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TRAINER'S GUIDE FOR PO TRAINING



COMMUNITY WATER & SANITATION AGENCY

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Credits

The Trainer's Guide for PO Training was developed through a collaborative process involving CWSA staff, SBDU trainers, and other consultants. Many people have contributed to the guide at various stages of its development.

The basic outline for the guide was produced at two national workshops -

- Community Animation and Training Workshop (Koforidua May 1996);
- Training Design/Material Production Workshop (Sogakope June 1996).

At these workshops RWST and SBDU staff from all regions and projects developed a training curriculum and produced outline training modules.

The first draft of the guide was then developed by ISODEC, who used the workshop products and drew on their own experience of training POs in Ashanti, Brong Ahafo, and Upper East Regions. The draft was written by Bishop Akolgo and Lucia Nass.

This draft was then revised by an inter-agency team drawn from CWSA, COWATER, ISODEC, and TREND. The team included: Bishop Akolgo, Dela Amable, Tony Batse, Ross Kidd, Lucia Nass, Beatrice Sakyi, Vincent Tay, Betty Yankson, and Jemima Yelbert.

Further revisions were made by Ross Kidd and Betty Yankson after testing the guide at Advanced TOT workshops (Tamale & Winneba, October 1996) and at training workshops in Eastern and Greater Accra Regions (March 97).

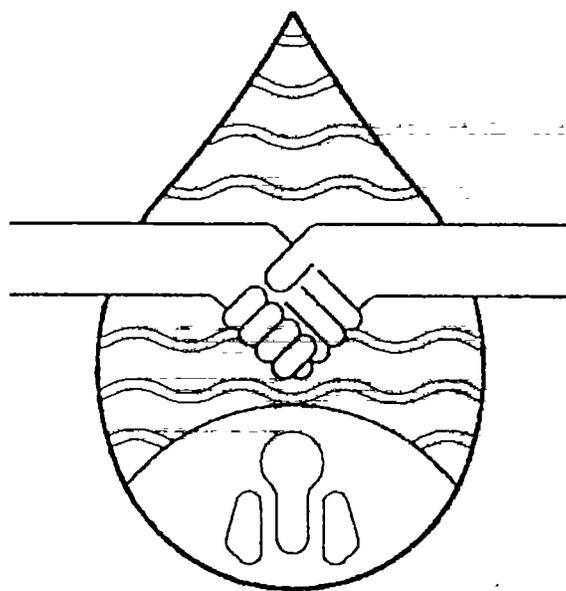
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Ato de Graft-Johnson and Petra Rohr-Rouendaal provided the graphics.

The Trainer's Guide is to be used in training Partner Organisations (POs). POs are NGOs or small companies who are under contract with a district to provide animation services to help communities plan and manage water and sanitation facilities.

The guide is one of a series of publications produced in support of the CWSP. It may be reproduced with acknowledgement of CWSA. The other publications in the series include:

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



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

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ABBREVIATIONS

AM	Area Mechanic
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
GWSC	Ghana Water and Sewerage Corporation
HDWC	Hand Dug Well Contractor
HPC	Hand Pump Caretaker
NGO	Non Government Organisation
O&M	Operation and Maintenance
PO	Partner Organisation
RWST	Regional Water and Sanitation Team
SBDU	Small Business Development Unit
VDC	Village Development Committee
VIP	Ventilated Improved Pit
VLOM	Village Level Operation and Maintenance
WATSAN	Water and Sanitation (Committee)

Introduction to Trainer's Guide



OVERVIEW

This guide will tell you how to run a series of three training workshops for POs. This training is designed to help POs learn their job during their first year on CWSP.

The aim of the training is to help the POs learn how to do their job -

Enter the community and introduce themselves

Build participation by women and minority groups

Explain Community Ownership and Management

Ask effective questions and get everyone talking

Create active and accountable Watsan committees

Facilitate decision-making on technical options

Advise on how to collect and manage money

Foster action on hygiene and sanitation

Collaborate with other players

Plan and write field reports.

DO many other things.



We have to do ALL of these things?

These are the practical skills they need to do the job in the field - so the training will focus on them.



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

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

- ◆ INTRODUCTION TO TRAINER'S GUIDE
- ◆ WORKSHOP 1 - MOBILISATION PHASE
- ◆ WORKSHOP 2 - PLANNING PHASE
- ◆ WORKSHOP 3 - CONSTRUCTION & FOLLOWUP PHASES
- ◆ FACILITATION AND OTHER EXERCISES

Chapter 1 is an introduction to the Trainer's Guide. The other four chapters are made up of session plans for each of the workshops - a detailed description of how to run each session.

HOW TO USE THIS GUIDE - THE SESSION PLANS

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

- ◆ **LINKS TO PROJECT CYCLE** - how the PO will apply these skills to the practical job situation during that phase of the Project Cycle
- ◆ **TRAINING OBJECTIVES** - what participants will be able to **DO** by the end of the training session
- ◆ **TRAINING 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 -

- use of **SMALL GROUPS**, including suggestions on size and group tasks
- **LEARNING ACTIVITIES** - discussion, brainstorming, practical exercises, etc
- use of **NEWSPRINT, FLIPCHARTS, or "BRICKS"** to record sessions
- **POSSIBLE RESPONSES** from discussions (which is presented in boxes)
- procedures for **REPORT BACK**
- **SUMMARIZING** and points to be emphasized
- **TRAINER'S TIPS** - how to facilitate certain techniques.

MATERIALS are given at the end of each session plan. These include handouts, pictures, 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 POs 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.



HOW TRAINING FITS INTO THE PROJECT CYCLE

TRAINING WORKSHOPS: PO training consists of three workshops:

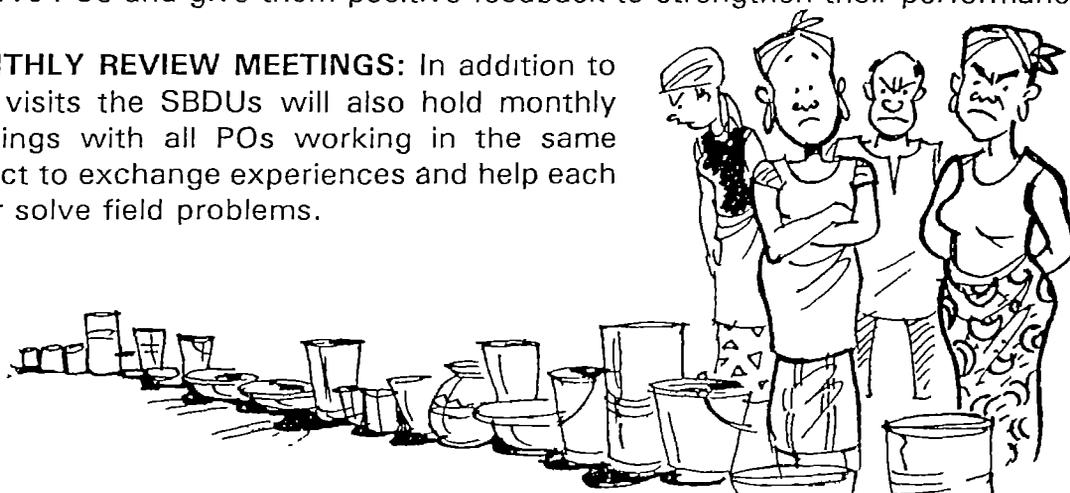
LEVEL	TIMING	TOPICS TO BE COVERED
Workshop 1 (Mobilisation)	5 - 7 days	CWSP approach, Player & Roles, COM & COM Building, Project Cycle, Community Entry, Involving Women, First Community Meeting, Watsan Formation, Managing Money, Hygiene & Sanitation, Field Practice
Workshop 2 (Planning)	5 days	Analysis of Field Problems, Technical Options & Siting, Facility Management Plan, Hygiene and Sanitation II, Gender II, Watsan Training, Field Practice
Workshop 3 (Construction)	5 days	Construction, Maintenance, Money Management II, Hygiene and Sanitation III, Networking, Watsan Training

One workshop will be organised at the start of each of the first three phases (Mobilization, Planning, and Construction). Each workshop will prepare POs for the tasks they need to do during that phase; the third workshop will prepare POs for the last two phases.

This phased approach to the training will help POs learn 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. At the same time it will allow POs to practice these skills on the job and then return at a later course to review their field experience and learn the skills for the next phase.

FIELD VISITS AND COACHING: In addition to formal training POs will also receive on-the-job training or coaching. This will consist of visits with each PO field worker in the field, spread over the first 3 months of their work. This may be scheduled in the following way: help with the first 3 community entry visits, then two visits a week during the first month, one visit a week during the second month, and one visit every two weeks during the third month. The aim is to observe POs and give them positive feedback to strengthen their performance.

MONTHLY REVIEW MEETINGS: In addition to field visits the SBDUs will also hold monthly meetings with all POs working in the same district to exchange experiences and help each other solve field problems.



LEARNING BY DOING

Your aim is to train POs to DO things - how to introduce themselves, explain CWSP, ask effective questions, facilitate discussion, and so on. It is not enough to give them information and theory on community 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 POs need a chance to **practice** the skills in the classroom. Every module will include skill practice eg giving a presentation, facilitating a discussion, or trying out a hygiene education method. 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 facilitation, and developing their own action plans.

As a trainer we have to remember 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 POs are doing a poor job. During the training I told them all about the different technical options, but when I visited them in the field they were mixing it all up.

That is what happens when you only tell people. It would have made a difference if the POs had done something with the information during the training, rather than just listening to a lecture. For example they could have done a mock presentation in the local language to explain the technical options. By trying things out, making mistakes, and analysing what went wrong and how to improve, POs gain useful skills and confidence.

When POs can't do their job, we have not done our job!

PARTICIPATORY METHODS

DISCUSSION is the main method to be used in the training - the way of building a participatory learning environment. All of the sessions will be built around 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 people to share ideas and learn from each other.

PARTICIPANT-LED GROUPS: Most of the small group sessions will be organised in groups led by the participants themselves. They will choose their own chairperson and recorder and organise their own discussion.

QUICK REACTION GROUPS are 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 the field as a focus for study and analysis.

PRACTICE SESSIONS will be used to give participants a chance to try out the skills eg facilitating a discussion, giving a presentation, etc. This is an important part of the learning and should not be neglected. By trying things out, participants build up their confidence to do the job.

STOP-START FACILITATION PRACTICE is a technique for practising facilitation skills. Participants take turns as the facilitator; other participants, who play the role of community members, are allowed to stop the practice at points to make comments or to take over the facilitation role.

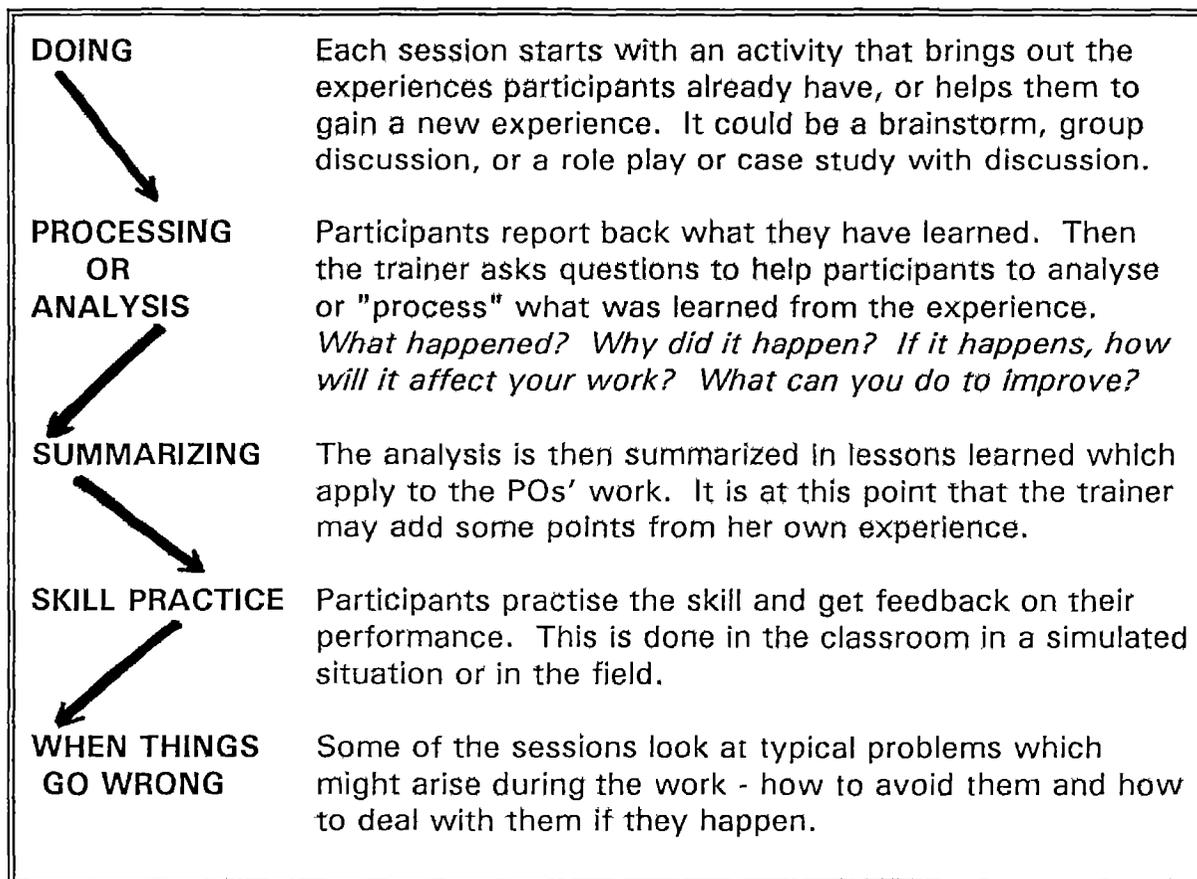
LOCAL LANGUAGES will be used as much as possible in skill practice sessions to ensure POs prepare themselves for the actual field situation.

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.



THE TRAINING PROCESS

Each session is divided into the following activities:



A session which follows this ideal sequence usually takes at least two hours. As facilitators we need to be **flexible with time** and go with the pace of the group. For instance, if you find participants are still actively discussing in their groups when their *time is up*, you should let them go on for a while. It is very frustrating to stop a learning process when people feel they have not finished.

Equally important is flexibility for breaks. Stop when people are tired, but go on when the energy levels are high. Also remember that people often discuss and learn during breaks, so don't rush them.

Your way of working with the POs will influence the working relationship of the PO with the communities. The PO will copy your facilitation skills: the more you 'tell' them, the more they will 'tell' the communities - but the more you allow them to shape their own learning, the more they will encourage communities to find their own way of managing their facilities. Participation at all levels truly builds sustainable results!

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, visuals, case studies, and critical incidents. Please modify them to suit your situation, or, if you wish, create your own materials.

WATSAN MANUAL: In addition to the materials and handouts, there is a Watsan Manual which will be given to every Watsan member. You will refer members to different sections of this manual as you go through the training programme. You should also encourage Watsan members to read this manual on their own.

HANDOUTS: You will find a few prepared handouts for participants in this guide. Some of these handouts have been produced by participants themselves through their own discussions. We suggest you use the same approach to develop your own handouts for participants. 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 trainers 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 RWST.

A report should be as useful for its author as its readers. Don't write a report in a bureaucratic style, but use it as an opportunity to reflect and answer "*What did I learn?*" and "*What changes can I make to improve this next time?*"

SUGGESTED FORMAT FOR A WORKSHOP REPORT:

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

TIPS AND SKILLS FOR PARTICIPATORY 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 semi-circle - check that all can see the flipchart.
- Set up flipchart with paper or put newsprint sheets on the front wall.
- Set up a table for magic markers, masking tape, hand-outs, and bricks.

MATCH OBJECTIVES AGAINST EXPECTATIONS

- Ask participants what they expect to learn.
- 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

- 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

- Don't underestimate time for participatory learning activities.
- Plan no more than 4 or 5 participatory sessions per day.
- Give groups enough time to do their work. Don't rush them.
- 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 refreshments and talk informally.
- Don't go on for ever at the end of the day.....



PRESENTATION

- Give a presentation only when you are sure people don't know your topic.
- Begin by asking what participants know and then build on this by filling in the gaps in their knowledge.
- Keep it short and simple. Don't talk longer than 10 minutes.
- Write out your main points in key words on a flipchart.

EVALUATION

- An ongoing activity - not just at the end of the workshop.
- Assess what was learnt, trainees' participation, trainers' performance
- Meet with co-facilitators and some participants at end of the day.
- Use different methods for evaluation -
 - a) A short evaluation at the end of each day with participants.
 - b) A learning review at the start of a new day.
 - c) A written evaluation at the end of the workshop.

TEAM FACILITATION

- Plan, organise, and evaluate the workshop as a team.
- Take turns with the facilitation and recording roles.
- Help each other with group observation and other interventions.

TRAINING VOCABULARY

BRAINSTORMING	a rapid list of ideas by participants without judging them - needs to be analyzed/discussed !
BRAINSTORMING ON THE MOVE	brainstorming in small groups - each group is assigned a starting topic on flipchart and records ideas for some minutes - all groups move to the next topic and add ideas on to the flipchart
BRICKS	sheets of paper to record individual points in a discussion - each on a separate sheet, allowing analysis of the points by grouping on a wall
BUZZ GROUPS	discussion in pairs during a plenary session, allowing all to talk at the same time - stop when the 'buzz' noise goes down and collect contributions from pairs
CAROUSEL BUZZ GROUPS	an inner and outer circle of chairs with participants facing each other in pairs to discuss a topic - after some time the outer circle rotates, so that all face a new person - another topic can be discussed
CASE STUDY	a short description of a real or fictitious situation used for discussion and problem solving - usually followed by THE FOUR OPEN QUESTIONS
CRITICAL INCIDENT	short case study ending with an unsolved problem
FISHBOWL	one group of participants sits in the middle and engages in an activity - discussion, role play etc - the rest sits in a circle around the group, observes and gives a report on what happened
GALLERY WALK	a method for small group reporting - each group writes its report on flipchart which is taped on the wall - participants circulate to read these (like in an art gallery) - alternatively the whole group can walk around together and comment on each small group outcome
GROUP TASK	a description of a learning activity for a group - either on flipchart or on a sheet for each group
HANDOUT	printed materials on workshop topics which are distributed to participants to reinforce what they have learned - preferably prepared during the workshop in participant's own words

INDIVIDUAL REFLECTION	each participant thinks (and often writes) about a specific topic - outcomes can be shared with a neighbor or ROUND THE CIRCLE
LARGE GROUP	all of the participants meeting together - same as PLENARY
LECTURE	a short presentation of ideas and information on a topic, reinforced with visual aids and questions for discussion by participants
LOGISTICS	the physical arrangements to support a workshop - food, drink, accommodation, seating facilities, equipment, transport, etc.
MATERIALS	specific needs for a particular session - flipchart paper, markers, BRICKS, GROUP TASK, handout
OBJECTIVES	what trainees are expected to be able to do by the end of the workshop
OBSERVATION	participants watch an activity done by other participants and make notes of what they see - sometimes with an observation guide
PARKING BAY	special flipchart used to keep track of issues that need to be covered later on in the training
PLENARY	all of the participants together - same as large group
PROCESSING	analyzing brainstorm results or small group work, to deepen the level of thinking and draw lessons learned
QUICK REACTION GROUPS	small groups spread out over the room which are assigned a series of small practical exercises - after each exercise they report back to the large group while staying seated in the small groups
RECORDING	writing on flipchart (key words only) to stimulate further discussion, help summarize or to be used as the basis for handout - usually done by a co-facilitator
REPORT BACK	a plenary session in which small groups share with the large group what has been discussed
ROLE PLAY	acting out the situation with participants playing assigned roles - used to improve behaviour - followed by a discussion on what players felt and what observers saw happening during the role play

ROUND ROBIN	method of report back - contributions are drawn out of SMALL GROUPS or BUZZ GROUPS in PLENARY - each group gives one new point at a time - this ensures all groups get a chance to contribute equally
ROUND THE CIRCLE	each trainee is invited (not forced) to make a brief comment going round the circle - aimed at getting everyone in the group to speak and be heard
SESSION PLAN	the set of steps which a trainer writes and uses during the training to guide the learning process, including objectives, practical activities, questions for discussion, the main points in a lecture, materials, etc.
SCULPTURING	a group of participants "freeze" in a certain position to illustrate a problem situation - this "sculpture" creates the focus for discussion and analysis of the situation
SMALL GROUPS	groups of 3 to 10 persons which are formed for discussion or other learning activities
STOP-START DRAMA	a combined process of drama and discussion - participants act out a problem and possible solutions - the drama is stopped at points to discuss the solutions presented - new ideas from the discussion are then tested out with further dramatization
SUMMARY	A short review by the trainer, focussing on the main points of a discussion - before moving on to the next discussion topics or when heated arguments arise - to get group agreement on what has been said so far
TASK GROUPS	small group discussion in which each group is assigned a different topic or question - useful when dealing with different interest groups or to cover many topics when time is limited
THE FOUR OPEN QUESTIONS	used to analyze a case study, critical incident, role play or other learning activity <ul style="list-style-type: none"> ● <i>What do you see happening here?</i> ● <i>Why do you think it happens?</i> ● <i>What problems does it cause?</i> ● <i>What can we do about it?</i>
TIMEKEEPING	setting time limit for a training activity and keeping to that time - rigid timekeeping can lead to frustration - ideally groups are allowed to set their own pace
WARMUPS	games, songs and other activities used to raise participants' energy levels

WORKSHOP 1

Training for Mobilization



-
- DAY 1** **INTRODUCTIONS**
CWSP AND THE NEW APPROACH
PO'S ROLE AND ROLES OF OTHER PLAYERS
- DAY 2** **COM AND COM BUILDING**
THE PROJECT CYCLE
ENTERING THE COMMUNITY
- DAY 3** **WATER IS WOMEN'S BUSINESS**
FIRST COMMUNITY DISCUSSION
FORMATION OF WATSAN
- DAY 4** **MANAGING MONEY**
HYGIENE AND SANITATION
PREPARING FOR FIELD VISIT
- DAY 5** **FIELD VISIT**
- DAY 6** **REVIEWING FIELD VISIT**
ACTION PLANNING
EVALUATION



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 **MIXER (Warmup Game):** Organise a game which mixes participants up. Ask participants to find a partner (someone they don't know) and then assign them a task - "*Greet your partner as if you have not seen him/her for 10 years!*". Then ask participants to find new partners and set a new task - "*Back to back. Lock arms. Now move around the floor without bumping into other couples.*" Then ask for new pairs and set new task - "*You are at an Old Timer's Dance. Make your own song.....Now dance!*" Then ask pairs to combine into 4s (holding hands). Introduce the idea of "**Rhyming**" Names - eg **Bouncing Betty, Crazy Chris** - and ask each group to help each other find rhyming names. Then bring the whole group together in a circle and ask each person to introduce herself with a rhyming name (and action), which everyone repeats



- 2 **EXPECTATIONS & FEARS (Buzz Groups):** Divide into buzz groups and ask buzz groups to discuss their expectations and fears about the workshop. Then organise round robin reporting and record points on flipchart. Note: this list should be kept for monitoring purposes.
- 3 **PROGRAM OVERVIEW (Large Group):** Briefly explain the topics in the programme 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**". The "**Parking Bay**" will be used for any topics that people would like to address that are not covered in the programme. Whenever possible, the program can be adjusted to address these needs. Time should also be set aside on the final day to deal with these issues.

Example of PARKING BAY:

- *What areas will we be assigned to work in?*
- *How will POs introduce themselves in Twi?*
- *How often do we need to submit reports?*

- 4 **TIMETABLE (Handout):** Hand out the programme overview as presented on page 15. Discuss the proposed time schedule and agree on starting and stopping times. Point out that flexibility in the timing of sessions is needed: often the discussion and analysis may take longer than expected, so some sessions may need additional time.
- 5 **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, speak loudly, respect each other's views, don't condemn any contribution, don't interrupt when a person is speaking, active listening, keep comments brief, give constructive criticism, no side meetings, etc.

- 6 **STEERING COMMITTEE:** Explain that the trainers will meet at the end of each day to review what happened during the day. They would like one participant from each PO to join the group on a rotating basis. Ask for volunteers for the first day.
- 7 **LOGISTICS:** Deal with any logistical matters or questions from participants.



Session 2: CWSP and New Approach

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Mobilisation phase the PO field workers will 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

MATERIALS:

- PO MANUAL - pages 2-5, 14-20, 35-36, 41

LEARNING ACTIVITIES

1 EXISTING SITUATION (Walkabout and Buzz Group Discussion):

Walkabout: Give the following instructions to participants -

Stand up and walk freely around the room on your own.....

Stop! Close your eyes and think about water and sanitation in your own home village. Where do people get water?

*What problems do women face in collecting water? How is sanitation organised? Any problems? Now open your eyes - find a partner (**BUZZ GROUPS**) and sit down. Tell him/her about water and sanitation in your village and the problems faced by women."*

Round Robin Report Back.

POSSIBLE RESPONSES:

Sources of Water: streams, ponds, dams, dugouts, informal rainwater catchment, traditional wells, PAMSCAD wells, boreholes & pumps, etc.

Women's Problems in Fetching Water: long distance to fetch water - takes long time - limits time to do other chores; water points are muddy and weedy - difficult access; heavy containers and long distance makes women tired and weak - lowers productivity; river dries up in dry season - causes fights among women because of limited water available; surface water and water in traditional wells is contaminated - causes diarrhoea/guinea worm/bilharzia; no skills in pump repair - when pump spoils, women wait a long time for repairs; wells poorly constructed & dangerous.

Sanitation: many people use free range; few own individual toilets; some communal pit latrines; each house is responsible for its own refuse; rubbish thrown around.

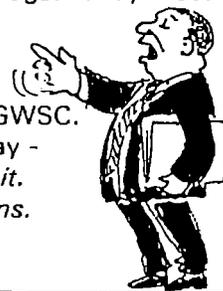
Sanitation problems: communal latrines poorly built and maintained; no privacy for defecation; free range defecation causes health problems.

2 THE OLD APPROACH (Role Play): Organise a short role play showing:

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

Scene 2: Messenger from chief arrives to announce 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 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:

- Top-down - no community involvement in decision-making about water supply.
- All decisions made by government - or by big men in the village (eg chief).
- Decision on siting influenced by chief - serves only individual interest.
- Women and minority groups are excluded from planning and decision-making.
- No community education so no awareness or commitment by community.
- No sense of ownership or responsibility - "pump belongs to government".
- Outside officials impose things - no discussion or interaction.
- 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 links between water and health.

3 THE NEW APPROACH (Large Group): Use the output from Step 2 (above) and participants' own knowledge of CWSP to develop points on the new approach. Discuss each of the points:

- 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.
- Watsan Committee manages the new water supply on behalf of 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.
- Training provided for all players - Watsan, private sector contractors, etc.

Write key words on the flipchart - COMMUNITY, GOVERNMENT, PRIVATE SECTOR, WOMEN, HYGIENE & SANITATION - and discuss each in turn, using the discussion guide below. Use buzz groups for some questions. If time is short, use task groups and assign different questions to each group.

COMMUNITY:

- **Planning** - *What will the community plan?*
[Choose type of facility, siting, and how to maintain it.]
- **Financing** - *How much will they pay?*
[Capital - 5% Maintenance - 100%]
- **Construction** - *What is their role in construction?*
[supervision, materials and labour, access road, etc]
- **Ownership** - *Why is it important that community own facilities?*
[They will be more committed to maintenance of new facilities.]
- **Operation & maintenance** - *What is their role in O&M?*
[Proper use and care of facility, caretakers, replacement of parts, repairs, and hiring Area Mechanic for major repairs.]

GOVERNMENT:

- *What is government's role?*
[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?* [NGOs or private contractors who provide goods or services - POs, latrine artisans, area mechanics, borehole and hand dug well contractors, spare parts dealers.]
- *What is the role of the private sector?*
[Animation, construction, repairs, provision of pumps and parts.]
- *Why is the private sector involved in CWSP?*
[Government can't do all of the work involved in rural water supply, so they hire services from the private sector.]

WOMEN:

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

HYGIENE AND SANITATION:

- *Why are hygiene and sanitation an important part of CWSP?*
[Awareness of health problems with old water sources and old forms of excreta disposal will help to generate demand for new facilities; clean water and improved toilets brings 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.]

4 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 PO, the other the "community member". After 5 minutes, ask the "community member" to give her partner (the "PO") 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 "PO". 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.

Then refer participants to the reading sections in the PO Manual.



Session 3: PO's Role and Roles of Other Players

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

POs 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. During the Mobilisation Phase POs need to be able to introduce themselves to the community.

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.
- Explain their role as "private sector" field workers.

MATERIALS

- Establish **NEWSPRINT STATIONS** for each of the key players - COMMUNITY, PO, RWST, DWST, SBDU, LATRINE ARTISAN, CONTRACTOR, AREA MECHANIC, and SPARE PARTS DEALER.
- **PO MANUAL** - pages 6-11, 35-36, 151-152

LEARNING ACTIVITIES

- 1 **KEY PLAYERS - ROLES AND RELATIONSHIPS (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 Committee, caretakers
GOVERNMENT:	CWSA, RWST, District Assembly, DMC, DWST
PRIVATE SECTOR:	POs, Latrine Artisans, Borehole/Hand Dug Well Contractors, Area Mechanics, Spare Parts Dealers

Then divide into nine groups for rotational brainstorming. Assign each group one of the following players - Community, DWST, RWST, PO, SBDU, Latrine Artisan, Contractor, Area Mechanic, Spare Parts Dealer. Ask each group to write the roles of its player on the newsprint. After 2 minutes ask groups to rotate. Continue until groups have contributed to the role description for each of the 9 players. Then ask each group to return to its original player and prepare a presentation. Report back.

Then discuss relationships between POs and other players, using the Network Diagram given on p. 27. Focus on the following relationships - a) PO-RWST b) PO-DWST c) PO-SBDU.

2 WHAT IS YOUR OWN ROLE? (Buzz Trios):

Ask trios to brainstorm the roles of a PO field worker. Ask each trio to write their points on "bricks" and tape on the wall. Then group common roles, discuss and clarify each role. (See page 11 in PO Manual.)

List of PO Roles:

- Facilitate active participation by everyone in discussion.
- Organise the active participation of women and minorities.
- Help community form and train Watsan.
- Facilitate planning - choosing options, siting, maintenance.
- Help community establish system for managing money.
- Help community set up system for O & M.
- Hygiene education and promotion of latrines.
- Explain the Community Water & Sanitation Programme.
- Collect basic data on the community.
- Write reports, monitor, and evaluate.
- Coordinate activities with other players.



