

Trainer's Guide for Watsan Training



COMMUNITY WATER & SANITATION AGENCY

Credits

THE TRAINER'S GUIDE FOR WATSAN TRAINING is designed to be used by PO field workers in training Watsan Committees. It shows how to run three Watsan training workshops at the community level, organised at different phases in the Project Cycle.

The **TRAINER'S GUIDE** is to be used along with the **WATSAN MANUAL**, the reference tool for Watsan committee members.

The Guide was developed through a collaborative process involving CWSA staff, SBDU trainers, PO field workers, and other consultants.

Its contents drew on a number of sources, including: training materials developed by ACHD, ISODEC and GAS, the COWAP Trainer's Guide for Watsan Training, and Watsan training materials developed for Central and Volta Region RWSS Projects.

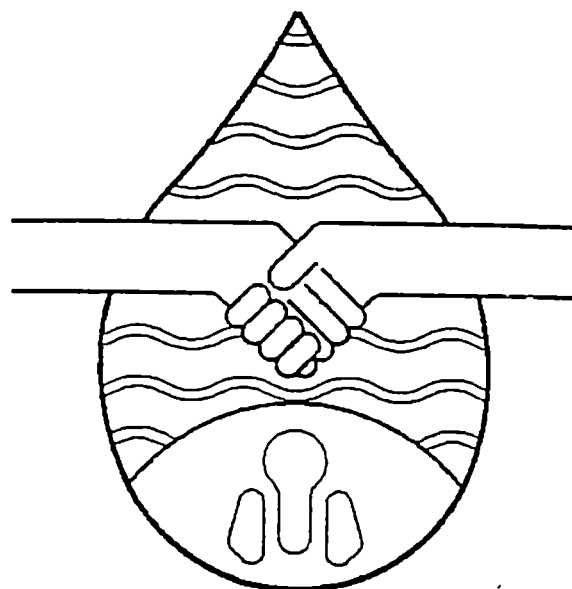
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Special credits to Coleman Agyeyomah, Patrick Asare, and James Ayikade for comments on the Trainer's Guide.

Graphics were produced by Ato de Graft-Johnson.

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

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



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

Trainer's Guide for Watsan Training



COMMUNITY WATER & SANITATION AGENCY

PO Box 93190, 2509 AD THE HAGUE

Tel.: +31 70 30 689 80

Fax: +31 70 35 899 64

BARCODE: 14785

LO:

202.6 99 +R

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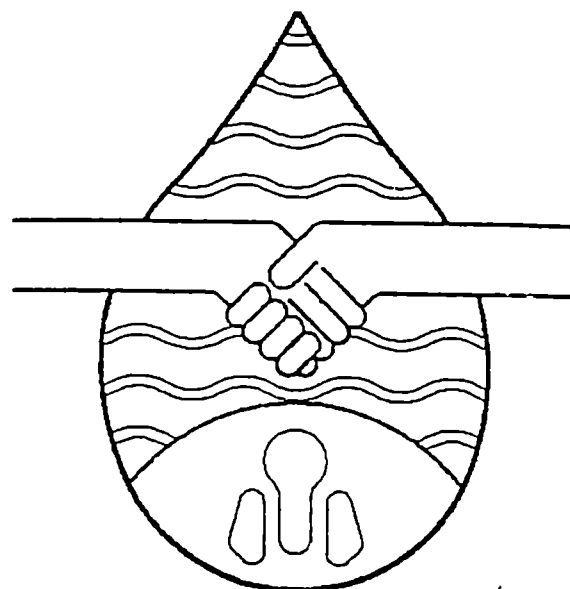
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Welcome!

This is a guide to be used in training Watsan Committees. It will tell you everything you need to know to be able to conduct the training:

- ✧ **HOW TO PLAN AND ORGANISE EACH WORKSHOP**
- ✧ **OBJECTIVES, TOPICS, TIMETABLE, METHODS AND MATERIALS**
- ✧ **HOW TO FACILITATE EACH WORKSHOP SESSION**
- ✧ **HOW TO EVALUATE AND REPORT ON EACH WORKSHOP**

The Watsan Committee is the key to the development and management of the community's water supply. Their job is to set the pace and the direction and to pull the whole community with them. Your job is to help them build the skills, confidence, and initiative to play this important leadership role.

You will organise **three courses** for each Watsan - the first soon after the committee has been established; the other two at the start of the last two phases. After each course you will provide **followup coaching** or on-the-job training as they carry out their management responsibilities.

The challenge is to help them **without making them dependent on you**. If you solve all their problems for them, they will never become independent managers. You need to give them room to make mistakes and learn from those mistakes. Instead of giving them lots of advice, get them to solve their own problems.

Watsan members can learn a lot of things through practical experience in doing their management tasks. Your job is to help them figure out how they are going to manage each task and then let them **LEARN THROUGH DOING**. Show them how to do things and then let them try things out on the job. When they return for more training you can review how they are doing and help them solve any problems.

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 to suit each group you are working with. Some Watsans may be familiar with and have no problems with a particular skill area, so don't waste their time on that section - move on to other sections where they need help.

Your role is very important. If you do a good job, you will help build a new system for community management in Ghana. More important you will help **EMPOWER** the community. With your support they will be able to take control of a major part of their lives - their own water supply, sanitation, and health!

INTRODUCTION



WHAT IS IT ALL ABOUT?

1. *Aim*

The overall aim of the training is to:

Increase the knowledge, skills, confidence, and teamwork of Watsan members to plan, build and manage the new water supply facility.



2. *Phasing*

Each Watsan committee will attend 3 training workshops, given at different phases of the Project Cycle:

| LEVEL | DURATION | PHASING/TIMING | PARTICIPANTS |
|------------|----------|--|---------------|
| Workshop 1 | 1 day | Planning Phase (2 weeks after Watsan formation) | 1 Watsan only |
| Workshop 2 | 2 days | Construction Phase - 2-3 months after Workshop 1 | 2-3 Watsans |
| Workshop 3 | 2 days | Followup Phase - 2-4 months after Workshop 2 | 2-3 Watsans |

You will organise the training at intervals over a period of time. This will allow Watsan members to learn the necessary skills on a gradual basis and at the most "teachable moment" - the time when they need to use the skills in carrying out their work. Training in three steps will also allow Watsan members to practise their new skills on the job and then come back for further training to review what they have done and discuss any problems they have had.

3. **Course Content**

Each course will introduce the management tasks which need to be done during that particular phase of the Project Cycle:

Workshop 1 (Planning Phase): choosing and siting the facility, developing a management plan(FMP), managing money, and hygiene education & sanitation

Workshop 2 (Construction Phase): organising inputs for construction, managing money, meetings skills, record-keeping, and hygiene & sanitation

Workshop 3 (Followup Phase): operation and maintenance, buying spares, record-keeping, hygiene & sanitation, networking, and linkages

These topics fall into the four agenda items - ORGANISATION, MONEY, TECHNICAL ISSUES, AND HYGIENE.

Each course will also review with each Watsan committee how they have been managing their tasks (since the last training), what problems they are facing, and what can be done to solve them.

4. **Single Watsan and Joint (Zonal) Training**

At **Workshop One** you will bring together members of a **single Watsan**. It is important to meet them on their own in the beginning to build up their skills and confidence. At **Workshops Two and Three** you will bring together **two or three Watsans** from neighbouring communities to attend a joint course at a central location. Combining Watsans for training will save you time and give Watsans a chance to share experience and learn from each other. It will help them build a NETWORK with other Watsans in the same area.

Here are some ideas on how to combine Watsans for the training:

- ⊗ Make sure the Watsans are from neighbouring villages - this is important because Watsan members will need to walk to a central location.
- ⊗ Bring together communities who have the same ethnic group or chief - avoid crossing chieftaincy boundaries.
- ⊗ Avoid combining communities which have disputes.

5. **Participants**

The participants will be Watsan committee members. Each Watsan will send up to 10 members to each workshop. In most cases Watsan members are farmers with no or limited literacy skills. A few may be teachers, catechists, or pensioners who can read and help with record-keeping.

6. *Trainers*

Trainers will be the POs who conducted the mobilization work in the community. You will need 2 trainers for a course with 2 Watsans and 3 for a course with 3 Watsans. You will get help from the DWST in organising Workshop III.

7. *Methods*

In conducting the training you will use **PARTICIPATORY** methods, including: discussion, small groups, demonstration and practice, problem-solving, site visits, drama, pictures, and warmup games. These methods help participants **LEARN THROUGH DOING** - discussing how they are to manage a task, analysing their own experience, solving problems, practising skills in running meetings, and developing their own action plans for managing their work.

In using these methods your main job as a trainer is to:

- a) **ask good questions** to get Watsan members to think about their tasks
- b) **get everyone to contribute** to discussing how to manage each task.



8. *Small Groups with Trainer Support*

You will conduct most of the training in **SMALL GROUPS**. Small groups make it easier for people to participate actively in an informal, relaxed atmosphere. One trainer will work with each group as the facilitator for group discussions. This will ensure that group discussions are effective and carefully recorded.

Most small group sessions will be conducted in **WATSAN GROUPS** - groups made up of the members of a single Watsan committee. Meeting on their own as a group will give them the chance to discuss their own situation, solve their own problems, and develop action plans. Some sessions will be conducted in **MIXED GROUPS** so that participants from different Watsans can come together, share their ideas and problems, and develop ways of working together.

9. *Materials*

You will need the following materials to conduct the workshops:

- TRAINER'S GUIDE** - for your own use in conducting the workshops
- WATSAN MANUAL** - one for each Watsan member
- FACILITY MANAGEMENT PLAN (FMP) FORMS** - one for each Watsan
- MINUTE BOOK and ACCOUNTS BOOK** - one for each Watsan
- PICTURES** - for your own use and use by Watsan
- SAMPLE SPARE PARTS** - for demonstration purposes

Hand out copies of the **WATSAN MANUAL** to every Watsan member and encourage each person to read it. Those who are illiterate can get help from a friend or family member.

Participants will use **FMP FORMS, MINUTE BOOK, and ACCOUNTS BOOK** during the training: eg practice exercises on record-keeping will use the Minute Book and Accounts Book. Encourage Watsan members to use these materials after the workshop.

Ask the RWST for a set of the **PICTURES** for use in training and community education. The pictures show the technical options and various hygiene topics.

Get **SAMPLE SPARE PARTS** - especially fast-wearing parts - from the GWSC Maintenance Unit. You can use these parts to show how the parts wear out and need to be replaced. This helps to make the training real and practical.





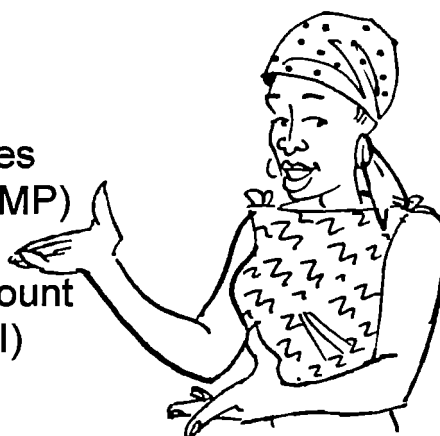
Tips for Trainers

- ⚙ **Be well organised.** Read the Trainer's Guide before the training so that you are well prepared and know how to handle your sessions.
- ⚙ **Practice beforehand** how to conduct the sessions in the **local language**. You will have to get used to translating phrases in the Guide.
- ⚙ **Be friendly.** Make everyone feel comfortable and part of the group.
- ⚙ **Ask questions and encourage everyone to contribute.** Listen carefully to what people say.
- ⚙ **Be a good listener.** Listen carefully, show you are interested, rephrase what people say, and ask followup questions.
- ⚙ **Don't be satisfied with one answer.** Keep asking - "*Why? What else? Who would like to add to that?*"
- ⚙ **Don't rush.** Find the pace that people feel comfortable with.
- ⚙ **Don't do all the talking!** Remember - your job is to ask questions and get participants to do the talking.
- ⚙ **Equalize participation** - draw out the silent and control the talkative.
- ⚙ **Be gender aware.** Encourage women to be active in the discussions.
- ⚙ **Watch the energy level.** Look for signs of tiredness or boredom. When people get tired, change the activity, introduce a song, or take a break.
- ⚙ **Make things real.** Take spare parts with you to show Watsan members what they look like - or take the group on a guided walk to see the polluted river.
- ⚙ **Keep changing the methods** to maintain interest - eg different sizes of groups, different activities (eg discussion, pictures, drama), etc.
- ⚙ **Be a good time manager.** Estimate how much time each activity takes, watch the time and set an appropriate pace for the group.

