

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During this phase the WSDB and Watsan will be expected to organise regular cleaning of the area around the standpipe and to maintain the other parts of the system. They will need to organise community meetings to build awareness on this issue and get agreement on how to do this.

TIME: 2 hours

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

- Identify the health implications of poor maintenance
- Identify key factors involved in maintenance
- Identify strategies for organising communal labour

MATERIALS:

- **PICTURE** showing a poorly maintained standpipe site

TOPICS AND LEARNING ACTIVITIES:

1 HEALTH IMPLICATIONS OF POOR MAINTENANCE (Buzz Groups):

Hold up a picture of a poorly maintained standpipe.

Buzz groups:

- What do you see in the picture? What is wrong with a poorly maintained standpipe site?*
- What can be done to keep the area around the standpipe clean and well maintained?*

Borehole:

- Pollution through seepage of dirt into borehole through: a) bolts and nuts where not properly tightened b) concrete portion of borehole c) repairs
- Contamination from refuse dumps or toilets close to borehole.
- Mosquito breeding.
- Solutions: regular cleaning/weeding of standpipe area; scrub platform once a week to remove slime.

Pipe System and Standpipes:

- Same as above - check leakages along pipelines to avoid contamination
- Loose valves can leave room for contamination from wind and human activity
- Clean inside of valves at standposts periodically.

Storage tank:

- Periodic cleaning and disinfection of the storage tank.
- Cleaning of the slow sand filter

2 ORGANISING COMMUNITY LABOUR FOR WATER POINT CLEANING:

Explain that the Watsans will need to organise their own sections to keep the standpipe area clean. Each Watsan will need to meet with its section to agree on how it wants to organise this task.

Divide into Watsan groupings. In each group discuss:

a) *What types of work will labour be needed for?*

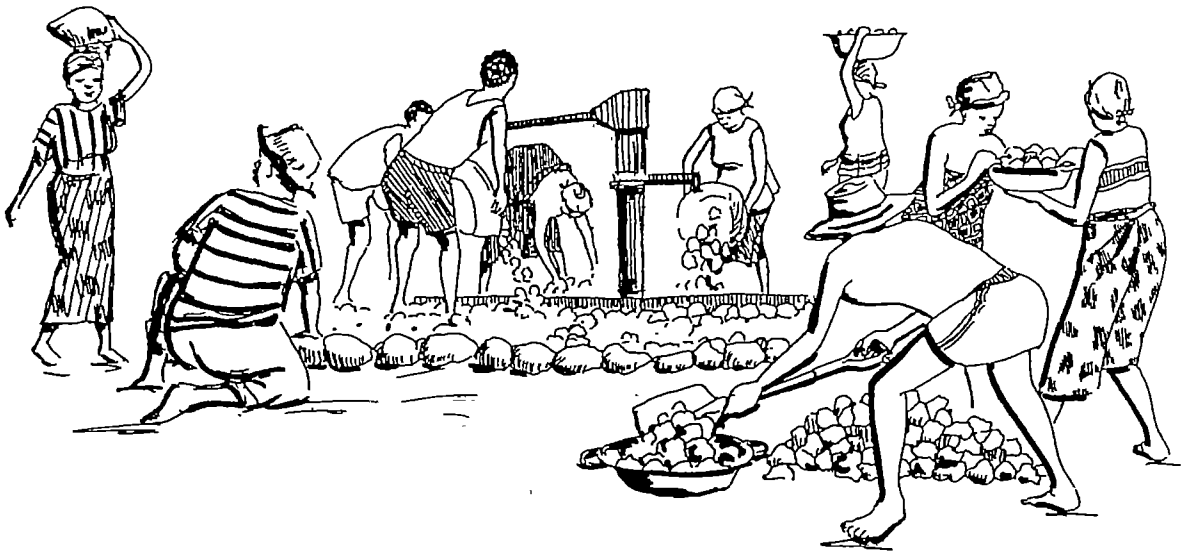
b) *How will you organise site maintenance on a regular basis? How will you divide up the work? How can you get everyone involved?*

Types of work:

weeding, sweeping the concrete pad, making repairs to the pad

How to organise community action:

- Divide the work among different groups within standpipe catchment area.
- Assign some tasks to women (eg sweeping) and others to men (eg weeding).
- Avoid doing all the work yourself.



Critical Incidents: Ask the group to discuss the critical incident below:

One section agreed to a plan for the regular cleaning of the standpipe. This arrangement worked for a while and then people stopped coming. They said - "If ---- is not taking part, why should we come?"

Session 9: Unaccounted for Water

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During this phase the WSDB and Watsan need to be vigilant in avoiding "unaccounted for water" - water losses due to leaks, vandalism of standpipes, running taps, or illegal connections. They will need to educate the community on this problem.

TIME: 2 hours

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

- Identify the different sources of unaccounted-for-water
- Develop strategies for education and action to address this problem.