3 INTRODUCE YOURSELF TO THE COMMUNITY (Practice Introductions):

Explain that in the first visit the POs will need to introduce themselves to the community. Apart from their names they will need to explain that they are "private sector" field workers. Ask participants to practice this introduction in pairs, using the local language. (5-10 minutes) Then ask a few POs to demonstrate in front of the whole group how they would introduce themselves. Use this practice session to develop a common way for POs to introduce themselves (example below).

POSSIBLE POINTS OF INTRODUCTION

1. Give your names and the name of your organisation.
2. *Your village applied for a construction grant to build a new water supply. Your application has been successful. Congratulations!*
3. *We have been hired by government to help you build and manage a new water supply.*
4. *We are not government field workers. We are a private organisation hired by government to work with you. Other private contractors will also help, including latrine artisans, borehole and dug well contractors, area mechanics, and spare parts dealers.*
5. *We will be visiting the community regularly over the next year to help the community plan and manage its water supply.*

Summarize: Make sure people are clear about the difference between government and private sector. Communities must understand that government cannot continue to provide all the services as they did in the past. Their new approach is to contract this work to the private sector.

ROLES OF KEY PLAYERS

COMMUNITY

- Apply for assistance
- Provide information to PO/DWST
- Establish Watsan committee
- Technology choice and siting
- Contribute to capital costs
- Contribute to maintenance funds
- Provide communal labour
- Supervise construction
- Sign certificate of completion
- Maintenance, repairs, finance
- Hygiene education and action
- Assume ownership

PARTNER ORGANISATION

- Facilitate active participation
- Organise women's involvement
- Facilitate Watsan formation
- Train Watsan committee
- Advise on fund-raising
- User/hygiene education
- Promote toilet construction
- Facilitate technology choice
- Facilitate site selection
- Assist with preparation of FMP
- Supervise construction
- Monitoring and evaluation
- Report to RWST/DWST

LATRINE ARTISAN

- Promote latrines
- Site selection
- Offer choices
- Construction
- User education



RWST

- Disseminate information
- Coordination and supervision
- Monitoring and evaluation
- Planning and budgeting
- Coordinate training
- Identify and select contractors
- Contract management
- Liaise with District Assemblies
- Sourcing of funds

DISTRICT ASSEMBLY

- Develop district W & S plan
- Establish and support DWST
- Coordinate W&S activities
- Identify resources for W&S
- Establish sanitation funds
- Implement sanitation programme
- Inform communities about CWSP
- Select/prioritise communities
- Help select contractors
- Award HDW contractor contracts
- Monitoring and evaluation
- Provide feedback to RWST

DWST

- Disseminate information on CWSP
- Collect baseline data
- Introduce POs to communities
- Help select latrine artisans & POs
- Help train latrine artisans
- Monitor PO activities
- Verify community applications
- Recommend communities to help
- Monitoring after PO phaseout
- Maintain data on projects
- Advise District Assembly on W&S
- Support schools programme

SBDU

- Help identify & select contractors
- Train and support POs in field
- Business development for POs
- Develop training materials
- Develop regional profile

CONTRACTORS

- Rehabilitate boreholes and hand dug wells
- Site boreholes and hand dug wells
- Construct b/holes and h/dug wells
- Train community caretakers

AREA MECHANICS

- Identify spare parts needed
- Repair broken pumps
- Train community caretakers

VISUALS: KEY PLAYERS

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



LATRINE ARTISAN



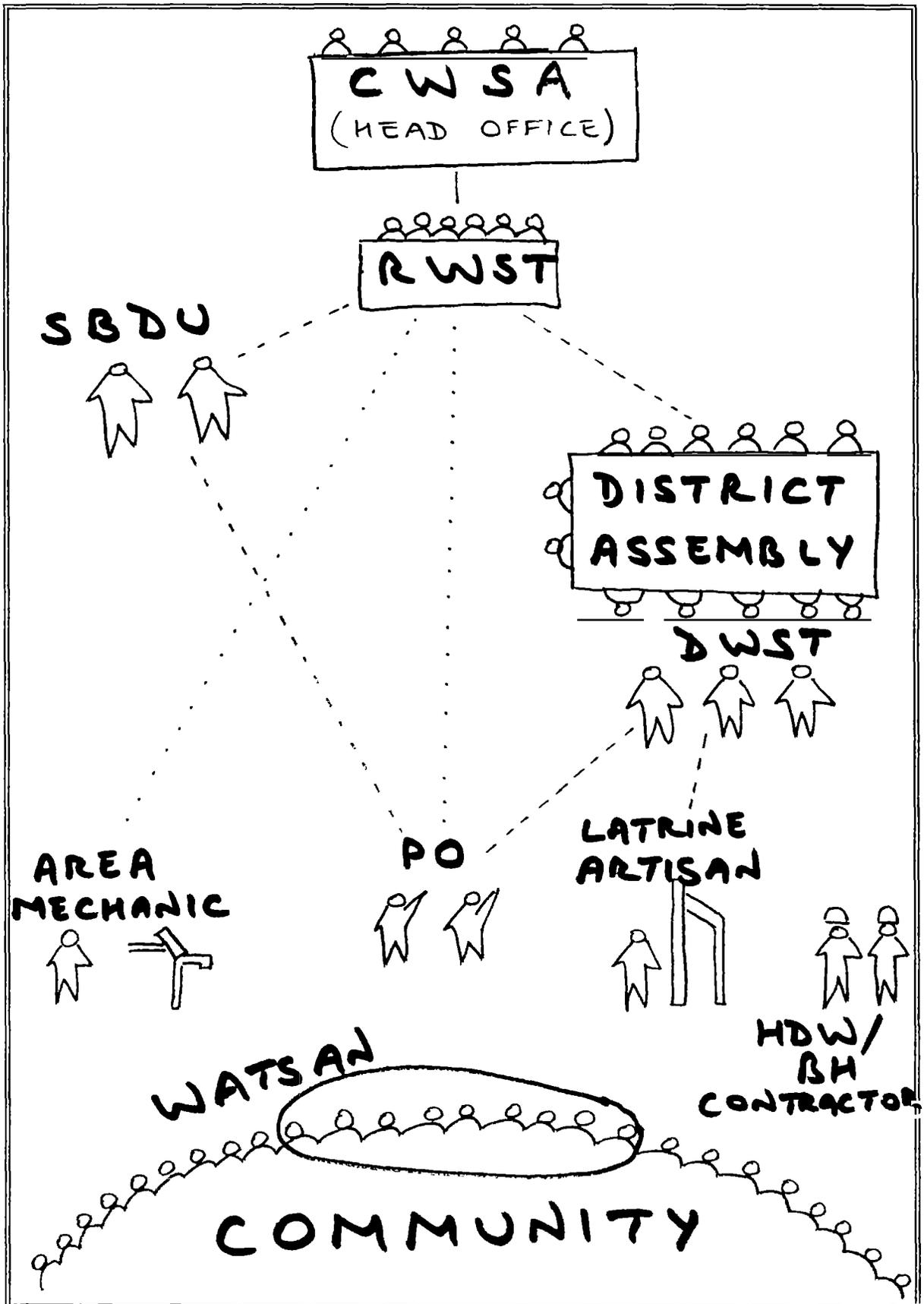
AREA MECHANIC



SPARE PARTS DEALERS



CWSP NETWORK DIAGRAM



Session 4: COM and COM-Building

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization phase the PO helps the community understand and develop commitment to Community Ownership and Management.

TIME: 2 hours

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

- Explain the Community Ownership & Management (COM) concept.
- Facilitate discussion with the community on the COM concept.

MATERIALS:

- PO MANUAL - pages 13-22

LEARNING ACTIVITIES:

1. **OLD APPROACH TO COMMUNITY WORK (Role Play and Discussion):**
Organise a role play showing the "old" approach:

An extension worker enters a village. He scolds villagers, saying:
Your village is filthy - the smell is killing me! I can see faeces everywhere! Have you no shame??? You've got to start using toilets like other civilized people. That's why I've come to teach you....so you'd better listen to me. Remember, I'm the expert, I know everything and you know nothing, so you'd better follow my orders! What you need is a public latrine. This is your first priority. This is a "felt need"! You "feel" it, don't you? You'd better feel it or you're in trouble! (Villagers object to criticism, but he cuts them off.)

On this project we want everyone to participate. Every family has to contribute one goat. Go home and get your goats and come back here! (People refuse but he pushes them to follow his orders.) Now we need to get started. We'll need some volunteers to dig the pit. You (pointing), you, you, you, and you - come up here and dig this pit! (shouts at them to go faster and faster until they collapse.)

After the drama divide into groups to discuss the following questions:

- A. *What APPROACH was used by the field worker?*
- B. *What EFFECT did this approach have on the community?*

Expected Responses - FIELD WORKER'S APPROACH

- Top-down/"bossy" approach - giving orders and telling people what to do
- No discussion - field worker does all the talking
- No listening/consultation - no attempt to find out community's own ideas
- No respect for community - field worker treats them like children
- Project idea was imposed - not decided by the community
- No genuine participation - community just expected to follow orders

Expected Responses - EFFECT ON COMMUNITY

- Villagers feel angry, insulted, exploited
- Bulldozed into project/forced to do things against their will
- Not allowed to use their own ideas or initiative
- Result = no commitment or sense of ownership
- As a result no sustainability - community will not maintain the toilet
- Dependency - waiting for the field worker to do things

2. WHAT IS COM AND HOW TO BUILD COM (Quick Reaction Groups):

Divide into Quick Reaction Groups (4 in each group). Assign one question at a time and ask groups to brainstorm - after a few minutes organise round robin report back. Then ask the next question.

- What is the meaning of "Community Ownership & Management?"*
- How to build COM? What do you do as a field worker to facilitate the development of "Community Ownership and Management?"*
- What are some of the problems with existing forms of community organisation and leadership?*
- What can we do as POs to address these problems in building community ownership and management?*

COMMUNITY OWNERSHIP AND MANAGEMENT (COM)

- Sense of commitment/responsibility/initiative
- Demand for new water supply comes from community
- Empowerment - the community control things
- Local decision-making - community decides what is to be done
- Self-reliance - no longer depend on outsiders
- Meetings and discussion to solve problems and make decisions
- Solving their own problems and making their own plans
- Maintaining their own facility and raising money for repairs

HOW TO BUILD COM

- Allow villagers to do things - "let the community do the driving".
- Don't be the "expert" - stop telling villagers what to do.
- Don't talk - shut up and give villagers a chance to talk.
- Ask questions and pose problems to get villagers talking.
- Listen to what people say and use this to build further discussion.
- Praise contributions and show respect for their ideas.
- Allow community to do things on their own - make decisions, solve problems, hold their own meetings, organise activities.

PROBLEMS WITH COMMUNITY ORGANISATION

- Decision-making by a few people - women and minorities excluded
- Poor management of money and committees not accountable
- Power struggles and leadership conflicts

HOW TO ADDRESS PROBLEMS?

- Equalize participation in meetings and encourage women's participation.
- Encourage villagers to hold Watsan accountable.
- Help develop record-keeping and reporting.

- 3 INTRODUCING "COM" TO THE COMMUNITY (Practice in Small Groups):**
Divide into small groups. Ask each group to practice how to lead a discussion with the community on the idea of COM. Encourage groups to use questions and a role play. Then ask each group to demonstrate their session in front of the whole group. Ask for comments after each session:

What happened? Will it work? How could it be improved?

Note to Trainers: If groups use a role play, they should have a facilitator to ask questions and lead a discussion after the play.

- 4 YOUR EXPERIENCE WITH COMMUNITY MANAGEMENT (Small Groups):**
If there is enough time, organise the following discussion in groups:

What makes community management successful? From your own experience discuss other cases (eg grinding mill) where communities have managed facilities which serve the whole community? What happened? What worked? What didn't work?

Report Back. Help participants see that communities have lots of experience in management. It is their role to build on this experience.

ROLE PLAY ON COMMUNITY MANAGEMENT AND OWNERSHIP

Coleman Agyeyomah (G.A.S. Development Associates) uses the following role play and dialogue in introducing COM to villagers -



He faces the community and asks -

"I want to buy a chair. Who would like to sell me a chair? How much do you want?"

"Okay, the chair now belongs to me. What does that mean?" (He pulls out ideas and summarizes.)

"That's right, the chair is now mine. I own it. I paid for it. What happens if I break it?" (He pulls out ideas from the audience - and then acts them out.)

"Okay, if it breaks, I have to get the chair repaired. Who will fix my chair?" He approaches one person in audience ("carpenter") and starts to negotiate a price for fixing the chair.

The scene continues until he has illustrated what is involved in a community owning, managing, and maintaining a communal facility.

OPTION: ROLE PLAY (OUTSIDERS VS. THE COMMUNITY)

1 Preparation for Role Play:

Group A consists of four PO field workers. Ask them to meet on their own in a separate room and plan a new water supply for the community.

Group B (the other participants) represent the community. They are to discuss their needs and plan how they will receive Group A.

2 Conduct the Role Play: Group A visits Group B (the community) to introduce their programme and Group B reacts.

3 Analysis: Discuss the following questions:

- a) *How did each group plan for the activity?*
- b) *How did Group A approach Group B?*
- c) *What helped or hindered community participation?*

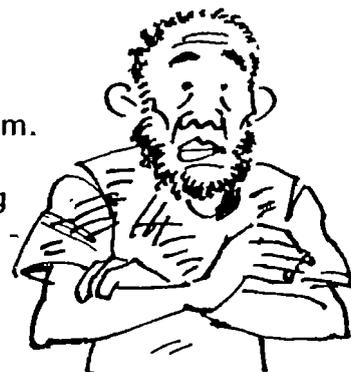
4 Summarize:

- a) Community members will react with suspicion, curiosity or anger to persons who want to "develop" their community.
- b) The role play highlights the need for:
 - understanding power dynamics within the community
 - community involvement in planning and decision-making
 - women's involvement in community decision-making
 - recognising community suspicion of outsiders
 - humility and respect in approaching community members.

THE GIFT

There once was a man living in a certain village, whose son was working in Accra. His son came to visit him and brought him a gift - a new shirt and trousers. The father was very happy and thanked him.

Six months later the son received a parcel containing the shirt and trousers. The accompanying note read - "*Please, the shirt and trousers need to be washed and mended. I am waiting for your action, since I have nothing to wear.*"



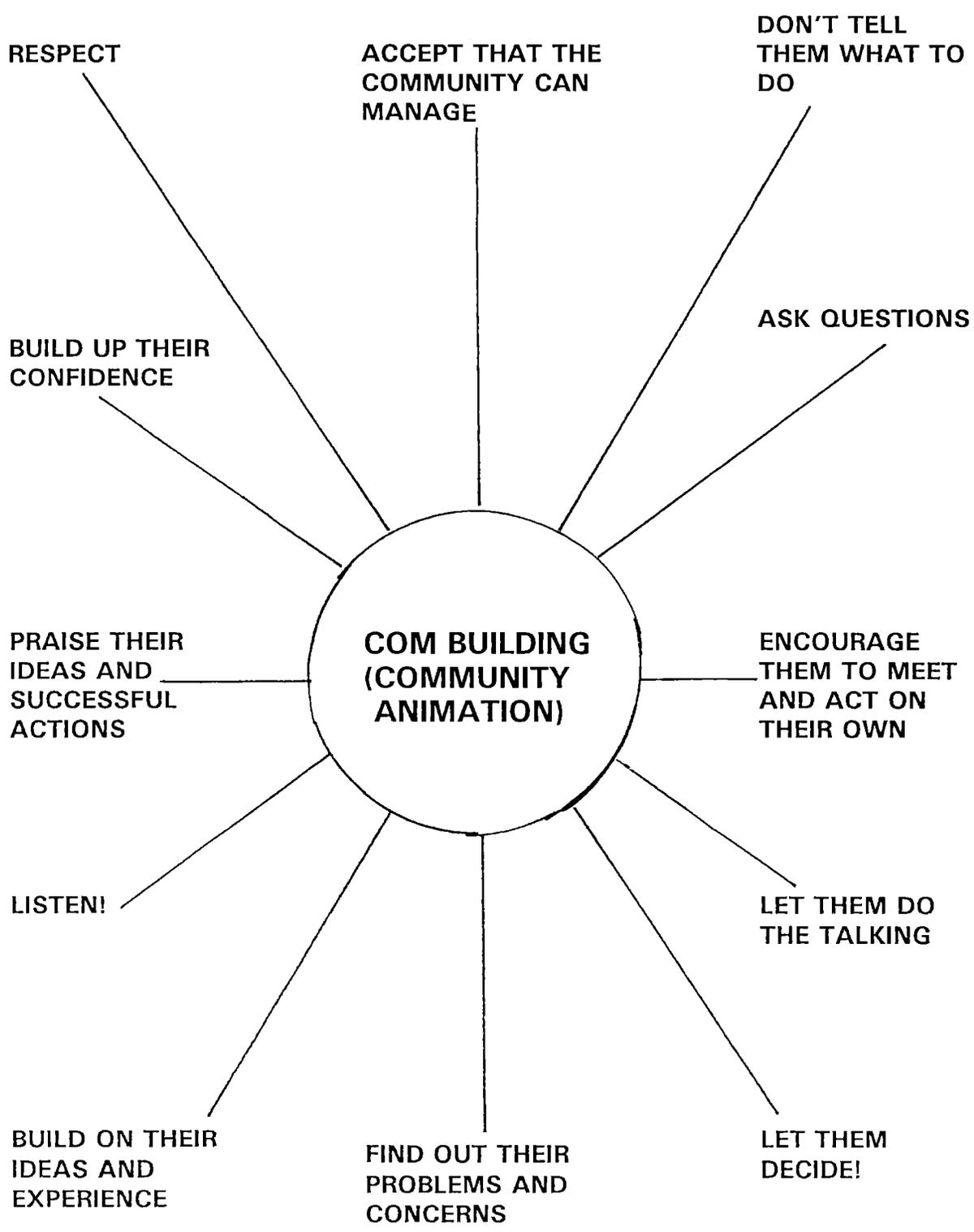
Discuss:

- *What do you think of this story?*
- *What does it tell us about GIVING things to communities?*

COMMUNITY OWNERSHIP AND MANAGEMENT



COM BUILDING (COMMUNITY ANIMATION)



Session 5: The Project Cycle

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This session looks at the Project Cycle - what PO field workers do at each phase.

TIME: 2 hours

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

- Describe the activities to be carried out by the PO during each phase of the project cycle.
- Explain the 4 agenda items - MONEY, ORGANISATION, TECHNICAL ISSUES/PLANNING, and HYGIENE/SANITATION. These topics form the basis of the discussions with and decision-making by the community.

MATERIALS:

- **FLIPCHARTS SHOWING ACTIVITIES IN EACH PHASE:** see page 36
- **PROJECT CYCLE PUZZLE:** Prepare the puzzle (shown on page 37) on one sheet of newsprint. Write the shaded sections of puzzle on newsprint -
 - a) left hand column (phases and objectives)
 - b) top row (activities, organisation, money, technical, hygiene).Then write other cells on small squares of paper - the puzzle pieces.
- **PO MANUAL:** pages 29-30

LEARNING ACTIVITIES:

- 1 **INTRODUCTION (Lecture with flipchart)** Give a brief presentation on the project cycle, describing the activities in each phase. Write each phase on a single sheet of newsprint (see page 37) and use this as a guide for the talk. [Alternatively, set up 4 stations representing the 4 phases with one trainer standing at each station. Divide into four groups and assign each group a starting station. Each trainer explains and leads a discussion on the activities in his phase - then groups move to a new station. Continue until groups have been introduced to all four phases.] Explain that each phase has a common agenda of four topics - money, organisation, hygiene & sanitation, and technical issues.
- 2 **PLAYING WITH THE PROJECT CYCLE (Puzzle):** Divide into groups of about 4-6 people (one puzzle for each group). Ask each group to make the puzzle of the project cycle, matching activities and topics with the correct phase. Move from group to group to answer questions or give explanations when required. When groups have finished, give them the **handout** so that they can check their work. Make sure participants understand the logic of the project cycle - that the same agenda items (money, organisation, technical issues, hygiene/sanitation) are discussed at each phase of the project cycle.

- 3 TRYING IT OUT - EXPLAINING THE PROJECT CYCLE (Practice):**
Ask each group to prepare a short presentation on the project cycle to be given to the community. The presentation should explain what happens in each phase briefly and be done in the local language.

Practice: Then ask one group to give its presentation on the project cycle. At the end ask other participants to comment. If ideas are very different, ask another group to present.

- 4 SUMMARY:** Briefly review the project cycle, pointing out the four agenda items that form the core of each meeting/training workshop. Summarize lessons learned from the presentations.

PROJECT CYCLE PUZZLE

The Project Cycle Puzzle is shown on page 37. Write it out on a sheet of newsprint, filling in the top row (OBJECTIVES and AGENDA TOPICS) and left hand column (PHASES) - the shaded parts of the table. Leave the rest of the table blank - spaces for the pieces to be added. Then cut out 20 puzzle pieces - small pieces of paper with the activities in each cell written on them (to represent the 20 cells in the table).



FLIPCHARTS SHOWING TOPICS AND ACTIVITIES IN EACH PHASE OF PROJECT CYCLE (STEP 1)

MOBILIZATION

- **Community Entry:** Meet chief, elders, and contact persons.
- **Build Participation:** Get everyone involved, especially women.
- **Build Awareness:** Help the community analyse existing situation (water, sanitation, health/hygiene).
- **CWSP Introduction:** Explain CWSP - the idea of community management and what the community has to do.
- **Build Commitment:** Discussion on changes, benefits, & responsibilities.
- **Watsan Formation:** Form committee to plan and manage facilities.
- **Money Collection:** Community starts collecting commitment fees.
- **Hygiene & Sanitation:** Community to discuss and act on priority hygiene or environmental sanitation problems.

PLANNING

- **Watsan Training:** 1st of 3 courses. Watsan to learn management roles and how to plan new water facilities.
- **Technical Options:** Community discussion and decision-making to select type of facilities.
- **Siting:** Discussions and site visits to decide on siting of new facilities.
- **Management:** Discussion on how the community wants to manage the new facilities - ie money and maintenance.
- **Hygiene & Sanitation:** Discuss hygiene implications of technical options/siting.
- **Facilities and Management Plan (FMP):** Document decisions on options, costs, siting, management, and hygiene.
- **Money Collection/Banking:** Collect capital contribution and open bank account.

CONSTRUCTION

- **Watsan Training:** Learn about supervision, fund-raising, record-keeping, and hygiene education.
- **Community Inputs:** Organise access road, accommodation, materials, storage, and labour (as required).
- **Supervision:** Watsan and PO supervise construction.
- **Maintenance Fund:** Collect funds for maintenance.
- **Hygiene & Sanitation:** Community education and action on hygiene + latrine promotion.
- **Caretakers:** Caretakers start to be trained.
- **Certification:** Facilities are tested and commissioned. Then Watsan, DWST and RWST sign certificate of completion.

FOLLOWUP

- **Watsan Training:** Strengthen Watsan's management skills.
- **Maintenance:** Help Watsan with managing money, buying spare parts.
- **Hygiene & Sanitation:** Hygiene/user education and latrine promotion.
- **Network Building:** Links with other Watsans and other players.
- **Monitoring & Evaluation:** Help to identify and solve problems.
- **Handover:** PO hands over community support role to the DWST



Project Cycle and Agenda Topics

PHASE & OBJECTIVES	ACTIVITIES	ORGANISATION	MONEY	TECHNICAL	HYGIENE/ SANITATION
PHASE 1: MOBILISATION <input type="checkbox"/> Get everyone involved (especially women). <input type="checkbox"/> Study existing situation. Introduce CWSP. <input type="checkbox"/> Build awareness and action on COM & hygiene. <input type="checkbox"/> Form Watsan committee.	<ol style="list-style-type: none"> 1) Meet leaders and contact persons. 2) Collect and analyse data. 3) Meetings w. sector gps & community 	<ul style="list-style-type: none"> • Introduce roles in facility & hygiene management. • How to form a strong Watsan. • How to ensure that women are actively involved. 	<ul style="list-style-type: none"> • Introduce contribution to capital & maintenance • How to raise money and keep it safe. 	<ul style="list-style-type: none"> • Study existing water sources • Introduce & discuss water supply and latrine options (first discussion) 	<ul style="list-style-type: none"> • Problems of old sources & benefits of new facilities • Identify key concerns. • Problem-solve & action.
PHASE 2: PLANNING <input type="checkbox"/> Train Watsan committee. <input type="checkbox"/> Select type of water supply facilities and siting. <input type="checkbox"/> Agree on management plan for new facilities. <input type="checkbox"/> Hygiene action plan. <input type="checkbox"/> Collect commitment fees. <input type="checkbox"/> Open bank account.	<ol style="list-style-type: none"> 1) Watsan training. 2) Meetings with sector groups and community. 3) Site visits (to site facilities). 	<ul style="list-style-type: none"> • Watsan training on planning and management. • Agree on a plan for managing new facilities. • Select Water Supply caretakers. 	<ul style="list-style-type: none"> • Raise money for capital & maintenance • Open bank account. • Start record-keeping. 	<ul style="list-style-type: none"> • Informed decision-making on tech. options and siting. • Plan for maintenance and repair of facilities. 	<ul style="list-style-type: none"> • Build Watsan commitment to hygiene. • Discuss health aspects of WS options and siting. • Problem-solving and action.
PHASE 3: CONSTRUCTION <input type="checkbox"/> Strengthen Watsan skills. <input type="checkbox"/> Organise community input. <input type="checkbox"/> Supervise construction. <input type="checkbox"/> Start maintenance fund. <input type="checkbox"/> Organise hygiene action.	<ol style="list-style-type: none"> 1) Joint Watsan training. 2) Meetings with whole community and Watsan. 	<ul style="list-style-type: none"> • Organise inputs from community for construction (materials, access road, labour, etc) 	<ul style="list-style-type: none"> • Raise money for spares & maintenance • Improve record-keeping 	<ul style="list-style-type: none"> • Caretakers to be part of construction (training) • Commission facilities 	<ul style="list-style-type: none"> • Assist Watsan to conduct hygiene education and promote latrine construction.
PHASE 4: FOLLOWUP <input type="checkbox"/> Strengthen Watsan skills. <input type="checkbox"/> Build maintenance system. <input type="checkbox"/> Build accountability of Watsan to community <input type="checkbox"/> Build networking. <input type="checkbox"/> Monitoring & evaluation.	<ol style="list-style-type: none"> 1) Joint Watsan training. 2) Meetings w. Watsan and community. 3) Inspection of facilities. 	<ul style="list-style-type: none"> • Regular reports to community. • Links with other Watsans, spare parts dealers, DWST, Area Mechanics, etc. 	<ul style="list-style-type: none"> • Solve any money problems • Reporting to community on money. 	<ul style="list-style-type: none"> • Maintenance and repairs - plans and action. • Maintenance of water points. 	<ul style="list-style-type: none"> • Assist Watsan to conduct hygiene education and latrine promotion.

Session 6: Entering the Community

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the first visit the PO field workers will introduce themselves to the community; identify and work through contact persons; get to know the community and build awareness; and get women actively involved.

TIME: 3 hours

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

- Identify potential contact persons
- Use two techniques for getting to know the community - Guided Walk and Sector Group Discussion
- Describe the information needed in the Community Profile.

MATERIALS:

- COMMUNITY PROFILE (copy of completed profile) - pages 41-43.
- PO MANUAL - pages 35-39

LEARNING ACTIVITIES:

1 IDENTIFYING CONTACT PERSONS (Brainstorming):

Introduce the idea of "contact persons" - people who can help organise the community and sector group meetings. Then ask the group to brainstorm a list of potential contact persons. [Example: chief, Assembly Member, VDC members, church leaders, magazia, etc].

Divide into groups and assign one contact person to each group. Ask - "What are advantages and disadvantages of using this contact person?"

TYPE	ADVANTAGES	DISADVANTAGES
CHIEF OR HEADMAN	<ul style="list-style-type: none"> • Good meeting organiser - people respect his authority • His presence helps people see the issue is important 	<ul style="list-style-type: none"> • Sometimes not respected - if so, people may not come to meetings • Presence at meetings may discourage people from talking
DISTRICT ASSEMBLY MEMBER OR VDC MEMBERS	<ul style="list-style-type: none"> • Popularly elected/selected • Can set up meetings • Knows community priorities • Links with opinion leaders • Helpful in chieftaincy disputes 	<ul style="list-style-type: none"> • Some may have lost credibility • Some may embezzle funds • Some may dominate meetings • Some have conflicts with chief • Some are too busy to help
CHURCH LEADER	<ul style="list-style-type: none"> • Trusted by the people • Can invite people at church 	<ul style="list-style-type: none"> • Non-churchgoers won't hear • May discourage non-believers
MAGAZIA/ WOMEN'S GROUP LEADERS	<ul style="list-style-type: none"> • Respected organisers • Elected by women • Can help to invite women • Women know water situation 	<ul style="list-style-type: none"> • Husbands may feel threatened and not allow wives to attend • Men may not get the information • Some may dominate meetings

2 GETTING TO KNOW THE COMMUNITY (Buzz Group Discussion):

Explain that at the start it is important for the POs to "get to know the community". **Buzz groups:** "What do you need to know about the community? How will this information help you in doing your job?"

INFORMATION	HOW IT CAN BE USED IN DOING YOUR JOB
Population	to help determine number of facilities to be constructed
Existing water sources - accessible? shortages?	to lead discussions on existing situation and why there is a need for change
Women's views on sources	to get women involved in the planning
Water-related diseases	to lead discussions on need for new water supply
Economic activities	to find out times of day & seasons when people are busy
Existing organisations and projects	to find out community's experience with committees and working collectively; organisational ability; any conflicts



2.1 GUIDED WALK (Paired Role Playing):

Explain that one of the methods in getting to know the community is a GUIDED WALK. Ask - "What is a 'Guided Walk'?" [A walk around the community guided by a few local residents. The PO finds out more about the community by asking questions of the guide or people she meets during the walk and by her own observations.]

Then divide into pairs and ask each pair to agree on roles - one to play the PO, another to play a villager. Then set the task -

Imagine that this room is the village. Organise your own Guided Walk. Visit the water sources or other important landmarks and ask questions about the village. Play!"