WORKSHOP TOPICS

WORKSHOP 1

- Management tasks and roles
- Selecting and siting the new facilities
- Developing a management plan (FMP)
- Collecting money and safekeeping
- Opening and operating a bank account
- Hygiene education and sanitation (I)
- Action planning and evaluation



WORKSHOP 2

- Review of management tasks and problem solving
- Community inputs for construction
- Managing money and buying spares
- Keeping records (I)
- Organising community meetings
- Hygiene education and sanitation (II)
- Action planning and evaluation

WORKSHOP 3

- Review of management tasks and problem solving
- Managing maintenance and repairs
- Managing money and buying spares
- Keeping records (II)
- Hygiene education and sanitation (III)
- Networking with other Watsans
- Linkages with DWST, Area Mechanics, schools
- Action planning and evaluation

GET READY - GO!

1. *Planning:*

Meet with your team and discuss how you are to conduct each session. Then allocate LEADERSHIP ROLES for different sessions - example:

| | | |
|---|-------------------------------------|-------------------------|
| ✳ | Introductions: | <i>Peter</i> |
| ✳ | Names: | <i>Mary</i> |
| ✳ | Expectations and Fears: | <i>Sam</i> |
| ✳ | Workshop Objectives: | <i>Peter</i> |
| ✳ | Watsan Tasks (small groups): | <i>Watsan 1 - Peter</i> |
| | | <i>Watsan 2 - Mary</i> |
| | | <i>Watsan 3 - Sam</i> |



2. *Coordinator:*

Choose one person to be the workshop coordinator. The coordinator's role is to ensure the smooth running of the workshop:

- Organise daily planning and evaluation meetings.
- Assign tasks and check that they are done.
- Keep workshop on schedule and resolve any conflicts.
- Divide participants into groups and assign a trainer to each group.
- Check on small group sessions and set time limits.
- Organise the writing of the workshop report.

These tasks can also be divided within the team.

3. **Dates:**

Agree on workshop dates with each Watsan. They will fix a time which is convenient for them. Many Watsan members are farmers so it is important to choose dates that don't disrupt their farming activities. Give the dates to the DWST, RWST, and SBDU so they can observe some of the workshops.

4. **Advance Publicity:**

Inform each Watsan and the village chief about the dates for the workshop. This should be done at least **one week before** the workshop with a **reminder** a few days before. Explain the **TYPE OF TRAINING EVENT** to be conducted so that Watsan members know what they are coming to:

- ✿ ***It is a training course running the full day (or two days) from 8 to 4.***
- ✿ ***It is not a community meeting.***
- ✿ ***Participants are expected to stay the whole day, not 'come and go'.***
- ✿ ***Only Watsan members are invited.***
- ✿ ***Each Watsan should send no more than 10 MEMBERS.***
- ✿ ***The workshop STARTS at 8 am - please come on time!***

5. **Venue and Logistics:**

Ask the Watsan committee to find a good location for the workshop. It should be sited at a quiet place away from the market, road, or other distractions. For the combined workshop this should be at a location which is easily accessible, allowing participants to go home at the end of each day. Ask the host Watsan to set up benches for the workshop. Ask each Watsan to organise their own lunch, ideally a light lunch meal. **Remember - CWSP will NOT provide lunch!**

6. **Timing:**

You will need **about six hours each day** for training. Ideally the programme would run from 9 am to 4 pm with a number of short breaks. Agree on the starting time with each Watsan and encourage people to come early!

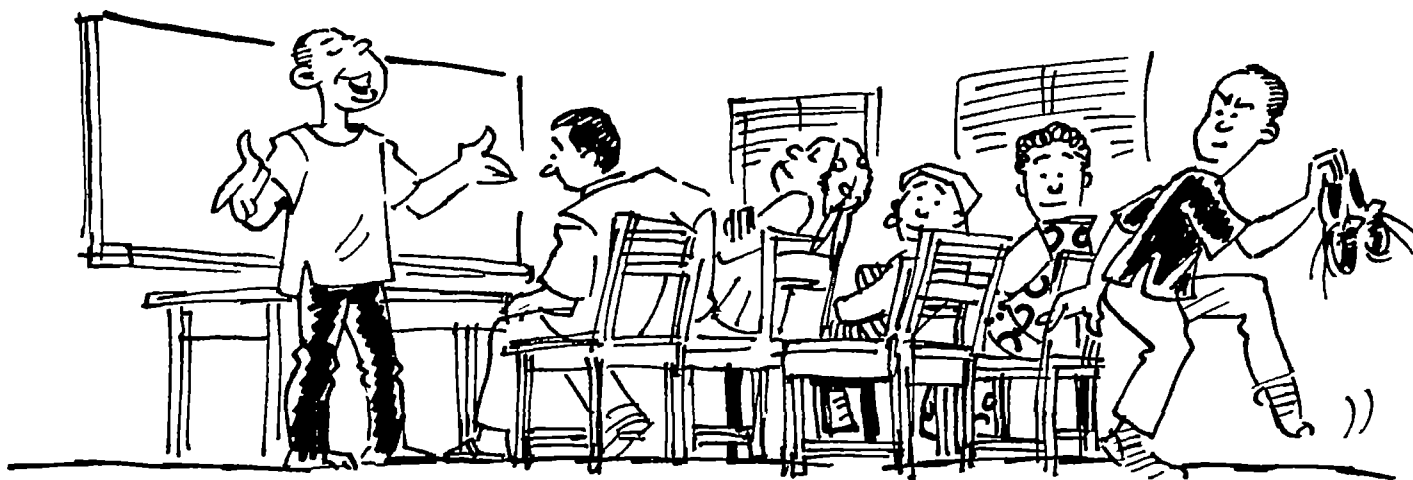
Ask participants to come at **8 am** but don't expect to start the main programme until 9 am. Start the warmup songs and dancing by 8.30 or as soon as a few people have gathered in order to attract other participants. Start the main programme at 9 am even if only half the participants have arrived. If you wait for everyone to come, you'll wait for heaven!

7. *Observers:*

In spite of advance publicity that the workshop is only for Watsan members, other villagers (who are not on Watsan) may come to the training site. Explain to them politely that they are welcome but they need to sit at the back and LISTEN carefully - not talk and distract the workshop.

8. *Breaks:*

There are two short breaks scheduled each day. This will allow participants to rest and talk informally. Make sure that people know the breaks are **short** - or you might lose your audience!



9. *Evaluation:*

The trainers should meet at the end of each day to evaluate the workshop. Discuss what happened and how to improve the workshop.

10. *Followup and Training Needs Assessment:*

After each workshop check to see how the Watsans are doing. Visit each Watsan, review their action plan, and discuss any problems they are having. Give advice where necessary, but don't take over their job! Let them make their own mistakes and correct themselves - and solve their own problems.

Before the next workshop conduct a training needs assessment with each Watsan. Find out their weak areas and problems to be solved. This information will help you plan the next workshop.

MONITORING CHECKLIST

1. ORGANISATION AND MEETINGS

- Unity - members like and support each other - no power conflicts
- No "one-man show" - democratic decision-making
- Work well shared among members of Watsan
- Women participate actively and as equals in decision-making
- Regular and well attended meetings
- Participation - everyone is given a chance to contribute
- Effective meetings - clear decisions made & don't drag on too long
- Good action planning and checks on action done
- Minutes produced regularly and properly done

2. COMMUNITY INVOLVEMENT

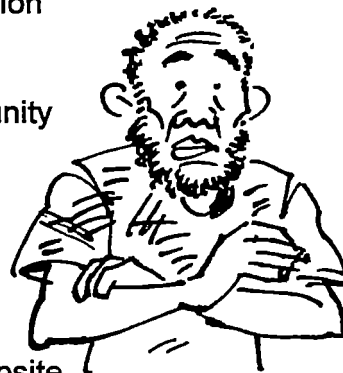
- Regular meetings to inform and consult community
- Watsan listens to community concerns
- Active involvement in communal labour
- Support for and interest in Watsan-initiated activities

3. MONEY

- Good, well-accepted system for collections
- Good system for ensuring that everyone contributes
- Money deposited in bank soon after collection
- Accounts - up-to-date, properly done
- Regular reports by treasurer to Watsan
- Accountability - regular reporting to community

4. MAINTENANCE

- Pump users using pump with care
- Caretakers inspecting pump regularly
- Stock of spare parts on hand
- Quick action when pump breaks down
- Regular cleaning and maintenance of pumpsite



5. HYGIENE AND SANITATION

- Regular community meetings and action on hygiene/sanitation
- People use the pump and no longer use the old sources
- Regular handwashing with soap or ash
- Regular cleaning and covering of fetching & storage containers
- Regular cleaning of compounds and environment
- People are building and using latrines

6. RELATIONS WITH OTHERS

- Good relations with & support from chief, DA member, VDC
- Links with neighbouring Watsans

WORKSHOP ONE (Planning Phase)



Objectives

On completion of Workshop participants will be able to:

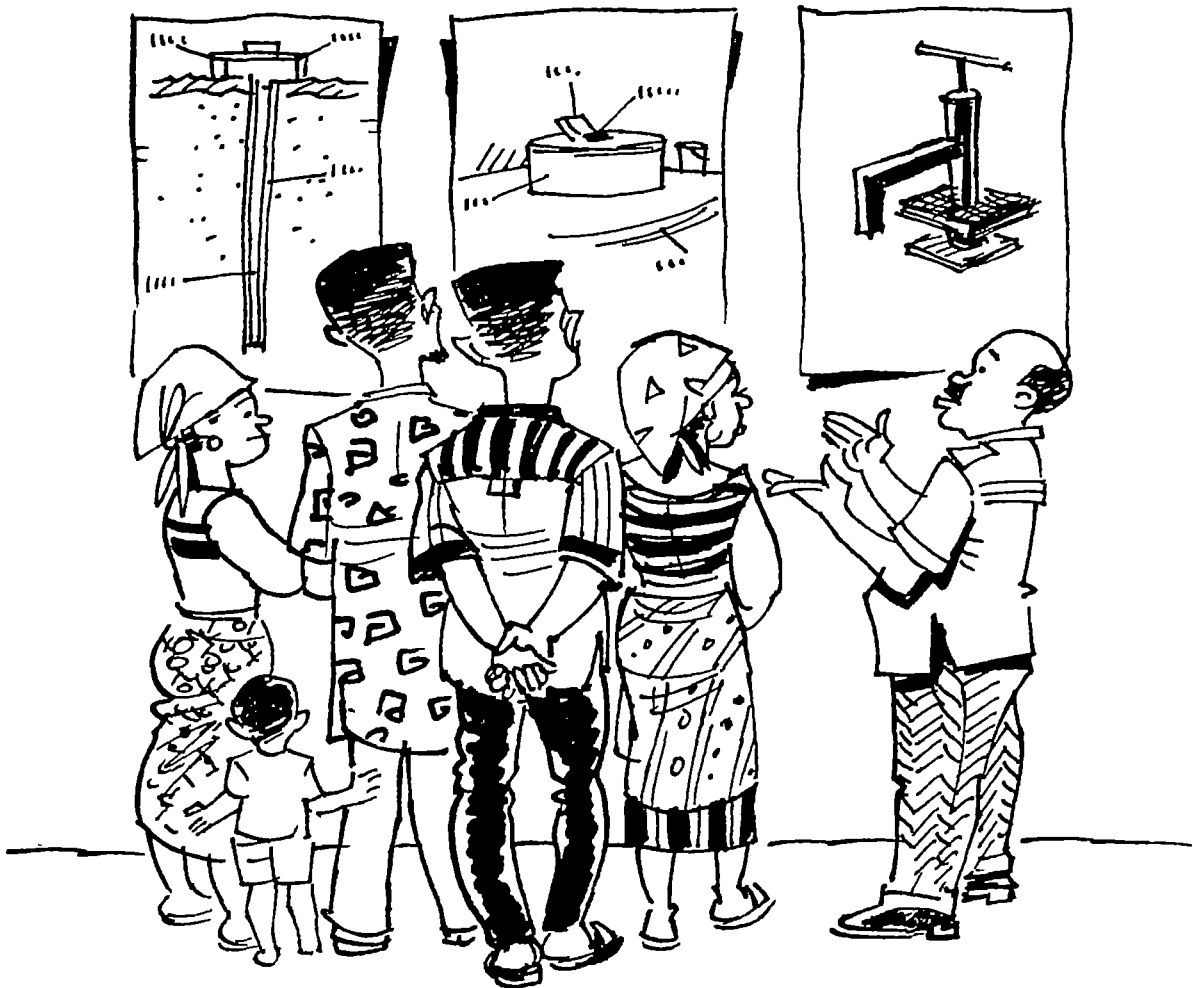
- Describe the **COLLECTIVE MANAGEMENT TASKS** of the Watsan committee and the **INDIVIDUAL TASKS** of each member (eg chairperson, secretary, treasurer)
- Describe the advantages and disadvantages of each **TECHNICAL OPTION**
- Explain the issues in **SITING** water supply facilities
- Explain what is a **FACILITY MANAGEMENT PLAN**
- Plan and organise a series of **COMMUNITY MEETINGS** to decide on the technical options and siting, and develop a facility management plan
- Develop plans for **COLLECTING AND MANAGING MONEY** and **OPERATING A BANK ACCOUNT**
- Describe ways of **IMPROVING HYGIENE AND SANITATION** and methods for involving the community in these improvements
- Identify **POTENTIAL PROBLEMS** in doing their job and **STRATEGIES** for guarding against them
- Develop **ACTION PLANS** for the next month.