TOPICS AND LEARNING ACTIVITIES:

1 UNACCOUNTED FOR WATER (Picture and Buzz Groups):

Buzz groups: "*What are the different ways in which water losses occur?*"

Leaks in pipelines; running taps; misuse or vandalism of standpipes; unauthorised or illegal connections

Task Groups: "*What are causes of problems that lead to water losses?*"

Leaks in pipelines may be caused by:

- a) Children tampering with pipeline
- b) Vehicles damaging pipeline.

Running taps may be caused by:

- a) Faulty taps - *What are the causes of this?*
- b) Leaving taps open when water is not flowing

Misuse of standpipes may be caused by:

Not using containers to fetch water eg washing directly under tap.

Summarize: Explain that "unaccounted for water" costs the consumer money since it pushes up the individual cost for water.

Buzz Groups: "*What can be done to avoid this problem?*"

- Leak detection.
- Education on the importance of turning off taps.
- Stopping unauthorised connections.
- Community vigilance to stop misuse of standpipes.

Session 10: Action Planning/Evaluation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

Just before Watsan members depart they will take part in an action planning exercise with the WSDB members. This will give them a clear guide about what they are going to do over the next month.

TIME: 2 hours

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

- Develop their own action plans.

TOPICS AND LEARNING ACTIVITIES:

1 ACTION PLANNING (Watsan Groupings)

Divide into Watsan groups, each with a trainer. Review the activities to be carried out during the O&M Phase -

- a) Continue fund-raising for O&M
- b) Supervise full-time staff
- c) Organise hygiene education and latrine promotion.
- e) Complaints management

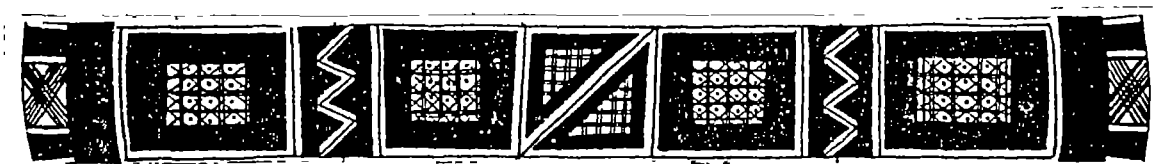
Take one activity at a time and agree on what is to be done - WHAT is going to be done, WHO is going to do it, and WHEN it will be done. Record on Action Plan.

Explain that at your next visit you will review with them progress on their action plan.

2 EVALUATION (Large Group):

Discuss with the whole group -

- a) *What did you LIKE about the workshop?*
- b) *What did you NOT LIKE about the workshop?*
- c) *How could the next workshop be IMPROVED?*



Session 11: WSDB Members Only

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This session focuses on the specialised roles and skills of the WSDB.

TIME: 2 hours

OBJECTIVES: By the end of the session WSDB members will be able to:

- Read financial reports critically
- Invest their funds so that they keep pace with inflation
- Build collaboration with the District Assembly and other agencies

MATERIALS:

- SAMPLE MONTHLY FINANCIAL REPORT

TOPICS AND LEARNING ACTIVITIES:

1 YOUR EXPERIENCE AS A WATER BOARD (Group Discussion):

Buzz Groups:

- What are your achievements so far as a Board?*
- What are some of the problems you have been facing?*

Round robin report back. Then get the group to discuss each of the problems in turn and decide on solutions.

Round-the-Circle: Ask each person to talk about how s/he has been doing his/her job. [chairman, secretary, treasurer, financial secretary, etc] Encourage people to be open about aspects of the job that are difficult. Get comments from other members. Then take each of the key problems identified and do some problem-solving.

2 READING FINANCIAL REPORTS CRITICALLY

Hand out a sample set of monthly financial reports and go through the report with the group. Show them how to analyse it critically.

3 INVESTING O&M FUNDS

Discuss with the group how they might invest their funds so that they keep pace with inflation. Discuss the potential deposit accounts -

- foreign exchange deposit accounts
- high interest savings deposit
- treasury bills.

Explain what is involved in each of these accounts.

4 COLLABORATION WITH DISTRICT ASSEMBLY

Discuss the following questions:

- a) *What is the role of the District Assembly in supporting WSDB?*
- b) *How can you build a close working relationship with the DA?*

Roles of District Assembly:

- Develop policies and plans for water and sanitation development within district.
- Establish and support District Water and Sanitation Team (DWST).
- Select and prioritize communities to be assisted.
- Register the WSDB and monitor their activities.
- Facilitate the acquisition of land and other property needed by WSDB.
- Sign Memorandum of Understanding indicating assumption of ownership.
- Monitor financial management and audit the accounts of the WSDB.
- Approve WSDB bye-laws.

How to Build a Good Working Relationship:

- Invite the local DA member to attend some of the WSDB meetings.
- Use the drafting of the constitution as an opportunity to negotiate a relationship with the DA - invite the DA to assist in the formulation of the constitution.
- Send all reports to the District Assembly.
- Arrange to brief the senior officials (eg DCE, DCD, DPO, DBO) on a regular basis.
- Brief the Assembly on a regular basis.
- Adopt the accounting and financial management procedures of the Assembly so that it will be easier for the Assembly to monitor the WSDB's finances.
- District Assemblies should be trained on their obligations re tariff approval.