Then debrief this activity:

POs: What did you learn about the village?

Villagers: How did you feel about the questions from the PO?

2.2 SECTOR GROUP DISCUSSION (Practice Facilitation):

Explain that another method for getting to know the community is SECTOR GROUPS - groups of men, or women, or youth, or people from the same section of the village. Ask - "*Why use sector groups?*"

Possible responses:

- Get to know the ideas and concerns of different groups within the village.
- Villagers with common interests get a chance to think and talk about issues before the community meeting.
- People can express themselves easier in small groups.
- Women build up their confidence to speak at the community meeting.

Divide into groups of 6-8 people. Make each group a different type of sector group: Group A - women, Group B - youth, Group C - elders, Group D - an isolated section of the village (or settlers).

Ask one person in each group to play the "PO". Explain that the PO's job is to ask questions and lead a discussion. Assign one topic for each group's discussion -

- Topic 1: existing water sources and what people think about them
- Topic 2: status of sanitation in village & what people think about it
- Topic 3: existing organisations and what people think about them.

Debrief first in groups. Ask each group to give feedback on the use of questions and facilitation techniques. Then organise round robin report back. Use the points on page 41 as a guide.

Then ask each group to explain what new information about the community was discovered through the sector group discussion.

- 3 **COMMUNITY PROFILE (Buzz Groups):** Give each participant a copy of the community profile given on pages 42-44. Explain that this is an example of a Community Profile form completed by the DWST. Divide into buzz groups. Assign some of the buzz groups to read page 1, others to read page 2, and others to read page 3. Ask buzz groups to discuss - "*What can you learn about the village from the completed form?*"



Organise a report back - page by page.

Summary: Explain that the PO is expected to collect information where this has not been done already by the DWST.

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.



- Use minimal encouragers eg "Yes" "*Tell me more*".
- 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 others involved - "*He said What do others think? Do you agree?*"

BASIC COMMUNITY DATA

Community Name OBOACHIRE Date 12/9/97

Zone ABOABO ZONKOR Community ID No. _____

Region SOUTH EASTERN District OKUMKOM

Nearest town NTEBESO Distance (km) 15

Accessibility by vehicles: all year difficult in wet season difficult all year

No. of Houses 170 Approximate Population 1300

Water Sources:

Type	No.	Dist. (m)	Quality OK?		Yield OK?		Perennial?		Condition (G/F/P)*
			Yes	No	Yes	No	Yes	No	
STREAM	1	1000	NO		YES		NO		POOR
PAMSCAD H.D. WELL	1	500	YES		NO		NO		FAIR
TRADITIONAL WELL	5		NO		NO		NO		POOR
RAINWATER	numerous		YES		RAINY SEASON		NO		GOOD

* Good/Fair/Poor

Remarks STRONG INTEREST IN NEW WATER SUPPLY

WOMEN'S MAIN CONCERN: LONG DISTANCE TO FETCH WATER, ESPECIALLY IN DRY SEASON

Sanitation Facilities:

Type	No.	Remarks
KUPIP	1	BAD CONDITION - POORLY MAINTAINED
TRAD. PIT LATRINE	6	3 (MALE), 3 (FEMALE)
"FREE RANGE"	-	SOME ADULTS; MOST CHILDREN

Health:

Does community suffer from:	Yes	No	Remarks
Frequent outbreaks of diarrhoea?	✓		COMMON IN CHILDREN
Guinea Worm?	✓		ADULTS + CHILDREN
Bilharzia?		✓	
Other - CHOLERA, SKIN RASHES	✓		ADULTS + CHILDREN

Level of Community Interest

Ranking of Problems:

1. WATER SUPPLY
2. ROAD
3. SANITATION
4. ELECTRICITY
5. COMMUNITY CENTRE

Remarks ALL WOMEN WANTED A WATER SUPPLY AS THEIR 1ST PRIORITY;
THE MEN WERE DIVIDED BETWEEN A ROAD AND THE WATER SUPPLY.

Money raised for water supply: HAVE STARTED TO COLLECT COMMITMENT FEES - RAISED HALF THE AMOUNT

Actions taken by community to improve water supply and sanitation:

CLEARED WEEDS ALONG WATER POINT;

DEEPEDED TRADITIONAL WELLS;

CLEARED RUBBISH & WEEDS AROUND PUBLIC LATRINES

Commitment and interest displayed by the community:

FORMED STRONG WATSAN COMMITTEE

OPENED BANK ACCOUNT

CONTINUOUS REPORTING TO DA MEMBER

Community Management Potential

Community Organisations:

1. UNIT COMMITTEE
2. 31ST DECEMBER
3. FARMERS' COMMITTEE
- 4.
- 5.

Remarks ① UNIT COMMITTEE NON-OPERATIONAL MEETS ONLY WHEN THERE IS A CRISIS
② NO ACCOUNTING OF MONIES CONTRIBUTED TO UNIT COMMITTEE

Any conflicts in the community? ① CONFLICTS BETWEEN 31ST DECEMBER AND FARMERS' COMMITTEE ② PEOPLE HAVE STOPPED CONTRIBUTING TO UNIT COMMITTEE BECAUSE OF NO ACCOUNTS/REPORTING

Community projects in last 3 years:

Year	Project	Financial & Other Community Inputs
1991	KVIP TOILET	PAMSCAD + COMMUNITY
1992	OIL PALM EXTRACTION	UNICEF - WOMEN
1993	COMMUNITY FARM	FARMERS' COMMITTEE
1994	SCHOOL	DA + COMMUNITY
1996	GRINDING MILL	31ST DECEMBER

Successes and Problems: SUCCESSSES - ① GRINDING MILL - WELL MANAGED

② OIL PALM EXTRACTION - WOMEN ACTIVELY INVOLVED; LEADERSHIP ^{GOOD}
PROBLEMS - ① COMMUNAL PROJECTS (UNIT COMMITTEE) - FUNDS
 MISAPPROPRIATED → PEOPLE REFUSE TO CONTRIBUTE MONEY
 BECAUSE OF LACK OF ACCOUNTABILITY

Who decided on the projects and how:

SCHOOL & KVIP - WHOLE COMMUNITY

PAMSCAD WELL - FEW LEADERS (CHIEF) ONLY

GRINDING MILL + OIL PALM EXTRACTION - WOMEN

How women were involved in management:

WOMEN MANAGE THEIR OWN PROJECTS - NOT
 INVOLVED IN UNIT COMMITTEE

Evidence of a strong maintenance culture:

① GRINDING MILL AND OIL PALM EXTRACTION IS STILL
 GOING STRONG - MILL IS REGULARLY SERVICED

② COMMUNITY LOOK AFTER WATER POINTS

General remarks:

Session 7: Water is Women's Business

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization phase one of the PO's most important tasks is to ensure that women attend meetings and take an active part in discussions and decision-making. This is the first step towards ensuring they are effectively represented on the Watsan committee. This session looks at why women should be actively involved in water and sanitation and how to involve them.

TIME: 3 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 on page 47
- PO MANUAL - pages 23-25

LEARNING ACTIVITIES:

- 1 **WHY AND HOW TO INVOLVE WOMEN (Picture-Discussion or Role Play):** Show participants the picture on page 47. [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 groups of 4 people. Ask each group to discuss the following questions written on flipchart:

- 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) *As a PO what can you do to ensure that women attend meetings and take an active part in discussions and decision-making?*

Round Robin Report Back: On the third question encourage group reporters to be specific - get them to "act out" how they would get women to attend meetings and take an active part in discussion.



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."
- **Field Workers' Attitudes:** Field workers often focus their attention on men in the meetings. 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 the water problem. 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 maintain traditional water sources. 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 preparatory activities (meeting with chief and elders, Guided Walk, sector group meetings).
- 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 them right from the beginning. Don't focus all your attention on the men! Give the women your eye contact and encourage them 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.
- Challenge the men through jokes when they are doing all the talking in meetings. *"We haven't heard from women. Do the men fetch water in your community? Do you know more about water than women? Let's hear from the women."*
- 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 HOW TO GET WOMEN INVOLVED (Practice Facilitation in Small Groups):

Divide into groups of 5 members. In each group divide into three different role players - PO (1), village men (3), observer (1). Then brief each of the role players:

POs - Pretend you are just starting your work in the village. You are meeting with a group of men to convince them (through discussion) why it is important for women to be actively involved in community meetings on water. Don't tell them. Draw it out through discussion.

Men - You don't like the idea of your wives attending meetings. You have your own reasons for this.

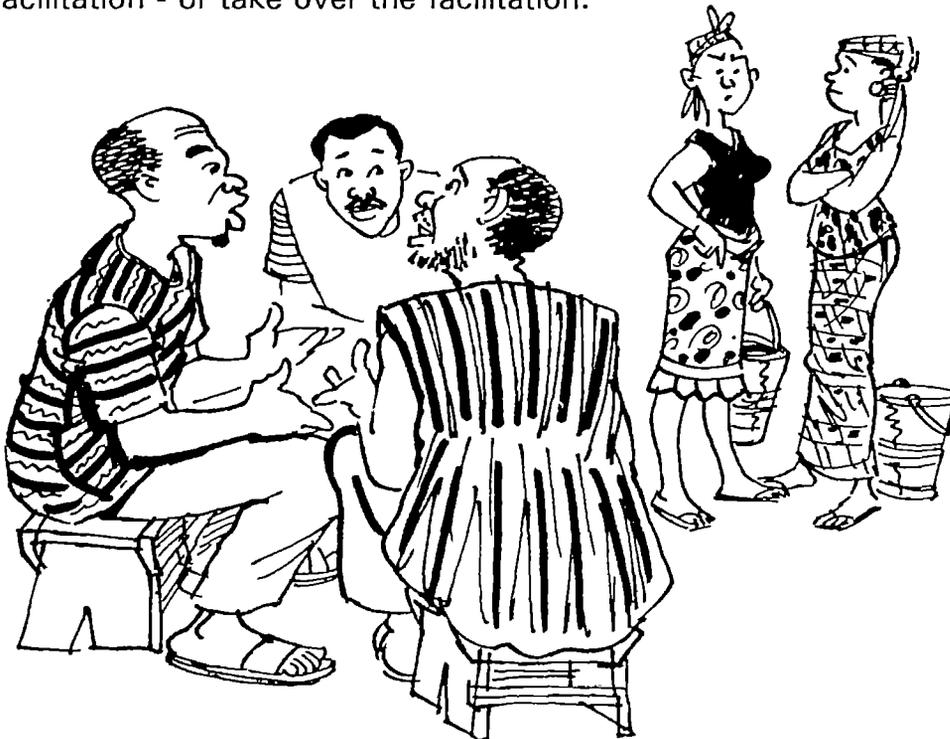
Observers - Watch the meeting carefully and take notes on how the PO facilitates the discussion. Write down the questions s/he uses to get the men to think more about "women and water".

POs - Are you ready? Okay, play!

After 10 minutes, stop the role play and ask the observers in each group to lead a **debriefing session within the group**. Ask them to focus on the strategies and questions used to get the men to change their minds about women's involvement. Ask someone to take notes.

Round Robin Report Back.

If there is time, continue the practice in the form of **stop-start facilitation practice**. Ask one person to play the PO and the rest of the group to play a men's group. Invite participants to stop at points to comment on the facilitation - or take over the facilitation.



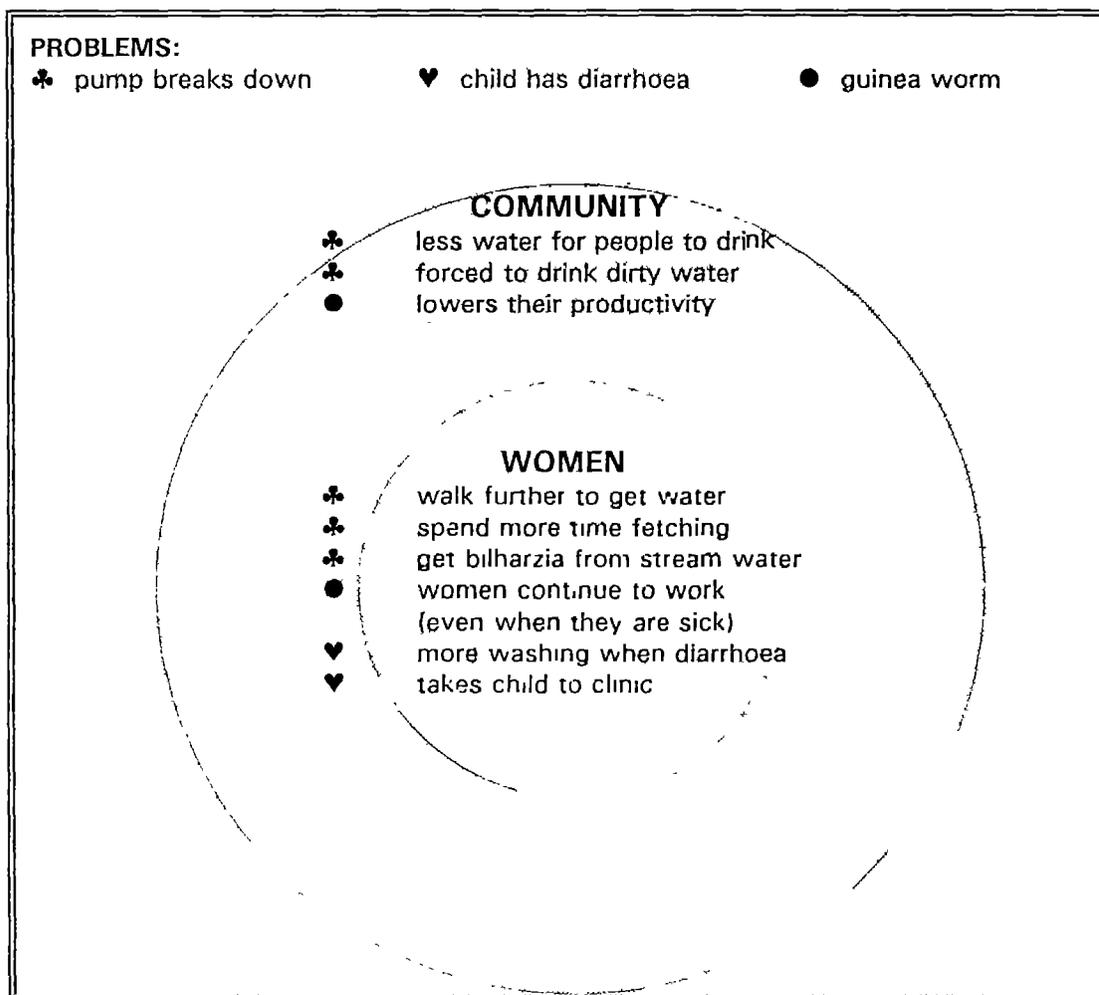
OPTIONAL APPROACH: THE TWO CIRCLES EXERCISE

The aim of this session is to look at how water and sanitation problems affect the community and women in particular. Divide into small groups.

Group Task:

- A. Brainstorm all water, sanitation and health problems that affect the community as a whole and women in particular. Examples: pump breaks down, child has diarrhoea, villagers get guinea worm, stream dries up, communal latrine collapses, etc.
- B. Make a diagram showing the effect on: a) community (outer circle) b) women (inner circle). See example below.
- C. Then discuss the following questions:
 - *How do the problems in the two circles differ?*
 - *How are they complementary?*
 - *How can this help you show the importance of involving women in water and sanitation issues?*

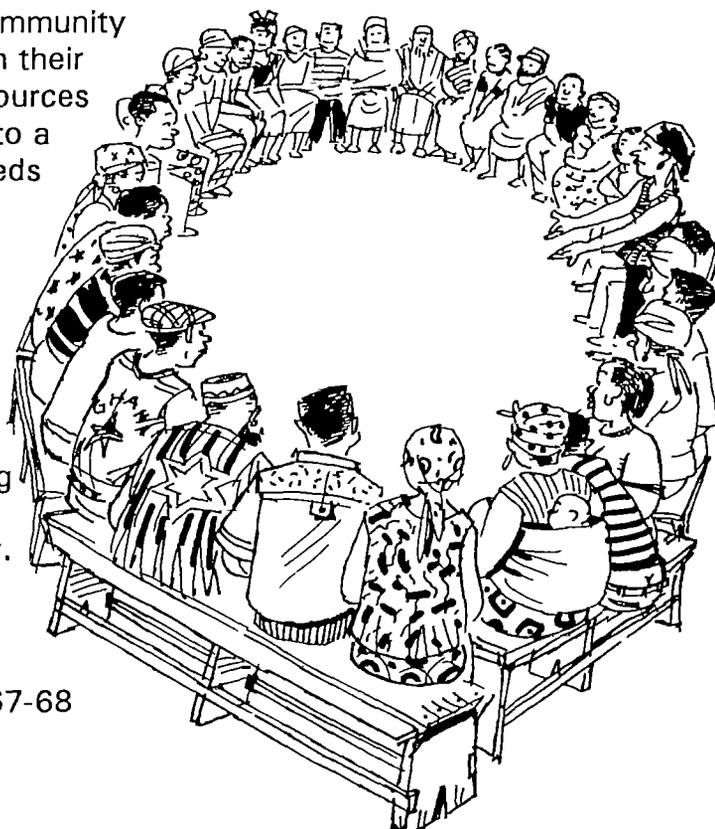
Report Back: Ask each group to present its report on newsprint. Then explain that it is logical that women are more involved because they are more affected by water and health problems, and are more likely to do something about it. Discuss the issue of workload.



Session 8: The First Discussion

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

In the first meeting with the community the PO will lead a discussion on their problems with existing water sources and why they want to change to a new water facility. The PO needs good facilitation skills to lead community discussion.



TIME: 3 hours

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

- Facilitate discussion on the existing sources and how community will benefit from the new water supply.
- Ask good, open-ended questions.

MATERIALS:

- PO MANUAL - pages 40, 42, 67-68

LEARNING ACTIVITIES:

- 1 FACILITATING FIRST COMMUNITY DISCUSSION (Drama/Demonstration):**
Explain that one objective of the first community meeting is to help the community clarify their ideas on WHY they want a new water supply. To do this POs will need to discuss with the community the "existing water situation". Explain that you will demonstrate how to run this discussion:
Pretend you are villagers in the first community meeting. I am the PO. I am going to facilitate this discussion..... I learned many things from the Guided Walk. But I would like to hear from more people. Could you tell me what are your major problems with water? Could you first discuss this with your neighbour? (Divide into buzz groups)

After a few minutes ask buzz groups to report back. Ask followup probing questions to clarify points. Then summarize.

Possible responses - source too far; not enough water; dry season shortage; unsafe water - diarrhoea or guinea worm; bad taste

Then continue the drama/demonstration. Ask - "How do you expect to benefit from the new water supply?" Use a number of facilitation techniques in leading this discussion - walking towards people, eye contact, rephrasing, followup probing, redirecting, etc.

2 FACILITATION TECHNIQUES (Plenary Review):

Then review the methods used in conducting the discussion - "*What techniques did the facilitator use to get you talking?*".

Possible responses:

- ask open questions
- careful listening
- buzz groups
- summarizing
- invite everyone to contribute - "*What do you think?*"
- eye contact, move close to people, body language
- minimal encouragers, rephrasing, followup questions
- redirecting - "*What do others think?*"

When people mention specific techniques (eg minimal encouragers), ask them to clarify the technique or demonstrate how it is done.

[Example: Minimal encouragers = "Yes" "I see" "Tell me more"]

3 HOW TO ASK OPEN QUESTIONS (Plenary Discussion):

Then focus on the QUESTIONS used to facilitate discussion. Write the following two questions on the flipchart and ask participants to compare:

Is your stream dirty?

What are your main problems with water?

Ask - "*Which question is open and which is closed? What are possible answers to these questions?*"

The first one (closed) asks for facts (only one answer), the second one (open) asks for opinions (many possible answers, all answers are good).

Write the two examples below on flipchart. Ask - "*What are possible answers to these questions? Does this make them open or closed?*"

How do you think we should raise money for maintenance?

How often should Watsan collect money from the community?

Ask participants to brainstorm a description of an open question.

Summarize using participants' own words.

An OPEN QUESTION is a question with many answers. It gets people to give their opinions, rather than a "yes/no" or single response. It makes people reflect and usually invites discussion.

Practice (in buzz groups): Ask pairs to write several questions that ask the community to discuss the advantages of a new water supply system.

Round robin report back: Write all the questions on flipchart. Discuss if these are open questions. In case of doubt, look for possible answers. Do they ask for facts or opinions? Do they invite people to reflect?

- 4 **FACILITATION PRACTICE (Small Groups):** Divide into groups of about 8 people. Ask one person in each group to play the "PO", leading a discussion using the questions on page 40 of the PO Manual. After 5 minutes, stop the groups and ask them to debrief within the group. Before they start their feedback session, give them a few rules on "how to give feedback".

Feedback Rules:

- Give positive feedback as well as points for improvement.
- Make points specific, not general. Don't say "He was good". Say "He used questions and redirecting to get everyone talking."
- Give practical suggestions on how to make improvements.

Then ask the groups to continue the discussion with a new PO as facilitator. After 5 minutes do another debriefing. Then organise a round robin report back. Summarize, using the points on the following page.



OPTION:

One alternative introduction to facilitation techniques is to use a negative example - eg a role play in which a PO gives a long lecture to a community on its hygiene practices. After the role play, ask the group to discuss "What happened?" Then ask - "How can you build participation in discussion? What does a facilitator do to get everyone talking?" This will bring out a list of facilitation techniques, which can then be practised.

Ten Steps to Good Facilitation

1. **ASK QUESTION** - simple, clear, and "OPEN". (One "OPEN" question can generate more discussion than thirty "CLOSED" questions.)
2. **WAIT** for a response - give people time to collect their thoughts and come up with an answer. Don't bombard them with more questions.
3. **ENCOURAGE** everyone to contribute - how? fish for responses with your eyes, hands, and body; look at those who are shy; use names

When someone responds -

4. **LISTEN ACTIVELY** - eye contact and body language; praise and encourage - but don't overpraise.



5. **USE MINIMAL ENCOURAGERS** - "Yes" "I see" "Tell me more"



6. **REPHRASE** - to clarify, to make sure you (and others) have heard and understood.

7. **REDIRECT** - to pull others into the discussion - "*She said..... Do you agree? What do others think?*"
8. **PROBE**. Ask followup questions to explore issue and make it clearer.
9. **OBSERVE**. Check on who is participating, energy level and interest.
10. **SUMMARIZE**. Restate what people have said in a simple, brief form. This will make it easier for people to contribute.

EXTRA TECHNIQUES TO GET EVERYONE TALKING:

- **BUZZ GROUPS** - ask pairs ("neighbours") to talk together.
- **ROUND THE CIRCLE** - ask each person in the group to say something.

Session 9: Watsan Formation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization phase the community are expected to set up a management group - the Watsan committee. Before the election process, the PO gets the community to discuss issues related to the selection - eg tasks to be done by Watsan, composition of committee, type of members, women's involvement, potential problems to be avoided, etc.

TIME: 3 hours

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

- Identify the responsibilities of a Watsan Committee.
- Facilitate discussion on what Watsan will do and how to select Watsan.

MATERIALS:

- CRITICAL INCIDENTS
- PO MANUAL - pages 79-86



LEARNING ACTIVITIES:

- 1 **WHAT DOES A WATSAN COMMITTEE DO? (Buzz Groups):**
Buzz groups - "*What is a Watsan committee? What does it do?*"

- Organize Watsan meetings and meetings with the community.
- Lead planning and siting discussions with the community.
- Supervise and help with construction.
- Check on proper pump use and distribution of water.
- Organize maintenance and repair of the pump.
- Supervise caretakers, buy spare parts, hire Area Mechanics.
- Collect and manage money to pay for repairs to facility.
- Keep a record of money collected and money spent.
- Report regularly to the community about money and other issues.
- Organize regular cleaning and maintenance of pump site.
- Promote the use of the new facilities for improved health.
- Promote construction of household latrines and hygiene action.
- Establish links with other Watsan committees and other agencies.

Round robin report back - and summarize.

- 2 **COMMON PROBLEMS WITH VILLAGE COMMITTEES (Buzz Groups):**
 Ask the same pairs to discuss - "*What are some of the common problems with village committees?*"

- Committees are often selected on the basis of favouritism - eg the chief or other leaders select their own friends or relatives.
- Women and minority groups are often left out of decision-making.
- Some committees exist in name only - they were formed by an outside agency, have little sense of purpose, and rarely meet.
- Committees are often not accountable to community members - they collect money but never report back how it was used.
- Money is poorly handled and in some cases misappropriated.
- Lack of trust and communication among committee members.
- Committees are dominated by one or two powerful members.
- Conflicts and competition between committees and other leaders.
- Committees lack the support and confidence of the community.



- 3 **THINGS TO CONSIDER BEFORE THE ELECTIONS (Buzz & Task Groups):**
 Ask buzz groups to discuss -
What issues do you need to discuss with the community before the elections so that they form a strong Watsan?

- Responsibilities/tasks - meetings, planning, money collection, etc.
- Number of committee members and executive positions
- Composition of committee - what interest groups represented?
- How to select members ie election by all, not selection by a few
- Whether to use an existing committee or form a new committee
- Criteria for selection eg "*active, hard-working, honest, dependable*"
- Women's representation on Watsan and executive positions
- Representation of minority groups eg settlers
- Issue of voluntary membership and benefits for Watsan members
- Getting everyone to attend the election meeting
- Past experience and problems with committees - eg same people on every committee, misappropriation/lack of accountability, etc
- How to ensure that the new committee is accountable

4 FACILITATION PRACTICE (Small Groups):

Divide into 5 groups. Ask one person in each group to facilitate a discussion with "the community" (other group members) and ask one person to take notes on what is discussed. Assign each group a different discussion task:

- Group A: *Form a new committee or use an existing committee?*
Group B: *Why is it important to have women on Watsan committee?*
Group C: *How to avoid selection being dominated by a few leaders?*
Group D: *What criteria should be used for selecting members?*
Group E: *Past experience with village committees and what they can do to avoid any problems in the future.*

Report back: Ask the note-taker in each group to report what happened.

TYPES OF RESPONSES EXPECTED:

A. Form a New Committee or Use an Existing Committee?

- Assess existing committees - how strong? any problems? members too busy?
- Potential problems with incorporating Watsan under VDC.
- Need to retrain committee members.

B. Why Is Important to have Women on Watsan Committee?

- Reasons why women should be on the committee - managers of water, most involved/affected by water issue, half the community, etc.
- Reserve a number of positions on Watsan for women.

C. How to Avoid Selection being Dominated by a Few Leaders?

- Choose a day when everyone is available to attend the election meeting.
- Ask for nominations from different sectors/sections of the community.
- Ask PO to observe the election meeting.

D. What Criteria should be used for Selecting Members?

- Committed, active, hard-working, trustworthy, resident in community.
- Representation from all sectors - women, youth, minority groups, settlers.
- Literacy requirement for people who will keep the records (ie secretary).

E. Past Experience and How to Avoid Problems?

- In the past committees were appointed by the chief → Change the method of selection so that everyone is involved in the election process.
- Only men on committee → Ensure women are elected to Watsan (at least 50%).
- Misappropriation → Choose honest woman as treasurer; quarterly reports on money situation; community meeting before withdrawal of money from account.

4 WHEN THINGS GO WRONG (Critical Incidents in Task Groups):

Divide into groups of 4-6 people. Hand out 2 different critical incidents to each group. (See next page.)

Report Back: Each group presents a brief report on the solutions to its critical incidents. If there is time, get groups to act out some of the critical incidents and their solutions.

CRITICAL INCIDENTS

1. A village established a gari processing plant and formed a committee to manage it. The committee refused to report the finances of the plant to the community. As a result the community refused to form a new committee to manage the new water supply. What do you do?
2. The community has selected a Watsan committee made up of men only. What do you do?
3. The community insists that only one person should be selected to manage the new water supply. This person has proven his worth in the past. What do you do?
4. The community selects a Watsan Committee made up of committed and capable people, but none of the members can read or write. What do you do?
5. There are many settlers living in the village but none of them are on the Watsan Committee. What do you do?
6. The new Watsan is made up of influential community members who live outside the community. What do you do?
7. The women who were elected to the Watsan committee refuse to serve on the committee. What do you do?
8. The chief insists on selecting Watsan members himself. Any objection is considered a personal attack on his authority. What do you do?
9. Watsan members complain that all decisions are taken by the Watsan chairman and the chief only. What do you do?
10. The community refuse to form a Watsan because of bad experience with committees in the past. They say - "*We want the water, we have the money, but we want you [the PO] to keep it for us and do everything for us.*" What do you do?
11. There is factionalism in the village. One faction wants to use the existing VDC as the new Watsan. Another faction wants fresh elections to choose a totally new Watsan. What do you do?
12. At the election meeting the community keeps asking you to tell them what to decide and what to do. What do you do?

Session 10: Managing Money

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilization phase the PO helps the community start thinking about how it wants to raise funds for the new water supply (capital and maintenance costs). The PO facilitates a discussion on how the community can raise these funds and how they can keep the money safe.

TIME: 2 hours

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

- Facilitate discussion on how to raise money and keep it safe
- Develop a format to help Watsan with the recording of contributions.

MATERIALS:

- PO MANUAL - pages 89-98.



LEARNING ACTIVITIES:

1 HOW TO RAISE FUNDS AND KEEP THE MONEY SAFE:

Buzz Groups - "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); maintenance costs - spare parts, labour (Area Mechanics); future expansion]

Buzz Groups - "How can communities raise funds?" Report back.

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

Divide into **QUICK REACTION GROUPS**. Give each group a different sheet with information about an imaginary community. Tell groups that they are members of the community described on the sheet. Then ask a series of questions (next page). After each question is discussed, organise a round robin report back - and then summarize.

Example of types of communities:

- A: 200 people, cassava and maize, low literacy, long distance to market
- B: 2000 people, cocoa, school and several literates, grinding mill
- C: 800 people, vegetables, close to market town, active susu group

Question: "How much money do you need to raise? How can your community raise money for capital and O&M costs? How frequently?"
Round Robin Report Back

Question: "What problems might you face in raising funds?"
Round Robin Report Back

Possible responses: people refusing to pay because of bad past experience; poverty or poor yield; settlers refusing to pay - "lack of loyalty"; misuse of funds

Question: "How will you organize the collection of contributions so that people are encouraged to pay on a regular basis?"
Round Robin Report Back

Possible responses: clear information at community meeting; collections by section; receipts to payees; record of payees; report on money collected to meeting

Question: "How will you keep your money safe?"