Timetable



- 08.00 GATHERING AND WARMUP
- 09.00 GETTING STARTED
- 09.30 TASKS, ORGANISATION, AND MEETINGS
- 10.00 WATER SUPPLY OPTIONS AND SITING
- 11.30 MONEY, CONSTRUCTION, & MAINTENANCE
- 01.00 Lunch
- 02.15 HYGIENE AND SANITATION
- 03.30 ACTION PLANNING
- 03.45 EVALUATION
- 04.00 CLOSING

DETAILED GUIDE TO WORKSHOP ACTIVITIES



DAY ONE

08.00 - 09.00 GATHERING AND WARMUP

Arrive at 8 am so you can set up the benches and greet participants as they arrive. Start the warmup songs as soon as a few people have gathered.

09.00 - 09.30 GETTING STARTED

1. **INTRODUCTIONS:** Give a short introduction (5 minutes). Tell them -

- *This is the 1st of 3 courses to be organised for your committee.*
- *This course will run for 1 day. We will start now and end at 4.*
- *Please stay for the whole day. We need your full participation. With your help we can make it a success!*

2. **NAMES:** Ask each member (going round the circle) to introduce herself and her role. Discuss individual roles and tasks. (10 minutes)
3. **EXPECTATIONS AND FEARS:** Ask participants to discuss in pairs - "*What do you expect to learn? What fears do you have about the workshop - or about your work with the Watsan committee?*" Then organise round robin reporting - first expectations, then fears. (15 minutes)
4. **WORKSHOP OBJECTIVES:** Explain the objectives and show how they address participants' expectations. (5 minutes)

- The workshop objective is to discuss with you the following topics:*
- **COLLECTIVE TASKS** of the Watsan committee
 - **INDIVIDUAL TASKS** of committee members (eg chairperson, secretary)
 - **ORGANISATION** - how you can work effectively together as a team
 - **MEETINGS** - how you can organise meetings
 - **TYPE OF FACILITIES** - how you can choose the facilities you want
 - **SITING** - how you can find good sites for the facilities
 - **MONEY** - how to collect money and how to keep it safe
 - **CONSTRUCTION** - how you can help with the construction
 - **MAINTENANCE** - how to keep the new facility operating
 - **HYGIENE & SANITATION** - how to improve your health
 - **MANAGEMENT PLAN** - how to complete the Facility Management Plan
 - **PROBLEMS & SOLUTIONS** - how to solve some of your problems

09.30 - 10.00 TASKS, ORGANISATION, RELATIONS

1. **COLLECTIVE TASKS:** Ask - "*What are your collective tasks as a Watsan Committee? What are you expected to DO?*" Ask everyone to contribute.



- ✓ Organise Watsan meetings and meetings with community.
- ✓ Plan and help build the new water facilities.
- ✓ Check on use of facilities and distribution of water.
- ✓ Organise maintenance and repair of the facilities.
- ✓ Collect and manage money to pay for repairs.
- ✓ Keep a record of money collected and money spent.
- ✓ Organise regular cleaning and maintenance of pump site.
- ✓ Promote the improvement of hygiene and sanitation.
- ✓ Develop links with other Watsans, DWST and others.

2. **INDIVIDUAL TASKS:** Ask - "*What are the individual tasks of each member?*" Ask each member to describe his/her role and then ask others to comment. [chairperson, secretary, treasurer, hygiene volunteers, caretakers, organisers]

- *What TASKS have been assigned to each member?*
- *What are your EXPECTATIONS of each person/position?*

3. **ORGANISATION AND MEETINGS:**

- *What problems have the community had with committees in the past?* [Example: domination by one leader; women left out; infrequent meetings; poor attendance; poor money handling; no accountability to community]
- *How will you organise yourselves to avoid/overcome these problems?* [Everyone (including women) active in discussion/decision-making; regular meetings/good attendance; money well handled; accountability]
- *How will you ensure that:*
 - a) *Women are actively involved - but not overloaded with work?*
 - b) *Every member is involved in discussion and decision-making?*
 - c) *Work gets done and is shared among the members?*
- *How will you organise your meetings - your own Watsan meetings and meetings with the community - so that they are effective & efficient?*

4. **RELATIONS WITH THE COMMUNITY AND OTHERS:**

- *How do you see your relationship with the community? Are you getting support from other community members, the chief, and other leaders?*
- *How will you keep the community involved in water management?*
- *How will you improve your relations with and win the active support of the chief, DA member, Unit Committee?*
- *How will you remain accountable to the community?*

10.00 - 11.30 WATER SUPPLY OPTIONS & SITING

1. **INTRODUCTION:** Explain that Watsan's first task is to plan the new facilities with the community's help. Watsan will organise community meetings to discuss and decide on the type of facilities, where they should be sited, and how they should be managed. This session will help Watsan prepare for these meetings.

 2. **CHOOSING WATER SUPPLY OPTIONS:**
 - a) Ask - "*What **benefits** would you expect to get from the new water facilities?*" [Example: shorter distance, safe water, water available year-round, etc.]

 - b) Explain the results of the **Technical Survey**. If the water table is very low, explain that a borehole will be necessary.

 - c) Discuss **one option at a time** - "*What do you **know already** about this option? What are its **good points** and **bad points**?*". Add things which are not mentioned - eg capital and maintenance cost, how dependable, etc.

 - d) Explain the **number of facilities** based on the following criteria:
 - HWD/Bucket: 100-150; HDW/Pump: 150-300; Borehole: 300-2000.
 - One water point will be provided for every 300 people.
 - Example: 1500 people - able to get 5 water points.
 - Emphasize a mix of options (combination of HD wells and boreholes) - why? if the hand dug well runs dry, their borehole can provide water; if the borehole pump spoils, the hand dug well can be used.

 - e) Ask the group to **compare** the different options - "*Which of these options do you like best - and why?*"

 - f) **Community meetings:** Ask - "*How will you organise the community meetings (and focus groups) to discuss/decide on the type of facilities? How will you get everyone talking? How will you use the pictures?*" Give visuals to Watsan and ask them to use them in conducting the meetings.

 3. **SITING:**
 - a) Ask - "*What things do you need to consider in siting the new facilities?*" [Walking distance, distribution of facilities, proximity to latrines/refuse dumps/cemeteries/cattle kraals, location of groundwater, etc.]

 - b) Ask - "*Where would you like to site the new water supply?*" Get them to suggest a number of possible sites. Use the COMMUNITY MAP to mark possible sites. Discuss the hygiene implications of different sites.

 - c) Ask - "*How would you organise a community meeting and site visits to get the community to agree on the siting?*"
-

11.30 - 12.45

MONEY AND MAINTENANCE



1. **INTRODUCTION:** Explain that the aim of this session is to discuss how to finance and maintain the new water facilities.
2. **MONEY - CAPITAL CONTRIBUTION:** Explain the cost of each option and help them calculate the total capital contribution, based on their choice of options. Then ask:
 - a) *How will you collect this money? How much will each person contribute?*
 - b) *How will you keep the money safe?*
 - *Banking - How to open and operate a bank account? Who will authorize the release of money from the bank?*
 - *If no bank within district - How to ensure that the money is safe?*
 - c) *What problems might arise? How can you solve these problems?*
 - d) *What will you do if people refuse to contribute?*
3. **MONEY - MAINTENANCE:**
 - a) Ask - *"If you have a bicycle or grinding mill, how do you maintain it?"* [routine checks, buying spare parts, paying mechanic]
 - b) Give a short demonstration using a bicycle pump - take it apart and then reassemble it. Use this example to talk about maintenance.
 - c) Explain: The pump, like a bicycle, will eventually spoil. All things made out of steel wear out and parts need to be replaced. That's why a maintenance fund is needed to pay for new parts or for repairs by an Area Mechanic. This money will be collected, controlled, and used by the community - it won't leave the community as in the case of the old tariff to GWSC.
 - d) Explain how much money will be needed for maintenance:
 - Cost of spare parts [Hand out list of spare parts and their costs.]
 - Few repairs/low costs at beginning - then repairs/costs will increase.
 - Buy fast-wearing parts in advance so they can be quickly replaced.
 - e) Ask:
 - *How will you **collect** this money? Who will contribute? How much per person/household? How often?*
 - *How will you get the community to **contribute and keep contributing**?*
 - *How will you **keep the money safe**? Banking - how to open and operate? If no bank - how to ensure money is safe?]*
 - *How will you **record** this money?*
4. **MAINTAINING THE NEW FACILITY:**

Discuss the following questions. Use the picture showing spare parts (or show the real parts). Get the group to decide on local names for each part.

 - a) *How will you maintain your facilities? [proper use of pump, inspections, replacement of worn parts, help from Area Mechanics, etc]*
 - b) *How can you get the community to take good care of the facilities?*
 - c) *Who will you appoint as caretakers? What will be their roles?*
 - d) *What are the pump parts that spoil quickly? How will you get spare parts?*
 - e) *What will you do when the pump spoils?*

1. **INTRODUCTION:** Explain that the aim of this session is to make Watsan members more aware of hygiene and sanitation problems and committed to doing something to solve them. Help them see hygiene as an important part of their job.

2. **HYGIENE:** Hold up pictures of a) the old sources and b) the new facilities and use these contrasting pictures to facilitate a discussion. Ask the following questions:
 - a) *What are the **main health problems** in using the old sources?*
[unsafe water - source of diarrhoea/guinea worm; people defecate near source; chemicals and other things polluting the water; water point is full of weeds and dirt, long distance to get water - women are very tired, etc.]
 - b) *How do your water sources get **polluted**?*
 - c) *What are the **causes** of diarrhoea? guinea worm?*
 - d) *What are the **health advantages** of the new facilities?*
[safe water all year round - less diarrhoea/no guinea worm, use water for handwashing and keeping things clean, etc]
 - e) *What can you do about **the old sources** while waiting for the new facilities?*
[Stop people defecating near source. Stop other forms of contamination. Filter or add alum to water before drinking. Clean and weed the site so it is easier for women to fetch water. Widen footpaths to water point.]
 - f) *Will community members **continue to use the old sources** once the new facilities are completed? For what purposes? [production of palm oil, washing, water for livestock, etc.] What are some of the problems in continuing to use the old sources? What can be done?*

3. **SANITATION:** Hold up pictures showing a) free-range defecation, b) communal latrines (poorly maintained), and c) VIP latrine. Ask -
 - a) *Why is '**free-range**' (open defecation) a health problem?*
 - b) *Why **latrines**? What are the benefits of latrines?*
 - c) *What **fears or concerns** do you have about latrines?*
 - d) *What are the problems with **communal latrines**?*
 - e) *What are the **advantages** of the new type of latrine?*

Explain and discuss the latrine construction programme

 - Focus: individual latrines, not communal latrines
 - Two latrine options - a) rectangular latrine or b) Mozambique slab
 - Household to cover part of cost (cash, materials, and/or labour)
 - How to get a latrine subsidy.