Possible responses: open bank account; Watsan to hold meeting before withdrawal; financial records; regular reports to meetings; cash not kept in hand for long periods

Summarize: Explain that this exercise was to show that each community is unique and has their own way of dealing with fund-raising. The POs should allow the community to decide on their own ways of raising funds - while helping them solve money problems they have faced in the past.

2 **RECORD-KEEPING (Practical Exercise):** Ask groups to develop a simple format to record contributions. (See Watsan Manual - page 26)
Report Back: One group presents on newsprint - other groups comment.

3 **WHEN THINGS GO WRONG (Critical Incidents):**
Give each group 2-3 critical incidents. (See next page)
Report back by each group.



CRITICAL INCIDENTS

1. During a meeting the PO discovers that Watsan does not keep records of their money collections. He suggests that a teacher, who is present at the meeting, should be asked to keep records. When the collection of money starts a few weeks later, only a few people come to give their money to the teacher. Why do you think so few people contributed? What would you do to avoid such a situation?
2. The chief insists he should not contribute any money. He says he already does so much for the community. It is time that he is rewarded for all his hard work. What do you do?
3. The chief insists that he alone will pay for the capital cost. Even the road was constructed by him. What do you do?
4. One section of the community complains that they have paid too much in the past. They refuse to contribute unless the borehole is sited closer to their houses. What do you do?
5. The community decides to put their funds in the Unit Committee account. Later they are unable to withdraw their funds for buying spare parts. What do you do?
6. The community are willing to pay but they say that the youth association in Accra has always paid for development projects. What do you do?
7. Villagers refuse to contribute because of their past experience of monies being misappropriated. What do you do?
8. Some households with large families or commercial activities consume large amounts of water and community members insist they pay more. What do you do?
9. One community which has raised money from its user fees wants to invest part of it in a gari processing venture to generate more funds. What do you do?
10. There is no bank in the district. The community decides to leave the money with a trustworthy woman. What do you do?

Session 11: Hygiene and Sanitation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the mobilisation phase the POs are expected to promote hygiene awareness/action and latrine construction. In the first discussion on the "existing situation" (problems with old sources and sanitation practices) the community will discuss health problems (diarrhoea and guinea worm) caused by the old sources and other problems (eg long distance to fetch water). This discussion may lead into discussion on what the community can do about their old sources in terms of practical action. This session introduces the new approach to hygiene education; and the practical steps in implementing this approach.

TIME: Whole afternoon.

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

- Describe problems with the old, "message delivery" approach to hygiene.
- Explain the new, problem-solving approach to hygiene education.
- Facilitate discussion on the health problems with existing sources and health benefits of the new facilities.

MATERIALS:

- PO MANUAL - pages 99-114
- FLIPCHART - Hygiene Education Steps - Phase I (PO Manual page 104)
- THREE PILE SORTING CARDS - Diarrhoea/Water/Sanitation

LEARNING ACTIVITIES:

1 WHY HYGIENE AND SANITATION? (3 Pile Sorting Cards):

Divide participants into trios and hand out the cards. Ask participants to sort them into piles. Debrief this activity and ask how the in-between activities can be changed to good behaviours. Then discuss the inter-relationship between health/hygiene, water, and sanitation.

Then ask -

"Why are hygiene education and sanitation an important part of CWSP?"

Round Robin Report Back.

Possible responses:

- To generate demand for improved water and sanitation facilities by making people aware of problems with old sources and benefits of new facilities, ie clean water and improved toilets can help to improve health.
- To maximize health benefits gained from new facilities - adding hygiene will ensure that water is used safely.
- Building toilets will help to reduce contamination of water.
- To help people gain more control over their health.

- 2 **OLD APPROACH TO HYGIENE EDUCATION (Role Play):**
Organise a role play to demonstrate the "old approach". Involve participants as the actors.

A field worker holds up a hygiene picture and leads a discussion. The picture shows a stream where some women are fetching water, other women are washing clothes, and a small boy is defecating nearby. The field worker asks questions to get people to talk about the picture. He keeps the discussion tightly controlled, using the questions to get the messages he is looking for. There are no questions to relate the picture to villagers' own situation. At the end of the discussion he summarizes and says "From now on everyone should stop 'free ranging' in the bush. You should build and use toilets." Then he leaves. After he leaves, villagers talk on their own. They are very angry: "What does he mean telling us what to do? We already know these things.....He doesn't know our situationHe didn't ask us about our problems He was very insulting..... It is hard to apply these messages Building a toilet is expensive....."

Buzz groups: "What happened? Why did it happen?"

Round robin report back. Record points on flipchart.

Kinds of responses to expect:

- The pictures were used not to facilitate open discussion, but to put across messages defined by the field worker.
- While the session looked participatory, it was just a "sugar-coated" way of imposing ideas, of telling villagers what to do.
- There was no attempt to relate the discussion to villagers' own situation.
- Villagers know the messages already, but they have problems in applying them to their own situation because of financial and other constraints.
- There was no discussion on the problems of adoption. The field worker did not help villagers find answers to their constraints ie getting money to build.
- As a result villagers felt no sense of commitment to hygiene and sanitation. It was something imposed on them by outsiders.

Processing: Discuss the following questions with the whole group, focussing on their own experiences:

- *Do you agree with the play? Is this a true reflection of the way in which hygiene education is often conducted?*
- *What do you think about the level of villagers' hygiene knowledge?*
- *If you agree that villagers already know most of the basic hygiene facts, what do you think is blocking behavioral change?*

Blocks to Behavioural Change: workload and time constraints - eg women's heavy workload often prevents them from taking on new practices; lack of resources to adopt new practice eg money to build latrines or to buy soap; no recognition that there is a problem - people may not see that certain practices are harmful eg diarrhoea seen as a fact of life, not a disease; no awareness of benefits of hygiene practices; some hygiene messages are not practical; lack of support/examples by opinion leaders; negative attitudes of health workers

- 3 **NEW APPROACH TO HYGIENE EDUCATION (Buzz Groups):**
Ask pairs - "*How can we improve our approach to hygiene education?*"
Round Robin Report Back.

Summarize: Ask one or two participants to summarize the new approach.

Ingredients of the new approach: We need to

- **CHANGE OUR ATTITUDES.** We need to recognise that villagers already know the basic hygiene messages - and are capable of analysing problems.
- **BUILD COMMITMENT** by community to hygiene - to help them see that hygiene can help them deal with some of their health problems.
- **FOCUS ON BEHAVIOURAL CHANGE**, not message delivery.
- **ORGANISE PROBLEM-SOLVING AND ACTION PLANNING** to address villagers' constraints eg time and financial constraints, workload, etc.
- **PUT THE COMMUNITY IN CHARGE:** Watsan to play a key leadership role in promoting hygiene awareness and action.

- 4 **HOW TO START HYGIENE EDUCATION (Stop-Start Facilitation Practice):**
Explain that the major aim in the mobilisation phase is to build awareness that the old sources are contaminated and result in diseases such as diarrhoea or guinea worm. Ask - "*Why is this important?*" (Buzz groups). [Importance: villagers need to see this as a problem or they may continue to use the old sources when the pump is broken or there is a long queue.]

Present an outline of page 104 (PO Manual) on flipchart.

Group Work: Divide into groups and give out the following task:

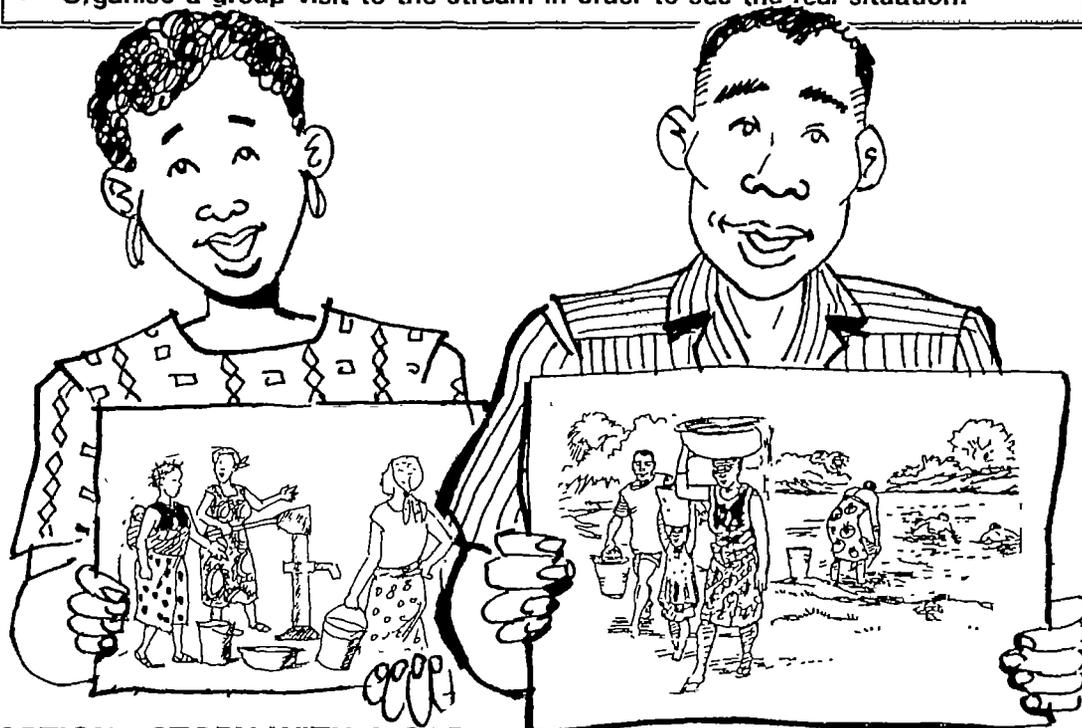
Critical Incident: In one village people don't see the connection between their old source (a stream) and disease. They have always used this source and do not see it as a problem. The women want a new facility because the stream dries up in the dry season and they have to walk 5 kilometres upstream to get water. The men want a new facility for reasons of status. *What can you do to help the community begin to see that their old source is a health risk? Work out a strategy to be "played out" with the other participants playing "villagers".*

Plenary (Stop-Start Facilitation Practice): Ask one group to present its approach. Stop at points to check - "*Is it working?*" Invite participants to stop the facilitation and take over if they feel they can do a better job.

Then refocus the practice on "**What can be done**". Ask the "facilitator" to lead a discussion on what the community can do about problems with existing sources (eg polluted water, weedy/dirty water point). They will mention things like: filtering the water, stopping contamination of the river, weeding the water point to make it easier for women to fetch water. The "facilitator" should ask how realistic each suggestion is - and then facilitate "action planning" (*What action? When? Who? How?*)

Summarize: At the end summarize what was learned from the practice.

- Start with villagers' own experience in using the stream.
- Ask - "How clean is the water?" "Are there any health risks in using stream water?" "What things get into the stream which might affect your health?"
- Ask about their experience in using the stream over many years.
- Encourage the women to do the talking since they have the most experience in using the stream and caring for sick people.
- Organise a group visit to the stream in order to see the real situation.



OPTION: STORY WITH A GAP

Demonstrate the use of "Story with a Gap" pictures (see page 65). Ask 8 people to come into the centre of the circle to play "community members" - and ask the other participants to observe what happens. One of the trainers takes the role of the PO. He holds up the first picture and asks:

- What do you see in the picture?*
- Are there any health risks in using stream water?*
- What are the possible effects of using stream water?*
- What things get into stream which might affect your health?*
- What can we do to minimize the risks of using stream water?*

Then he holds up the second picture and asks:

- What is happening in this picture?*
- Why is this a safer way of getting drinking water?*

Then the other trainer stops the role play and asks participants in the outer circle to comment on the methods used in facilitating this session.

If there is time, divide into groups and ask participants to practice facilitating picture-discussion.

5. LATRINE CONSTRUCTION:

Explain that POs are expected to begin promoting latrines.

Buzz Groups - "*What are problems with old approach to sanitation?*"

<ul style="list-style-type: none">• Few families own latrines - only 1 out of 10 households. The rest use "free range" or open defecation, which is a health hazard.• Past sanitation focused on communal toilets. These toilets were poorly cleaned & maintained.• The most common latrines are pit latrines. Pit latrines are often poorly constructed: they are unsafe to use, smelly, and breed flies.• Many toilets are poorly cleaned and maintained.• In households owning toilets only some people use latrine. Landlords prevent tenants and parents prevent children from using latrine.	
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Buzz Groups - "*What is the new approach to sanitation?*"

<ul style="list-style-type: none">• 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.• Steps: Family completes application form for subsidy; decides on type of latrine - Rectangular or Mozambique Slab; receives subsidy; makes contract with artisan and makes contribution in the form of money, labour (digging pit), or materials.

Facilitation Practice (Small Groups): Divide into small groups. In each group ask participants to practise how to promote interest in latrines, using the questions below (written on flipchart):

- Why is 'free range' (open defecation) a health problem?*
- Why do people need latrines? What are the benefits?*
- What has been your experience with latrines?*
- What fears or concerns do you have about latrines?*
- What can you do to build your own latrine?*

STORY WITH A GAP



Session 12: Field Visit



HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

POs will practice how to organise a Guided Walk, sector group meeting, and community meeting during a one day field visit.

TIME: 2 hours for planning; whole day for field visit; 4 hours for review

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

- Plan a first visit to a new community.
- Conduct a guided walk and sector group meeting (for data gathering)
- Facilitate a community meeting.
- Write a report on field visits and complete a Community Profile.
- Learn practical skills from the field experience.

PREPARATIONS:

Choose villages which are not too far from the training site. Send one person in advance to inform the communities about the visit.

LEARNING ACTIVITIES:

- 1 **INTRODUCTION:** Explain that participants will prepare themselves for a field visit to be conducted the following day. Participants will work in teams of about 8 people (roughly 2 POs). Each team will work in a different village and will conduct the following activities:
 - a) Morning: meet the chief and elders (whole team); guided walk and sector group meeting (team members will work in pairs).
 - b) Afternoon: facilitate community meeting (whole team).
- 2 **REVIEW OF STEPS IN COMMUNITY ENTRY (Brainstorming):** To refresh their memories, ask participants to brainstorm the activities during community entry and content of first community meeting.

1. INTRODUCTION TO CHIEF AND ELDERS
2. GUIDED WALK - "walk, look, and listen" assisted by local villagers.
3. SECTOR GROUP MEETINGS - meetings with groups of women, youth, or elders.
4. ENCOURAGE WOMEN to attend community meeting and take an active part.
5. COMMUNITY MEETING:
 - a) "Breaking the Ice" (songs, dancing, chatting - to put people at ease)
 - b) Prayer and Introductions (names of POs, objectives of meeting)
 - c) Opening Question: "*What can you tell us about your water situation?*"
(Buzz groups → report back → plenary discussion + probing to clarify)
 - d) Introduction to CWSP and community ownership/management (COM)
 - e) Discussion on what community can do - raising money, forming Watsan committee, choosing type of facilities, organising hygiene action, etc.

3 **PLANNING THE FIELD VISIT (Teams):** Divide into field visit teams and assign one trainer to each team. Within each team assign roles to team members - facilitators, observers, and reporters - and explain the tasks of each player. Explain that a) all team members will meet the chief; b) then they will break into pairs to conduct the guided walk and sector group meetings (informal groups encountered during the guided walk). Then explain the specialised roles.

ROLE	TASKS
Facilitators	Your task is to facilitate the community meeting. Prepare an outline on how you are going to conduct this meeting.
Observers	Your task is to observe the community meeting and make notes for feedback. Make a checklist to guide you in observing facilitators. Refer to lessons learned about facilitation skills like: involving women, asking good questions, listening carefully, etc.
Reporters	Your task is to keep notes so that you can write a report on the visit. Discuss how you are going to write this report. What information do you feel you need to report to DWST/RWST? How can you write the report so it describes what community members say during the meeting? Make an outline of the report.

Once team members understand their roles, form 3 new groups made up of the same role players (facilitators, observers, reporters) from different teams. Each group will plan their work.

Then bring the field teams back together and ask each role player to explain their plans for their task. Then ask the team to brainstorm the data to be collected during the guided walk and sector group meetings.

Note to trainers: After the field trip, the "facilitators" should help the "reporters" with the report (to be written on newsprint) and the "observers" should write their findings on newsprint. This work is done at the end of the day or in the evening.

EXAMPLES OF CHECKLISTS DEVELOPED BEFORE FIELD TRIP

Guided Walk and Sector Group Meeting: Checklist

- **Settlement information** - Where do people live? Who owns the land?
- **Water sources** - river, dams, ponds, dugouts, hand dug wells, pumps
- **Comments on sources** - likes/dislikes? distance to source? how much water? seasonal shortages? taste/colour? how safe? who uses?
- **Women's views** - Ask women at each source to talk about water
- **Health** - health problems? water-related diseases? water use?
- **Sanitation** - How many own/use latrines? interest in building latrines?
- **Economic activities** - farming, commercial, and production activities
- **Social structure** - traditional leaders, sectional divisions, ethnic groups
- **Infrastructure** - schools, clinics, churches, grinding mill, roads, etc.
- **Community organisations** - eg VDC, women's groups, farmers' groups
- **Community projects** - successful (why?) and unsuccessful (why?)
- **New Facility** - Are villagers aware about application? Expectations?

Community Meeting - Observers' Checklist

- Are the facilitators - friendly? relaxed? confident?
- Are the questions - clear? simple? open?
- Do the facilitators try to involve women when they are not contributing?
- Do they allow enough time for people to answer questions?
- Do they observe and try to encourage responses with their hands and eyes?
- Are they satisfied with one answer or do they follow up with more questions?
- Do they listen carefully and use minimal encouragers?
- Do they rephrase what people say to clarify things?
- Do they "redirect" - ie ask if others would like to add something?
- Do they talk too much - or let the community do the talking?
- Do they impose their own ideas or draw out solutions from the community?
- Do they summarize regularly? Are clear decisions reached?
- Effect on community - faces? responses? level of interest?

Community Meeting - Outline Report

1. Attendance (men and women)
2. Time: beginning..... end.....
3. Existing Situation: a) problems with existing sources; b) condition of water in each source; c) water related health problems d) community organisation
4. Community response to new system - a) perceived benefits; b) women's involvement; c) money collection; d) Watsan formation; e) technical option
5. Community decisions re a) money collection b) Watsan formation
6. Any problems faced by POs

REVIEW FIELD WORK (morning session after the field visit)

1 REVIEW IN FIELD VISIT TEAMS:

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

- a) Complete the **Community Profile** together as a team, drawing on the information collected by all team members during the Guided Walk, sector group meetings, and community meeting. If there is still information missing, discuss how this could be gathered. (what information? when? with whom?)
- b) Ask the **"reporters"** to read out their report of the meeting. The team can add to it. Make sure that the report is brief (a summary rather than minutes!).
- c) Ask the **"observers"** to present their **findings** and discuss them with the team. The trainer can add his/her own observations.

2 REVIEW IN LARGE GROUP (Gallery Walk and Buzz Groups):

Post the observers' findings and team reports around the room for a gallery walk. When all participants have read the reports, bring the whole group together. Ask participants to pair off with members of other teams.

Buzz groups: *"What are the similarities and differences between different teams' findings and reports?"*. Round robin report back.

Buzz groups: *"Share an interesting experience from the field visit."* Round robin report back.

Buzz groups: *"How will you improve your performance on your next field visit? Be specific."* Round robin report back.



Session 13: Action Planning and Evaluation

TIME: 2 hours

OBJECTIVES: By the end of the session participants will have developed a work plan for the first month of field work.

LEARNING ACTIVITIES:

1 WORK PLANNING (PO Groups):

Ask participants to brainstorm the major tasks to be carried out during the Mobilisation Phase. Then divide into PO groups and ask each PO to prepare work plans. Show them an example of a work plan written up on the flipchart and make the following points:

1. In allocating your time take account of the need to cover
 - Different villages in your field work area
 - Different areas within each village
 - Different categories of people to be contacted - eg leaders and ordinary villagers, men and women, adults and youth, etc.
 - Different tasks
 - Field-based work and office work (meetings, report-writing, etc.)
2. Be selective and realistic - decide what can be achieved in the next month.
3. Be specific - focus on specific and practical activities.
4. Keep careful notes on what you learn from your meetings with people and any other observations. Your notes will be useful for future training and planning. Prepare a brief report on what you find out - to be reviewed at the next training course.

2 POTENTIAL PROBLEMS:

Ask participants: "*What MAJOR PROBLEMS do you anticipate over the next month and how will you SOLVE them?*" Emphasize CWSP's major concerns at this stage of the process - domination by the elite, domination by men, and non-participation by women and the poor. Get participants' ideas on how to overcome these problems.

Remind POs to keep careful notes - so they can give a full report at the next workshop.

3 EVALUATION:

Ask participants to complete the Evaluation Form on the following pages.

EVALUATION FORM

HOW WELL CAN YOU:

Circle one of the five possible answers.
 A = not yet; B = with difficulty;
 C = well; D = very well; E = with ease

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | Introduce your PO to the community. | A | B | C | D | E |
| 2. | Explain the CWSP to the community. | A | B | C | D | E |
| 3. | Explain your own role. | A | B | C | D | E |
| 4. | Describe the roles of the other players. | A | B | C | D | E |
| 5. | Lead a discussion to introduce COM. | A | B | C | D | E |
| 6. | Describe the activities in the Project Cycle. | A | B | C | D | E |
| 7. | Conduct a Guided Walk. | A | B | C | D | E |
| 8. | Facilitate community discussion. | A | B | C | D | E |
| 9. | Ask effective, open-ended questions. | A | B | C | D | E |
| 10. | Use rephrasing in facilitating discussion. | A | B | C | D | E |
| 11. | Explain importance of involving women. | A | B | C | D | E |
| 12. | Encourage women to speak in meetings. | A | B | C | D | E |
| 13. | Deal with difficult questions. | A | B | C | D | E |
| 14. | Complete the Community Profile. | A | B | C | D | E |
| 15. | Help to form an effective Watsan. | A | B | C | D | E |
| 16. | Name key issues in forming Watsan. | A | B | C | D | E |
| 17. | Facilitate discussion on fund-raising. | A | B | C | D | E |
| 18. | Raise awareness on risks of old sources. | A | B | C | D | E |
| 19. | Explain new approach to sanitation. | A | B | C | D | E |
| 20. | Write a report on community meetings. | A | B | C | D | E |

Please rate the following parts of the workshop. Five is the highest possible score and 1 is very poor. Circle the number.

SESSIONS	Very Poor					Excellent				
	1	2	3	4	5	1	2	3	4	5
21. CWSP and the New Approach	1	2	3	4	5					
22. PO's Role and Roles of Other Players	1	2	3	4	5					
23. COM and COM Building	1	2	3	4	5					
24. The Project Cycle	1	2	3	4	5					
25. Entering the Community	1	2	3	4	5					
26. Water is Women's Business	1	2	3	4	5					
27. The First Community Discussion	1	2	3	4	5					
28. Watsan Formation	1	2	3	4	5					
29. Managing Money	1	2	3	4	5					
30. Hygiene and Sanitation	1	2	3	4	5					
31. Field Visit	1	2	3	4	5					

32. How did you feel about YOUR OWN PARTICIPATION in the workshop and YOUR INTERACTION WITH OTHER PARTICIPANTS?

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33. What were the MOST IMPORTANT LEARNINGS for you at this workshop?

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How would you rate:

34.	THE OVERALL WORKSHOP	1	2	3	4	5
35.	THE FACILITATORS	1	2	3	4	5
36.	WORKSHOP APPROACH/METHODS	1	2	3	4	5
37.	FOOD/ACCOMMODATION/LOGISTICS	1	2	3	4	5

Additional comments on any of the above:

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38. What did you like about this workshop? What were the GOOD THINGS?

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39. What were the WEAK POINTS or PROBLEMS with this workshop?

What things got left out?

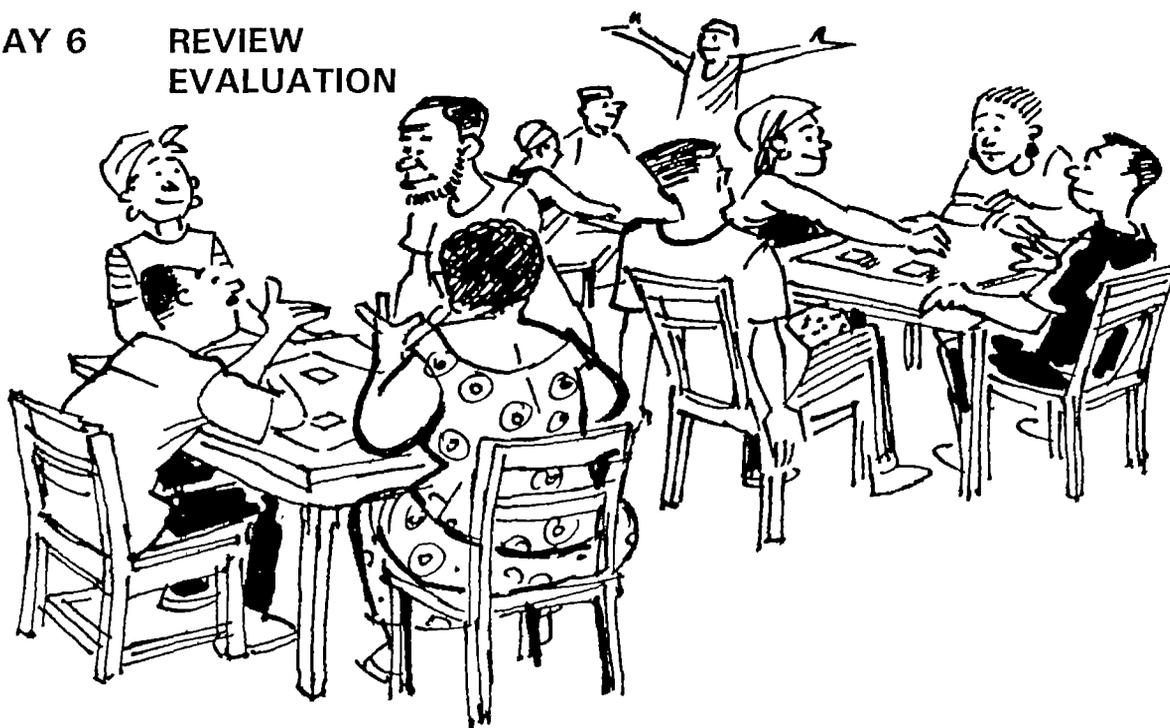
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WORKSHOP 2

Training for Planning



- DAY 1 INTRODUCTION
 ANALYSING FIELD EXPERIENCE
- DAY 2 TECHNICAL OPTIONS AND SITING
 FACILITY MANAGEMENT PLAN
- DAY 3 HYGIENE AND SANITATION
 WATER IS WOMEN'S BUSINESS
 REPORT WRITING
- DAY 4 WATSAN TRAINING - PREPARATION
- DAY 5 WATSAN TRAINING - FIELD PRACTICE
- DAY 6 REVIEW
 EVALUATION



Session 1: Introductions

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

This session is designed to help POs share some of their field problems.

TIME: 1 1/2 hours

OBJECTIVES:

- To get POs to identify key problems they are facing in the field.
- To review expectations and objectives for the course.

MATERIALS:

- **NEWSPRINT STATIONS** for different categories of field activities -
a) building commitment to change; b) Watsan formation; c) collecting money; d) hygiene education; e) sanitation; f) women's involvement
- **BRICKS** and **MASKING TAPE**

LEARNING ACTIVITIES:

- 1 PROBLEM IDENTIFICATION (Rotational Brainstorming):** As soon as participants arrive, put them into groups and assign them to a station. Ask each group to brainstorm problems -
Think of your work over the first phase. What problems have you (or the community) faced in relation to this topic?

Ask the group to write each problem on a brick and tape on the wall. After 10 minutes ask groups to rotate. Continue until groups have contributed to the problems under each topic.

Report Back (Gallery Walk): Visit each of the newsprint stations and review the problems. During this report back, put similar problems together and ask participants to identify the most critical problems.
- 2 EXPECTATIONS (Buzz Trios):** Explain that the training will try to address the above problems as well as preparing the POs for Phase II (Planning).
Buzz Trios: "*What are your expectations for the workshop?*"
Round robin report back.
- 3 PROGRAMME:** Present the programme overview.
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**.
- 4 TRAINER'S GUIDE FOR WATSAN TRAINING:** Hand out copies of this guide. Ask participants to start reading it in their free time. Explain that on Day 4 participants will prepare themselves for Watsan training and then on Day 5 they will run a one-day Watsan Training Course.

Session 2: Analysing Field Experience

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the first phase the POs 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.

LEARNING ACTIVITIES:

1 PROBLEM ANALYSIS AND PROBLEM SOLVING (Task Groups):

Divide into six groups. Assign each group one of the problem lists developed in Session 1.

Group Task:

- a) Put common problems together.
- b) Select 3-4 of the most important problems.
- c) For each problem identify causes and solutions.
- d) Prepare yourself to facilitate a problem-solving discussion with the community or Watsan.

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

Stop-Start Facilitation Practice: After each presentation ask one person to lead a discussion on the problem, using the group's proposed strategy. Invite others to stop the process at points to comment or take over.

Example of Output: WATSAN ORGANISATION

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.
Watsan is selected by opinion leaders, not elected	Leaders select their own favourites in order to be able to control them. Community allows opinion leaders to dominate selection process. Chief and elders dictate the choice.	POs should discuss with the community prior to the election the process to be used and the reasons for a democratic process. POs to monitor the election process.
Conflict between Watsan and other gps	Power struggle - old committees fear Watsan will take their job. Lack of understanding of each other's roles and responsibilities.	Involve all existing committees when forming Watsan and explain its roles. Clarify each other's roles and responsibilities.

OPTIONAL APPROACH: "RESISTANCE TO CHANGE"

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

- Recognise that community members may have many different, understandable reasons for not wanting a certain change.
- Develop strategies to address different points of resistance.

MATERIALS:

- **PREPARED FLIPCHART:** "Resistance to Change Continuum"

LEARNING ACTIVITIES:

1 IDENTIFYING POINTS OF RESISTANCE (Buzz Groups):

Ask pairs to review the problems identified in Session 1. Get them to identify "points of resistance" - difficult questions that community members have raised about certain aspects of the new system. *How did people express their resistance? What did they say? What arguments did they have?* Ask them to write these points in key words on bricks.