4. **ACTION PLANNING:** Discuss the following questions:
 - a) *Why are hygiene and sanitation included in your management tasks?*
 - b) *What are the major hygiene or sanitation problems in your community?*
 - c) *How can you get the community to take action on those problems?*



3.30 - 3.45 ACTION PLANNING

1. **WATSAN GROUP DISCUSSION:** Review the activities to be carried out during the Planning Phase -
 - Selection and siting of water facilities
 - Completing the Facility Management Plan
 - Raising commitment funds for new water supply
 - Opening a bank account
 - Community discussion and action on hygiene and sanitation.

Agree on what is to be done for each activity - WHAT is to be done, WHO is going to do it, and WHEN it will be done. Record on Action Plan.

2. **FOLLOWUP:** Agree with Watsan on the timing for your next visit. At this visit you can review with them progress on their Action Plan.

03.45 - 04.00 EVALUATION

1. **LARGE GROUP DISCUSSION:** Ask -
 - a) *What did you LEARN from the workshop?*
 - b) *What did you LIKE/DISLIKE about the workshop?*



04.00 - 04.15 CLOSING

1. **THANKS AND PRAISE:** Thank participants for their active participation, hard work and good ideas. Encourage them to put their ideas into action.
2. **REMINDER ABOUT COMMUNITY MEETING:** Encourage them to hold a community meeting and report back what they learned and their Action Plan. This meeting could be used to start planning the new water supply (choice of technology, siting, and how to maintain facilities).
3. **NEXT VISIT:** Remind them of the date for your next visit. Explain that you would like to hear about their progress on the planning of the new facility.
4. **NEXT TRAINING:** Remind participants that this was the first of three courses. Explain that you will organise the next course in two or three months time during the Construction Phase.
5. **CLOSING SONGS:** Finish off with songs and dancing - and say goodbye.

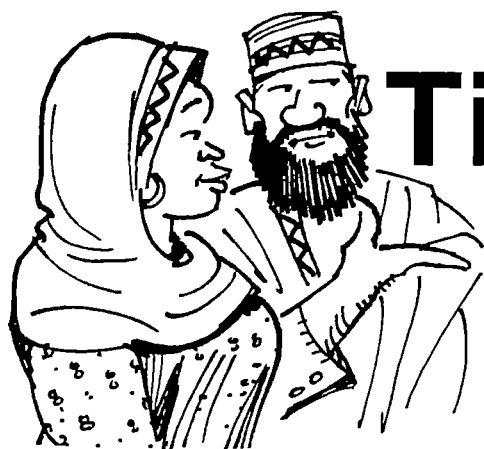
WORKSHOP TWO (Construction Phase)



Objectives

On completion of Workshop, participants will be able to:

- Identify their own **PROBLEMS** in carrying out management tasks and find ways of solving them
- Plan how they are to organise **COMMUNITY INPUTS FOR CONSTRUCTION**
- KEEP RECORDS** for management purposes - minutes, financial records, and maintenance records
- Describe what makes an **EFFECTIVE MEETING** and the **AGENDA** for Watsan/community meetings
- Improve their strategy for **COLLECTING AND MANAGING MONEY**
- Develop a strategy for **BUYING SPARE PARTS** and organising **FACILITY MAINTENANCE**
- Describe ways of organising **HYGIENE EDUCATION** and promoting **SANITATION**
- PLAN A FOLLOWUP MEETING** with the community - to brief the community on what they learned and get agreement on basic ways of managing the facility



Timetable

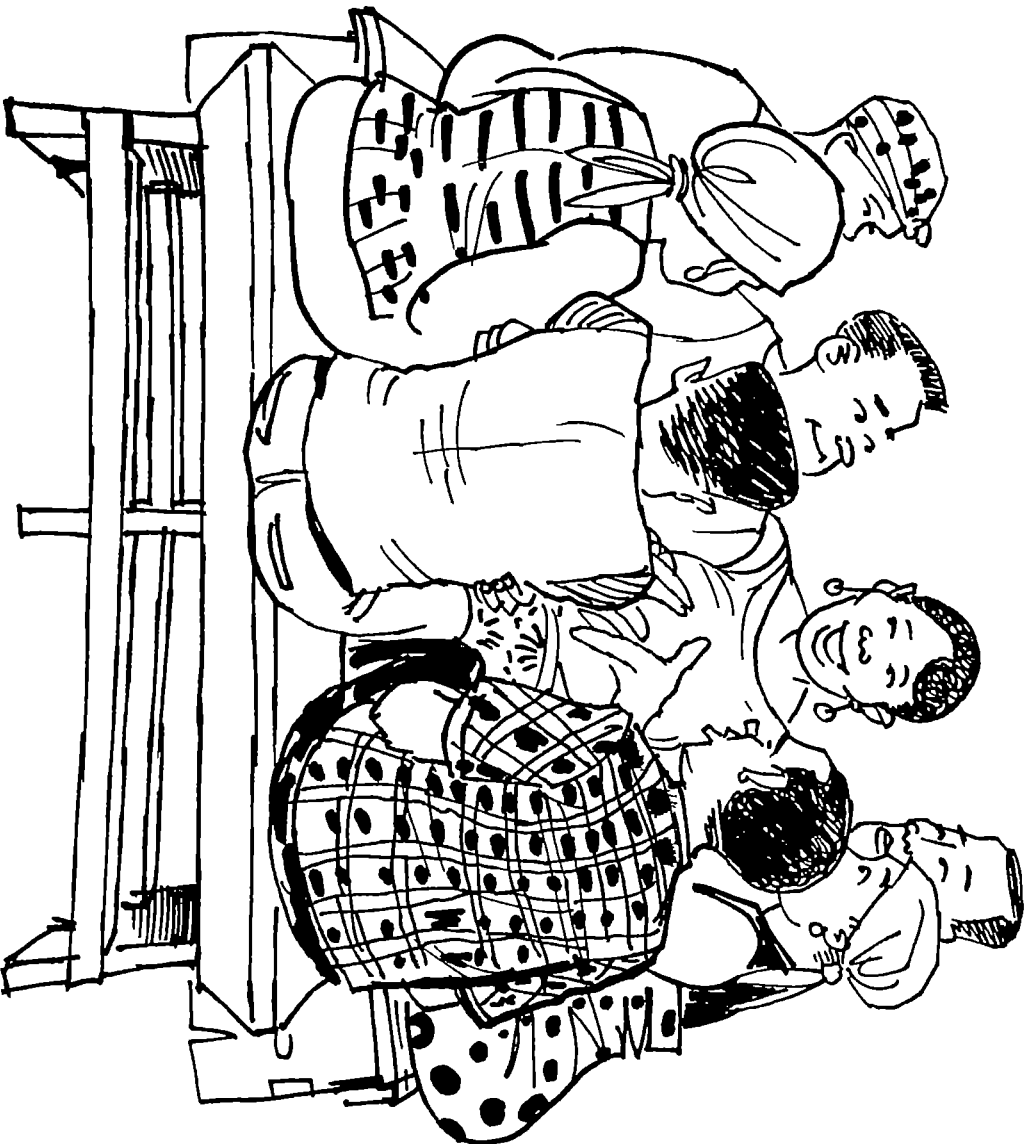
DAY ONE

- 09.00 GETTING STARTED (large group)
- 09.30 REVIEW AND PROBLEM SOLVING (Watsan groups)
- 10.30 WATSAN'S ROLE DURING CONSTRUCTION (Watsan groups)
- 11.30 COLLECTION AND MANAGEMENT OF MONEY
- 12.45 Lunch
- 02.00 PROBLEM SOLVING (mixed groups - critical incidents)
- 03.30 EVALUATION (large group)

DAY TWO

- 09.00 LEARNING REVIEW (large group)
- 09.15 HYGIENE EDUCATION (role playing and discussion)
- 10.45 Break
- 11.00 MEETINGS SKILLS AND RECORD-KEEPING (2 sections)
- 01.00 Lunch
- 02.00 SANITATION (large group - picture-discussion)
- 03.00 ACTION PLANNING (Watsan groups)
- 03.30 EVALUATION (large group)
- 03.45 CLOSING

DETAILED GUIDE TO WORKSHOP ACTIVITIES



DAY ONE

8.00 - 09.00 GATHERING AND WARMUP PERIOD

Arrive at 8 am to set up the benches and greet participants as they arrive. Start the warmup songs and dancing as soon as a few people have gathered.

09.00 - 9.30 GETTING STARTED

1. **INTRODUCTIONS:** Give the following introduction (5 minutes):

This is the second training course to be organised for your Watsan. This course will run for two days. In this course we would like to find out how you are doing and help you find solutions to some of your problems. But first - let's hear from you what you would like to learn about.

2. **EXPECTATIONS (Buzz Groups):** Ask participants to discuss their expectations in pairs - then organise round robin reporting. (10 minutes)
3. **WORKSHOP OBJECTIVES:** Explain the objectives. (5 minutes)

Our objective for the workshop is to help you solve your problems and improve your skills in the following areas:

- CONSTRUCTION** - how you can organise support for construction
- MEETINGS** - how you can organise effective meetings
- MONEY** - how to collect and manage money & use it for spare parts
- MAINTENANCE** - how to keep the pump operating using spare parts
- RECORDS** - how to keep effective records (minutes and accounts)
- HYGIENE & SANITATION** - how to improve your health through the use of potable water and toilets

4. **LEARNING REVIEW:** Ask participants to discuss in pairs - "What makes an effective Watsan?" Then organise round robin reporting. (10 minutes)

Members taking an active part in meetings and followup action; trust and teamwork; work shared among members; regular and effective meetings; women participating as equals in decision-making; accountability - regular financial reporting to community; active support from community; no person dominating the Watsan; good financial management; good record-keeping.

1. **DISCUSSION IN WATSAN GROUPS:** Divide into Watsan groups, each with a trainer. Discuss the following topics. At the end organise a report back.

DISCUSSION TOPICS

General Situation (15 minutes):

- *How have you been doing since the first workshop?*
- *Did you implement your Action Plan?*
- *What have you achieved? What problems are you facing?*

Organisation and Meetings (15 minutes):

- *How are you working as a team? Any problems or conflicts?*
- *How are relations with community leaders? Any problems?*
- *How are you keeping the community informed and involved?*
- *How are your own meetings and the community meetings - attendance? participation? concrete results?*

Selecting and Siting the New Facility (10 minutes):

- *What technical option(s) did the community choose? Why? [water table low - only borehole possible; most familiar technology; cost concerns; bad experience with HDWs; pressure by leaders]*
- *What site(s) did the community choose? Why?*
- *How did you involve the community in these decisions? Did you have any problems in getting their input?*
- *Does the community really understand why they are choosing a particular option? If not, what can you do to discuss it further?*

Maintenance (10 minutes):

- *Who have you appointed as caretakers of the new pump? Explain the arrangements for training the caretakers*
- *Where will you buy spare parts? How often? Explain the maintenance schedule - how some parts need to be replaced more frequently than others.*

Hygiene and Sanitation (10 minutes):

- *What water-related or sanitation-related health problems have you identified in your community?*
- *What have you done to build awareness and action?*

Encourage everyone to contribute and observe who is doing the talking. At the end give the Watsan feedback on how it discusses things as a group - who talks? who doesn't talk? who decides?