Examples:



- 2 **ANALYSING POINTS OF RESISTANCE (Small Groups):** Introduce the "Resistance to Change" continuum. Explain that this framework helps to differentiate among attitudes towards change, by sorting them out along a scale of 1-7 showing varying degrees of resistance or openness. The continuum helps to identify the level of each problem or concern. Then strategies can be developed, based on this understanding of levels of resistance. Divide into small groups and ask groups to sort out their bricks and tape them at the appropriate level. Tell them they should be prepared to explain why they chose the level for each problem.

Large Group (Analysis): Ask participants to read the continuum and ask questions if they think a brick has not been placed at the right level.



- 3 **HOW TO OVERCOME RESISTANCE (Stop-Start Facilitation Practice):** Invite one person to demonstrate how s/he would deal with a problem in Level 1 resistance. The other participants play "community members". Any participant can stop the play at any point to take over if they think they can do a better job. After stopping the play the participant should briefly explain why they think the approach is not correct before taking over in the play.

Alternative - Small Groups: Divide into four groups and assign levels to each group. (Group 1: levels 1 & 2, Group 2: level 3, Group 3: level 4, Group 4: levels 5-7). Each group looks at the problems at its level of resistance and works out a strategy to overcome resistance.

Processing: Point out that people's concerns are often not openly expressed. They need to be aired and discussed in a respectful way. *How can we facilitate this? Will it make a difference when you express your own views as a facilitator?* Make notes of lessons learned.

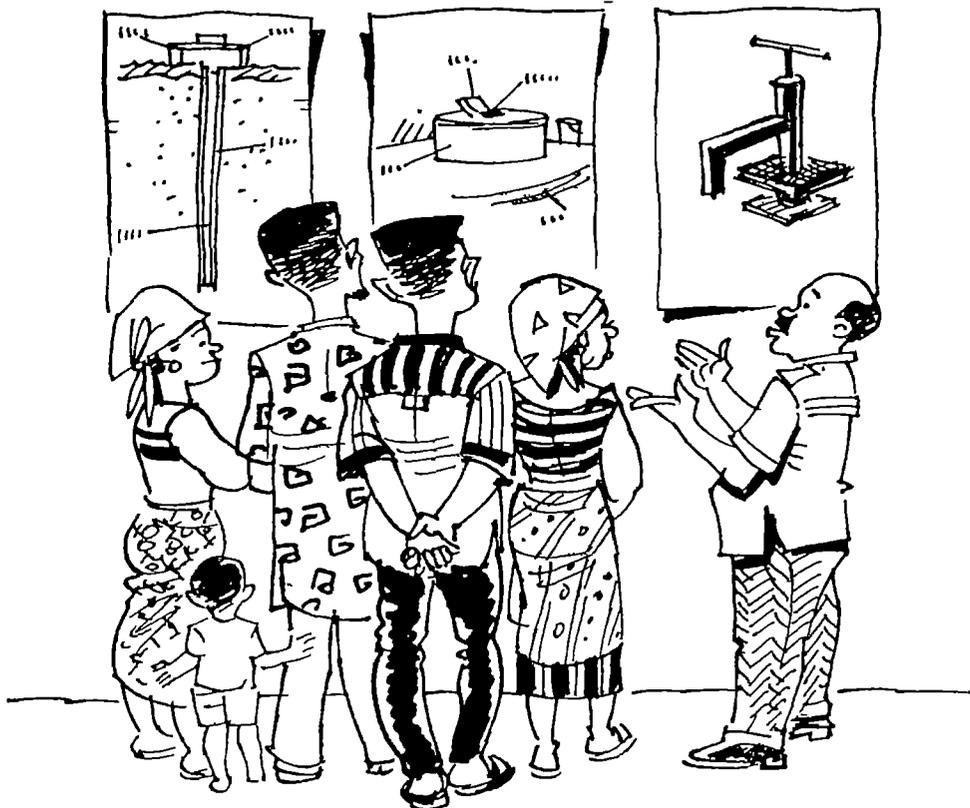
Note to facilitators: Complete the handout with the examples mentioned and sorted out by participants. See example on the following page.

EXAMPLE: HOW TO OVERCOME RESISTANCE TO CHANGE

TYPICAL STATEMENT	REASONS WHY COMMUNITIES ARE NOT WILLING TO ACCEPT THE NEW SYSTEM.	STRATEGIES FOR OVERCOMING RESISTANCE
<p>THERE IS NO PROBLEM. We are satisfied with things as they are and see no reason to change.</p>	<p><i>We have always used this stream - it always gives us water.</i> <i>We have no problems with the water in the stream. It never harms us.</i> <i>What's wrong with a little bit of dirt?</i> <i>We're happy with things the way they are.</i> <i>Why should we change to a new system?</i> <i>We have other problems first.</i></p>	<ul style="list-style-type: none"> ● Find out why they are saying this and if all agree. You may get other people in the community to contradict what is being said. ● Use examples of other communities who have developed a new water supply - or organise a visit to these communities to learn from them. ● Discuss with opinion leaders after the meeting. If they can support the new idea, they can convince others before the next meeting.
<p>There may be a problem, but it is NOT OUR RESPONSIBILITY. The problem can only be solved by Government.</p>	<p><i>We need a pump but it's up to Government to give us a system.</i> <i>Why do we have to pay when other communities get water free?</i> <i>The District Assembly should pay for us.</i> <i>Government should give us a new pump.</i> <i>We can do nothing. It's up to government.</i></p>	<ul style="list-style-type: none"> ● Get people to talk about their experience of using stream water. Look for examples of people getting sick from using the stream - and build on them. ● Explain that government cannot do everything - they cannot build and maintain WS facilities for all communities in Ghana. If they want a water supply, they will have to take some responsibility for it. ● If they are still not convinced, invite DWST or RWST to help explain things at the next meeting.
<p>Yes, there is a problem - but WE HAVE DOUBTS. We are skeptical about proposed solutions (technical solutions, sponsorship, our own capability, etc).</p>	<p><i>We've never managed anything. How can we manage this new project on our own?</i> <i>Our committees in the past have chopped our money. How will this be different?</i> <i>There is little unity in the community. We'll never be able to raise the funds.</i> <i>Are you sure that this programme will work?</i> <i>Government will reclaim the pump later on.</i> <i>Pump water won't be as good as stream water.</i> <i>How long will the new pump last? Is it durable?</i> <i>Will we be able to repair the pump ourselves?</i> <i>We won't be able to get parts for the pump.</i> <i>We have the money, so why all these meetings.</i> <i>This is only a trap - soon we will have to pay.</i></p>	<ul style="list-style-type: none"> ● These doubts and fears are genuine. They show that the community are thinking seriously about the programme and have real fears based on past experience of failed projects. Clarify their fears and then address each fear with more information. ● If there are still doubts, give them examples of other communities who have solved this problem - or visit to a community who already have a pump. ● Explain that no money will be taken from the community until the well is completed. ● Ask the District Assembly to reassure them that the project is genuine. ● Ask them to talk about their own experience of managing things. Look out for positive examples.

TYPICAL STATEMENT		REASONS WHY COMMUNITIES ARE NOT WILLING TO ACCEPT THE NEW SYSTEM.	STRATEGIES FOR OVERCOMING RESISTANCE
There is a problem, but we fear there will be more COSTS INVOLVED IN THE CHANGE.		<p><i>Our old committee never rendered accounts.</i> <i>The new committee will chop our money.</i> <i>Spare parts will be too expensive.</i> <i>The cost of spare parts will go up.</i> <i>The private sector will overcharge us.</i> <i>The new pump will break and we'll have to pay lots of money to fix it.</i> <i>Only half the community are willing to contribute - the settlers don't want to pay.</i></p>	<ul style="list-style-type: none"> ● Identify their major concern and then get them to solve their own problems. For example if their biggest concern is inflation, ask them what they can do to solve the problem? [buy spare parts and stockpile.] ● Don't answer the questions for them. Throw the question back and let them find their own solutions. ● Explain that in the new system the money is kept and controlled by the community - so they should choose leaders who will look after the money properly.
We see the problem, and we are INTERESTED in learning more about it.	These responses are increasingly open and confident and come from people who like the new ideas and are eager for learning, information, and improved skills.	<p><i>Can we see a borehole before deciding?</i> <i>What support can we get from the Assembly?</i> <i>What do we have to do before the construction?</i> <i>Where will we get the spare parts?</i> <i>One borehole is not enough. We need at least two boreholes.</i> <i>How long will it take before we get the pump?</i></p>	<ul style="list-style-type: none"> ● If the question is about CWSP conditions, give them the correct information. In your explanation you can compare things with the old system. ● If the question is about how the community should manage the new facility, throw it back to them and ask them to decide how to deal with the problem. Your job is to facilitate the discussion, but let them find their own solutions. Avoid giving answers. ● Explain the capital and maintenance costs in simple terms - divide these costs by the number of adults who would be paying to show how much each person would be expected to contribute. ● Show them the new pump and how it works or arrange a visit to a nearby community which has already acquired a pump. ● Encourage them to get started and explain what they can do to open a bank account, form a Watsan committee, and other things.
We are READY to try some ACTION.		<p><i>Can we pay the commitment fee in installments?</i> <i>Can you drill the well now and we will pay later?</i> <i>Can we use the VDC as the Watsan Committee?</i> <i>What can we do to speed up the process? We want a new pump now.</i> <i>Can you show us how the handpump works?</i> <i>The contractor wants us to feed his workers.</i></p>	
We are WILLING to demonstrate the solution to others and advocate change.		<p><i>What are the present costs of spare parts?</i> <i>The old committee was cheating us. We need to form a new committee.</i> <i>After we have paid, how soon can you give us our borehole?</i> <i>We've already collected C40,000. What can we do with the money?</i> <i>What can we do to get started?</i></p>	

Session 3: Technical Options & Siting



HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the PO introduces the options for water facilities and household latrines and helps the community make an informed choice about these options and where they should be sited.

TIME: 4 hours.

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

- Present the main features of the different technical options.
- Facilitate discussion and decision-making on technical options and siting

MATERIALS:

- **PO MANUAL** - pages 49-52, 115-132
- **TECHNICAL POSTERS** - technical options for water supply and latrines.
- **DEMONSTRATION PUMP** - or if there is time, make a site visit.

LEARNING ACTIVITIES:

- 1 **OVERVIEW OF TECHNICAL OPTIONS (Buzz Groups & Poster Discussion):** Explain the objectives, stressing the importance of the community making an informed decision on their own with appropriate technical advice.

Buzz groups: "*What water supply systems do you know about already?*" Round robin report back. Use the technical posters to illustrate people's contributions. Then present the unknown options and the latrine options.

- 2 **DETAILED STUDY OF OPTIONS (Task Groups):** Divide into small groups, one group for each option. (Ask one group to study the latrine options, information on artisans and latrine subsidy.) Give each group the posters and the following information on their option:

- How technology (dug well, borehole, etc) is constructed and how it operates.
- Population served, optimum depth of water table, capital and O&M costs.
- Any additional information - eg guaranteed repairs for first year, how to maintain the pump using local caretakers, repairs by area mechanic, etc.

Explain the **Group Task:**

Study the information provided. Prepare a presentation in the local language to be given to the large group.

- 3 **PRESENTING THE TECHNICAL OPTIONS (Practising Presentation Skills):** Ask each group to present their option. The other participants will play the role of "community members" - they will be allowed to contribute and ask questions. After each presentation organise feedback on the Presentation Techniques. (See PO Manual page 74).

4 **OTHER FACTORS INVOLVED IN DECISION-MAKING (Presentation):**

- A. **Feasible Options:** Explain that some options, eg hand dug well, are not feasible in certain situations ie when the water table is very deep or the ground is too hard for digging. POs should find out beforehand from DWST which options are feasible in their assigned communities.
- B. **Number of Water Points:** Explain that the number of water points depends on the population of the village:
- HDW/Bucket:100-150; HDW/Pump:150-300; Borehole:300-2000
 - One water point will be provided for every 300 people.
 - Example: if population is 1200, community can get 4 water points.
- C. **Mix of Technologies:** Explain the idea of a mix of technologies in large villages which can get more than one facility. This helps to ensure sustainability - if the pumps break down, water from the HDW is still accessible; if the HDW dries up, BH water will be available.
- D. **Comparing Options:** Once people are familiar with the options, get them to compare the options - "*What are the GOOD POINTS and BAD POINTS about each option? Which option do you like best and why?*"
- E. **New Techniques for Hand Dug Wells:** Many communities know about HDWs from PAMSCAD or other projects, where the wells have often gone dry. Explain that a new approach will be used to dig the wells deeper, using caisson rings to dig below the water table.

5 FACILITATION PRACTICE (Role Playing and Practice in Small Groups):

Divide into groups and ask one person in each group to play the PO. Then brief "the PO" and "the community" for their respective roles:

- a) **PO:** *Your job is to lead a discussion with the community to help them make an informed choice about the type of technology. The water table in this community is 16 metres deep. Try to get them to see the benefits of hand dug wells without imposing this option. Remember - you are providing information while at the same time asking questions and getting them to talk. (Give each PO pictures of the two options to be used in the discussion.)*
- b) **Community:** *You are used to boreholes from previous projects in your area and you have heard that other neighbouring villages have selected boreholes. You are skeptical about the effectiveness of hand dug wells: you have seen hand dug wells from PAMSCAD and other projects which dried up.*

Round robin report back: Ask groups to describe the strategies that were used in the facilitation practice. Then summarize.

Possible responses:

- Ask people to discuss the advantages and disadvantages of each option.
- Get the views of all the interest groups, especially women.
- Listen carefully to their objections to the hand dug well.
- Provide information on the new type of hand dug well and its differences with the PAMSCAD well - ie digging below the water table, using caisson rings to go below the water table, the contractor returning next dry season to deepen the well, putting a pump at the top makes the water safer, etc.
- Explain that the "expensive option" (borehole) is not necessarily better.



6 SITING THE NEW WATER FACILITIES (Role Play and Discussion):

Explain that the next step is to look at how the PO can help the community select a site for the new water supply. Organise a role play:

Scene 1: PO and engineer come to village to get community input on siting. They find that most people are away at the farms. They decide to do the siting anyway. They get the chief and two other men and do the siting. The chief lobbies to have the site near his house. The engineer bullies everyone into accepting his choice.

Scene 2: The hand dug well contractor arrives to dig the well. When women see the place he was told to dig the well, they get very angry - and start insulting him. "Why are you putting it there? Are you crazy! Who told you to put it there? That's further away than the river! If that's where it's going, we want our money back!"

Divide into groups of 3-4 participants and ask each group to discuss: "What happened? Why? How should the siting have been done?"

Round robin report back.

Problem:

- There was insufficient consultation - only 3 community members involved.
- Women were excluded from the decision-making.
- The chief chose the site on the basis of his personal interest.
- The decision was made by the outsiders, not the community.

How should it have been done?

- The PO should have allowed the community to meet on their own and make their own selections (3 options) before involving the engineer.
- Siting decisions should be made with as many people involved as possible.
- Women should be given a major role in siting decisions.
- The PO should get the community to discuss siting criteria first - then discuss and organise a visit to proposed sites.
- The engineer should not be allowed to impose his choices.
- Technical people should talk slowly, use simple words, and learn to listen!

Ask the same groups to brainstorm: "What factors are involved in making siting decisions?"

- Equity - make sure everyone has relatively equal access to water point.
- If more than one water point, they should be distributed across village.
- Site wells as close as possible to people's homes to make it easier for women.
- Select sites where water can be found: good indicators of water - layers of gravel/sand, ant hills, traditional wells, certain types of trees and vegetation
- Avoid places that could contaminate water supply eg latrines, septic tanks, refuse dumps, cattle kraals, cemeteries, etc.
- Avoid places that are low and can easily get flooded.

Practice in Site Selection (Role Playing): Ask groups to simulate a site selection visit, with one group member playing the role of PO.

CRITICAL INCIDENTS

1. A community decides they want a hand dug well and they prepare the FMP. Later on they see a borehole in a neighbouring village and they change their minds and say they want a borehole.
2. At the first meeting with the community the community told the PO they didn't want a hand dug well. They had seen a hand dug well in the neighbouring village collapse, so they said they were not interested. The PO explained the hand dug well and people still said they were not interested. Then the PO explained that when a pump breaks down and they have problems fixing it, they cannot get access to the water; whereas a hand dug well is accessible, even if the pump is not working. This changed their minds and they started thinking about two hand dug wells. Then the PO raised the issue of a hand dug well going dry - and the community decided to use both technologies, applying for both a hand dug well (to give them access to water when the borehole pump breaks) and one borehole (to guarantee water if the hand dug well dries up).
3. You are discussing technical options with the community. They tell you that their District Assembly member told them to apply for a borehole. What do you do?
4. You are discussing with the community the raising of money for capital costs. They tell you that their Member of Parliament has promised to pay the full cost. What do you do?
5. You know that the water table is shallow - so a hand dug well is feasible. However, the community insist on a borehole, saying that "*expensive things are better.*" What do you do?

Session 4: Facility Management Plan

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the PO will help Watsan conduct a discussion with the community on how they want to manage their new facility ie raise and manage maintenance funds, buy spare parts, and organise local maintenance. These management decisions along with the choice of technology will be recorded in the Facility Management Plan.

TIME: 2 hours

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

- Facilitate discussions on the management of the new water facility
- Demonstrate how to complete the Facility Management Plan

MATERIALS:

- Facility Management Plan

LEARNING ACTIVITIES:

1 OVERVIEW OF FACILITY MANAGEMENT PLAN (Discussion):

Explain that one of the PO's major tasks during this phase is to help the community develop its own Facility Management Plan. The plan will record the community's decisions on: a) the choice of technical option and b) how to finance and manage the new facilities.

Give each participant a copy of a completed Facility Management Plan. Ask participants to work in buzz groups to read and analyse the completed FMP - "*What can you learn from the completed form?*"

Then organise a report back - page by page.

2 DECIDING ON METHOD OF FUND-RAISING (Practice Facilitation):

Divide into groups of about 8 people. In each group select one person to play the "PO". The other group members are Watsan members. Then give them the following scenario:

You are working in a community with a population of 900 people made up of 500 adults and 125 houses. They have already decided to ask for 2 hand dug wells (with Nira pumps) and a borehole (with an Afridev pump). Help the Watsan calculate how much money they will need each year to maintain these three facilities. Then lead a discussion on how to raise maintenance funds and open a bank account.

At the end of the practice session ask the groups to discuss what they learned from the session.

Round robin report back.

Possible responses:

- Let the community choose their own ways of raising funds. They know which ways will win the support of the whole community.
- Encourage the community to use more than one source of fund raising (eg user fees and harvest). This will provide a more stable source of funding.
- Help the Watsan make realistic choices. For example one cannot depend on fines to provide the bulk of maintenance funds.
- The amount of money to be generated should be based on the number of households or individuals contributing.

Summarize: Emphasize the importance of the decision-making involving as many people as possible. If people are not consulted about how money is to be raised, they are not likely to contribute to the fund-raising.



Session 5: Hygiene and Sanitation

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the POs will continue the discussions on hygiene and sanitation which were started in the Mobilization Phase.

TIME: whole afternoon

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

- Describe the steps in conducting hygiene education during Phase 2
- Identify problems in promoting latrines and develop appropriate solutions

MATERIALS:

- PO MANUAL - page 105

LEARNING ACTIVITIES:

1 HEALTH IMPLICATIONS OF TECHNICAL OPTIONS AND SITING:

Explain that one of the PO's tasks during this phase is to build awareness of the health implications of technical choices and to promote community action on environmental health.

Buzz groups - "Write a list of different technical options. Then write down 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 supply 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, etc.]

2 OLD SOURCES AND WHAT CAN BE DONE

Organise a short role play:

Two women meet at the pump 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 caretaker. I'm in a hurry, so I'll fetch some stream water.*

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



Buzz groups: "What happened in the drama? Why is it important to get the community to stop using the old sources?"

Summarize: Emphasize 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.

Practice Facilitation: Divide into small groups of 6-8 people. Ask one person to play the "PO" and facilitate the discussion described in the PO Manual (bottom of page 105). After 3-4 minutes give the PO feedback. Then ask another person to take over at the point the first person stopped. Continue with regular replacements until the whole session has been played.



3 USING PICTURES EFFECTIVELY (Demonstration and Practice)

Show the POs how to use the pictures to lead discussions on hygiene. Demonstrate yourself - or get one of the more experienced POs to demonstrate. At the end of the demonstration, review the techniques involved.

Then divide into groups and hand out the hygiene pictures. Ask one person in each group to lead a discussion using the pictures. Stop the group after 5 minutes and debrief the techniques used. Then, if there is enough time, allow one or two other participants to try it out.



- Give people time to see the picture before discussing it. Pass it around or move close to people so they can see it.
- Start by asking the question - *"What do you see in the picture? What are some of the problems? Why does it happen?"*
- Then ask *"Do we have this problem? If so, what can we do about it?"*
- Use the picture to get people to talk about their own situation - *"What does this picture mean to you? Do you have this situation in your own village?"*

4 PROBLEMS IN PROMOTING LATRINES (Practice Facilitation in Groups):

Ask the POs 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:

- The community does not understand why we are promoting household toilets - they think we should be promoting communal toilets.
- Many people are too poor to afford toilets.
- Illiterate households feel they will be cheated if they complete application form.
- Watsan is not interested in promoting toilet construction.

Divide into groups. In each group select the problem to be addressed and ask one person to play the "PO". His/her task is to facilitate a discussion with the group aimed at overcoming the problem. After a while give the PO 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 AND SUPPORT LATRINE CONSTRUCTION

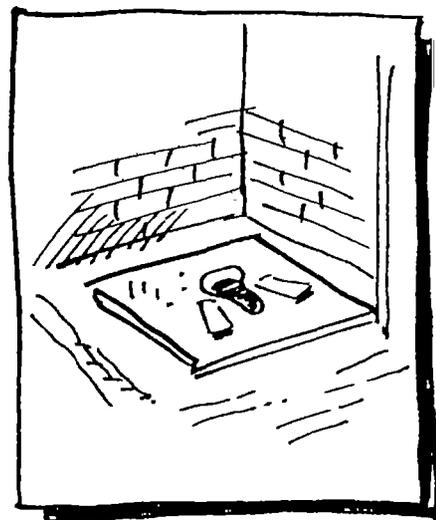
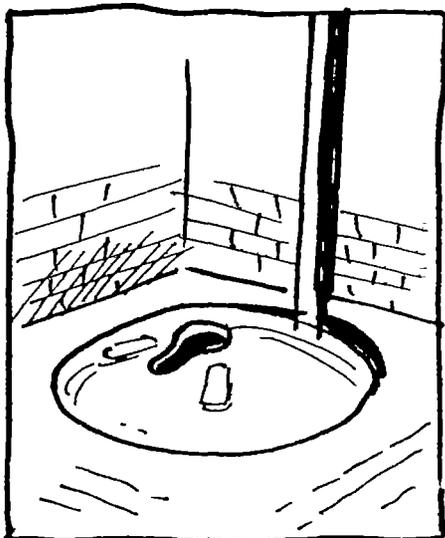
Start off by discussing some of the problems the latrine artisans are facing in promoting latrines eg lack of transport.

Buzz groups - "What can you do as POs to support and promote latrine construction?"

Round robin report back.

Possible responses:

- Find the artisan who is working in the same zone and make contact.
- Hire artisans as PO employees - help them with transport and getting business.
- Introduce artisan to Watsan and community members.
- Promote sanitation during discussions with the community.
- Educate people on the hazards and disadvantages of "free range".
- Build Watsan's interest and commitment to promoting toilets.
- Get Watsan to draw up a list of households interested in building toilets.
- 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 6: Water is Women's Business

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 towards women's participation.

TIME: 2 hours

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

- Recognise their own assumptions about women's roles and responsibilities and examine how true these are.
- Identify the daily tasks of men and women and the role of women in water collection in order to raise awareness of women's workload.

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 supposed to sit in front, men are important, men are the ones to talk, men are household heads, women are shy, etc.] 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: Discuss 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"?*

- 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.
- "Many men do not make a household unless there is a woman!"
- A man will "continue" the family, but he can't do it without a woman.

Summarize: Explain that we undervalue the roles women play, even though women play a major role in the household and in managing traditional water sources. If we want to involve women in management decision-making, we need to understand the roles they are playing now.

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 a community which you know about personally. 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?"*

- 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	
06.30 - 07.00	Prepare breakfast Feed children and send to school	
07.00 - 08.00	Breakfast Clean up and wash utensils Grind flour to send to farm	Wake up → eat Open gates for animals Feed animals
08.00 - 11.30	Fetch water Join husband at farm → farming	Go to farm 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	Bath children Cook supper	Go home Collect animals
06.00 - 07.00	Serve and eat supper	Supper
07.00 - 09.00	Cleanup and wash utensils Get children ready for bed	Visit friends/drink
09.00 - 10.00	Go to bed	Go to bed

Session 7: Report Writing

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

The POs are expected to write reports on each field trip and on a monthly cumulative basis. This session will review their report writing to date and get agreement on the reporting format.

TIME: 2 hours

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

- Write effective reports.

MATERIALS:

- Examples of PO Reports
- Reporting format

LEARNING ACTIVITIES:



1 REVIEW OF EXPERIENCE (Large Group Discussion):

Ask each PO: "*How do you organise your report writing? Who writes? When is it done?*" Compare best practices with examples of reports.

- Short but specific details for each community.
- No repetition of information recorded on other forms eg Community Profile.
- Report format follows the meeting agenda.

2 REPORT WRITING PRACTICE (Simulation of meeting):

Ask participants to role play a discussion on **how to collect money and how to keep it safe**. During the role play write elaborate minutes on the flipchart. Ask participants to write a summary of the key points, which could go into a report on the dramatised community.

Ask some participants to **read out** their summary. Underline the **key words** they have used on the minutes flipchart. Point out that we are only interested in **decisions** (what/who/when/where)

Do another practice exercise on **how to maintain the facilities**. Analyze and draw lessons learned.

Session 8: Watsan Training

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning Phase the PO will organise the first training course for Watsan members. This session will introduce the content and methods to be used in this training.

TIME: 3 hours

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

- Describe the topics to be covered in the first course.
- Facilitate training sessions.

MATERIALS:

- **TRAINER'S GUIDE FOR WATSAN TRAINING**



LEARNING ACTIVITIES:

- 1 **OVERVIEW OF TRAINING COURSE NO. 1 (Brainstorming and Discussion):**
Explain that one of the PO's major tasks during this phase is to train the newly formed Watsan committee. This is the first of three courses. The first training course will prepare Watsan for its tasks and activities during the Planning phase. Ask the group to brainstorm these activities.

- Introduce and lead decision-making on technical options.
- Lead a discussion and organise visits to select potential sites.
- Facilitate discussions with the community on the maintenance of new facilities (method of money collection, choice of caretakers, etc)
- Complete the Facilities Management Plan.
- Organise fund-raising for capital contribution (commitment fees).
- Open a bank account and start record-keeping.
- Organise discussions and action on hygiene and sanitation.

Then analyze the list and discuss what other topics need to be discussed with Watsan (for example, their own roles as a committee and individual roles, how to organise meetings, how to be accountable, etc).

Then review the list of topics for Watsan Training No. 1:

Roles & Tasks	Com. Ownership & Management	Raising and Managing Money
FMP Preparation	Technical Options & Siting	Management of Maintenance
Meetings Skills	Record-Keeping (Accts/Minutes)	Hygiene and Sanitation

- 2 **TRAINING METHODS (Brainstorming and Discussion):** Explain that the POs will use participatory methods in running the training. Ask the group to brainstorm a list of participatory methods.

Possible responses: discussion, small groups, buzz groups, demonstration, practical exercises (eg record-keeping), problem-solving, critical incidents, guided walk, role playing, stop-start drama, picture-discussion, games & songs (energizers).

Review each of these methods and why they are used. Ask participants to demonstrate or give examples. Then give the following summary on the methods to be used in the training:

- Your aim is to make the workshop **PARTICIPATORY** (Watsan members doing most of the talking) and **PRACTICAL** (Watsan members planning how to do each of their management tasks).
- The main method is **DISCUSSION** - on each topic you will ask a series of **QUESTIONS** to get Watsan members discussing their ideas about the topic.
- The questions will focus on Watsan's **MANAGEMENT TASKS**. They will help Watsan members decide on **HOW THEY WANT TO MANAGE EACH TASK**.
- Some questions will get Watsan members to identify **POTENTIAL PROBLEMS** or **REAL PROBLEMS** and how they will **SOLVE** them.
- **BUZZ GROUPS** (or **ROUND THE CIRCLE**) will be used to get everyone talking.
- **NEW SKILLS** (eg how to run meetings and how to keep records) will be learned through **PRACTICE SESSIONS** with **FEEDBACK**.
- **GUIDED WALK, ROLE PLAYING, PICTURES, and GAMES/SONGS** will be used to build interest, energy, and fun.
- **YOUR ROLE** as a trainer is to ask questions and lead the discussion. You will encourage Watsan members to find their own solutions and ways of managing things. You will use questions to get them to think more critically about their ways of managing things. You will provide information only when necessary.

3 **HOW TO USE THE TRAINER'S GUIDE**

Go through the Trainer's Guide with participants. Explain that there are two introductory sections and then detailed session plans:

- The first introductory section - "**What Is It All About?**" (pages 2-5) - explains the objectives, topics and methods to be used in the training.
- The second introductory section - "**Get Ready - Go!**" (pages 6-8) - explains the preparations needed for each workshop - dates, venue, logistics, dividing up roles within the team, workshop coordinator, etc.
- The rest of the guide is made up of **Session Plans**, which are divided into three sections - Workshop One, Workshop Two, Workshop Three.

Ask participants to look at the **Detailed Guide for Workshop One**, starting with the objectives and timetable on pages 10-11. Show how the timetable is divided into 7 sessions. Then turn to the "**Getting Started**" session on page 13 and ask participants to read out each activity. For each activity, ask - "**WHY** are we doing this activity? **HOW** are we organising this activity?"

4 DEMONSTRATION LESSON (Fishbowl)

Organise a demonstration lesson on the first major topic - "Watsan Tasks, Organisation, and Meetings" (page 14). The demonstration is given by one trainer and 8 participants (representing a Watsan committee), sitting at the centre of the meeting circle - the "fishbowl". The trainer asks the questions in the guide and leads discussion. At regular intervals the other trainer "stops" the action and asks participants in the outer circle to comment on the "facilitation". The comments are based on the Observer's Guide below, which is written on the flipchart.