10.30 - 11.30 **ROLE DURING CONSTRUCTION**

1. **DISCUSSION IN WATSAN GROUPS: Explain and discuss the following:**

- ◆ **Schedule:** Watsan should meet with the HDW contractor before construction starts to agree on a schedule and discuss how the community can help.
- ◆ **Access Road:** Before contractors arrive, community should clear a road to the sites. Where this is difficult because of the terrain, they should help to carry the tools, materials, and equipment to the site.
- ◆ **Food and Accommodation:** The community can help arrange accommodation for the HDW crew, but they are not expected to provide free food for the workers during the construction.
- ◆ **Storage:** Watsan should help store the tools, equipment, and materials near the construction site and ensure their safekeeping.
- ◆ **Materials:** As part of its capital contribution the community may provide materials (sand and stone) for the HD well. If so, Watsan will need to negotiate this arrangement with the contractor, who will decide if the materials are the right standard and agree on the price.
- ◆ **Labour:** The community may provide labour as part of its in-kind contribution. Watsan would negotiate this cost with the contractor.
- ◆ **Quality Control:** Watsan should check on: a) the materials used for hand dug well construction (their quantity and quality); and b) the quality of construction. They should complain to the PO or DWST if they have any concerns about the materials or workmanship.
- ◆ **Site Meetings:** Watsan should meet with the HDW contractor on a regular basis (eg once a fortnight) to review progress.
- ◆ **Pump Installation:** The caretakers and other Watsan members should be present when the pump is installed.
- ◆ **Certificate of Completion & Commissioning:** Once construction is finished, the RWST/DWST will test the performance of the facilities. Watsan will then give final approval of the work done.

For each item get agreement from Watsan on: a) WHAT is to be done, b) WHO will do it, c) WHEN and WHERE it will be done. Discuss possible constraints and how to overcome them.

11.30 - 12.45 MONEY AND MAINTENANCE

1. **DISCUSSION IN WATSAN GROUPS:** Discuss the following topics:

DISCUSSION TOPICS

Money Collection (15 minutes)

- *How much money have you collected for maintenance?*
- *How are you organising the collection of money - how often? how much per person? who collects? how?*
- *How are you recording contributions?*
- *What problems do you have with collecting money?*
- *How can you solve those problems?*
- *What will you do if people refuse to contribute?*

Keeping Money Safely (15 minutes)

- *Where do you keep the money? (home or bank)*
- *If at bank, who authorizes the withdrawal of money to buy things?*
[Some communities insist on a community meeting to decide on the withdrawal of money; other communities allow Watsan leaders to withdraw money as long as they report to meeting soon afterward]
- *Any problems with keeping money safely? Solutions?*

Using Money for Spare Parts (10)

- *How will you organise the purchase of spare parts?*
- *Where can they be purchased? How much?*

Show them the maintenance schedule for their pump: get them to identify which parts need regular replacement and the annual cost for spare parts. Then get them to agree on a strategy for regular purchase of spare parts.

Investing Money (10)

- *What are you going to do with the money -*
 - a) buy and store spare parts?*
 - b) leave the money in the bank to accumulate interest?*
 - c) buy groundnuts during harvest and resell later?*

Record-Keeping and Accountability (10)

- *Who is keeping the records? How are you doing it?*
- *Who is checking the record-keeping?*
- *How do you report on money to: a) Watsan? b) community?*

2. **PRACTICE:** Ask participants to take turns practising how to persuade the "community" to contribute regularly to the maintenance fund. After each practice ask the others to give suggestions on how to improve it. (15 minutes)

12.45 - 02.00

LUNCH

02.00 - 03.00

PROBLEM SOLVING

1. **DIVIDE INTO MIXED GROUPS:** Divide into mixed groups with members from different Watsans. To form groups count off around the circle "Mango" - "Banana" - "Orange" - "Lemon" - "Mango" - etc.
2. **GROUP DISCUSSION (Critical Incidents):** Assign two problems to each group from the list of Critical Incidents at the back of the Trainer's Guide. Their task is to find solutions. Then ask each group to prepare a DRAMA to show the problem and how to solve it
3. **REPORT BACK:** Ask each group to present their problem and solution in the form of a drama. After each drama discuss the solutions.

03.00 - 03.15

EVALUATION

3. **CIRCLE:** Go round the circle asking each participant - "*How did you feel about today's sessions?*" Ask each person to make a brief comment. Then ask participants: "*What problems or issues still need more discussion?*"



DAY TWO

09.00 - 09.15 LEARNING REVIEW

1. **BUZZ GROUPS:** Ask pairs to discuss what they learned from Day One. Then organise round robin reporting and summarise.
2. **INTRODUCTION:** Explain the topics for the day - HYGIENE EDUCATION, MEETINGS SKILLS, RECORD-KEEPING, SANITATION, ACTION PLANNING.

09.15 - 11.00 HYGIENE EDUCATION

1. **LARGE GROUP DISCUSSION:** Conduct this session with the whole group. Use questions and buzz groups to keep everyone involved.
 - 1.1 **WHAT TO DO ABOUT THE OLD SOURCES:**
 - a) *At the first workshop we discussed the problem of using traditional sources of water for drinking. What was the problem?*

Water from traditional sources is contaminated and can make people sick.

- b) *What have you done to discourage use of old sources for drinking water?*



1.2 KEEPING POTABLE WATER CLEAN:

- a) *How can water get contaminated during collection or use in the house?*

Some people use dirty containers; put leaves in the water; pour water into dirty containers at home; use dirty tins from floor to scoop out water; etc.

- b) Ask the group to act out a short drama showing some of these problems. Then ask - *"What can you do to make sure the water stays clean?"*

Wash container before filling with water; use an upside down calabash to prevent water from spilling; keep lid on storage container; wash storage container once a month; find a permanent cup for removing water from the container and keep it clean (eg upside down on top of storage container).

- c) *Which of these solutions is likely to work?* Get agreement on two or three things they would like to take action on.
- d) *What can you do to get the active support of the whole community to make these changes?"* Get clear agreement on what is to be done.

- **Hold a community meeting involving men and women.**
- **Hold a meeting of all the women to discuss these ideas.**
- **Organise a drama at the meeting to stimulate discussion.**

1.3 HANDWASHING:

Organise a role play. (Story - people arrive from the farm and start eating without washing their hands.) Then ask the following questions:

- a) *What happened? Why is it important to wash hands?*
- b) *What are the critical times when people should wash their hands?*
- c) *What often prevents people from washing their hands?*
- d) *How can you promote handwashing as a regular habit in the community?*

What happened?

Dirt on the hands got into the mouth while eating and gave people diarrhoea.

Critical times for washing hands?

Before and after food preparation/processing; before and after eating; after defecation or urinating; after handling children's faeces; after attending funerals.

What prevents people from washing their hands?

Water and soap not available; no handwashing habit - people only wash after meals, not before; people don't see the germs on their hands; effects of not washing not immediately felt; people don't believe children's faeces are harmful.

How can you promote handwashing as a regular habit?

Modelling; home visits & chats with women at pump; teaching schoolchildren.

11.00 - 01.00 MEETINGS AND RECORD-KEEPING

This session is conducted in two sections:

- Section A (Meeting Skills) - Chairpersons, Secretaries, + other members
- Section B (Record-Keeping) - Treasurers, Caretakers, + other members

SECTION A: MEETINGS SKILLS



1. **EXPERIENCE WITH MEETINGS:** Ask - *“How are your meetings? How often do you hold Watsan meetings and community meetings? How do you organise them? Who attends? What do you discuss? How are decisions made? Any problems? What can you do to improve your meetings?”*
2. **PLANNING MEETINGS:** Ask - *“How do you **PLAN** for an effective meeting?”*

- Decide on **AGENDA** for meeting - what problems need to be discussed.
- Decide on **DATE, TIME, & VENUE** - arrange time suitable for women.
- **INFORM EVERYONE** ahead of time - and remind them closer to the time.
- Meet as a Watsan committee before meeting with the whole community.

3. **CONDUCTING MEETINGS:** Ask - *“Once everyone arrives, how do you **CONDUCT** an effective meeting?”* (Discuss in pairs - then report back)

- Take one agenda item at a time and ask people to give ideas.
- Encourage everyone to talk & 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 person to do each task - **WHO** is to do **WHAT & WHEN**.
- Make sure that the secretary records each decision.

4. **PRACTICE CONDUCTING MEETINGS:** Ask participants to practise these skills in a meeting, using the agenda below. Ask one of the chairpersons to lead discussion of the 1st 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 2nd agenda item. After 5-10 minutes stop the "role play" and ask for feedback.....and so on.

MEETING AGENDA:

- A. **MONEY:** Many people are not paying the agreed contribution.
- B. **CONSTRUCTION:** How to support & monitor construction.
- C. **HYGIENE:** Decide on an action plan to improve old sources.
- D. **MAINTENANCE:** Caretaker reports that the pump has spoiled.

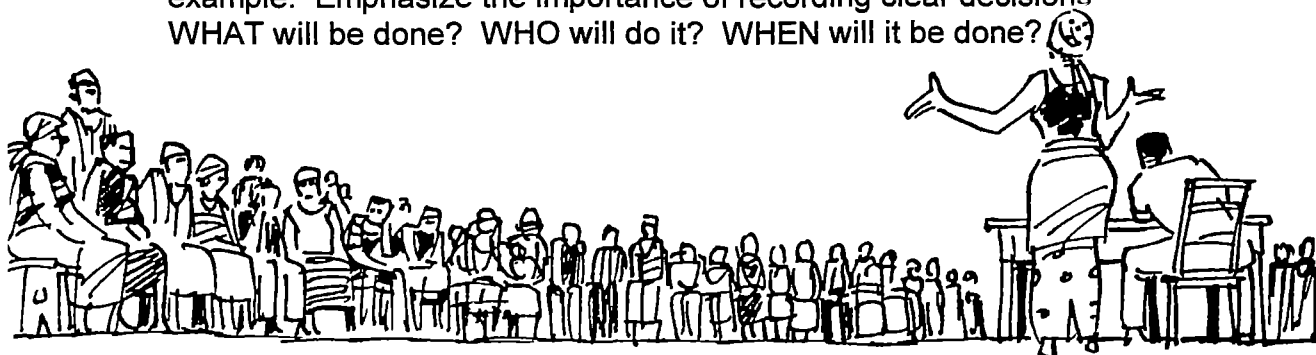
Use the practice sessions to demonstrate and discuss the following points on chairing meetings:

- KEEP THE FOCUS:** explain what needs to be discussed
- ENCOURAGE PARTICIPATION:** ask people to contribute
- OBSERVE:** see who is not talking and try to get them to talk
- SUMMARIZE:** state clearly what is agreed
- GET CLEAR DECISIONS:** ensure that each decision is clear so it can be implemented:
 - **WHAT** needs to be done
 - **WHO** will do it
 - **WHEN** will it be done

Here are a few suggestions on **HOW TO GIVE FEEDBACK:**

- Make sure that feedback is not overly critical and hurts people.**
- Remember - the idea is to help people learn how to improve their chairing skills, not make them feel bad.**
- Show participants how to give positive and negative feedback.**

5. **SUMMARY:** At the end of the session ask - "*How can we improve our meetings?*" Ask participants to be specific in their comments.
6. **MINUTE BOOK:** Explain and discuss the Minute Book forms using the example. Emphasize the importance of recording clear decisions - **WHAT** will be done? **WHO** will do it? **WHEN** will it be done?



SECTION B: RECORD-KEEPING



1. **REVIEW OF ROLES:** Ask - "*What is the TREASURER'S JOB?*"
2. **WATSAN'S EXPERIENCE:** Ask - "*HOW are you keeping records? [minutes, money collected & spent] Do you have any problems?*"
3. **WHY RECORDS?** 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.

4. **CONTRIBUTIONS BOOK:** Explain and discuss the Contributions Book:

- It records who has paid and who has not paid.
- First write down the names of all who are expected to contribute. Then, as people pay, record the amount beside their names. At the end of the year work out the total paid for each person.
- This way you will know who has paid and who has not paid.