Observer's Guide: Does the facilitator

- **KEEP THE FOCUS:** Explain what needs to be discussed.
- **ENCOURAGE PARTICIPATION:** Ask people to talk and contribute.
- **OBSERVE:** See who is not talking and try to get them to talk.
- **REPHRASE & SUMMARIZE:** State clearly what is said and agreed.
- **GET CLEAR DECISIONS:** Ensure that each decision is clear so that it can be implemented - **WHAT** needs to be done? **WHO** will do it? **WHEN** will it be done?

Summary: Emphasize that the aim of the training is not to TELL the Watsan members what they should be doing, but to help them analyse their tasks and make decisions about how they want to do each task.

5 PRACTICE FACILITATION WITH FEEDBACK (Practice in Task Groups):

Divide into three groups, each group with a trainer. Assign each group one of the following workshop topics -

- Choosing Technical Options and Siting - pages 14-15
- Money, Construction, and Maintenance - page 16
- Hygiene Education and Sanitation - page 17

Group Task:

- a) *Read your section of the Trainer's Guide.*
- b) *Then ask one person to play the PO and the other members will play the role of Watsan members.*
- c) *The "PO" will facilitate the first part of the session.*
- d) *After 5 minutes stop and give him/her feedback. Give feedback in a supportive way. Remember to give him/her positive comments as well as suggestions for improvement.*
- e) *Then ask another person to take over at the point the first PO left off. Continue until everyone has had a practice.*
- f) *Then prepare a brief report on what you learned.*

Report back. Ask each group to report back what they learned from their session - a) the content b) facilitation skills.

Session 9: Practice Training (Field)

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

POs will practice how to run the first PO training - with the support of the trainers - during a one day field visit.

TIME: 2 hours for preparation, a whole day in the field, and then 3 hours of review

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

- Organise and facilitate the first PO training course.

MATERIALS:

- **TRAINER'S GUIDE FOR WATSAN TRAINING**

LEARNING ACTIVITIES:

- 1 **INTRODUCTION:** Explain that participants will prepare themselves for a one day training course to be conducted the following day. Participants will work in teams of 4 people (members of one PO), each assisted by a trainer. Each team will organise a workshop for a single Watsan.
- 2 **PREPARATIONS FOR AND PLANNING THE PRACTICE COURSE (Teams):** Divide into field practice teams (members of the same PO) and assign one trainer to each team. Within each team go through the detailed session plan and assign facilitation and recording roles for each session. One way of doing this is to divide the team into two pairs and assign each pair the facilitation of a number of alternating sessions. While a pair is not facilitating, they will do the recording job. Within their pair they will take turns in the facilitation role. This will ensure that all POs get practice in facilitating and recording.

Once the assignments are clear, give pairs time to prepare their individual sessions. Ask them to read and discuss - "*What comes first? How is it done? What is discussed? Who will facilitate? How to explain or ask questions in the local language? What comes next? etc*"

Then meet as a group and talk about rules for team work. (*One lead facilitator. When/how can the other person come in?*) Then discuss potential problems and how they will deal with them eg how to help the lead facilitator if he is going off track, how to stop a facilitator who is talking too much, etc. Emphasize the importance of preparation so that the POs are familiar with each session and don't need to waste time reading the trainer's guide.

If there is time, get each team to practice their sessions in local language.

3 FIELD PRACTICE WITH COACHING

- 3.1 Arrive early in the village and help set up the chairs/benches.
- 3.2 When everyone has gathered, help the POs get the programme started. Let them do the facilitation and make mistakes, but try to keep a balance between the two learning processes that take place - the POs' own learning and learning by the Watsan committee. Take a short break when things get out of hand to consult the POs.
- 3.3 Observe from a distance: Is there enough discussion? Don't interrupt the facilitator. Instead brief his/her team-mate offside with suggestions. Help with the pacing - is it going too slow? are participants getting bored? If so use a signal to speed up.

4 REVIEW OF PRACTICE TRAINING

Team Review: In field practice teams discuss the following topics, keeping notes on separate flipcharts.

- **What WORKED WELL? What was the MOST INTERESTING?**
- **What was the MOST DIFFICULT during the training?**
- **In what areas can we IMPROVE OUR FACILITATION SKILLS?**
- **What did Watsan members NOT LIKE? What can we do about it?**

Gallery Walk: Post reports on the wall, same questions together. Teams walk around to look at what other teams have discussed.

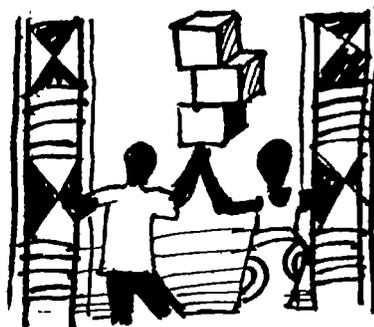
Processing (Buzz Groups): Form pairs made up of participants from different teams. Ask pairs to discuss their most significant learnings. Then organise a round robin report back.

Things to look out for:

- POs should be familiar enough with the guide so they don't need to read it out when they are facilitating the session.
- POs should not talk too much. Their role is to ask questions, not give a lecture. If a PO is talking too much, other POs should give him a signal.
- POs should not be satisfied with one answer. They should keep asking followup questions - "*Why? What else? Who would like to add to that?*"
- POs need to practice in the local language, so they are not stuck using an English expression. It helps to translate by describing a concept in simple English first. Example: "agenda" means what we are going to talk about during a meeting.
- Teamwork - POs should work as a team, not as individuals who can't accept help from others. They need to agree on simple signals to tell the lead facilitator when a co-trainer wants to come in and take over.
- POs need to listen carefully when a partner is facilitating; otherwise they will end up repeating the same thing when they take over.

WORKSHOP 3

Training for Construction & Maintenance



- DAY 1 INTRODUCTIONS
ANALYSING FIELD EXPERIENCE
FACILITY CONSTRUCTION
- DAY 2 MAINTENANCE
MANAGING MONEY
HYGIENE EDUCATION
- DAY 3 NETWORKING
WATSAN TRAINING
- DAY 4 PRACTICE TRAINING
- DAY 5 REVIEW
EVALUATION



Session 1: Introductions

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

The POs have been on the job since the last workshop. 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 POs in their work.
- To share expectations and adapt the workshop programme accordingly.

MATERIALS:

- BRICKS and MASKING TAPE
- FLIPCHARTS - "PROGRAMME OVERVIEW" and "PARKING BAY"

LEARNING ACTIVITIES:

- 1 **MIXER (Warmup Game):** Use a game that gets people talking together and mixing up - eg Back-to-Back or Connecting Eyes.
- 2 **PROBLEM REVIEW (Buzz Groups):**
Buzz groups - *"Think of your work over the first two phases. What were some of the challenges you faced? What was particularly difficult?"*

Round robin report back and record 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**", "**Planning**", "**Hygiene**", "**Women**". If a category stays empty, ask if no challenges/problems were encountered with this particular topic. If people raise any problems, add these to the list.
- 3 **EXPECTATIONS (Buzz Groups):** Explain that the training will try to address these problems as well as preparing participants for Phases III and IV.
Buzz groups: *"What are your expectations for the workshop?"*
Round robin report back.
- 4 **PROGRAMME:** Present the programme overview given on page 92. Explain how the sessions address the problems identified earlier, the tasks in Phases III and IV, and participant's expectations. Add any topics which are not covered to the **PARKING BAY**.
- 5 **TRAINER'S GUIDE FOR WATSAN TRAINING:** Ask participants to read the session plans for Workshop Two in their free time. Explain that on the final two days of the course participants will prepare and practice this training.

Session 2: Analysing Field Experience

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the Planning phase the POs 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.

LEARNING ACTIVITIES:

1 PROBLEM ANALYSIS AND PROBLEM SOLVING (Task Groups):

Divide into six groups. Assign each group one of the problem lists developed in Session 1.

Group Task:

- Select 3-4 of the most important problems.
- For each problem identify causes and solutions.
- Prepare yourself to facilitate a problem-solving discussion.

Report back: Each group presents its report. After each presentation ask one person to lead a discussion on the problem, using the group's strategy. Invite others to stop the process at points to comment or take over.

Example of Output: PLANNING

PROBLEMS	CAUSES	SOLUTIONS
Every village wants a borehole/ no interest in HDWs	Used to boreholes from other projects; "expensive things are better"; poor experience with PAMSCAD HDWs; have not seen new type of HDW; pressure from District Assembly members.	Discuss advantages of other options; explain that: a) more expensive option is not better, b) all CSWP options provide potable water; arrange visit to see new HDW
Poor decision-making process	Elders make decisions; women & youth are left out; politicians make promises to pay for capital cost, but don't deliver	Explain new decision-making process to elders and Watsan; encourage women to play key role in planning decisions
Problems with siting	Taboos eg women cannot enter certain places on Fridays; conflicts between community and technical people; some sites are too far from houses	Ensure that both parties (community and technical personnel) are involved in site selection; make sure women make a major input to site selection

Session 3: Facility Construction

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the construction phase, communities will be involved in supervising the construction as well as providing support eg clearing an access road to the site, providing labour and materials (where required), and helping to store tools and materials. Sometimes construction is delayed and the PO will have to sustain interest in the programme.

TIME: 1 1/2 hours

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

- Explain how to organise community support to the construction process.
- Maintain community interest in situations where there is a delay in construction.

MATERIALS:

- PO MANUAL - page 127-128

LEARNING ACTIVITIES:

1 WHAT HAPPENS DURING CONSTRUCTION (Large Group Discussion):

Ask participants who have been present during the construction of a water supply to describe what happens. Use PO Manual (page 127) as a guide. Then ask the group to brainstorm the role of the community during construction. Make notes on the flipchart and add any missing information.

Role of the Community In Construction:

- Schedule - Watsan meets with contractor to agree on schedule
- Access Road - community clears access road to the sites
- Food and Accommodation - not on a free basis
- Storage of materials
- Materials - where this has been included as the in-kind contribution.
- Labour - where this was included as part of the in-kind contribution.
- Quality Control - to check on quality of construction
- Pump Installation - Caretakers are trained during installation.

2 **PRACTICE (Small Groups):** Divide into small groups. In each group ask participants to explain the community contributions in the local language.

3 CONSTRUCTION MONITORING (Presentation and Demonstration)

Review each of the components for hand dug wells and boreholes. (See PO Manual pages 118-119). For each component describe: a) materials needed - quantities and quality; b) technical details eg cement mixtures; c) process of construction; d) dimensions. Explain that it is the job of the PO and Watsan to check on the quality of construction eg right mix of concrete.

4 MANAGING THE CONTRACTOR (Critical Incidents):

Divide into groups to discuss the following critical incidents.

- A. You discover that a hand dug well contractor is not keeping to the correct ratios of sand, stone, and cement specified in the contract. What should you do?
- B. The contractor pressures the community to feed the construction crew. When you ask the community for the commitment fees, they say they used the money to buy food for the contractor. What should you do?
- C. The contractor is spending very little time supervising the construction crew. As a result progress is slow and the work quality is poor. When you tell the contractor, he refuses to listen to you. What should you do?
- D. The construction crew abuses the hospitality of the community and one worker grabs one of the local wives to be his girlfriend. What should you do?
- E. One contractor demands local labour to help with the construction, even though this was not included in the community's plan. The community agree to help with the labour because they are anxious to get the facility finished. What should you do?
- F. Construction is taking a long time. The contractor comes and goes with his crew and the Watsan committee have no idea what is happening. The contractor ignores Watsan's request for a meeting and refuses to let people know what is going on. What should you do?

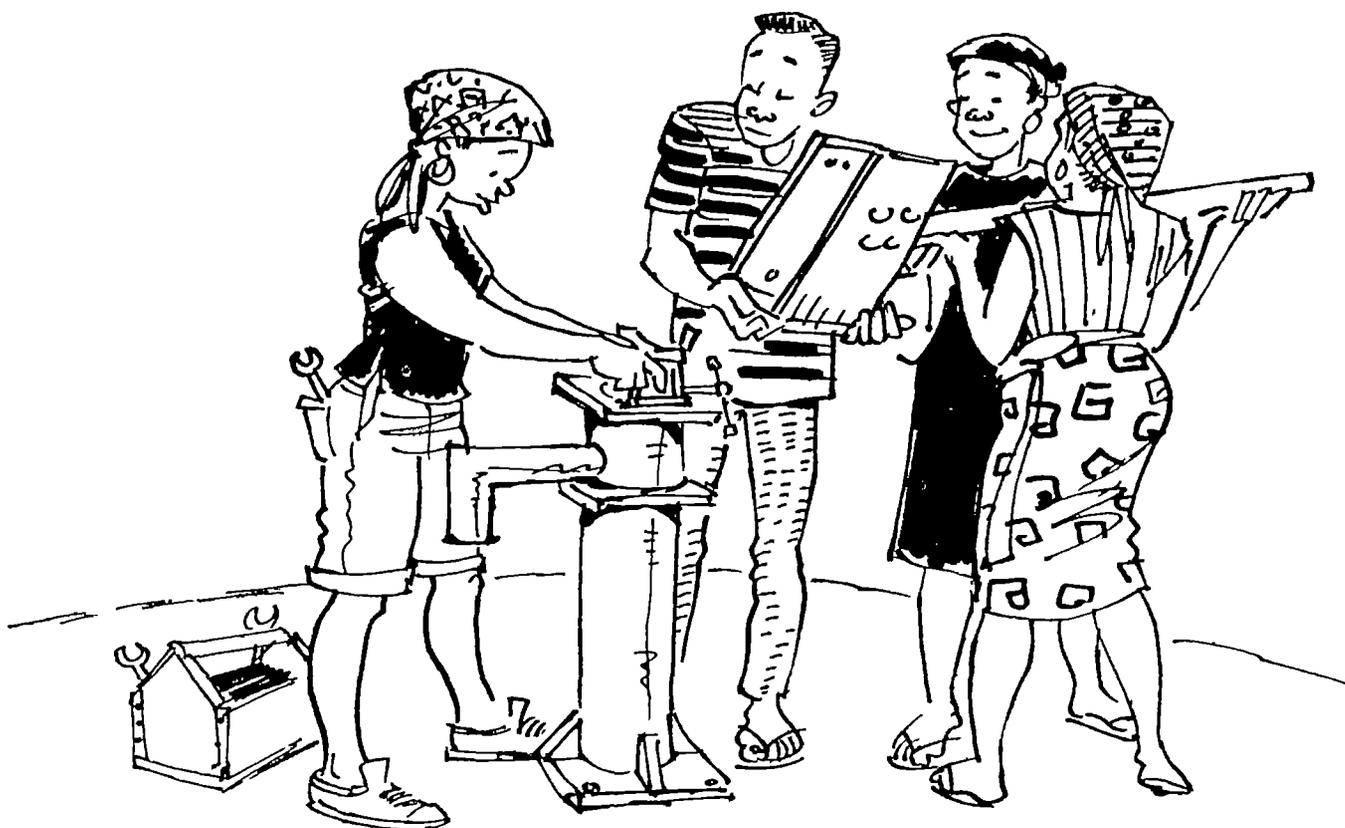
5 WHAT TO DO WHEN THE CONSTRUCTION IS DELAYED? (Buzz Groups):

Buzz groups: "*What can you do when construction is delayed?*"

Round robin report back.

- Communities have a right to know why there is a delay - when they understand it is easier to be patient. The PO should find out specific reasons for delay from the DWST or RWST.
- Continue hygiene education as a gap-filler.

Session 4: Maintenance



HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the construction phase, caretakers will be trained to maintain the pump and to perform simple repairs. The Watsan committee will need to monitor this work so that it is done properly and regularly; and they will need to collect money to pay for repairs and spare parts. The PO will facilitate discussion with Watsan on how the community will organize itself to keep their pump in good shape.

TIME: morning session

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

- Identify fast and slow wearing parts of the common models of pump used in their district, replacement schedules and costs involved.
- Demonstrate proper use of the pumps and the stroke test.

MATERIALS:

- DEMONSTRATION MODELS of Afridev, India Mark II, Nira, and Vergnet
- TECHNICAL DRAWINGS of all pumps
- PREPARED FLIPCHART: list of spare parts and their costs for all pumps
- PREPARED FLIPCHART: maintenance schedule for all pumps
- HANDOUT: Stroke test
- PO MANUAL - pages 92-93, 129

LEARNING ACTIVITIES:

1 PUMP PARTS (Demonstration/Discussion):

Divide into 2-4 groups (depending on number of common pumps within the district.) Assign each group to a different pump. Demonstrate (using the model) the major parts of the pump and their operation. Explain which parts are fast and slow wearing. Make sure participants can identify both fast and slow wearing parts in the technical drawings.

2 PUMP OPERATION (Demonstration):

Ask participants to demonstrate how the pump should be properly operated. Discuss misuse of pump and the problems this may cause. Explain the Stroke Test which helps to identify problems. Then ask a participant to role play this explanation in the local language.



3 MAINTENANCE SCHEDULE AND COSTS (Practical Exercise):

Present the maintenance schedule of the pump and the list of spare parts and their costs (flipchart). Update information on area mechanics and spare parts dealers in the district. Ask participants to calculate in pairs the maintenance costs for the second year of operation (since the costs of first year of operation is covered by the warranty).

Report back: Ask pairs to present their findings in the local language.

Example of Maintenance Schedule and Costs: Afridev Pump

PART	6 m	12 m	18 m	24 m	30 m	36 m	Unit Costs (97)
U-seal	✓	✓	✓	✓	✓	✓	200
O-Ring (big)		✓		✓		✓	100
O-Ring (small)		✓		✓		✓	100
Bobbin		✓		✓		✓	350
Rod Centraliser		✓		✓		✓	500
Bearing (inner)	✓	✓	✓	✓	✓	✓	900
Bearing (outer)	✓	✓	✓	✓	✓	✓	900
Hanger Pin				✓			6500
Fulcrum Pin				✓			4500
Pipe Centraliser				✓			800

4 **GROUPS CHANGE PUMPS** - and go through steps 1-2 up to the Stroke Test.

5 **MAINTENANCE PROBLEMS (Role Play and Critical Incidents):**

Organise a short role play:

Two kids are playing with the pump. It breaks and they run away. Two women come along and see the problem. Soon after the caretaker arrives and begins to shout at the women.

Discuss:

- a) *What happened in the drama?*
- b) *How can you educate community on the proper use of the pumps?*
- c) *How can you help the community develop a system for regular maintenance and quick action on pump breakdown? (roles of community members, caretakers, Watsan committee, etc)*

Discuss the following critical incidents in small groups:

CRITICAL INCIDENTS

Imagine you are the **WATSAN** committee. What would you do if:

1. The caretaker loses interest and stops coming to the pump.
2. A big pito women comes to the pump with 10 buckets.
3. Watsan gives money to the caretaker to buy spare parts, but he uses it for himself.
4. Women are insulting the caretaker.
5. The Area Mechanic charges too much money.
6. Women are fighting at the pump site.
7. The pump breaks down and Watsan has no spare parts.
8. Women refuse to clean the pump site.
9. One of the caretakers migrates to the mines.
10. The caretaker sells the spare parts to a neighbouring Watsan committee.

Session 5: Managing Money

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the last two phases the community will need to make decisions on how to manage money for maintenance. They will also need to keep records for maintenance and repairs. The PO needs to support problem solving and decision making on money collection and management.

TIME: 2 hours

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

- Facilitate community discussion/decision-making on how to use the money and how to raise money when the funds are exhausted.
- Get community agreement on Watsan's accountability to the community.
- Advise Watsan on how to keep simple records.

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 with money collection and management since last workshop - community meetings to agree on method of collection, collection of funds, record keeping, opening bank account, reporting to community. 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)

PROBLEMS	CAUSES	SOLUTIONS
Lack of confidence in Watsan	Track record of members; unfair mode of selection; cases of embezzlement	Members should be open; selection must be transparent; periodic rendering of accounts
No prompt payment to bank or treasurer	Absence of financial institutions; many people are involved in the collection; inadequate training on recordkeeping/banking procedures	Sufficient information about existing banks; adequate training in banking procedures and record keeping; limit no. of people who collect money
People refuse to contribute	Failure to account for previous money collected; misappropriation or misapplication of funds	Periodic financial reports to community; keep community informed about their activities; good record-keeping

2 HOW TO USE THE MONEY (Stop-Start Facilitation Practice):

Explain that by now the community will have made a decision on the technical option and will be raising money for maintenance costs. They will have to start thinking about how and when to spend money for maintenance and how to make sure the Watsan is doing a good and honest job for them.

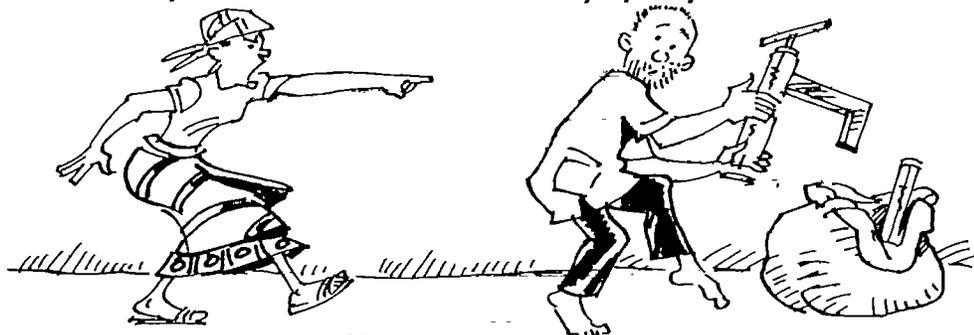
Present the "Agenda" for these discussions:

- *Storing spare parts - Why? Which ones? Where? etc.*
- *Money sitting in the bank - advantages? disadvantages?*
- *How is Watsan going to account for their actions?*

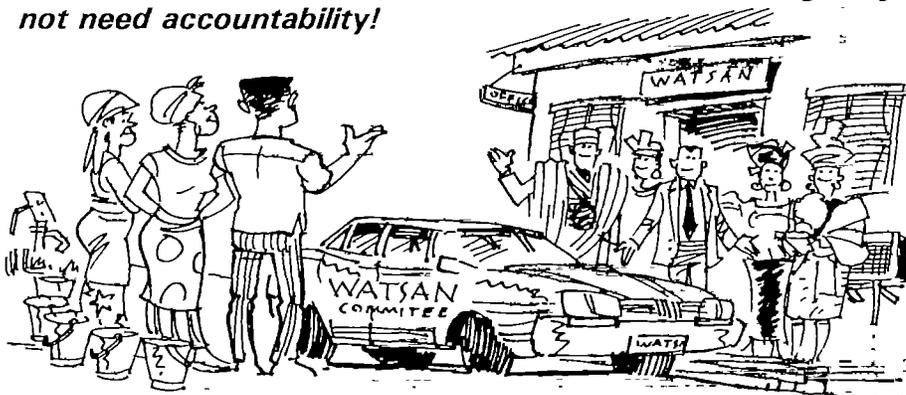
Stop-Start Facilitation Practice: Take one agenda item at a time. Ask one participant to facilitate a discussion. Stop the drama at appropriate intervals to analyze and give others a chance to try; new facilitators can try to improve the previous facilitation or carry on from where s/he stopped.

As an alternative to the "Agenda", use the critical incidents below:

A. The community does not want to store any spareparts.



B. The community trusts the Watsan committee to do a good job. They do not need accountability!



C. The community say they will discuss new fund raising when the need arises, not now since they have lots of money in the bank.

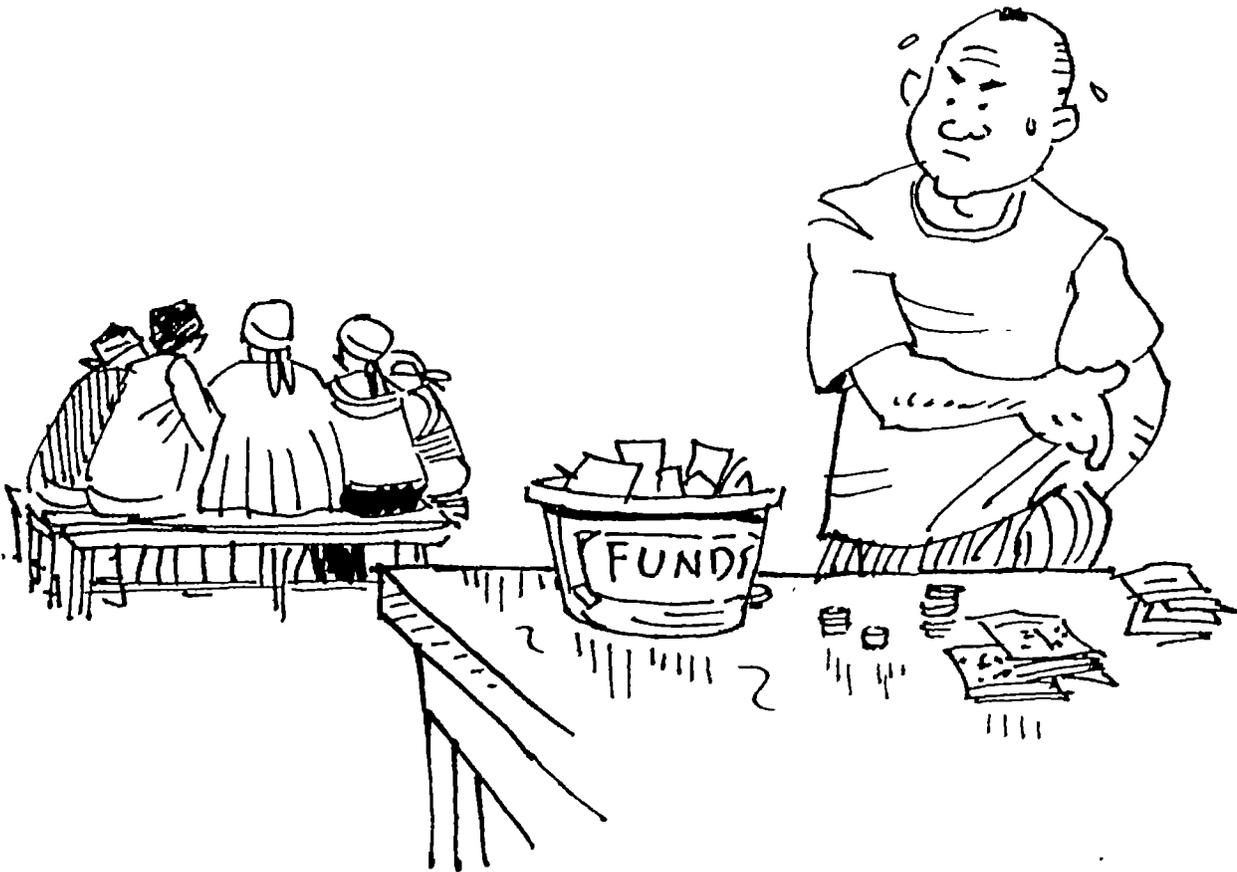


- 3 **RECORD-KEEPING (Practical Exercise):** Divide into pairs. Give each pair the format for record keeping and ask them to fill it in using the following exercise:

At the beginning of the year Watsan has C15,000 in the bank.
The people from Gamboa Section pay C10,000.
Then people from Agyana Section pay C15,000.
Watsan buys spare parts for C18,000.
Then Watsan sells the beans contributed in kind for C22,000.
The caretaker buys cement for C9,000.

Fill the record. How much does Watsan have in bank at the moment?

Summary: Watsan should keep records of contributions and of pump maintenance and repairs. **Discuss:** the formats.



FORMATS FOR RECORD KEEPING

CASH BOOK

DATE	DETAILS	RECEIVED	SPENT	BALANCE
1/1/97	Purchase of Spare Parts		₦10,000	C 90,000
5/1/97	Payment to Area Mechanic		₦15,000	C 75,000
12/1/97	Water Fee Collection	₦50,000		C 125,000

REPAIRS BOOK

REPAIR WORK DONE	BY	DATE	PARTS USED	COST
Replacement of Worn out Chain	A.M.	7/9/95	Chain	
Replacement of Cracked Pipes	A.M.	17/10/96	Pipes (Rising Main)	
Replacement of Worn Out Centraliser	A.M.	21/12/96	Rod Centraliser	
Replacement of Cylinder Pump Buckets	A.M.	21/12/96	Cylinder Pump Bucket	
Replacement of Worn out Valve Seats	A.M.	21/12/96	Valve Seats	
Connection of Disconnected Rods	A.M.	7/9/97	Check Nut	

Session 6: Hygiene Education



HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the last two phases the PO will assist Watsan to organise hygiene/user education in order to ensure people benefit from the new facilities. The POs' task is to help Watsan develop a commitment to hygiene so that they see the importance of promoting hygiene within their community; and to learn the skills needed to promote hygiene education.

TIME: Afternoon session

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

- Identify constraints to hygiene behavioural change
- Describe strategies for promoting the new hygiene practices
- Facilitate problem solving user education on hygiene problems
- Use stop-start drama to facilitate problem-solving on hygiene issues

MATERIALS:

- PO MANUAL - pages 106-111

LEARNING ACTIVITIES:

1 REVIEW OF HYGIENE EDUCATION TO DATE (Large Group Discussion):

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 BUILDING COMMITMENT TO HYGIENE EDUCATION (Role Play):

Organise a short role play:

A PO conducts a discussion on a hygiene issue eg use of the old sources. After the discussion he leaves. Community members meet on their own and discuss the difficulties of stopping the old practice (eg the old sources are nearer than the new pump, there is no queue, and it takes no time to fetch the water - when women are under time and workload pressure, they resort to the old sources).

Small groups: Divide into groups of 4 people. Ask them to answer the following questions written on the flipchart:

- a) *What happened in the drama?*
- b) *Why are people not adopting the new practices (in the drama)?*
- c) *What are other reasons why people find it difficult to adopt the new hygiene practices?*
- d) *What can be done to help people overcome these constraints?*

Round Robin Report Back - and summarize.

Blocks to Behavioural Change:

- Workload and time constraints - not enough time to do things in a hygienic way.
- Poverty - lack of money to build latrines or buy soap.
- No access to facilities eg pump locked at certain times of day may force households to use dugout water; latrines which are kept locked.
- No recognition that there is a problem - people may not see that certain practices are harmful eg diarrhoea seen as a fact of life, not a disease.
- Negative effects of certain practices are not felt immediately.
- Existing beliefs - eg some people don't believe that children's faeces are harmful.
- Some hygiene messages are too general and not practical or do-able.
- No role models - no one takes the lead - lack of support by opinion leaders.
- Negative attitudes of health workers who insult/blame the community.