5. **ACCOUNTS BOOK:** Explain and discuss the Accounts Book (along with a simple example and the written example to show how to keep a balance):

- This book records what happens to our money - how much money is collected, how much is spent, how much is left.
- Every time a group of people or a section pays write it down.
- Every time the caretakers buy spare parts write it down.
- This way you will know how much money you have collected, how much money you have spent - and how much money is left.
- Now - let's give an **EXAMPLE:**
You first raise C30,000 in contributions (show 3 stones). Then you spend C10,000 on spares (remove 1 stone). How much do you have now? Yes - C20,000 - this is the balance (money remaining). Now you collect C20,000 in contributions (hand over 2 stones). How much do you have now? Yes - C40,000. At each step you know how much money you have left.

6. **PRACTICE:** Organise a practice session on how to use the Accounts Book. Divide into Watsan groups (treasurer and caretaker from each Watsan) and ask each group 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.

- At the beginning of the year you have C15,000 on hand.
- Then people from Gamboa Section pay C10,000.
- Then people from Agyana Section pay C15,000.
- Then you buy spare parts for C18,000.
- Then you sell the beans contributed (in kind) for C22,000.
- Then you buy cement for C9,000 to fix the pump pad.
- How much do you have left in the bank?

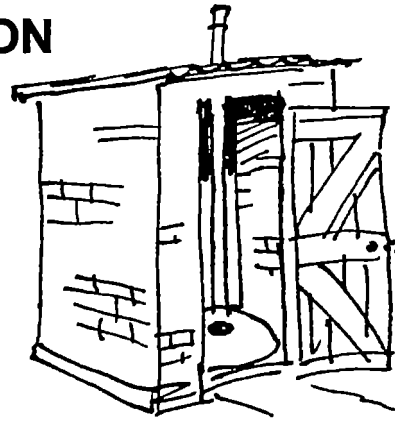
7. **DOING THE WORK:** Ask - "*Who will keep the records? If no member of the committee is literate, who could help to keep the books? (eg teacher or schoolchild)*" Agree on how they are to do the work and help each other.
8. **BEING ACCOUNTABLE:** Ask - "*How will you share the information in the record books with other Watsan members and the community?*" Get the group to talk about how they will report to the committee and the community.
9. **MONITORING RECORDS:** 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.

REPORT BACK:

Bring the two sections back together and let each group report what they learned from the session.

02.00 - 03.00

SANITATION



1. **WHY LATRINES?** Divide into Watsan groups, each with the same trainer. Show 2 contrasting pictures -
 - * Picture A: Man defecating in bush.
 - * Picture B: Man walking to latrine.

Ask - "What do you see in the pictures?"

Picture A:

- 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.

Picture B:

- The man looks healthy because he is using a latrine.
- He has privacy and it is more convenient. He does not need to go to the bush.

2. **ANAL CLEANSING MATERIALS (Critical Incident):** Read and 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?

- The bucket contains faeces because the anal cleansing material contains faeces.
- Faeces attract flies, who may carry them to the "Wakye" and contaminate it.
- Anyone eating the "Wakye" may fall sick.

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

- Faeces are kept away from flies, minimising disease.
- Privacy and convenience.

3. **HOW TO PROMOTE LATRINE CONSTRUCTION:** Explain - "You have already organised to improve your water supply. This project is also promoting improved sanitation through subsidizing the cost of latrines and training local artisans. What can you do to get the community involved?"

- Introduce artisan and idea of subsidized latrines at community meetings
- Explain benefits - improved health, convenience, privacy, social status.
- Record the names of people who want latrines and contact artisan.
- Discuss how to reduce cost by digging pit and using local materials.

03.00 - 03.30

ACTION PLANNING

1. **SMALL GROUPS:** Divide into Watsan groups, each with the same trainer.
2. **ACTION PLANNING:** Review the problems identified during the workshop. Read out the problems and get agreement on which problems are priorities. Then take each priority problem at a time and get participants to decide on: WHAT is to be done, WHO is going to do it, and WHEN it will be done. Record on Action Plan.
3. **COMMUNITY MEETING:** Encourage each Watsan to organise a followup meeting with the community - to brief community on what they learned and their Action Plan.
4. **REPORT BACK:** Ask each Watsan to give a short summary of their Action Plan. Finish off by encouraging Watsans to implement their Action Plans.

03.30 - 03.45

EVALUATION

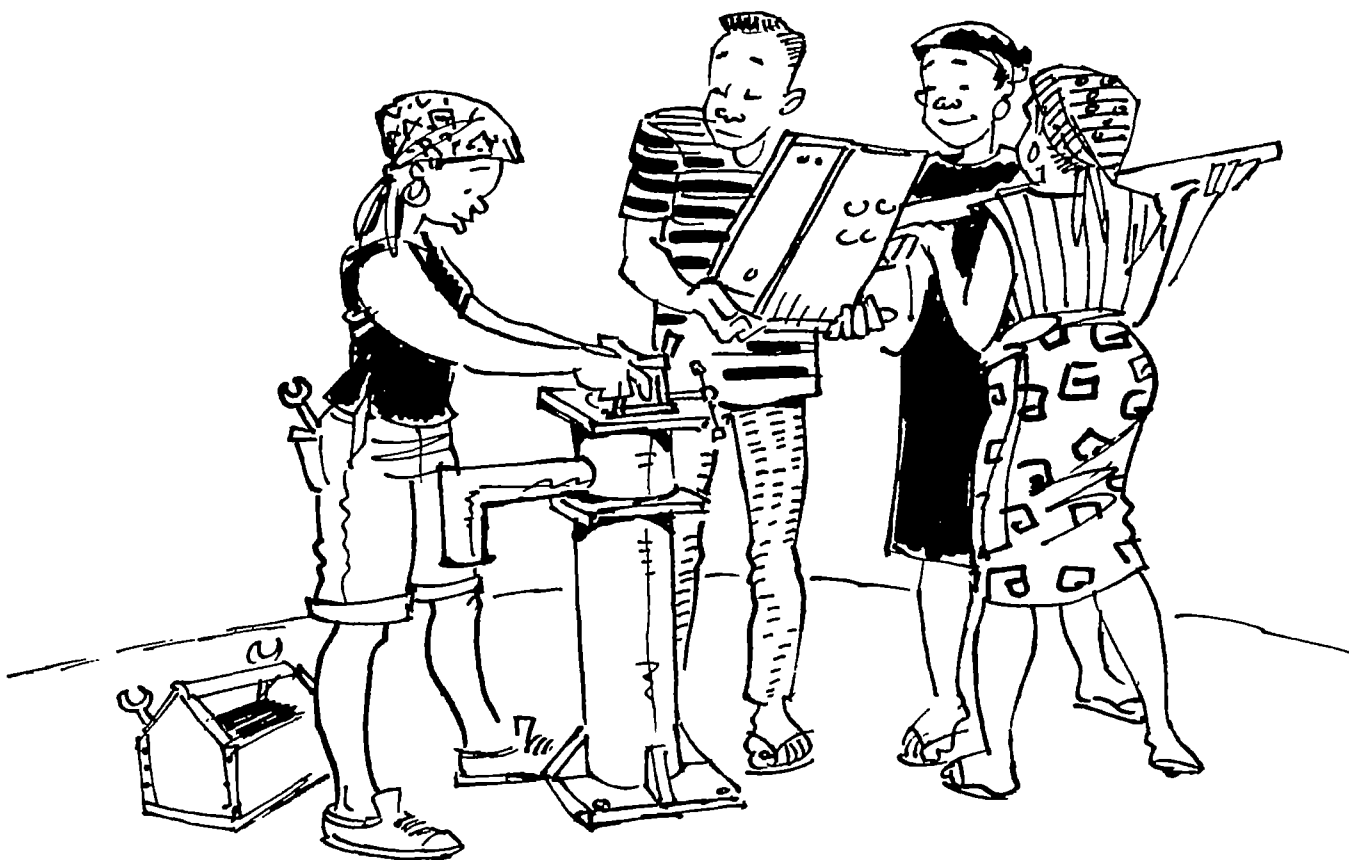
1. **EVALUATION:** Ask - "*What did you LIKE/DISLIKE about the workshop?*" Then go round the circle asking each participant - "*What did you LEARN from the workshop?*"
2. **DOCUMENTATION:** Make a written record of the evaluation points and include in your workshop report.

03.45 - 04.00

CLOSING

1. **THANKS AND PRAISE:** Thank participants for their hard work and good ideas. Encourage them to put their ideas into action.
2. **REMINDER ABOUT COMMUNITY MEETING:** Encourage them to meet with the whole community to report back what they learned and their Action Plan.
3. **NEXT VISIT:** Tell them when you plan to return for your next meeting with the whole community.
4. **CLOSING SONGS:** Finish off with a few songs and some dancing - and say goodbye.

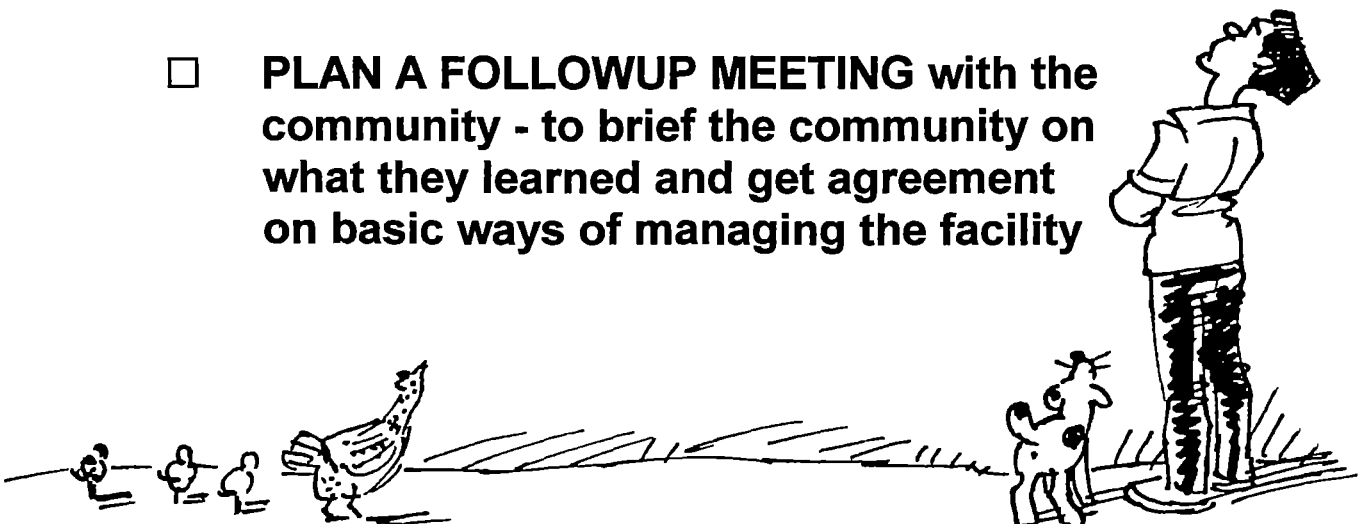
WORKSHOP THREE (Follow-up Phase)



Objectives

On completion of Workshop, participants will be able to:

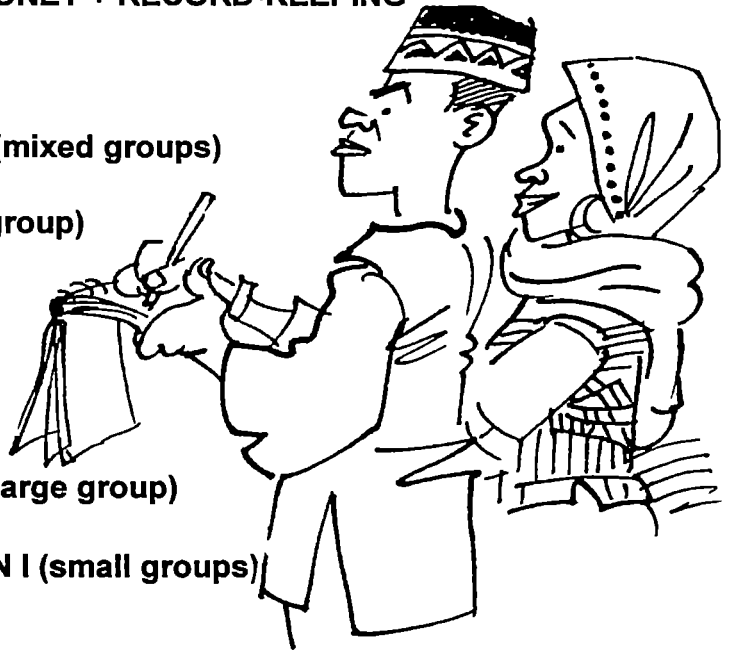
- Identify their own **PROBLEMS** in carrying out management tasks and find ways of solving them
- Consolidate a strategy for **FACILITY MAINTENANCE**, including inspection and maintenance, the purchase of spare parts, and support from Area Mechanics
- Improve their strategy for **MANAGING MONEY**
- Improve their **RECORD-KEEPING** - minutes, financial records, and maintenance records
- Demonstrate improved methods for conducting **HYGIENE EDUCATION** and promoting **SANITATION**
- Develop a **NETWORK** with other Watsans and a plan for building **LINKS** with other players
- PLAN A FOLLOWUP MEETING** with the community - to brief the community on what they learned and get agreement on basic ways of managing the facility



Timetable

DAY ONE

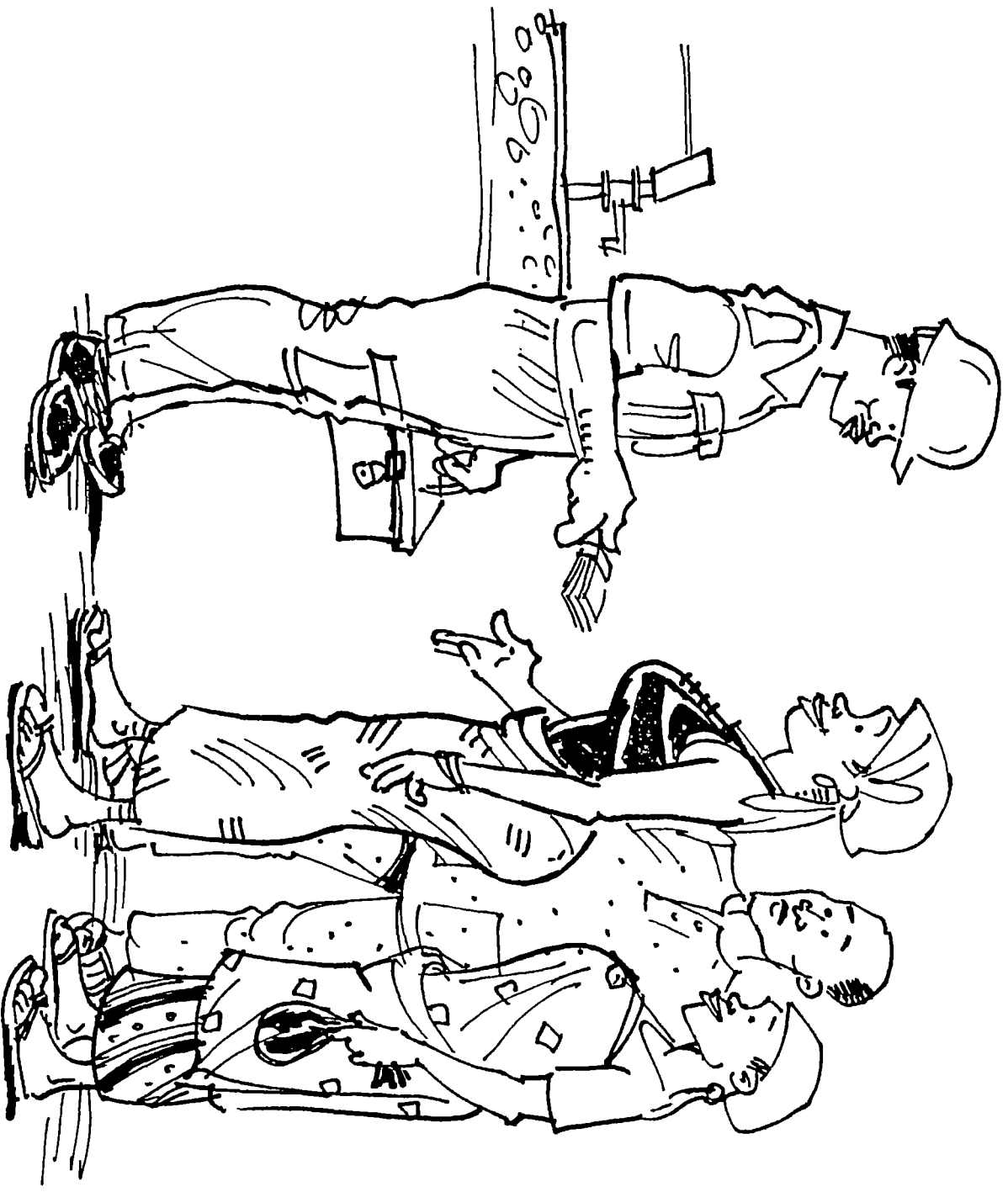
- 09.00 GETTING STARTED (large group)
- 09.30 REVIEW AND PROBLEM SOLVING (Watsan groups)
- 10.30 OPERATION AND MAINTENANCE (Watsan groups)
- 11.30 MANAGEMENT OF MONEY + RECORD-KEEPING
- 12.45 Lunch
- 02.00 PROBLEM SOLVING (mixed groups)
- 03.30 EVALUATION (large group)



DAY TWO

- 09.00 LEARNING REVIEW (large group)
- 09.15 HYGIENE EDUCATION I (small groups)
- 10.45 Break
- 11.00 NETWORK BUILDING AND LINKAGES
- 01.00 Lunch
- 02.00 HYGIENE EDUCATION II (small groups)
- 03.00 ACTION PLANNING (Watsan groups)
- 03.30 EVALUATION (large group)
- 03.45 CLOSING

DETAILED GUIDE TO WORKSHOP ACTIVITIES



DAY ONE

8.00 - 09.00 GATHERING AND WARMUP PERIOD

Arrive at 8 am to set up the benches and greet participants as they arrive. Start the warmup songs and dancing as soon as a few people have gathered.

09.00 - 9.30 GETTING STARTED

1. **INTRODUCTIONS:** Give the following introduction (5 minutes):

This is the third and final training course to be organised for your Watsan. This course will run for two days. We would like to find out how you are doing and help you find solutions to some of your problems. But first - let's hear from you what things you would like to learn or talk about at this course.

2. **EXPECTATIONS (Buzz Groups):** Ask pairs to discuss - "What problems would you like to solve during this workshop? What things would you like to learn?" Then organise round robin reporting. (10 minutes)
3. **WORKSHOP OBJECTIVES:** Explain the objectives. (5 minutes)

Our objective for the workshop is to help you solve your problems and improve your skills in the following areas:

- MAINTENANCE** - how to look after the pump and keep it operating
- MONEY** - how to collect money and use it for pump maintenance
- RECORDS** - how to improve the recording of minutes and accounts
- HYGIENE & SANITATION** - how to improve your health through hygienic use of potable water and building & using toilets
- NETWORK AND LINKAGES** - how to work with neighbouring Watsans and get support from other agencies



1. **DISCUSSION IN WATSAN GROUPS:** Divide into Watsan groups, each with a trainer. Discuss the following topics. At the end organise a report back.

DISCUSSION TOPICS

General Situation (5-10 minutes):

- *How have you been doing since the last workshop?*
- *What have you achieved?*
- *What problems are you facing?*

Organisation (5-10 minutes):

- *How are you working as a team?*
- *How is the work being shared within the group?*
- *How many members are still active in the group?*
- *Any problems or conflicts? What can you do to solve them?*
- *How can you improve your organisation?*

Women's Participation (10 minutes):

- *How is the participation of women members of Watsan?*
- *What can you do to improve their participation?*
- *How is women's participation in community meetings and action?*
- *What can you do to improve their participation?*

Watsan Meetings (10 minutes):

- *How are your Watsan meetings - frequency? attendance?*
- *How is the level of participation? Does everyone contribute?*
- *What is discussed? What actions are taken?*
- *Do you have any problems with your meetings?*
- *What can you do to improve your meetings?*

Involving the Community (5-10 minutes)

- *How are your community meetings - frequency? attendance?*
- *What is discussed? What actions are taken?*
- *How about community action? Do people take an active part?*
- *How can you improve community input to water management?*

Relations with Community Leaders (5-10 minutes):

- *How are relations with the chief and other community leaders?*
- *Do you have any problems or conflicts?*
- *If so, what can you do to solve them?*
- *How can you improve your relations with & support from them?*

1. **DISCUSSION IN WATSAN GROUPS:** Divide into Watsan groups, each with a trainer. Discuss the following topics. This discussion could be organised at the pumpsite - to make things real!

DISCUSSION TOPICS

Congratulations! You now have a new water supply facility. Let's talk about how you are going to take good care of it.

Pump Use and Care by Community:

- *How have you organised water distribution at the pumpsite? [fetching times? system for queuing? no. buckets at a time?]*
- *What problems are you having with the distribution of water? [fights at pump? long queues? overconsumption by pito brewers?]*
- *What can you do to minimise conflicts and overcome problems?*
- *What have you done to ensure people use the pump with care?*
- *How have you organised reporting on pump breakdowns?*

Pump Maintenance:

- *Caretakers - what problems are you having with the pump?*
- *How are you carrying out your regular inspection & maintenance?*
- *How is the committee helping you when there is a problem?*
- *Have you bought spare parts? How are they being stored? Used?*
- *Any problems with getting spare parts? If so what can you do?*
- **ACT OUT WHAT YOU WILL DO WHEN THE PUMP SPOILS?**

Guarantee:

Explain the one-year guarantee - if there is a problem with the pump within the one-year period and it is not a result of misuse by the community, then the pump supplier will repair or replace the pump. After the first year it is the responsibility of the community to maintain the pump.

Relations with the Area Mechanic:

- *How will you negotiate prices with the Area Mechanic?*
- *What costs need to be factored into this payment?*
- *How will you monitor his work?*

Pumpsite Cleaning and Maintenance:

- *How is your pumpsite? [clean? weeded? backfilled? drainage?]*
- *What things need to be improved at the site?*
- *How do you organise communal labour for site cleaning?*
- *Any problems with communal labour?*
- *How could you improve the organisation of site cleaning? Be specific [who? when? how often? how to share the work?]*

11.30 - 12.45 MANAGING MONEY & RECORDS

1. **DISCUSSION IN WATSAN GROUPS:** Discuss the following topics:

DISCUSSION TOPICS

Money Collection (15 minutes)

- *How much money have you collected for maintenance?*
- *How are you organising the collection of money - how often? how much per person/household? who collects? how?*
- *What problems do you have with collecting money?*
- *How can you solve those problems?*

Keeping Money Safely (15 minutes)

- *What are you doing to ensure the money is kept safely?*
- *Any problems with keeping money safely?*
- *How can you improve the safekeeping of money?*
- *What will you do if money is stolen by a Watsan member?*

Using Money for Spare Parts (10)

- *How will you organise the purchase of spare parts?*
- *Where can they be purchased? How much?*

Review the maintenance schedule for their pump: get them to identify which parts need regular replacement and the annual cost for spare parts. Then get them to agree on a strategy for regular purchase of spare parts.

Investing Money (10)

- *How are you investing the money collected -*
 - a) *using the money to buy spare parts?*
 - b) *leaving the money in the bank to accumulate interest?*
 - c) *buying groundnuts during harvest and selling later?*

Record-Keeping and Accountability (10)

Check on how the records are being kept and show Watsan how to improve record-keeping. Then ask:

- *How are you keeping your records?*
- *Who is checking the record-keeping?*
- *How do you report on money to:*
 - a) *Watsan?*
 - b) *the community?*



12.45 - 02.00

LUNCH

02.00 - 03.00

PROBLEM SOLVING

1. **DIVIDE INTO MIXED GROUPS:** Divide into mixed groups with members from different Watsans.
2. **GROUP DISCUSSION (Critical Incidents):** Assign two problems to each group from the list of Critical Incidents. Ask groups to discuss each problem and find a solution. Then ask groups to prepare short dramas to show their problems and how to solve them.
3. **REPORT BACK:** Ask each group to present their dramas. After each drama discuss the solutions.