Supports to Behavioural Change:

- People see or feel the harmful effects of the old practice.
- People see real benefits in adopting new practice - it will make life easier.
- Proposed change comes from within the community, rather than imposed from the outside - based on community agreement to new practice.
- Solutions build on what people already know and do and are adapted to local conditions eg use of ash rather than soap.
- People have the time and the resources to adopt new practices.
- Available/accessible facilities - eg pumps which are close to people's houses.
- Role modelling - good examples by opinion leaders within the community.
- Men and women are equally involved in the decision-making and action.
- Field workers are patient, respectful, supportive and avoid criticizing people.
- Appeals to sense of modernity and status - eg the status of having a latrine.

Summarize: Explain that a major aim of the PO is to build real commitment to hygiene by Watsan and the community. In order to build commitment, the PO will help Watsan and the community to identify their own problems related to water and health and find their own solutions. This will be achieved through problem-solving and action planning discussion, not telling the community what to do.

3 SPECIFIC STRATEGIES FOR HYGIENE/USER EDUCATION

Divide into seven groups and assign each group one of the following topics:

- Use of the new water facilities for drinking purposes
- Discontinue use of the old sources for drinking purposes
- Keeping potable water "from pump to mouth" clean
- Hand washing
- Latrine construction, use, and maintenance
- Cleaning and maintaining the water point site
- Keeping the environment clean

Group Task:

- a) *What are the EXISTING PRACTICES in your communities?*
- b) *What are the IDEAL or RECOMMENDED PRACTICES?*
- c) *What are the BLOCKS or CONSTRAINTS to behavioural change?*
- d) *What can you do to ENCOURAGE the recommended practices?*
- e) *What DISCUSSION QUESTIONS would you use to promote change?*

Ask groups to write their reports on newsprint and tape on the wall.

Report back: Organise a Gallery Walk to read the group reports. Then ask one person from each group to lead a discussion, using the group's own questions. Ask other participants to play the role of community members. At the end of each practice session ask the "community members" -

- a) *Was the discussion convincing? Have you changed your mind on this issue? Are you willing to do it?*
- b) *Are the proposed changes realistic/do-able?*

If participants have suggestions for improvement, they should act them out.

4 USING STOP START DRAMA FOR SOLVING HEALTH PROBLEMS:

4.1 What is Stop-Start Drama? Briefly explain the method:

- Participants/audience act out an identified problem.
- The drama is improvised - no preparation, no rehearsal.
- Several solutions are briefly discussed and acted out.
- The process continues until a realistic solution is found.

4.2 **How can it be used?** Explain that Stop-Start Drama can be used during community meetings and training workshops for Watsan, eg to analyze the problem of some women still using the old sources and to improve the way in which water is collected, stored and used.

4.3 **Start with a problem:** Introduce a practice session on "using pump water not the old sources". Ask people to discuss in buzz groups - "*Why do some women still fetch water from the old sources?*" (The co-facilitator notes this first step of the session on flipchart.) Round robin report back.

4.4 **Focus on one of the answers** - eg women's workload: "The pump is too far and women don't have time to wait in line because of the time pressure." Make sure the group agrees that this is the main problem.

4.5 **Act it out:** Invite participants to act out the situation. Set the scene: a woman who has a lot of activities in the house, knows her husband is waiting impatiently at the farm for her to bring water. Women are lining up at the pump, so she decides to fetch water from the stream (or dug-out). Ask for volunteers to play the different roles. (The co-facilitator keeps noting the process on flipchart.)



4.6 **Stop and discuss:** Stop the drama when it reaches the point where the husband has reacted to his wife being late. **Analyze:** Ask participants the following questions:

- *What did you see? What happened?*
- *What was the problem?*
- *Is the problem real? Does it happen in our community?*
- *What can we do about it?*

Expected response: women are too busy - the husband can help to relieve some of the burden so that the woman has time to get water from the pump.

4.7 **Men and women discuss:** Break into men's and women's groups to discuss what the men can do to help the women. Report back.

4.8 **Action planning:** Out of all the things men can do, pick one that all agree might be possible. Ask volunteers to act this solution out. When the drama has proven the point. **STOP!** **Analyze:** Ask the following questions:

- *What happened?*
- *Is it real? Can it happen?*
- *How can Watsan discuss these issues in the community?*

4.9 **Summary:** Explain the process of Stop-Start Drama, using the co-facilitator's notes on the flipchart. Add that it is important to:

- Be flexible and imaginative.
- Keep the focus when participants contribute - "*We are talking about getting clean water!*"
- Get approval from participants and act out. Act also the case when people don't agree!

Session 7: Networking

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During the last phase of the project cycle, the PO needs to work with the community towards phasing out and handover to the DWST. In order to stand on their own feet the community/Watsan need to be able to get support from other Watsans and outside agencies.

TIME: 1 hour

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

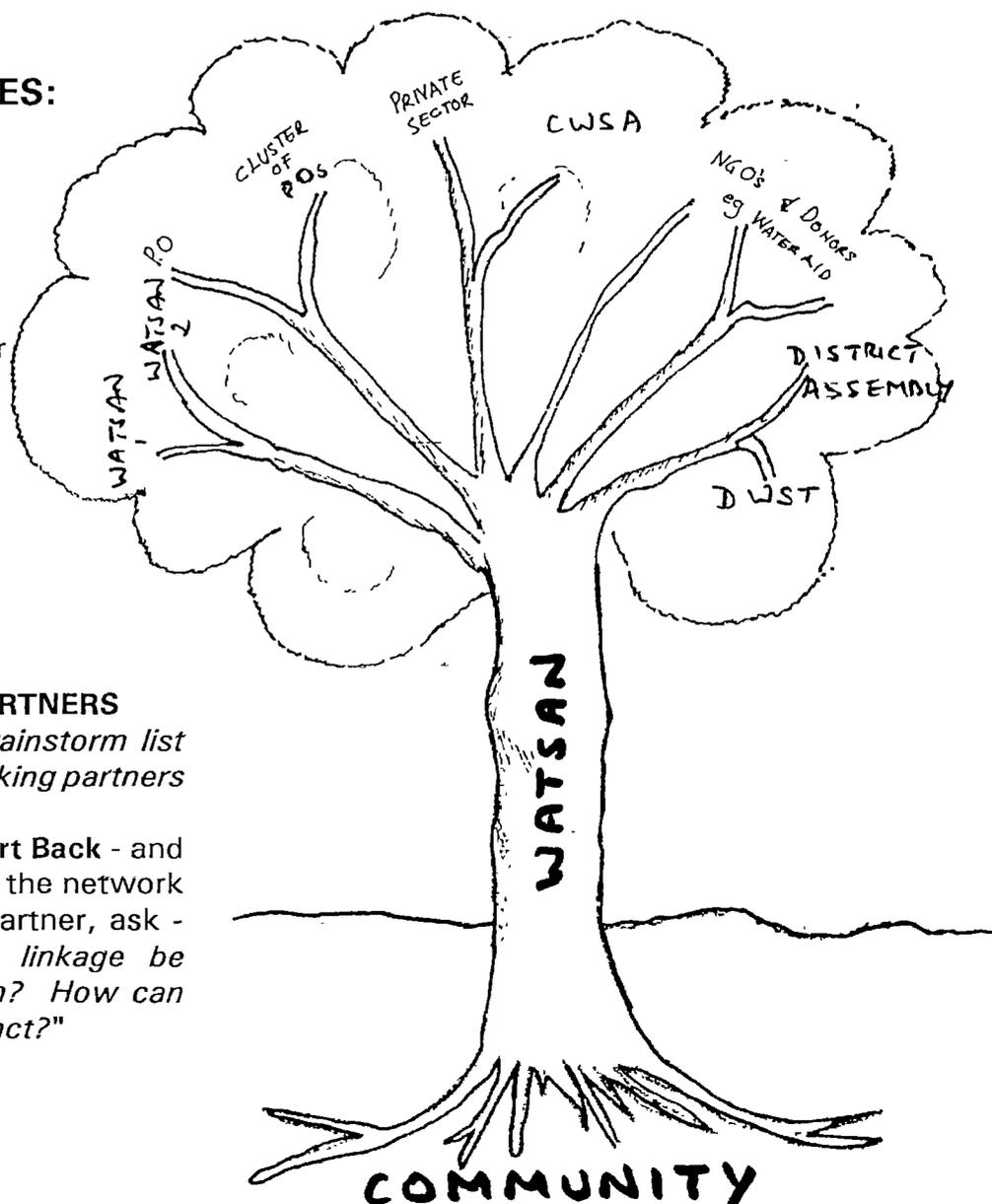
- Make a list of possible network partners for Watsan, which can assist them with future management issues.

LEARNING ACTIVITIES:

- 1 **WHAT IS NETWORKING?**
Ask - "What is the meaning of networking?"
[Linking with other organisations to exchange ideas and to get help.]

- 2 **NETWORKING PARTNERS**
Buzz groups - "Brainstorm list of possible networking partners for Watsan."
Round Robin Report Back - and record partners on the network tree. For each partner, ask - "How could this linkage be helpful for Watsan? How can they keep in contact?"

- 3 Discuss: "What is involved in the handover to DWST?"



Session 8: Watsan Training

HOW THIS SESSION IS LINKED TO THE PROJECT CYCLE:

During each of the last two phases the POs will organise a training course for Watsans.

TIME: 3 hours for preparation, one day in the field, 3 hours for review

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

- Facilitate training sessions for the last two courses

MATERIALS:

- **TRAINER'S GUIDE FOR WATSAN TRAINING**

LEARNING ACTIVITIES:

1 TRAINING TOPICS:

Ask participants to brainstorm the topics for last 2 trainings.

Then compare with the list below.



WATSAN TRAINING NO. 2 (CONSTRUCTION PHASE)	WATSAN TRAINING NO. 3 (FOLLOWUP PHASE)
<p>Money</p> <ul style="list-style-type: none"> • Using money for spare parts and repairs. • Record keeping for maintenance and repairs. <p>Organisation</p> <ul style="list-style-type: none"> • Organizing community input to construction. <p>Technical</p> <ul style="list-style-type: none"> • Caretaker training during construction process. <p>Hygiene and Sanitation</p> <ul style="list-style-type: none"> • Hygiene education. • Sanitation promotion 	<p>Money</p> <ul style="list-style-type: none"> • Problem-solving and decision making on money collection and management. <p>Organisation</p> <ul style="list-style-type: none"> • Involving the community and being accountable. • Networking. <p>Technical</p> <ul style="list-style-type: none"> • Pump maintenance. • Site cleaning & maintenance. <p>Hygiene and Sanitation</p> <ul style="list-style-type: none"> • Hygiene education. • Sanitation promotion

2 PRACTICE FACILITATION WITH FEEDBACK (Practice in Task Groups):

Divide into three groups, each group with a trainer. Assign each group one of the following topics from Workshop Two -

- Collecting and Managing Money
- Community Input to Construction
- Hygiene Education and Sanitation

Group Task:

- Read your section of the Trainer's Guide.*
- Then ask one person to play the PO and the other members will play the role of Watsan members.*
- The "PO" will facilitate the first part of the session.*
- After 5 minutes stop and give him/her feedback. Give feedback in a supportive way. Remember to give him/her positive comments as well as suggestions for improvement.*
- Then ask another person to take over at the point the first PO left off. Continue until everyone has had a practice.*
- Then prepare a brief report on what you learned.*

Report back. Ask each group to report back what they learned from their session - a) the content b) facilitation skills.

3 PLANNING THE PRACTICE COURSE (Teams):

Explain that participants will prepare themselves for a two day training course to be conducted the following two days. Participants will work in teams of 8 people (two POs), each assisted by 1 trainer. Each team will organise a workshop for two Watsan committees.

Divide into teams and assign one trainer to each team. Within each team go through the detailed session plan and assign facilitation and recording roles for each session to pairs. Remember - most of the sessions consist of small group work in which each Watsan meets on its own. Assign 4 PO members to each small group.

Once the assignments are clear, give pairs time to prepare their individual sessions. Ask them to read and discuss - "*What comes first? How is it done? What is discussed? Who will facilitate? How to explain or ask questions in the local language? What comes next? etc*"

Then meet as a group and review the rules for team work (eg signals when a person wants to take over or someone is talking too much.) Emphasize the importance of careful preparation so that the POs are familiar with each session and don't need to waste time reading the trainer's guide while they are facilitating.

If there is time, get each team to practice their sessions in local language.

3 FIELD PRACTICE WITH COACHING

- 3.1 Arrive early in the village and help set up the chairs/benches.
- 3.2 When everyone has gathered, help the POs get the programme started. Let them do the facilitation and make mistakes, but try to keep a balance between the two learning processes that take place - the POs' own learning and learning by the Watsan committee. Take a short break when things get out of hand to consult the POs.
- 3.3 Observe from a distance: Is there enough discussion? Don't interrupt the facilitator. Instead brief his/her team-mate offside with suggestions. Help with the pacing - is it going too slow? are participants getting bored? If so use a signal to speed up.

4 REVIEW OF PRACTICE TRAINING

Team Review: In field practice teams discuss the following topics, keeping notes on separate flipcharts.

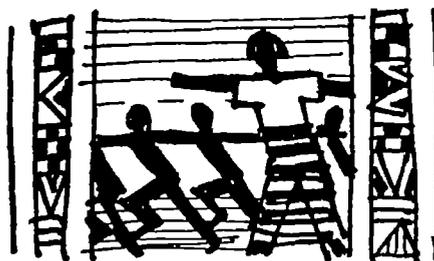
- What **WORKED WELL?** What was the **MOST INTERESTING?**
- What was the **MOST DIFFICULT** during the training?
- In what areas can we **IMPROVE OUR FACILITATION SKILLS?**
- What did Watsan members **NOT LIKE?** What can we do about it?

Gallery Walk: Post reports on the wall, same questions together. Teams walk around to look at what other teams have discussed.



FACILITATION SKILLS

Extra Exercises on Facilitation Skills



These exercises are focused on basic facilitation skills and can be introduced at intervals at different stages in the training.

- 1 ATTITUDES TO VILLAGERS
- 2 OPEN QUESTIONS AND REDIRECTING
- 3 LISTENING SKILLS
- 4 COMMUNICATION CHAIN
- 5 REPHRASING
- 6 THE "BUT WHY?" METHOD
- 7 PROBLEM SOLVING APPROACH
- 8 PROBLEM TREE
- 9 FACILITATION AND GROUP DYNAMICS
- 10 FACILITATION PRACTICE
- 11 FACILITATION NIGHTMARES
- 12 TEAM BUILDING



Exercise 1: Attitudes to "Villagers"

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

POs need appropriate attitudes for working with the community. Making people feel bad about a behaviour does not encourage them to change. This session explores constructive behaviour of a facilitator who seeks behavioural change.

TIME: 2 hours

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

- Recognise the need for adult-to-adult relationships, rather than approaching an adult in a critical or patronizing way.
- Analyse how behaviour can influence an adult's interaction.

MATERIALS:

- **NEWSPRINT STATIONS** - "Parent", "Adult", "Child".
- **FLIPCHART** - Transactional Analysis.
- **HANDOUT** - Parent and child behaviour in an adult

LEARNING ACTIVITIES:

- 1 Brainstorming on the Move (Small Groups):** Set up three newsprint stations, marked "Parent", "Adult", and "Child" respectively. Divide into three groups and assign each group a starting station. Then ask each group to brainstorm typical behaviours of that person; ask them to record these behaviours as verbs (eg manages or cooperates) or adjectives (eg respectful or patient). Allow each group 2 or 3 minutes on its sheet before asking groups to rotate. Rotate groups around the circle twice.
- 2 Analysis (Large Group):** Tape the three lists next to each other and ask participants to comment, especially on words that appear on more than one list, until they are all in agreement. Agree on the most appropriate category for each word - eg "analyzing" is more an adult behaviour even though a parent can also analyze (because (s)he is an adult!).
- 3 Processing:** Ask participants to divide the Parents' list into Critical Parent and Nurturing Parent. Ask them to do the same for Child - Playful Child and Rebellious Child.
- 4 Theory:** Explain with the help of the prepared flipchart the Transactional Analysis theory: Each person has internalized these 3 states since childhood. Communicating from one of these stages can condition the response. Our parents sometimes still treat us as children, even though we are adults. This makes us feel frustrated and we tend to 'rebel', not to accept their advice.

- 5 **Role Play:** Organise a short role play that will be analyzed by participants in the light of what they have just learned.

A PO meets three villagers. He reads out questions on hygiene from his manual and asks questions that he knows the villagers already know the answer to. The villagers react in an aggressive way and deny any of the problems raised by the PO. (Villagers are responding as a "Rebellious Child" in response to the "Critical Parent".)



- 6 **Analysis:** Lead a discussion about the drama with the help of the four open questions:

- *What did you see happening here?*
- *Why do you think it happened?*
- *When it happens in your situation, what problems does it cause?*
- *What can we do about it?*

Make notes on the flipchart.

- 7 **Summary:** Explain that if we want community members to respond as responsible adults, we need to treat them as adults, not as children. Don't ignore the real problems mentioned by community members - this is treating them like children. Listen to their concerns with respect and treat them seriously. If the community respond as a child eg asking the PO to solve their problems and make all the decisions, the PO should not allow this: he should throw the questions back and let the community find their own solutions. This is the real meaning of COM - getting the community to take responsibility, to make their own decisions.

Don't behave like a PARENT - doing all the talking, criticizing, and giving orders. Facilitate like an ADULT - treating community members as adults.

PARENT AND CHILD BEHAVIOUR

Our behaviours can be divided into the following categories:

ADULT	PARENT		CHILD	
	NURTURING	CRITICAL	PLAYFUL	REBELLIOUS
Takes decisions Analyses Respects Cooperates Responsible Patient ¹ Serious	Cares Protects Provides Responsible for the child's well-being	Orders Corrects Imposes Controls Take decisions for child	Plays Talks by heart Cares very little Not responsible	Cries Lies Fights

When a PO acts like a parent towards communities, we can expect a child-like behaviour from them. They will depend on the PO to solve their problems and to help make decisions. If we maintain adult-to-adult relationships with communities, we can expect adult behaviour from them. They will solve their own problems and make their own decisions.

For example: In the old system, the government decided to provide communities with water (PARENT), but then communities cared very little about their pump (CHILD). In the new system communities have to make decisions on their own (ADULT) and will be more responsible about their pump (ADULT).

As facilitators we should avoid "Critical Parent" behaviour, because it can draw out child-like responses in people (eg being careless or dependent).

DO!

- Respect that the community have ideas, experience, and ability.
- Accept that they have a right to make their own decisions.
- Help them to think, decide, plan, and act on their own.
- Get them to trust their own ideas and ability.
- Encourage them to take responsibility.
- Be tolerant, patient, and supportive.

DON'T!

- See yourself as the expert, the only person with ideas and experience.
- Try to solve problems and make decisions for the community.
- Impose your own ideas and solutions on the community.
- Criticise, condemn, or make fun of people's ideas.
- Make people dependent on your advice.
- Talk - talk - talk - talk - talk - talk!

1. It is true that a parent can also be patient, but a parent can be impatient. If a parent is patient with a child (s)he is behaving more like an adult.

OPTION A: ATTITUDE CARDS



- 1 Divide participants into two groups:
 - Group A will be field workers
 - Group B will be villagers.
- 2 Distribute individual statements to members of Groups A and B.
- 3 Ask each person to write a sentence on the back of his/her slip of paper that describes the attitude of the person who made the statement.
- 4 Ask each group to discuss the statements they were given and the sentences they have written on the back of the slips of paper.
- 5 In the total group, ask someone from Group A and then from Group B to read the statements they received and what they have written to describe the image they have in their minds of the person who made the statement. Repeat until everyone has taken part.
- 6 Lead a discussion about statements and the group's reactions:
 - a) *How accurately do the statements reflect the attitudes of field workers and of villagers?*
 - b) *What are the implications of these reactions?*

Individual Statements:

The following statements should be written on individual slips of paper for distribution to Group A (who play the role of field workers) and Group B (who act as villagers).

For Group A (Field Workers)

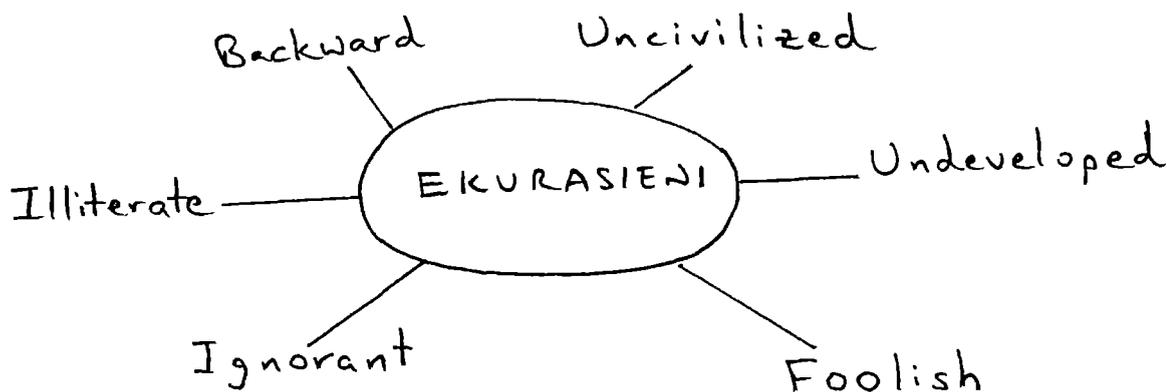
- I've always been a failure, but I'm really going to try this time.
- The field worker didn't really explain. Next time I'll ask more questions.
- They think I'm stupid because I'm poor.
- The PO knows book things, but very little about how things work in our village.
- I have very little education so people treat me as a second-class person.
- I may not be able to read, but I can manage the accounts!
- What do they expect me to do? Live on nothing?
- They must be stupid. It takes so many of them to solve one little problem.

For Group B (Villagers)

- We know best how to help people in your situation.
- We have ways of doing things that will make it easier for both you and us.
- There is a right way and a wrong way to do everything.
- We are here to be helpful. Trust us to help you.
- Our way of doing things has been tested and proven to be the best way for all.
- Villagers are the hardest people to teach in the world.
- I wonder how I can be sure what these villagers need to learn or want to learn.
- You're never too old to learn ... but I wonder if I can convince them of that?
- You can't teach an old dog new tricks.

OPTION B: ROLE PLAY AND DISCUSSION

- 1 **Role Play:** Conduct a short role play showing a PO field worker addressing community members in an aggressive and pompous way. The community members try to ask questions but the PO ignores and intimidates them and continues on with this talk.
- 2 **Group Discussion:** Divide into small groups. Ask each group to discuss:
 - a) *What happened in the drama?*
 - b) *What do you think about the approach used?*
 - c) *Describe the attitudes of the field worker toward villagers?*
- 3 **Analysis:** Ask participants to analyse the word "Ekurasieni" (Villagers). "What are some of the feelings or attitudes conveyed by this word?" Record participants' responses in a circle diagram (below). Point out we need to change our attitudes towards "villagers" if we are going to build effective community management. If we regard them as "backward" and lacking in ideas, we will always end up telling them what to do.



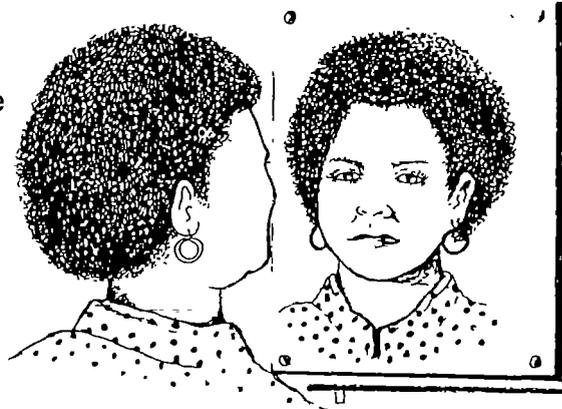
- 4 **Brainstorming:** Ask the same groups to brainstorm qualities they feel are important for a community worker. Ask them to write points on slips of paper and tape them on the wall. The result will look something like this:

patience	respect	humour	honesty	initiative
sensitivity	politeness	humility	confidence	commitment
dedication	enthusiasm	rapport	friendliness	responsibility

- 5 **Analysis:** Then ask the group to decide which characteristics are "high priority" and which are "low priority". Create two separate lists.
- 6 **Individual Exercise: "Looking At Myself"**
Hand out the exercise "Looking At Myself" (next page). Emphasize that it is confidential - there will be no need to show it to anybody else unless they wish to - and it is important that they be honest with themselves. Explain the questions and that the aim is to help each person identify what personal characteristics they need to improve. Allow 15 minutes.

LOOKING AT MYSELF

The way we behave and present ourselves can have an influence on how other people see and accept us. It is important when we are working with communities to be aware of ourselves; who we are, what we do, and the general image that we project of ourselves. The questions below will help you assess yourself in terms of your role as a Community Facilitator.



What impression do people in the community have of me?

What are the implications of the image I project?

How should I dress, talk, and listen?

Do I need to make any changes in the way I dress, talk, and behave?

What are the things I consider important in my job? Are they important to the community I serve?

How can I get feedback about how I relate to people in the community?

Exercise 2: Open Questions

TIME: 90 minutes

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

- Identify the difference between open and closed questions, and the effect of these on participants.
- Frame open questions to be used for discussion.

LEARNING ACTIVITIES:

- 1 Remind participants that the way we ask questions influences the way people respond. Open questions stimulate reflection.

Compare: *Is your stream dirty? (closed)*
What are your main problems with water? (open)

Ask - "*What are possible answers to these questions?*"
[The first one asks for facts (only one answer), the second for opinions (many possible answers, all answers are good)].

- 2 Write the two examples below on flipchart. Ask - "*What are possible answers to these questions? Does this make them open or closed?*"

How do you think we should raise money for maintenance?
How often should Watsan collect money from the community?

- 3 Ask participants to **brainstorm** a description of an open question. Summarize using participants' own words.

An OPEN QUESTION is a question with many answers. It gets people to give their opinions, rather than a "yes/no" or single response. It makes people reflect and usually invites discussion.

- 4 **Practice (in buzz groups):** Ask pairs to write several questions that ask the community to discuss the advantages of a new water supply system.

Round robin report back: Write all the questions on flipchart. Discuss if these are open questions. In case of doubt, look for possible answers. Do they ask for facts or opinions? Do they invite people to reflect?

- 5 **Redirecting:** Demonstrate the use of redirected questions - ask an open question, get a response, rephrase the response ("*She said.....*"), and then ask "*What do others think?*" Then ask a few participants to demonstrate the same technique.

Exercise 3: Listening Skills

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

To do an effective job the PO has to do more listening than talking. In school we have all learned to talk, but never learned to listen. This exercise is designed to help us become better listeners.

TIME: 1 hour

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

- Demonstrate good listening skills.

MATERIALS:

- HANDOUT - Listening Skills



LEARNING ACTIVITIES:

1 LISTENING EXERCISE NO. 1:

Form groups of 3 people. (Use a group divider: call out numbers and ask participants to quickly form groups of the number you call out. End with the number three.) Ask groups to spread around the room so that they don't disturb each other when talking. Ask them to be seated. Within each trio ask them to decide who is the speaker, listener, and observer for the first listening exercise.

Speakers: Ask the "speakers" to stand up to hear their task:

You will tell the "listener" about an experience in your life or your work that has made a big impression on you. Think about this for a minute while I instruct the "listeners".

Listeners: Brief the "listeners" outside the room so the others won't hear:

*You are going to **listen carefully** to what the speaker says, but you will pretend not to be listening. How can you show that you are not listening, not interested? [Expected responses - not looking at speaker, bored face, no encouraging smiles, etc.]*

Observers: Ask the "observers" to stand up to hear their task:

Your job is to carefully observe the other two and keep notes on what happens so that you can describe it.

Play! Stop all trios after 5 minutes.

Analysis: When all have finished, ask the "speakers" to stand up. "How was it to tell your story? How did you feel?" Allow all to talk, because they will be very frustrated! Ask "Why do you think the listeners were not

listening/not interested?" Then ask the observers to explain what they saw in the listener. [Expected responses - not looking at the speaker, bored face, no nodding of the head, no encouraging smiles, no questions asked, etc.]

Note to trainers: Explain to the speakers what you told the listeners. If emotions rise high, allow the listeners to prove that they did listen and were interested, by repeating the story.

Summary: Point out the effects on the speaker, when they feel that they are not given attention. [Feels uncomfortable, thinks that the person is not interested, doesn't want to finish the story, gets angry, etc.] As a trainer, we have to listen carefully and **show that we are listening.**

2 LISTENING EXERCISE NO. 2:

Change the roles within each trio so that speakers become listeners, listeners become observers, and observers become speakers. Ask the new "speakers" to tell a story and ask the new "listeners" to show that they are listening carefully. Allow 5 to 10 minutes for the groups to finish.

Analyze: Ask the speakers to stand up. *"How was it to tell your story? How did you feel? What did the listener do that made you feel good, that made you think that they were interested in the story?"* Then ask the observers to give their comments. [Expected responses - looking at speaker, getting closer, using the face to show sadness or joy, asking questions, nodding head, etc.]

Discuss - *"How can this exercise help you become better facilitators?"*



HANDOUT: LISTENING SKILLS

We did an exercise in trios, where people took turns in speaking, listening and observing. In the first round, the listeners pretended not to be interested, by avoiding eye contact with the speaker and looking bored. In the second exercise, the listener could show that she was listening. We made the following analysis:

EXERCISE 1: NO RESPONSE FROM THE LISTENER	
speaker	listener
<ul style="list-style-type: none"> ● Feels useless and ignored. ● Did not get the attention of listener. ● Feels the listener is not interested. ● Was discouraged to tell the story. 	<ul style="list-style-type: none"> ● Frustrated because speaker is upset. ● Difficult not to look at the speaker.
EXERCISE 2: FULL ATTENTION FROM THE LISTENER	
speaker	listener
<ul style="list-style-type: none"> ● Feels that the listener was very interested and concerned. ● Happy because listener was asking questions and showing interest. ● Encouraged to share my experience. 	<ul style="list-style-type: none"> ● Was interested and listened carefully. ● Asked questions when she wanted to know more. ● Was happy to listen.

What did we learn about listening?

- The listener did not have to say she was listening - her body language showed that she was listening. **We have to look at the faces of our audience** to see if people are interested, bored or want clarification.
- Observe** when you are speaking - "*Do they understand what I am saying?*"
- Eye contact** is part of listening. When you don't look at someone, he thinks you are not interested in what he is saying. He might not want to go on.
- Asking questions** is another way of showing that you are listening.
- Show concern and interest** to encourage people to share their ideas.
- As a facilitator it is more important to **LISTEN** than to talk, because it makes people feel happy and valued. Say what you have to say and then **LISTEN!**

Exercise 4: Communication Chain

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

This exercise helps to analyse what is involved in communicating something.

TIME: 1 hour

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

- Identify problem areas in communication and discuss what to do to prevent communication problems

MATERIALS:

- PICTURE

LEARNING ACTIVITIES:

- 1 Introduction:** Explain that the objective is to simulate the elements of communication.
- 2 Preparation:** Ask three volunteers to leave the room. Show the other participants a picture that they will have to describe. They can look at it for one minute, choose a reporter, and develop the message.
- 3 Play:** Call the first volunteer back into the room. Tell him/her that s/he is going to receive a message that s/he will then have to transmit to the next volunteer. No clarifications may be asked. The last volunteer has to draw the picture.
- 4 Analysis:** Ask - "*What did you see happening?*" Help them avoid blaming others, but try to focus on what they did do themselves.
- 5 Communication Chain:** Note contributions on the flipchart communication chain. Present the communication chain including the observations.
- 6 Conclusion:** Ask - "*How can these problem areas be avoided?*"



THE COMMUNICATION CHAIN

Participants did an exercise in communication. Three volunteers left the room, while the others looked at a picture. Then the volunteers came back one after the other to listen to a description of the picture. The last person coming back had to draw the picture as it was described to him.

The picture which was drawn was different from the original.

Participants found reasons why the picture looked different. They also realised why communication is so difficult:

1. First we form the message in our head.
2. Then we have to find the right words to speak.
3. Then our body "speaks" and might add to or change what we are saying.
4. Our relationship with the listener is important: if the listener does not trust the speaker, he will not accept the message.
5. Each person has different understandings of the meaning of words: *"I say bird, meaning a bird in the sky, but you hear bird meaning guinea fowl."*

All these factors form the **COMMUNICATION CHAIN**:

	ESTHER	DONALD			
Problem areas in communication	Thinking of the message	Using words & language	Body and face are also speaking	They like or dislike each other	Interpretation
Problems identified with picture exercise	Forgot some details - it is difficult to be complete	Lying under the tree is not the same as lying in a chair under the tree	One speaker laughed and the listener thought she was not serious	When you know person well, it is easier to understand what she is saying	The picture showed a person with a calabash, but the speaker thought it was someone cooking
What to do to avoid the communication problems	Prepare very well what you are going to say	Check to see if person has understood your words	Observe to see reaction. Be aware of your body language.	Create good relations (trust) with community members.	Listen carefully and rephrase what you have understood to avoid confusion

Exercise 5: Rephrasing

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

Rephrasing is a facilitation skill that is very useful when guiding a discussion.

TIME: 1 hour

OBJECTIVES: By the end of the session participants will be able to use rephrasing as a skill for facilitation.



LEARNING ACTIVITIES:

- 1 Introduction:** Explain that the objective is to practice rephrasing in pairs. Rephrasing means summarizing in your own words what you think the other person has just said.
- 2 Topic and Pairs:** Brainstorm a list of controversial discussion topics. Then form into pairs and ask each pair to choose a topic from the list.
- 3 Task:** Explain that participants can give their real opinions. They don't have to take separate camps. The only rule is: before talking you have to rephrase.
- 4 Practice:** Give the pairs 10 minutes for discussion. Walk around to make sure they are practicing "rephrasing", but only give advice when needed. Keep a low profile in order to avoid intrusion in the discussions.
- 5 Analysis (Large Group):** Bring the whole group together. Ask - "*Was rephrasing useful or was it disruptive?*" Note responses on flipchart.
- 6 Conclusion:** Ask - "*How can this experience help us as facilitators?*"

HANDOUT: REPHRASING

Rephrasing is used by a facilitator when a person has said something that might not have been well understood and when the facilitator wants to verify his/her understanding. Maybe it was too difficult or too long. We then make a short summary to stress the most important points.

Rephrasing has several advantages:

- It creates an atmosphere that promotes better understanding.
- It shows that you have been listening.
- It clarifies points - it brings out the most important points.
- It helps to correct wrong impressions.
- It helps to get more information.
- It shows concern/interest for what has been said.
- It forces the listener to listen very carefully.
- It encourages shy people to speak more (they feel what is said has more value when it is rephrased).
- It saves time, because it avoids confusion.

It has a few disadvantages:

- It can just be repetition.
- When you have not properly understood, it could mislead.

For these disadvantages we said that rephrasing does not mean repeat. It means to make a summary. When a person says just one sentence, it is not useful to rephrase. It is only important to rephrase when one person has been explaining something that was quite long.

When you rephrase and it is not correct, this will not mislead. It will give the speaker the opportunity to correct you, so it improves understanding.

Sometimes it was difficult to rephrase because people were talking for a long time. It might be useful to interrupt long speakers, and rephrase to ensure your understanding before letting the person continue.

Exercise 6: The "But Why?" Method

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

This method is particularly useful for organising problem solving at the community level.

TIME: 30 minutes

OBJECTIVES: By the end of the session participants will be able to use the "But Why?" method in facilitating problem-solving discussion.

LEARNING ACTIVITIES:

- 1 **Introduction:** Explain that the "But why?" method is used for problem-solving. Introduce the method with the following example:



"The child has a septic foot."
"BUT WHY?"
"Because she stepped on a thorn."
"BUT WHY?"
"Because she has no shoes."
"BUT WHY?"
"Because her father cannot buy her any?"
"BUT WHY?"
"Because he is paid very little as a farm worker."
"BUT WHY?"
"Because the farm workers have no trade union."

- 2 **Practice:** Ask the group to brainstorm problems that Watsan are facing in organising community management. Divide into pairs and ask each pair to select one of these problems. Ask them to practice using the "But why?" method in analysing this problem. Then ask one or two groups to read out their analysis.
- 3 **Analysis:** Ask - *"What is the limitation of this method?"* The expected response is that the method only looks at the problem, not the solution. But it can be very useful for problem-solving.

Exercise 7: Problem Solving Approach

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

This method can be used in facilitating problem-solving.

TIME: 30 minutes

OBJECTIVES: By the end of the session participants will be able to facilitate problem-solving discussion.

LEARNING ACTIVITIES:

- 1 Introduction: Explain the Problem-Solving Approach, using example below:

Watsan is having problems raising funds to maintain their two pumps. 20 households have not paid their contribution for three months. These households have been reminded, but they still have not paid. They use more water than the other households because of palm oil production. The rest of the community are up-to-date with payments. What can Watsan do?

- Step 1: DESCRIBE THE PROBLEM AS CLEARLY AS POSSIBLE.** Draw out all of the possible facts about the problem - its causes and effects:
- Ask questions - draw out all the facts and opinions about problem.
 - Clarify - ask a question or repeat a point in different words to make it clear - "*What I hear you saying is..... Is that what you mean?*"
 - Provide information - people need information to help them decide.
 - Summarize - state the major points agreed upon.
- Step 2: BRAINSTORM THE SOLUTION.** Get ideas from every participant:
- Ask everyone what are possible solutions to the problem.
 - Get agreement on each proposed solution.
- Step 3: REVIEW THE SOLUTIONS.** Ask - "*Which solution will work?*"
- Step 4: MAKE THE DECISION.** Get agreement on what is to be done.
- Step 5: DEVELOP AN ACTION PLAN.** Ask people to decide who will do what by when and how.
- Step 6: IMPLEMENT THE ACTION PLAN AND EVALUATE PROGRESS.**

- 2 Practice: Brainstorm a list of problems facing communities in managing the new water supply (eg low levels of community participation, conflicts between leaders, women excluded from decision-making, etc.) Then divide into trios and ask each trio to select one problem and apply the problem-solving approach. Ask trios to write their reports on newsprint and tape on the wall. Then organise a Gallery Review.

Exercise 8: Problem Tree

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

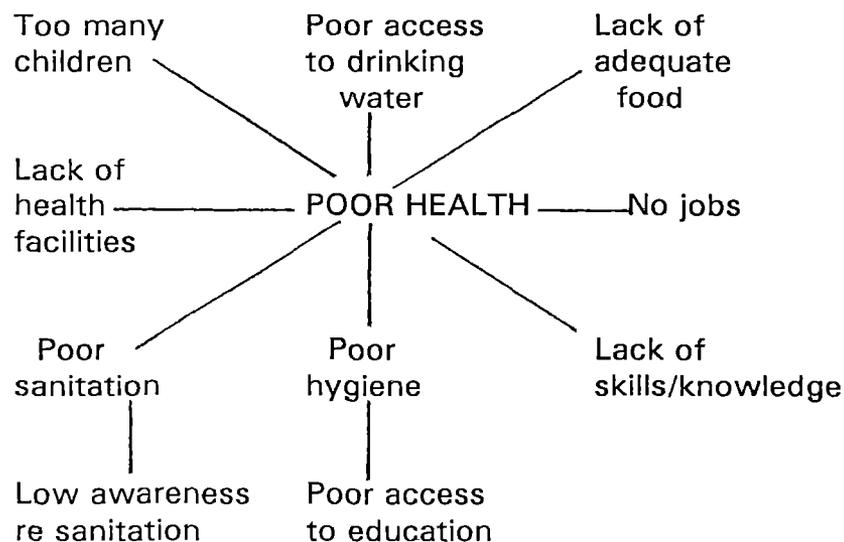
This method is useful in analysing the root causes of problems.

TIME: 1 hour

OBJECTIVES: By the end of the session participants will be able to use this technique for analysing root causes.

LEARNING ACTIVITIES:

- 1 **Brainstorming:** Ask the group to brainstorm causes of poverty. Example: poor health, low education, limited job opportunities, exploitation by middlemen, no credit facilities, poor/infertile land, poor technology, feeling of apathy, etc.
- 2 **Demonstration:** Demonstrate the problem tree method, using poor HEALTH as an example. See below.



- 3 Divide into trios and ask each trio to develop a problem tree for "Poor Access to Drinking Water" or "Poor Sanitation Facilities".
- 4 Tape each group's problem tree (on newsprint) on the front wall and discuss similarities and differences.
- 5 Ask participants to identify:
 - a) Which causes we can deal with?
 - b) Which causes are outside our control?

Exercise 9: Facilitation and Group Dynamics

TIME: 90 minutes

OBJECTIVES:

- To experience roles as a facilitator and participant, in order to create better awareness about constructive group behaviour.
- To improve observation skills of group dynamics, and define participatory communication networks.

MATERIALS:

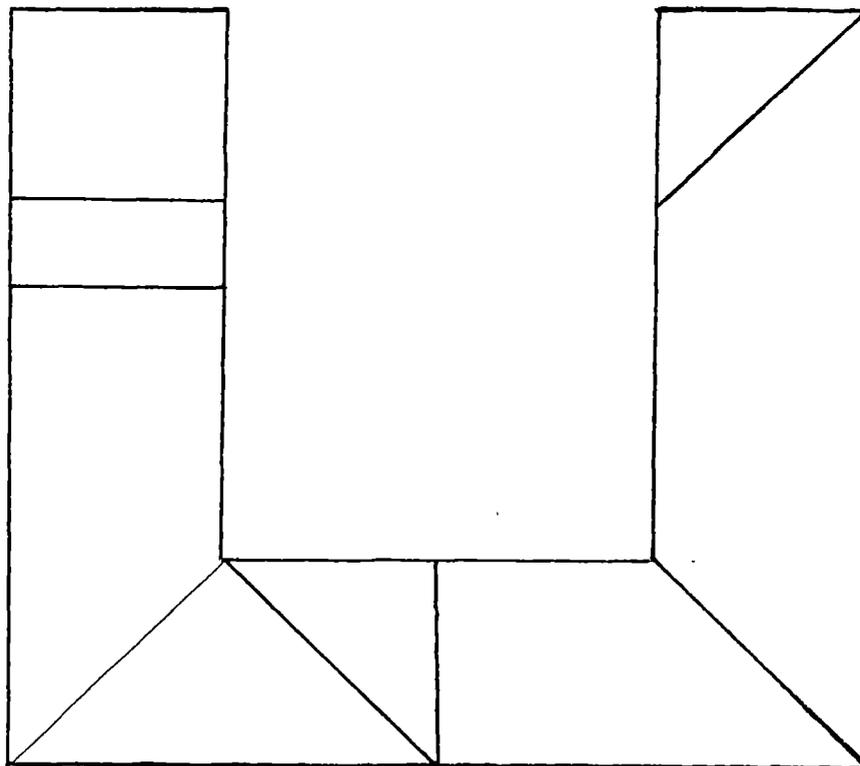
- **INSTRUCTION SHEET** (for the facilitator)
- **PUZZLE PIECES** - 6 sets of puzzle pieces, each set in a closed envelope, for participants in the simulation exercise
- **OBSERVATION SHEETS** - for the observers in the simulation exercise.

LEARNING ACTIVITIES:

- 1 **Introduction:** Explain that the aim of the exercise is to study people's behaviour, in order to look for areas for improvement. Emphasize that this is an opportunity for learning and not for criticizing each other.
- 2 **Assign Roles:** Invite a volunteer for the facilitator's role, and give this person the instruction sheet so he/she can prepare in a quiet place. Invite 6 volunteers for the participant's roles. Ask them to discuss in a quiet place about constructive behaviour of participants, until you call them back in.
- 3 **Observers:** Go over the 3 observer sheets with the participants that are left. Divide the sheets, each person can choose: 1 observer for the facilitator and the others for participants.
- 4 **"Participants":** Invite them back in. Give them the envelope, but tell them they can only open it when the facilitator specifically asks them to do so. They should hide their pieces from the facilitator eg in their notebook.
- 5 **Facilitator:** Invite the facilitator back in. Tell him that the others will observe what is happening so they can get accurate feedback. Ask the facilitator to start the exercise. Stop the simulation when one of the "participants" has found the right answer, or after 15 minutes.
- 6 **Debriefing:** Ask the facilitator to read and show how his instructions, so that "participants" who have not been able to construct the figure can complete it. Ask the facilitator - "*Was it difficult? How did s/he feel?*" Then ask the "participants" to answer the same questions. Make sure they only talk about themselves; help them to avoid accusations.

- 7 Ask the "group observers" to present their findings. Then ask the group - *"Does the network drawing represent a participatory session? What would such a network look like?"* Ask the facilitator - *"What could you have done to create such a network?"* Then ask the participants to give suggestions as to what they could have done.
- 8 **Analysis:** Compare the findings of the "facilitator observer" and "group observers" with participants' suggestions. Help to avoid people getting into arguments about why they behaved as they did. Focus on what they could have done to make this a successful session. Note these suggestions on two flipcharts: "roles of facilitator" and "roles of participants".
- 9 **Summary:** Ask participants to compare this simulation to what happens in reality: if people don't share their information, it will be difficult to solve problems.

SIMULATION EXERCISE - BUILDING A "U"



Trainers' Task: Ask group members to construct this figure. You can talk, but don't use your hands. You cannot show them this figure.

Note to Trainers: Each participant gets all the pieces of this puzzle in a closed envelope. Each shape should get a different colour. The "facilitator" is not aware that participants have pieces of this puzzle, nor that these pieces have colours. Write on each envelope: Hide your pieces from the "facilitator". You can only open this envelope if the facilitator asks you specifically to do so.

LEARNINGS FROM EXERCISE

A facilitator had to solve a problem with 6 participants. She wanted the participants to make a "U" shape, that was divided into geometrical figures. She did not know what materials participants had to make this shape. They had an envelope with the pieces that could build the "U" shape. Each piece (square, triangle, etc) had its own colour. The facilitator asked the participants what they had in front of them, but they did not mention the different shapes nor the colours. It was a difficult job to explain what needed to be done and some participants became frustrated. Two participants exchanged some pieces and were able to make the correct shape, only the figures that formed the shape were not correct.

What was learned?

- If we want to solve a problem with a group of people, it is very important to **share all the information and ideas** that we have. A small detail (like the colour of the figures) can really help to quickly solve a problem.
- If the facilitator wants to help solve a problem, it is important to **KEEP ASKING QUESTIONS**. Don't be satisfied with the first answer. Repeat your question or ask it in a different way. Ask others if they have something to contribute. Then before moving on to another explanation, summarize what they have told you and see if that is really all they have to say. Example:

Facilitator: *Can you tell me what you have?*

Participants: *Pieces of paper.*

NOW DON'T STOP ASKING QUESTIONS.

Facilitator: *What can you tell me about the pieces?*

Participants: *They have different shapes.*

KEEP ASKING FOR MORE DETAILS!!!

Facilitator: *How many pieces? What shapes?*

Participants: *Ten - 1 square, 3 triangles, 1 small rectangle, etc*

KEEP ASKING QUESTIONS!

Facilitator: *What more can you tell me about the pieces?*

Participants: *I think we have explained all.*

MAKE A SUMMARY OF WHAT THEY HAVE TOLD YOU.

Facilitator: *You told me you have 10 pieces and you told me the shapes. Is that all you can say?*

Participants: *Oh, we forgot to tell you the pieces have colours.*

- The facilitator should **observe the group closely**. Are they still interested? Are they getting frustrated? You should tell people when they seem bored or frustrated? Ask them - "*What is wrong? How can we continue?*" Let them know you can't solve the problem for them, because they know things that you don't know. They should feel free to give their views and opinions.
- Communication should occur between participants. If all communication passes through the facilitator, it is probably not a participatory session.

OBSERVATION SHEET: FACILITATOR

- Does s/he present the problem clearly?
- Does s/he explain it again later on when the need arose?
- Is s/he trying to obtain information from participants?
- How does s/he encourage participation?
- Does s/he give orders to participants?
- Does s/he check the work of the participants?
- Does s/he appear confident?

OBSERVATION SHEET: PARTICIPANTS

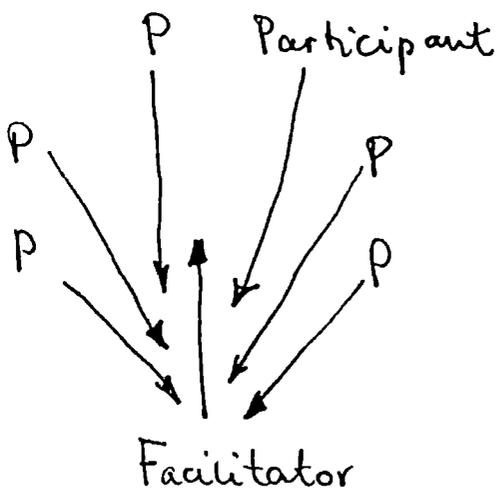
Works on his/her own	Some participants just worked on their own, and did not try to get information from the facilitator, nor tried to help the others
Asks questions	Only some asked questions, but they did not keep asking questions when things were not clear.
Gives information	Initially participants refused to tell what they were doing. (" <i>May I know what you are doing?</i> " " <i>No, not yet.</i> ") But when they saw they could not do it, they gave some information to the facilitator, but no details like shapes or colours.
Makes suggestions	One participant asked if he could exchange pieces with the others, and this helped to make shape.
Listens, keeps silent	One participant just kept silent. He became very frustrated. After listening to the observers, he concluded that it must be difficult to have someone like him in the group.
Talks to facilitator	Most participants did, but not about what they were doing, or about what she wanted them to do.
Talks to participants	Some did, but there was not a lot of interaction, or debate as to how to build the shape.
Is frustrated	Some became very frustrated, but one participant thought he had made the shape and was very proud (even though it was the wrong shape).
Tries to motivate	No one tried to motivate the group to keep trying.
Is not interested	The frustrated participant lost interest and did not want to continue.
Competes	All wanted to be the first to complete the figure.

OBSERVATION GUIDE FOR GROUP DYNAMICS

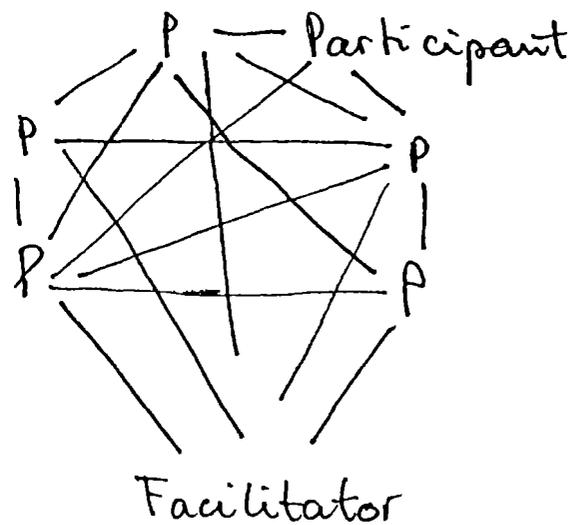
- Who talks to whom?
- Make a plan of the arrangement of people in the group.
- Draw arrows to follow the flow of communication.
- Make notes on how the morale of the group changes, or the atmosphere.

There was little discussion among participants. Most talked to the facilitator. We concluded that this was not a very participatory session, because all relied on the facilitator for help. In a very participatory session, there is lots of discussion among participants. They share ideas and find their own way of doing things.

The facilitator did not pay much attention to the morale of the group. People had difficulties and were frustrated, but the facilitator did not show interest or concern. If you don't pay attention to the morale of the group, all can become discouraged.



Not participatory.



Participatory.

Exercise 10: Facilitation Practice

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

This session will give POs practice in using facilitation techniques.

TIME: 1 hour

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

- Demonstrate effective use of a number of facilitation techniques.

LEARNING ACTIVITIES:

- 1 **The Wrong Approach (Role Play):** Organise a role play in which a PO gives a long lecture to a community on its sanitation practices. Then ask - "*What happened?*" [Expected response - talk/talk/talk; did not listen; arrogant, impatient, abusive; showed no respect; result - people lost interest.]
- 2 **Introduction to Group Exercise:** Explain that participants will practice facilitation skills through a series of exercises in small groups, each followed by feedback. Then divide into groups of about 8 people.
- 3 **Topic 1:** Ask the groups to discuss - "*What do you do as a facilitator to get everyone talking and to keep them talking? How do you make discussion effective?*" Debrief on a round robin basis and record points on newsprint. Then explain that, having developed a guide to facilitation techniques, participants will have a chance to practise these skills.

HOW TO BUILD EFFECTIVE DISCUSSION:

- Establish rapport - be informal, friendly, relaxed.
- Start with a question - simple and clear - to get everyone talking.
- Use "open" questions - they invite many opinions and get everyone involved.
- Ask for contributions - "*What are your ideas on this?*"
- Pose a problem and ask people to help solve the problem.
- Listen carefully - give people your full attention.
- Don't talk too much - limit yourself to questions, rephrasing, and summarising.
- Allow people to find their own solutions.
- Rephrasing - "*What I hear you saying is.....*" This helps ensure that everyone has heard/understood the point.
- Encourage people to talk - eye contact, move close to people, body language, minimal encouragers (eg "*Yes*" "*I see*" "*Tell me more*").
- Don't condemn any responses. Accept them and build on them.
- Praise responses but don't overdo it.
- Probing - use followup questions to find out more and clarify.
- Encourage everyone in the group to say something.
- Give special attention to quiet/shy members.
- Redirecting - after a response throw it to others - ask "*Do others agree with him?*"
- Keep your language simple.
- Use buzz groups or small groups - to get everyone talking.
- Summarize to ensure people are following the discussion.

- 4 **Topic 2:** Ask one person in each group to be the facilitator. Assign the following task - "*You are entering the community for the first time. You make a visit to one of the water sources and find a group of women gathered there. Your aim is to ask them questions to help them analyse the water and health situation in their community.*" Give the facilitators 5 minutes to prepare themselves. Then start the practice session. After about 7 minutes stop the session and ask groups to organise FEEDBACK. Stress the importance of giving positive and negative feedback. DEBRIEF what groups learned from the practice discussion in plenary and record on newsprint. Summarize.
- 5 **Topic 3:** Ask participants to brainstorm - "*What problems are you facing in the field?*" Record these points on bricks. Then let each group select one of the issues and use it for problem-solving facilitation practice.

PROBLEMS (Examples)

- A. Watsan reports to you that the chief and opinion leaders are interfering a lot with their work. Discuss with Watsan what they can do about this problem.
- B. The men in one village refuse to allow women to take part in Watsan. Discuss with the men the importance of involving women. Don't tell them - draw it out through discussion.
- C. Some community members are still using the old sources. Facilitate a discussion with the community on this issue. Use two pictures (polluted water source and new facility) as a starting point for discussing the community's own situation.
- D. Community members are used to communal latrines. They don't see why they have to construct household latrines. Discuss the benefits of individual household latrines.
- E. Migrant fishermen are 50% of the community. The fishermen refuse to contribute to the capital cost. Meet with them to discuss their participation in the water project.
- F. Watsan members complain they are too overloaded with work and are insulted by community members. They want to quit. Meet with them to discuss this problem.
- G. You learn that people are refusing to contribute to the capital cost because of rumours that Watsan are "chopping" the money. Discuss with Watsan what they can do.
- H. Watsan says that site maintenance is the responsibility of women only. Discuss this issue with Watsan.

Exercise 11: Facilitation Nightmares

HOW THIS SESSION CAN HELP THE PO DO THE JOB:

This session will help POs prepare themselves for some of the difficult situations they face in the field as facilitators

TIME: 1 hour

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

- Identify their fears or concerns as facilitators and strategies for dealing with these difficult situations.

LEARNING ACTIVITIES:

- 1 **Buzz Groups:** Ask participants to discuss in pairs "*problems they have encountered in running community meetings or Watsan training - which they find difficult to handle*". (5 minutes). Give a few examples:
 - a) how to deal with their own nervousness in facilitating sessions
 - b) how to activate trainees who are shy or afraid to talk
 - c) how to help a co-trainer who goes off track or talks too long
 - d) how to handle a participant who keeps interrupting
 - d) how to handle difficult questions from the community
 - e) how to deal with a situation where a Watsan member is giving wrong information to the community.
- 2 Make a LIST of the problems. Select two or three problems to be used as the focus for the rest of the session. (10 minutes)
- 3 Take one problem at a time and do PROBLEM-SOLVING using STOP-START DRAMA:
 - Play the situation in which the problem occurs.
 - Stop the drama at points to ask participants:
 - a) to comment on what is happening -
"Is it working? Is it realistic? What else might go wrong?"
 - b) to discuss strategies or solutions before trying them out
 - Continue on with the "playing" to try out other strategies - and stop for discussion/analysis (where appropriate).
- 4 Have a second trainer record the strategies as they emerge from the process.

Exercise 12: Team Building

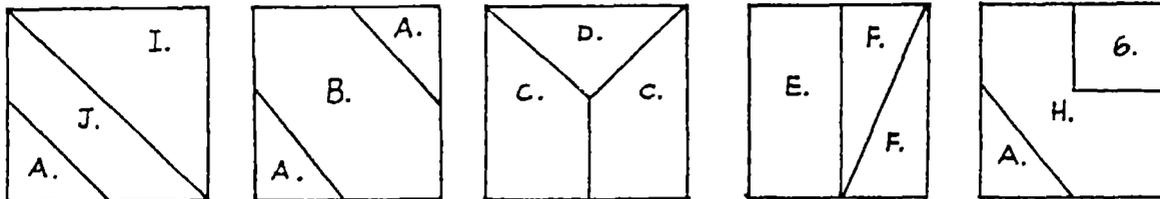
TIME: 1 hour

OBJECTIVES:

- To develop a better understanding of how cooperation works.

MATERIALS:

- 20 cm x 20 cm cardboard squares (15 pieces) for each group of 5 people



LEARNING ACTIVITIES:

- 1 **Introduction:** Explain that participants will play a game from which they will learn some lessons on group dynamics. Divide into groups of 5 people (preferably from the same PO). Ask each group to sit around a table. Hand each of them 3 pieces of the 5 puzzles. Make sure the pieces are well mixed up. Tell them that they have 15 minutes to make 5 perfect squares.
- 2 **Rules:** Explain the basic rules of the game (on flipchart):
 - No member may speak.
 - No member may signal to another to pass a piece.
 - Members may give pieces to other members.
- 3 **Play!** Facilitators should each observe a group and fill out the observation sheet below. If the groups have not succeeded in 15 minutes, stop them and show them how to make the 5 squares.

OBSERVATION SHEET:

- Who was willing to give away pieces of the puzzle?
- Who was struggling with the pieces, but was unwilling to give any of them away?
- Was there any critical point when the group began to cooperate?

- 4 **Analysis:** Ask - "*What happened? What could you have done differently for the group to succeed? What have you learned about cooperation?*"
- 5 **Summary:** Explain that the aim of the game was to simulate what happens in real life: you can't get information from someone who will not volunteer to share information. If the puzzle represents different bits of knowledge, it is only through sharing knowledge that the group can succeed. To solve a common problem, people need to share whatever knowledge they have.

OPTION: DRAMA

1 Drama and Small Group Discussion:

Organise a short drama showing conflicts within a team of PO field workers. Then divide into groups (not members of the same PO) and discuss:

- a) *What happened in the drama?*
- b) *Why is there a need for team-building?*
- c) *Who does what within your team? How are tasks divided up?*
- d) *How to build cooperation and teamwork? How can team members support each other?*

What happened?

- Team members only interested in promoting their own specialisation - people feel "territorial" - refuse to accept help from other team members
- Use their professional expertise to intimidate the other team members.
- Individualism - a team member works entirely on his own and resists any input from other team members
- No appreciation of each other's job or contribution to the project

Why is there a need for team building?

- Develop a sense of belonging
- Foster unity and reduce conflict
- Achieve targets and work towards common goals
- Motivate people to do effective work
- Allow for sharing of ideas and joint problem-solving and planning

How to build cooperation and teamwork?

- Change attitudes to accommodate others - flexible, reasonable, cooperative
- Respect the views of others
- Encourage and appreciate the contributions of others.
- Need for constructive criticism and an openness to feedback.
- Help each other develop skills.
- Regular meetings to discuss problems and do joint problem solving.
- Occasional socialisation over drinks and coffee.
- Adopt "WHAT is wrong?", not "WHO is wrong?" attitude.
- Need to take collective responsibility.
- Share resources within the team - materials, money, transport.
- Get the whole team together to agree on common goals and look at each other's specialisation and what is being done.
- Get team members to agree on points of overlap, what is to be done in each area, and who is to do what.
- Focus team meetings on coordination issues and ways that team members can support each other's agendas while they are in the field.

[REDACTED]

[REDACTED]