03.00 - 03.15

EVALUATION

2. **CIRCLE:** Go round the circle asking each participant - "*What did you learn from today's sessions?*" Ask each person to make a brief comment.



DAY TWO

09.00 - 09.15 LEARNING REVIEW

1. **BUZZ GROUPS:** Ask pairs to discuss what they learned from Day One. Then organise round robin reporting and summarise.
2. **INTRODUCTION:** Explain the topics for the day - HYGIENE EDUCATION, NETWORKING & LINKAGES, SANITATION, and ACTION PLANNING.

09.15 - 11.00 HYGIENE EDUCATION

1. **EXPERIENCE WITH HYGIENE EDUCATION:** Ask the following questions:
 - a) *What have you done to build awareness and action on hygiene?*
 - b) *What topics have you addressed?*
 - c) *What have you done to:*
 - *discourage the use of old sources for drinking water?*
 - *promote new practices in fetching and storing water?*
 - *promote regular handwashing?*
 - *promote the construction of toilets?*
 - d) *How have you tried to involve the whole community in discussing and taking action on these issues?*
 - e) *What difficulties have you had in conducting hygiene education?*
 - f) *How could you improve your work on hygiene?*
2. **PRACTICE FACILITATION:** Introduce the idea of practising how to facilitate the Hygiene Education meetings:

Let's now look at how to conduct these meetings. We're going to practice how to ask questions and lead discussion. One team will start off as the facilitators and lead a discussion on one hygiene problem. The others will pretend they are villagers at a meeting. After a while we'll stop and give the team feedback.

Then another team will take over as facilitators and continue with the same discussion. After a while we'll stop and give them feedback - and then the third team will take over. In this way every team will get a chance to lead a discussion session.

- a) **PROBLEM:** Let's focus on the problem of the water becoming dirty while it is being collected and transported.
- b) Invite one team to go first. Help them get started. Explain what their objective is:
 - Get people to discuss the problem - "Why is water getting dirty?"
 - Then get people to discuss - "How to solve the problem?"
 - Get people to come up with ideas that are practical and realistic.
 - Get them to talk about how they are going to encourage each other to adopt the new practices.
- c) Allow them to facilitate for about 10 minutes. If they are having major problems, help them get back on track.
- d) After 10 minutes stop the team and invite FEEDBACK. (10 minutes)
- e) Then ask another team to take over. Help to focus the new team - explain what their objective is.

3. **SUMMARY:** At the end ask group members to brainstorm a list of DO'S and DON'TS about discussion facilitation.

- Introduce the problem to be discussed.
- Ask a question about the problem - "*Why is this a problem?*"
- After asking the question, ask people to give their ideas.
- Use your voice, eyes, and hands to encourage people to talk.
- Thank people for their contributions - "*good*" "*thanks*"
- Ask more questions to get people to think about the problem and how it can be solved - "*What can we do to solve the problem?*"
- Summarize what is suggested and see if people agree.
- Make sure the decision is clear - WHO? WHAT? WHEN?
- Check that the action proposed is realistic.
- Encourage everyone to talk & stop anyone who is dominating.
- Keep the discussion on topic - don't let it drag on too long.





1. **NETWORKING? (Mixed Groups):** Divide into mixed groups made up of participants from different Watsans, each group with a trainer. Ask - *“How can you continue to help and support each other after this workshop?”*

- Neighbouring Watsans meeting from time to time to discuss problems.
- Helping each other with advice on repairs and purchasing spare parts.
- Advising each other on how to deal with Area Mechanics.

2. **LINKAGES (Mixed Groups):** Continue this discussion in mixed groups. Ask -
- a) *Who are the other players you need to work with?*
[District Assembly, DWST, other Watsan committees, Unit Committee, banks, Area Mechanic, spare parts dealers, NGOs, POs, etc.]
 - b) *What help/support can you get from each of these organisations?*

District Assembly:
financial and material support; bye-laws on water & sanitation; enforcement and legal backing to bye-laws; help with expansion of facilities

District Water & Sanitation Team:
advice on management problems; take concerns to District Assembly

Other Watsan Committees:
share ideas and information (eg source of spare parts or Area Mechanics)

Unit Committee:
help mobilizing community support; enforcement of bye-laws

Banks:
banking services; advice on different types of accounts

Area Mechanic:
training of caretakers; technical advice on repairs; contract to repair major faults

Spare Parts Dealers:
sell spare parts; technical advice on pumps

02.00 - 03.00

SANITATION

1. **LATRINE CONSTRUCTION (Watsan Groups)** : Ask participants -
 - a) *What have you done to promote latrine construction?*
 - b) *What problems have you had in persuading people to build latrines?*
 - c) *What problems have you had with the construction process?*
[delays in getting subsidy, slow payment by households, etc]

2. **LATRINE USER EDUCATION (Role Play & Discussion)**: Organise a role play. Story: new latrine owners neglect cleaning and maintenance of latrine, cover the squat hole, and refuse to throw anal cleansing materials into pit - result: latrine becomes a smelly eyesore and health hazard, which everyone refuses to use.

After the role play, ask the following questions:

- a) *What happened in the drama?*
- b) *Once latrines are constructed, what is involved in keeping the latrine clean and well maintained?*
- c) *What can Watsan do to promote latrine maintenance?*

- Sweep the cover slab regularly and clean with water to remove faeces.
- Do not cover the squat hole. Covering the hole interferes with circulation of air which is responsible for fly and odour control.
- Put all anal cleansing materials into the pit.
- Keep the latrine door closed at all times. This will keep the latrine dark which helps to prevent flies.
- Check the fly screen regularly. If the fly screen is torn or has holes, flies will escape from the pit and spread disease.
- Check vent pipe regularly. Make sure it is not blocked or broken. Cut off tree branches that prevent light or wind movement over top of vent pipe.

02.00 - 03.30

ACTION PLANNING

1. **SMALL GROUPS**: Divide into Watsan groups, each with the same trainer.
2. **ACTION PLANNING**: Review the problems identified during the workshop. Read out the problems and get agreement on which problems are priorities. Then take each priority problem at a time and get participants to decide on: WHAT is to be done, WHO is going to do it, and WHEN it will be done.
3. **COMMUNITY MEETING**: Encourage each Watsan to organise a followup community meeting - to brief community on what they learned and Action Plan.
4. **REPORT BACK**: Ask each Watsan to give a short summary of their Action Plan. Finish off by encouraging Watsans to implement their Action Plans.

03.30 - 03.45

EVALUATION

1. **EVALUATION:** Ask - "*What did you LIKE/DISLIKE about the workshop?*" Then go round circle asking everyone - "*What did you LEARN from the workshop?*"
2. **DOCUMENTATION:** Make a written record of the evaluation points and include in your workshop report.

03.45 - 04.00

CLOSING

1. **THANKS AND PRAISE:** Thank participants for their hard work and good ideas. Encourage them to put their ideas into action.
2. **REMINDER ABOUT COMMUNITY MEETING:** Encourage them to meet with the whole community to report back what they learned and their Action Plan.
3. **NEXT VISIT:** Tell them when you plan to return for your next meeting with the whole community.
4. **CLOSING SONGS:** Finish off with a few songs and some dancing - and say goodbye.



CRITICAL INCIDENTS

What would you do if.....

1. There is a quarrel within Watsan and members stop meeting.
2. The chairman refuses to organise meetings.
3. Pump caretakers lose interest and stop doing their job.
4. The chief asks for a personal loan from the Watsan account.
5. The treasurer steals the money.
6. Community members refuse to contribute to maintenance fund because they suspect that Watsan are “chopping” the money.
8. Women are fighting at the pumpsite.
9. Watsan calls community meeting and only a few people come.
10. One of the caretakers departs to look for work in Obuasi.
11. Some people refuse to take part in pumpsite cleaning.
12. The roof of the clinic built by the community is blown off and the Unit Committee asks for money from Watsan to repair it.
13. The women who were elected to the Watsan committee refuse to serve on the committee.
14. Some large households or large pito brewers consume a lot more water than other villagers - and people start to grumble.
15. The DA member tries to impose his ideas on Watsan.
16. An Area Mechanic charges too much money.

GAMES FOR TRAINING

Front-to-Front/Back-to-Back: A caller shouts out "*Front to Front*", "*Back to Back*", "*Foot to Foot*" etc and pairs are expected to follow directions. When he shouts "*change!*", everyone finds a new partner. The person left without a partner becomes the new caller.

The Wind Blows for.... The caller shouts "*The wind blows for*" and then adds a descriptive phrase - for example "*everyone wearing a hat*". Everyone wearing a watch has to get up and run to another chair. Other examples - "*The wind blows for everyone who.....has a smock/is single/has a watch/ate too much for lunch!*".

Switching Roles: Allocate roles to each person going round the circle - "*Watsan member...chief...PO...Watsan member...chief...PO.....etc*" When a role is called out, all those who have been assigned that role have to run and find a new chair. When the "caller" shouts "*change!*", everyone has to run. The person left without a chair becomes the new caller.

Three Greetings and Run: Participants stand in a circle holding hands. The leader walks around the outside of the circle and touches someone on the back. The two race around the circle in opposite directions. When they meet they stop and greet each other. Then both race to the starting point in the circle. The last person back becomes the new leader. Try the game with people walking.

The Knot: Form groups of 8 people. Ask each group to stand in a tight circle. Each person reaches out and holds the hands of **two** other persons across the circle - not the persons on either side of him. He should **not** hold the hands of the same person - they should be two different people. This creates a "knot". The aim is to untangle without letting go hands until everyone is standing in one circle.

Who is the Leader? Participants stand in a circle. Someone volunteers to leave. A "leader" is chosen: her job is to lead the group in a series of rhythmic actions or movements (eg clapping, raising hands over head, etc.) which are copied by the whole group. The volunteer then tries to guess who is leading the actions. The group protects the leader by not looking at her. The leader must change the action at regular intervals - without getting caught.

Football Cheering: The group pretends it is attending a football game. The leader allocates specific cheers to various sections of the circle - eg "*Pass*", "*Kick*", "*Run after*". When he points at a section, that section shouts their cheer. When he raises his hands in the air, everyone shouts "GOAL".

Tiger-Man-Gun: Divide into two teams. Introduce the three symbols - TIGER (action: claws raised in the air and a roar); MAN (action: hands folded across chest); GUN (action: hands extended in a shooting position). Then explain the scoring system: *TIGER wins over MAN; MAN wins over GUN (MAN controls GUN); GUN wins over TIGER.* Ask each team to secretly decide on their symbol. Then get the two teams to line up facing each other. At a signal teams show their symbols. Announce the winner. Then ask teams to select another symbol (secretly) and the game continues.

Passing Stones around Circle: Each participant gets a stone. Participants in a circle kneel down. At an agreed signal everyone starts singing a song and to the rhythm of the song passing the stones around the circle.

Circle Dance With Changing Leadership: Introduce a song and get the whole group singing. Start a circle dance and add actions (eg hands raised over head, bending down, hopping, etc) and get everyone to follow your actions. Then invite other participants to introduce new actions, by calling out their names at the end of each verse. After a while bring the group into a circle holding hands.

Simon Says: A good energizer for sleepy groups. Ask participants to stand in their own space with enough room around them to swing their arms. When you say "*Simon says do this*" and follow this by some movement or action, eg swinging your arms at your sides, the whole group should copy the action. When you say "*do this*" (**without** including the words "*Simon says*"), participants should remain motionless ie refusing to copy the action. Build up a rhythm of instructions using "*Simon says*" and then suddenly add a new action saying "*Do this*". For example: "*Simon says lift your right foot. Simon says put your hands over your head. Now lower your foot!*"

The Orchestra: Ask participants to sit in a circle. Divide the group into sectors and give each sector its own sound and rhythm. Do this one group at a time and ask each group to continue its sound while other groups are being briefed. Give each group a different sound. You have created an orchestra.





